

1960-2010
Celebrating 50 Years of Excellence!



SCHOOL PORTFOLIO

2008/2009 THROUGH 2012/2013

WADE HAMPTON HIGH SCHOOL

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INTRODUCTION

The Wade Hampton High School community has once again critically reviewed and evaluated their school and this portfolio represents the report of the results. In 2008, we were charged with the task of renewing our 5-year plan. Many of our original goals have been realized and are being maintained. Others have been modified to meet the changing needs of our students and advances in technology. The process for development of this self assessment begins at the start of each 5-year goal period. Beginning with universal faculty participation through committees of their choice and expanding to include student, parent, and community partner input through SIC and PTSA groups, the on-going creation has given all of those involved a chance to reflect on the direction, successes, and needs of our school. Between each 5-year period, the facts of the document are updated annually by the Curriculum Resource Teacher, and later presented for approval to the Faculty Council, School Improvement Committee (SIC), and PTSA by the principal.

The school's Curriculum Resource Teacher has coordinated the combining of the individual committee efforts into the unified whole 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 revisions to the action plan and this update after collaboration and meeting with their departments.

Thanks go to the Faculty, School Improvement Council (SIC) members, PTSA leadership, community partners, and the administration of Wade Hampton High School for making available the information assembled herein.

EXECUTIVE SUMMARY

Since December 2005, when Wade Hampton High School took residence in its new, spacious, state-of-the-art 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. There is an expectation of excellence and a sense of pride that can't be avoided. The 2010 graduating class represented the 50th graduating class for WHHS and we marked the anniversary appropriately as the recipient of The Carolina First Palmetto's Finest award.

The goals are the force that drives what we do:

GOAL 1: Raise the academic performance of each student.

GOAL 2: Ensure quality teachers in all class rooms.

GOAL 3: Provide a school environment supportive of learning.

In addition to claiming the title as The 2010 Palmetto's Finest High School, Wade Hampton's awards for excellence extended into the areas of academic excellence, faculty professionalism, Fine Arts, and athletics. In 2009, our Excellent report card from the state came with two Palmetto Gold Awards for Excellence and Closing the Gap. The 2010 Report Card was also Excellent, and was marked with the highest absolute index among all GCS High Schools. Our SAT and ACT scores translated into an award for outstanding improvement. Our principal was honored as the 2010 South Carolina Principal of the Year, an English teacher was named a National Teacher of Excellence, a science teacher was honored as a Distinguished Educator, and several were awarded Fellowships to study abroad during the summer. We conferred diplomas and certificates to 312 students in the class of 2010. Of those graduates, 86 qualified for the 4-year Life Scholarships, 21 received Palmetto's Fellows Scholarships, and 3 of those graduates were ranked as National Merit Scholarship Winners. Collectively, our seniors received over \$9,000,000 in scholarship offers. The Class of 2010 was the largest in over a decade, demonstrating that the benefits from our Freshman Academy continue to be realized. According to the 2010 Graduate Follow Up Survey, 89.5% of the graduates continued their education after graduating from high school in either a 2-year, 4-year or technical college. For the sixth year in a row, WHHS has been listed in Newsweek's Top High Schools in America. WHHS was ranked 8th in South Carolina and 3rd in Greenville County for this prestigious award last year.

Our award-winning and very active SIC and PTSA are key players in the decision making processes of our school. Parent and student representatives are given the opportunity to communicate with our principal and other administrators on issues surrounding our school culture. With our faculty contributing 100% PTSA membership before students even begin school; their voices are part of the decision-making process as well, with representatives serving on both committees.

We continue to work in harmony with the Fine Arts Center. Some of our growth can be attributed to the Fine Arts Center as Wade Hampton continues to be the high school of choice for many Greenville county students seeking special permission for academic and arts-related reasons. We credit our outstanding faculty for providing the groundwork for our students' success. Student enrollments have increased by over 15% since 2007, and we expect to be at

capacity by the start of the 2011-2012 school year. Nevertheless, our ethnicity has seen little change.

The accomplishments of the 2009-2010 year have been realized because of the shared philosophy of the stakeholders. Our mission: Educate. Inspire. Empower. Beginning in the 9th grade with the Freshman Academy, we have focused our attention on the students as individuals and take great care to monitor each student individually. The principal greets the students as they walk through the doors of the school every day and knows most of them by name. He gives kudos when they have accomplished something and does not allow students to drop out. Student work is celebrated with displays in the halls and incentive programs keep the students motivated. The students know that their principal and their teachers care about them and want them to be successful. Building relationships is extremely important and we practice the motto: ***Rigor + Relevance + Relationships = Results: Graduation & Beyond*** consistently and pervasively at Wade Hampton High School.

Graduation is not a goal, it is an expectation.

DISTRICT PROFILE

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 70,900 students, GCS is the largest public school system in South Carolina. According to the latest publication from the National Center of Education Statistics, GCS is the 54th largest school district in the nation. The area served by GCS covers over 800 square miles and includes almost all of Greenville County and portions of Laurens and Spartanburg Counties. The District facilities include 6 child development centers, 49 elementary schools, 18 middle schools, 14 high schools, 4 career centers, and 7 special focus centers. Among the elementary, middle, and high schools, 12 International Baccalaureate programs and 11 magnet academics operate, providing unique educational opportunities, including concentrations in foreign language, communication arts, pre-engineering, and science and technology.

GCS has 17 schools receiving federal funding from Title I. Title I funds allow schools to provide opportunities for children to acquire the knowledge and skills contained in the challenging state content standards. The GCS Title I program provides enriched and accelerated educational programs. These programs include school-wide programs that provide additional staffing, professional development, and parent involvement programs to help parents participate in the education of their children at home and at school.

GCS serves a culturally diverse population of students. The racial/ethnic make-up of students in GCS in 2009-2010 was 59.4% white, 26.0% African-American, 10.9% Hispanic, 2.6% Asian, and 0.3% Native American. Dedicated to meeting the educational needs of all students, GCS serves over 10,251 (14.4%) students with disabilities. Of those, over 7,955 are students with disabilities more severe than speech and an additional 2,296 are students with speech disabilities. Additionally, 14,176 (20.0%) GCS students participate in the District's gifted and talented program. GCS also serves over 5,800 (8.2%) K-12 students who meet the state specifications for English for Speakers of Other Languages (ESOL).

GCS stresses the importance of daily attendance for all students and teachers. As reported in the 2009-2010 annual District Report Card, GCS had an average student attendance rate of 95.9% and a teacher attendance rate of 97.5%. The annual student dropout rate was 3.6%.

There are 5,074 teachers in the District; 63.5% hold Master's degrees or higher and 605 are National Board Certified. The average teacher salary in 2009-2010 was \$46,593.

Thirteen Greenville County schools have been named National Blue Ribbon Schools of Excellence. Over the last thirty years, 20 Greenville County schools have been designated Palmetto's Finest Schools, our state's highest honor for schools. In May 2010, 15 Greenville County schools were identified as Red Carpet Schools for their efforts to provide the highest level of customer service to their parents and school community. Forty-eight Greenville County schools have received the honor at least once. Twenty-nine schools are part of the PTA National Schools of Excellence, and 34 schools have been identified as Baldrige Model Schools. Additionally, GCS staff have garnered several prestigious state awards in the last year, including SC Teacher of the

Year, SC Secondary Principal of the Year, and SC Superintendent of the Year. Finally, 88% of our 2010 graduates went on to pursue higher education and earned approximately \$82.7 million in academic scholarships, including 12 seniors who earned National Merit Scholarships.

In 2008-2009, Greenville County Schools earned National Accreditation from the AdvancEd Accreditation Commission, recognizing GCS as a high quality school district and granting full accreditation to the school district and all of its schools.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS (District Profile)

GOAL AREA 1

AYP and Report Card Ratings

In 2010, the percentage of GCS schools that met AYP increased by 4.6 percentage points from 2009. Figure 1.1 displays the percentage of GCS schools that met AYP for the past five years. The percentage of elementary and middle schools that met AYP increased in 2010. No GCS high schools met AYP in 2010. While the district has not met AYP since 2004-2005, the number of objectives met has increased. The district met 29 out of 37 objectives (78.4%) in 2005-2006 and 2006-2007, 27 out of 37 objectives (73.0%) in 2007-2008, and 34 out of 37 objectives (92.0%) in 2008-2009 and 2009-2010.

Figure 1.1 AYP History in GCS

GCS All Schools*	No	Yes	Total	% Met
05-06	60	24	84	25.6%
06-07	58	26	84	31.0%
07-08	70	14	84	16.7%
08-09	49	37	86	43.0%
09-10	43	39	82	47.6%
Elementary				
05-06	28	20	48	41.7%
06-07	28	19	47	40.4%
07-08	39	8	47	17.0%
08-09	17	31	48	64.6%
09-10	13	35	48	72.9%
Middle				
05-06	17	0	17	0.0%
06-07	17	0	17	0.0%
07-08	17	0	17	0.0%
08-09	17	1	18	5.6%
09-10	15	3	18	16.7%
High				
05-06	14	0	14	0.0%

06-07	13	1	14	7.1%
07-08	13	1	14	7.1%
08-09	14	0	14	0.0%
09-10	14	0	14	0.0%

**GCS All Schools data include traditional schools and special centers. Career centers were included prior to 2010, when the SC Department of Education ceased calculation of AYP for career centers.*

For the last five years, the Absolute Rating for Greenville County Schools has remained at Average, while the Growth Rating has fluctuated between At-Risk in 2005-2006 to Average in 2009-2010. In 2008-2009, the district's Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. Figure 1.2 displays the Absolute and Growth Rating totals and percentages for GCS traditional schools, special centers, and career centers since 2005-2006. The last two years have seen increases in the number of schools earning an Absolute Rating of Good or Excellent.

