

Academic Profile for School Year 2014-2015

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

School Name:

The Barclay School

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:

No School Logo
Provided

Address: 4702 Colonial Dr., Columbia, SC 29203

Headmaster: Gillian Barclay-Smith

Principal: Edith Bailey

Website address: www.thebarclayschool.org

Phone: 803-741-4245

Email address: Drg@thebarclayschool.org

Mission Statement or Philosophy: The mission is to provide a rich, diverse curriculum in a safe nurturing environment. Learning is hands-on, experiential and organic. The holistic approach honors the whole child; strengths are honed while weaknesses are re mediated. Assessment is authentic and child centered.

School History: The school was founded to provide a holistic, child centered nurturing environment for children who learn differently. The school uses a strength based learning model, allows each child to work at his own pace, and emphasizes social, emotional, academic skills while fostering independence and self advocacy. Students have classes in small multi-age groups and explore topics through project based, cooperative learning and reading and writing for real purpose. The school is currently in its sixth year of operation.

School Accreditations & Affiliations:

SCISA, AERO

Non-Discriminatory Policy:

We do not discriminate based on race, color, creed, gender, or religion.

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

WHOLE SCHOOL PROFILE:

STUDENTS

2014-15 Enrollment: 17

TEACHERS

Number of Classroom Teachers: 2

Detail on teachers' training if applicable: Two full time teachers. One has a Ph.D., the other has a MEd. Two part time teachers and numerous interns from Columbia College, USC and Columbia International University education programs.

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, LD, Autism Spectrum Disorder, Aspergers, Down Syndrome, Nonverbal Learning Disability, Sensory Processing Disorder, Auditory Processing Disorder, Pragmatic Language Disorder, expressive language problems, dysgraphia, dyslexia, dyscalculia, Obsessive Compulsive Disorder, General Anxiety disorder, developmental disabilities, traumatic brain injury, etc.

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

Each child's work is individually chosen and paced to allow the child to work without pressure or anxiety. Direct instruction as well as small group, peer to peer, and cooperative learning is used to maximize each child's ability to process and learn from a variety of experiential learning, hands on activities, and small group activities.

Assessments: Because all of our students are special needs, the previous questions covered this. Authentic assessment using annotated portfolios.

***Assessment Results:**

Our parents have been thrilled to see the changes in their children's work. By having annotated samples, parents can better see what their child can do the level of independence, how they were prompted, what their next step to master will be, etc.

SCHOOL

Grade Span: 1st-12th

Student to Teacher Ratio: 3:1

Grading System: Students do not receive grades. Progress is rated Excellent, Satisfactory, or Limited

Graduation Requirements:

Curriculum / Instructional Programs: Our curriculum, in addition to using self-paced academics based on E.D. Hirsch's Core Knowledge curriculum and Susan Wyse Bauer, include music, art, pottery, sign language, yoga, PE and drama.

Assessments:

Our school is all special needs students and are not tested on standardized tests. We use annotated portfolio assessment with our students which are shared with parents and professionals working with the individual child.

Assessment Results:

In sharing our assessments with parents at conferences at the end of the year, we were pleased that each student had made significant progress in all areas. Parents were most pleased with the positive social and emotional changes in behavior, not reflected in the portfolio assessments.

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