

Academic Profile for School Year 2013-2014

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

School Name:

Glenforest 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:



Address: 1041 Harbor Drive, West Columbia, SC 29169

Headmaster: Susan Shope Thomas, Ph.D.

Principal:

Website address: www.glenforest.org

Phone: 803-796-7622

Email address: stthomas@glenforest.org

Mission Statement or Philosophy: Glenforest School strives to meet the academic and social needs of students who require a positive, supportive learning environment to achieve their individual post-secondary goals.

School History: Founded in 1983 by Dr. Glenda Sternberg, the Distinctive Education Center (DEC) set out to assist elementary school students who were struggling in a traditional school environment. The school began with only four students and two teachers and shared a building with Distinctive Builders, a business owned by Dr. Sternberg's husband. By 1990, the school had grown to 30 students in grades 1-12 and moved into a larger building on Knox Abbott Drive. During the 1993-94 school year, the DEC was granted 501 (c) (3) status as a non-profit educational institution. A new school board was installed to oversee school operations. Later in that same school year, the DEC was declared accredited by the Southern Association of Schools and still maintains accreditation at the present time.

School Accreditations & Affiliations:

AdvancED Accreditation and Member of South Carolina Independent School Association

Non-Discriminatory Policy:

Glenforest does not discriminate on the basis of race, color, gender, sexual orientation, religious affiliation, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs.

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

WHOLE SCHOOL PROFILE:

STUDENTS

2013-14 Enrollment:

58

TEACHERS

Number of Classroom Teachers: 14

Detail on teachers' training if applicable:

All teachers have degrees in their content area. There are currently 8 teachers with Bachelor's degrees and 6 teachers with Master's degrees.

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: Students with mild disabilities including learning disabilities, high functioning autism, ADD, ADHD, and social anxiety disorders, etc. may be eligible for enrollment at Glenforest School.

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

Teachers utilize the Strategic Instruction Model from the Center for Research on Learning to prepare and deliver instruction (<http://www.ku-crl.org/sim/>). Our program affords students the needed accommodations and modifications in a small class setting. SRA Intervention Programs are used for intervention for students who need targeted skill instruction. Glenforest has adopted Positive Behavior Interventions and Supports (www.pbis.org) as the framework to support social skills instruction.

Assessments:

*Assessment Results:

SCHOOL

Grade Span: K-12

Student to Teacher Ratio: Class size is limited to 12 students.

Grading System: South Carolina Uniform Grading System

Graduation Requirements:

Glenforest Schools follow the graduation requirements for a general and college prep diploma as outlined in the South Carolina Independent School Association guidelines (<http://scisa.org/>)

Curriculum / Instructional Programs:

Core Content Areas- SC State Standards serve as the framework. English Language Arts and Math Intervention with SRA Intervention Programs. Development of Social Skills with the Social Skills Improvement System within the Positive Behavior Interventions and Support Framework

Assessments:

Measure of Academic Progress-Informs the school-wide instructional program and student learning in reading, math, and language. AIMSweb-Progress monitors student learning in math and reading. Social Skills Improvement System-Assesses pro-social skills.

Assessment Results:

The Student Growth Summary Report reports the percent of students who met the expected growth by grade level. Results for students in grades 4-10 who were here for 2012 and 2013 are included. There are no norms for 11th and 12th grade. 4th Grade-Math 50%, Reading 0%; 5th Grade-Math 20%, Reading 60%; 7th Grade-Math 50%, Reading 50%; 8th Grade-Math 66.7%, Reading 33.3%; 9th Grade-Math 100%, Reading 33.3%; and 10th Grade-Math 50%, Reading 50%



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