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SCHOOL PORTFOLIO
2013-14 THROUGH 2017-18

WADE HAMPTON HIGH SCHOOL

100 PINE KNOLL DR.
GREENVILLE, SC 29609
864-355-0102 (OFFICE)
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C. LANCE RADFORD, PRINCIPAL

GREENVILLE COUNTY SCHOOL DISTRICT
MR. W. BURKE ROYSTER, SUPERINTENDENT

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Wade Hampton High School

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2013-14 *(one year)*

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq*. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Susan Spencer		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Lance Radford		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Pine Knoll Dr., Greenville, SC 29609

SCHOOL'S TELEPHONE: (864) 355-0100

PRINCIPAL'S E-MAIL ADDRESS: lradford@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION	*NAME*
1. PRINCIPAL:	Lance Radford
2. TEACHER:	Leslie Casey
3. PARENT/GUARDIAN:	Jane Crane
4. COMMUNITY MEMBER:	Neil Cochran
5. SCHOOL IMPROVEMENT COUNCIL:	Susan Spencer

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
English Department Chair	Mrs. Debbie Mitchell
Math Department Chair	Mr. Grant Hunter
Science Department Chair	Ms. Abby Cook
Social Studies Department Chair	Mr. Rick Zeller
Foreign Language Department Chair	Ms. Leslie Casey
Fine Arts Department Chair	Mrs. Janet Nedescu
CATE Department Chair	Mrs. Linda Russell
Special Education Department Chair	Mrs. Eddie Rexroad
PE/ROTC Department Chair	Col. Matt Eatman
Curriculum Resource Teacher	Mrs. Eva Pyle
Director of Guidance	Mrs. Angela Massingille
Technology Integration Specialist	Mr. Daniel Brown
Assistant Principal	Mrs. Ginger Walker

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

__N/A__ **Academic Assistance, PreK–3**
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

__X__ **Academic Assistance, Grades 4–12**
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

__X__ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

__X__ **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

__X__ **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

__X__ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

__X__ **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

__X__ **Developmental Screening**
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

__N/A__ **Half-Day Child Development**
The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

__N/A__ **Developmentally Appropriate Curriculum for PreK–3**
The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

__X__ **Parenting and Family Literacy**
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

__X__ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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I. INTRODUCTION

The Wade Hampton High School community has critically reviewed and evaluated their school and this portfolio represents the report of the results. In 2012, we were charged with the task of renewing our 5-year plan to cover the period 2013-14 thru 2017-18. Many of our goals from the previous 5-year plan have been realized and are being maintained. Others have been modified to meet the changing needs of our students and advances in technology. New guidelines for this portfolio process were initiated by the district and required that the goals for the school be aligned with those of the district.

The process for development of this self-assessment begins at the start of each 5-year goal period with a faculty-wide Self-Assessment instrument provided to us by the GCS District. The Self-Assessment caused us to take a detailed look at the components of our school and the instructional program, to enhance the strengths and to address the weaknesses. There was universal faculty participation through Portfolio Action Teams (Information & Analysis, Student Achievement, Quality Planning, Professional Development, Leadership, Partnership Development, and Continuous Improvement & Evaluation). Teachers and administrators were assigned to an Action Team, based upon the portfolio structure that was current in 2012, to ensure representation of each department on every team. Each Action Team had at least one Faculty Council member assigned to it that acted as the liaison between the action team and the faculty council; and an action team leader was elected by the group. The leader was intentionally not a faculty council member. The process continues by including student, parent, and community partner input through SIC and PTSA groups. The portfolio and self-assessment processes have given all stake holders an opportunity to reflect on the direction, successes, and needs of our school.

The process for the faculty concluded with presentations by the individual Action Teams to the entire faculty. Department chairs then held discussions with their departments about the information presented and input from individuals was brought to faculty council meetings for further analysis and discussion. The school's Curriculum Resource Teacher coordinated the combining of the individual committee efforts into the unified report that this portfolio represents. Care has been taken to review as broad a range of student performance data and to solicit as varied a range of opinions as possible for this document. The Faculty Council approved the new School Renewal Plan and this update after collaboration and meeting with their departments. Parent and Community approval came through the Principal's discussions with the SIC and PTSA groups.

Since 2005, Wade Hampton High School has undergone a remarkable transformation in several areas. Beginning with the installation of a new principal in 2005 and the relocation to a new building in January 2006, both the culture and the climate at WHHS have matured in ways that have fostered the development and improvement in the instructional program. Though student ethnicity has seen little change, both enrollment and the poverty index show upward trends. This characteristic has brought attention to the steady upward trend in student achievement. The goals and accomplishments of the Wade Hampton High School community that have been realized are a testament to the dedication and combined efforts of all of the stakeholders. Wade Hampton High School takes pride in being known as the school that cares for and about students as individuals.

II. EXECUTIVE SUMMARY

Since January 2006, when Wade Hampton High School took residence in its new 250,000 square foot facility, the feeling of excitement of being in a new home has been overshadowed by the motivation to make the academic accomplishments just as impressive. Although our new building is the only home that our current Generals have ever known, they are ever conscious of the history and tradition of the school. Among the 1650 member student body, there is an expectation of excellence and a sense of pride that can't be avoided. The 2013 graduating class represented the 53rd graduating class for WHHS, and among them were 28 Palmetto Fellows, the largest group ever!

The goals are the force that drives what we do and are aligned with the GCS District Goals:
GOAL 1: Raise the academic challenge and performance of each student.
GOAL 2: Ensure quality personnel in all positions.
GOAL 3: Provide a school environment supportive of learning.

Findings for Student Achievement:
 The baseline rates are in parenthesis:
- HSAP ELA pass rate (94.80%), needs to be maintained at 95% or higher
- EOCEP English 1 pass rate (76%), dropped 10% from 2011 to 2012
- HSAP Math pass rate (95.1%), needs to be maintained at 95% or higher
- EOCEP Algebra 1 pass rate (90%) needs to be increased to 95% and then maintained
- HSAP % Tested (99.3% for ELA & 99.0% for Math) needs to be maintained at >95%
- EOCEP Biology 1 pass rate (88.2%), needs to be increased to 95% and then maintained
- EOCEP US History pass rate (80.5%), needs to be increased 2% per year
- AP pass rate (36.0%), needs to be increased, though not at the expense of program growth
- SAT mean scores (Reading = 489, Writing = 462, Math = 490, Composite = 1441) need to be increased in all areas
- ACT mean scores (composite = 21.4) need to be increased annually
- 4-Year Graduation Rate (86.8%) needs to be maintained >85%

Findings for Teacher and Administrator Quality:
- Only 60% of faculty members have followed the district's requirement of completing 24 hours of PD in 2011-2012.
- Better record keeping for out of district PD attended is needed by teachers.
- Certified personnel need to be encouraged to meet the district requirement annually by taking advantage of in-district programs such as Summer Academy and the Upstate Technology Conference as well as PD offered throughout the school year.

