



WASHINGTON CENTER SPECIAL

2 Betty Spencer Drive
Greenville, South Carolina

Grades	K-12 Elementary 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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

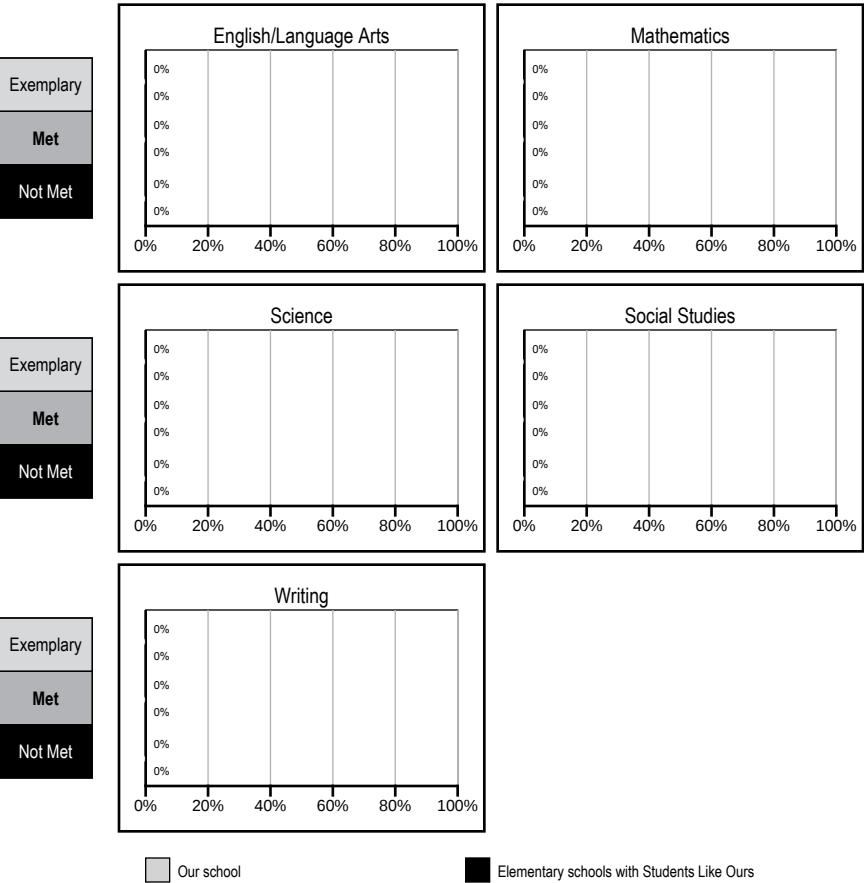
100%

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 03/09/2011.

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

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=135)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	12.6%	Down from 14.9%	1.5%	1.2%
Attendance rate	93.8%	No Change	95.9%	96.1%
Eligible for gifted and talented	0.0%	No Change	4.4%	11.7%
With disabilities other than speech	100.0%	Up from 36.0%	8.4%	8.0%
Older than usual for grade	15.8%	Down from 18.1%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	50.0%	No Change	60.0%	60.5%
Continuing contract teachers	83.3%	No Change	78.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.8%	Up from 90.9%	83.4%	87.0%
Teacher attendance rate	N/R	N/R	95.4%	95.4%
Average teacher salary*	\$47,711	Down 0.8%	\$45,509	\$47,288
Professional development days/teacher	11.5 days	No Change	10.7 days	10.5 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	17.2 to 1	19.2 to 1
Prime instructional time	N/R	N/R	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$27,330	Down 2.7%	\$8,762	\$7,548
Percent of expenditures for instruction**	75.1%	Up from 72.7%	68.1%	68.7%
Percent of expenditures for teacher salaries**	73.2%	Up from 70.9%	62.5%	65.1%

* 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 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 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
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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	
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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 and Student Attendance

	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
Student attendance rate	93.8%	94.0%*	No

