



## Washington Center

2 Betty Spencer Drive  
Greenville, South Carolina

<b>Grades</b>	K-12 Elementary School	
<b>Enrollment</b>	135 Students	
<b>Principal</b>	Wanda Brownlee	864-355-0250
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	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
<b>2009</b>	<b>N/A</b>	<b>N/A</b>
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.

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

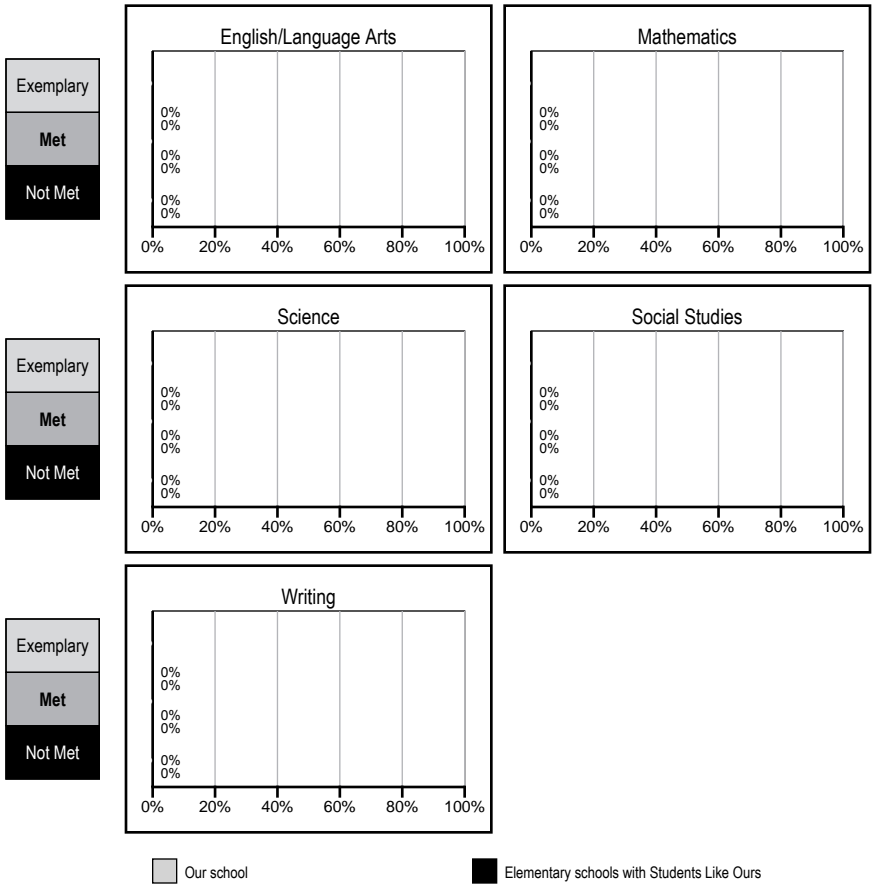
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.4%

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

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

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

**Definition of Critical Terms**

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=135)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	14.9%	Down from 17.4%	2.5%	1.9%
Attendance rate	93.8%	Up from 93.1%	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	3.2%	10.0%
With disabilities other than speech	36.0%	Down from 39.4%	7.5%	7.7%
Older than usual for grade	18.1%	Down from 18.3%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 1.5%	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	50.0%	No Change	57.1%	59.4%
Continuing contract teachers	83.3%	Up from 79.2%	71.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.9%	Up from 89.8%	81.7%	85.9%
Teacher attendance rate	94.1%	Down from 94.6%	95.2%	95.1%
Average teacher salary*	\$48,104	Up 2.7%	\$45,725	\$47,149
Professional development days/teacher	11.5 days	Up from 11.4 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	5.9 to 1	Up from 5.7 to 1	16.7 to 1	18.8 to 1
Prime instructional time	87.7%	Up from 86.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$28,100	Up 11.9%	\$8,667	\$7,458
Percent of expenditures for instruction**	72.7%	Down from 73.4%	68.2%	68.8%
Percent of expenditures for teacher salaries**	70.9%	Down from 71.4%	61.9%	63.2%

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

\*\* 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 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	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 students at the highest elementary school grade level and their parents were included.