Findings for School Climate:
- The Student attendance rate was 94.5% in 2011-12.
- The suspension rate for violent/criminal offenses was 1.1% in 2011-12 and is more than twice as high as the district's baseline of 0.5%.
- The percentage of parents satisfied with the learning environment was 92.6%. Efforts should be made to increase this rate.
- The percentage of students satisfied with the learning environment was 88.9% in 2011-12. Efforts must be made to increase this rate.

- The percentage of teachers that are satisfied with the learning environment was 98.8% in 2011-12. This rate is significantly higher than that of the parents and students rates. Efforts must be made to determine why the teachers are considerably more satisfied with the learning environment than the students and parents.
- The percentage of parents who indicate their child feels safe at school (92.6%) is lower than that of the district (93.5%).
- The percentage of students who feel safe at school during the school day is 91.9%.
- The percentage of teachers who feel safe at school during the school day is 100%.
- Effort needs to be made to make the students feel safer during the school day.

Challenges
- There has been a 38% increase in enrollment over the last 10 years.
- Ethnic diversity has remained fairly constant.
- The poverty index (49.76%) has increased by almost 8% since 2008, and over 12% since 2004.

Awards & Accomplishments

- US News & World Report Best High Schools Silver Award (2013)—ranked 1447 nationally and 13 in SC
- Newsweek's List of "America's Best High Schools" (2013, 2012, 2010, 2009, 2008, 2007, 2006, 2005)—ranked 1415
- Excellent Absolute Rating on SC Report Card (2012, 2011, 2010, 2009)
- MetLife/NASSP Breakthrough Schools Award (2012)
- Panasonic National School Change Award (2011)
- Carolina First Palmetto's Finest Winner (2010)
- Carolina First Palmetto's Finest Finalist (2010, 2009, 2008)
- Palmetto Gold and Silver Award (2012, 2011, 2010, 2009)
- ACT Cum Laude Award (2011)
- GCS Top Ten Teacher of the Year (2012, 2011, 2006)
- SCASA Principal of the Year (2010)
- GCS Principal of the Year (2009)
- SC Driver's Education Teacher of the Year (2012)
- SC Association of Student Councils Advisor of the Year (2012)
- High School NASCS Advisor of the Year Finalist (2012)
- SC PTSA Teacher of the Year Finalist (2009)
- National Teacher of Excellence in English (2009)
- National Gold Council of Excellence (2012)
- Gold Honor Student Council (2012)
- AFJROTC Sword of Excellence/Top Unit in SC (2009)

III. SCHOOL PROFILE

(Statistics from the 2012-13 PowerSchool database and the 2012 SC Report Card)

Since 2005, Wade Hampton High School has undergone a remarkable transformation in several areas. Beginning with the installation of a new principal in 2005 and the relocation to a new building in 2006, both the culture and the climate at WHHS have matured in ways that have fostered the development and improvement in the instructional program. Though student ethnicity has seen little change, both enrollment and the poverty index show upward trends. This characteristic has brought attention to the steady upward trend in student achievement. The goals and accomplishments of the Wade Hampton High School community that have been realized are a testament to the dedication and combined efforts of all of the stakeholders. Wade Hampton High School takes pride in being known as the school that cares for and about students as individuals.

SCHOOL PERSONNEL ANALYSIS:

The WHHS faculty consists of 99 certified members, including 84 teachers, 5 administrators, 5 guidance counselors, and 5 support members. All members are certified, and more than half have advanced degrees. All teachers are classified as HQ, or highly qualified, as defined by NCLB. Substitutes are more often than not teachers who are certified instructors in one or more academic field. There are no teachers with out of field permits. Each year, WHHS earns an "All Clear" for its Accreditation Status from the state department of education. There are several teachers currently enrolled in the PACE program, which is a state-approved, alternate route to certification.

WHHS teachers continue to complete advanced degrees and certification to improve their knowledge of subject and pedagogy as well as for advanced salary recognition. We currently have 12 National Board Certified faculty members, 9 teachers, 1 guidance counselor, 1 administrator, and others who are working towards this certification. We have 18 teachers who are AP instructors and will continue their training through the College Board throughout the year. Teachers also take advantage of the district's Summer Academy program and The Upstate Technology Conference. These are in-district summer programs that fill the month of June. WHHS has been the venue for both of these events since 2010.

FACULTY DEMOGRAPHICS (source: 2012 Roster Query & 2012 SC State Report Card):

The demographics that follow indicate a faculty that is slightly more female than male, which is not uncommon for a traditional, public high school. The ethnicity of the faculty is almost entirely white and is not representative of the ethnic distribution of the student body. Nevertheless, examination of the student achievement data by demographic subgroup shows that the difference between the ethnic distribution of the faculty and that of the student body is not a factor in the success of the students. More than half of the faculty holds advanced degrees, more than 10% have achieved National Board Certification and the teacher attendance rate speaks to the satisfaction of the faculty with their environment and working conditions.

99 Total:
- 84 Teachers (Includes 3 PT teachers)
  31 Male (37%), 53 Female (63%)
- 5 Administrators
- 5 Counselors
- 1 Media Specialist
- 1 Instructional Coach
- 1 Technology Integration Specialist
- 1 Freshman Coordinator
- 1 LIFT Coordinator

- **Advanced Degrees = 62.6%**
- **NBCT** = 12 faculty members
- **AP Endorsed** = 18 teachers
- **Faculty Ethnicity (n=99)**
  - Caucasian (90) = 91%
  - African-American (7) = 7%
  - Hispanic (2) = 2%
- **Attendance Rate = 95.2%**
- **Gender (all faculty)**
  - Male (37) = 37%
  - Female (62) = 63%

SCHOOL LEADERSHIP:

The Principal serves as the administrative head of the school. The Leadership Team is comprised of the Principal, 4 Assistant Principals, 1 Freshman Academy Coordinator, and The Faculty Council. The Leadership Team has been organized to provide effective use of personnel and the implementation of programs that enhance the entire school. Administrative duties, along with the name of the administrator assigned to each duty, are printed in the student and faculty handbooks. The assistant principals visit classrooms on a rotating schedule, each visiting an average of 9 classrooms each week, are visible to the students, and meet with students as needed to listen and provide assistance for efficient resolution of student concerns. Management-By-Walking-Around is the effective means to supervise the more than 1650 teenagers on the Wade Hampton campus. The faculty council is comprised of members of the administration, support faculty, and department chairs. Department chairs have the additional responsibility to act as the department's liaison with district office personnel. The Freshman Academy, an SLC within WHHS, provides a second layer of leadership and guidance for our youngest Generals, the 9th graders. Other governing bodies for WHHS include the SIC, PTSA, and Student Council. The School Improvement Council (SIC) works together with administration to develop and implement the school improvement plan. The Parent Teacher Student Association (PTSA) supports the teachers and the instructional program and speaks on behalf of children and youth in the schools, the community and before governmental bodies and other organizations that make decisions affecting children. The Student Council at WHHS is elected annually by the students. Student representatives use this venue to voice their ideas in the hopes of making decisions to impact the school.

