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SCHOOL PORTFOLIO
2013-14 THROUGH 2017-18

WADE HAMPTON HIGH SCHOOL

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MR. ERIC WILLIAMS, PRINCIPAL

GREENVILLE COUNTY SCHOOL DISTRICT
DR. 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: 2016-17 (*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

PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Lori Madeline		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Eric Williams		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mr. Greg Wynder		
PRINTED NAME	SIGNATURE	DATE

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

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PRINCIPAL'S E-MAIL ADDRESS: elwillia@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.

- | <u><i>POSITION</i></u> | <u><i>NAME</i></u> |
|---|--------------------|
| 1. PRINCIPAL: | Eric Williams |
| 2. TEACHER: | Leslie Casey |
| 3. PARENT/GUARDIAN: | Jay Crane |
| 4. COMMUNITY MEMBER: | Neil Cochran |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Lori Madeline |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<u><i>POSITION</i></u>	<u><i>NAME</i></u>
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. Anne Lavelly
CATE Department Chair	Mr. Dan Schnaars
Special Education Department Chair	Mrs. Eddie Rexroad
PE/ROTC Department Chair	Col. Matt Eatman
Instructional Coach	Ms. Eva Pyle
Director of Guidance	Mrs. Angela Massingille
Technology Integration Specialist	Mr. Daniel Brown
Assistant Principal	Mrs. Ginger Walker
Freshman Academy Assistant Principal	Mr. Joe Foster
RTS Literacy Leadership Team Lead	Mr. Greg Wynder

***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 stakeholders annually review and evaluate 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 had 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 Action Team 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.

The update of this portfolio is completed annually by the Instructional Coach. Once the data and any changes have been updated, the portfolio is sent to the SIC, PTSA, and Faculty Council for approval before being sent to the district office for submission to the SC State Department of Education.

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 matured in ways that 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 1725 member student body, there is an expectation of excellence and a sense of pride that can't be avoided. The 2015 graduating class represented the 55th graduating class for WHHS, and among them were 29 Palmetto Fellows, 130 Life Scholarship recipients, 2 National Merit Finalists, 1 National Merit Winner and 3 SC Teaching Fellows. Collaboratively, they were offered almost \$12,000,000 in scholarships.

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 2011-2012 baseline rates are in parenthesis:

- EOCEP English 1 pass rate was 75% (76%), a decrease of 8% from 2014.
- EOCEP Algebra 1 pass rate was 92.3% (90%), a decrease of 1.7% from 2014.
- EOCEP Biology 1 pass rate was 90.2% (91%), a decrease of less than 1%.
- EOCEP US History pass rate was 86.9% (82%), an increase of almost 5%.
- AP pass rate was 50% (35.5%), a decrease of 1% but still an impressive gain from the baseline. WHHS needs to continue to show increase in this metric, though not at the expense of program growth.
- SAT mean scores (Reading = 489, Writing = 462, Math = 490, Composite = 1441) need to continue to be increased in all areas. For 2015, mean scores for Reading, Writing, Math and the Composite were 517, 488, 514, and 1519, respectively.
- The baseline ACT mean scores for spring testing of the 3rd year high school students were above the district scores in all areas.
- The 4-Year Graduation Rate was above 93% for the second consecutive year.

Findings for Teacher and Administrator Quality:

- Over 97% of WHHS faculty members met the district's requirement of completing 24 hours of PD in 2014-2015.
- In 2014-2015, teachers were responsible for documenting their PD hours to give to the principal at their EOY conferences.

Findings for School Climate:

- The Student attendance rate was 95% for the 2014-2015 school year according to the SDE.
- The suspension rate for violent/criminal offenses was 0.9% in 2014-15.
- The percentage of parents satisfied with the learning environment was 93.5% which is an increase of almost 5%. Efforts should be made to increase this rate.
- The percentage of students satisfied with the learning environment was 75.8% in 2014-15. This measure has been decreasing steadily since 2011-12 and needs to be addressed.

- The percentage of teachers that are satisfied with the learning environment was 100% in 2013-14, but has dropped to 96.1%. Nevertheless, 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 (86.8%) is lower than that of the district (91.7%) and is 9.1% lower than 2013-2014.
- The percentage of students who feel safe at school during the school day is 87.0%, a decrease of 3% from last year.
- The percentage of teachers who feel safe at school during the school day is below 100% for the first time since 2011-2012. 97.4% of teachers indicated they feel safe at school.
- Effort needs to be made to make the students feel safer during the school day.

Challenges

- There has been a 40% increase in enrollment over the last 10 years.
- Ethnic diversity has remained fairly constant.
- The poverty index has increased by almost 10% since 2008, and almost 15% since 2004. The poverty index reported on the 2014 state report card was 52.12%. A new method for calculation was used to determine poverty index in 2015 and it was reported at 47.2% on the state report card.

Awards & Accomplishments

- Nominee for the National Blue Ribbon Schools Award (2016)
- US News & World Report Best High Schools Silver Award (consistently since 2013)
- Newsweek's List of "America's Best High Schools" (consistently since 2005)
- Excellent Absolute Rating on SC Report Card (consistently since 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 Award (consistently since 2009)

III. SCHOOL PROFILE

(Statistics from the 2014-15 PowerSchool database and the 2015 SC Report Card)

Wade Hampton High School (WHHS) is one of 14 public high schools in the Greenville County (GCS) system. The Wade Hampton community is ethnically and socio-economically diverse. Extending from the farmlands north of Paris Mountain eastward through the golfing community of Pebble Creek nearly to Greer and then southward to beyond Greenville High, the 1700+ students come from rural, urban, and suburban neighborhoods. They live in homes as varied as distressed trailers, public housing, modest single-family dwellings, and multi-million dollar mansions. The WHHS student body is ethnically diverse with 61% White, 19% African-American, and 11% Hispanic. Enrollment includes 200 (12%) students with disabilities more severe than speech and 125 students (7%) who meet the state specifications of English as a Second Language (ESL).

Since 2005, Wade Hampton High School has undergone a remarkable transformation in several areas. Beginning with the relocation to a new 250,000 square foot facility 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.

Academics are supported through established programs such as The Freshman Academy, now in its 12th year, the After School Tutoring program, which provides free transportation home for students within WHHS's attendance zone, and the Writing & Literacy Center. Additionally, approximately 20% of the student body takes advantage of specialized curricula at The Fine Arts Center or one of the four Career Centers throughout the county. One means of promoting rigor is through a philosophy of moving students into higher level courses if the achievement data supports it. This practice is one of the reasons that Wade Hampton High School maintains the largest AP course enrollment in the district. In 2014, The Greenville County Schools district launched Graduation Plus. This initiative was designed to encourage students to enhance their diploma program by selecting course work that leads to completer certificates in technical areas or college credits through the dual credit program, and there are also opportunities for Early College. In 2015-2016, three dual credit courses will be added to the instructional program. They are Marketing, English 101, and Human Anatomy. Additionally, the CERRA sponsored Teacher Cadet Program is a dual credit course that has been offered at WHHS since 1986 and has been expanded to include a Teacher Cadet 2 course. We believe that variety in the instructional program is vital to meeting the needs of our students.

