

**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:	PORTER-GAUD SCHOOL
Independent School Contact Person:	JOHN WALLACE
Independent School Address:	300 ALBEMARLE ROAD
City, State, Zip Code:	CHARLESTON SC 29403
Independent School Telephone Number:	(843) - 402-4835
Independent School Fax Number:	(843) - 556-7404
Independent School E-mail Address:	jwallace@porterquaid.edu
Independent School Website Address:	www.porterquaid.edu

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: 5/30/18

Print Name of Signature Above: JOHN A. WALLACE, JR

Title: DIRECTOR OF FINANCE

Email: jwallace@porter-gaud.edu

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

Porter-Gaud School

Learning Services Program

Purpose

The purpose of the Learning Services Program is to support students with diagnosed learning differences achieve success at Porter-Gaud. The Learning Services Program provides a continuum of support to students in first through twelfth grades. With the support of academic coaching and educational accommodations, our Learning Services students realize their full potential and continue on their path to become lifelong learners.

Eligibility

The Learning Services Program is designed to support students with diagnosed specific learning disabilities, ADHD, and/or other disabilities that interfere with the student's academic achievement. Students in the program follow the academic curriculum and requirements of Porter-Gaud School. A Formal Education Plan is created to meet the needs of each student. This plan may not fundamentally alter the nature of the academic curriculum.

Students are considered for eligibility in the program following a formal psycho-educational evaluation and diagnosis based on DSM-V criteria.

It is required that this process be completed with a licensed clinical psychologist, neurologist or a certified school psychologist.

The evaluation provided must be current, within the last five years.

Porter-Gaud School

Learning Services Program

Services

The following services are provided for each student in the Learning Services Program:

Annual review of Formal Education Plan

Communication with classroom teachers regarding individual student's accommodations, as outlined in the Formal Education Plan

Collaboration with classroom teachers throughout the school year to support student progress

Small-group academic coaching during the school day

Coordination of Extended Time Accommodations on quizzes, tests and exams throughout the school year

Coordination of Extended Time Accommodations on standardized testing (ERB, OLSAT, PSAT, SAT, ACT, and AP Exams)

Communication with parents

Referral for outside tutoring as necessary

Support to students during times of transition

Porter-Gaud School
Learning Services Program

Accommodations

Accommodations and services are provided for students with a documented diagnosis using the DSM-V criteria. Accommodations are determined on a case by case basis and are based on recommendations included in the psycho-educational evaluation on file with the Learning Services Program. This is the same documentation that is required by the College Board for standardized testing accommodations. Porter-Gaud cannot provide educational accommodations without proper documentation.

The following are examples of approved accommodations implemented at Porter-Gaud, when deemed appropriate:

Extended Time on Quizzes, Test and Exams

Preferential Seating

Computer Use

Assistance with Note-Taking

**Document B
Grants Received**

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

Independent School Name: PONTEN - GARDY 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
4	\$ 31,680

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: POULTER-GAUS 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? 980

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:

BEVERLY OSWALD

Title:

REGISTRAR

Telephone Number:

