South Carolina Education Oversight Committee (EOC)
Annual Standards Assurance Form
H.4077 (R.247) as Signed by the Governor on May 18, 2018
2018-19
Document A – Application for Continued Participation in ECENC Program

Please complete the information requested below concerning your independent school. This information will be listed on the South Carolina Education Oversight Committee's website, www.eoc.sc.gov.

Independent School Name:	Ben Lippen School
Independent School Contact Person:	John Hurd
Independent School Address:	7401 Monticello Road
City, State, Zip Code:	Columbia, SC 29203
Independent School Telephone Number:	(803) - 807 - 4000
Independent School Fax Number:	(803) - 744 - 1387
Independent School E-mail Address:	jhurd@benlippen.com
Independent School Website Address:	www.benlippen.com

Please review the standards below based on H.4077 (R.247) as signed by the Governor on May 18, 2018. An "eligible school" is defined as "an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met," and does not discriminate based on the grounds of race, color, or national origin. Please indicate whether your school has met each standard to ensure the following academic requirements are being met. The S.C. Education Oversight Committee reserves the right to **request additional documentation** to show the school is in compliance with state law.

STANDARDS	YES	NO
1. Offers a general education to primary or secondary school students.	☑	☐
2. Does not discriminate on the basis of race, color, or national origin.	☑	☐
3. Is located in this state.	☑	☐
4. Has an educational curriculum that includes courses set forth in the state's diploma requirements, graduation certificate requirements (for special needs children), and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress. Please	☑	☐
5. Has school facilities that are subject to applicable federal, state, and local laws.	☑	☐
6. Is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, or the Palmetto Association of Independent Schools.	☑	☐
7. Provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students or provides onsite educational services or supports to meet the needs of exceptional needs students, or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities. Please provide a summary of the services provided based on exceptional needs of students served.	☑	☐
8. Did this school receive any grants last fiscal year (July 1, 2017 until June 30, 2018) from Exceptional SC from the Educational Credit for Exceptional Needs Children Fund? Please complete Document B.	☑	☐
9. By December 31, 2018, will your school submit school-level test score results from the prior school year on national achievement tests and individual student test scores for students who received a grant from Exceptional SC in the prior school year? Please complete Document C.	☑	☐
10. By December 31, 2018, will your school provide a "compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm"? Please complete Document D.	☑	☐

I assure that all documents submitted to the SC Education Oversight Committee for the purpose of applying as an eligible school, as defined by state law, is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10 of the South Carolina Code of Laws.

Signature: _Jewl_

Date: _May 29, 2018_

Print Name of Signature Above: _John Hurd_

Title: _Finance Director_

Email: _john.hurd@benlippen.com_

Return this form to Melanie Barton
- Phone: 803.734.6148
- E-mail: mbarton@eoc.sc.gov
- Mail: P.O. Box 11867
  Columbia, S.C. 29211
- Fax: 803.734.6167
- Physical Location:
  1205 Pendleton Street
  Room 502 Brown Building
  Columbia, SC 29201

South Carolina Eduation Oversight Committee
Annual Standards Assurance Form
2018-19
Document A

Standard #7 Evidence of Services or Supports

Ben Lippen School accommodates students of various learning abilities. We have the resources to provide aid for those that have mild learning disorders up to high functioning autism. We allow alternate testing locations and extended time for testing. We have a special needs teacher on campus to work with our elementary students providing OT and PT, as well as assisting with learning objectives. We have a special needs teacher for our upper school that provides assistance with learning objectives for our students in need of extra help or time on assignments. We also have an accommodations coordinator to help ensure that all students receive the accommodations needed for their diagnosis. Examples of some of our students' learning needs are dyslexia, high functioning autism, dysgraphia (learning disorders in math, reading and writing), ADHD, OCD, and dyspraxia.

Lower School
Monticello Road Campus
7401 Monticello Road
Columbia, SC 29203
FAX: (803) 807–4333

Lower School
St. Andrews Road Campus
500 St. Andrews Road
Columbia, SC 29210
FAX: (803) 807–4399

Upper School
7401 Monticello Road
Columbia, SC 29203
FAX: (803) 744–1387

(803) 807–4000
www.BenLippen.com

Document B
Grants Received

Application for Continued Participation
Educational Credit for Exceptional Needs Children (ECENC) Program
2018-2019

Independent School Name: Ben Lippen School

An independent school continuing to participate in the Educational Credit for Exceptional Needs Children for Fiscal Year 2018-19 is required to submit the following information:

Total number of grants and total amount of grants received in the preceding fiscal year, from July 1, 2017 through June 30, 2018.

Please complete the following chart. If no grants for any qualifying student were received from Exceptional SC in Fiscal Year 2017-18, please indicate with "0" grants received and "$0" in total amount of grants received.

Total Number of Grants Received	Total Amount of Grants Received
34	$ 95,364.76

Total number of grants is the number of individual children/students who received a grant even if the school received more than one grant for a specific child/student. The total amount of grants per child/student should not have exceeded $11,000.

Document C
Student Assessment Data

Application for Continued Participation
Educational Credit for Exceptional Needs Children (ECENC) Program
2018-2019

Independent School Name: *Ben Lippen School*

An independent school applying for continued participation in the Educational Credit for Exceptional Needs Children Program for Fiscal Year 2018-19 is required to submit the following information **by December 31, 2018**:

Student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school receiving or entitled to receive scholarship grants pursuant to this section in the previous school year. The school shall also provide individual student test scores on national achievement or state standardized tests, or both, for any student in grades one through twelve who received a grant from the program during the prior school year. The information must be used to provide program level reports to determine whether students participating in the program have experienced measurable improvement. Students with disabilities for whom standardized testing is not appropriate are exempt from this requirement.
Section 12-6-3790(E)(1)(b)

The information will be used to issue an annual report.

Annually, the Education Oversight Committee shall issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least fifty-one percent of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school, and for participating students, in which there are at least thirty participating students who have scores for tests administered. If the Education Oversight Committee determines that the thirty participating-student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating-student cell size, but the cell size may not be reduced to less than ten participating students.
Section 12-6-3790(E)(6)

Schools applying for continued participation in the ECENC Program must provide the following:

1. **School-level assessment results** for school year 2017-18 on national achievement tests for all grades tested in the school and for each grade with at least 10 students tested. Information should be provided for English language arts (reading) and mathematics achievement of students in the grade. Examples include: *TerraNova, Stanford 10, Iowa Test of Basic Skills, etc.* For grades 9-12, the school may provide average PSAT, SAT, ACT, or other scores as appropriate.

    For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, the EOC will work with the schools to provide information (including formative assessments, portfolios, etc.) that document the students' academic and social development.

How many students were enrolled in your school in 2017-18? _____750_____

The following is a **template** that you may use for reporting purposes. For questions, contact the EOC office.

2017-18 School Year Results for (NAME OF ASSESSMENT)
National Percentiles, Mean (Average) Scale Scores, Grade Equivalents, etc.

Grade	English language arts (Reading)	Mathematics
1		
2		
3		
4		
5		
6		

2. **Individual student test scores** on national achievement tests for any child who received a grant from the program during the 2017-18 school year. No personally identifiable information will be published; instead, the information will be aggregated at the school or state level as stipulated in law.

Each school will have access to a secure data portal to upload individual student assessment results, which will include personally identifiable information. The portal will capture, at a minimum, the following information:

- Name of the student who received a grant from Exceptional SC in the prior school year along with data including date of birth, sex, grade level, etc. to ensure that the assessment results can be matched to the individual student who received a grant;
- For each student who received a grant, the results of a national assessment or assessments in 2017-18 and if possible, in 2016-17 as well to document academic growth. The name of the assessment as well as scale scores for students or national percentile ranks must be included; and
- If a student received a grant but due to the student's exceptional needs was not able to be assessed with a national assessment, the school must provide an explanation by student of the reason why a national assessment was not administered and how the school is measuring academic and personal growth for each student not assessed.