Figure 1.2 Absolute and Growth Rating History in GCS

GCS DISTRICT RATINGS	2009-10				2008-09			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	18	20.9%	19	22.1%	18	20.9%	10	11.6%
Total Good	24	27.9%	25	29.1%	15	17.4%	16	18.6%
Total Average	37	43.0%	32	37.2%	46	53.5%	45	52.3%
Total Below Average	6	7.0%	3	3.5%	4	4.7%	11	12.8%
Total At-Risk	1	1.2%	7	8.1%	3	3.5%	4	4.7%
Total	86		86		86		86	

GCS DISTRICT RATINGS	2007-08				2006-07			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	IMPROVE. NUMBER	IMPROVE. PERCENT
Total Excellent	8	9.5%	11	13.1%	7	8.4%	5	6.0%
Total Good	17	20.2%	12	14.3%	16	19.3%	8	9.6%
Total Average	34	40.5%	12	14.3%	35	42.2%	8	9.6%
Total Below Average	20	23.8%	29	34.5%	18	21.7%	24	28.9%
Total At-Risk	5	6.0%	20	23.8%	7	8.4%	38	45.8%
Total	84		84		83		83	

GCS DISTRICT RATINGS	2005-06			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	IMPROVE. NUMBER	IMPROVE. PERCENT

Total Excellent	12	14.6%	6	7.4%
Total Good	19	23.2%	13	16.0%
Total Average	28	34.1%	7	8.6%
Total Below Average	17	20.7%	16	19.8%
Total Unsatisfactory	6	7.3%	39	48.1%
Total	82		81	

Palmetto Assessment of State Standards Results

In spring 2009, South Carolina instituted the new Palmetto Assessment of State Standards (PASS) to replace the Palmetto Achievement Challenge Tests (PACT) in grades 3-8. The new state test includes five subject areas: writing, English language arts (reading and research), mathematics, science, and social studies. PASS scores are reported using three scoring levels: Not Met, Met, and Exemplary. Students scoring Met or Exemplary are considered to have met the state's academic standards.

In spring 2010, Greenville County Schools' students met or exceeded the state average on 26 of 30 tests on PASS.

Figure 1.3 displays the difference between GCS and SC PASS writing scores. GCS had more students scoring Met and Exemplary in grades 3, 5, 7, and 8 when compared to the state.

Figure 1.3 Percent Met and Exemplary on 2010 PASS Writing

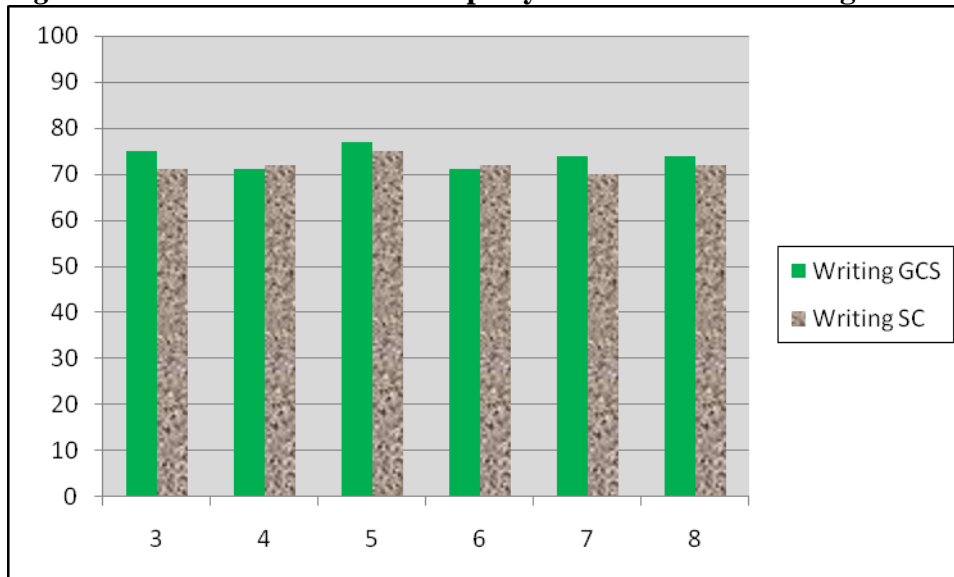


Figure 1.4 displays the difference between GCS and SC PASS ELA (Reading/Research) scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5 and 8 when compared to the state.

Figure 1.4 Percent Met and Exemplary on 2010 PASS ELA (Reading and Research)

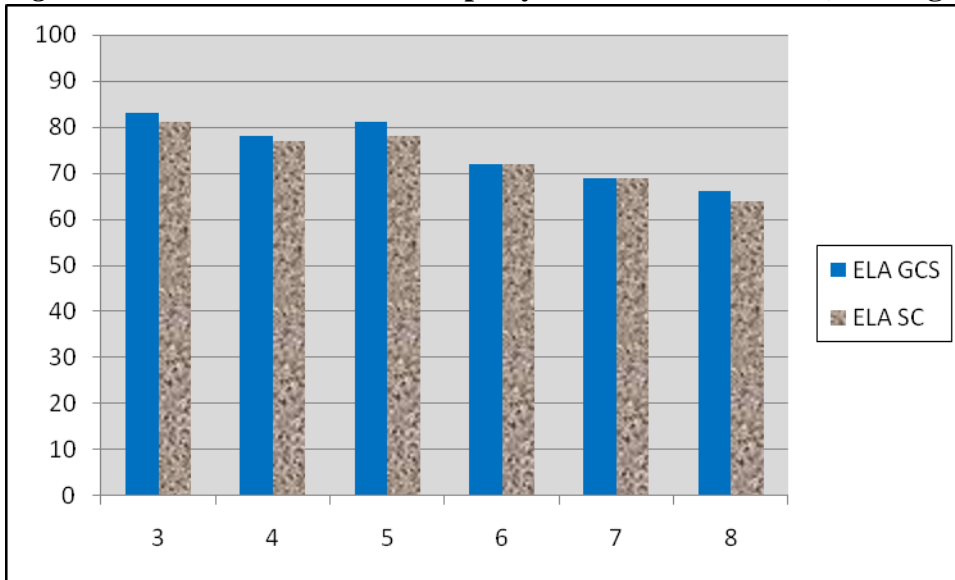


Figure 1.5 displays the difference between GCS and SC PASS math scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5 and 8 when compared to the state.

Figure 1.5 Percent Met and Exemplary on 2010 PASS Math

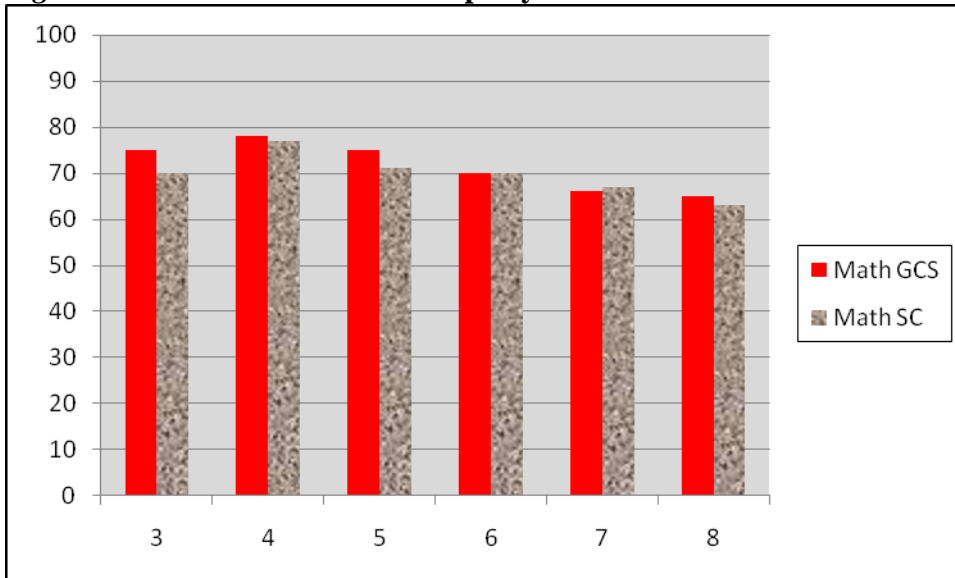


Figure 1.6 displays the difference between GCS and SC PASS science scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, 6, and 8 when compared to the state.

