

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

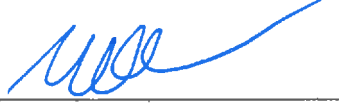
Please complete the information requested below concerning your independent school. This information will be listed on the South Carolina Education Oversight Committee's website, www.eoc.sc.gov.

| | |
|---|--------------------------|
| Independent School Name: | Cutler Jewish Day School |
| Independent School Contact Person: | Rabbi Meir Muller |
| Independent School Address: | 5827A N. Trenholm Road |
| City, State, Zip Code: | Columbia, SC |
| Independent School Telephone Number: | (803) - 782-1831 |
| Independent School Fax Number: | (803) - 782-5605 |
| Independent School E-mail Address: | cjdsoffice@yahoo.com |
| Independent School Website Address: | www.cjdssc.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. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Does not discriminate on the basis of race, color, or national origin. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Is located in this state. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Has school facilities that are subject to applicable federal, state, and local laws. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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:  _____

Date: 6/6/18

Print Name of Signature Above: Meir Muller

Title: Head of School

Email: meirmuller@sc.rr.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



CUTLER JEWISH DAY SCHOOL



5827A N. Trenholm Road
Email: cjdsoffice@yahoo.com

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To Whom It May Concern:

The following letter provides support to demonstrate that the Cutler Jewish Day School has an abundance of evidence to show it fully meets and exceeds the requirements found in H. 4077 (R.247).

The Cutler Jewish Day School provides “a specially designed program **and** learning resource center to provide needed accommodations based on the needs of exceptional needs students **and** provides onsite educational services **and** supports to meet the needs of exceptional needs students.” Please note that the school offers not only one of these requirements but meets them all. As you will read below the school does this through three main supports; a unique curriculum, a resource center space to work with the children and an elementary principal, Mr. Brent Petersen, who is an education resource specialist for children with exceptional needs.

The following are details of each requirement:

- **The Cutler Jewish Day School provides a specially designed program.**
 - Over its twenty-six year history the Cutler Jewish Day School has always served children with exceptional needs. The school meets the needs of the children by using a constructivist, child-centered based curriculum.
 - Constructivism is a theory of learning that values questioning, considering, and analyzing information to develop an understanding of ideas. While information is considered important, the school believes that, receiving it, getting it, and hearing it does not necessarily equal learning. A constructivist view of learning suggests an approach to teaching that gives learners the opportunity for concrete, contextually meaningful experiences through which they can search for patterns; raise questions; and model, interpret, and defend their ideas. Hence, the emphasis of learning is not on memorization or the transmission of knowledge but on students using their unique skills to construct their own meaning.
 - The education model is also child centered. The Cutler Jewish Day School philosophy includes that all children have a right to an education that helps them grow and develop to their fullest; this basic premise is at the heart of the understanding of child-centered education. Therefore, daily interactions with children should be based on the fundamental question, Am I teaching and supporting all children in their growth and development across all domains—social, emotional, culturally, physical, linguistic, and intellectual?
 - The above two components (constructivist and child centered) are the foundation through which we make every decision regarding our curriculum,

Principal
Rabbi Meir Muller, Ph.D.

Asst. Principal
Kelly Etu Stanton, Med

Office Manger
Beth Clelland



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assessments, room set up, and multiple other practices. This curriculum model has historically been successful, as we have implemented it to provide education for children with exceptional needs for the past twenty-four years. UNICEF in their 2011 report *The Right of Children with Disabilities to Education* wrote, 'a child-centered pedagogy (is) capable of successfully educating all children, including those who have serious disadvantages and disabilities. The merit of such schools is not only that they are capable of providing quality education to all children; their establishment is a crucial step in helping to change discriminatory attitudes, in creating welcoming communities and in developing an inclusive society.' The Cutler Jewish Day School's specifically designed program meets this goal.