SCHOOL PERSONNEL ANALYSIS:

The 2015-16 WHHS faculty consists of 105 certified members, including 89 teachers, 5 administrators, 6 guidance counselors, and 5 support members. 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 state-approved, alternate routes to certification (PACE and ABCTE).

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 14 National Board Certified faculty members, 10 teachers, 1 guidance counselor, 1 administrator, and others who are working towards this certification. We have 25 teachers who are AP certified 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. Note: The 2016 GCS Summer Academy will be held at another site while WHHS is being painted.

FACULTY DEMOGRAPHICS (source: 2015 Roster Query & 2015 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.

105 Total:

- 89 Teachers
- 5 Administrators
- 1 Freshman Coordinator
- 6 Counselors
- 1 Media Specialist
- 1 Instructional Coach
- 1 Technology Integration Specialist
- 1 Test Coordinator
- **Advanced Degrees = 64.3%**
- **NBCT = 14** faculty members
- **AP Endorsed = 24** teachers
- **Faculty Ethnicity (n=105)**
 - Caucasian (94) = 90%
 - African-American (9) = 9%
 - Hispanic (2) = 2%
- **Attendance Rate = 94.5%**
- **Gender (all faculty)**
 - Male (38) = 39%
 - Female (61) = 61%

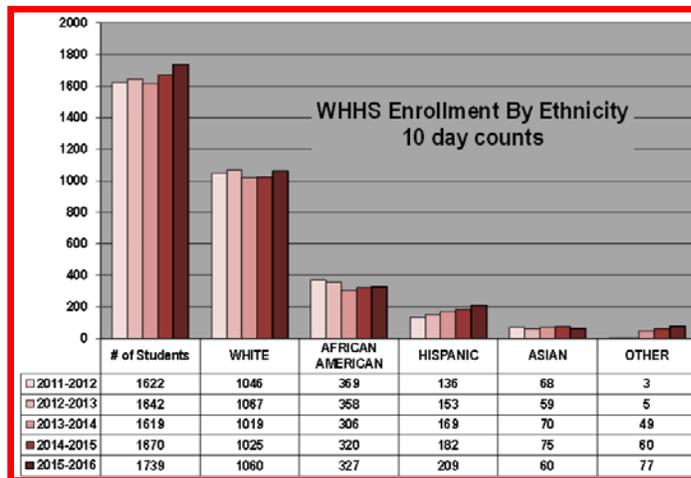
SCHOOL LEADERSHIP:

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 1670 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 first year 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 in a positive way.

STUDENT DEMOGRAPHICS:

The WHHS student body is ethnically diverse and includes 61% White, 19 % African-American, 4% Asian, and 11% Hispanic. Enrollment includes 200 students (12%) with disabilities more severe than speech disabilities, and 125 students (7%) who meet the state specifications of English as a Second Language. The non-English languages represented in the school include Albanian, Arabic, Burmese, Chin, Guatemalan dialects, Spanish (from multiple countries), Vietnamese, and Wolof. The student turnover rate in 2014-15 was 10%. In 2015-16, there were 643 students who qualified for free/reduced-priced meals. This is 37% of the student body.



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. WHHS subscribes to the best practices supported by the HSTW model and when combined with the Learning Focused instructional model, 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 areas to ensure all students who take a course are taught the same core objectives 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. Additionally, regular PLC time has been provided and PLC groups are required to collaborate a minimum of twice monthly for an hour.

The school's curriculum and learning experiences align with the school's purpose. Students are encouraged to take ownership of their learning as exemplified by the goal setting activities that all

freshman students are required to do in the fall semester. There are 16 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. Performance Task-type assignments for the students are written at Levels 3 and 4 of Webb’s Depth of Knowledge (DOK). During 2014, the SC DOE announced that the Performance Task assessments created for 2014-15 by the Smarter Balanced Consortia would be rejected in favor of using The ACT and The ACT WorkKeys as the assessments used for measuring student achievement. According to the SDE web site, *“Pursuant to Act 200 passed by the General Assembly and signed by the Governor in June 2014, Common Core will only be the basis for instruction and assessment in the 2014-15 school year; SC has initiated the process to develop new, high-level College and Career Ready standards in English Language Arts and Mathematics with the intent of putting those new standards in place for the 2015-16 school year.”*

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. 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. 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. The process teachers use to clearly inform students and parents of the learning expectations and standards at WHHS are known as “The Weekly Planner”. The weekly planner is a common lesson plan template and completed by every teacher for each class they teach and posted to their teacher web site.

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.

IV. 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 can 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 **empowered** to change the world.

V. DATA ANALYSIS AND NEEDS ASSESSMENT

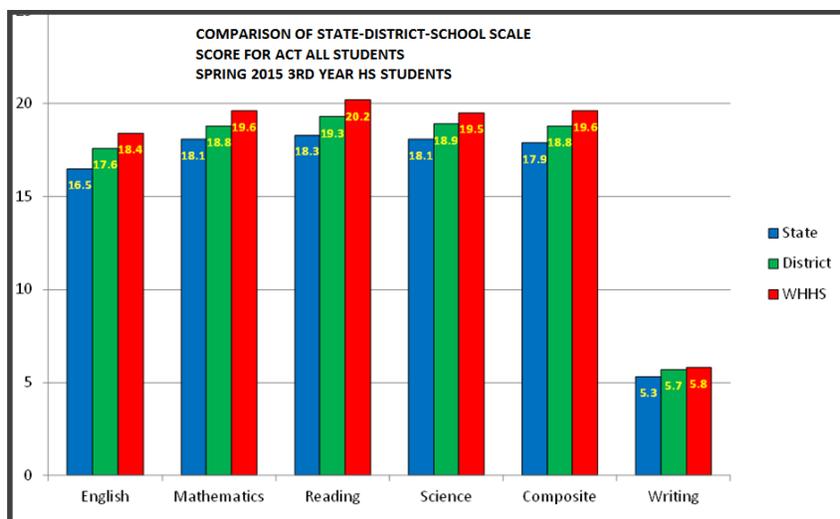
STUDENT ACHIEVEMENT NEEDS ANALYSIS

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

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, though 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.

Examination of the past 5 years of student achievement data is evidence of a successful and ongoing pursuit of our first goal: Raise the academic challenge and performance of each student. Wade Hampton High School is one of the highest performing high schools in South Carolina. Both the 2014 and 2015 State Report Cards report WHHS's graduation rate above 93%. 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. Most notably is the fact that this success has been achieved in the face of a growing enrollment and increasing poverty index. The SC State School Report Card Absolute Rating has been Excellent for the last 6 years (sans 2015), and Excellent for its growth rating for the last 3 years (sans 2015). As a result of SC Act 200, report card ratings for both districts and schools are suspended for 2015 and 2016. Districts and schools will once again receive report cards under a new accountability system for the 2016-2017 school year. The next state report cards will be released in the fall of 2017.