Please identify one staff person from your school who will provide the individual student test scores from this school:

Name: John Hurst

Title: Finance Director

Telephone Number: 803-867-4103

Email Address: john.hurst@beulppen.com

TERRANOVA³

TERRANOVA®, Third Edition

COMPLETE BATTERY

Assessment Summary

Group: BEN LIPPEN SCHOOLS S

Grade: 1

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 41

Form/Level: GL-11

Test Date: 04/24/18

QM: 31

BEN LIPPEN SCHOOLS SYSTEM 0032269
SOUTHEAST   CSP08

City/State: COLUMBIA, SC

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	39	41	39	39	---	N/A	41	41	41	39	---	---	---	41
Mean Scores & Std. Deviations														
Grade Mean Equivalent	4.3	2.8	3.5	4.5			2.8	2.4	2.6	3.5				3.1
Standard Deviation	3.5	1.9	1.9	3.4			1.9	0.8	0.9	1.7				1.6
Mean Normal Curve Equiv.	79	68	78	73			68	68	70	82				72
Standard Deviation	14	17	15	19			18	24	19	14				22
NP of the Mean NCE	92	80	91	86			80	80	83	94				85
Mean Scale Score	634	595	615	631			572	520	546	612				621
Standard Deviation	38	39	33	37			48	37	37	32				34
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	99	98	99	99			99	99	99	99				99
Grade Equivalent	11.5	5.9	6.4	10.5			5.7	3.3	3.9	5.8				5.1
Normal Curve Equiv.	75	79	81	84			87	74	90	86				71
Scale Score	697	652	656	680			650	565	601	652				660
75th Local Percentile (Q3)														
National Percentile	96	92	98	94			94	85	96	98				93
Grade Equivalent	5.2	4.0	5.1	7.0			3.3	3.0	3.2	4.4				4.5
Normal Curve Equiv.	70	69	74	73			73	62	75	73				60
Scale Score	648	622	644	658			591	551	572	630				650
50th Percentile (Median) (Q2)														
National Percentile	92	82	91	82			78	75	83	96				74
Grade Equivalent	3.8	2.8	3.3	4.0			2.5	2.4	2.5	3.7				2.6
Normal Curve Equiv.	61	57	57	61			57	59	58	65				48
Scale Score	630	596	612	625			561	521	543	618				610
25th Local Percentile (Q1)														
National Percentile	82	61	80	70			62	50	61	88				59
Grade Equivalent	2.9	2.1	2.6	2.7			2.1	1.8	2.0	2.9				2.1
Normal Curve Equiv.	48	39	45	48			45	41	43	49				39
Scale Score	609	567	593	608			543	491	519	591				595
10th Local Percentile														
National Percentile	73	47	65	52			46	30	44	79				46
Grade Equivalent	2.5	1.7	2.2	1.9			1.7	1.4	1.7	2.5				1.7
Normal Curve Equiv.	40	30	34	36			34	25	32	40				32
Scale Score	597	550	576	587			526	470	505	578				582
National Quarters														
Local/Number 76-99	35	24	31	24			24	20	23	36				19
Per Quarter 51-75	3	12	6	12			12	10	12	1				17
26-50	1	3	2	2			3	7	3	2				4
01-25	0	2	0	1			2	4	3	0				1
Local/Percent 76-99	90	59	79	62			59	49	56	92				46
Per Quarter 51-75	8	29	15	31			29	24	29	3				41
26-50	3	7	5	5			7	17	7	5				10
01-25	0	5	0	3			5	10	7	0				2

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken
N/A Not Available

17604-5432

General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It is divided into three sections: Mean Scores and Standard Deviations, Local Percentiles/Quartiles, and National Quarters.

The **"Mean Scores and Standard Deviations"** section provides some basic norm-referenced information for your group. The following are the definitions of the terms used:

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored at or above the score of 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99. Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) Grade Equivalents that are within approximately two years of the student's actual grade placement are generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National

Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

A **Standard Deviation** is a statistic that shows the spread or dispersion of scores in a distribution of scores — in other words, a measure of dispersion. The more the scores are spread out, the larger the standard deviation.

The **"Local Percentiles/Quartiles"** section compares the distribution of your students' scores with those of the national norm group. Five points in your local distribution, described below, are compared to the same points nationally. These points are shown on the plot in Part I.

The **90th Local Percentile** is the score that divides the highest 10% of your student scores from the lowest 90%. If this group had scored exactly like the national norm group, the National Percentile (NP) would be 90. If this group's NP score is greater than 90, they scored higher than the national norm group.

The **75th Local Percentile** or Quartile 3 (Q3) is the score that divides the highest 25% of your student scores from the lowest 75%. If this group had scored exactly like the national norm group, the NP score would be 75. If this group's NP score is greater than 75, they scored higher than the national norm group.

The **50th Local Percentile** or Quartile 2 (Q2) is the score that divides the highest 50% of your student scores from the lowest 50%. This point is called the median. If this group had scored exactly like the national norm group, the NP score would be 50. If this group''s NP score is greater than 50, they scored higher than the national norm group.

The **25th Local Percentile** or Quartile 1 (Q1) is the score that divides the highest 75% of your student scores from the lowest 25%. If this group had scored exactly like the national norm group, the NP score would be 25. If this group's NP score is greater than 25, they scored higher than the national norm group.

The **10th Local Percentile** is the score that divides the highest 90% of your student scores from the lowest 10%. If this group had scored exactly like the national norm group, the NP score would be 10. If this group''s NP score is greater than 10, they scored higher than the national norm group.

The **"National Quarters"** section displays the number and percent of your student scores that fall into each of the four quarters. It allows you to compare your local score distribution to the National Percentile distribution. In the national norm group, 25% of the students had NP scores between 76 and 99, 25% were between 51 and 75, 25% were between 26 and 50, and 25% were between 1 and 25. It is desirable for a larger proportion of your students to be in quarters 3 and 4.