- **The Cutler Jewish Day School provides a learning resource center to provide needed accommodations based on the needs of exceptional needs students.**

- The school has a room used as a resource center. The following is a partial list of materials that are used to significantly impact children with specific fine and gross motor needs center:

- Thera Putty
- pinchers
- squeeze balls
- magnets
- Finger clips
- Peg boards
- Lacing boards
- maze books
- motor planning sheets
- balance balls
- Bosu
- Body Socks
- Stilts
- Foam rollers
- Scooter boards

On request the school can supply a more exhaustive list of materials in the multiple areas that are used to service the students who receive funding through the Exceptional SC and other students in our school with neurodevelopmental disorder; a substantial sensory or physical impairment (such as deaf, blind, or orthopedic disability); or some other disability or acute or chronic condition that effects their learning.

- **The Cutler Jewish Day School provides onsite educational services.**

Principal
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...So Hearts and Minds Can Soar

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- Mr. Brent Petersen is our elementary school's principal and an education resource specialist for children with exceptional needs. The following biography of Mr. Petersen supports the multiple reasons why he is capable of providing onsite educational services.
 - Brent Petersen received his Bachelors degree in Psychology and his Masters degree in Elementary Education from the University of South Carolina. Brent has 10 years of classroom experience and over 22 years experience working with children with exceptional needs. He has led teacher, family, and leadership workshops as well as trained early childcare providers on working with children with exceptional needs.

Using his knowledge of the mind and the body, Brent has co-developed the Core Institute with the goal of helping individuals meet their full potential cognitively and physically. Brent developed Core Possibilities with a Board Certified OT and spent over 7 years training side by side, learning various strategies of therapeutic intervention taught to teachers and families. Brent has attended workshops and trainings on brain based teaching strategies, sensory integration, brushing, ADHD, and Autism. Brent is a Certified Interactive metronome provider and is trained in Lindamood-Bell sensory cognitive teaching programs, Handwriting without Tears, Therapeutic Listening and has created and implemented sensory motor programs both at the Core Institute and at local schools. Brent has worked with over 1000 students of all ages at Core Possibilities in Sumter and at the Cutler Jewish Day school in Columbia in the areas of fitness, math, reading, writing, ADHD, sensory motor needs, auditory processing weakness, behavioral modification, dyslexia, dysgraphia, autism, LD, and oculomotor weakness.

 - Interesting to note is that Mr. Petersen is also the Head volleyball coach for the All Marine Sitting Volleyball Team. This team is comprised of wounded, ill, and injured Marines from all around the country. The goal of this team is an effort of the WARP (Warrior Athlete Reconditioning Program) to rehabilitate service men and women through fitness, teamwork, camaraderie, athletics, competition, and fitness. Brent trains over 50 athletes in preparation for the Warrior Games, Marine Corps Trials, and Invictus Games. Along with the physical aspect of this position, Brent develops relationships, physical recovery, and helps to support emotional and mental growth of the athletes. He is a 6 time medal winning Sitting volleyball coach for the US Marines and won a gold medal coaching the USA sitting volleyball team at the 2016 Invictus games. His passion to serve these athletes with exceptional needs is well aligned with his mission to serve children with exceptional needs.
- **The Cutler Jewish Day School has support to meet the needs of exceptional needs students.**

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- The goal of the above is to provide information on how the Cutler Jewish Day School supports students with exceptional needs. In addition to the already stated facts the following should be considered:
 - Working along side of Mr. Petersen, the other two full time administrators of the Cutler Jewish Day School, have a wealth of experience in supporting children with exceptional needs.
 - Ms. Kelly Stanton, principal of the early childhood division, has a master's degree in divergent learners. Ms. Kelly has been on staff for over 22 years and is a resource for all school children with exceptional needs.
 - Rabbi Meir Muller, Head of School, has both a PhD in education and rabbinical ordination. He has recently co-authored an article focused on special education; Alexander, S., Brody, D., **Muller, M.** . . Miller, L. (2016). Voices of American and Israeli Early Childhood Educators on Inclusion. *International Journal of Early Childhood Special Education*, 8(1), 19-42. Rabbi Muller founded the school and works to make the school an environment where all students' needs are met.
 - Also serving the school is Ms. Debbie Lowsky. Debbie is an MS, CCC-SLP and co-founder of ARK Therapeutic Services (<http://www.arktherapeutic.com/about-us/>). Free of charge to families, Ms. Lowsky has provided hearing and speech screenings for all children. If a child is diagnosed as having need for speech or oral motor therapy Debbie has been available (often at no charge) to provide these services. While not a paid staff member, Debbie has served children in the school for over a dozen years and is always on call when needed.