The ACT was administered under a statewide testing program in 2014-15. Beginning in spring 2015, all eleventh grade students were administered The ACT[®] test. The ACT is a tool that assesses readiness for college. The assessment is based on the ACT College and Career Readiness Standards which are empirically derived descriptions of essential skills and knowledge students need to know to be ready for college. Required by Act 200, ACT scores will be used for state and federal accountability. The ACT consists of four multiple-choice tests (English, mathematics, reading, science) and a writing test. As seen in the graph below, as a group, our students scored better than both the state and district in all areas.



ACT SCORE ANALYSIS FOR 3RD YEAR HS STUDENT TESTING
WADE HAMPTON HIGH SCHOOL SPRING 2015

1) These statistics may differ from those in report cards and AYP ratings. They were calculated for all students tested who were in their third year of high school. Home school students were excluded from the calculations.
4) All scale scores except Writing are reported on a 1-35 scale. The Writing scale score ranges from 2-12.

All Students					
	# VALID SCORES	% Not Ready	% Ready	Avg Scale	StDev
English	385	47.5	52.5	18.4	6.9
Mathematics	385	64.4	35.6	19.6	5
Reading	385	61.8	38.2	20.2	6.6
Science	385	74	26	19.5	5.4
Composite (English, Mathematics, Reading, Science)	385	NA	NA	19.6	5.5
Writing	382	NA	NA	5.8	1.9
English					
	# VALID SCORES	% Not Ready	% Ready	Avg Scale	StDev
All Students	385	47.5	52.5	18.4	6.9
Male	187	58.3	41.7	17	7.2
Female	198	37.4	62.6	19.6	6.4
Hispanic or Latino	44	72.7	27.3	15.1	5.3
Asian	12	66.7	33.3	15.4	5
Black or African American	70	75.7	24.3	13.7	4.7
White	246	34.1	65.9	20.4	6.8
Disabled	35	80	20	12.7	4.7
Not Disabled	350	44.3	55.7	18.9	6.8
Non-migrant	385	47.5	52.5	18.4	6.9
Limited English Proficient (LEP)	23	87	13	12.3	3.7
Non-LEP	362	45	55	18.8	6.9

Writing				
	# Tested	Avg Scale	StDev	
All Students	382	5.8	1.9	
Male	184	5.2	1.9	
Female	198	6.4	1.7	
Hispanic or Latino	44	5.5	1.8	
Asian	12	5.4	1.7	
Black or African American	69	4.6	1.6	
White	244	6.3	1.8	
Disabled	34	4.5	1.9	
Not Disabled	348	6	1.8	
Non-migrant	382	5.8	1.9	
Limited English Proficient (LEP)	21	4.9	1.5	
Non-LEP	361	5.9	1.9	
Combined English/Writing				
	# Tested	Avg Scale	StDev	
All Students	382	17.4	6.2	
Male	184	15.9	6.4	
Female	198	18.7	5.7	
Hispanic or Latino	44	14.7	5	
Asian	12	14.8	4.5	
Black or African American	69	12.8	4.3	
White	244	19.3	6.1	
Disabled	34	12.1	4.3	
Not Disabled	348	17.9	6.2	
Non-migrant	382	17.4	6.2	
Limited English Proficient (LEP)	21	12.2	3.5	
Non-LEP	361	17.7	6.2	

Mathematics					
	# VALID SCORES	% Not Ready	% Ready	Avg Scale	StDev
All Students	385	64.4	35.6	19.6	5
Male	187	65.2	34.8	19.6	5.5
Female	198	63.6	36.4	19.6	4.4
Hispanic or Latino	44	77.3	22.7	18	3.7
Asian	12	58.3	41.7	19.1	4.3
Black or African American	70	90	10	16.4	3.4
White	246	55.7	44.3	20.8	5.1
Disabled	35	91.4	8.6	16.3	3.8
Not Disabled	350	61.7	38.3	19.9	4.9
Non-migrant	385	64.4	35.6	19.6	5
Limited English Proficient (LEP)	23	91.3	8.7	15.9	3
Non-LEP	362	62.7	37.3	19.8	5
Reading					
	# VALID SCORES	% Not Ready	% Ready	Avg Scale	StDev
All Students	385	61.8	38.2	20.2	6.6
Male	187	69	31	19.1	7
Female	198	55.1	44.9	21.4	6.1
Hispanic or Latino	44	84.1	15.9	17.5	6
Asian	12	83.3	16.7	18.4	5.6
Black or African American	70	84.3	15.7	16.2	5.4
White	246	50.8	49.2	22	6.4
Disabled	35	80	20	16.3	5
Not Disabled	350	60	40	20.6	6.6
Non-migrant	385	61.8	38.2	20.2	6.6
Limited English Proficient (LEP)	23	95.7	4.3	14.8	5.1
Non-LEP	362	59.7	40.3	20.6	6.6

Science					
	# VALID SCORES	% Not Ready	% Ready	Avg Scale	StDev
All Students	385	74	26	19.5	5.4
Male	187	74.3	25.7	19.3	6.2
Female	198	73.7	26.3	19.8	4.5
Hispanic or Latino	44	90.9	9.1	17.7	4
Asian	12	75	25	18.5	6
Black or African American	70	98.6	1.4	16.1	3.6
Native Hawaiian or Other Pacific Islander	2				
White	246	64.2	35.8	20.8	5.4
Disabled	35	94.3	5.7	16.2	3.8
Not Disabled	350	72	28	19.8	5.4
Non-migrant	385	74	26	19.5	5.4
Limited English Proficient (LEP)	23	91.3	8.7	15.4	4.1
Non-LEP	362	72.9	27.1	19.8	5.3
Composite (English, Mathematics, Reading, Science)					
	# Tested	Avg Scale	StDev		
All Students	385	19.6	6.5		
Male	187	18.9	6		
Female	198	20.2	4.8		
Hispanic or Latino	44	17.2	4.1		
Asian	12	18	4.7		
Black or African American	70	15.7	3.7		
White	246	21.1	5.4		
Disabled	35	15.5	3.7		
Not Disabled	350	20	5.4		
Non-migrant	385	19.6	5.5		
Limited English Proficient (LEP)	23	14.7	3.4		
Non-LEP	362	19.9	5.4		

Analysis of subgroup data reveals an alarming discrepancy between achievement scores of the different ethnic groups in all areas. Overall, almost half of our students were deemed “Not Ready” in the area of English, 2/3 of the students are “Not Ready” in math and reading, and 3/4 were “Not Ready” in science.