COMPLETE BATTERY

Assessment Summary

Group: BEN LIPPEN SCHOOLS S

Grade: 2

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 23

Form/Level: GL-12

Test Date: 04/24/18

QM: 31

BEN LIPPEN SCHOOLS SYSTEM 0032269
SOUTHEAST   CSP08

City/State: COLUMBIA, SC

000001   Page 2

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	23	23	23	23	23	23	23	23	23	23	23	23	23	23
Mean Scores & Std. Deviations														
Grade Mean Equivalent	4.9	3.7	4.3	4.5	4.6	4.6	3.4	3.0	3.2	4.1	3.9	4.1	3.9	4.4
Standard Deviation	2.9	1.1	1.8	2.7	2.5	2.2	0.9	0.3	0.4	1.5	3.3	3.0	3.0	1.7
Mean Normal Curve Equiv.	69	62	71	61	66	66	64	56	62	72	63	63	63	65
Standard Deviation	15	12	13	14	18	13	12	8	11	11	19	16	20	18
NP of the Mean NCE	82	72	84	70	78	78	75	61	72	85	73	73	73	76
Mean Scale Score	643	618	631	631	630	631	597	551	574	624	618	632	610	644
Standard Deviation	32	22	22	28	28	23	26	15	18	22	53	36	53	32
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	98	91	97	93	98	96	92	76	88	97	97	93	97	97
Grade Equivalent	10.2	5.4	7.3	8.6	8.6	7.8	4.5	3.3	3.7	6.9	11.0	10.1	10.0	6.7
Normal Curve Equiv.	80	69	74	73	82	76	74	57	63	78	87	75	78	72
Scale Score	685	646	662	668	668	662	630	568	596	661	703	686	690	691
75th Local Percentile (Q3)														
National Percentile	90	87	92	81	91	87	84	68	84	90	87	87	90	92
Grade Equivalent	5.7	4.9	4.9	5.2	6.0	5.3	3.7	3.1	3.6	4.4	5.0	5.6	6.3	5.6
Normal Curve Equiv.	67	63	61	58	71	62	61	51	59	58	71	71	67	67
Scale Score	655	638	641	642	647	641	607	559	589	630	641	652	654	671
50th Percentile (Median) (Q2)														
National Percentile	79	74	84	69	78	72	76	62	75	87	70	78	65	71
Grade Equivalent	4.3	3.9	4.1	4.2	4.6	4.1	3.4	3.0	3.3	3.9	3.5	4.1	3.4	3.8
Normal Curve Equiv.	53	52	51	48	56	48	53	47	50	52	53	58	46	46
Scale Score	636	620	628	628	630	624	596	553	577	623	608	632	596	636
25th Local Percentile (Q1)														
National Percentile	66	51	71	50	54	66	60	54	62	78	47	54	46	55
Grade Equivalent	3.4	2.8	3.4	2.8	3.0	3.7	3.0	2.9	3.0	3.5	2.7	2.9	2.7	3.0
Normal Curve Equiv.	42	36	42	35	40	44	42	41	41	44	39	42	36	36
Scale Score	622	596	615	610	608	619	580	545	564	612	581	604	570	621
10th Local Percentile														
National Percentile	52	44	58	45	43	48	47	37	43	58	25	34	35	33
Grade Equivalent	2.9	2.6	3.0	2.6	2.4	2.7	2.7	2.5	2.6	3.0	1.7	2.1	2.2	2.3
Normal Curve Equiv.	32	32	34	32	33	33	34	30	31	30	25	29	30	23
Scale Score	609	590	605	605	599	605	568	529	548	593	554	587	554	602
National Quarters														
Local/Number Per Quarter 76-99	14	10	15	9	12	11	12	2	11	19	11	13	10	11
51-75	7	7	7	8	6	8	9	16	9	3	6	5	5	8
26-50	2	6	1	5	4	4	2	5	3	1	4	5	7	4
01-25	0	0	0	1	1	0	0	0	0	0	2	0	1	0
Local/Percent Per Quarter 76-99	61	43	65	39	52	48	52	9	48	83	48	57	43	48
51-75	30	30	30	35	26	35	39	70	39	13	26	22	22	35
26-50	9	26	4	22	17	17	9	22	13	4	17	22	30	17
01-25	0	0	0	4	4	0	0	0	0	0	9	0	4	0

* Based on locally reported data

** Total score consists of Reading, Language, Mathematics

General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It is divided into three sections: Mean Scores and Standard Deviations, Local Percentiles/Quartiles, and National Quarters.

The **"Mean Scores and Standard Deviations"** section provides some basic norm-referenced information for your group. The following are the definitions of the terms used:

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored at or above the score of 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99. Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) Grade Equivalents that are within approximately two years of the student's actual grade placement are generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National

Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

A **Standard Deviation** is a statistic that shows the spread or dispersion of scores in a distribution of scores — in other words, a measure of dispersion. The more the scores are spread out, the larger the standard deviation.

The **"Local Percentiles/Quartiles"** section compares the distribution of your students' scores with those of the national norm group. Five points in your local distribution, described below, are compared to the same points nationally. These points are shown on the plot in Part I.

The **90th Local Percentile** is the score that divides the highest 10% of your student scores from the lowest 90%. If this group had scored exactly like the national norm group, the National Percentile (NP) would be 90. If this group's NP score is greater than 90, they scored higher than the national norm group.

The **75th Local Percentile** or Quartile 3 (Q3) is the score that divides the highest 25% of your student scores from the lowest 75%. If this group had scored exactly like the national norm group, the NP score would be 75. If this group's NP score is greater than 75, they scored higher than the national norm group.

The **50th Local Percentile** or Quartile 2 (Q2) is the score that divides the highest 50% of your student scores from the lowest 50%. This point is called the median. If this group had scored exactly like the national norm group, the NP score would be 50. If this group"s NP score is greater than 50, they scored higher than the national norm group.

The **25th Local Percentile** or Quartile 1 (Q1) is the score that divides the highest 75% of your student scores from the lowest 25%. If this group had scored exactly like the national norm group, the NP score would be 25. If this group's NP score is greater than 25, they scored higher than the national norm group.

The **10th Local Percentile** is the score that divides the highest 90% of your student scores from the lowest 10%. If this group had scored exactly like the national norm group, the NP score would be 10. If this group"s NP score is greater than 10, they scored higher than the national norm group.

The **"National Quarters"** section displays the number and percent of your student scores that fall into each of the four quarters. It allows you to compare your local score distribution to the National Percentile distribution. In the national norm group, 25% of the students had NP scores between 76 and 99, 25% were between 51 and 75, 25% were between 26 and 50, and 25% were between 1 and 25. It is desirable for a larger proportion of your students to be in quarters 3 and 4.

TERRANOVA®, Third Edition

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COMPLETE BATTERY

Assessment Summary

Group: BEN LIPPEN SCHOOLS S

Grade: 3

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 38

Form/Level: G-13

Test Date: 04/24/18

QM: 31

BEN LIPPEN SCHOOLS SYSTEM 0032269
SOUTHEAST   CSP08

City/State: COLUMBIA, SC

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Mean Scores & Std. Deviations														
Grade Mean Equivalent	4.8	5.2	5.1	4.9	6.1	5.4	4.6	3.9	4.2	4.8	5.2	4.1	5.6	4.4
Standard Deviation	2.6	3.2	2.5	3.8	3.0	3.4	2.2	1.2	1.5	2.4	2.9	1.7	3.4	1.5
Mean Normal Curve Equiv.	61	62	66	58	66	65	60	53	59	63	63	57	65	56
Standard Deviation	20	21	22	22	19	22	18	21	21	22	19	16	22	18
NP of the Mean NCE	70	72	78	65	78	76	68	56	67	73	73	63	76	61
Mean Scale Score	641	642	642	637	646	642	628	593	611	635	644	632	642	645
Standard Deviation	43	39	36	47	31	36	51	40	43	43	45	38	50	30
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	95	97	97	96	95	98	95	90	96	96	96	90	99	91
Grade Equivalent	9.2	10.6	8.9	12.9	9.9	11.5	8.4	5.6	6.6	8.5	10.3	7.4	11.6	6.2
Normal Curve Equiv.	77	77	75	82	77	84	87	67	76	78	84	69	77	68
Scale Score	678	690	675	700	676	690	684	638	660	674	696	667	709	681
75th Local Percentile (Q3)														
National Percentile	89	92	96	82	91	92	87	85	90	94	87	79	93	79
Grade Equivalent	7.4	8.5	8.1	7.0	8.1	7.8	5.8	4.9	5.5	7.2	7.2	5.1	9.0	5.2
Normal Curve Equiv.	68	70	69	63	71	68	69	62	66	70	68	57	70	54
Scale Score	665	674	668	658	665	662	653	625	641	663	667	648	681	663
50th Percentile (Median) (Q2)														
National Percentile	68	70	87	68	78	76	64	51	60	72	72	68	83	66
Grade Equivalent	4.8	4.8	5.5	5.0	5.9	5.2	4.3	3.8	4.1	4.7	5.0	4.4	6.2	4.5
Normal Curve Equiv.	50	51	56	53	57	52	49	38	42	50	53	49	59	45
Scale Score	643	636	649	640	646	640	625	590	607	636	641	638	652	650
25th Local Percentile (Q1)														
National Percentile	51	37	54	38	55	46	45	38	38	48	51	44	37	44
Grade Equivalent	3.8	3.3	3.9	2.8	4.1	3.6	3.7	3.6	3.6	3.7	3.8	3.6	3.3	3.5
Normal Curve Equiv.	40	31	38	36	41	36	37	30	29	38	38	36	30	32
Scale Score	630	608	625	610	625	617	608	580	590	619	617	622	591	630
10th Local Percentile														
National Percentile	26	27	22	22	41	33	33	14	25	27	42	30	30	17
Grade Equivalent	2.9	2.9	3.0	2.1	3.3	2.9	3.4	3.1	3.3	3.2	3.5	3.2	3.0	2.2
Normal Curve Equiv.	25	24	23	24	34	30	30	15	22	27	32	28	27	13
Scale Score	609	599	605	591	614	607	597	555	579	603	607	612	583	599

