

Academic Profile for School Year 2013-2014

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

School Name:

Hope 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: 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 South Carolina Independent School Association (SCISA), currently in their accreditation process

Non-Discriminatory Policy:

Hope Academy is committed to an operational policy that ensures equal opportunity in education and employment to all qualified persons regardless of race, sex, religion, creed, handicap/disability, age, or national origin.

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

WHOLE SCHOOL PROFILE:

STUDENTS

2013-14 Enrollment:

42 students K3-K5, 47 students grades 1 and up

TEACHERS

Number of Classroom Teachers: 18

Detail on teachers' training if applicable:

18 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. For pilot middle school students on the autism spectrum, we use autism-specific special curriculum (Essentials for Living, Skills®, etc.) as determined by our BCBAs in conjunction with teachers.

Assessments: Autism-specific assessments are done on an individualized basis. Aggregate data is not available. Children on the autism spectrum are included in MAP reporting for inclusion classes.

*Assessment Results:

See school assessment results (MAP) for inclusion classes.

SCHOOL

Grade Span: K3 – 5th; pilot program for middle school

Student to Teacher Ratio: 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:204.2 (above grade); 4th-5th Mean RIT:211.3 (at grade level). Reading: 2nd-3rd Mean RIT:194.9 (at grade level); 4th-5th Mean RIT:199.4 (one grade below). Language: 2nd-3rd Mean RIT:198.2 (above grade level); 4th-5th Mean RIT: 203.5 (grade level)



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