



## Washington Center Special

2 Betty Spencer Drive  
Greenville, South Carolina

<b>Grades</b>	K-12 High School	
<b>Enrollment</b>	130 Students	
<b>Principal</b>	Wanda Brownlee	864-355-0250
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>N/A</b>	<b>N/A</b>
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	3	3	4	7

\* Ratings are calculated with data available by September 30.

**High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student**

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	0	0	0	56.9	0	58.7
Passed 1 subtest (%)	0	0	0	17.2	0	16.7
Passed no subtests (%)	0	0	0	37.3	0	25.5

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	0%	76.3%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	8	77
Number of Diplomas	0	50
Rate	0%	51.5%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	55.3
English 1	0	38.2
Physical Science	0	26.4
All Tests	0	42.7

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=130)</b>				
Retention rate	17.4%	N/A	14.1%	6.1%
Attendance rate	93.1%	Up from 91.1%	93.8%	95.0%
Eligible for gifted and talented	0.0%	No Change	1.2%	8.3%
With disabilities other than speech	39.4%	Up from 0.0%	15.7%	13.0%
Older than usual for grade	18.3%	Up from 4.6%	17.2%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Down from 4.2%	2.6%	1.5%
Enrolled in AP/IB programs	0.0%	No Change	0.0%	11.4%
Successful on AP/IB exams	N/A	N/A	N/A	54.3%
Eligible for LIFE Scholarship	0.0%	No Change	20.8%	30.5%
Annual dropout rate	N/A	N/A	2.1%	3.5%
Career/technology students in co-curricular organizations	N/A	N/A	2.2%	3.1%
Enrollment in career/technology courses	N/A	N/A	246	559
Students participating in work-based experiences	N/A	N/A	4.6%	10.6%
Career/technology students attaining technical skills	N/A	N/A	75.7%	79.6%
Career/technology completers placed	N/A	N/A	97.3%	98.5%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	50.0%	Down from 56.0%	54.9%	57.4%
Continuing contract teachers	79.2%	Down from 80.0%	58.0%	69.6%
Teachers with emergency or provisional certificates	0.0%	No Change	18.4%	8.7%
Teachers returning from previous year	89.8%	Down from 91.5%	78.5%	85.0%
Teacher attendance rate	94.6%	Down from 95.2%	95.2%	95.4%
Average teacher salary	\$46,819	Up 2.9%	\$43,808	\$46,061
Professional development days/teacher	11.4 days	Down from 11.6 days	11.8 days	11.4 days
<b>School</b>				
Principal's years at school	1.0	Down from 10.0	2.0	3.0
Student-teacher ratio in core subjects	5.7 to 1	Down from 5.8 to 1	16.8 to 1	25.4 to 1
Prime instructional time	86.1%	Up from 85.1%	86.5%	89.1%
Dollars spent per pupil*	\$25,115	Down 5.0%	\$9,706	\$7,279
Percent of expenditures for teacher salaries*	71.4%	Up from 70.8%	51.8%	55.3%
Percent of expenditures for instruction*	73.4%	Up from 72.7%	61.5%	60.8%
Opportunities in the arts	Good	No Change	Good	Excellent
Parents attending conferences	100.0%	Up from 87.5%	99.1%	94.2%
SACS accreditation	No	No Change	Yes	Yes
Character development program	Excellent	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Average	Average

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	N/A	N/A	N/A	N/A	8	N/A	N/A
<b>Gender</b>							
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A

\* n=number of students on which percentage is calculated. t=number of tests taken.

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## Report of Principal and School Improvement Council

Washington Center, located in Greenville, South Carolina, is a separate public school serving students having severe mental disabilities. Most of the students have concurrent disabilities, such as autism, blindness, deafness, speech deficits, motor impairments, physical disabilities, etc. Significant cognitive disabilities and compounding health issues are factors impacting student progress and attendance. Students are served from throughout the district with special transportation provided. Staffing committees comprised of parents, administrators, classroom teachers, therapists, psychologists, and agency representatives develop individualized educational programs for these students. Following federal Due Process procedures, recommendations for placement at Washington Center are made.