National Quarters

		Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Local/Number Per Quarter	76-99	16	19	23	14	20	19	14	13	16	18	18	12	22	11
	51-75	13	7	6	9	9	9	12	8	10	9	12	13	3	14
	26-50	5	9	4	10	7	8	11	9	8	7	6	9	11	7
	01-25	4	3	5	5	2	2	1	8	4	4	2	4	2	6
Local/Percent Per Quarter	76-99	42	50	61	37	53	50	37	34	42	47	47	32	58	29
	51-75	34	18	16	24	24	24	32	21	26	24	32	34	8	37
	26-50	13	24	11	26	18	21	29	24	21	18	16	24	29	18
	01-25	11	8	13	13	5	5	3	21	11	11	5	11	5	16

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics

DRC DATA RECOGNITION CORPORATION

General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It is divided into three sections: Mean Scores and Standard Deviations, Local Percentiles/Quartiles, and National Quarters.

The **"Mean Scores and Standard Deviations"** section provides some basic norm-referenced information for your group. The following are the definitions of the terms used:

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored at or above the score of 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99. Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) Grade Equivalents that are within approximately two years of the student's actual grade placement are generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National

Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

A **Standard Deviation** is a statistic that shows the spread or dispersion of scores in a distribution of scores — in other words, a measure of dispersion. The more the scores are spread out, the larger the standard deviation.

The **"Local Percentiles/Quartiles"** section compares the distribution of your students' scores with those of the national norm group. Five points in your local distribution, described below, are compared to the same points nationally. These points are shown on the plot in Part I.

The **90th Local Percentile** is the score that divides the highest 10% of your student scores from the lowest 90%. If this group had scored exactly like the national norm group, the National Percentile (NP) would be 90. If this group's NP score is greater than 90, they scored higher than the national norm group.

The **75th Local Percentile** or Quartile 3 (Q3) is the score that divides the highest 25% of your student scores from the lowest 75%. If this group had scored exactly like the national norm group, the NP score would be 75. If this group's NP score is greater than 75, they scored higher than the national norm group.

The **50th Local Percentile** or Quartile 2 (Q2) is the score that divides the highest 50% of your student scores from the lowest 50%. This point is called the median. If this group had scored exactly like the national norm group, the NP score would be 50. If this group"s NP score is greater than 50, they scored higher than the national norm group.

The **25th Local Percentile** or Quartile 1 (Q1) is the score that divides the highest 75% of your student scores from the lowest 25%. If this group had scored exactly like the national norm group, the NP score would be 25. If this group's NP score is greater than 25, they scored higher than the national norm group.

The **10th Local Percentile** is the score that divides the highest 90% of your student scores from the lowest 10%. If this group had scored exactly like the national norm group, the NP score would be 10. If this group"s NP score is greater than 10, they scored higher than the national norm group.

The **"National Quarters"** section displays the number and percent of your student scores that fall into each of the four quarters. It allows you to compare your local score distribution to the National Percentile distribution. In the national norm group, 25% of the students had NP scores between 76 and 99, 25% were between 51 and 75, 25% were between 26 and 50, and 25% were between 1 and 25. It is desirable for a larger proportion of your students to be in quarters 3 and 4.

COMPLETE BATTERY

Assessment Summary

Group: BEN LIPPEN SCHOOLS S

Grade: 4

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 34

Form/Level: G-14

Test Date: 04/24/18

QM: 31

BEN LIPPEN SCHOOLS SYSTEM 0032269
SOUTHEAST   CSP08

City/State: COLUMBIA, SC

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	34	34	34	34	34	34	34	34	34	34	34	34	34	---
Mean Scores & Std. Deviations														
Grade Mean Equivalent	8.0	8.4	8.3	9.5	9.8	9.8	7.3	5.7	6.4	8.2	7.7	8.3	6.5	
Standard Deviation	2.6	2.5	2.2	2.7	3.0	2.9	2.4	1.7	1.8	2.2	2.4	2.4	2.2	
Mean Normal Curve Equiv.	69	72	77	71	74	79	69	61	70	78	71	69	63	
Standard Deviation	16	15	15	14	18	15	17	16	17	15	15	13	15	
NP of the Mean NCE	82	85	90	84	87	92	82	70	83	91	84	82	73	
Mean Scale Score	668	670	669	672	675	674	669	640	655	670	671	673	655	
Standard Deviation	22	22	18	30	34	27	34	28	27	22	25	20	27	
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	96	98	97	96	99	98	97	92	97	98	96	94	95	
Grade Equivalent	11.0	11.3	11.1	13.0	13.0	13.0	10.6	7.6	9.2	11.6	10.5	11.3	10.2	
Normal Curve Equiv.	82	85	83	84	86	87	98	75	89	90	84	83	79	
Scale Score	692	698	692	702	725	708	706	669	692	701	697	698	693	
75th Local Percentile (Q3)														
National Percentile	92	94	96	93	98	97	92	84	93	96	95	93	90	
Grade Equivalent	9.8	10.4	10.1	11.0	13.0	12.1	8.4	6.3	7.3	9.2	9.8	10.6	8.7	
Normal Curve Equiv.	74	75	74	75	81	79	80	64	72	75	81	77	70	
Scale Score	682	687	682	685	711	695	683	652	667	679	693	690	678	
50th Percentile (Median) (Q2)														
National Percentile	84	85	95	86	83	94	83	68	84	93	86	86	75	
Grade Equivalent	8.2	8.1	8.6	9.0	8.1	9.1	6.9	5.5	6.3	8.1	7.8	8.5	6.4	
Normal Curve Equiv.	64	61	65	65	58	63	69	51	62	67	67	65	56	
Scale Score	671	670	673	670	665	670	669	636	654	670	673	676	656	
25th Local Percentile (Q1)														
National Percentile	68	68	82	74	74	82	65	52	63	86	70	69	49	
Grade Equivalent	5.7	5.9	6.8	6.7	7.0	7.0	5.7	4.9	5.3	6.9	5.7	6.8	4.7	
Normal Curve Equiv.	51	47	52	54	51	52	54	40	47	59	53	50	41	
Scale Score	656	652	658	656	655	655	650	623	636	661	655	660	629	
10th Local Percentile														
National Percentile	53	57	60	56	56	63	49	41	49	66	56	46	37	
Grade Equivalent	4.9	5.2	5.1	5.1	5.2	5.4	4.7	4.6	4.8	5.4	5.0	4.6	4.2	
Normal Curve Equiv.	41	40	40	42	40	42	44	34	40	46	43	37	34	
Scale Score	644	642	644	641	638	642	635	615	627	646	642	643	617	
National Quarters														
Local/Number Per Quarter 76-99	23	24	28	24	23	28	21	12	22	28	21	23	18	
51-75	8	9	4	8	8	4	9	14	8	5	10	7	7	
26-50	2	1	1	1	2	2	3	6	3	0	2	4	8	
01-25	1	0	1	1	1	0	1	2	1	1	1	0	1	
Local/Percent Per Quarter 76-99	68	71	82	71	68	82	62	35	65	82	62	68	53	
51-75	24	26	12	24	24	12	26	41	24	15	29	21	21	
26-50	6	3	3	3	6	6	9	18	9	0	6	12	24	
01-25	3	0	3	3	3	0	3	6	3	3	3	0	3	

* Based on locally reported data

** Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken

17604-5432

General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It is divided into three sections: Mean Scores and Standard Deviations, Local Percentiles/Quartiles, and National Quarters.

