



## WASHINGTON CENTER SPECIAL

2 Betty Spencer Drive  
Greenville, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | K-12 High School       |              |
| <b>Enrollment</b>     | 133 Students           |              |
| <b>Principal</b>      | Wanda Brownlee         | 864-355-0250 |
| <b>Superintendent</b> | Dr. Phinnize J. Fisher | 864-355-8860 |
| <b>Board Chair</b>    | Roger Meek             | 864-233-8587 |

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|------|-----------------|---------------|
| 2011 | N/A             | N/A           |
| 2010 | N/A             | N/A           |
| 2009 | N/A             | N/A           |
| 2008 | N/A             | N/A           |
| 2007 | 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

## ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 1         | 2    | 7       | 6             | 8       |

\* Ratings are calculated with data available by 11/09/2011.

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

| Percent                | Our High School |      |      | High Schools with Students Like Ours |       |       |
|------------------------|-----------------|------|------|--------------------------------------|-------|-------|
|                        | 2009            | 2010 | 2011 | 2009                                 | 2010  | 2011  |
| Passed 2 subtests (%)  | N/A             | N/A  | N/A  | 56.6%                                | 55.5% | 56.9% |
| Passed 1 subtest (%)   | N/A             | N/A  | N/A  | 20.9%                                | 19.7% | 22.7% |
| Passed no subtests (%) | N/A             | N/A  | N/A  | 26.0%                                | 28.8% | 23.2% |

## HSAP Passage Rate by Spring 2011

| Percent | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
|         | N/A             | 79.5%                                |

## Four-Year Cohort Graduation Rate

|  | Our High School |      | High Schools with Students Like Ours |       |
|--|-----------------|------|--------------------------------------|-------|
|  | 2010*           | 2011 | 2010                                 | 2011  |
| Number of Students in Four-Year Cohort | 6               | 10   | 107                                  | 91    |
| Number of Graduates in Cohort          | 0               | 0    | 65                                   | 59    |
| Rate                                   | 0.0%            | 0.0% | 53.9%                                | 60.8% |

\*Used to calculate current AYP.

## Five-Year Graduation Rate

|                               | Our High School |      | High Schools with Students Like Ours |       |
|-------------------------------|-----------------|------|--------------------------------------|-------|
|                               | 2010            | 2011 | 2010                                 | 2011  |
| Number of Students in Cohort  | N/A             | 6    | N/A                                  | 104   |
| Number of Graduates in Cohort | N/A             | 0    | N/A                                  | 66    |
| Rate                          | N/A             | 0.0% | N/A                                  | 59.5% |

## 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           | .               | 53.2%                                 |
| English 1                                       | .               | 47.5%                                 |
| Biology 1/Applied Biology 2                     | .               | 38.5%                                 |
| Physical Science                                | .               | 36.5%                                 |
| US History and the Constitution                 | .               | 23.1%                                 |
| All Tests                                       | .               | 38.0%                                 |

