

Washington Center

2 Betty Spencer Drive
Greenville, SC 29607

Grades	PK-12 Middle School	
Enrollment	137 Students	
Principal	Dr. Wanda Brownlee	864-355-0250
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A
2008	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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

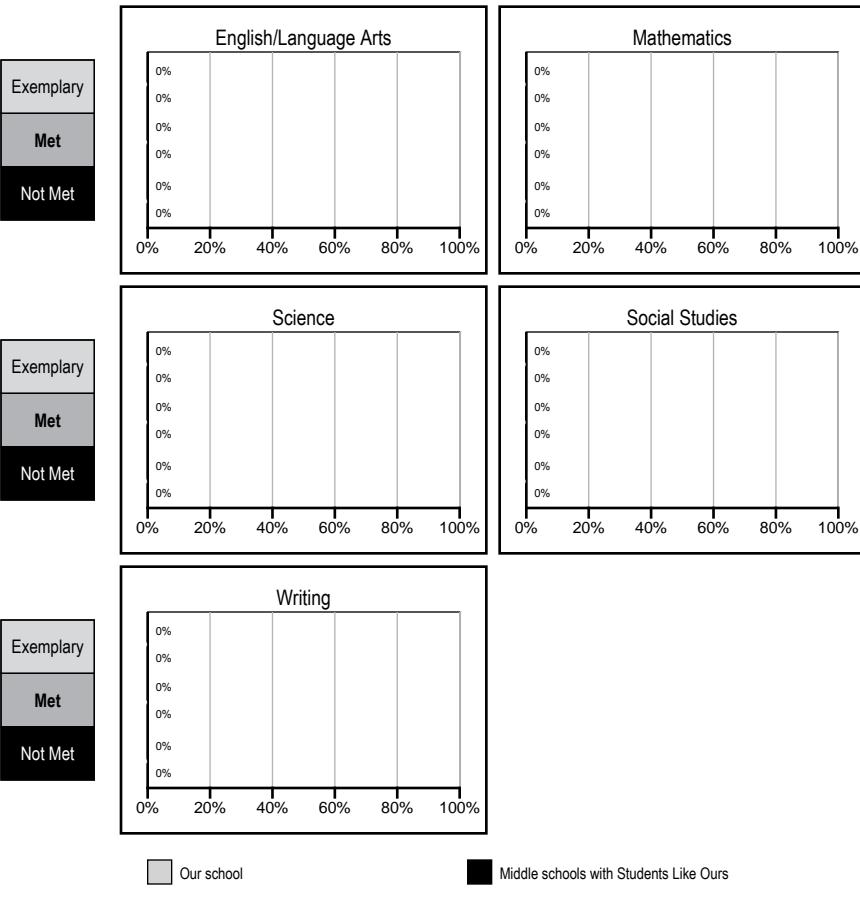
100%

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 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* 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

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 | 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	N/A	N/A
English 1	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	N/A	N/A

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=137)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	14.3%	22.9%
Retention rate	12.9%	Down from 15.6%	1.1%	0.8%
Attendance rate	91.1%	Down from 92.4%	95.9%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	56.5%	Up from 53.8%	58.5%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	89.8%	Down from 92.8%	79.9%	86.7%
Teacher attendance rate	92.1%	Up from 91.4%	95.2%	95.2%
Average teacher salary*	\$46,234	Down 3.9%	\$43,078	\$46,422
Professional development days/teacher	11.3 days	Up from 10.9 days	9.1 days	10.0 days
School				
Principal's years at school	5.0	Up from 4.0	2.0	4.0
Student-teacher ratio in core subjects	5.5 to 1	Up from 5.3 to 1	18.3 to 1	22.0 to 1
Prime instructional time	82.9%	Down from 85.6%	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.4%	98.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$26,184	Down 5.5%	\$9,601	\$7,245
Percent of expenditures for instruction**	76.3%	Up from 75.5%	59.0%	63.1%
Percent of expenditures for teacher salaries**	76.0%	Up from 75.1%	53.6%	60.9%