The school's governance and financial management process is determined by the allocation of monies from the district level. According to the 2012 SC State Report Card, the school allocated $5,192 per pupil, a number 3.6% lower than the previous year and significantly lower than the state reported median for high schools of $7708.

STUDENT DEMOGRAPHICS: (source: SC Report Card for 2012 unless otherwise noted)

The data below indicate the diversity of the student population. The school has exceeded its 1600 student capacity and is ethnically diverse. Almost half of the students qualify for Free or Reduced Lunch, the factor used to determine the Poverty Index (49.76%). It is suspected that this number is higher than reported as many teenagers choose not to apply for the supplemented lunch program because of the stigma that comes with it. Almost 10% of the students qualify for Special Education services as either Resource students or in the Self-Contained setting. There are many factors found in the student demographics that can be used to provide excuses for lack of achievement, yet the low retention rate and high graduation and attendance rates tell the story of a student group that appreciates the opportunities for a quality education that exist within Wade Hampton High School.

School Name: Wade Hampton High School	School Year: 2012-2013	
Principal's Name: Lance Radford	Years In Current Position: 7	Total Years as Principal: 7

List all Assistant Principals and Administrative Assistants (and number of years in current position):

Name	Yrs.	Name	Yrs.
Ginger Stuart-Walker, Assistant Principal	16	Suzanne Carter, Freshman Coordinator	2
Terry Carnes, Assistant Principal	8	Greg Wynder, Assistant Principal	0
David Linderman, Adm Asst/Asst Principal	0		

IC/CRT name (and years in current position): Eva Pyle (8 years)	
Number of ESOL teachers / aides: 0.9 ESL teacher	/ No ESL aides

Section I - Current Demographics: Ethnic profile by number and percentage on 15 day count: 1642 students

	#	%
Asian	66	4%
African-American	361	22%
African American/American	0	0
Hispanic	148	9%
American Indian	0	0
Hawaiian-Pacific Islander	0	0

	#	%
White	1067	65%
White/Asian	0	0
White/African American	0	0
White/American Indian	0	0
Multi-race	0	0
Unclassified	0	0

Number of Special Education students by category:		
	DD:	0
	ED:	13
33 Self contained	EMD:	10
115 LD Resource	LD:	115
20 Itinerant	OHI:	10
	Speech Only:	0
	Autism	3

Teacher turnover rate last 3 years(most recent first): ➢ 2011-12 = 8/81= 10% ➢ 2010-11 = 6/78 = 8% ➢ 2009-10 = 5/78 =6%	PACE Teachers (#): 3	FARMS Meal % / School Poverty Index: 49.76%	G&T Students Served (#): 554	Board Certified Teachers (#): 12 total 10 teachers 1 counselor 1 administrator
Self-Contained Classes (# and type): 12, Occ English, Occ Science, Occ Math, Occ Reading, Community Awareness	Resource Students (#): 115	Resource Allocations Teacher (#): 5	ESOL Students (#): 123 students with English Proficiency level <5	AYP status last 3 years (most recent first): ➢ 2012— A, 93.3% ➢ 2011—not met ➢ 2010—not met
Suspensions last 3 Years - most recent first (#): ➢ 2011-12 = 610 ➢ 2010-11 = 425 ➢ 2009-10 = 592	ISS last 3 years (# students - duplicate count - most recent first: ➢2011-12 = 87 ➢2010-11=50 ➢2009-10=206	Grade retentions (last 3 years #): ➢ 2011-12 = 46 ➢ 2010-11=60 ➢ 2009-10=70		

NCLB - Number AYP objectives vs. number met last three years (most recent first):	Year	Number	Number Met	Grad Rate
	2012	55	51.32	86.84%
	2011	21	16	84.1%
	2010	17	14	86.4%

Report card rating last 3 years absolute / growth(most recent first):	Year	Absolute	Growth
	2012	Excellent	Excellent
	2011	Excellent	Good
	2010	Excellent	Good

List foreign languages offered:	Spanish 1, 2, 3, 3H, 4H, AP	French 1, 2, 3H, AP	German 1, 2, 3H, 4H

Section II – Programs & Features.

Before school tutorial: X	After school tutorial: X	Teacher allocation redirected: X

ACT avg. last 3 yrs. (most recent first):	2011-2012 = 21.4
	2010-2011 = 21.2
	2009-2010 = 21.3
SAT avg. last 3 years (most recent first):	2011-2012 = 1477
	2010-2011 = 1441
	2009-2010 = 1493
End of Course % passing - Biology 1/Applied Biology2	88.3% (2011-12) 88% (2010-11)
Passing % over last 3 yrs (most recent first): – Algebra I	90.1% (2011-12)
	87% (2010-11)
	85% (2009-10)
EOC passing % over last 3 yrs (most recent first): – English I	75.5% (2011-12)
	86% (2010-11)
	83% (2009-10)
EOC passing % over last 3 yrs (most recent first): – Physical Science	NOT GIVEN
	84% (2010-11)
	83% (2009-10)
EOC passing % over last 3 yrs (most recent first): – US History	80% (2011-12)
	70% (2010-11)
	68% (2009-10)
HSAP English passing % 1st attempt last 3 yrs. (most recent first): – English/Language Arts	94.8% (2011-12)
	94.2% (2010-11)
	91.8% (2009-10)
HSAP Math passing % 1st attempt last 3 yrs. (most recent first): - Math	93.8% (2011-12)
	91.8% (2010-11)
	87.2% (2009-10)

Number of AP classes last 3 yrs (most recent first) : ➢ 2012-13 = 17 courses, 43 courses ➢ 2011-12 = 16 courses, 34 classes ➢ 2010-11 = 14 courses, 26 classes	Type class schedule: 4 x 4 block

