

# Academic Profile for School Year 2014-2015

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

School Name:

**Cherokee Creek Boys School**

## SUPPORT LEVEL II

### SCHOOL INFORMATION:



**Address:** Westminster, SC 29693

**Headmaster:** David LePere, Executive Director

**Principal:** Denise Savidge, Academic Dean

**Website address:** [www.cherokeecreek.net](http://www.cherokeecreek.net)

**Phone:** 864-647-1885

**Email address:** [info@cherokeecreek.net](mailto:info@cherokeecreek.net)

**Mission Statement or Philosophy:** We are a learning community that challenges boys and their families to discover what is real and true about themselves and the world around them.

**School History:** Founded in 2003, Cherokee Creek Boys School is a therapeutic boarding school for boys that offers the benefits of small enrollment, hands-on academics, therapy, counseling, recreation, athletics and a talented staff dedicated to helping middle school-aged boys. We work with students who struggle with one or more of the following: Clinical Diagnoses such as attention-deficit disorder (ADD/ADHD), depression, anxiety, anger management, PTSD, emotional and behavior disorders, and high-functioning autism; Learning Disabilities and Academic Challenges; Life and Social Issues. Cherokee Creek Boys Boarding School is a perfect place for boys to be boys. Our wooded campus is surrounded by state and national parks and wildlife refuges that put boys in touch with the wonder of nature.

### **School Accreditations & Affiliations:**

SACS Accreditation, NATSAP member,  
Gurian Model School

### **Non-Discriminatory Policy:**

Cherokee Creek Boys School does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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

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.

## WHOLE SCHOOL PROFILE:

### STUDENTS

**2014-15 Enrollment:**

40

### TEACHERS

**Number of Classroom Teachers:** 4 full time, 1 part time

**Detail on teachers' training if applicable:**

### 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:** ADHD, ADD, NLD, OCD, Depression, PTSD, others

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

**Assessments:** MAP Testing

**\*Assessment Results:** See school-wide results.

### SCHOOL

**Grade Span:** 5th-9th

**Student to Teacher Ratio:** 10:1

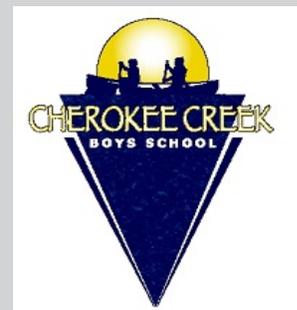
**Grading System:** 7-point scale (A 100-93, B 92-85, C 84-78, D 70-77, F 69 or below)

**Graduation Requirements:** Determined by therapeutic progress.

**Curriculum / Instructional Programs:** CCBS has a unique curriculum based upon 4 core values of Truth, Love, Wisdom, and Courage and uses a Medicine Wheel as its framework. Academic courses are aligned to national standards as recommended by the National Councils of Teachers of Math, English, Science, and Social Studies.

**Assessments:** MAP Testing

**Assessment Results:** MAP Results: Math scoring at or above National Mean: 61%; Reading scoring at or above National Mean: 85%; Language Usage scoring at or above national mean: 79%



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