* 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 exhibiting severe mental and physical 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 reside throughout the Greenville County School District with special transportation provided. Staffing Due Process Committees comprised of parents, administrators, classroom teachers and therapists develop Individualized Educational Plans as the basis for curriculum. Following federal Due Process criteria, recommendations are made for placement at Washington Center. Students attending Washington Center range in ages from three to 21, grades pre-kindergarten through twelve. On a separate campus, Washington Center @ Hollis serves the qualifying pre-school special needs students, aged three through seven. During the 2011-2012 school year, Washington Center served a combined 137 students with nineteen self-contained classroom teachers, one homebound teacher and 43 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 main campus in 2005 as a prototype, state-of-the-art facility for special needs instruction. The main campus includes: eighteen 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. In a mirrored configuration, Washington Center @ Hollis offers an early education setting of six classrooms, a multi-sensory suite, and therapy area. Handicapped accessible playgrounds on both campuses provide appropriate adapted recreation. Students have access to the state curriculum through Extended Academic Standards 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.), 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 and Challenge Day. The Carolina Therapy Dogs team provides monthly interactive sessions with certified, trained pets. Inclusion activities are shared with neighboring regular education schools. Volunteerism from area schools, colleges 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. The school's emphasis on functionality brings the motto to fruition: "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 with Mrs. Carla Burkhardt serving as the PTA President.

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 middle school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	79.4
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Washington Center school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	91.1%	94.0%*	No

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
SC-ALT, ELA						
All Students	466.8	462.1	455.5	449.7	100.0	100.0
Male	457.8	453.1	444.4	457.5	100.0	100.0
Female	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
African American	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
Hispanic	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
Disabled	466.8	462.1	455.5	449.7	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	472.3	478.6	456.6	463.2	100.0	100.0
Annual Measurable Objective (AMO)	453.0	453.0	453.0	453.0	95.0	95.0
SC-ALT, Math						
All Students	437.1	447.7	413.6	439.5	100.0	100.0
Male	474.7	482.7	443.9	467.8	100.0	100.0
Female	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
African American	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
Hispanic	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
Disabled	437.1	447.7	413.6	439.5	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	455.9	468.5	464.4	442.5	100.0	100.0
Annual Measurable Objective (AMO)	461.0	461.0	461.0	461.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	11	100	N/AV	N/AV	N/AV	27.3
	4	17	100	N/AV	N/AV	N/AV	18.8
	5	8	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	10	I/S	I/S	I/S	I/S	I/S
	3	6	I/S	I/S	I/S	I/S	I/S
	4	11	100	63.6	27.3	9.1	36.4
2012	5	16	100	N/AV	N/AV	N/AV	37.5
	6	8	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	10	I/S	I/S	I/S	I/S	I/S
	3	6	I/S	I/S	I/S	I/S	I/S
	4	11	100	81.8	9.1	9.1	18.2
	5	16	100	N/AV	N/AV	N/AV	12.5
	6	8	I/S	I/S	I/S	I/S	I/S
2011	7	10	I/S	I/S	I/S	I/S	I/S
	8	10	I/S	I/S	I/S	I/S	I/S
Mathematics							
3	11	100	N/AV	N/AV	N/AV	36.4	
4	17	100	N/AV	N/AV	N/AV	18.8	
5	8	I/S	I/S	I/S	I/S	I/S	
6	10	I/S	I/S	I/S	I/S	I/S	
7	10	I/S	I/S	I/S	I/S	I/S	
8	10	I/S	I/S	I/S	I/S	I/S	
3	6	I/S	I/S	I/S	I/S	I/S	
2012	4	11	100	81.8	9.1	9.1	18.2
	5	16	100	N/AV	N/AV	N/AV	12.5
	6	8	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	10	I/S	I/S	I/S	I/S	I/S
Science							
2011	3	7	I/S	I/S	I/S	I/S	I/S
	4	17	100	N/AV	N/AV	N/AV	25
	5	4	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S
	3	3	I/S	I/S	I/S	I/S	I/S
	4	11	100	54.5	36.4	9.1	45.5
2012	5	9	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	5	I/S	I/S	I/S	I/S	I/S
	4	17	100	N/AV	N/AV	N/AV	12.5
	5	4	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S
	3	4	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
2012	5	7	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	6	I/S	I/S	I/S	I/S	I/S
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	9	I/S	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	11	0	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
2012	5	17	0	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	11	0	N/A	N/A	N/A	N/A

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