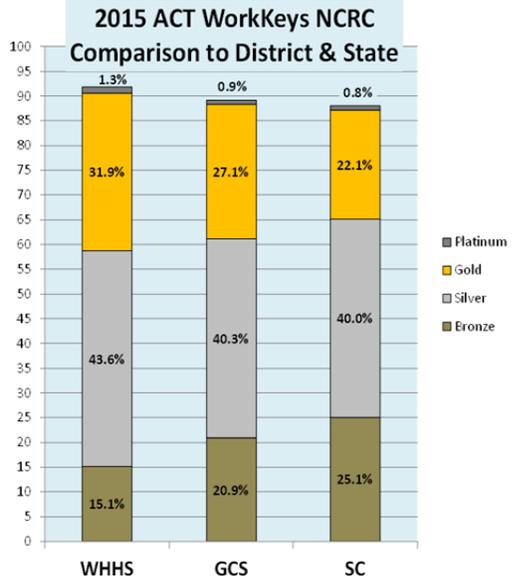
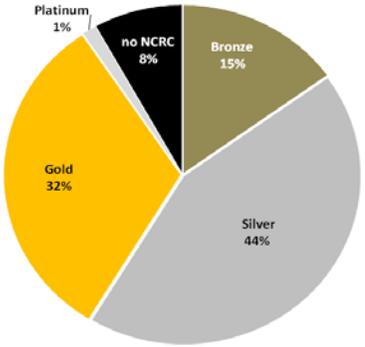
Individual subgroup data indicates Hispanic, Asian, and African American subgroups “Not Ready” percentages fall above the 70% mark in 4 areas tested, with the exceptions of Asian students in English (66.7%) and math (58.3%). Additionally and not surprisingly, at 87% and 95%, the LEP students scored the highest in the “Not Ready” classification for English and Reading, respectively.

The South Carolina Code of Laws, section 59-18-325, requires that all third year high school students take ACT WorkKeys®. ACT WorkKeys is a job skills assessment and was a new state assessment for 2014-2015. The statewide testing program includes three timed tests taking 45 minutes each: Reading for Information (33 items), Applied Mathematics (33 items), and Locating Information (38 items). Student-level scores include scale scores and a level score for each of the three tests (Reading for Information, Applied Mathematics, and Locating Information). Students who successfully complete these three tests may be eligible for ACT’s National Career Readiness Certificate (NCRC). Based on performance, students may earn a bronze, silver, gold, or platinum certificate, as described below.

- **Bronze:** scores at least a level 3 in each of the three core areas
- **Silver:** scores at least a level 4 in each of the three core areas
- **Gold:** scores at least a level 5 in each of the three core areas
- **Platinum:** scores at least a level 6 in each of the three core areas.

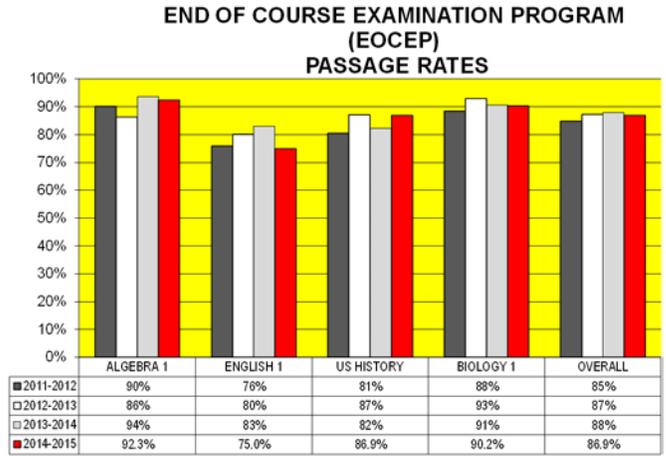
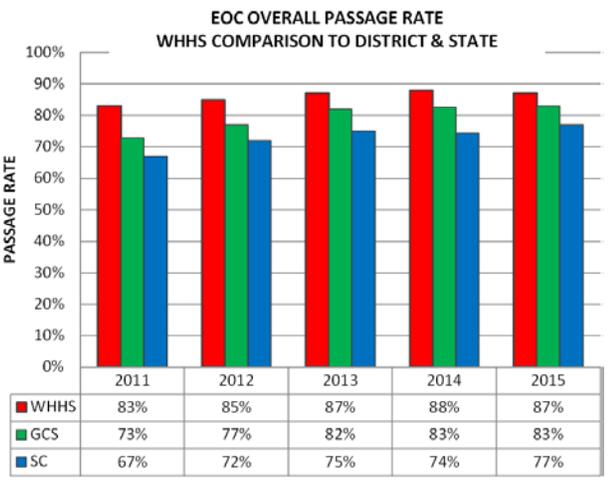
Over 90% of WHHS students earned a National Career Readiness Certificate in 2015 with 1/3 achieving the Gold level or higher.

2015 WHHS RESULTS--ACT NCRC National Career Readiness Certificate

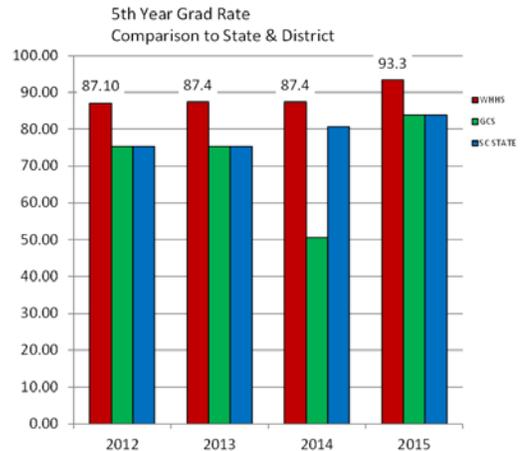
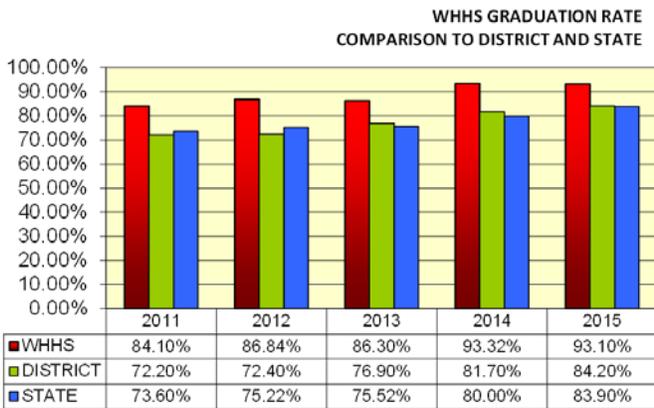


The Education Accountability Act of 1998 requires the development of EOC examinations in gateway or benchmark courses. Currently, these benchmark courses are English 1, Algebra 1, Biology 1, and US History. The program is called End-of-Course-Examination-Program (EOCEP). EOC passage rates are used in the calculation of the state report card. EOC Exams are the final exams for the courses in which they are given and are weighted as 20% of the final grade for a course.