ATTENDANCE RATES

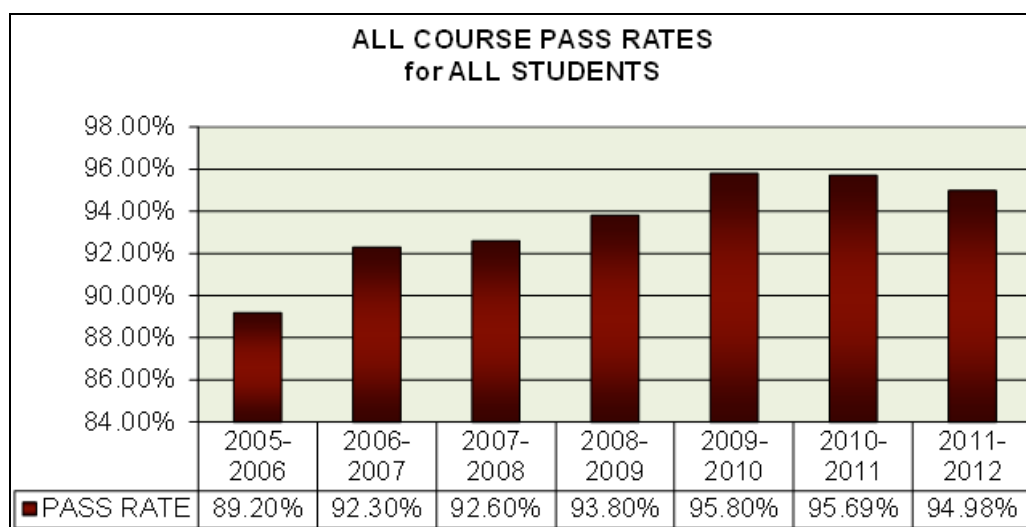|	2008-09	2009-10	2010-11	2011-12
■ STUDENTS	96.02%	95.80%	96.73%	98.40%
■ TEACHERS	95.86%	97.09%	93.00%	95.24%
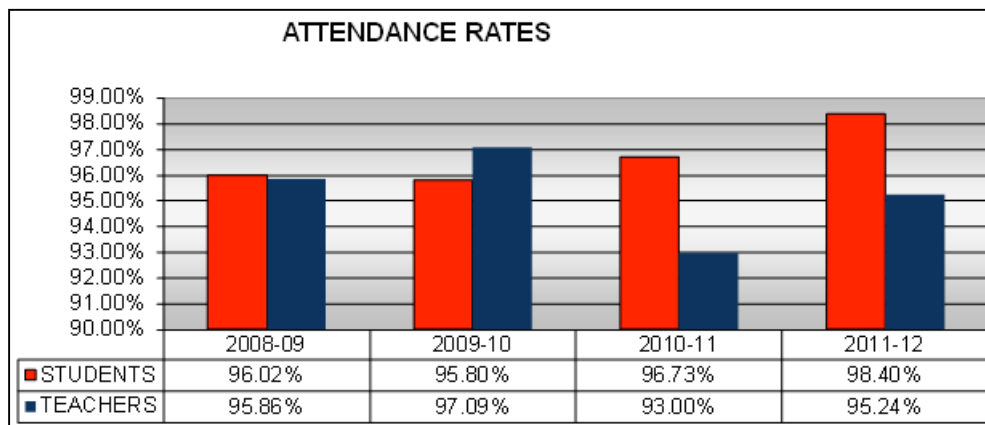
ACADEMIC, BEHAVIORAL FEATURES/PROGRAMS & INITIATIVES:

As required by Greenville County Schools since 2008, Wade Hampton High School uses the Learning Focused Model as its primary instructional model. Teachers at Wade Hampton strive to keep abreast of the latest methods of delivering instruction. Our highest priority is implementing the strategies related to our vision. Because WHHS is also an SREB: High Schools That Work school, the

best practices supported by the HSTW model have been combined with the Learning Focused instructional model to give both teachers and students the greatest academic support possible.

Collaboration is encouraged within departments. The departments are required to horizontally align their classes so that all state standards are covered in the same class taught by different teachers. The SREB: HSTW Common Syllabus Model was implemented in all major academic areas in 2005. Common course syllabi ensure all students who take a course are taught the same core objectives, as determined by the team that teaches the course, and assessed using common major assessments, regardless of whom they may have as a teacher. Within the Freshman Academy, teachers have departmental common planning periods and are required to use at least one of those periods weekly for collaboration purposes. The school's curriculum and learning experiences align with the school's purpose. Students are encouraged to take ownership of their learning as exampled by the goal setting activities that all freshman students are required to do in the fall semester. There are 17 AP courses offered, beginning with the AP Human Geography in the 9th grade. WHHS uses a triangulation of data to place students and there is a practice to "push kids up" when the teacher believes the student can be successful in a course. Teachers are skilled at using data to guide the paths of their instruction. With the implementation of the CCSS, Common Core Common Course Syllabi are being written within the course collaborative groups to include the Common Core Literacy Standards. Performance Task-type assignments for the students are written at Levels 3 and 4 of Webb's Depth of Knowledge (DOK) to prepare for the Performance Task assessments anticipated in 2014-2015 by the Smarter Balanced Consortia. Learning expectations are individualized for each student through differentiated instructional practices. Options are present for projects and major assignments to foster creativity and critical thinking. Evidence, such as the increasing GPA's and All Course Pass Rate (shown in the graph below), clearly indicates curriculum and learning experiences prepare students for success at the next level. Data is used from student assessments to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction. The annual curriculum calibration is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised.

ALL COURSE PASS RATES for ALL STUDENTS

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
PASS RATE	89.20%	92.30%	92.60%	93.80%	95.80%	95.69%	94.98%

Teachers at WHHS use a variety of instructional strategies in their classrooms, including student collaboration, self-reflection, and development of critical thinking skills through project-based learning. Teachers use different strategies for differentiation and to meet the needs of the individual students, including Learning Focused strategies, Understanding by Design (UBD), and The Layered

Curriculum. Teachers use technology to create cross-curricular lessons and to provide relevance to the students in different content areas, for example.

School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures as required by the SC SDE and the GCS District. In addition to classroom observations, school leaders monitor instructional practices by collecting and reviewing course syllabi at the beginning of each semester. The school staff has been assigned to collaborative groups and meets formally at least twice each month to discuss or work on instructional matters. When WHHS began working in collaborative groups the first activity was a book study of "The Collaborative Teacher." Teachers studied the book and met with their groups to answer discussion questions weekly. Whole group training, and department training was conducted to educate the staff about the protocols for collaboration during the fall semester of 2012-2013. Collaboration time is not a formal part of the daily routine of school staff members, but school personnel indicate that collaboration causes improvement results in instructional practice and student performance.