Figure 1.6 Percent Met and Exemplary on 2010 PASS Science

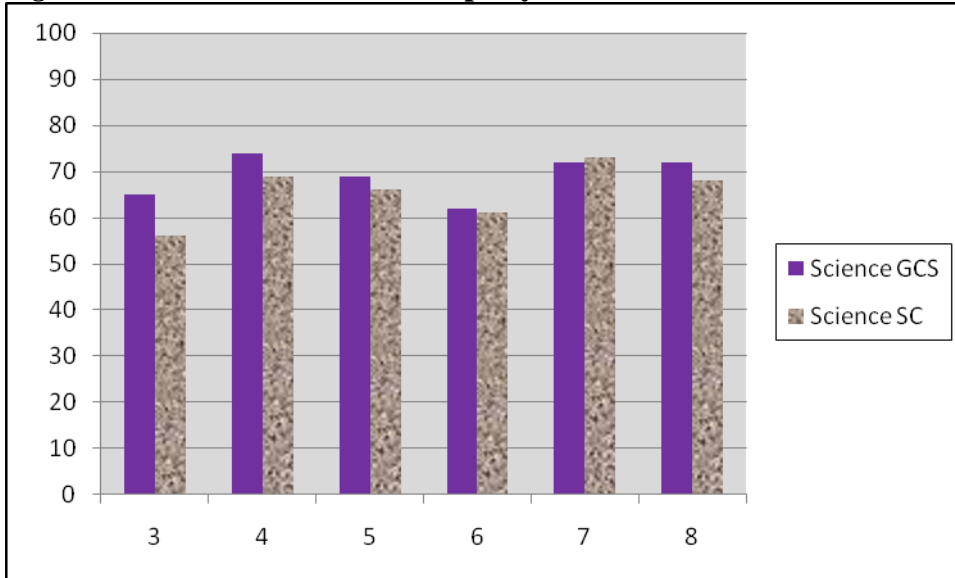
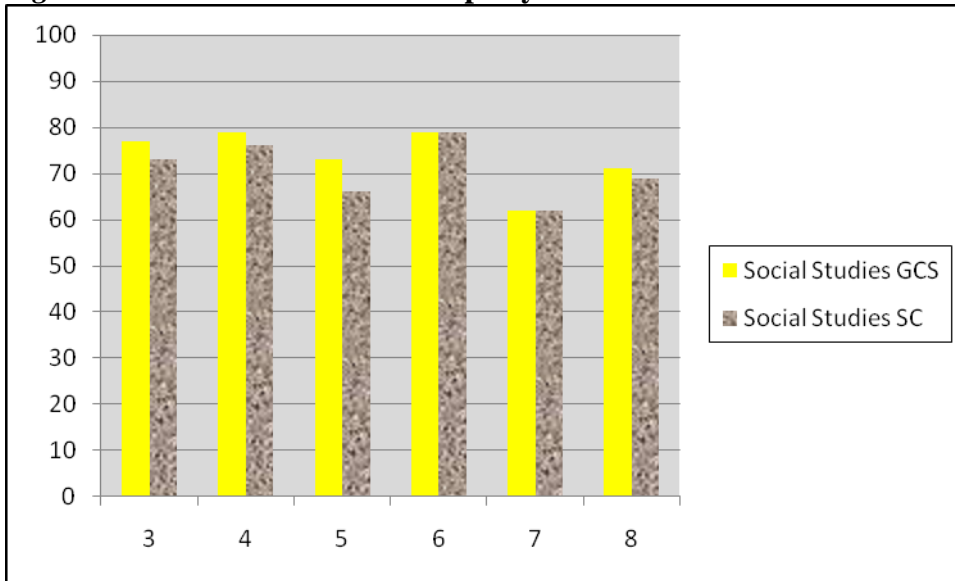


Figure 1.7 displays the difference between GCS and SC PASS social studies scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, and 8 when compared to the state.

Figure 1.7 Percent Met and Exemplary on 2010 PASS Social Studies



Measures of Academic Progress (MAP)

Since 2005-2006, an additional resource for assessment in Greenville County has been used, the Measures of Academic Progress (MAP) test. This computerized system of testing is administered two to three times a year in every elementary and middle school and in certain high schools in reading and mathematics, and two optional subjects, language usage and science. MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The difficulty of each test adjusts to each individual student's performance, meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the PASS and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year. MAP results are regularly being used in the schools as one of several data sources for curriculum decisions, student placement, and parent conferences, but not for district level accountability. As MAP testing continues, the results will increasingly be used to help assess students' academic achievement and in district planning.

High School Assessment Results

End-of-Course Exam Program

End-of-Course exams are administered at the end of English I and Algebra I courses in middle schools and high schools and at the end of physical science and U.S. History and the Constitution courses in high schools. EOCEP passage rates have increased in all subject areas over the last five years. Figures 1.8-1.11 display the number of students tested, the percentage passing (scores A-D), and the mean scale score for each subject from 2005-2006 to 2009-2010.

Middle school students' and high school students' English I EOCEP passage rates have increased over the last five years from 74.2% in 2005-2006 to 78.4% in 2009-2010.

Figure 1.8 5-Year English I EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5314	5534	5730	5561	5692
% Passing	74.2	63.9	69.4	71.9	78.4
Mean Scale Score	78.0	75.8	77.2	76.9	78.9

Middle school students' and high school students' Algebra I EOCEP passage rates have increased over the last five years from 79.6% in 2005-2006 to 83.8% in 2009-2010.

Figure 1.9 5-Year Algebra I EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5563	5752	5561	6082	5739
% Passing	79.6	82.6	80.4	76.9	83.8
Mean Scale Score	79.0	79.3	79.9	79.1	81.8

The Physical Science EOCEP passage rates (high schools only) have increased over the last five years from 56.3% in 2005-2006 to 68.8% in 2009-2010.

Figure 1.10 5-Year Physical Science EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5119	4933	5105	5473	5558
% Passing	56.3	54.2	62.0	61.4	68.8
Mean Scale Score	72.1	72.1	74.2	74.6	77.6

In 2008-2009, the US History and the Constitution EOCEP results (high school only) were reported for the first time. In the second year of administration, the passage rate for GCS students increased from 54.0% in 2008-2009 to 56.2% in 2009-2010.

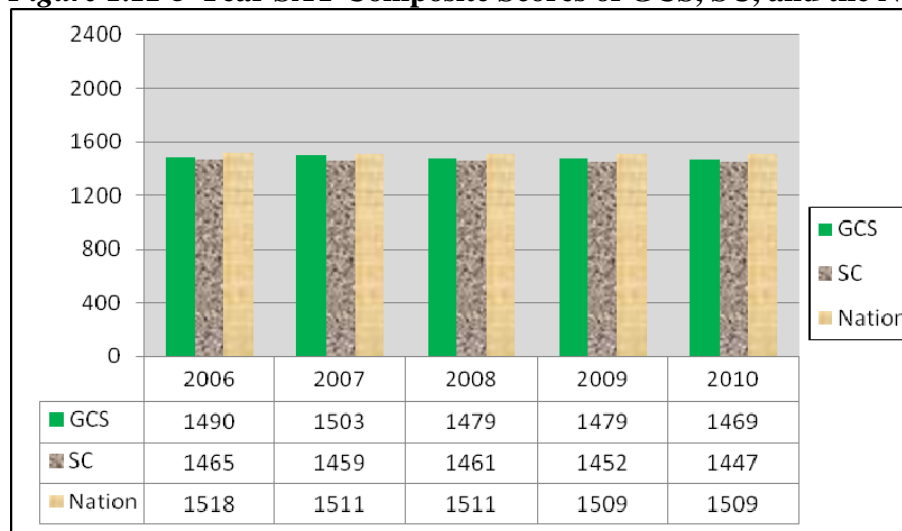
Figure 1.11 2-Year U.S. History and the Constitution EOCEP Performance

	2008-2009	2009-2010
Number Tested	4702	4761
% Passing	54.0	56.2
Mean Scale Score	71.9	72.2

SAT

GCS high school students have continued to maintain SAT scores that are higher than the South Carolina state average for reading, math, and composite scores. In GCS, the average composite score on the SAT decreased from 1479 in 2009 to 1469 in 2010. Fifty-six percent (2,550) of the 2009-2010 GCS seniors took the SAT at least once in high school. The average critical reading score was 494, the average writing score was 476, and the average math score was 599. Figure 1.12 displays the SAT composite score results from the past five years. GCS composite scores have remained higher than the average SC score and slightly behind the average national score.

Figure 1.12 5-Year SAT Composite Scores of GCS, SC, and the Nation

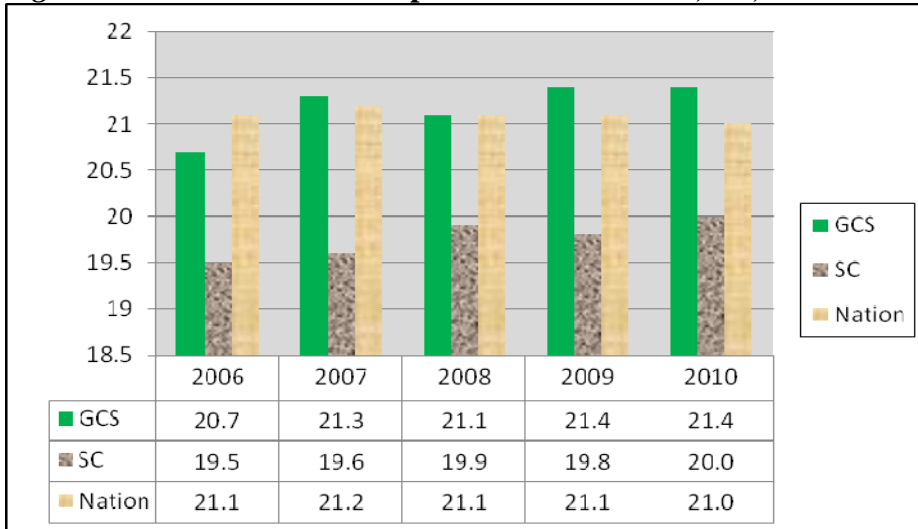


Note: Composite scores for SC and the nation include private and home school students.

ACT

The number of GCS students who take the ACT, another college entrance exam, continues to rise every year. The composite score in GCS remained steady at 21.4 from 2009 to 2010. In 2010, GCS students outperformed students in SC and the nation in ACT subtests: English (20.9), math (21.2), reading (21.6), and science (21.2). Over the last five years, GCS students' composite ACT scores have been at or above the state and national averages. Figure 1.13 displays the ACT composite score results over the past five years in GCS, SC, and the nation.