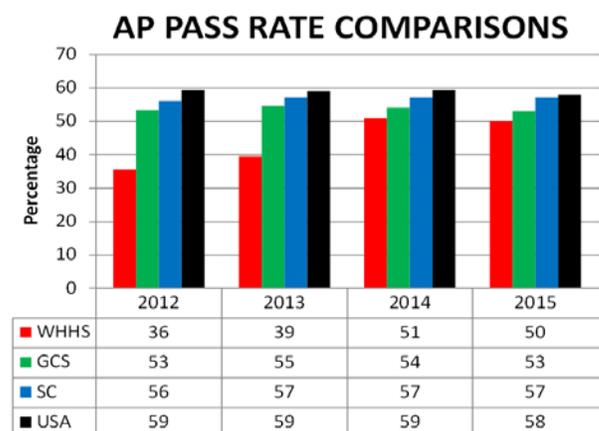
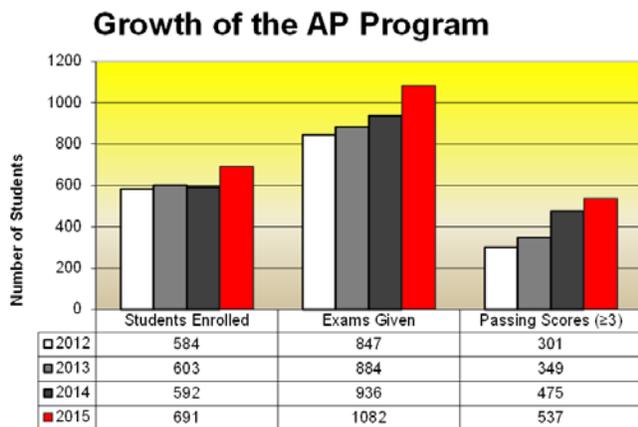
Overall passage rates have exceeded both state and district passage rates for more than 5 years. Nevertheless, all areas saw declines in 2014-2015 with the exception of US History. We believe that the installation of new state standards in these benchmark courses interfered with the students' preparation for the EOCs and played a role in their passage rate decline.



The 4-year and 5-year Graduation Rates have been a source of pride at WHHS for many years. Our graduation rates are regularly in the top 2 for the district and among the top 10 in the state. Graduation rate data is used in AYP/ESEA calculations as well as the SC Report Card calculations. WHHS has appreciated a steady increase in its graduation rate from 2005 to 2015, and has been above state and district rates since 2007. The 4-year Grad Rate for both 2014 and 2015 exceeded 93%. The 5-year Grad Rate was 93.3%, a record for WHHS and a strong testament to the philosophy that we care about the success of our students for their interest and not ours alone. We don't give up on them if they don't graduate on time.

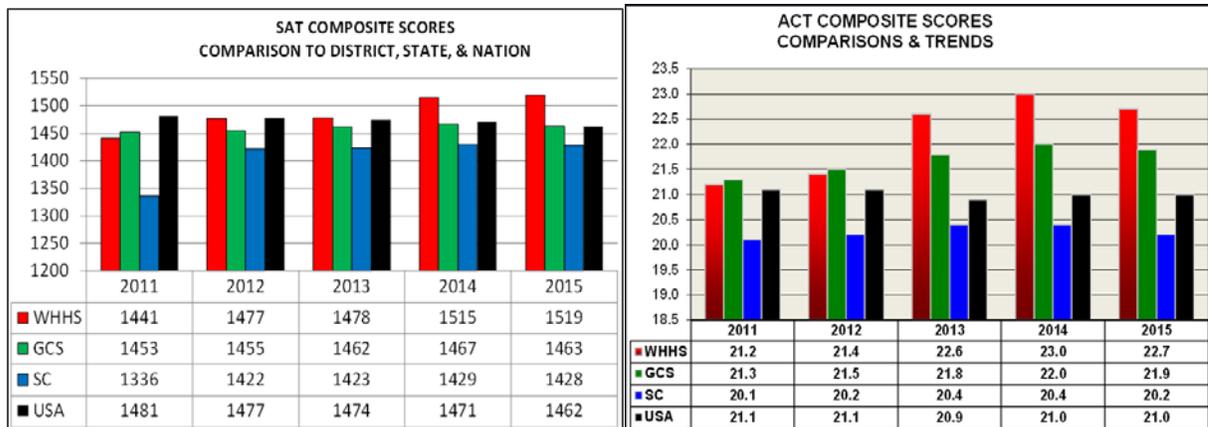


Wade Hampton High School believes, based upon research, that a schedule including the Advanced Placement (AP) pathway offers the best possible preparation for university success. WHHS strongly encourages students who are capable of a more rigorous academic schedule to enroll in one or more AP courses 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** had not moved significantly until 2014. The pass rates in 2014 and 2015 were slightly above 50%. 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 2016, the number of students enrolled in one or more AP courses was 729, and an impressive 973 exams were administered. Methods of improving the school's AP pass rate are being studied, including scheduling and teacher assignments.



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. Currently, we are looking for new and effective ways to support our students as they prepare for this important test. The ACT composite score has increased from 20.7 in 2008 to 22.7 in 2015; and in 2011, WHHS was the recipient of the ACT Cum Laude Award for High Performance given by the SC DOE. The award program was discontinued in 2011.

It is likely that we will see less students taking the SAT since the ACT is now given (and paid for) by the state of SC to all 3rd year high school students. There is not enough data to support this notion at this time.



- **TEACHER AND ADMINISTRATOR QUALITY**

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 up until 2014, many faculty members fell short of the district’s annual minimum PD requirement. According to the PD report for 2014-2015, all but one faculty member met the minimum requirement of 24 hours of PD. The challenge of obtaining accurate data for this requirement was resolved by requiring the teachers to present evidence of attainment of this goal at their annual exit conferences with the principal.

Professional development (PD) must support the goals of teacher quality, school climate, and student achievement. Each spring, teachers and administrators meet together as part of the portfolio process. This self-assessment exercise identifies our strengths and weaknesses and guides our PD needs. Our Faculty Council serves as the leadership team in determining the most effective strategies. Student data is analyzed throughout the process in order to offer PD that will best serve our student population. WHHS traditionally hosts the annual GCS Summer Academy filled with professional development opportunities.

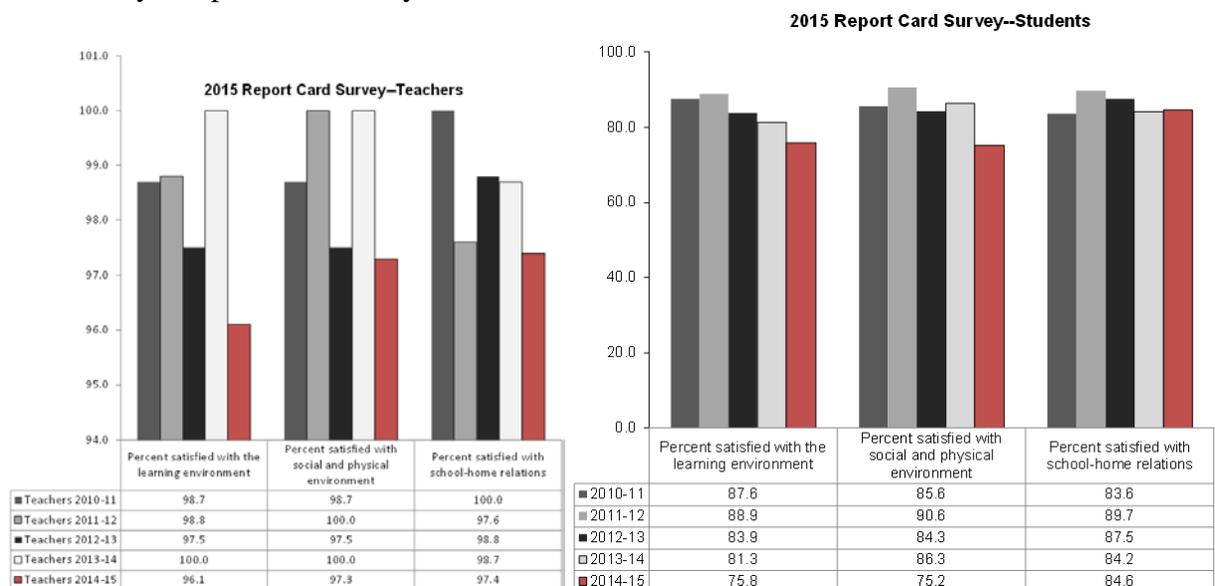
The faculty at WHHS seeks out a rich and thorough array of training opportunities to stay current on the latest trends and research. With many teachers offering to share their expertise in relevant and subject-specific in-services, teachers benefit directly from our in-house talent. This concept of Teachers-Teaching-Teachers is known as the “3TPD” program, is self-selected PD. The 3TPD takes the place of traditional and generalized in-services several times each month. The fostering of teacher leadership skills is a secondary benefit of the 3TPD program as teachers seldom have other occasions to develop skills to teach adult learners. Surveys conducted indicated the WHHS teachers have embraced this model for on-site professional development.