The **"Mean Scores and Standard Deviations"** section provides some basic norm-referenced information for your group. The following are the definitions of the terms used:

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored at or above the score of 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99. Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) Grade Equivalents that are within approximately two years of the student's actual grade placement are generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National

Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

A **Standard Deviation** is a statistic that shows the spread or dispersion of scores in a distribution of scores — in other words, a measure of dispersion. The more the scores are spread out, the larger the standard deviation.

The **"Local Percentiles/Quartiles"** section compares the distribution of your students' scores with those of the national norm group. Five points in your local distribution, described below, are compared to the same points nationally. These points are shown on the plot in Part I.

The **90th Local Percentile** is the score that divides the highest 10% of your student scores from the lowest 90%. If this group had scored exactly like the national norm group, the National Percentile (NP) would be 90. If this group's NP score is greater than 90, they scored higher than the national norm group.

The **75th Local Percentile** or Quartile 3 (Q3) is the score that divides the highest 25% of your student scores from the lowest 75%. If this group had scored exactly like the national norm group, the NP score would be 75. If this group's NP score is greater than 75, they scored higher than the national norm group.

The **50th Local Percentile** or Quartile 2 (Q2) is the score that divides the highest 50% of your student scores from the lowest 50%. This point is called the median. If this group had scored exactly like the national norm group, the NP score would be 50. If this group"s NP score is greater than 50, they scored higher than the national norm group.

The **25th Local Percentile** or Quartile 1 (Q1) is the score that divides the highest 75% of your student scores from the lowest 25%. If this group had scored exactly like the national norm group, the NP score would be 25. If this group's NP score is greater than 25, they scored higher than the national norm group.

The **10th Local Percentile** is the score that divides the highest 90% of your student scores from the lowest 10%. If this group had scored exactly like the national norm group, the NP score would be 10. If this group"s NP score is greater than 10, they scored higher than the national norm group.

The **"National Quarters"** section displays the number and percent of your student scores that fall into each of the four quarters. It allows you to compare your local score distribution to the National Percentile distribution. In the national norm group, 25% of the students had NP scores between 76 and 99, 25% were between 51 and 75, 25% were between 26 and 50, and 25% were between 1 and 25. It is desirable for a larger proportion of your students to be in quarters 3 and 4.

DATA RECOGNITION

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COMPLETE BATTERY

Assessment Summary

Group: BEN LIPPEN SCHOOLS S

Grade: 5

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 41

Form/Level: G-15

Test Date: 04/24/18

QM: 31

BEN LIPPEN SCHOOLS SYSTEM 0032269
SOUTHEAST   CSP08

City/State: COLUMBIA, SC

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	41	41	41	41	40	40	41	41	41	41	41	41	41	---
Mean Scores & Std. Deviations														
Grade Mean Equivalent	9.5	9.5	9.7	10.2	9.9	10.1	8.3	7.0	7.9	9.2	8.3	8.9	8.2	
Standard Deviation	3.0	3.4	3.0	3.2	3.6	3.3	2.3	2.2	2.0	2.7	2.6	2.7	2.8	
Mean Normal Curve Equiv.	65	66	69	65	66	69	68	62	70	70	62	66	64	
Standard Deviation	17	23	22	17	21	21	17	21	20	19	15	16	20	
NP of the Mean NCE	76	78	82	76	78	82	80	72	83	83	72	78	75	
Mean Scale Score	678	678	678	677	676	677	680	661	671	678	678	677	670	
Standard Deviation	26	40	30	33	42	35	29	38	29	26	29	26	36	
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	95	99	98	96	98	98	97	97	97	98	94	96	98	
Grade Equivalent	12.7	13.0	13.0	13.0	13.0	13.0	11.5	10.1	10.7	13.0	11.7	12.6	12.7	
Normal Curve Equiv.	80	83	85	87	80	92	92	78	83	91	86	89	83	
Scale Score	706	738	721	717	731	727	719	703	707	715	714	712	716	
75th Local Percentile (Q3)														
National Percentile	91	94	96	93	94	97	94	89	96	96	89	88	91	
Grade Equivalent	11.6	12.2	11.6	13.0	13.0	13.0	10.2	8.4	9.2	11.3	11.0	10.5	10.2	
Normal Curve Equiv.	73	69	69	76	73	79	78	67	73	76	78	73	69	
Scale Score	698	705	698	702	708	710	702	683	692	698	703	689	693	
50th Percentile (Median) (Q2)														
National Percentile	78	81	85	75	73	83	80	78	86	87	68	80	72	
Grade Equivalent	9.5	9.8	9.1	9.6	8.4	9.8	8.1	7.3	7.8	9.4	7.9	8.8	7.5	
Normal Curve Equiv.	58	55	53	56	53	57	61	57	57	60	56	64	51	
Scale Score	680	680	676	673	667	674	680	667	671	680	674	678	666	
25th Local Percentile (Q1)														
National Percentile	56	50	56	55	56	55	65	50	65	66	57	63	52	
Grade Equivalent	6.7	5.8	6.6	6.4	6.6	6.4	6.6	5.8	6.3	7.0	6.8	7.1	5.9	
Normal Curve Equiv.	43	37	39	42	43	40	50	41	45	46	47	50	39	
Scale Score	661	651	657	654	651	651	665	643	655	662	663	663	648	
10th Local Percentile														
National Percentile	36	29	26	36	29	27	42	26	37	34	41	32	34	
Grade Equivalent	5.0	4.6	4.8	4.9	4.0	4.5	5.3	4.8	5.4	5.1	5.3	4.5	4.9	
Normal Curve Equiv.	32	26	27	31	27	26	37	28	33	31	36	29	29	
Scale Score	646	633	639	638	624	630	645	622	638	641	648	640	632	
National Quarters														
Local/Number Per Quarter 76-99	21	22	24	20	19	25	26	21	27	26	16	27	19	
51-75	11	8	10	12	14	8	9	9	9	9	18	7	11	
26-50	6	8	3	7	3	3	4	8	3	4	6	5	9	
01-25	3	3	4	2	4	4	2	3	2	2	1	2	2	
Local/Percent Per Quarter 76-99	51	54	59	49	48	63	63	51	66	63	39	66	46	
51-75	27	20	24	29	35	20	22	22	22	22	44	17	27	
26-50	15	20	7	17	8	8	10	20	7	10	15	12	22	
01-25	7	7	10	5	10	10	5	7	5	5	2	5	5	

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken

DRC
DATA RECOGNITION CORPORATION

17604-5432

General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It is divided into three sections: Mean Scores and Standard Deviations, Local Percentiles/Quartiles, and National Quarters.

The **"Mean Scores and Standard Deviations"** section provides some basic norm-referenced information for your group. The following are the definitions of the terms used:

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored at or above the score of 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99. Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9) Grade Equivalents that are within approximately two years of the student's actual grade placement are generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

A **Standard Deviation** is a statistic that shows the spread or dispersion of scores in a distribution of scores — in other words, a measure of dispersion. The more the scores are spread out, the larger the standard deviation.

The **"Local Percentiles/Quartiles"** section compares the distribution of your students' scores with those of the national norm group. Five points in your local distribution, described below, are compared to the same points nationally. These points are shown on the plot in Part I.

The **90th Local Percentile** is the score that divides the highest 10% of your student scores from the lowest 90%. If this group had scored exactly like the national norm group, the National Percentile (NP) would be 90. If this group's NP score is greater than 90, they scored higher than the national norm group.