Figure 1.13 5-Year ACT Composite Scores of GCS, SC, and the Nation



Note: Composite scores for SC and the nation include private and home school students.

Advanced Placement Exams

The number of Advanced Placement (AP) exams administered increased from 2009 to 2010, while the percentage of AP exams with a score 3 or higher remained constant. Figure 1.14 displays the total number of AP exams taken, as well as the percent with a score of 3 or higher.

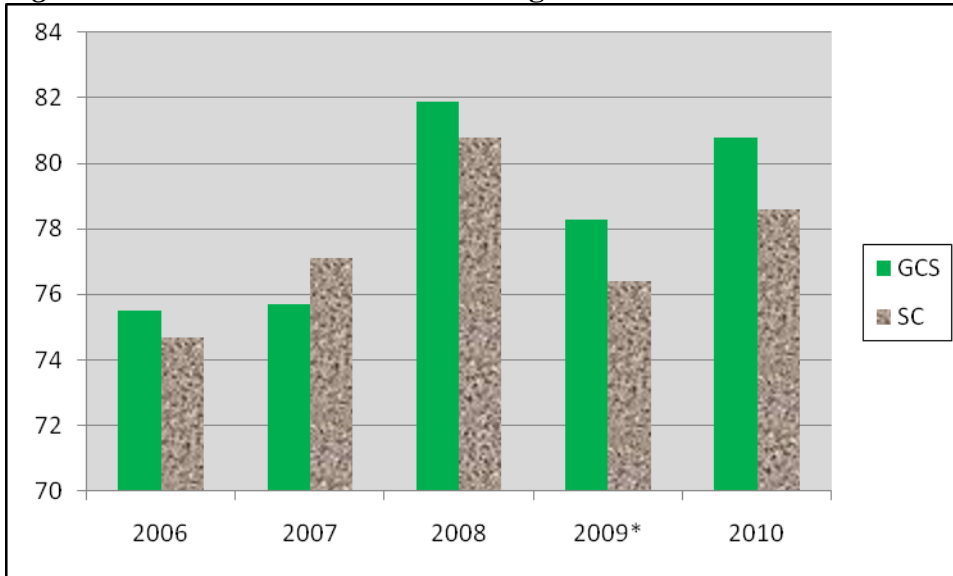
Figure 1.14 Number of AP Exams and Percent Scoring 3-5 in GCS

Year	# Exams	% 3-5 Scores
2006	4,568	48%
2007	4,943	51%
2008	4,457	51%
2009	4,311	57%
2010	4,838	57%

High School Assessment Program

South Carolina students take participate in the High School Assessment Program (HSAP) in their second year in high school and must pass both the ELA and math portions in order to receive a state high school diploma. HSAP scores are reported using four scoring levels: Level 1, Level 2, Level 3, and Level 4. A score of Level 2 is considered passing. The last five years of data for HSAP are shown in Figure 1.15. Over the last several years, GCS first attempt HSAP passage rates have remained above the state's passage rates.

Figure 1.15 Percent of Students Passing Both Sections of HSAP on 1st Attempt



Note: The SC Dept. of Education began reporting scores for all students tested in 2009.

The Achievement Gap

The achievement gap for students receiving free or reduced-priced meals and students paying full-price for meals must continue to be a high priority need for improvement in Greenville County Schools.

Figure 1.16 displays the difference in PASS scores in 2009 and 2010 between students paying full price for meals and students receiving free or reduced-priced meals (FARM). The gap between full-pay and FARM students exists in all subjects and has not significantly decreased over the last two years. The gap for all subjects ranged from 22.5% to 25.7% in 2010.

Figure 1.16 % of Students by Lunch Status Scoring Met and Exemplary on PASS

	ELA		Math		Science		Social Studies	
	2009	2010	2009	2010	2009	2010	2009	2010
FARMS	61.2	63.1	57.5	58.9	55.9	56.7	62.3	61.1
Full-Pay	85.0	86.3	81.8	83.0	80.9	82.4	83.8	83.6
<i>Difference</i>	23.8	23.2	24.4	24.0	25.1	25.7	21.4	22.5

Students in Greenville County Schools receiving free or reduced priced lunch also have lower first-attempt HSAP exam scores than full-pay lunch students, as shown in Figure 1.17 below. The gap is larger for math than ELA. While the gap has been reduced over the last two years, it still ranged from 16.8% to 19.4%.

Figure 1.17 % of Students by Lunch Status Scoring at or Above Level 2 on HSAP 1st Attempt

	ELA		Math	
	2009	2010	2009	2010
FARMS	74.5	77.9	67.2	71.2
Full-Pay	92.8	94.7	87.5	90.6
<i>Difference</i>	<i>18.3</i>	<i>16.8</i>	<i>20.3</i>	<i>19.4</i>

The gap is also evident in passing rates for end-of-course exams, as show in Figure 1.18 below. The largest gaps in 2010 were seen in Physical Science and U.S. History. The achievement gap decreased from 2009 to 2010 in both Algebra I and English I.

Figure 1.18 % of Students by Lunch Status Scoring Passing End-Of-Course Examinations

	Algebra I		English I		Physical Science		US History	
	2009	2010	2009	2010	2009	2010	2009	2010
FARMS	56.9	74.6	55.3	65.4	59.2	54.8	33.1	38.4
Full-Pay	85.0	89.4	81.5	86.3	65.8	77.0	63.2	65.3
<i>Difference</i>	<i>28.1</i>	<i>14.8</i>	<i>26.2</i>	<i>20.9</i>	<i>6.6</i>	<i>22.2</i>	<i>30.1</i>	<i>26.9</i>

Graduation rates in 2009-2010, as reported on the GCS AYP report, illustrate the achievement gaps that currently exist in Greenville County Schools. The graduation rate for students receiving free or reduced-priced lunch was 60.9% and the graduation rate for full-pay students was 81.9%.

INFORMATION AND ANALYSIS

(Statistics from the 2010 PowerSchool database and the 2010 SC Report Card)

SCHOOL PROFILE

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 Leadership:

The Administrative Team and the Faculty Council have 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 now printed in the student handbook. The assistant principals visit classrooms on a rotating schedule, 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 1500 teenagers on the Wade Hampton campus. The Freshman Academy provides a second layer of leadership and guidance for our youngest Generals, the 9th graders.

School Personnel Analysis:

All teachers are certified and many have advanced degrees. All teachers are classified as HQ, or highly qualified, as defined by NCLB. Substitutes are usually certified instructors. We do not have any 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 and ABCTE programs, which are state approved alternate routes 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 8 National Board Certified faculty members, 6 teachers, 1 guidance counselor, 1 administrator, and others who are working towards this certification. We have teachers who are AP instructors and will continue their training through College Board throughout the year. Additionally each summer, a team of teachers and one administrator attended the High Schools That Work national conference to stay current on HSTW initiatives. Teachers also take advantage of the district's Summer Academy program, a 3-week long professional development program for teachers that is held annually each June. During the Summer Academy, many teachers lead sessions as well as take them.

Faculty Demographics (source: 2010 Roster Query & 2010 SC State Report Card):

The demographics that follow indicate a faculty that is more female than male, which is not uncommon for a traditional, public high school. The ethnicity tends to be more Caucasian than minority and does not emulate the ethnic distribution of the student body. Nevertheless, it is not

apparent that the difference between the ethnic distribution of the faculty and that of the student body is a factor in the success of the students when student achievement data is examined by demographic subgroup. More than half of the faculty holds advanced degrees, almost 10% have achieved National Board Certification and the attendance rate speaks to the satisfaction of the faculty with their environment and working conditions

○ **87 Total:**

- 75 Teachers (Includes 3 PT teachers)
- 5 Administrators
- 4 Counselors
- 1 Media Specialist
- 1 Instructional Coach
- 1 Career Facilitator

○ **NBCT** = 8 faculty members

○ **Ethnicity**

- Caucasian (79) = 91%
- African-American (6) = 7%
- Hispanic (2) = 2%

○ **Advanced Degrees** = 57.3%

○ **Attendance Rate** = 99.7%

○ **Gender**

- Male (34) = 40%
- Female (53) = 60%

Student Demographics (source: SC Report Card for 2010 unless otherwise noted)

The data below indicate the diversity of the student population. The school is close to 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. 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

- Enrollment (from Power School search) 1,561
- Poverty Index 46.1%
- Ethnicity
 - Caucasian 65.3%
 - African-American 20.8%
 - Asian 3.5%
 - Hispanic 8.8%
 - Other 1.4%
- Special Education Students
 - Resource = 111
 - Self-Contained = 37
- ESOL students = 109
- Eligible for Gifted & Talented = 206
- Older than usual for grade = 6.1%
- Retention Rate = 2.8%
- Attendance = 95.7 %
- Graduation Rate 2010 = 86.4%
- Out-of-school suspensions
or expulsion for violent or Criminal offenses = 0.9%

INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

As required by Greenville County Schools, Wade Hampton High School uses the Learning Focused Model of Instruction as its primary instructional model. 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

State Survey Results:

The survey for the 2010 state report card was completed by 76 teachers, 265 students (juniors), and 77 parents. The chart below shows the percentage of teachers, students, and parents that either “Strongly Agree” or “Agree” with the survey statements.

