

Academic Profile for School Year 2013-2014

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

School Name:

Hidden Treasure Christian School

SUPPORT LEVEL III

SCHOOL INFORMATION:



Address: 500 West Lee Rd Taylors, SC 29687

Headmaster: John McCormick, Ed.D.

Principal:

Website address: hiddentreasure.org

Phone: 864.235.6848

Email address: info@hiddentreasure.org

Mission Statement or Philosophy: The purpose of Hidden Treasure Christian School is to provide young people diagnosed with disabilities included in the spectrum of special education with spiritual, academic, and vocational training. This training aims at preparing and equipping each student to accept and pursue God's will for their lives; overcoming by His grace or accepting as His will any obstacles or limitations He has chosen to place in their lives.

School History: 1981 - School begins in a 50x50 metal building on 18 Hammett St. Greenville; Enrollment: 2; 1987 - First graduate to receive Certificate of Completion; 1990 - First high school graduate to receive High School Diploma; 1996 - Began readiness program for 4-6 yr. old children with developmental delays; 1999 - Official Jr./Sr. high school program for students with learning disabilities; 2000 - Moved into new 28,000 square foot building on 500 West Lee Road; 2002 - Transition program for readiness class to 1st grade for students with developmental delays; 2004 - Initiated vocational training for high school aged students with intellectual disabilities; 2007 - Contracted services of speech, occupational and physical therapists; 2008 - Implemented a pilot summer school program for students with intellectual disabilities and autism; 2009 - Began a formal high school diploma program for students diagnosed with learning disabilities; (Faith Christian Academy); 2010 - Celebrated our 30th year of serving children with special needs Began evaluating starting a day program for those 21 years old and older; 2013 - Began the initial phase of a HIGH STEP program, a transition to employment program for young people going into the work force after high school; 2014 - Began remedial class for Jr. High aged students seeking to enter high school diploma program

School Accreditations & Affiliations:

The South Carolina Association of Christian Schools
The American Association of Christian Schools
The Council for Exceptional Children
The International Dyslexia Society

Non-Discriminatory Policy:

Hidden Treasure Christian School provides special education for children regardless of race, sex, or national origin and is a not-for-profit organization under IRS Code 501(c)(3).

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

2013-14 Enrollment:

38

TEACHERS

Number of Classroom Teachers: 7 full time charge teachers 2 part time co teachers

Detail on teachers' training if applicable:

Every teacher is expected to have at least a BS in elementary education, a BA in education, or a BS in the field in which they are teaching.

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: Intellectual disabilities, Multiple disabilities, Orthopedic handicaps, Cerebral Palsy, Attention deficit disorders (ADD/ADHD), Learning disabilities, Reading disorders, Math disorders, Language disorders, Emotional disabilities, Asperger's Syndrome, Autism, Pervasive development disorders, Developmental Delays, and Gifted

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

Functional; Hands on; Multisensory; Self-paced; Text to speech materials; Traditional. Accommodations provided (i.e. fewer problems assigned, tests read aloud, outlines provided, more time given for homework and test taking). Up-to-date technology (computers, interactive white board, iPads, interactive Mimio projectors)

Assessments: Teacher made tests; criterion referenced tests (i.e., Brigance assessments) for lower functioning students with intellectual disabilities; Woodcock Johnson Psycho-educational Battery III (Cognitive and Achievement) for students with learning disabilities and higher functioning students with intellectual disabilities.

*Assessment Results:

Average increases for students with LD based on a 10 month school year and the achievement portion of WJ Psycho-educational Battery III: 4 months in broad math; 8 months in broad reading; 9.8 months in broad written language and 9.2 months in academic skills. Average increases for students with intellectual disabilities based on the same testing instrument: 3 months in broad math; 3 months in broad reading; 2 months in broad written language and 5.8 months average in academic skills.

SCHOOL

Grade Span: K5 through 12th grade

Student to Teacher Ratio: Depends on the needs of the students, 2:1 in some situations; maximum of 7:1

Grading System: Ten point grading system: 90-100 = A 80-89 = B 70-79 = C 60-69 = D below 60 = F

Graduation Requirements:

Certificate of Completion for students with intellectual disabilities requires that all IEP goals established for the child be successfully completed. High school diploma for students with learning disabilities is based upon successful completion of subjects outlined by the state of South Carolina in addition to courses required by Hidden Treasure/Faith Christian Academy

Curriculum / Instructional Programs:

Bob Jones University Press, ABeka Books, Alpha Omega Publications, Educators Publishing Service (EPS), Curriculum Associates, Saxon, and The Council for Exceptional Children

Assessments:

Teacher made tests; criterion referenced tests (i.e., Brigance assessments); Woodcock Johnson Psycho-educational Battery III (Cognitive and Achievement sections)

Assessment Results:

Average increases for students with learning disabilities are based on a 10 month school year and the achievement portion of WJ Psycho-educational Battery III. Increases were 4 months in broad math; 8 months in broad reading; 9.8 months in broad written language and 9.2 months in academic skills.



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

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