Think Tank, the monthly school-wide PD program, is scheduled during planning periods so teachers with after school obligations can attend. The required, hour-long sessions are designed to create situations for professional interaction among teachers. During a recent Think Tank, each teacher picked the name of a colleague out of a basket and then observed that teacher for 15 minutes. After the observation, teachers returned to the large group to share a strategy they observed.

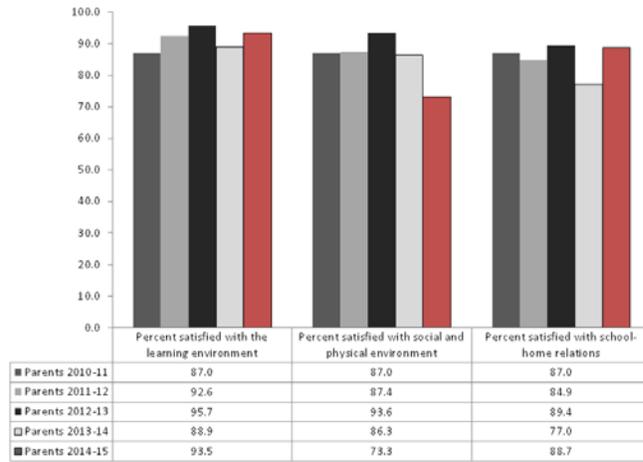
The GCS district provides PD support and training throughout the year for the content areas as well as technology areas. Recent sessions include Formative Assessment in ELA, Basic Gizmo Training, Assessment for Learning, Units and Tasks for Algebra 1, and Best Practices Sharing Session. The Educational Technology Services (ETS) department conducts monthly Technology Tuesdays to provide in-depth training in the use of hardware such as Promethean Boards and document cameras as well as online application programs like Google Classroom and Edmodo. WHHS does not conform to a one size fits all type of Professional Development plan. There are district required sessions, but for the most part, the best PD occurs among teachers during professional collaboration and PLC meeting times.

- **SCHOOL CLIMATE NEEDS ASSESSMENT**

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 the parents, students, and teachers of WHHS reveal that the majority of our stakeholders believe that WHHS is a safe environment. Programs and policies such as ID badges, Ignore the Door, and the remodeling of the front office entry for security are measures that have been taken to further protect the students and faculty. Report card survey results follow.



**2015 Report Card Survey Results--
Parents**



SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups on ACT for State Testing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard as measured by the ACT for State Testing.

ANNUAL OBJECTIVE: Annually meet or exceed the standard as measured by the ACT for State Testing.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

ACT Composite – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	19.6			
District Projected	X			
District Actual	18.9			

Baseline data to be established in 2014-15.

ACT English – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	18.4			
District Projected	X			
District Actual	17.7			

ACT Mathematics – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	19.6			
District Projected	X			
District Actual	18.9			

ACT Reading – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	20.3			
District Projected	X			
District Actual	19.4			

ACT Science – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	19.5			
District Projected	X			
District Actual	19.0			

ACT Writing – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	15.5			
District Projected	X			
District Actual	15.1			

ACT English – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	52.8			
District Projected	X			
District Actual	47.7			

ACT Math – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	35.7			
District Projected	X			
District Actual	28.4			

ACT Reading – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	38.9			
District Projected	X			
District Actual	33.3			

ACT Science – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	26.0			
District Projected	X			
District Actual	23.8			

ACT %TESTED

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

ELA – School – High	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance	385 stu			
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

ELA – District - HS	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance	not available			
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

Math – School - High	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance	not available			
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

Math – District - HS	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Students in Poverty				

SC SDE did not provide baseline data for 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

ANNUAL OBJECTIVE: Annually meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

DATA SOURCE(S): SC SDE website

ACT WorkKeys – Percentage of students who received a National Readiness Certificate (NCRC)

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	91.9			
District Projected	X			
District Actual	89.2			

ACT WorkKeys – Percentage of students who received a bronze NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	15.1			
District Projected	X			
District Actual	20.9			

ACT WorkKeys – Percentage of students who received a silver NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	43.6			
District Projected	X			
District Actual	40.3			

ACT WorkKeys – Percentage of students who received a gold NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	31.9			
District Projected	X			
District Actual	27.1			

ACT WorkKeys – Percentage of students who received a platinum NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	1.3			
District Projected	X			
District Actual	0.9			

EOCEP % ENGLISH I

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 76% in 2012 to 86% in 2018.

ANNUAL OBJECTIVE: Increase by 2.0 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	78	80	82	84	86
School Actual	76.0	80.2	83.0	75.0			
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (HS only)	71.1	78.4	77.4	79.7 (MS & HS)			

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

EOCEP % ALGEBRA I

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 90% in 2012 to 95% in 2018.

ANNUAL OBJECTIVE: Increase by 2 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	91	92	93	94	95
School Actual	90.0	86.8	94.0	92.3			
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (HS only)	78.0	83.2	82.7	90.1 (MS & HS)			

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

**EOCEP %
BIOLOGY I**

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from 92.8% in 2012 to 95.0% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92	93	94	95	95
School Actual	88.2	92.8	91.0	90.2			
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3	84.5	83.7			

EOCEP % US HISTORY AND THE CONSTITUTION

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from 87.2% in 2012 to 90% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.5	89.5	90.0	90.0	90.0
School Actual	80.5	87.1	82.0	86.9			
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9	75.3	77.8			

Advanced Placement

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including Advanced Placement (AP) exams and the Scholastic Aptitude Tests (SAT).

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of exams with a score of 3 or above (out of a possible 5) on all AP examinations from 36% in 2011 to 50% by 2018 without sacrificing the growth of the AP Program.

ANNUAL OBJECTIVE: Increase by 3 percentage points annually exams with a score of 3 or above (out of a possible 5) on all AP examinations.

DATA SOURCE(S): AP report produced by the College Board

	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	35	39	42	45	48	51
School Actual	36.7	35.5	39.5	51.0	50.0			
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55	54	53			

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by 25 points each, the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by 5 points.