It is our hope that the above points have demonstrated that the Cutler Jewish Day School has an abundance of evidence to show that it fully meets and exceeds the requirements. We hope that this will lead to the school being recognized as a "level two" school.

Sincerely,


Rabbi Meir Muller, PhD

Principal
Rabbi Meir Muller, Ph.D.

Asst. Principal
Kelly Etu Stanton, Med

Office Manger
Beth Clelland

**Document B
Grants Received**

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

Independent School Name: Cutler Jewish Day 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 |
|--|--|
| 9 | \$ 51545.30 |

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: Cutler Jewish Day 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? 73

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: | Meir Muller |
| Title: | Head of School |
| Telephone Number: | 803-782-1831 |
| Email Address: | meirmuller@sc.rr.com |



Master List Summary | CUTLER JEWISH DAY SC



DISTRICT: CUTLER JEWISH DAY

GRADE: 03

TEST DATE: 05/18

| Total Number Tested 14 | Reading | | | | Mathematics | | | Language | | | | Science | Social Science | Battery Totals | |
|--|---------------|-------------------|--------------------|-----------------------|-------------------|-----------------------------|------------------------|-----------|------------|-----------|-----------|-----------|----------------|-----------------|---------------|
| | Total Reading | Word Study Skills | Reading Vocabulary | Reading Comprehension | Total Mathematics | Mathematics Problem Solving | Mathematics Procedures | Language | Prewriting | Composing | Editing | | | Partial Battery | Total Battery |
| Number Possible | 114 | 30 | 30 | 54 | 76 | 46 | 30 | 45 | 14 | 16 | 15 | 40 | 40 | 235 | 315 |
| Number Tested | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
| Mean Number Correct | 88.9 | 20.6 | 24.7 | 43.5 | 54.4 | 35.3 | 19.1 | 28.3 | 9.5 | 10.1 | 8.6 | 31.8 | 30.3 | 171.6 | 233.6 |
| Mean Scaled Score | 643.6 | 628.2 | 649.9 | 658.5 | 618.2 | 629.9 | 606.6 | 619.9 | 620.5 | 632.4 | 609.4 | 651.9 | 640.6 | NA | NA |
| National PR-S of the Mean National NCE | 71-6 | 49-5 | 77-7 | 80-7 | 61-6 | 65-6 | 54-5 | 69-6 | 71-6 | 78-7 | 50-5 | 80-7 | 76-6 | 66-6 | 70-6 |
| Mean National NCE | 62.0 | 49.6 | 65.4 | 67.9 | 55.8 | 58.3 | 52.3 | 60.5 | 61.5 | 66.1 | 50.3 | 67.8 | 64.7 | 59.0 | 60.8 |
| At/Above the 50th National PR | | | | | | | | | | | | | | | |
| Number | 11 | 8 | 12 | 11 | 10 | 11 | 7 | 11 | 12 | 11 | 10 | 13 | 12 | 12 | 12 |
| Percent | 79 | 57 | 86 | 79 | 71 | 79 | 50 | 79 | 86 | 79 | 71 | 93 | 86 | 86 | 86 |