The **75th Local Percentile** or Quartile 3 (Q3) is the score that divides the highest 25% of your student scores from the lowest 75%. If this group had scored exactly like the national norm group, the NP score would be 75. If this group's NP score is greater than 75, they scored higher than the national norm group.

The **50th Local Percentile** or Quartile 2 (Q2) is the score that divides the highest 50% of your student scores from the lowest 50%. This point is called the median. If this group had scored exactly like the national norm group, the NP score would be 50. If this group"s NP score is greater than 50, they scored higher than the national norm group.

The **25th Local Percentile** or Quartile 1 (Q1) is the score that divides the highest 75% of your student scores from the lowest 25%. If this group had scored exactly like the national norm group, the NP score would be 25. If this group's NP score is greater than 25, they scored higher than the national norm group.

The **10th Local Percentile** is the score that divides the highest 90% of your student scores from the lowest 10%. If this group had scored exactly like the national norm group, the NP score would be 10. If this group"s NP score is greater than 10, they scored higher than the national norm group.

The **"National Quarters"** section displays the number and percent of your student scores that fall into each of the four quarters. It allows you to compare your local score distribution to the National Percentile distribution. In the national norm group, 25% of the students had NP scores between 76 and 99, 25% were between 51 and 75, 25% were between 26 and 50, and 25% were between 1 and 25. It is desirable for a larger proportion of your students to be in quarters 3 and 4.

COMPLETE BATTERY

Assessment Summary

Group: BEN LIPPEN SCHOOLS S

Grade: 6

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 43

Form/Level: G-16

Test Date: 04/24/18

QM: 31

BEN LIPPEN SCHOOLS SYSTEM 0032269
SOUTHEAST   CSP08

City/State: COLUMBIA, SC

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	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	43	43	43	43	43	43	43	43	43	43	43	43	43	---
Mean Scores & Std. Deviations														
Grade Mean Equivalent	10.4	10.8	10.7	10.8	10.6	10.8	10.0	8.3	8.9	10.4	9.5	10.5	9.2	
Standard Deviation	2.7	3.3	3.0	3.3	2.9	3.0	2.1	2.1	2.0	2.6	2.5	3.2	3.1	
Mean Normal Curve Equiv.	64	69	71	64	66	69	66	60	68	70	65	66	63	
Standard Deviation	17	23	22	20	20	21	15	17	17	20	16	20	22	
NP of the Mean NCE	75	82	84	75	78	82	78	68	80	83	76	78	73	
Mean Scale Score	684	691	687	681	684	683	697	679	688	687	690	688	680	
Standard Deviation	28	41	32	40	40	36	28	32	28	29	31	42	44	
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	94	99	98	96	99	98	94	93	96	97	95	97	96	
Grade Equivalent	13.0	13.0	13.0	13.0	13.0	13.0	12.0	11.6	11.6	13.0	13.0	13.0	13.0	
Normal Curve Equiv.	74	85	81	79	87	83	80	76	76	80	83	86	75	
Scale Score	710	738	722	720	747	726	724	715	716	717	722	733	719	
75th Local Percentile (Q3)														
National Percentile	87	96	97	89	93	96	88	78	90	95	90	93	92	
Grade Equivalent	11.5	13.0	13.0	12.9	13.0	13.0	11.0	8.6	9.9	11.6	11.4	12.9	11.6	
Normal Curve Equiv.	64	74	74	66	71	73	70	59	63	66	72	73	67	
Scale Score	697	717	712	700	710	709	712	688	698	701	709	714	709	
50th Percentile (Median) (Q2)														
National Percentile	77	88	90	79	71	83	79	73	83	88	78	80	79	
Grade Equivalent	10.2	11.4	10.7	11.0	9.5	10.4	10.0	8.4	9.0	10.7	9.5	10.5	9.8	
Normal Curve Equiv.	55	62	56	56	52	54	60	55	57	58	57	55	53	
Scale Score	685	699	688	685	673	680	699	683	690	691	690	689	688	
25th Local Percentile (Q1)														
National Percentile	59	52	54	58	58	64	68	51	68	74	62	59	56	
Grade Equivalent	8.0	7.0	7.1	7.7	7.5	7.9	8.7	6.9	8.1	8.8	7.8	7.4	7.5	
Normal Curve Equiv.	42	37	35	41	44	42	51	40	47	47	45	41	41	
Scale Score	669	660	660	664	660	663	687	663	676	677	673	667	666	
10th Local Percentile														
National Percentile	42	32	42	21	44	34	46	29	40	43	40	34	14	
Grade Equivalent	5.7	5.2	5.7	4.2	5.9	5.4	6.6	5.7	6.4	6.3	5.6	4.7	4.3	
Normal Curve Equiv.	31	27	30	17	36	28	37	29	34	32	32	26	15	
Scale Score	655	642	653	627	646	642	665	640	656	656	653	645	620	
National Quarters														
Local/Number 76-99	24	24	31	23	19	26	27	15	28	32	25	24	25	
Per Quarter 51-75	9	8	3	13	16	9	11	18	7	4	12	13	8	
26-50	7	7	5	2	6	5	3	7	6	4	3	4	4	
01-25	3	4	4	5	2	3	2	3	2	3	3	2	6	
Local/Percent 76-99	56	56	72	53	44	60	63	35	65	74	58	56	58	
Per Quarter 51-75	21	19	7	30	37	21	26	42	16	9	28	30	19	
26-50	16	16	12	5	14	12	7	16	14	9	7	9	9	
01-25	7	9	9	12	5	7	5	7	5	7	7	5	14	

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken

17604-5432

COMPLETE BATTERY

Assessment Summary

Group: BEN LIPPEN SCHOOLS S

Grade: 7

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 68

Form/Level: G-17

Test Date: 04/24/18

QM: 31

BEN LIPPEN SCHOOLS SYSTEM 0032269
SOUTHEAST   CSP08

City/State: COLUMBIA, SC

DRC

	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	68	67	67	68	67	67	67	67	66	67	68	68	67	---
Mean Scores & Std. Deviations														
Grade Mean Equivalent	11.4	11.4	11.5	12.3	11.5	12.1	11.4	11.5	11.6	11.7	10.1	11.1	12.3	
Standard Deviation	2.8	2.4	2.5	2.9	2.5	2.5	1.9	2.0	1.8	2.4	2.2	2.7	2.5	
Mean Normal Curve Equiv.	66	68	72	68	66	71	73	73	78	73	63	66	72	
Standard Deviation	18	18	19	20	18	18	16	15	14	18	14	17	19	
NP of the Mean NCE	78	80	85	80	78	84	86	86	91	86	73	78	85	
Mean Scale Score	694	698	697	695	693	695	715	714	716	702	694	695	713	
Standard Deviation	34	35	31	38	34	32	28	35	28	30	24	33	48	
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	97	99	97	98	99	98	98	99	98	98	92	96	99	
Grade Equivalent	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	
Normal Curve Equiv.	85	87	83	87	78	82	85	82	82	86	80	82	87	
Scale Score	729	741	729	747	751	737	747	778	754	736	723	728	766	
75th Local Percentile (Q3)														
National Percentile	91	94	96	95	87	95	94	95	97	96	87	90	96	
Grade Equivalent	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	11.6	13.0	13.0	
Normal Curve Equiv.	71	75	74	74	64	68	74	71	74	75	72	70	72	
Scale Score	713	720	717	721	708	713	732	733	736	722	712	715	733	
50th Percentile (Median) (Q2)														
National Percentile	80	78	90	79	76	86	88	86	92	90	74	81	87	
Grade Equivalent	11.4	10.9	11.6	11.7	11.3	11.9	11.5	10.6	11.2	11.7	10.3	11.5	11.8	
Normal Curve Equiv.	56	56	59	54	56	57	63	57	59	58	58	58	59	
Scale Score	696	693	698	692	692	694	718	709	712	702	696	701	711	
25th Local Percentile (Q1)														
National Percentile	59	63	69	60	53	67	69	71	78	73	58	58	68	
Grade Equivalent	8.7	9.3	9.5	9.6	8.4	9.9	9.5	8.7	9.4	9.9	8.4	8.8	9.8	
Normal Curve Equiv.	38	46	43	41	40	43	47	45	46	44	45	39	46	
Scale Score	675	678	678	673	667	675	694	690	693	684	680	678	687	
10th Local Percentile														
National Percentile	35	43	46	26	43	41	55	60	70	38	42	35	37	
Grade Equivalent	5.6	6.9	7.5	5.0	7.0	7.0	8.1	8.2	8.7	6.6	7.1	6.6	6.3	
Normal Curve Equiv.	22	34	32	19	33	29	38	37	41	25	35	25	30	
Scale Score	654	659	663	640	655	655	680	680	686	659	666	658	654	
National Quarters														
Local/Number 76-99	37	37	49	40	33	44	45	43	52	49	30	40	45	
Per Quarter 51-75	21	20	11	16	21	11	16	20	12	9	25	15	11	
26-50	6	8	4	6	12	9	6	3	2	5	11	11	8	
01-25	4	2	3	6	1	3	0	1	0	4	2	2	3	
Local/Percent 76-99	54	55	73	59	49	66	67	64	79	73	44	59	67	
Per Quarter 51-75	31	30	16	24	31	16	24	30	18	13	37	22	16	
26-50	9	12	6	9	18	13	9	4	3	7	16	16	12	
01-25	6	3	4	9	1	4	0	1	0	6	3	3	4	