DATA SOURCE(S): SAT report produced by The College Board

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	494	499	504	509	514
Critical Reading Actual	489	499	514	517			
Math Projected	X	X	495	500	505	510	515
Math Actual	490	494	517	488			
Writing Projected	X	X	467	472	477	482	487
Writing Actual	462	485	484	514			
Composite Projected	X	X	1456	1471	1486	1501	1516
Composite Actual	1441	1478	1515	1519			

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	493	495	497	499	501
Critical Reading Actual	491	496	499	497			
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492	496	496			
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474	472	473			
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462	1467	1466			

GRADUATION RATE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the on-time (4 year cohort) student graduation rate at >85%.

ANNUAL OBJECTIVE: Maintain the on-time (4 year cohort) student graduation rate at >85% annually.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	>85%	>85%	>85%	>85%	>85%
School Actual	86.8	86.3	93.3	93.1			
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7	84.2			

GOAL AREA 1: Raise the academic challenge and performance of each student.

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1) Continue Freshman Academy to segregate the first-year high school students for the purpose of monitoring & supporting achievement in EOC courses.	2014	Principal & Academy Coordinator	1.0 FTE for Coordinator Position	School Allocation	Faculty Roster Meeting Schedules
2) Double-block at-risk students in Math and English classes during their first year of high school.	2014	Principal & Guidance	None	N/A	Master Schedule Student Schedules
3) Include credit recovery courses on the master schedule to meet the needs of students.	2014	Principal & Guidance	None	N/A	Master Schedule
4) Cap EOC class size at 25 when possible	2014	Guidance	None	N/A	Master Schedule Course Load Report
5) Conduct an annual update of correlation between course syllabi and EOC Blueprints from SDE.	2014	Principal, CRT, & Department Chairs	None	N/A	Common Syllabi Calibration Materials
6) Provide information to all students & parents taking EOC courses about the assessments and strategies they can use outside of the classroom to prepare (pamphlet, phone blast, information in PTSA newsletter, etc.). Make informational brochures available on the data wall using wall pockets.	2014	Principal, CRT & Teachers	\$50 for printing	School	Handouts provided to students
7) Continue the in-school tutoring program to include EOC preparation and other grade level assistance.	2014	Transition Tutor	1.0 FTE	School allocations Grants	Attendance rosters maintained by the tutor
8) Provide all students with USA Test Prep Program for at-home use.	2013	Freshman Coordinator	\$150	School	Admin report from USA Test Prep
9) Use a district drop-out prevention specialist to work with at-risk students.	2013	Guidance Counselors	None	N/A	Enrollment rosters from various programs

GOAL AREA 1: Raise the academic challenge and performance of each student.

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
10) Assign the "senior counselor" to monitor the progress of all students who belong to the current 9GR cohort for on-time graduation, regardless of the students' grade levels.	2014	Principal	None	N/A	Faculty Handbook Counselor Reports about student progress
11) Using HSTW guidelines, establish and use an "Individual Graduation Plan" (IGP) for each student.	2014	Guidance Counselors	None	N/A	Conference Schedule Sample IGPs, if requested
12) Intervention with parent phone call for students who have 3 or more consecutive absences so they do not become drop outs.	2014	Assistant Principals Attendance Clerk	None	N/A	Call Logs
13) Provide a dedicated guidance counselor to monitor and work with off-grade level students.	2014	Principal	School allocation	N/A	Faculty Roster
14) Assign Guidance Clerk to supervise the collection, organization and documentation of records for students who are "no shows", or enroll and withdraw throughout the year.	2014	Guidance	None	N/A	File of WD and Enrollments for each year
15) Require that Data entry procedures will be completed by the Guidance Clerk ONLY to ensure consistency when enrolling or withdrawing students.	2014	Principal Guidance Clerk	None	N/A	Written Procedures about Registration and Power School data entry
16) Quarterly meetings with Data Action Team to ensure preparation is on target for SDE data extractions throughout the year.	2014	Principal Data Action Team	None	N/A	Notes from meetings Schedule of meetings
17) Annual correlation check of 9GR and DOB to catch blank fields and miscoding of student 9GRs.	2014	Guidance Dept. CRT	None	N/A	SDE Matched Data Set

GOAL AREA 1: Raise the academic challenge and performance of each student.

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
18) Provide free after-school tutoring with transportation home for students	2014	Principal	\$5,000	School or Grant Money	Records of tutoring sessions
19) Communicate with all parents of students who are at-risk for failing courses.	2014	Teachers	None	N/A	Call Logs
23) Implement Common Course Syllabi for all courses that includes Literacy standards and Common Major Assessments	2014	Teachers CRT	None	N/A	Common Syllabi approved by principal & posted on school/teacher web sites
24) Offer SAT ELA and Overview courses during the regular school day (First Semester).	2014 discontinued	Guidance Principal	None	N/A	Master Schedule

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: ALL (100%) of certified faculty will meet the state and district PD requirements for recertification by 2017-2018.

ANNUAL OBJECTIVE: Annually increase the percentage of certified faculty who meet the district PD requirements of attending 24 hours of professional development each year by 8% from 60% in 2012 to 100% in 2018.

DATA SOURCE(S): Annual principal exit interview.

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	68	76	84	92	100
Actual	60% (49/82)	30% (24/81)	98.7% (78/79)	98.9% (87/88)			

GOAL AREA 2: Ensure quality personnel in all positions.

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1) Offer a minimum of 12 hours of in-house professional development as required by GCS	2014	Principal CRT	None	N/A	PD Calendar
2) Monitor PD hours acquired by teachers throughout the year.	2014	Principal CRT	None	N/A	District report on PD from the Professional Development link on the portal
3) Notify teachers of PD opportunities from GCS and other organizations (including local universities, The College Board, and professional organizations).	2014	CRT	None	N/A	Emails GCS Academic Newsletter
4) Encourage teachers to obtain AP & G/T endorsements	2014	CRT	None	N/A	Emails
5) Provide annual PD to keep teachers updated on research-based instructional strategies	2014	CRT	None	N/A	PD Calendar
6) Encourage teachers to share their knowledge with their colleagues through the 3TPD Program	2014	CRT	None	N/A	PD Calendar
7) Monitor the use of Learning Focused strategies in the classrooms.	2014	Administration via Walkthrough Observations	None	N/A	Walk Through Observations

STUDENT ATTENDANCE

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	94.5	94.5	96.0	95.3			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

STUDENT EXPULSION

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%				
School Actual	0.8	0.7	1.7	0.9			
District Projected	X	X	Less than 0.5%				
District Actual	0.5%	0.6%	0.6%	0.7%			

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 92.6% in 2012 to 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 0.6 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.2	93.8	94.4	94.9	95.0
School Actual	92.6	95.7	88.9	93.5			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Results are from 10-11.

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 88.9% in 2012 to 90.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.3 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.2	89.5	89.8	90.1	90.5
School Actual	88.9	83.9	81.3	75.8			
District Projected (ES, MS, and HS)	X	X	81.5	82.5	83.5	84.5	85.5
District Actual (HS only)	79.7	80.7	76.5	83.9 (ES, MS & HS)			

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 98.8% in 2012 to 99.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.2 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	99.0	99.2	99.4	99.6	99.8
School Actual	98.8	97.5	100.0	96.1			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 92.6% in 2012 to 95.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #20

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.1	93.6	94.1	94.6	95.1
School Actual	92.6	95.8	95.9	86.8			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7			

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from ____% in 2012 to ____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.4	92.9	93.4	93.9	94.4
School Actual	91.9	90.1	90.0	87.0			
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6	87.2	91.3 (ES, MS & HS)			

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at 100% from 2012 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the percentage annually at 100% the teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #42

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	100	97.4 (2 teachers)			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

GOAL AREA 3: Provide a school environment supportive of learning.