The process teachers use to clearly inform students of the learning expectations and standards at WHHS are known as "The Lesson Plan on The Board". The daily lesson plan has 6 parts (Date, Standard, EQ, Relevance, Agenda, and Assessment). Teachers provide students with specific and immediate feedback about their learning using this process.

School personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Teachers new to WHHS are assigned a buddy-mentor to help them learn the procedures and rules at WHHS. The principal and instructional coach hold "New Teacher" meetings monthly to allow new personnel to discuss issues and concerns in an informal forum.

USE OF DATA BY TEACHERS
Greenville County Schools rolled out the MAP (Measures of Academic Progress) program for benchmark assessment purposes in high schools in 2006. Since its implementation, the MAP tests have provided us with data to place our rising freshmen with more accuracy. In addition to placement, teachers use MAP results to design lessons around the strengths and weaknesses of their individual classes. Outside of the classroom, we use MAP data to identify the second year high school students, especially students in the AYP subgroup that did not make the performance objective in the previous year.
In addition to the MAP program, several tools are available to make data analysis less time consuming for teachers. The program, DASH, is an online data portal that is student centered. Every teacher in the district has a unique login which allows them access to current and historical data for each of their students, both current and past. This tool not only allows teachers important, easy access to data about their current students, it provides them with information about a former student's progress after leaving their class. This information is valuable in allowing the teacher to assess whether or not he/she is adequately preparing students for the next level of study in a subject area. ENRICH is another online data portal that is provided to teachers and supported by the SC DOE. ENRICH pulls its data directly from the Power School database. ENRICH is a web-based software program that can be accessed on any district computer or iPad within the district network and has filter and search features that are more advanced than those in the DASH portal.

Recognizing that some students need support beyond what is available in the class room; Wade Hampton has worked with the district to provide a variety of special services. We have five full-time Special Education teachers to work with students who have learning disabilities. Although these teachers, referred to as Resource Teachers, work primarily in collaboration with classroom teachers; they also teach study skills and other life skills. These teachers provide additional support for the preparation of EOC and HSAP tests. Their system for tracking the academic progress and needs of their students includes weekly, written contact with each student's teachers. WHHS also has two, full-time self-contained Special Education teachers to instruct students who have special needs, both academic and emotional, that prevent them from attending classes with the main stream. There is a trend within the district to staff students out of services prior to their freshman year of high school. The WHHS faculty believes that the decision to change the level of service to special education students needs to be carefully considered on an individual basis and supported with student achievement data including both school and standardized assessments. There were 115 Resource, 20 Itinerant, and 33 Self-Contained students enrolled last year.

A-Team is a referral program for teachers to use when he/she suspects that a student may have special academic needs that require intervention. The A-Team (or Assistance Team) is composed of the student's parents, his guidance counselor, his teachers, a school administrator, and a district psychologist. The team meets to determine if screening is warranted. If the student is screened by a district psychologist, the team is reassembled to analyze the screening results. If it is determined that the student needs further testing, the psychologist makes the arrangements and continues the process. The purpose of the team is to try to match student needs with resources that are available through the school, district, or community. Teachers are informed about the A-Team process at the beginning of each school year.

District support for ESOL students began in 2004 and has changed dramatically since that time. The program is now structured similar to that of a scheduled resource program, where ESOL students are assigned to ESOL Support class one period per day. Because our ESOL teacher is a certified English teacher, WHHS is able to offer ESOL English courses in addition to the ESOL Resource curriculum. This allowed ESOL students to spend half of their school day with the ESOL teacher while earning their English credit. In 2012-13 there were 123 ESOL students with English proficiency levels at 4 or lower.

Leaders Impacting Futures for Tomorrow (LIFT) is an in-school career development program designed to identify, to track, and to serve underachieving at-risk students. The program tracks students as rising freshmen and continues through to graduation. LIFT was approved for use in South Carolina's public schools in September 2010, and is a state-recognized intervention model for at-risk students. Based on the initial 3-year success of LIFT, WHHS expanded the program to include additional services for more students. In 2012, a federal grant allowed the program added a dedicated, compensated staff, including a LIFT Coordinator and part-time case manager.

Wade Hampton High School's Freshman Academy (FA) is in its 9th year. The FA is a Small Learning Community (SLC) and functions as a school within a school. An Assistant Principal and Guidance Counselor are dedicated to the FA, and there is a Freshman Coordinator that provides instructional support to both the students and teachers within the academy. Its purpose is to ease the

transition from middle school to high school by providing guidance and support. Much of the gains in student achievement can be credited to the foundation provided to students by the freshman academy programs. Within the realm of the Freshman Academy, the traditional problems of ninth grade achievement are being addressed. Notable among the problems that lead to poor achievement are: failure rates of ninth graders, discipline, and attendance. The Freshman Academy uses the following programs to address these problems:

- After-School Tutoring is offered to all freshmen, individually outside of class time. In 2008, WHHS started to offer free transportation home to encourage more students to take advantage of additional help outside of the classroom. The program has grown to be very popular.
- Freshmen are given the opportunity to take the Freshman Success class. The class studies *The Seven Habits of Highly Effective Teens* curriculum financial planning, as well as career awareness.
- *Freshman Academy* teachers meet every other week to discuss students' needs and strategies for improving academic achievement.
- Mentoring is provided by the Academy Coordinator to students failing classes. Concentration is placed on communication, such as letters and phone calls to parents of students with failing grades throughout the year.
- Students receive incentives quarterly recognizing academic achievement / improvement.
- *Freshman Academy* English teachers use "The Writer's Workshop" developed by Nancy Atwell in their classes.

The Freshman Academy uses the following data to coordinate appropriate programs that address failure rates. The Freshman Academy has played a significant role in improved achievement as is evidenced by the drop in the number of students retained.

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Students retained in 9th grade	111	68	39	31	41	29	25	20
Students qualifying for Free or Reduced Lunch	191	183	149	164	273	179	159	187
Attendance rate	92.5%	93.58%	92.52%	95.21%	96.14%	95.72%	96.4%	95.4%
Average 9th grade GPA	2.274	2.793	3.03	3.081	3.074	3.250	3.32	3.46

III. MISSION, VISION, AND BELIEFS

MISSION

Our mission is a compelling statement that serves to unify our efforts and engage our community. An effective mission must stretch and challenge the organization, yet be achievable. Our mission is tangible, values-driven, energizing, and highly focused. It has a finish line for its achievement, and it is proactive.