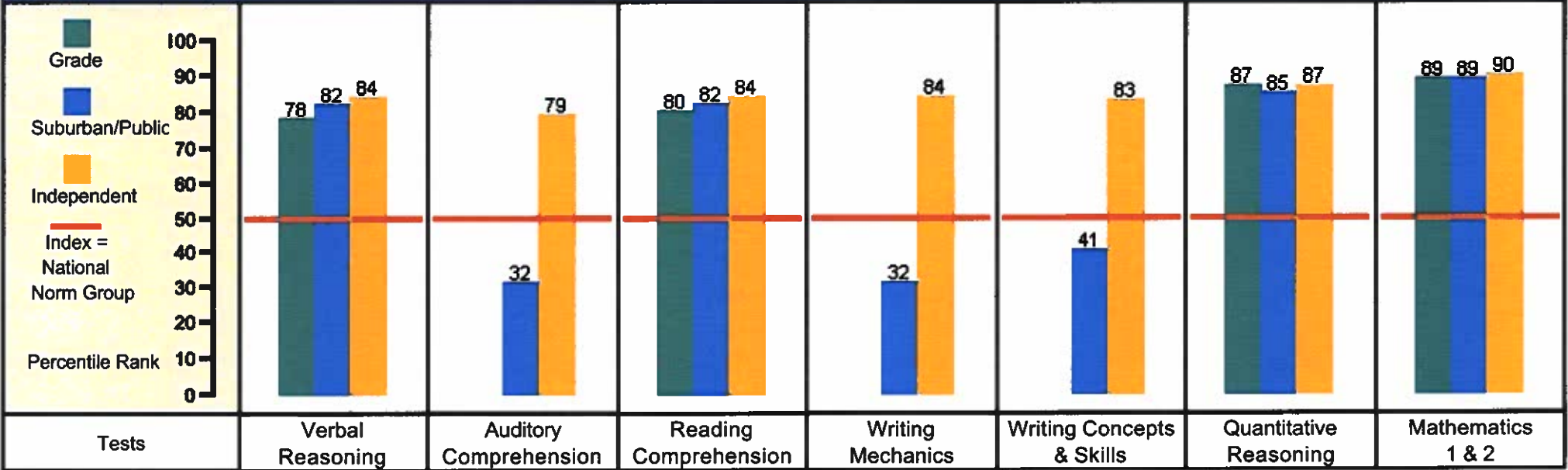
843-402-4792

Email Address:

BOSWALD@PORTERGRAND.EDU



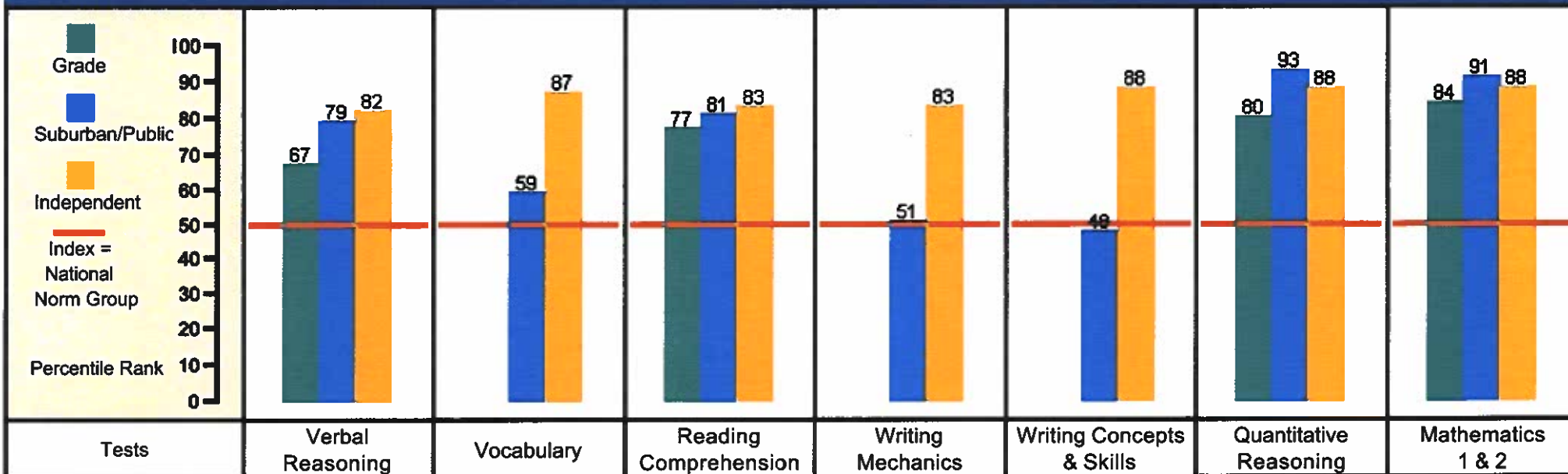
National Percentile Rank*



* National Percentile Rank of the median scale score of students in the grade, Suburban/Public school norm group, Association norm group, and Independent norm group.

