

WASHINGTON CENTER SPECIAL

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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	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
0	1	8	3	12

* Ratings are calculated with data available by 09/29/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	N/A	N/A	N/A	58.7%	56.6%	55.5%
Passed 1 subtest (%)	N/A	N/A	N/A	16.7%	20.9%	19.7%
Passed no subtests (%)	N/A	N/A	N/A	25.5%	26.0%	28.8%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	100.0%	78.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	8	6	97	107
Number of Graduates in Cohort	0	0	61	65
Rate	0.0%	0.0%	54.8%	53.9%

*Used to calculate current AYP.

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		49.7%
English 1		46.3%
Physical Science		32.8%
US History and the Constitution		22.8%
All Tests		36.7%

* 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
Students (n=135)				
Retention rate	12.6%	Down from 14.9%	6.2%	3.7%
Attendance rate	93.8%	No Change	94.8%	95.4%
Eligible for gifted and talented	0.0%	No Change	1.3%	12.4%
With disabilities other than speech	100.0%	Up from 36.0%	15.1%	12.8%
Older than usual for grade	15.8%	Down from 18.1%	14.9%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.7%	1.9%	1.1%
Enrolled in AP/IB programs	0.0%	No Change	0.0%	13.1%
Successful on AP/IB exams	N/A	N/A	36.1%	50.4%
Eligible for LIFE Scholarship	0.0%	No Change	23.4%	30.4%
Annual dropout rate	0.0%	No Change	2.3%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	2.6%	2.2%
Enrollment in career/technology courses	133	Down from 135	183	424
Students participating in work-based experiences	0.0%	No Change	4.4%	11.7%
Career/technology students attaining technical skills	N/A	N/A	73.1%	78.7%
Career/technology completers placed	N/A	N/A	96.3%	98.5%
Teachers (n=24)				
Teachers with advanced degrees	50.0%	No Change	55.7%	60.4%
Continuing contract teachers	83.3%	No Change	58.3%	76.6%
Teachers with emergency or provisional certificates	0.0%	No Change	19.4%	6.5%
Teachers returning from previous year	92.8%	Up from 90.9%	78.2%	86.8%
Teacher attendance rate	N/R	N/R	95.5%	95.8%
Average teacher salary*	\$47,711	Down 0.8%	\$44,188	\$47,390
Professional development days/teacher	11.5 days	No Change	10.2 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	5.9 to 1	No Change	18.3 to 1	25.8 to 1
Prime instructional time	N/R	N/R	88.6%	90.1%
Dollars spent per pupil**	\$27,330	Down 2.7%	\$10,924	\$7,974
Percent of expenditures for teacher salaries**	73.2%	Up from 70.9%	52.2%	55.4%
Percent of expenditures for instruction**	75.1%	Up from 72.7%	58.7%	60.4%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	97.7%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	5	100.0%	N/A	N/A	6	0.0%	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 exhibiting severe mental disabilities. Students have coexisting 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 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 5 to 21, grades Kindergarten through 12. During the 2009-2010 school year, Washington Center served 136 students with 18 classroom teachers, one homebound teacher and 48 para-professionals. 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, 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, multisensory suite, multi-purpose gym, media center, art and music classrooms, Hortithery 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.

The school offers specialized curriculum such as the Mobility Opportunities via Education (M.O.V.E.), Hortithery and Daily Living programs, with learning access through augmentative communication and assistive technology program. Technology is integrated though 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. A handicapped accessible playground provides appropriate special needs recreation. Integrated inclusion activities are shared with neighboring regular education schools. Volunteerism from area schools and the community is prompted along with numerous business partnerships. The annual "Walk and Roll" PTA sponsored fund raiser inspires community involvement. All programs are tailored to meet individual needs. As the motto states, families and staff believe 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 is the current Washington Center principal. Mrs. Cathi Moffett served as the School Improvement Council Chairman for 2009-2010.

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

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

School Adequate Yearly Progress	NO
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This school met 4 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
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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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

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

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	5	I/S	I/S	I/S	I/S	I/S	I/S	71.3	65.9	No	Yes
Male	3	I/S	I/S	I/S	I/S	I/S	I/S	66	60.8	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	I/S	76.7	71	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	81.9	77.5	I/S	I/S
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	49.4	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80.4	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	24.8	21.3	No	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	49.7	47.3	I/S	I/S
Subsidized meals	5	I/S	I/S	I/S	I/S	I/S	I/S	52.9	51.5	I/S	I/S

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

All Students	5	I/S	I/S	I/S	I/S	I/S	I/S	64.6	62.3	No	Yes
Male	3	I/S	I/S	I/S	I/S	I/S	I/S	64.8	61.7	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	I/S	64.3	63	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	76.1	75	I/S	I/S
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	38.6	44	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.3	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.9	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	22.7	22.1	No	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	50.9	52.6	I/S	I/S
Subsidized meals	5	I/S	I/S	I/S	I/S	I/S	I/S	46.2	48.1	I/S	I/S

Physical Science (End-of-Course Test performance by Group)

All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	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	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	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	2009	9	I/S	I/S	I/S	I/S	I/S	I/S	66.9	61.8
	2010	5	I/S	I/S	I/S	I/S	I/S	I/S	71.3	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	9	I/S	I/S	I/S	I/S	I/S	I/S	64.7	62.7
	2010	5	I/S	I/S	I/S	I/S	I/S	I/S	64.6	62.3

* Adjusted to account for natural variation in performance.