The mission of Wade Hampton High School is — **EDUCATE. INSPIRE. EMPOWER.**

SHARED VISION

Our vision centers on a shared philosophy that we must serve our diverse student body with a personalized plan for all students beginning at their current academic level and guiding them to graduation and beyond, fully prepared and confident to contribute to society.

BELIEFS

Our beliefs are the core of who we are, what we do, and how we think as we teach and lead Wade Hampton students. They also describe our attitudes concerning a school that directly feeds both post-secondary institutions and also local businesses.

Wade Hampton High School staff values and believes the following about the environment, curriculum, instruction, and assessment:

- All students <u>can</u> learn.
- All people will respect each other.
- All racial, physical, and cultural diversity will find acceptance.
- All stakeholders will share the responsibility for learning.
- All students, staff, and community stakeholders feel "ownership" in the school.
- Students will be provided a safe, nurturing, and clean learning environment.
- Faculty and administration must adhere to consistent discipline standards in individual classrooms and in the school as a whole.
- Personal interaction with students is necessary to develop meaningful relationships.
- All stakeholders will model integrity and a strong work ethic.
- The curriculum will be rigorous for all students.
- Instruction will be standards-based, data-driven, and relevant to real world applications.
- Instruction will meet the needs of individual students and their varied learning styles.
- Instruction will be cross-curricular and aligned both vertically and horizontally.
- Instruction will motivate learners to foster lifelong learning and leadership.

PURPOSE

The purpose of Wade Hampton High School is to **educate** and **inspire** students to become responsible, discerning, productive citizens **empower**ed to change the world.

IV. DATA ANALYSIS AND NEEDS ASSESSMENT

SDE School Report Card: https://ed.sc.gov/data/report-cards/
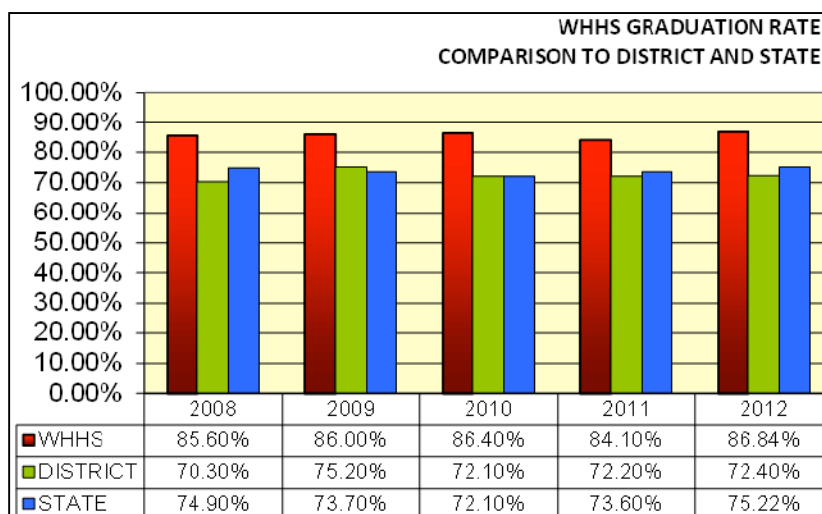ESEA Federal Accountability Rating: https://ed.sc.gov/data/esea/

Wade Hampton High School's faculty has worked consistently and pervasively for more than 8 years in pursuit of the vision for high academic student achievement. Examination of the past 5 years of student achievement data is evidence of a successful pursuit. In addition to the dedication of the teachers, much of the success in student achievement can be traced back to the support provided to students by the Freshman Academy. Additionally, the SC State School Report Card Absolute Rating has been Excellent for the last 4 years, and for the first time in the history of the Report Card, WHHS also achieved the level of Excellent for its growth rating. Most notably is the fact that this success has been achieved in spite of a growing enrollment and increasing poverty index.
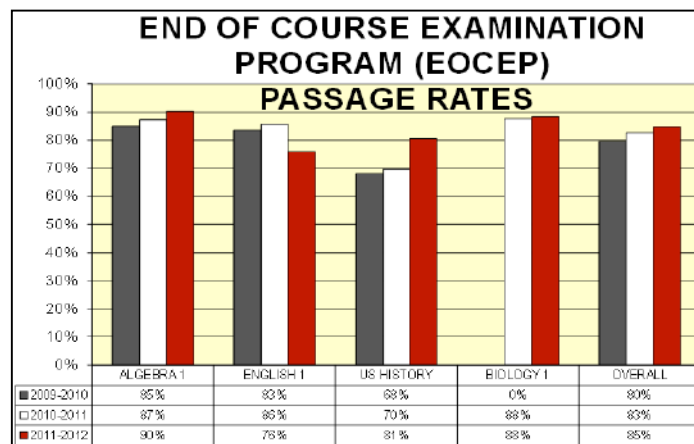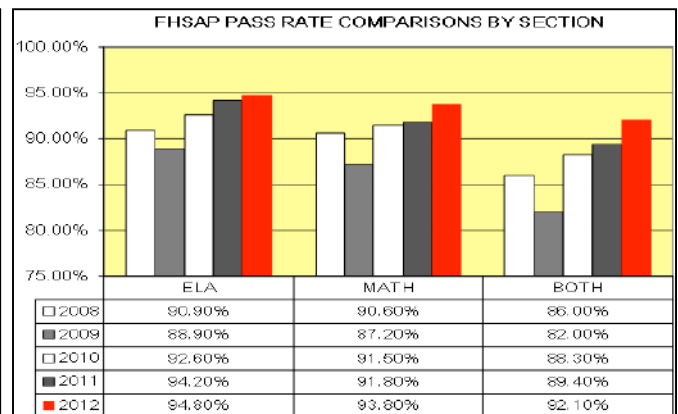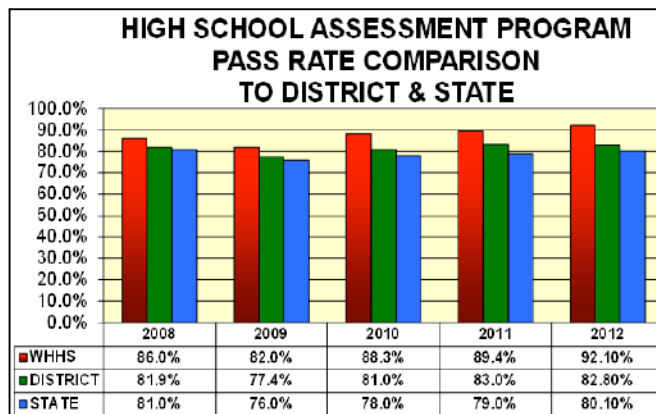
The end of the 5-year cycle for the school renewal plan brought with it the opportunity for the GCS district to unify its goals across the schools. That being said, GCS has stated the goals to be used by all schools in the district. However, it has not dictated the strategies the schools must use to attain the goals. Nevertheless, this was not a change for WHHS, as our goals for the last 5 years were identical to those of the district already.

