

Academic Profile for School Year 2014-2015

for schools participating in the Educational Credit for
Exceptional Needs Children (ECENC) Program

School Name:

Camperdown Academy

SUPPORT LEVEL III

SUPPORT LEVEL I: Traditional school/classroom environment with no specific special education services provided but strives to make needed accommodations for exceptional needs students who struggle in academic areas.

SUPPORT LEVEL II: Traditional school/classroom environment with a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students.

SUPPORT LEVEL III: A school specifically existing to meet the needs of only exceptional needs students with documented disabilities.

SCHOOL INFORMATION:



Address: 501 Howell Rd, Greenville, SC, 29615

Headmaster: Dan Blanch

Principal:

Website address: www.camperdown.org

Phone: 864-244-8899

Email address: dblanch@camperdown.org

Mission Statement or Philosophy: The mission of Camperdown Academy is to enable students with average to above average intelligence, who also experience learning difficulties in the areas of reading, organization, language processing, and written expression, to reach their maximum academic potential.

School History: Camperdown Academy opened its doors in 1986, the first school of its kind in the Upstate of South Carolina. The school was founded by a group of parents who were concerned about the lack of educational opportunities for their bright dyslexic children. The first Head of School was Mrs. Grace Hill, a long-time educator and psychologist who had experience both teaching and developing learning disabilities programs. Classes were held on the second floor of Eastlan Baptist Church. The focus of the school was teaching children to compensate for their learning disability through a multi-sensory, individualized approach with a small student to teacher ratio. The school grew quickly, and in 1991 moved into the old Junior Achievement building on Howell Road where it is currently located.

School Accreditations & Affiliations:

South Carolina Independent School Association
and Academy of Orton-Gillingham Practitioners
and Educators

Non-Discriminatory Policy:

Camperdown Academy does not discriminate on the basis of sex, race, color, creed, religion, or national ethnic origin.

All data and information included in this Academic Profile are self-reported by the school.

WHOLE SCHOOL PROFILE:

STUDENTS

2014-15 Enrollment:

114

TEACHERS

Number of Classroom Teachers: 33

Detail on teachers' training if applicable: All of our tutors and classroom teachers are trained in the Orton-Gillingham Approach.

ECENC PROGRAM

SERVICES FOR STUDENTS ELIGIBLE FOR THE EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS CHILDREN PROGRAM

Children with the following challenges may be eligible to be served: Diagnostic evaluations establish basic academic skill levels and define the nature of the child's learning disability. Camperdown students typically have weaknesses in reading, writing, spelling, and expressive and/or receptive language tasks. For some, math and organizational skills are also affected. Psycho-logical testing rules out emotional issues as the primary cause of the learning difficulties.

Features of Curriculum / Instructional Program(s) used for eligible students: Learning how to learn is one of the greatest gifts a child can receive. At Camperdown Academy, students are presented with the tools and strategies to unlock the code of the English language. Language instruction and Orton-Gillingham remediation form the core of the education of a Camperdown student. The instruction is multi-sensory, direct, and explicit.

Assessments: During the 2014-15 school year, 88 students in grades 3 - 8 took the Wide Range Achievement Test (WRAT-4) in fall and spring. Subtests included math computation, spelling, and word reading.

*Assessment Results:

Comparison of fall scores to spring showed growth in all three subtests. The percentile rank (PR) of the average standard score is reported (N=88). Math Computation PR increased from 25 to 50. Spelling PR increased from 21 to 30. Word Reading PR increased from 39 to 47.

SCHOOL

Grade Span: 1-8

Student to Teacher Ratio: 3:1

Grading System:

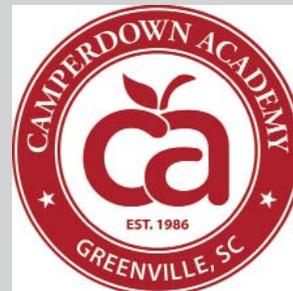
Graduation Requirements:

Curriculum / Instructional Programs: Our classroom teachers apply the Orton-Gillingham Approach tenets in every facet of their teaching. With an enormous fund of knowledge and experience, our teachers know how to best approach the individual instruction of each student in our school community.

Assessments:

Assessment Results:

Comparison of fall scores to spring showed growth in all three subtests. The percentile rank (PR) of the average standard score is reported (N=88). Math Computation PR increased from 25 to 50. Spelling PR increased from 21 to 30. Word Reading PR increased from 39 to 47.



***Data only reported when exceptional needs population at school totals at least 10.**

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