Group Report | CUTLER JEWISH DAY SC

National Comparison



DISTRICT: CUTLER JEWISH DAY

GRADE: 03

TEST DATE: 05/18

| Subtests and Totals | Number Tested | Mean Number Correct | Mean Scaled Score | National Individual PR-S | Mean National NCE | National Grade Percentile Ranks | | | | | | | | |
|-----------------------------|---------------|---------------------|-------------------|--------------------------|-------------------|---------------------------------|----|----|----|----|----|----|--|--|
| | | | | | | 1 | 10 | 30 | 50 | 70 | 90 | 99 | | |
| Total Reading | 14 | 88.9 | 644 | 71-6 | 62.0 | | | | | | | | | |
| Word Study Skills | 14 | 20.6 | 628 | 49-5 | 49.6 | | | | | | | | | |
| Reading Vocabulary | 14 | 24.7 | 650 | 77-7 | 65.4 | | | | | | | | | |
| Reading Comprehension | 14 | 43.5 | 659 | 80-7 | 67.9 | | | | | | | | | |
| Total Mathematics | 14 | 54.4 | 618 | 61-6 | 55.8 | | | | | | | | | |
| Mathematics Problem Solving | 14 | 35.3 | 630 | 65-6 | 58.3 | | | | | | | | | |
| Mathematics Procedures | 14 | 19.1 | 607 | 54-5 | 52.3 | | | | | | | | | |
| Language | 14 | 28.3 | 620 | 69-6 | 60.5 | | | | | | | | | |
| Prewriting | 14 | 9.5 | 621 | 71-6 | 61.5 | | | | | | | | | |
| Composing | 14 | 10.1 | 632 | 78-7 | 66.1 | | | | | | | | | |
| Editing | 14 | 8.6 | 609 | 50-5 | 50.3 | | | | | | | | | |
| Science | 14 | 31.8 | 652 | 80-7 | 67.8 | | | | | | | | | |
| Social Science | 14 | 30.3 | 641 | 76-6 | 64.7 | | | | | | | | | |
| Partial Battery | 14 | 171.6 | NA | 66-6 | 59.0 | | | | | | | | | |
| Total Battery | 14 | 233.6 | NA | 70-6 | 60.8 | | | | | | | | | |

About This Group's Performance:

This group recently took the *Stanford Achievement Test, Tenth Edition* (Stanford 10). This test is one measure of their achievement. This report describes the performance of the typical student in this group compared to students in the same grade across the nation. The Battery scores provide an overall indication of this group's performance. The typical student in this group scored in the middle range for the grade, which means that group performance was Average. The chart below shows this group's performance in each subject area tested.

