

Academic Profile for School Year 2013-2014

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

School Name:

Prince of Peace Catholic School

SUPPORT LEVEL I

SCHOOL INFORMATION:



Prince Of Peace
CATHOLIC • SCHOOL

Address: 1209 Brushy Creek Road Taylors, SC 29687

Headmaster:

Principal: Michael Pennell

Website address: www.popcatholicsschool.org

Phone: 864-331-2145

Email address: michael.pennell@popcatholicsschool.org

Mission Statement or Philosophy: We are an apostolate of Prince of Peace Parish collaborating with families to offer children an integrated Catholic Formation in Faith, in Knowledge, in Friendship, for Service.

School History: From a historical view, Prince of Peace Catholic School has grown at a steady rate since the opening of the school in 2003. While the numbers have grown, the mix of the types of students and families has changed. Throughout the last five years the majority of the families were, and still are Active Catholic parishioners at Prince of Peace parish, and this number has remained fairly steady. Our enrollment increase has come from Catholic families enrolled from other parishes (such as St. Mary Magdalene Catholic Church). We have also seen a slight increase in the number of non-Catholic students attending POPCS. Today's student population is much more diverse, in several ways, from the students 5 years ago. Lately, we have seen a larger mix of students from more diverse ethnic backgrounds. While the majority of the population has remained Caucasian, we have seen an increase in the multi-racial and black segment of our overall population. The percentage of male and female enrollment in the school is equal though in some classes the balance favors one over another.

School Accreditations & Affiliations:

Southern Association of Colleges and Schools (SACS), South Carolina Independent Schools Association (SCISA), National Catholic Education Association (NCEA), ASCD, NTMS

Non-Discriminatory Policy:

Prince of Peace Catholic School admits students of any race, color, national or ethnic origin to all the rights, privileges, programs and activities accorded or made available.

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:
271

TEACHERS

Number of Classroom Teachers: 15

Detail on teachers' training if applicable:

All teachers are certified and attend regular professional development opportunities to maintain certification

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: When a student with special needs applies for enrollment, the principal, learning specialist and parents should meet to define the student's needs and the school's ability to meet those needs. Children with special needs at our school include those with learning disabilities, attention deficit (OHI), ASD, Speech or Language Impairment, and those with hearing and visual impairments.

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

POPCS admits students with special learning needs whenever it is possible, provided that the school has the means to reasonably accommodate the student's needs. A student with learning differences can be admitted to POPCS, through the use of an accommodations plan that is designed by the school. To qualify for such a plan, a student must be tested by a qualified school psychologist, who makes accommodation recommendations based on the student's testing results.

Assessments: All students at Prince of Peace receive the same assessment opportunities. Children's Progress (K4-2nd), IOWA Tests (3rd – 8th), Cognitive Abilities Test (CogAT) (1st and 4th), STAR Reading (1st through 5th grade), DIBELS (K5 – 4th)

***Assessment Results:**

The number of identified exceptional needs students that took the IOWA test in the 2013-2014 school year does not exceed ten students, therefore, we cannot provide assessment data.

SCHOOL

Grade Span: K4-8th

Student to Teacher Ratio: 18:1

Grading System: 92-100 A; 83-91 B; 74-82 C; 70-73 D; 69 and below F

Graduation Requirements:
NA

Curriculum / Instructional Programs:

Reading/LA: Superkids; Reading Street, novel/literature studies, Voyages in English, Excellence in writing Math: Singapore Math, McDougal Littell, Simple Solutions Science: Scott Foresman, Glencoe Social Studies: Scott Foresman, At Home in SC, Catholic Textbook Project Accelerated Reader

Assessments:

Children's Progress (K4-2nd), IOWA Tests (3rd – 8th), Cognitive Abilities Test (CogAT) (1st and 4th), STAR Reading (1st through 5th grade), DIBELS (K5 – 4th)

Assessment Results:

IOWA NPR Math Total - 3rd – 79, 4th – 82, 5th – 83, 6th – 83, 7th – 83, 8th - 83 Reading Total - 3rd – 83, 4th – 78, 5th – 84, 6th – 82, 7th -78, 8th - 79 ELA Total - 3rd – 82, 4th – 80, 5th – 82, 6th – 89, 7th – 88, 8th - 92 Core - 3rd – 80, 4th – 79, 5th – 84, 6th – 85, 7th – 84, 8th – 87



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

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