



Washington Center Special

2 Betty Spencer Drive
Greenville, South Carolina

Grades	K-12 Middle School	
Enrollment	130 Students	
Principal	Wanda Brownlee	864-355-0250
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	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
2008	N/A	N/A
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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

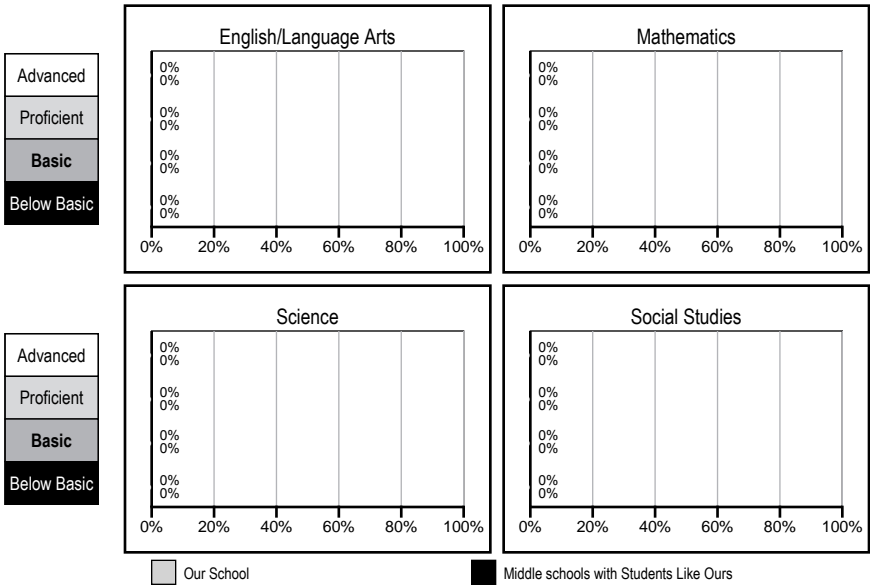
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	0
English 1	0	0
Physical Science	0	0
All Subjects	0	0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=130)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	11.1%	19.4%
Retention rate	17.4%	N/A	3.3%	1.8%
Attendance rate	93.1%	Up from 91.1%	95.1%	95.8%
Eligible for gifted and talented	0.0%	No Change	3.8%	15.3%
With disabilities other than speech	39.4%	Up from 0.0%	13.7%	12.9%
Older than usual for grade	18.3%	Up from 4.6%	6.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Down from 4.2%	0.8%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	50.0%	Down from 56.0%	54.0%	55.0%
Continuing contract teachers	79.2%	Down from 80.0%	55.6%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	19.0%	5.4%
Teachers returning from previous year	89.8%	Down from 91.5%	76.4%	83.4%
Teacher attendance rate	94.6%	Down from 95.2%	94.7%	94.9%
Average teacher salary	\$46,819	Up 2.9%	\$43,224	\$44,706
Professional development days/teacher	11.4 days	Down from 11.6 days	13.5 days	11.8 days
School				
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	15.6 to 1	20.1 to 1
Prime instructional time	86.1%	Up from 85.1%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 87.5%	98.0%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$25,115	Down 5.0%	\$9,234	\$7,097
Percent of expenditures for instruction*	73.4%	Up from 72.7%	62.8%	64.4%
Percent of expenditures for teacher salaries*	71.4%	Up from 70.8%	55.1%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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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 students at the highest middle school grade level and their parents were included.

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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

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	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 and Student Attendance

	Our District	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
Student attendance rate	93.1%	94.0%	Yes

* Or greater than last year

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PACT 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 = 58.8% (Proficient and Advanced)