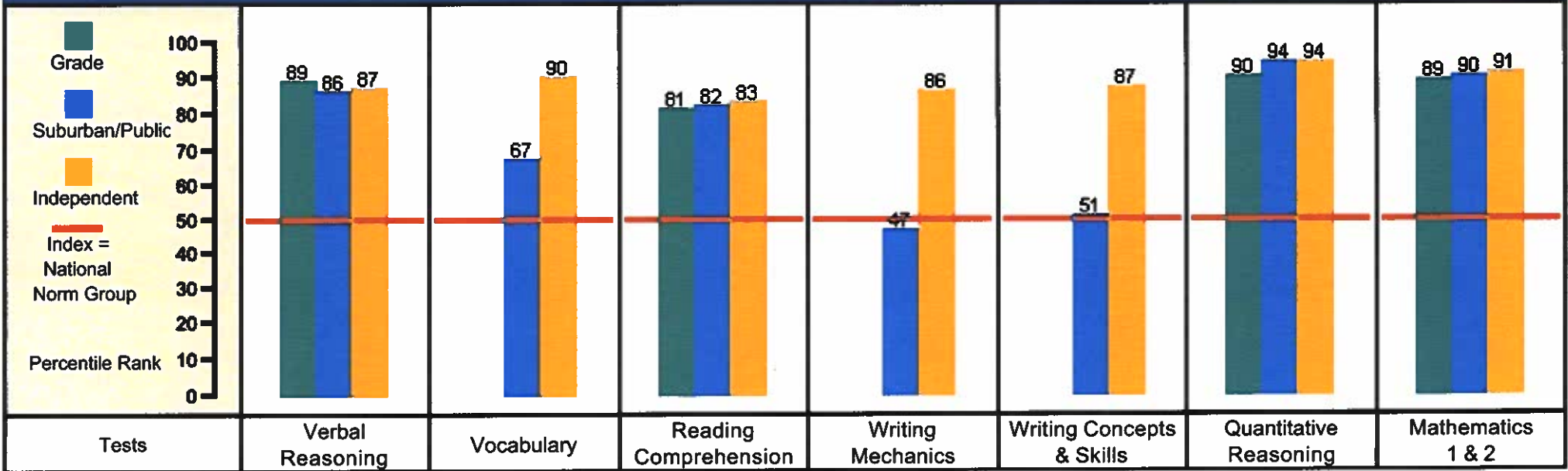
This report may include MC-Only and MC/CR tests.

National Percentile Rank*



* National Percentile Rank of the median scale score of students in the grade, Suburban/Public school norm group, Association norm group, and Independent norm group.

This report may include MC-Only and MC/CR tests.