| Clusters | Number of Items | Percent in Each | | | Clusters | Number of Items | Percent in Each | | | Clusters | Number of Items | Percent in Each | | |
|--------------------------------|-----------------|-----------------|-----|-----------|-------------------------------|-----------------|-----------------|-----|-----------|--------------------------------|-----------------|-----------------|-----|-----------|
| | | Below Avg | Avg | Above Avg | | | Below Avg | Avg | Above Avg | | | Below Avg | Avg | Above Avg |
| Word Study Skills | 30 | 14 | 79 | 7 | Mathematics Procedures | 30 | 0 | 93 | 7 | Social Science (cont.) | | | | |
| Structural Analysis | 12 | 0 | 50 | 50 | Number Facts | 6 | 0 | 57 | 43 | Economics | 10 | 7 | 21 | 71 |
| Phonetic Analysis-Consonants | 9 | 29 | 57 | 14 | Computation w/Whole Numbers | 16 | 14 | 79 | 7 | App of Knowledge/Comp | 16 | 14 | 29 | 57 |
| Phonetic Analysis-Vowels | 9 | 50 | 43 | 7 | Computation with Decimals | 8 | 0 | 93 | 7 | Org., Summ. & Interp. of Info. | 13 | 7 | 50 | 43 |
| Reading Vocabulary | 30 | 7 | 43 | 50 | Computation in Context | 14 | 0 | 93 | 7 | Determination of Cause/Effect | 11 | 7 | 36 | 57 |
| Synonyms | 15 | 7 | 43 | 50 | Computation/Symbolic Notation | 16 | 14 | 71 | 14 | Thinking Skills | 19 | 7 | 60 | 43 |
| Multiple Meaning Words | 6 | 0 | 64 | 36 | Language | 45 | 14 | 21 | 64 | | | | | |
| Context Clues | 9 | 7 | 36 | 57 | Prewriting | 14 | 14 | 43 | 43 | | | | | |
| Thinking Skills | 15 | 7 | 43 | 50 | Composing | 18 | 14 | 14 | 71 | | | | | |
| Reading Comprehension | 54 | 7 | 29 | 64 | Editing | 15 | 29 | 57 | 14 | | | | | |
| Literary | 18 | 14 | 7 | 79 | Narrative | 15 | 14 | 29 | 57 | | | | | |
| Informational | 18 | 0 | 50 | 50 | Informative | 15 | 14 | 36 | 50 | | | | | |
| Functional | 18 | 7 | 29 | 64 | Persuasive | 15 | 21 | 57 | 21 | | | | | |
| Initial Understanding | 12 | 14 | 36 | 50 | Thinking Skills | 20 | 14 | 21 | 64 | | | | | |
| Interpretation | 20 | 7 | 36 | 57 | Science | 40 | 0 | 50 | 50 | | | | | |
| Critical Analysis | 12 | 14 | 7 | 79 | Life | 11 | 7 | 29 | 64 | | | | | |
| Strategies | 10 | 14 | 21 | 64 | Physical | 11 | 7 | 36 | 57 | | | | | |
| Thinking Skills | 42 | 7 | 21 | 71 | Earth | 11 | 0 | 64 | 36 | | | | | |
| Mathematics Problem Solving | 46 | 7 | 57 | 36 | Nature of Science | 7 | 0 | 50 | 50 | | | | | |
| Number Sense & Operations | 25 | 7 | 57 | 36 | Models | 14 | 0 | 29 | 71 | | | | | |
| Patterns/Relationships/Algebra | 5 | 0 | 100 | 0 | Constancy | 13 | 7 | 50 | 43 | | | | | |
| Data, Statistics & Probability | 6 | 7 | 50 | 43 | Form & Function | 13 | 0 | 50 | 50 | | | | | |
| Geometry & Measurement | 10 | 14 | 57 | 29 | Thinking Skills | 20 | 0 | 29 | 71 | | | | | |
| Communication & Representation | 7 | 7 | 71 | 21 | Social Science | 40 | 7 | 36 | 57 | | | | | |
| Estimation | 6 | 14 | 79 | 7 | History | 10 | 7 | 64 | 29 | | | | | |
| Mathematical Connections | 21 | 14 | 57 | 29 | Geography | 10 | 7 | 43 | 50 | | | | | |
| Reasoning & Problem Solving | 12 | 0 | 71 | 29 | Political Science | 10 | 0 | 43 | 57 | | | | | |
| Thinking Skills | 39 | 7 | 57 | 36 | | | | | | | | | | |

STANFORD LEVEL/FORM: PRIMARY 3/D
2002 NORMS: Spring National

C= Content Cluster P= Process Cluster
Scores based on normative data copyright © 2003 by NCS Pearson, Inc. All rights reserved.