2010 Report Card Survey (Feb 2010)	Students that Agree	Teachers that Agree	Parents that Agree
I am satisfied with the learning environment at WHHS.	84.7%	98.7%	92.3%
I am satisfied with the social & physical environment at WHHS.	88.7%	98.7%	87.0%
I am satisfied with home and school relations.	85.3%	100%	87.0%

According to the survey, 10.5% of teachers feel WHHS does not have sufficient computers for instructional use, 13.2% of teachers feel that the administration needs to do more to support collaborative planning and decision making, and 9.3% believe that there should be more collaboration for instructional planning.

Technology

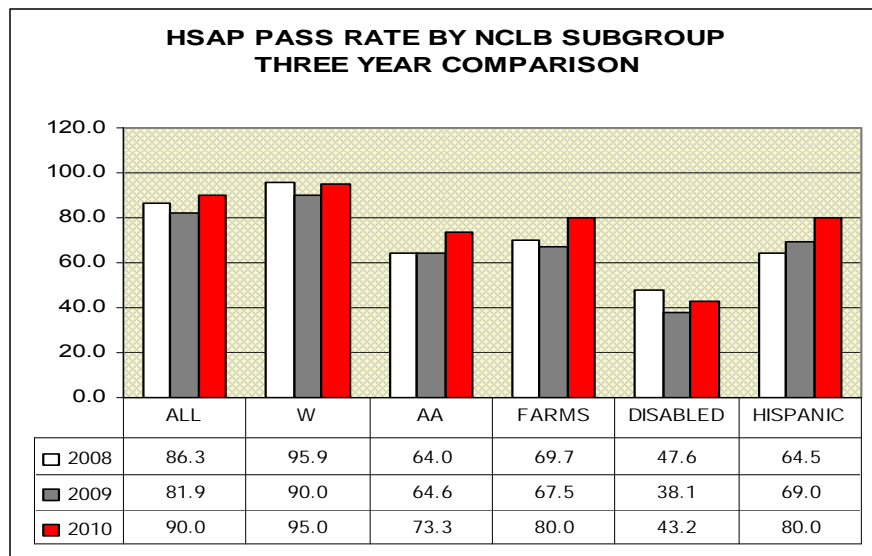
Teachers continue to increase their technology use in the classrooms. As of August 2010, 100% (65/65 teachers) of eligible teachers (teacher with professional teaching certificates who had been employed at least 6 months) had completed the Intel Teach to the Future course (or the Intel Emerging Technologies course) as prescribed by GCS to demonstrate technology proficiency. Promethean Boards were installed in all 80 classrooms in February 2007. Teachers have taken and will complete training in the use of Promethean’s ActivInspire software. All teachers have been trained to use the new PowerTeacher program for grades and attendance. More teachers using student Home Directories to distribute written materials rather than paper handouts. Many of the professional development opportunities that are offered each month at WHHS focus on instructional technology and Web 2.0 applications for use in the classroom.

New Initiatives for Student Success:

In 2006, attention was focused on the accuracy of the school’s SASI database. Again this year, measures were taken to ensure the coding of the students, both active and inactive, was correct. Procedures are now in place to properly record and enter codes when students withdraw (to track drop out rate and HSAP testing) or enroll to preserve the accuracy of the data. We believe the inaccurate records in the database were to blame for our not meeting AYP objectives related to percent tested in 2005. The efforts proved worthwhile when the 2006 Report Card revealed that all % tested objectives for AYP had been met. The 2007 Report Card revealed that 100% of students were tested in all subgroups. In 2010 the state changed its database from SASI to PowerSchool, both created by Pearson, an international media company. We are optimistic that the transfer of data from SASI to PowerSchool occurred with little or no error during the summer of 2010. Nevertheless, the Data Action Team is currently auditing the student records for errors and has plans to be finished before the SDE’s first data extraction in January 2011.

Credit Recovery, initiated by the Greenville County School District, allows a student who has received a 61% or higher in a course to take the course on-line and to recover the credit. In 2007, students participated in this program both before and after school. A certified teacher monitored the program sessions and provided academic assistance to the students. In 2008, GCS purchased a new online program, APEX, to replace the Nova Net program that had launched the credit recovery initiative. The APEX curriculum is more closely aligned with SC standards and is considered more user-friendly. Additionally, students have access to the APEX programs from home and can work at their own pace in school or at home. The program was tested during Summer School 2008. Students are required to be on campus to complete the assessments (tests) for the APEX programs. Changes were made in the credit recovery program at WHHS for 2008-09. The APEX program is used in conjunction with classroom instruction for those students who were not successful in Algebra1, English 1, or Physical Science. Unlike the previous credit recovery program, these classes are grouped by subject and a subject certified teacher teaches the concepts for the class. The concepts are then reinforced with the APEX program. APEX will be used with the traditional credit recovery program and was offered after school during the 2009-10 school year. Budget cuts as well as matters beyond the control of the school created a 5 week delay in the use of APEX during the fall 2009 semester. Nevertheless, students are enrolled in the credit recovery classes and the program is continuing to the best of our abilities. For 2010, APEX is offered both during the school day and after school.

Additionally, students can take courses at Greenville Technical College through the Jump Start Program, and through USC-Columbia correspondence classes. The new initiatives are meant to improve the drop-out rate. Other district sponsored initiatives, such as Twilight School and Virtual School are additional alternatives for students looking to earn credits towards graduation. We continue to look for other alternatives for our students.



The HSAP passage rate continues to be a focus, especially for the demographic subgroup, African-American students that did not make the Math performance objective, and prevented WHHS from meeting AYP in 2007. In 2007, a full time HSAP tutor was added to the faculty to conduct a preparation program for the students in this demographic subgroup. The program has successfully operated on a pull-out basis since its inception. The teacher

first tutored students who had not passed the HSAP and then moved to the target group after the fall HSAP testing. First time test takers who were also in the African American subgroup were given the Math test during the MAP testing window in the fall. The scores were compared with a correlation study that was given to us by NWEA. Only the students who were at risk of not passing HSAP on their first attempt were scheduled into the program. Because this group of students tends to be the group who are challenged with transportation problems for off-school hour programs, we believe offering the pull-out program during the school day is a step in the right direction for supporting these students. Analysis of 2008 HSAP score reports reveals that although more of this subgroup passed

HSAP on their first attempt, the number of students achieving levels 3 & 4 (proficient & advanced) was not increasing. As a result, we have taken the additional step of targeting students whose MAP scores project them to score in the high end of level 2 for HSAP according to the NWEA correlation. It is our hope that providing a structured preparation program for these students will help to move them to level 3. The chart to the left shows that although efforts to raise the level 2 students to level 3 have not yet been realized, we have seen improvements in the HSAP pass rates for each subgroup.

A school-wide HSAP preparation program was rolled out to the faculty 4 weeks prior to the Spring 2010 testing. Each period, every teacher, regardless of the grade level of their class, opened their class with 1 HSAP Math question. The questions were written and distributed by a math teacher, who designed the plan as part of a project for a graduate course he was taking. There was an incentive program built in for the students and the plan was designed to be short, just 3 weeks (1 week prior to Spring Break and then 2 weeks after Spring Break). HSAP signs were posted around campus and changed every 2 days, and students who were part of the FHSAP cohort were given a tri-fold brochure with information about the test and how they could prepare for it. The brochure also included login information for the HSAP USA Test Prep program, an online program that they could use for at-home preparation. Although we saw an impressive gain in the overall pass rate for HSAP from 82% to 90%, we did not see an increase in the proficient (level 3) and advanced (level 4) categories as we expected. Nevertheless, we plan to continue the school wide HSAP preparation program for the spring 2011 testing and will add the ELA area to the daily questions.

In addition to the HSAP tutoring program, the use of cross curricular instruction such as the practice books given to all teachers of 10th grade students incorporates HSAP-type questions into classroom writing assignments has aided the efforts. As teams of subject teachers update their common syllabi, cross curricular activities are becoming more common. Teachers are beginning to do more cross curricular planning. Examples include Physical Science teachers working with the Art teachers and English teachers working with Social Studies teachers to combine common content topics.

The EOC passage rate continues to improve even with the addition of the US History test in 2008. The Biology EOC returned to the testing line up in 2009 as a field test and will be used along with the others for state accountability calculations for the 2010-2011 reporting period. In 2011-2012, the Biology EOC will replace the Physical Science EOC as the required gateway exam in science; and it will be used in the 2011 Report Card calculation. A WHHS math teacher is currently working on an in-house correlation of MAP math scores and EOC Algebra 1 scores and other correlation studies are planned. WHHS wants to be able to predict EOC scores based upon MAP assessments.

STUDENT ACHIEVEMENT

Values and Beliefs

Our values and 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:

- Students will be provided a safe, nurturing, clean, learning environment.
- All people (faculty and students) should be treated with respect.
- Students will be provided a state of the art and comfortable learning environment.
- All racial, physical, and cultural diversity should find acceptance.
- All students can learn.
- Faculty and administration should adhere to consistent discipline standards in individual classrooms and in the school as a whole.
- All stakeholders will share the responsibility for learning.
- Students, staff, and community feel “ownership” in the school
- Personal interaction with students is necessary to develop meaningful relationships.
- All stakeholders should model integrity and a strong work ethic.
- The curriculum should be varied and rigorous for all students.
- Instruction should be standards based, data driven, real world related, suitable for various learning styles, and vertically and horizontally aligned.
- Instruction should 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.

Mission

Our mission is a crisp, clear and 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 our diverse student body must be served with a personalized plan for each and every student regardless of starting point, where the focus begins at his current academic level and continues to guide him to the ultimate goal, graduation, fully prepared and confident to contribute to society.