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken

17604-5432

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COMPLETE BATTERY

Assessment Summary

Group: BEN LIPPEN SCHOOLS S

Grade: 8

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 63

Form/Level: G-18

Test Date: 04/24/18

QM: 31

BEN LIPPEN SCHOOLS SYSTEM 0032269
SOUTHEAST   CSP08

City/State: COLUMBIA, SC

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	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	62	62	61	62	62	61	63	62	62	62	63	62	62	---
Mean Scores & Std. Deviations														
Grade Mean Equivalent	11.9	11.5	11.8	13.0	10.9	11.8	11.3	13.0	12.4	12.0	11.0	11.4	10.5	
Standard Deviation	3.2	3.1	3.0	3.3	3.0	3.0	2.5	1.8	2.1	2.9	2.9	2.7	3.2	
Mean Normal Curve Equiv.	64	66	69	65	59	65	65	69	70	68	59	64	62	
Standard Deviation	23	23	25	23	20	24	20	16	20	25	17	19	25	
NP of the Mean NCE	75	78	82	76	67	76	76	82	83	80	67	75	72	
Mean Scale Score	699	700	700	700	687	693	714	728	721	704	701	699	695	
Standard Deviation	40	41	37	51	39	42	47	35	38	42	41	32	53	
Local Percentiles/Quartiles														
90th Local Percentile														
National Percentile	99	98	98	99	96	99	97	97	98	98	91	96	98	
Grade Equivalent	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	
Normal Curve Equiv.	86	82	86	88	74	87	79	79	78	87	79	82	80	
Scale Score	752	737	745	766	741	754	755	782	762	755	742	733	749	
75th Local Percentile (Q3)														
National Percentile	92	93	96	94	87	95	94	90	96	97	82	89	92	
Grade Equivalent	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	
Normal Curve Equiv.	67	71	67	71	61	65	71	66	69	74	66	67	63	
Scale Score	723	723	720	726	713	718	743	742	743	734	726	715	724	
50th Percentile (Median) (Q2)														
National Percentile	78	87	89	78	62	75	77	84	86	84	72	80	77	
Grade Equivalent	12.1	13.0	12.7	12.2	10.3	11.2	11.3	13.0	12.3	11.8	11.4	11.7	11.2	
Normal Curve Equiv.	51	62	54	51	44	46	53	57	54	51	53	57	49	
Scale Score	702	713	705	696	681	687	715	727	721	703	710	703	704	
25th Local Percentile (Q1)														
National Percentile	47	53	47	46	43	46	52	71	70	49	52	46	43	
Grade Equivalent	8.5	9.5	8.5	8.0	7.7	8.3	9.0	10.9	10.4	8.7	9.1	8.3	8.2	
Normal Curve Equiv.	30	36	28	29	33	30	36	46	43	30	36	34	31	
Scale Score	673	679	672	665	662	665	690	711	704	676	687	675	673	
10th Local Percentile														
National Percentile	19	25	20	22	25	14	34	48	36	19	30	23	21	
Grade Equivalent	4.9	5.9	5.7	5.0	5.5	5.0	7.3	8.7	8.1	5.8	6.7	5.9	5.8	
Normal Curve Equiv.	11	18	15	13	20	12	25	31	25	14	20	19	18	
Scale Score	644	652	652	639	642	637	672	689	677	652	662	654	647	
National Quarters														
Local/Number Per Quarter 76-99	35	38	41	32	24	30	32	41	40	39	26	35	32	
51-75	8	9	4	11	15	14	17	14	12	7	24	10	12	
26-50	9	8	7	12	16	8	9	6	8	7	7	10	8	
01-25	10	7	9	7	7	9	5	1	2	9	6	7	10	
Local/Percent Per Quarter 76-99	56	61	67	52	39	49	51	66	65	63	41	56	52	
51-75	13	15	7	18	24	23	27	23	19	11	38	16	19	
26-50	15	13	11	19	26	13	14	10	13	11	11	16	13	
01-25	16	11	15	11	11	15	8	2	3	15	10	11	16	

* Based on locally reported data

** Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken

DRC

17604-5432

Summary - Aug 2017 - Jul 2018

SAT June 2018

11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1118 400 to 1600	**558** 200 to 800	**560** 200 to 800	**20** Total test takers

Percentage of Test Taker Population by Sex

45% Met Both Benchmarks	**80%** Met ERW Benchmark	**55%** Met Math Benchmark	Female **35%** Male **65%** No Response **0%**

SAT May 2018

11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1106 400 to 1600	**537** 200 to 800	**569** 200 to 800	**25** Total test takers

Percentage of Test Taker Population by Sex

64% Met Both Benchmarks	**80%** Met ERW Benchmark	**72%** Met Math Benchmark	Female **36%** Male **64%** No Response **0%**

Summary - Aug 2017 - Jul 2018

SAT March 2018

11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1166 400 to 1600	**577** 200 to 800	**589** 200 to 800	**35** Total test takers
			Percentage of Test Taker Population by Sex
69% Met Both Benchmarks	**89%** Met ERW Benchmark	**71%** Met Math Benchmark	Female **43%** Male **57%** No Response **0%**

SAT December 2017

11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1105 400 to 1600	**552** 200 to 800	**553** 200 to 800	**15** Total test takers
			Percentage of Test Taker Population by Sex
60% Met Both Benchmarks	**87%** Met ERW Benchmark	**67%** Met Math Benchmark	Female **60%** Male **40%** No Response **0%**

12th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1129 400 to 1600	**517** 200 to 800	**612** 200 to 800	**16** Total test takers
			Percentage of Test Taker Population by Sex
44% Met Both Benchmarks	**69%** Met ERW Benchmark	**69%** Met Math Benchmark	Female **44%** Male **56%** No Response **0%**

Summary - Aug 2017 - Jul 2018

SAT November 2017

11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1125 400 to 1600	**554** 200 to 800	**571** 200 to 800	**12** Total test takers
			Percentage of Test Taker Population by Sex
58% Met Both Benchmarks	**83%** Met ERW Benchmark	**58%** Met Math Benchmark	Female **42%** Male **58%** No Response **0%**

12th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1092 400 to 1600	**530** 200 to 800	**562** 200 to 800	**22** Total test takers
			Percentage of Test Taker Population by Sex
50% Met Both Benchmarks	**68%** Met ERW Benchmark	**64%** Met Math Benchmark	Female **45%** Male **55%** No Response **0%**

