

Academic Profile for School Year 2014-2015

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

School Name:

Hope Academy

SUPPORT LEVEL III

SCHOOL INFORMATION:



Address: 2258 Woodruff Rd, Simpsonville, SC 29681

Headmaster: Lisa Lane and Susan Sachs

Principal:

Website address: www.hopeacademysc.org

Phone: 864.676.0028

Email address: info@hopeacademysc.org

Mission Statement or Philosophy: Hope Academy's mission is to provide supportive classes that develop and celebrate each child's academic, behavioral, and social successes.

School History: In 1996, several families formed Project HOPE Foundation, Inc., a nonprofit corporation devoted to serving children with autism. Both current directors were part of the original founding families. For them, "HOPE" was the perfect acronym for their mission: "Help Our Potential Emerge." In 1997, they opened Hope Academy, a small inclusion-based preschool, housed at Advent United Methodist Church in Simpsonville. Hope Academy has expanded to serve children, preschool through 5th grade, in inclusion-based classes where students with autism learn side-by-side with neurotypical peers. These classes use state curriculum standards as the basis for personalized academic planning. In 2011, we added Bridging the Gap classrooms, serving preschool through 6th grade. Limited to 8 students with autism, these classes are taught by facilitators who are trained in Applied Behavior Analysis (ABA) and use developmental guidelines, state curriculum standards, and individualized therapeutic treatment plans. In 2013, we piloted Hope Alive Junior, an innovative middle school program using ABA therapy strategies that target the unique strengths and challenges of students who are severely impacted by autism. Hope Academy focuses on the development of skills in academics that provide an appropriate level of challenge, self-management of behaviors, and increased fluency in social interaction.

School Accreditations & Affiliations:

Member of and accredited by South Carolina
Independent School Association (SCISA)

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.

Non-Discriminatory Policy:

Hope Academy is an Equal Opportunity Employer. We do not discriminate or tolerate discrimination against individuals on the basis of race, color, religion, gender, national origin, disability, sexual orientation, age, or genetics. Hope Academy strictly forbids discrimination or harassment of any student, employee, applicant, volunteer, or contractor on the basis of an individual's race, color, religion, gender, national origin, disability, sexual orientation, age, or genetics. Hope Academy will not tolerate any form of retaliation directed against a student, employee, or third party who either complains about discrimination or harassment or who participates in any investigation or lawsuit concerning discrimination or harassment.

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

WHOLE SCHOOL PROFILE:

STUDENTS

2014-15 Enrollment:

K3-K4 – 27; K5 and up – 68

TEACHERS

Number of Classroom Teachers: 22

Detail on teachers' training if applicable:

All teachers with extensive training in Applied Behavior Analysis (ABA) techniques and strategies; 6 state-certified teachers

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: Autism Spectrum Disorders

Features of Curriculum / Instructional Program(s) used for eligible students:

For our autism-specific classes, we supplement our state-standards based curriculum with autism-specific materials, primarily Skills®, as determined by our Board Certified Behavior Analysts (BCBAs) in conjunction with teachers. Additionally, with middle school students, we use autism-specific special curriculum (Essentials for Living, Skills®, etc.) as determined by our BCBAs in conjunction with teachers.

Assessments: Northwest Evaluation Association Measure of Academic Progress (MAP) - testing in fall and spring. Autism-specific assessments are also done on an individualized basis to provide a more accurate reflection of student skills and achievement. Aggregate data is not available.

*Assessment Results:

Autism-specific classes: Math: 1st-3rd Mean RIT: 163.5; 4th-6th Mean RIT: 190.9. Reading: 1st-3rd Mean RIT: 165; 4th-6th Mean RIT: 196.4.

SCHOOL

Grade Span: K3 – 8th

Student to Teacher Ratio: Maximum 8:1(inclusion);4:1(autism-specific)

Grading System: Uniform grading system using letter-grades based on a published grading scale with quarterly reporting to parents

Graduation Requirements:
N/A

Curriculum / Instructional Programs: State standards serve as our curriculum foundation. Subjects include: Science, Social Studies, Math, Language Arts, Vocabulary, Art, Music, and PE. Autism-specific classes supplement with materials determined by our Board Certified Behavior Analysts (BCBAs) and teachers.

Assessments:

Northwest Evaluation Association Measure of Academic Progress (MAP) - testing in fall and spring

Assessment Results:

Inclusion classes: Math: 2nd-3rd Mean RIT: 204.5; 4th-5th Mean RIT: 209. Reading: 2nd-3rd Mean RIT: 202.7; 4th-5th Mean RIT: 206.5. Language: 2nd-3rd Mean RIT: 202.1; 4th-5th Mean RIT: 204.7. Scores are at or above national norms. Includes scores from students on the autism spectrum.



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

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