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	59	98.3	83.3	7.4	9.3	35.2	84.7	83.5	No	Yes
Gender										
Male	38	97.4	79.4	11.8	8.8	38.2	81.3	80.1	N/A	N/A
Female	21	100	N/A	N/A	N/A	30	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	32	100	80	10	10	40	90	89.6	I/S	I/S
African American	24	95.8	85.7	4.8	9.5	33.3	73.4	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.3	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	58	100	83.3	7.4	9.3	35.2	53.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	32	100	83.3	10	6.7	40	76.1	76.9	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	59	98.3	85.2	13	1.9	37	82	80.4	No	Yes
Gender										
Male	38	97.4	88.2	8.8	2.9	41.2	80.5	78.4	N/A	N/A
Female	21	100	N/A	N/A	N/A	30	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	32	100	86.7	10	3.3	43.3	87.7	87.8	I/S	I/S
African American	24	95.8	N/A	N/A	N/A	33.3	68.4	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.9	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	58	100	85.2	13	1.9	37	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	32	100	N/A	N/A	N/A	43.3	72.9	72.8	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
Science								
All Students	38	73.7	73.1	11.5	15.4	26.9	70.6	67.3
Gender								
Male	25	76	76.5	11.8	11.8	23.5	70.1	66.9
Female	13	69.2	I/S	I/S	I/S	I/S	71.1	67.7
Racial/Ethnic Group								
White	22	63.6	69.2	15.4	15.4	30.8	80.2	79.6
African American	14	92.9	75	8.3	16.7	25	50.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.4	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	38	73.7	73.1	11.5	15.4	26.9	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.6	58.6
Socio-Economic Status								
Subsidized meals	20	85	68.8	18.8	12.5	31.3	57.1	55.4

Social Studies

All Students	39	74.4	88.9	7.4	3.7	11.1	73.2	70.9
Gender								
Male	24	75	81.3	12.5	6.3	18.8	72.8	70.1
Female	15	73.3	N/A	N/A	N/A	N/A	73.7	71.7
Racial/Ethnic Group								
White	20	80	80	13.3	6.7	20	79.8	79.2
African American	18	72.2	N/A	N/A	N/A	N/A	57.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.9	86.8
Hispanic	1	I/S	N/A	N/A	N/A	N/A	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	39	74.4	88.9	7.4	3.7	11.1	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	69	68
Socio-Economic Status								
Subsidized meals	22	63.6	N/A	N/A	N/A	7.7	61.6	60.8

Abbreviations for Missing Data

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

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
Writing										
All Students	62	0	N/A	N/A	N/A	N/A	74	72.1	94	96.2
Gender										
Male	40	0	N/A	N/A	N/A	N/A	67.2	65.2	94.4	96.2
Female	22	0	N/A	N/A	N/A	N/A	81.1	79.2	93.5	96.3
Racial/Ethnic Group										
White	32	0	N/A	N/A	N/A	N/A	81.6	80.8	93.9	96.1
African American	27	0	N/A	N/A	N/A	N/A	58.6	59.7	95.3	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.8	87	N/A	97.5
Hispanic	3	I/S	N/A	N/A	N/A	N/A	63.1	64.6	89.2	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	N/A	94.8
Disability Status										
Disabled	57	0	N/A	N/A	N/A	N/A	29.5	27.7	93.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	3	I/S	N/A	N/A	N/A	N/A	62.9	63.7	89.2	97
Socio-Economic Status										
Subsidized meals	34	0	N/A	N/A	N/A	N/A	61.1	61.9	94	95.6

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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							
2009	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
2010	3	13	100	N/A	N/A	N/A	7.7
	4	10	I/S	I/S	I/S	I/S	I/S
	5	11	90.9	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	5	I/S	I/S	I/S	I/S	I/S
Mathematics							
2009	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
2010	3	13	100	N/A	N/A	N/A	7.7
	4	10	I/S	I/S	I/S	I/S	I/S
	5	11	90.9	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	5	I/S	I/S	I/S	I/S	I/S
Science							
2009	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
2010	3	7	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	5	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	N/A	N/A	N/A	N/A
	7	10	I/S	I/S	I/S	I/S	I/S
	8	1	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							
2009	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
2010	3	6	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	4	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	4	I/S	I/S	I/S	I/S	I/S
Writing							
2009	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
2010	3	14	0	N/A	N/A	N/A	N/A
	4	10	I/S	N/A	N/A	N/A	N/A
	5	10	I/S	N/A	N/A	N/A	N/A
	6	12	0	N/A	N/A	N/A	N/A
	7	11	0	N/A	N/A	N/A	N/A
	8	5	I/S	N/A	N/A	N/A	N/A

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