Students in grades K through 12, ages 5 to 21, attend Washington Center. During the 2007-2008 school year, Washington Center served 131 students with 18 classroom teachers, one homebound teacher and 47 para-educators. Support staff also includes: a Hortithery specialist and a Daily Living instructor; Art, Music, and Adapted Physical Education teachers; three administrators; office support staff; a media specialist; physical, occupational and speech therapists; custodial and cafeteria staff; two registered nurses; three licensed practitioner nurses; and an orderly. Vision, orientation and mobility, and hearing services are available on an itinerant basis for qualifying students. The new Washington Center, occupied in the fall of 2005, is a prototype, state-of-the-art facility for special needs instruction. The school includes 19 classrooms, a multi-sensory suite, multi-purpose gym, a media center, art and music classrooms, a hortithery center with greenhouse, a daily living classroom, an instructional kitchen, and a speech lab. Students have access to the state curriculum through standards-based instruction with evaluation via the South Carolina Alternate Assessment.

The school offers many specialized programs: the Mobility Opportunities Via Education (M.O.V.E.), a comprehensive augmentative communication and assistive technology program, a hortithery and daily living program. Students participate in Special Olympics. A certified Dog Therapy team, SC Dogs, provides monthly interactive sessions with trained pets. Sensory integration opportunities are curriculum-based. A state-of-the-art handicapped accessible playground has been completed. Integrated inclusion activities are shared with neighboring regular education schools. The annual "Walk and Roll" PTA sponsored event inspires community involvement. All programs are tailored to meet individual needs. Staff believes that "Those You Think Cannot...Can!" The mission of the school is to provide opportunities for students to explore and develop potential for independent functioning and community involvement by addressing students' individual needs and creating a partnership with home, school, and community.

Dr. Wanda Brownlee, Principal  
Mrs. Julie Perry, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	0	7
Percent satisfied with learning environment	100.0%	N/R	I/S
Percent satisfied with social and physical environment	100.0%	N/R	I/S
Percent satisfied with school-home relations	100.0%	N/R	I/S

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 5 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

- \* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## School Improvement Status

N/A

## School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	<b>The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."</b>
HOLD	<b>The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."</b>

## Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	6	I/S	I/S	I/S	I/S	I/S	I/S	75.2	69.7	No	Yes
Male	4	I/S	I/S	I/S	I/S	I/S	I/S	71.7	64.6	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	I/S	78.7	74.8	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	85.6	81.7	I/S	I/S
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	53.5	53.6	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87	83.1	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.3	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	81.8	65.5	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	27.8	25.2	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.5	47.3	I/S	I/S
Subsized meals	3	I/S	I/S	I/S	I/S	I/S	I/S	55.6	55.1	I/S	I/S

## Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	6	I/S	I/S	I/S	I/S	I/S	I/S	67.4	67.2	No	Yes
Male	4	I/S	I/S	I/S	I/S	I/S	I/S	67.4	66.3	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	I/S	67.4	68	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	42.2	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	91.3	88.9	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.5	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	100	69.5	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	21.9	23.8	Yes	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.3	54.9	I/S	I/S
Subsized meals	3	I/S	I/S	I/S	I/S	I/S	I/S	47.1	53.1	I/S	I/S

## Physical Science (End-of-Course Performance by Group)

All Students	N/A										
Male	N/A										
Female	N/A										
White	N/A										
African American	N/A										
Asian/Pacific Islander	N/A										
Hispanic	N/A										
American Indian/Alaskan	N/A										
Disabled	N/A										
Migrant	N/A										
Limited English Proficient	N/A										
Subsized meals	N/A										

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
<b>English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)</b>										
All Students	2007	9	100.0	44.4	33.3	22.2	N/A	44.4	76.1	70.7
	2008	6	I/S	I/S	I/S	I/S	I/S	I/S	75.2	69.7
<b>Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)</b>										
All Students	2007	9	100.0	66.7	11.1	22.2	N/A	33.3	63.6	62.2
	2008	6	I/S	I/S	I/S	I/S	I/S	I/S	67.4	67.2

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