\* 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=133)</b>  |            |                       |                                      |                    |
| Retention rate   | 15.6%      | Up from 12.6%         | 3.6%                                 | 3.4%               |
| Attendance rate  | 92.4%      | Down from 93.8%       | 94.5%                                | 95.0%              |
| Served by gifted and talented program  | 0.0%       | No Change             | 3.5%                                 | 12.4%              |
| With disabilities other than speech  | 34.5%      | Down from 100.0%      | 13.0%                                | 9.9%               |
| Older than usual for grade   | 15.0%      | Down from 15.8%       | 10.1%                                | 7.1%               |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 1.9%                                 | 0.9%               |
| Enrolled in AP/IB programs   | 0.0%       | No Change             | 2.6%                                 | 13.0%              |
| Successful on AP/IB exams  | N/A        | N/A                   | N/A                                  | 51.7%              |
| Eligible for LIFE Scholarship  | 0.0%       | No Change             | 25.3%                                | 30.1%              |
| Annual dropout rate  | 0.0%       | No Change             | 1.8%                                 | 2.5%               |
| Career/technology students in co-curricular organizations                    | 0.0%       | No Change             | 2.8%                                 | 2.9%               |
| Enrollment in career/technology courses                                      | 70         | Down from 133         | 152                                  | 419                |
| Students participating in work-based experiences                             | 0.0%       | No Change             | 0.0%                                 | 7.2%               |
| Career/technology students attaining technical skills                        | N/A        | N/A                   | 83.2%                                | 83.0%              |
| Career/technology completers placed  | N/A        | N/A                   | 96.6%                                | 98.4%              |
| <b>Teachers (n=26)</b>   |            |                       |                                      |                    |
| Teachers with advanced degrees   | 53.8%      | Up from 50.0%         | 60.0%                                | 61.1%              |
| Continuing contract teachers   | 92.3%      | Up from 83.3%         | 65.8%                                | 80.6%              |
| Teachers returning from previous year  | 92.8%      | No Change             | 75.8%                                | 86.5%              |
| Teacher attendance rate  | 91.4%      | N/R                   | 95.2%                                | 95.5%              |
| Average teacher salary*  | \$48,088   | Up 0.8%               | \$43,317                             | \$46,884           |
| Professional development days/teacher  | 10.9 days  | Down from 11.5 days   | 9.7 days                             | 10.0 days          |
| <b>School</b>  |            |                       |                                      |                    |
| Principal's years at school  | 4.0        | Up from 3.0           | 2.0                                  | 4.0                |
| Student-teacher ratio in core subjects                                       | 5.3 to 1   | Down from 5.9 to 1    | 19.7 to 1                            | 26.5 to 1          |
| Prime instructional time   | 85.6%      | N/R                   | 89.0%                                | 89.3%              |
| Dollars spent per pupil**  | \$27,720   | Up 1.4%               | \$10,643                             | \$7,804            |
| Percent of expenditures for teacher salaries**                               | 75.1%      | Up from 73.2%         | 55.8%                                | 58.0%              |
| Percent of expenditures for instruction**                                    | 75.5%      | Up from 75.1%         | 59.0%                                | 60.6%              |
| Opportunities in the arts  | Good       | No Change             | Good                                 | Excellent          |
| SACS accreditation   | Yes        | No Change             | Yes                                  | Yes                |
| Parents attending conferences  | 100.0%     | No Change             | 99.2%                                | 97.3%              |
| 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                   | 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 2011 |     | End of Course Tests Passage Rate |     | On-time Graduation Rate, 2010 For AYP |      | Met AYP Objective |
|------------------------------|----------------------------------|-----|----------------------------------|-----|---------------------------------------|------|-------------------|
|                              | n                                | %   | t                                | %   | n                                     | %    |                   |
| All Students                 | N/A                              | N/A | N/A                              | N/A | 6                                     | 0.0% | No                |
| <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               |

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

## Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

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

Students attending Washington Center range in ages from 3 to 21, grades Pre-kindergarten through 12. On a separate campus, Washington Center @ Hollis opened in January 2011 to serve the qualifying pre-school special needs students, aged 3-7. During the 2010-2011 school year, Washington Center served a combined 139 students with 20 self-contained classroom teachers, one homebound teacher and 42 Para-professionals. Support staff includes a Hortitherapy specialist and a Daily Living instructor as well as Art, Music and Adapted Physical Education teachers. Staff members also incorporate four administrators, office secretary and clerk, a Media Specialist, Therapists (physical, occupational and speech), custodial and cafeteria personnel, two registered nurses, six licensed practitioner nurses and two orderlies. Vision, orientation/mobility, and hearing services are available on an itinerant basis for qualifying students. Washington Center occupied its current campus in 2005 as a prototype, state-of-the-art facility for special needs instruction. The school includes: 18 specialized classrooms, multisensory suite, multi-purpose gym, media center, art and music classrooms, Hortitherapy area with greenhouse, Daily Living classroom, instructional kitchens, and speech lab. Students have access to the state curriculum through standards-based instruction with evaluation via the South Carolina Alternate Assessment. In a mirrored configuration, Washington Center @ Hollis offers an early education setting of six classrooms, a multi-sensory suite, and a therapy room. Handicapped accessible playgrounds on both campuses provide appropriate special needs recreation.