COPY 01
PROCESS NO. 11815527-1640903-4682-0006-1



Master List Summary | CUTLER JEWISH DAY



GRADE: 04
TEST DATE: 05/18

| Total Number Tested 13 | Reading | | | | Mathematics | | | Language | | | | Science | | Social Science | | Battery Totals | |
|--|---------------|-------------------|--------------------|-----------------------|-------------------|-----------------------------|------------------------|-----------|------------|-----------|-----------|-----------|----------------|-----------------|---------------|----------------|--|
| | Total Reading | Word Study Skills | Reading Vocabulary | Reading Comprehension | Total Mathematics | Mathematics Problem Solving | Mathematics Procedures | Language | Prewriting | Composing | Editing | Science | Social Science | Partial Battery | Total Battery | | |
| Number Possible | 114 | 30 | 30 | 54 | 80 | 48 | 32 | 48 | 12 | 18 | 18 | 40 | 40 | 242 | 322 | | |
| Number Tested | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | | |
| Mean Number Correct | 85.1 | 20.5 | 25.3 | 39.2 | 49.6 | 33.0 | 16.6 | 32.6 | 8.9 | 11.5 | 12.2 | 32.3 | 31.8 | 167.3 | 231.5 | | |
| Mean Scaled Score | 654.7 | 638.8 | 674.2 | 658.2 | 623.5 | 639.8 | 602.0 | 640.8 | 646.7 | 635.0 | 643.8 | 660.2 | 658.4 | NA | NA | | |
| National PR-S of the Mean National NCE | 72-6 | 53-5 | 78-7 | 73-6 | 54-5 | 67-6 | 36-4 | 71-6 | 68-6 | 65-6 | 71-6 | 82-7 | 82-7 | 64-6 | 69-6 | | |
| Mean National NCE | 62.2 | 51.6 | 66.0 | 62.8 | 52.1 | 59.5 | 42.7 | 61.7 | 59.8 | 57.9 | 61.7 | 69.1 | 69.7 | 57.4 | 60.4 | | |
| At/Above the 50th National PR | | | | | | | | | | | | | | | | | |
| Number | 9 | 8 | 10 | 9 | 7 | 10 | 4 | 10 | 11 | 7 | 9 | 12 | 10 | 8 | 8 | | |
| Percent | 69 | 62 | 77 | 69 | 54 | 77 | 31 | 77 | 85 | 54 | 69 | 92 | 77 | 62 | 62 | | |



Group Report | CUTLER JEWISH DAY

National Comparison



GRADE: 04

TEST DATE: 05/18

| Subtests and Totals | Number Tested | Mean Number Correct | Mean Scaled Score | National Individual PR-S | Mean National NCE | National Grade Percentile Ranks | | | | | | |
|-----------------------------|---------------|---------------------|-------------------|--------------------------|-------------------|---------------------------------|----|----|----|----|----|----|
| | | | | | | 1 | 10 | 30 | 50 | 70 | 90 | 99 |
| Total Reading | 13 | 85.1 | 655 | 72-6 | 62.2 | | | | | | | |
| Word Study Skills | 13 | 20.5 | 639 | 53-5 | 51.6 | | | | | | | |
| Reading Vocabulary | 13 | 25.3 | 674 | 78-7 | 66.0 | | | | | | | |
| Reading Comprehension | 13 | 39.2 | 658 | 73-6 | 62.8 | | | | | | | |
| Total Mathematics | 13 | 49.6 | 624 | 54-5 | 52.1 | | | | | | | |
| Mathematics Problem Solving | 13 | 33.0 | 640 | 67-6 | 59.5 | | | | | | | |
| Mathematics Procedures | 13 | 16.6 | 602 | 36-4 | 42.7 | | | | | | | |
| Language | 13 | 32.6 | 641 | 71-6 | 61.7 | | | | | | | |
| Prewriting | 13 | 8.9 | 647 | 68-6 | 59.8 | | | | | | | |
| Composing | 13 | 11.5 | 635 | 65-6 | 57.9 | | | | | | | |
| Editing | 13 | 12.2 | 644 | 71-6 | 61.7 | | | | | | | |
| Science | 13 | 32.3 | 660 | 82-7 | 69.1 | | | | | | | |
| Social Science | 13 | 31.8 | 658 | 82-7 | 69.7 | | | | | | | |
| Partial Battery | 13 | 167.3 | NA | 64-6 | 57.4 | | | | | | | |
| Total Battery | 13 | 231.5 | NA | 69-6 | 60.4 | | | | | | | |

About This Group's Performance:

This group recently took the *Stanford Achievement Test, Tenth Edition (Stanford 10)*. This test is one measure of their achievement. This report describes the performance of the typical student in this group compared to students in the same grade across the nation. The Battery scores provide an overall indication of this group's performance. The typical student in this group scored in the middle range for the grade, which means that group performance was Average. The chart below shows this group's performance in each subject area tested.