PSAT/NMSQT Fall 2017

10th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1012 320 to 1520	**491** 160 to 760	**521** 160 to 760	**82** Total test takers
			Percentage of Test Taker Population by Sex
52% Met Both Benchmarks	**73%** Met ERW Benchmark	**66%** Met Math Benchmark	Female **38%** Male **62%** No Response **0%**

11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1070 320 to 1520	**532** 160 to 760	**538** 160 to 760	**91** Total test takers
			Percentage of Test Taker Population by Sex
54% Met Both Benchmarks	**80%** Met ERW Benchmark	**63%** Met Math Benchmark	Female **45%** Male **55%** No Response **0%**

Summary - Aug 2017 - Jul 2018

SAT October 2017

11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1129 400 to 1600	**569** 200 to 800	**560** 200 to 800	**10** Total test takers

Percentage of Test Taker Population by Sex

60% Met Both Benchmarks	**100%** Met ERW Benchmark	**60%** Met Math Benchmark	Female **60%** Male **40%** No Response **0%**

12th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1113 400 to 1600	**546** 200 to 800	**567** 200 to 800	**30** Total test takers

Percentage of Test Taker Population by Sex

50% Met Both Benchmarks	**70%** Met ERW Benchmark	**63%** Met Math Benchmark	Female **47%** Male **53%** No Response **0%**

SAT August 2017

12th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1112 400 to 1600	**539** 200 to 800	**573** 200 to 800	**33** Total test takers

Percentage of Test Taker Population by Sex

55% Met Both Benchmarks	**73%** Met ERW Benchmark	**64%** Met Math Benchmark	Female **48%** Male **52%** No Response **0%**

ACT PROFILE REPORT - High School: SECTION I, EXECUTIVE SUMMARY
Graduating Class 2018

Total Students in Report: 63

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Code 410501
BEN LIPPEN SCHOOL
COLUMBIA, SC

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

| Year | Number of Students Tested | | Percent Who Met Benchmarks | | | | | | | | | |
| | | | English | | Mathematics | | Reading | | Science | | Met All Four | |
	School	State	School	State	School	State	School	State	School	State	School	State
2014	60	23,232	77	61	72	39	58	41	58	33	47	23
2015	75	25,151	84	61	69	38	60	43	57	34	39	23
2016	65	51,098	91	44	72	25	75	30	62	21	49	14
2017	67	50,936	82	44	54	25	58	33	37	23	27	15
2018	63	53,743	70	42	56	24	54	30	40	20	30	14

Table 1.2. Five Year Trends—Average ACT Scores

| Year | Number of Students Tested | | Average ACT Scores | | | | | | | | | |
| | | | English | | Mathematics | | Reading | | Science | | Composite | |
	School	State	School	State	School	State	School	State	School	State	School	State
2014	60	23,232	22.9	19.7	24.9	20.3	22.6	20.9	23.4	20.4	23.6	20.4
2015	75	25,151	23.2	19.8	24.3	20.2	23.2	20.9	23.6	20.4	23.7	20.4
2016	65	51,098	24.6	17.3	24.8	18.5	25.7	19.0	24.4	18.6	25.0	18.5
2017	67	50,936	22.7	17.5	22.3	18.6	22.3	19.1	21.6	18.9	22.3	18.7
2018	63	53,743	22.6	17.3	22.9	18.2	23.2	18.6	22.8	18.5	23.0	18.3

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

| Year | Number of Students Tested | Average ACT Scores | | | | |
		English	Mathematics	Reading	Science	Composite
2014	1,845,787	20.3	20.9	21.3	20.8	21.0
2015	1,924,436	20.4	20.8	21.4	20.9	21.0
2016	2,090,342	20.1	20.6	21.3	20.8	20.8
2017	2,030,038	20.3	20.7	21.4	21.0	21.0
2018	1,914,817	20.2	20.5	21.3	20.7	20.8

Document D
Compilation, Review or Compliance Audit

Application for Continued Participation
Educational Credit for Exceptional Needs Children (ECENC)
2018-2019

Independent School Name: _Ben Lippen School_

An independent school applying for or continuing to participate in the Educational Credit for Exceptional Needs Children Program is required to submit the following information:

"a copy of a compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm."

By law the compilation, review or compliance audit will be posted online at www.eoc.sc.gov.

Please answer the following questions:

	YES	NO
Did your school receive from Exceptional SC any grants in the prior fiscal year, between July 1, 2017 and June 30, 2018?	☑	☐
If **Yes,** will your school submit to the EOC a compilation, review, or compliance audit of the school's financial statements as relating to the grants received during the prior fiscal year and conducted by a certified public accounting firm by **December 30, 2018?** Failure to provide the compilation, review or compliance audit will result in your school's removal as an eligible school under the ECENC program.	☑	☐
If **No,** will your school submit to the EOC a compilation, review, or compliance audit of the school's financial statements as relating to the grants received and conducted by a certified public accounting firm by **June 30, 2019** to the EOC if you receive grants from Exceptional SC this fiscal year between July 1, 2018 and June 30, 2019? Failure to provide the compilation, review or compliance audit will result in your school's removal as an eligible school under the ECENC program.	☐	☐

INDEPENDENT ACCOUNTANTS' REPORT
ON APPLYING AGREED-UPON PROCEDURES

Mr. Tony Fajardo, Headmaster
Ben Lippen School
7401 Monticello Road
Columbia, South Carolina 29203

We have performed the procedures enumerated in the Appendix, which were agreed to by the management of Ben Lippen School (Trust), solely to assist you in evaluating the performance of the School's compliance with certain requirements of the South Carolina Educational Credit for Exceptional Needs Children Program, as recommended by the South Carolina Education Oversight Committee, for the program year ended June 30, 2018, in the areas addressed. The sufficiency of these procedures is solely the responsibility of the management of Ben Lippen School. Consequently, we make no representation regarding the sufficiency of the procedures described in the Appendix for the purpose for which this report has been requested or for any other purpose.

The procedures and associated findings are as reported in the Appendix.

This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, respectively, on the compliance with certain requirements of the South Carolina Educational Credit for Exceptional Needs Children Program, as recommended by the South Carolina Education Oversight Committee. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the board of directors, management, and the South Carolina Education Oversight Committee and is not intended to be and should not be used by anyone other than these specified parties.

Capin Crouse LLP

Capin Crouse LLP

Columbia, South Carolina
December 21, 2018

APPENDIX

AGREED-UPON PROCEDURES AND ASSOCIATED FINDINGS

1) **Procedures:** We obtained documentation from the School to verify that all grants received under the Educational Credit for Exceptional Needs Children Program in 2017-2018 were for eligible children enrolled in the school.

   Findings: We noted no exceptions as a result of our procedures.

2) **Procedures:** We obtained documentation from Ben Lippen School to document the total amount of each grant per child from every scholarship funding organization (SFO).

   Findings: We noted no exceptions as a result of our procedures.

3) **Procedures:** We obtained documentation from Ben Lippen School to document that no grant exceeded $11,000 during school year 2017-2018.

   Findings: We noted no exceptions as a result of our procedures.

4) **Procedures:** We obtained documentation to verify Ben Lippen School returned a prorated amount of the grant to the SFO if any student withdrew during the school year.

   Findings: We noted two exceptions as a result of our procedures. For the two students who withdrew during the 2017-2018 school year, Ben Lippen did not calculate or return the prorated portion of the grant to the SFO.

5) **Procedures:** We obtained documentation to verify the total amount of each grant was used for tuition which is defined as "the total amount of money charged for the cost of a qualifying student to attend an independent school including, but not limited to, fees for attending the school and school-related transportation."

   Findings: We noted no exceptions as a result of our procedures.