The Goals of Wade Hampton High School

Goal 1: Raise the academic performance of each student

Goal 2: Ensure quality teachers in all class rooms.

Goal 3: Provide a school environment supportive of learning.

Despite the hard work of Wade Hampton High's faculty and staff, our students have not achieved their fullest academic potential. Analysis of our students' standardized test scores and GPA's, uncovers gaps in success in courses such as English, particularly for the African American and FARM (Free and Reduced Meal) students. We believe that improved achievement can result from several new approaches, including:

- continued growth of the 9th grade academy to improve the transition from 8th to 9th grade
- continued rewards and discounts from our Renaissance program (which recognizes students with a 3.0 and above and/or students with great attendance)
- Integrated science and math scheduling (structuring a student's schedule with parallel courses – e.g. Algebra I with Physical Science)
- Continuation of afternoon tutoring, with the addition of bus transportation home, for students who struggle with math, reading, or writing.
- Continuation of common instructional strategies throughout the school.
- Implementation of common assessments in all classes, beginning with final exams for the second semester of 2009-2010 and common mid-course assessments in 2010-2011.

STUDENT LEARNING NEEDS & DESIRED RESULTS (NEEDS ASSESSMENT)

Strategies to Increase Student Achievement

Teachers at Wade Hampton strive to keep abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered at WHHS, in the district, through nearby universities, in addition to attending national and state conferences. We recognize that students learn in different ways. Teachers are encouraged to use a variety of instructional strategies to address the different learning styles of students. In 2008, all teachers began training in the Learning Focused model for instructional delivery. This model has been in place in the middle schools for several years and recently was mandated for high schools. Of course, our highest priority is implementing the strategies related to our vision. The original plan rolled out by GCS was to initiate the second phase of the Learning Focused model in 2010-2011. However, due to modifications to the LF model, the district's plan is on hold. Nevertheless, WHHS has taken the initiative to develop the Learning Focused model within our school and training in related areas has continued. Distributed Questioning was the topic for LF in 2009-10 and Acquisition Prompts as they relate to Common Assessments was presented to the faculty in the fall of 2010. Administrators continue to monitor LF strategies during their walk-through observations and a 3TPD session is planned for December that will focus on writing Essential Questions.

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. The common assessment piece of this model was implemented in January 2010 with the requirement of common final exams for all courses. We also work across grade levels regularly to ensure a continuum of learning that makes sense for the students. At the start of 2007, led by the CRT and required by the principal, the major academic departments completed a curriculum calibration project to ensure the standards, syllabi, and HSAP and EOC blueprints were aligned. The result was a gain in EOC passage rates for all EOC courses. Although HSAP scores can not be analyzed by subject, the way EOC passage rates were, the HSAP passage rate also saw a gain for all students in ELA and Math sections. Departments continue to review the calibration of their syllabi with the EOC blueprints each fall.

Using Student Achievement Data

In the fall of 2005, the GCS D rolled out the MAP (Measures of Academic Progress) program for benchmark assessment purposes in the Elementary and Middle schools. With MAP, the district has been able to measure the academic growth that is realized by each student each year. High schools began testing the freshmen students in 2006. Since it's 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 2009, GCS added a new tool to the teachers' resources. The program, DASH, is a 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 will not only allow teachers important, easy access to data about their current students, it will provide 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. Unfortunately, because of the change to Power School from SASI, the DASH data portal will not be updated for teachers to use during the 2010-2011 school year.

Student Support Systems

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 four 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 three, 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. This is a decrease from three years ago and indicates that our special education enrollment is decreasing.

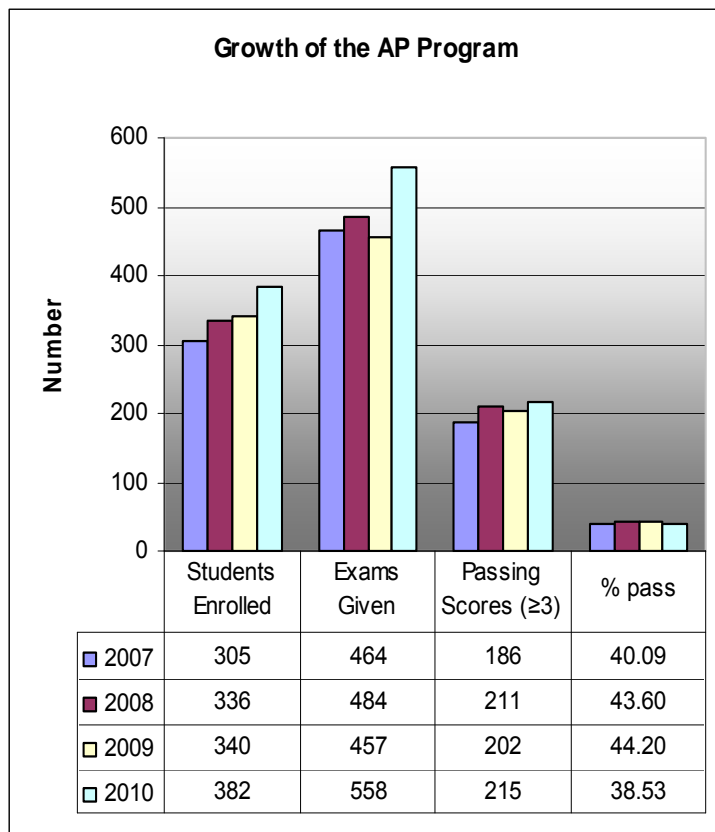
A-Team is a referral program for teachers to use when he/she suspects that a student may have special academic needs that require intervention. The A-Team (or Assistance Team) is composed of the student’s parents, his guidance counselor, his teachers, a school administrator, and a district psychologist. 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.

District support for ESOL students began in 2004, with the district allocation of a .5 ESOL teaching unit. The program was a pull-out program and the teacher was on campus every other day as she split her time between us and another school. In 2005 our ESOL teacher was assigned to us full time because enrollment of this demographic group had increased significantly. This year’s program is a scheduled resource program, where ESOL students are assigned to ESOL Resource class once per day. Because our ESOL teacher is a certified English teacher, in 2006, WHHS began offering ESOL English I 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. ESOL English 2 was offered for the first time in the 2008-2009 school year. State wide budget cuts effected our ESL teacher allocation for 2010-2011 and GCS reduced the ESOL teacher unit to 0.5. Fortunately, the principal was able to fund the other 0.5 and WHHS continues to have a full time ESOL teacher on campus.

Advanced Placement Courses

Wade Hampton points to the number of AP courses and student enrollment in the courses as a genuine source of pride. It is our fervent belief based on research that a schedule including the AP pathway

offers the best possible preparation for university success. Wade Hampton strongly encourages students who are capable of a more rigorous academic schedule to consider enrolling in one or more AP courses regardless of whether or not the student is an honors or gifted student. This encouragement extends to students some would not consider “AP material.” WHHS was first named to Newsweek’s list of the Top High Schools in America in 2005. This achievement came as the result of our high and increasing AP enrollment. According to research conducted by the College Board, students who do not pass the AP exam are better prepared for college than those kept out of AP courses altogether. Since that time, Wade Hampton has continued to make the list. It is notable that the number of students passing AP tests has also increased. In 2010, Wade Hampton High



School was ranked 3rd in the district and 8th in the state for recipients of this award.

Scholarships are an important measure of a graduating class's achievements and the quality of their education. Since this year's graduating class received over \$9 million in scholarship offers, they are a testimony to the current excellence of Wade Hampton's academic, athletic, and extra-curricular program. Just a decade ago, Wade Hampton High's scholarship goal was \$1 million.. There were 3 National Merit Finalists in the class of 2009.

Ninth Grade Achievement

Research supports the fact that the success achieved in the ninth grade correlates directly with achievement throughout the high school career. A student that gets behind, or never makes the transition to high school life typically does not achieve in the later grades. Wade Hampton has made a commitment to providing the best learning environment possible for its freshmen. By providing a Freshman Academy, the needs of ninth graders are being addressed in an ever increasing fashion.

Within the realm of the Freshman Academy, the 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 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.
- An African American male mentoring group was started in 2005 that targets ninth graders. The results of this program have been impressive. In 2010, a similar group of this type was formed to support African American female students in the same way.

The Freshman Academy uses the following data to coordinate appropriate programs that address failure rates. As is evident, 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
Students retained in 9 th grade	111	68	39	31	41	29
Students qualifying for Free/Reduced Lunch	191	183	149	164	273	179
Attendance rate	92.5%	93.58%	92.52%	95.21%	96.14%	95.72%
Average 9 th grade GPA	2.274	2.793	3.03	3.081	3.074	3.250

Discipline is another concern for the Freshman Academy. A student's department often translates into successful or non-successful achievement. Ninth graders at Wade Hampton High School had inordinate number of recorded discipline offenses in the early years of the Freshman Academy. These discipline offenses more often than not correlate to under achievement. Also, research shows the number of suspensions and in-school suspensions of ninth graders leads to extended absenteeism above and beyond the already high absentee rate exhibited among freshmen.

The discipline problems exhibited by ninth graders are usually offenses that negatively effect achievement. It is also notable that their offenses tend to fall along the lines of what is often considered immature behavior such as disruptive, disrespect, tardy, profanity, refusal to obey, and ID violations. Since 2004, there have been decreases in the following 9th grade discipline issues: Cutting class (down 76%), Detention Violations (down 91%), Dress Code Violations (down 56%), Tardiness (down 71%). We believe these improvements are the result of the support given to the ninth grade students by the Freshman Academy Team. Nevertheless, there are several areas where freshmen need to improve because of their high offense rate as compared to their upperclassmen counterparts. The chart below shows some of these areas. In all but one category, infractions by freshmen outnumber all of the other grade levels combined.