| Clusters | Number of Items | Percent in Each | | | Clusters | Number of Items | Percent in Each | | | Clusters | Number of Items | Percent in Each | | |
|------------------------------------|-----------------|-----------------|-----|-----------|---------------------------------|-----------------|-----------------|-----|-----------|---------------------------------|-----------------|-----------------|-----|-----------|
| | | Below Avg | Avg | Above Avg | | | Below Avg | Avg | Above Avg | | | Below Avg | Avg | Above Avg |
| Word Study Skills | 30 | 31 | 46 | 23 | Mathematics Procedures | 32 | 31 | 46 | 23 | Social Science (cont.) | | | | |
| C Structural Analysis | 12 | 0 | 62 | 38 | C Computation w/Whole Numbers | 18 | 31 | 54 | 15 | C Economics | 10 | 8 | 38 | 54 |
| C Phonetic Analysis-Consonants | 9 | 31 | 38 | 31 | C Computation with Decimals | 8 | 62 | 23 | 15 | P App of Knowledge/Comp | 14 | 0 | 38 | 62 |
| C Phonetic Analysis-Vowels | 9 | 15 | 62 | 23 | C Computation with Fractions | 6 | 31 | 31 | 38 | P Org., Summ & Interp. of Info | 15 | 8 | 38 | 54 |
| Reading Vocabulary | 30 | 8 | 38 | 54 | P Computation in Context | 16 | 15 | 62 | 23 | P Determination of Cause/Effect | 11 | 8 | 23 | 69 |
| C Synonyms | 12 | 8 | 31 | 62 | P Computation/Symbolic Notation | 18 | 54 | 38 | 8 | P Thinking Skills | 20 | 8 | 15 | 77 |
| C Multiple Meaning Words | 9 | 8 | 46 | 46 | P Thinking Skills | 16 | 15 | 62 | 23 | | | | | |
| C Context Clues | 9 | 15 | 31 | 54 | Language | 48 | 8 | 38 | 54 | | | | | |
| P Thinking Skills | 18 | 8 | 38 | 54 | C Prewriting | 12 | 15 | 23 | 62 | | | | | |
| Reading Comprehension | 54 | 15 | 31 | 54 | C Composing | 18 | 8 | 54 | 38 | | | | | |
| C Literary | 18 | 15 | 23 | 62 | C Editing | 18 | 8 | 46 | 46 | | | | | |
| C Informational | 18 | 23 | 46 | 31 | C Narrative | 18 | 23 | 23 | 54 | | | | | |
| C Functional | 18 | 15 | 31 | 54 | C Informative | 16 | 8 | 46 | 46 | | | | | |
| P Initial Understanding | 12 | 15 | 54 | 31 | C Persuasive | 18 | 8 | 46 | 46 | | | | | |
| P Interpretation | 20 | 15 | 15 | 69 | P Thinking Skills | 24 | 8 | 38 | 54 | | | | | |
| P Critical Analysis | 12 | 8 | 62 | 31 | Science | 40 | 0 | 38 | 62 | | | | | |
| P Strategies | 10 | 8 | 31 | 62 | C Life | 11 | 0 | 62 | 38 | | | | | |
| P Thinking Skills | 42 | 15 | 28 | 62 | C Physical | 11 | 8 | 31 | 62 | | | | | |
| Mathematics Problem Solving | 48 | 0 | 69 | 31 | C Earth | 11 | 0 | 23 | 77 | | | | | |
| C Number Sense & Operations | 24 | 0 | 69 | 31 | C Nature of Science | 7 | 0 | 64 | 46 | | | | | |
| C Patterns/Relationships/Algebra | 6 | 31 | 31 | 38 | P Models | 14 | 0 | 38 | 62 | | | | | |
| C Data, Statistics & Probability | 8 | 8 | 89 | 28 | P Constancy | 13 | 0 | 38 | 62 | | | | | |
| C Geometry & Measurement | 10 | 0 | 54 | 46 | P Form & Function | 13 | 8 | 31 | 62 | | | | | |
| P Communication & Representation | 6 | 0 | 89 | 31 | P Thinking Skills | 20 | 0 | 46 | 64 | | | | | |
| P Estimation | 8 | 8 | 62 | 31 | Social Science | 40 | 0 | 31 | 69 | | | | | |
| P Mathematical Connections | 21 | 8 | 38 | 54 | C History | 18 | 0 | 28 | 77 | | | | | |
| P Reasoning & Problem Solving | 13 | 8 | 54 | 38 | C Geography | 10 | 0 | 38 | 62 | | | | | |
| P Thinking Skills | 40 | 0 | 62 | 38 | C Political Science | 10 | 0 | 89 | 31 | | | | | |