Goal 1: Raise the academic challenge and performance of each student
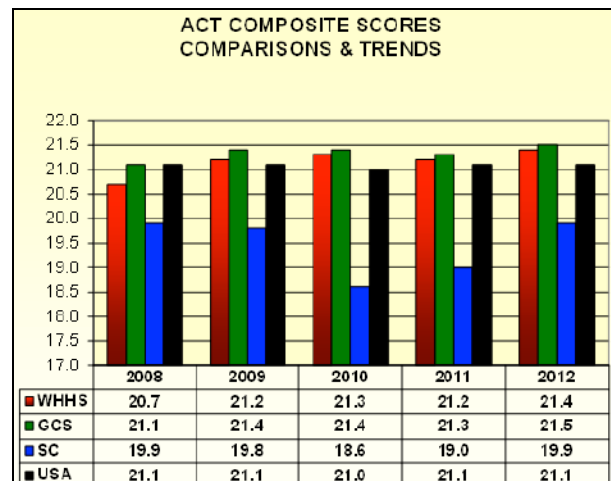
SC STATE ACCOUNTABILITY METRICS:

Our 2012 graduation rate (86%) was the highest among all 14 high schools in the Greenville County Schools (GCS) district for the second time in the past 3 years and is now routinely within the top 3 schools for the district. Similarly, WHHS's FHSAP, or First Attempt HSAP, pass rate has increased from 69% in 2005 to over 92% in 2012 and was the second highest pass rate in GCS. Both ELA and Math sections of the FHSAP showed improvements over the past 3 years and were 94.8% and 93.8%, respectively, in 2012. The Longitudinal HSAP (LHSAP) pass rate was 96.79% in 2012 and is also the second highest pass rate in GCS, missing the top spot by only 0.12%. WHHS also holds the district's second highest position for End of Course Examination Program (EOCEP) pass rate, missing the top spot by 0.28%. With an overall pass rate of 85% in 2012, WHHS is well above both the district (77%) and state (72%) averages. Over the past 3 years, all areas tested in the EOCEP have increased with the exception of English. There have been suggestions about the large (10%) decrease in the English EOC pass rate from 2010-2011 to 2011-2012 and further, more in-depth investigation is needed.

WHHS GRADUATION RATE COMPARISON TO DISTRICT AND STATE

	2008	2009	2010	2011	2012
WHHS	85.60%	86.00%	86.40%	84.10%	86.84%
DISTRICT	70.30%	75.20%	72.10%	72.20%	72.40%
STATE	74.90%	73.70%	72.10%	73.60%	75.22%

HIGH SCHOOL ASSESSMENT PROGRAM PASS RATE COMPARISON TO DISTRICT & STATE

	2008	2009	2010	2011	2012
WHHS	86.0%	82.0%	88.3%	89.4%	92.10%
DISTRICT	81.9%	77.4%	81.0%	83.0%	82.80%
STATE	81.0%	76.0%	78.0%	79.0%	80.10%

FHSAP PASS RATE COMPARISONS BY SECTION

	ELA	MATH	BOTH
2008	90.90%	90.60%	86.00%
2009	88.90%	87.20%	82.00%
2010	92.60%	91.50%	88.30%
2011	94.20%	91.80%	89.40%
2012	94.80%	93.80%	92.10%

END OF COURSE EXAMINATION PROGRAM (EOCEP) PASSAGE RATES

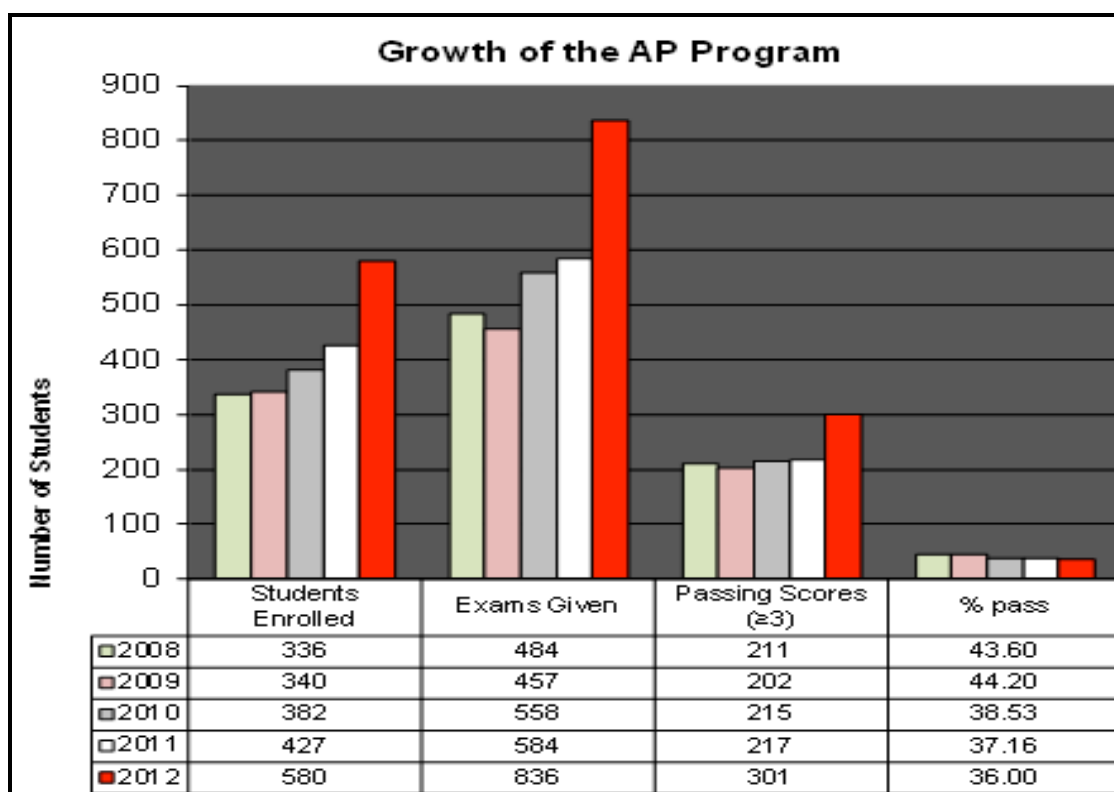|	ALGEBRA 1	ENGLISH 1	US HISTORY	BIOLOGY 1	OVERALL
2009-2010	85%	83%	68%	0%	80%
2010-2011	87%	86%	70%	88%	83%
2011-2012	90%	76%	81%	88%	85%

NON-STATE METRICS:

Performance in non-state standardized testing has not improved in the same way as the achievement rates for the in-state testing programs. This may be due in part to the lack of importance in state and federal accountability calculations. The SAT composite score took a dip with the class of 2011, from 1493 in 2010 to 1441 in 2011 and recovered to 1477 with the class of 2012. At WHHS, steps have been taken to educate students about the differences between the SAT and the ACT tests so they can make an informed decision about which test to take when applying to post-secondary institutions. The ACT composite score has increased from 20.7 in 2008 to 21.4 in 2012; and in 2011, WHHS was the recipient of the ACT Cum Laude Award for High Performance given by the SC DOE.