All Students	50	98	40.4	55.3	4.3	0	23.4	52.4	48.2	No	Yes
Gender											
Male	29	100	25	71.4	3.6	0	28.6	46.1	41.7	N/A	N/A
Female	21	95.2	63.2	31.6	5.3	0	15.8	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	31	100	33.3	63.3	3.3	0	33.3	62.3	60	I/S	I/S
African American	19	94.7	52.9	41.2	5.9	0	5.9	31.7	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	50	98	40.4	55.3	4.3	0	23.4	20.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	32	96.9	31	62.1	6.9	0	27.6	34.3	34	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	50	98	48.9	46.8	4.3	0	8.5	49.5	45.8	No	Yes
Gender											
Male	29	100	35.7	60.7	3.6	0	10.7	49.9	45.6	N/A	N/A
Female	21	95.2	68.4	26.3	5.3	0	5.3	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	31	100	43.3	53.3	3.3	0	10	59.4	59	I/S	I/S
African American	19	94.7	58.8	35.3	5.9	0	5.9	27.2	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	50	98	48.9	46.8	4.3	0	8.5	20.1	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	32	96.9	37.9	55.2	6.9	0	10.3	32.2	31.4	I/S	I/S

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

Abbreviations for Missing Data

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PACT 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*	School Attendance Rate	District Attendance Rate
Science											
All Students	38	97.4	72.2	19.4	5.6	2.8	8.3	39.3	35.7	93	96.5
Gender											
Male	21	100	61.9	28.6	4.8	4.8	9.5	41.6	37.4	93	96.4
Female	17	94.1	86.7	6.7	6.7	0	6.7	36.9	33.8	93	96.6
Racial/Ethnic Group											
White	20	100	65	30	5	0	5	49.7	49.2	91.4	96.4
African American	18	94.4	81.3	6.3	6.3	6.3	12.5	18.2	17	95.3	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	N/A	97.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.7	24.9	92.5	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	N/A	95.3
Disability Status											
Disabled	38	97.4	72.2	19.4	5.6	2.8	8.3	16.3	14	93	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	94.4	97.2
Socio-Economic Status											
Subsided meals	25	96	69.6	21.7	4.3	4.3	8.7	21.3	21.1	93.7	95.8
Social Studies											
All Students	33	97	54.8	45.2	0	0	0	38.1	34	93	96.5
Gender											
Male	18	100	47.1	52.9	0	0	0	41	36.6	93	96.4
Female	15	93.3	64.3	35.7	0	0	0	35	31.3	93	96.6
Racial/Ethnic Group											
White	23	100	59.1	40.9	0	0	0	46.1	44.5	91.4	96.4
African American	10	I/S	I/S	I/S	I/S	I/S	I/S	20.5	19.1	95.3	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	N/A	97.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.7	27.5	92.5	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	N/A	95.3
Disability Status											
Disabled	33	97	54.8	45.2	0	0	0	17.1	14.4	93	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.6	27.3	94.4	97.2
Socio-Economic Status											
Subsided meals	21	95.2	36.8	63.2	0	0	0	22.8	21	93.7	95.8

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

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	13	100	69.2	23.1	0	7.7	7.7
	4	12	91.7	81.8	9.1	9.1	0	9.1
	5	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	11	100	45.5	45.5	0	9.1	9.1
	7	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	6	I/S	I/S	I/S	I/S	I/S	I/S
	4	11	90.9	70	30	0	0	0
	5	11	100	54.5	36.4	9.1	0	9.1
	6	6	I/S	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S	I/S
	8	6	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	13	100	69.2	23.1	0	7.7	7.7
	4	12	91.7	81.8	18.2	0	0	0
	5	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	11	100	36.4	54.5	9.1	0	9.1
	7	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	6	I/S	I/S	I/S	I/S	I/S	I/S
	4	11	90.9	70	30	0	0	0
	5	11	100	72.7	18.2	9.1	0	9.1
	6	6	I/S	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S	I/S
	8	6	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	13	100	N/A	N/A	N/A	N/A	N/A
	4	12	91.7	N/A	N/A	N/A	N/A	N/A
	5	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	11	100	N/A	N/A	N/A	N/A	N/A
	7	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	3	I/S	I/S	I/S	I/S	I/S	I/S
	4	11	90.9	90	0	10	0	10
	5	6	I/S	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	13	100	N/A	N/A	N/A	N/A	N/A
	4	12	91.7	N/A	N/A	N/A	N/A	N/A
	5	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	11	100	N/A	N/A	N/A	N/A	N/A
	7	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	3	I/S	I/S	I/S	I/S	I/S	I/S
	4	11	90.9	80	20	0	0	0
	5	5	I/S	I/S	I/S	I/S	I/S	I/S
	6	2	I/S	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S	I/S

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