STANFORD LEVEL/FORM: INTERMEDIATE 1/D
2002 NORMS: Spring National

C= Content Cluster P= Process Cluster
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Master List Summary | CUTLER JEWISH DAY



5th 2017 Fall

GRADE: 05
TEST DATE: 11/17

| Total Number Tested 10 | Reading | | | | Mathematics | | | Language | | | | Science | Social Science | Battery Totals | |
|--|---------------|-------------------|--------------------|-----------------------|-------------------|-----------------------------|------------------------|----------|------------|-----------|---------|---------|----------------|-----------------|---------------|
| | Total Reading | Word Study Skills | Reading Vocabulary | Reading Comprehension | Total Mathematics | Mathematics Problem Solving | Mathematics Procedures | Language | Prewriting | Composing | Editing | | | Partial Battery | Total Battery |
| Number Possible | 114 | 30 | 30 | 54 | 80 | 48 | 32 | 48 | 12 | 18 | 18 | 40 | 40 | 242 | 322 |
| Number Tested | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| Mean Number Correct | 100.1 | 25.4 | 28.9 | 45.8 | 63.5 | 38.8 | 24.7 | 35.6 | 9.9 | 13.1 | 12.6 | 34.5 | 33.3 | 199.2 | 267.0 |
| Mean Scaled Score | 687.5 | 685.7 | 709.2 | 684.0 | 663.3 | 671.6 | 652.6 | 650.0 | 663.3 | 651.8 | 646.1 | 680.5 | 664.4 | NA | NA |
| National PR-S of the Mean National NCE | 88-7 | 81-7 | 91-8 | 86-7 | 78-7 | 82-7 | 68-6 | 78-7 | 77-7 | 78-7 | 74-6 | 88-7 | 82-7 | 82-7 | 83-7 |
| Mean National NCE | 74.6 | 68.6 | 78.7 | 72.8 | 66.3 | 69.4 | 60.1 | 66.5 | 65.6 | 66.3 | 63.5 | 74.7 | 69.4 | 69.4 | 70.0 |
| At/Above the 50th National PR | | | | | | | | | | | | | | | |
| Number | 9 | 8 | 10 | 10 | 8 | 9 | 5 | 9 | 10 | 8 | 9 | 10 | 9 | 9 | 9 |
| Percent | 90 | 80 | 100 | 100 | 80 | 90 | 50 | 90 | 100 | 80 | 90 | 100 | 90 | 90 | 90 |
| Median Grade Equivalent | 9.1 | 10.3 | 9.6 | 8.8 | 6.3 | 8.0 | 5.2 | 8.2 | 8.4 | 8.6 | 8.4 | 7.9 | 9.0 | 8.7 | 8.4 |

M. WADE MILES, PC
Certified Public Accountant

Member
American Institute of Certified Public Accountants
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November 29, 2018

Melanie D. Barton
Executive Director
SC Education Oversight Committee
P O Box 11867
227 Blatt Building
Columbia, SC 29211

Re: Cutler Jewish Day School
FEIN: 57-1072008

I am providing this letter to confirm that for the school year 2017-2018, Cutler Jewish Day School complies with the requirements of the Educational Credit for Exceptional Needs Children Program as noted below.

All grants received for the school year were for eligible children enrolled in the school.

The school can document the total amount of each grant received per child from every funding organization.

The school can document that no grant exceeded \$10,000.00 per child during the school year 2017-2018.

The school was not required to refund any funds since no grant recipient withdrew from the school during the school year.

All grant funds received during the 2017-2018 school year were used to pay the tuition for qualifying students.

Sincerely,



M Wade Miles, PC
By M Wade Miles, CPA