



Washington Center

2 Betty Spencer Drive
Greenville, South Carolina

Grades	K-12 High School	
Enrollment	135 Students	
Principal	Wanda Brownlee	864-355-0250
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	1	2	6	8

* Ratings are calculated with data available by 03/25/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	N/A	N/A	N/A	N/A	58.7	56.6
Passed 1 subtest (%)	N/A	N/A	N/A	N/A	16.7	20.9
Passed no subtests (%)	N/A	N/A	N/A	N/A	25.5	26.0

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	N/A	82.3%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	8	97
Number of Diplomas	N/A	61
Rate	N/A	54.8%

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	N/A	44.9
English 1	N/A	37.4
Physical Science	N/A	29.5
US History and the Constitution	N/A	19.3
All Tests	N/A	33.3

* 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
Students (n=135)				
Retention rate	14.9%	Down from 17.4%	6.5%	4.8%
Attendance rate	93.8%	Up from 93.1%	94.6%	95.5%
Eligible for gifted and talented	0.0%	No Change	2.5%	9.2%
With disabilities other than speech	36.0%	Down from 39.4%	14.3%	12.6%
Older than usual for grade	18.1%	Down from 18.3%	15.3%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.5%	1.6%	1.2%
Enrolled in AP/IB programs	0.0%	No Change	5.1%	13.2%
Successful on AP/IB exams	N/A	N/A	29.6%	55.6%
Eligible for LIFE Scholarship	0.0%	No Change	27.4%	29.8%
Annual dropout rate	0.0%	N/A	1.8%	3.5%
Career/technology students in co-curricular organizations	0.0%	N/A	1.8%	3.0%
Enrollment in career/technology courses	135	N/A	218	523
Students participating in work-based experiences	0.0%	N/A	2.6%	12.9%
Career/technology students attaining technical skills	N/A	N/A	74.6%	79.3%
Career/technology completers placed	N/A	N/A	97.8%	98.8%
Teachers (n=24)				
Teachers with advanced degrees	50.0%	No Change	54.7%	58.6%
Continuing contract teachers	83.3%	Up from 79.2%	55.8%	71.6%
Teachers with emergency or provisional certificates	0.0%	No Change	23.8%	8.1%
Teachers returning from previous year	90.9%	Up from 89.8%	74.5%	85.0%
Teacher attendance rate	94.1%	Down from 94.6%	96.0%	95.5%
Average teacher salary*	\$48,104	Up 2.7%	\$44,401	\$47,761
Professional development days/teacher	11.5 days	Up from 11.4 days	12.1 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	5.9 to 1	Up from 5.7 to 1	19.5 to 1	26.1 to 1
Prime instructional time	87.7%	Up from 86.1%	88.3%	89.8%
Dollars spent per pupil**	\$28,100	Up 11.9%	\$10,696	\$7,883
Percent of expenditures for teacher salaries**	70.9%	Down from 71.4%	51.8%	54.1%
Percent of expenditures for instruction**	72.7%	Down from 73.4%	60.2%	60.2%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	93.0%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Below Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** 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 2009		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
Gender							
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
Racial/Ethnic Group							
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
Disability Status							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: 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 with severe mental disabilities. Most of the students have concurrent disabilities, such as autism, blindness, deafness, speech deficits, motor impairments, and physical disabilities. Significant cognitive disabilities and compounding health issues are factors impacting student progress and attendance. Students are served 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 2008-2009 school year, Washington Center served 136 students with 18 classroom teachers, one homebound teacher, and 45 paraprofessionals. Support staff includes a Hortithery specialist and a Daily Living instructor, as well as Art, Music, and Adapted Physical Education teachers. Staff members also incorporate three administrators, an office secretary and clerk, a Media Specialist, Therapists (physical, occupational and speech), custodial and cafeteria personnel, two registered nurses, three licensed practitioner nurses, and an orderly. Vision, orientation/mobility, and hearing services are available on an itinerant basis for qualifying students. Washington Center occupied a new campus in the fall of 2005 as a prototype, state-of-the-art facility for special needs instruction. The school includes 18 specialized classrooms, a multi-sensory suite, multi-purpose gym, a media center, art and music classrooms, a hortithery center with greenhouse, a daily living classroom, instructional kitchens, 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 such as the Mobility Opportunities via Education (M.O.V.E.), a comprehensive augmentative communication and assistive technology program, a hortithery, and daily living program. Technology is integrated though the use of adapted computers with touch screens, along with the use of Smart and Promethean Boards. Assistive technology and augmentative communication is utilized to provide learning access. 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. Volunteerism from area schools and community is encouraged along with numerous business partnerships. The annual "Walk and Roll" PTA sponsored event inspires community involvement. All programs are tailored to meet individual needs. As our motto states, "Those You Think Cannot...Can!" The mission of the school is to provide opportunities for students to explore and develop the 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
Sarah Jane Tollison, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	0	13
Percent satisfied with learning environment	96.2%	N/A	100.0%
Percent satisfied with social and physical environment	100.0%	N/A	100.0%
Percent satisfied with school-home relations	96.2%	N/A	100.0%

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

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School Adequate Yearly Progress

NO

This school met 8 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	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."
HOLD	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."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	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 or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	9	I/S	I/S	I/S	I/S	I/S	I/S	66.9	61.8	Yes	Yes
Male	5	I/S	I/S	I/S	I/S	I/S	I/S	62.9	57.4	N/A	N/A
Female	4	I/S	I/S	I/S	I/S	I/S	I/S	70.9	66.1	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	79	74.3	I/S	I/S
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	42.9	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	79.2	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.3	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	55.4	I/S	I/S						
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	21.3	19.4	Yes	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.3	38.5	I/S	I/S
Subsized meals	4	I/S	I/S	I/S	I/S	I/S	I/S	44.9	45.6	I/S	I/S

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	9	I/S	I/S	I/S	I/S	I/S	I/S	64.7	62.7	Yes	Yes
Male	5	I/S	I/S	I/S	I/S	I/S	I/S	64.5	61.8	N/A	N/A
Female	4	I/S	I/S	I/S	I/S	I/S	I/S	64.9	63.6	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	75.5	75.1	I/S	I/S
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	39.8	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.1	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.4	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	59.2	I/S	I/S						
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	20.7	21.8	Yes	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	52.3	I/S	I/S
Subsized meals	4	I/S	I/S	I/S	I/S	I/S	I/S	45.3	47.9	I/S	I/S

Physical Science (End-of-Course Test 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										

* Adjusted to account for natural variation in performance.

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	6	I/S	I/S	I/S	I/S	I/S	I/S	75.2	69.7
	2009	9	I/S	I/S	I/S	I/S	I/S	I/S	66.9	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	6	I/S	I/S	I/S	I/S	I/S	I/S	67.4	67.2
	2009	9	I/S	I/S	I/S	I/S	I/S	I/S	64.7	62.7

* Adjusted to account for natural variation in performance.

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