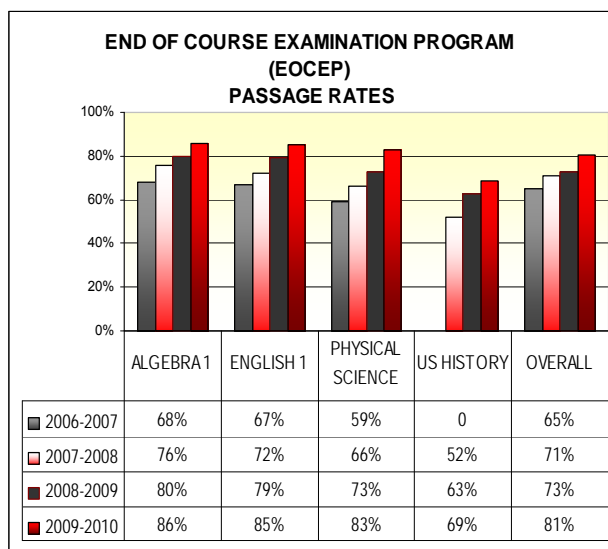
Grade→ Offense ↓	9th Graders	10th Graders	11th Graders	12th Graders
Detention Violation	48	13	6	16
Disrespect	33	15	7	4
Fighting	12	4	3	0
ID Violation	78	47	22	12
Inciting a Fight	26	10	4	5
Profanity	36	15	3	9

A third problem that ninth graders must overcome in order to achieve is absenteeism. Whether medical, discipline related, or truancy, a student can not achieve at a high level if he or she is not present in the classroom. Many ninth graders do not pass because they miss too many days, or they were not present enough in order to properly learn the subject matter. Time missed in the classroom leads to under achievement. The attendance rate of our ninth graders has increased significantly since the start of the Freshman Academy, a sign that students like to come to school and want to be here.

End of Course (EOC) Exams

Another measure for student success at Wade Hampton is the EOC pass rate for students taking "entry-level" courses in Science, English, Algebra 1, and US History. Students who take these courses are given a state-created and administered final exam known as the EOC. This test is weighted 20% of the students' course grade, as required by the state of South Carolina. These tests

are the cumulative final exam for each course. Wade Hampton uses online tutorials in the weeks prior to EOC testing to prepare students. Beginning with the 2006 Report Card, EOCEP Pass rates became one of the criteria from which the School Report Card grade is calculated. This became more of a priority for us in 2007 when we saw a drop in our passage rates for Algebra 1 and English 1. Our professional development in this area included ESL and LD strategies and preparation for high stakes testing. The district ESL consultant and her staff provided us with content-specific ESL strategies for EOC and HSAP. Resource teachers now spend part of their classes addressing EOC preparation for those students who are enrolled in EOC courses. In 2007, the curriculum calibration project helped teachers to align their common syllabi with the EOC blueprints for their courses. Our HSAP tutor has started to work with at-risk students who are enrolled in EOC courses. Additionally, professional development is provided in this area at the district level, by the district’s consultants throughout the year.



Although we are impressed with the improvements, we know there is more work to be done. In 2009-2010, the Biology 1 EOC assessment was field tested, and in 2010-2011, the Biology EOC pass rate will replace the Physical Science EOC as the science test to be included in the calculation for the state report card.

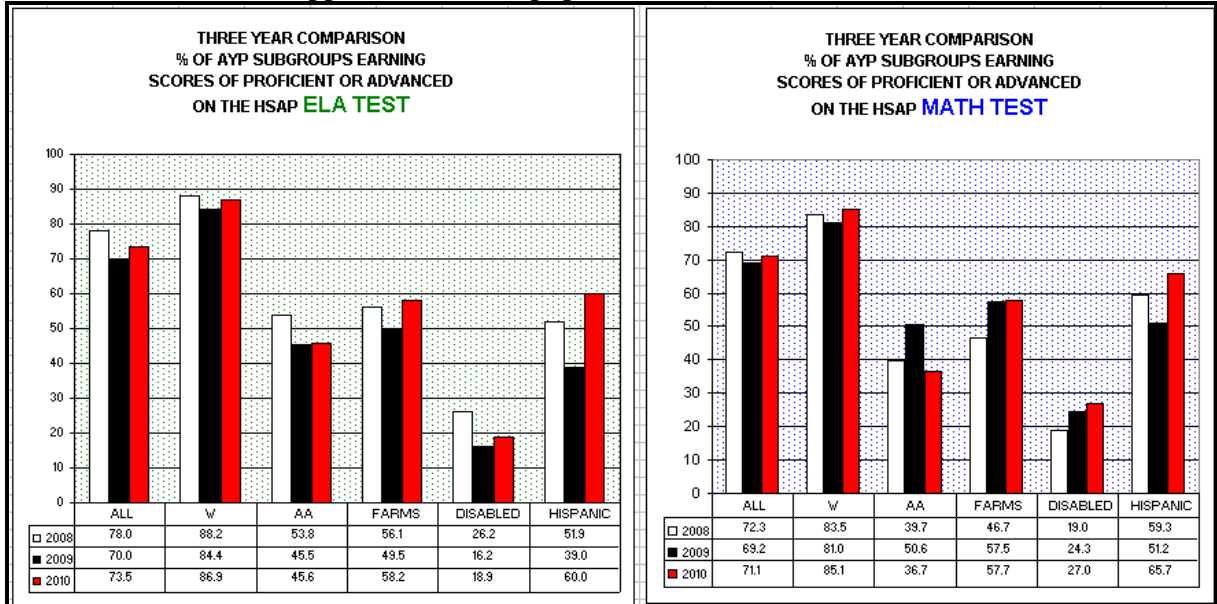
HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) and AYP

In 2004, our school made AYP and earned the SC report card rating of “Good”. When we made only nine of twenty-one AYP objectives in 2005, the school’s new principal focused all efforts on the AYP objectives for 2006. The goal of moving students from HSAP levels one and two into levels three and four became a top priority. Efforts were realized in 2006 when we met sixteen of seventeen objectives and had the highest compliance index of any high school in our district. In 2007, we came closer to meeting AYP, missing the same objective by 0.9 students. Nevertheless, the AYP compliance index continues to increase as shown in the chart below.

NCLB – Number AYP objectives vs. number met last three years (most recent first):	Year	Number	Number Met	Compliance Index
	2010	17	14	82.4%
	2009	21	17	81.0%
	2008	21	20	95.2%
Report card rating last 3 years absolute / improvement (most recent first):	Year	Absolute	Improvement	
	2010	Excellent (3.9)	Good	
	2009	Excellent (3.8)	Average	
	2008	Good (3.7)	Excellent	

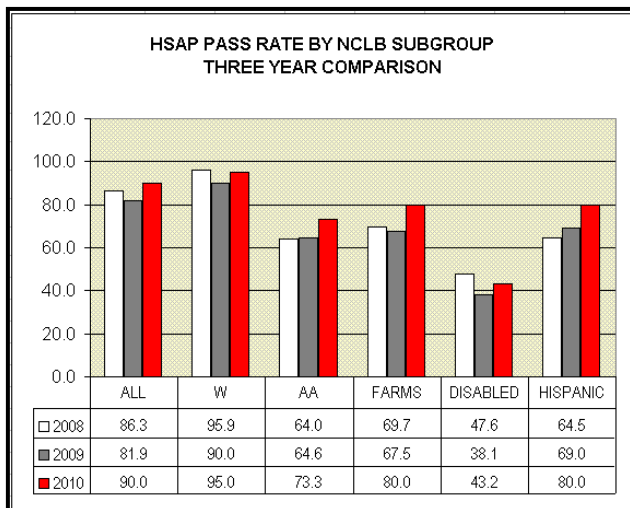
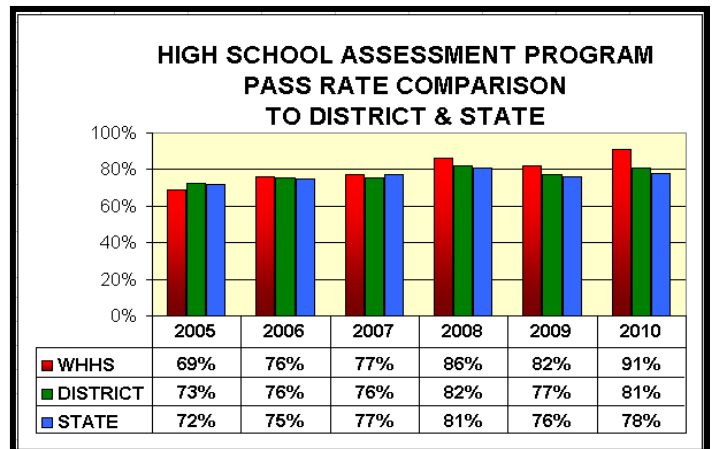
During the last 6 years, the percentage of students scoring in levels 3 (Proficient) and level 4 (Advanced) combined has increased in both ELA and Math. There was a drop in scores in 2009 when the SC DOE used a new company to score the HSAP exam. Scores were down an average of 5% across the state. Nevertheless, the overall increases are impressive. Programs such as MAP testing, the HSAP tutoring program, and the school wide HSAP preparation we initiated in 2010 are all credited with the change in our HSAP scores.