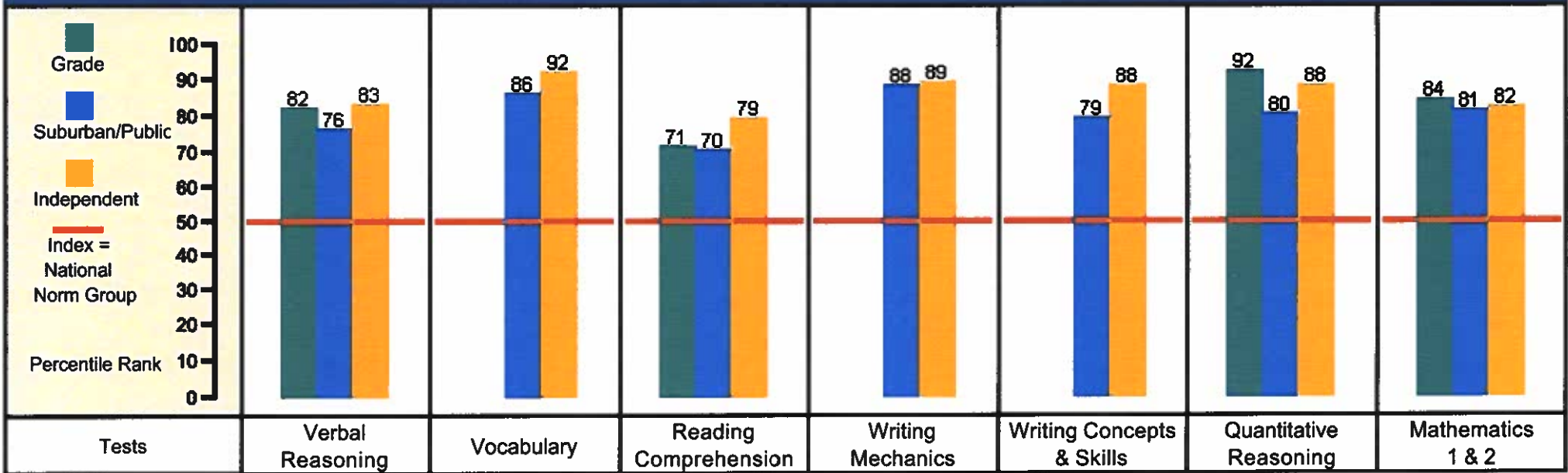
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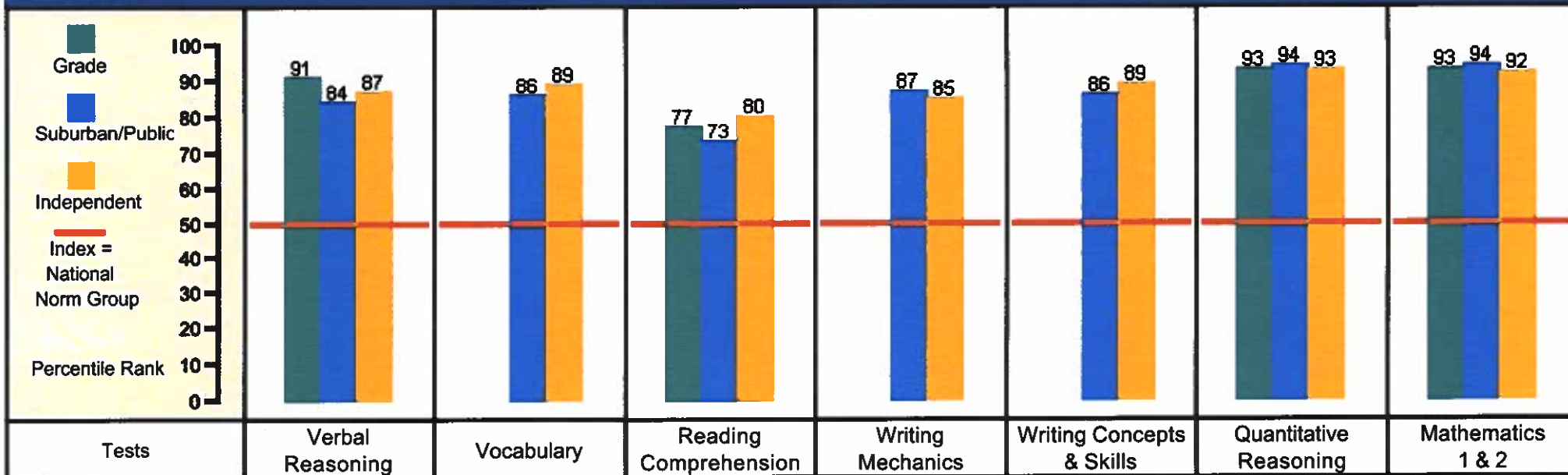
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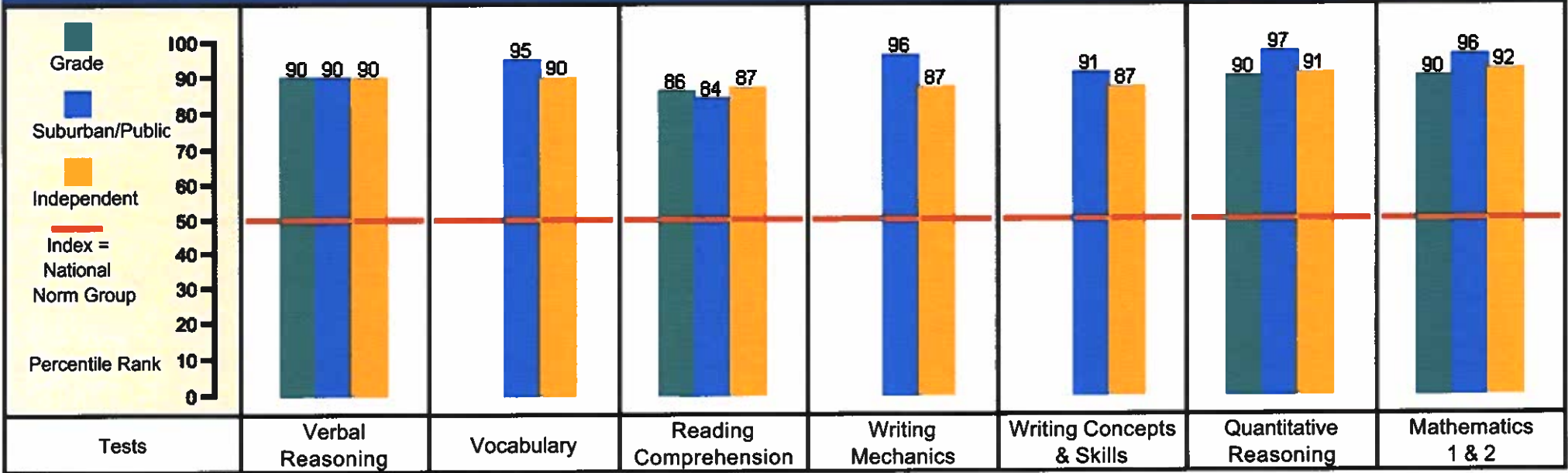
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This report may include MC-Only and MC/CR tests.