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1) Encourage students to join extra-curricular organizations, clubs, and/or sports teams.	2014	Guidance Counselors Teachers Administration	None	N/A	IGP's
2) Advertise extra-curricular programs to rising freshmen during spring information night.	2014	Freshman Coordinator Club Sponsors	None	N/A	Records of information night
3) Advertise extra-curricular programs to new students during the fall Family-Fun-Fest	2014	Administration	None	N/A	Records of FFF Participants
4) Communicate information about extra-curricular activities on the school web site.	2014	Freshman Coordinator School Web Master	None	N/A	Web Site
5) Encourage attendance at SIC & PTSA meetings for parents and members of the community to increase their involvement in WHHS activities.	2014	Principal	None	N/A	Attendance at Meetings
6) Use digital marquee to update the community with information about events taking place at the school.	2014	Principal Office Clerk	None	N/A	Announcements on the Marquee
7) Use newsletters (i.e. Generalities, The Report To The Community) to distribute information to the public.	2014	PTSA SIC	None	N/A	Newsletters
8) Communicate with the media on a regular basis about individual student achievements and awards	2014	Principal Headliner	None	N/A	Newspaper articles on display in the media center
9) Communicate with the faculty via weekly e-newsletter, The General News	2014	Principal	None	N/A	General News sent weekly to the faculty
10) Communicate daily with the students through large screen	2014	Principal Office Clerk	Projection Equipment	School funds for	Announcement

GOAL AREA 3: Provide a school environment supportive of learning.

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
projections in the cafeteria before school, after school, and during all lunch periods.			maintenance	maintenance	
11) Post a data wall and update annually, in the school, to keep students informed of school and student achievement in different areas.	2014	CRT	\$50	School Funds	Data Wall in School
12) Provide new technology to all teachers (iPads)	2014	IT Coordinator Principal	\$3,790	School Funds	Fixed Assets Report
13) Provide new technology to all new teachers (computers & laptops)	2014	Principal	\$10,000	School Funds	Fixed Assets Report
14) Provide PD for teachers to keep them updated on new instructional technology developments and security.	2013	CRT	None	N/A	PD Calendar
15) Communicate with parents weekly through the phone blast system	2014	Principal	None	N/A	weekly phone blast
16) Communicate announcements and events to the public via social media	2014	Principal	None	N/A	Facebook & Twitter accounts

VI. 2015 SCHOOL REPORT CARD

[HTTP://ED.SC.GOV/ASSETS/REPORTCARDS/2015/HIGH/C/H2301010.PDF](http://ed.sc.gov/assets/reportcards/2015/high/c/h2301010.pdf)

Wade Hampton High School
100 Pine Knoll Dr.
Greenville, SC 29609



2015

**South Carolina
State Report Card**

State and federal laws require public schools to release report cards to the public each year. This year, the report card has been updated to reflect changes in reporting directed by the SC Education Oversight Committee. Schools will not be rated for state accountability purposes until Fall 2017 when the state will transition to a single accountability system. The following reports student performance in school year 2014-15.

Grades:	9-12 High	Principal:	Eric Williams
Enrollment:	1,656 students	Superintendent:	Mr. W. Burke Royster
School Phone:	864-355-0100	Board Chair:	Mrs. Lisa Wells
School Website:	http://www.greenville.k12.sc.us/whhs/		



Profile of the SC Graduate

World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences*

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

WORLD CLASS SKILLS & LIFE AND CAREER CHARACTERISTICS

Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by ...

Wade Hampton High School believes it is vital to provide a safe, caring, and academically rigorous learning environment in order to develop the world class skills and life and career characteristics needed to produce an outstanding South Carolina graduate. We work tirelessly to implement a personalized learning plan to "Educate, Inspire, Empower" each student beginning at their current academic level and guiding them to graduation and beyond. For the past decade, a strong partnership between home, school, and the Greenville community has fostered the academic achievement of our students. Our successes have been recognized by several state and national awards. Most notably, some of our recent and familiar monikers include the Palmetto's Finest High School Award, US News Best High Schools, and Newsweek's Top High Schools. The successes of our past are the foundation upon which we build our commitment to the students in our future. We know the sky's the limit! The faculty and staff of Wade Hampton High School are dedicated to a strong focus on student centered learning. Both historical and current student achievement data are examined when deciding which instructional practices are best to meet the diverse needs of our students. Recognizing that we are stronger together, our teachers operate within the framework of Professional Learning Communities to continuously evaluate, plan, and improve student learning. In addition to innovative and collaborative instructional practices, there exists a multi-tiered system of support to provide enrichment activities for advanced learners as well as remediation assistance to struggling learners. Other components of this system include teacher office hours, a student writing center, after school tutoring sessions with free transportation, special education services, and several research based technology resources. At Wade Hampton High School we believe student success is dependent upon the school, family, and community sharing equally the responsibility for the education of our young. Thank you for your continued support as we nurture, grow, and develop our future South Carolina graduates into outstanding leaders! Deborah Strickland, Chair of the School Improvement Council Eric Williams, Ed. S. Principal

* 21st Century core courses in Social Sciences include History, Geography, Economics, Government and Civics.

2013-2014 ESEA (FEDERAL ACCOUNTABILITY RATING SYSTEM)

DATA FOR 2014-2015 HAS NOT BEEN RELEASED BY THE SBE

<http://ed.sc.gov/data/report-cards/federal-accountability/esea/2014/school/?SID=2301010>

TITLE	ELA	Math	Science	History	ELA	Math	
	Proficiency	Proficiency	Proficiency	Proficiency	Percent	Percent	Graduation
	Met/Improved	Met/Improved	Met/Improved	Met/Improved	Tested	Tested	Rate
ALL STUDENTS	1	1	1	1	1	1	1
Male	1	1	1	1	1	1	1
Female	1	1	1	1	1	1	1
White	1	1	1	1	1	1	1
African-American	0.8	0.7	1	1	1	1	1
Asian / Pacific Islander							1
Hispanic	1	1	1	1	1	1	1
American Indian / Alaskan							
Disabled	0.6	0.6	0.9	0.6	1	1	0.8
LEP	0.9	0.8	1	0.7	1	1	1
Subsidized Meals	0.9	0.8	1	1	1	1	1
Total Number of Points	8.2	7.9	8.9	8.3	9	9	9.8
Total Number of Objectives	9	9	9	9	9	9	10
Percent of Objectives Met	91.11	87.78	98.89	92.22	100	100	98
Weight	0.225	0.225	0.05	0.05	0.075	0.075	0.3
Weighted Points Subtotal	20.5	19.75	4.94	4.61	7.5	7.5	29.4
Points Total	94.2						