The school offers specialized curriculum such as the Mobility Opportunities via Education (M.O.V.E.), Hortitherapy and Daily Living programs, with learning access through augmentative communication and assistive technology. Technology is integrated through touch screen adapted computers along with the use of Smart and Promethean Boards. Students participate in Special Olympics. The "Carolina Therapy Dogs" team provides monthly interactive sessions with certified, trained pets. Sensory integration opportunities are curriculum-based. Inclusion activities are shared with neighboring regular education schools. Volunteerism from area schools and the community is promoted along with numerous business partnerships. The annual "Walk and Roll" PTA sponsored fund raiser inspires community involvement. All programs are tailored to meet individual student needs. As the motto states, families and staff believe that "Those You Think Cannot...Can!" The mission of Washington Center 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 is the current Washington Center principal. The PTA/ SIC is headed by Mrs. Gloria Stamps.

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | N/A      | N/A       | N/A      |
| Percent satisfied with learning environment            | N/A      | N/A       | N/A      |
| Percent satisfied with social and physical environment | N/A      | N/A       | N/A      |
| Percent satisfied with school-home relations           | N/A      | N/A       | N/A      |

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

## Abbreviations for Missing Data

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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

|              |   |
|--------------|---|
| <b>NI</b>    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| <b>CSI</b>   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| <b>CA</b>    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| <b>RP</b>    | 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. |
| <b>R</b>     | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| <b>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."      |

Teacher Quality Data

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 1.7%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 1.1%         | 4.4%  |

  

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

Abbreviations for Missing Data

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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 |
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|

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

|                            |     |     |     |     |     |     |     |     |     |     |     |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| All Students               | N/A | No  | Yes |
| Male                       | N/A |
| Female                     | N/A |
| White                      | N/A | I/S | I/S |
| African American           | N/A | I/S | I/S |
| Asian/Pacific Islander     | N/A | I/S | I/S |
| Hispanic                   | N/A | I/S | I/S |
| American Indian/Alaskan    | N/A | I/S | I/S |
| Disabled                   | N/A | Yes | Yes |
| Migrant                    | N/A |
| Limited English Proficient | N/A | I/S | I/S |
| Subsidized meals           | N/A | I/S | I/S |

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

|                            |     |     |     |     |     |     |     |     |     |     |     |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| All Students               | N/A | No  | Yes |
| Male                       | N/A |
| Female                     | N/A |
| White                      | N/A | I/S | I/S |
| African American           | N/A | I/S | I/S |
| Asian/Pacific Islander     | N/A | I/S | I/S |
| Hispanic                   | N/A | I/S | I/S |
| American Indian/Alaskan    | N/A | I/S | I/S |
| Disabled                   | N/A | No  | Yes |
| Migrant                    | N/A |
| Limited English Proficient | N/A | I/S | I/S |
| Subsidized meals           | N/A | I/S | I/S |

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

|                            |   |     |     |     |     |     |     |     |     |     |     |
|----------------------------|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| All Students               | 9 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Male                       | 6 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Female                     | 3 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| White                      | 6 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| African American           | 3 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander     | 0 | N/A |
| Hispanic                   | 0 | N/A |
| American Indian/Alaskan    | 0 | N/A |
| Disabled                   | 6 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Migrant                    | 0 | N/A |
| Limited English Proficient | 0 | N/A |
| Subsidized meals           | 6 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |

\* 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 or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|

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

|              |      |     |     |     |     |     |     |     |      |      |
|--------------|------|-----|-----|-----|-----|-----|-----|-----|------|------|
| All Students | 2010 | N/A | 71.3 | 65.9 |
|              | 2011 | N/A  | N/A  |

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

|              |      |     |     |     |     |     |     |     |      |      |
|--------------|------|-----|-----|-----|-----|-----|-----|-----|------|------|
| All Students | 2010 | N/A | 64.6 | 62.3 |
|              | 2011 | N/A  | N/A  |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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