Porter-Gaud School

December 19, 2018

Test Ranges

Settings: Start Class Year/Grade: **class of 2018**; End Class Year/Grade: **class of 2018**; Calculation Method: **only highest scores in each category**

Sorting: Tests data sorted by **Test, Ascending**

Test ACT Summary			
Section	Middle 50%	Mean	Students Tested
ELA	0 - 28	18.9	
English	23 - 32	27.8	
Math	23 - 30	26.2	
Reading	24 - 33	28.4	
Science	23 - 30	26.6	
STEM	22 - 29	23.8	
Writing	7 - 9	7.1	
Composite	24 - 30	27.0	84
Test PSAT Summary			
Section	Middle 50%	Mean	Students Tested
Evidence Based Reading and Writing	550 - 640	593	
Math	26.0 - 33.0	29	
Test PSAT Summary			
Section	Middle 50%	Mean	Students Tested
Mathematics	520 - 660	582	
Reading	27 - 33	30	
Writing	27 - 32	30	
Total	1070 - 1280	1176	98
Test SAT Summary			
Section	Middle 50%	Mean	Students Tested
Evidence Based Reading and Writing	580 - 690	633	
Math	28 - 35	32	
Mathematics	560 - 705	633	
Reading	29 - 35	32	
Writing	29 - 35	32	
Total	1155 - 1390	1266	93



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**Independent Accountants' Report
On Applying Agreed-Upon Procedures**

To Management and the Board of Trustees
Porter-Gaud School and
The South Carolina Education Oversight Committee

We have performed the procedures enumerated below, which were agreed to by Porter-Gaud School (the "School") and the South Carolina Education Oversight Committee (the "Committee") (the "specified parties") related to the School's eligibility to participate in and compliance with the requirements of the Educational Credit for Exceptional Needs Children Program (the "Program") for the program year ended June 30, 2018. The School's management is responsible for its financial records, internal controls and compliance with Program and State laws and regulations. The sufficiency of these procedures is solely the responsibility of the specified parties. Consequently, we make no representations regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and findings are as follows:

1. We obtained documentation to verify that the grants received under the Educational Credit for Exceptional Needs Children Program were for eligible students enrolled to attend the School by obtaining official transcripts from the School as well as agreeing grant amounts and a list of the School's student recipients to correspondence the School received from Exceptional SC, the scholarship funding organization ("SFO").

No exceptions were found as a result of applying the procedure.

2. We compared the total of grants received by the School for each child per the School's records to the amount disbursed from the SFO to the School.

No exceptions were found as a result of applying the procedure.

3. We obtained documentation to verify that no student's grant exceeded \$11,000 for the 2017-2018 school year by vouching copies of checks the School received from the SFO identifying the related student recipients and the amount of each grant as provided by the School.

No exceptions were found as a result of applying the procedure.

4. If applicable, we verified that the School returned to the SFO a prorated amount of a student's grant if a student withdrew from the School during the year. For program recipients that did not withdraw during the year, we obtained official year end transcripts from the School.

No exceptions were found as a result of applying the procedure.

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5. We obtained documentation that 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” by comparing the amount of the grant received to the School’s 2017-2018 annual tuition rate to determine that the grant amount did not exceed annual tuition, and by vouching application of the grant proceeds to the student’s account within the School’s accounting records.

No exceptions were found as a result of applying the procedure.

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 School’s eligibility to participate in and compliance with the requirements of the South Carolina Educational Credit for Exceptional Needs Children Program. 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 Porter-Gaud School and the South Carolina Education Oversight Committee and is not intended to be and should not be used by anyone other than those specified parties.

Legare, Bailey & Hinske, LLC

Mt. Pleasant, South Carolina
December 14, 2018