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## No Child Left Behind

## 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

## 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 and Student Attendance

	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
Student attendance rate	93.8%	94.0%*	Yes

\* Or greater than last year

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	52	100	40.4	55.8	3.8	71.2	84	82.8	Yes	Yes
<b>Gender</b>										
Male	31	100	25.8	71	3.2	83.9	80.8	79.3	N/A	N/A
Female	21	100	61.9	33.3	4.8	52.4	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	29	100	31	62.1	6.9	79.3	89.5	89.5	I/S	I/S
African American	22	100	N/AV	N/AV	N/AV	59.1	72.7	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	52	100	40.4	55.8	3.8	71.2	52.5	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	31	100	N/AV	N/AV	N/AV	71	74.4	75.5	I/S	I/S
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	52	100	50	46.2	3.8	65.4	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	31	100	41.9	51.6	6.5	74.2	79.6	77	N/A	N/A
Female	21	100	N/AV	N/AV	N/AV	52.4	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	29	100	44.8	51.7	3.4	69	87	87.2	I/S	I/S
African American	22	100	59.1	36.4	4.5	59.1	66.3	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	52	100	50	46.2	3.8	65.4	48.1	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	31	100	51.6	45.2	3.2	67.7	70.5	70.2	I/S	I/S

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	35	100	51.4	42.9	5.7	48.6	71.3	67.5
<b>Gender</b>								
Male	20	100	N/AV	N/AV	N/AV	60	70.8	67
Female	15	100	66.7	20	13.3	33.3	71.8	68
<b>Racial/Ethnic Group</b>								
White	20	100	55	40	5	45	79.5	79.5
African American	14	100	50	42.9	7.1	50	53	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.9	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	35	100	51.4	42.9	5.7	48.6	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	59.6
<b>Socio-Economic Status</b>								
Subsidized meals	20	100	55	40	5	45	57.5	55.1
<b>Social Studies</b>								
All Students	29	100	N/AV	N/AV	N/AV	58.6	75.7	72.3
<b>Gender</b>								
Male	21	100	N/AV	N/AV	N/AV	66.7	75.1	71.5
Female	8	I/S	I/S	I/S	I/S	I/S	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	17	100	N/AV	N/AV	N/AV	76.5	81.7	80.7
African American	11	100	N/AV	N/AV	N/AV	27.3	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	29	100	N/AV	N/AV	N/AV	58.6	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69	67.9
<b>Socio-Economic Status</b>								
Subsidized meals	17	100	N/AV	N/AV	N/AV	70.6	63.9	62.1

Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	56	0	N/A	N/A	N/A	N/A	72.9	70.2	93.7	96.5
<b>Gender</b>										
Male	34	0	N/A	N/A	N/A	N/A	66.4	63.2	93.6	96.4
Female	22	0	N/A	N/A	N/A	N/A	79.7	77.5	93.8	96.5
<b>Racial/Ethnic Group</b>										
White	31	0	N/A	N/A	N/A	N/A	80.5	79.1	92.2	96.3
African American	24	0	N/A	N/A	N/A	N/A	57.1	57.6	95.9	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.3	86.2	N/A	97.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	62.6	91.2	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
<b>Disability Status</b>										
Disabled	50	0	N/A	N/A	N/A	N/A	28.4	26.1	93.2	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.5	61.2	90.8	97.2
<b>Socio-Economic Status</b>										
Subsided meals	33	0	N/A	N/A	N/A	N/A	58.8	58.9	93.9	95.8

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	9	I/S	I/S	I/S	I/S	I/S
	4	7	I/S	I/S	I/S	I/S	I/S
	5	12	100	N/AV	N/AV	N/AV	33.3
	6	10	I/S	I/S	I/S	I/S	I/S
	7	5	I/S	I/S	I/S	I/S	I/S
	8	9	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>							
<b>2009</b>	3	9	I/S	I/S	I/S	I/S	I/S
	4	7	I/S	I/S	I/S	I/S	I/S
	5	12	100	N/AV	N/AV	N/AV	25
	6	10	I/S	I/S	I/S	I/S	I/S
	7	5	I/S	I/S	I/S	I/S	I/S
	8	9	I/S	I/S	I/S	I/S	I/S
<b>Science</b>							
<b>2009</b>	3	3	I/S	I/S	I/S	I/S	I/S
	4	7	I/S	I/S	I/S	I/S	I/S
	5	9	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	5	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>							
<b>2009</b>	3	6	I/S	I/S	I/S	I/S	I/S
	4	7	I/S	I/S	I/S	I/S	I/S
	5	3	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	5	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S
<b>Writing</b>							
<b>2009</b>	3	9	I/S	N/A	N/A	N/A	N/A
	4	8	I/S	N/A	N/A	N/A	N/A
	5	13	0	N/A	N/A	N/A	N/A
	6	11	0	N/A	N/A	N/A	N/A
	7	5	I/S	N/A	N/A	N/A	N/A
	8	10	I/S	N/A	N/A	N/A	N/A

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