SAT COMPOSITE COMPARISONS & TRENDS

	2008	2009	2010	2011	2012
WHHS	1458	1519	1493	1441	1477
GCS	1479	1479	1469	1453	1455
SC	1461	1452	1389	1336	1422
USA	1511	1509	1511	1481	1477

ACT COMPOSITE SCORES COMPARISONS & TRENDS

	2008	2009	2010	2011	2012
WHHS	20.7	21.2	21.3	21.2	21.4
GCS	21.1	21.4	21.4	21.3	21.5
SC	19.9	19.8	18.6	19.0	19.9
USA	21.1	21.1	21.0	21.1	21.1
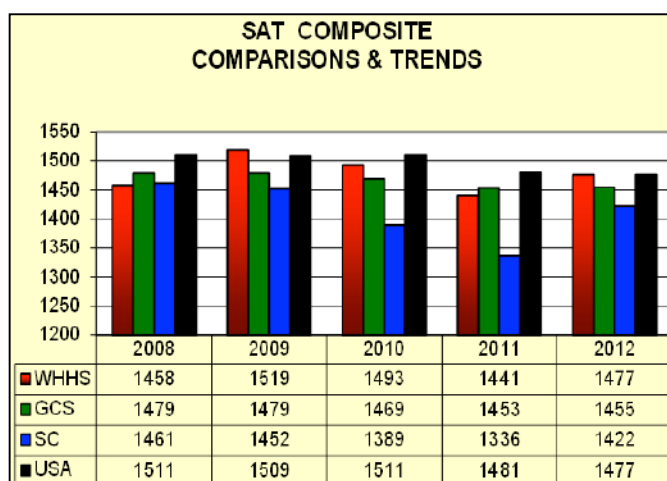
Wade Hampton High School believes, based upon research, that a schedule including the Advanced Placement (AP) pathway offers the best possible preparation for university success. WHHS strongly encourages students who are capable of a more rigorous academic schedule to enroll in one or more AP courses regardless of whether or not the student is an honors or gifted student. That being said, although the number of students passing AP exams has increased, the pass **rate** has consistently declined since 2009. To push students into courses that were of a higher level of rigor was in the best interest of our students and worth the temporary sacrifice of our pass rate moniker. We are proud that the enrollment of students in AP courses has increased over 72% since 2008. In 2013, the number of students enrolled in one or more AP courses rose to 601, and 869 exams were administered.

Growth of the AP Program

	Students Enrolled	Exams Given	Passing Scores (≥3)	% pass
2008	336	484	211	43.60
2009	340	457	202	44.20
2010	382	558	215	38.53
2011	427	584	217	37.16
2012	580	836	301	36.00

Goal 2: Ensure quality personnel in all positions.

Greenville County Schools requires that all certified faculty members participate in a minimum of 24 hours of professional development during each school year. Professional development may include workshops, conferences, in-services, and coursework. At least 12 of the 24 hours will be offered by the school. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs. An examination of WHHS participation records for in-district professional development shows that many faculty members fall short of the district's annual minimum PD requirement. According to the PD report for 2011-2012, only 49/82 (60%) of certified faculty met the minimum requirement of 24 hours of PD. The suggestion that the reporting method for professional development participation is not accurate provides one explanation for the high rate of faculty not meeting the minimum requirements. The district's professional development tool on the portal currently allows a session instructor to record the attendance of in-district participants, but it is limited to in-district PD and is reliant upon the instructor inputting the data to give the employee credit for their participation. There needs to be a central location to document and report ALL professional development hours that are completed during the

year, including in-district and out-of-district PD, graduate coursework, mentoring, conferences, and the like. The current system is inconsistent and labor intensive, leaving it vulnerable to error.

The nearly nation-wide adoption of the Common Core State Standards (CCSS) has created an unprecedented level of need for professional development in many areas of instruction. Not only have the content standards in ELA and math been made uniform among adopting states, uniform literacy standards for the other content areas have also been introduced. Additionally, assessment consortia have been charged with the task of creating uniform assessments for the CCSS to provide cross-state assessment programs that allow for the comparison of student achievement between states.

The GCS district has responded to this need by naming "Professional Development Areas of Emphasis for 2013-2014" that will target the implementation of the CCSS at all levels. The following list was provided to us by the district and is not inclusive of the PD offerings that Wade Hampton High School will provide to its instructional faculty as support during the implementation phase. Topics relevant to WHHS include the following:

ELA
- Text complexity
- Opinion/argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Science
- Cross-walking the current SC Science Standards with the 2014-2015 SC Science Standards
- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Social Studies
- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)

Mathematics
- Standards for Mathematical Practice – Implications for instruction
- Standards for Mathematical Content – Topics new to each course and/or grade level
- Constructing performance assessments

World Languages
- Overview of the World Language standards & curriculum
- Linking the communication modes & culture to assessment
- Proficiency levels and the impact on assessment
- Constructing performance assessments

PE/Health
- Cross curricular connections
- Technology for PE teachers and students
- Promoting fitness

- SPARK-CATCH training

Visual and Performing Arts
- CCSS implications for Visual and Performing Arts
- Arts integration strategies
- Arts education for the 21st Century

ESOL/RTI/GT/SPED
- Preparing all students for CCSS curriculum/instruction/assessment
- Meeting the needs of the exceptional student
- Strategies for collaboration between exceptional educators and regular educators

Goal 3: Provide a school environment supportive of learning.

School safety, once taken for granted, is now a major concern to parents, students, and other stakeholders within most communities. Annual state surveys taken by parents, students, and teachers of WHHS reveal that the majority of our stakeholders believe that WHHS is a safe environment.

The charts to the left show the SC State survey results for Parents, Students, and Teachers over the last 4 years for the following statements:
1) Percent satisfied with the learning environment.
2) Percent satisfied with the social and physical environment.
3) Percent satisfied with school-home relations.