Three year comparison of our HSAP score reports for 2008, 2009, and 2010 indicate an overall increase in the performance of the FARMS and Hispanic AYP demographic subgroups in the area of ELA. It is notable that all groups increased from their 2009 rates in the area of ELA. The comparison for Math produced a similar result. All AYP subgroups, except for AA, increased from the 2009 report. We will continue to look for support for the AA population in this area.



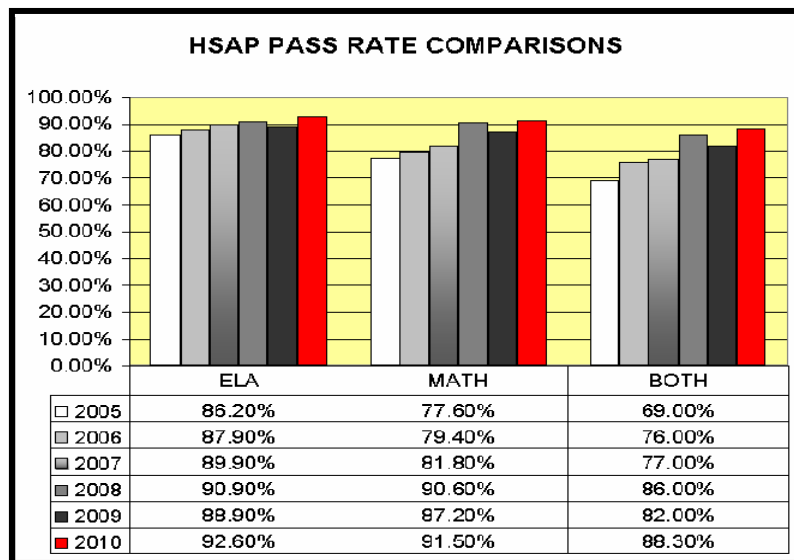
HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) AND PASS RATES

According to the State Department of Education, a student “passes” the HSAP assessment if they achieve level 2 or higher in both ELA and Math sections of the test. Analysis of the HSAP Passage Rate shows a steady increase for all students since 2005. This increase is one of the factors that has contributed to our increased graduation rate. While we focus on rates achieving levels 3 & 4 for AYP, it should be noted that students only need to



achieve a score within level 2 (200 points) to meet the standard for graduation requirements. WHHS pass rates caught up with the state and district pass rates in 2007 and have continued to rise, where the others have not and even in some cases, declined.

As with the HSAP data for AYP, we look at the AYP subgroup passage rates. Comparison over 3 years shows that all subgroups except for the Disabled population have increased their pass rates. In response to this data, HSAP prep time

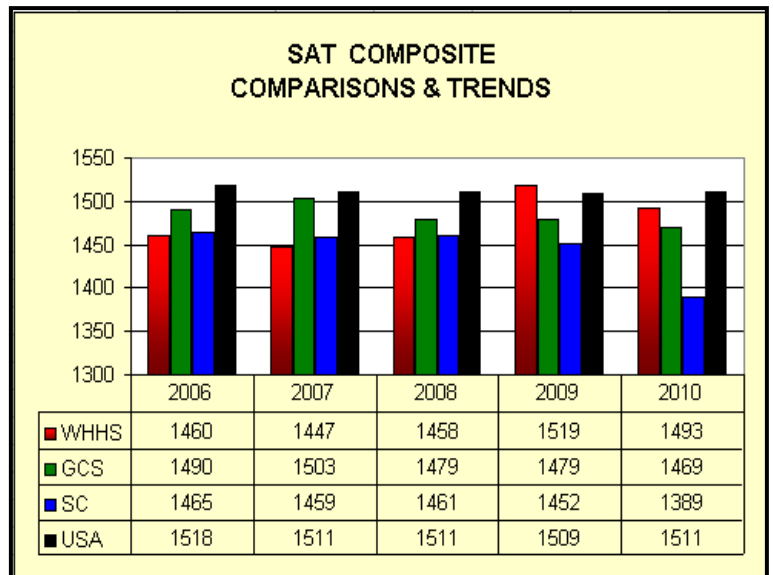


has been built in to the daily schedule of all Resource classes. Additionally, resource students are required to complete lessons on the USA Test Prep program for HSAP. Other ways to support this subgroup are being explored, including the involvement of these students in the HSAP Tutoring Program.

Analysis of pass rates for each section (ELA & Math) of HSAP show tremendous increases since 2005. Overall, the pass rate has increased 21% in 6 years.

The SAT

Students and parents regard high scores on the SAT/ACT as a major source of student achievement. The SAT/ACT are also the most popular tests for students who are pursuing post-secondary education in a two year technical school or a four-year institution. Many scholarships, such as the LIFE and Palmetto Fellows, are directly determined by a student's SAT/ACT scores. The chart to the right shows the increase in the SAT Composite scores for Wade Hampton High School over the last 5 years along with SAT composites for District, State, and the Nation. Our SAT composite passed the district and state composites in 2009 and continues to remain strong. In 2009, and again in 2010, WHHS was the recipient of an award for improved SAT scores. In an effort to keep the momentum going and our scores rising, WHHS offered an SAT Preparation program through the Kaplan SAT Preparation Center. Results of this effort will be published in next year's school portfolio. Additionally, WHHS continues to run the SAT Review Sessions on the Friday's prior to an SAT and there are 3 classes (90 students) of SAT Prep during the 2010-2011 school year.



American College Testing (ACT)

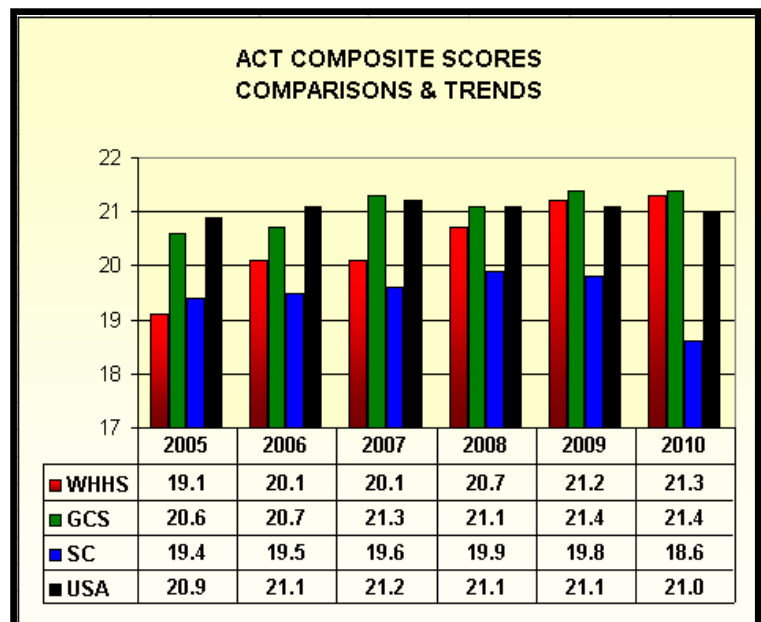
The Chart below shows the previous five years of ACT scores for Wade Hampton High School

YEAR	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
2004	19.3	19.4	19.8	19.0	19.5
2005	18.6	19.3	18.6	19.5	19.1
2006	19.4	20.4	20.5	19.5	20.1
2007	19.4	20.5	20.5	19.7	20.1
2008	20.3	21.0	20.8	20.2	20.7
2009	20.5	21.4	21.4	21.0	21.2
2010	20.9	21.3	21.7	20.9	21.3

For the year 2009-2010, the comparison of ACT with the school, district, and state follows:

ACT 2010	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
WHHS	20.9	21.3	21.7	20.9	21.3
GCS	20.9	21.2	21.6	21.2	21.4
SC	19.2	20.1	20.0	20.0	20.0
USA	20.5	21.0	21.3	20.9	21.0

From the ACT data, it can be determined that Wade Hampton scored above the local, and national averages for 2010. From the past five years, 2009 and 2010 have been the highest scoring years for the ACT. Additionally, WHHS has been the recipient of awards from the state of SC for high achievement on the ACT in 2009 and 2010. We attribute this to the focus on increasing the rigor of instruction in the classrooms.



As reported in the previous pages, WHHS students have made great gains in areas of academic as well as non-academic achievement including the graduation rate, HSAP pass rate, EOC pass rates, ACT and SAT composite scores, GPA, attendance rates, and extra curricular participation. Nevertheless, not all of our generals have reached their fullest potential. The demographic subgroups that continue to be monitored closely include the African American students for their graduation rate, the Disabled subgroup for their progress in meeting AYP objectives, and the students who are on subsidized meals (FARMS) who also struggle in meeting AYP objectives. Additionally, we continue to work to raise the EOC pass rate for all subgroups of students.

(Statistics from the 2008 SASI database and the 2007 SC Report Card)

WHHS ACTION PLAN (2008-2013)

GOAL AREA 1:

Student Achievement Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

PERFORMANCE GOAL 1: Raise the academic performance of each student.

OBJECTIVE 1: Improve EOC test scores.

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Algebra 1 78%	79%	86%	87%*	88%*	89%*
English 1 73%	79%	85%	86%*	87%*	88%*
Physical Science 68%	73%	83%	84%*	Not given	Not given
US History 52%	63%	69%	70%*	71%*	72%*
Overall Average 74%	73.65%	81%	82%*	83%*	84%*

*Represents projected improvement **data source, SC SDE School Report Cards

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>	<u>Monitor</u> Continued Modified
Continue Freshman Academy to segregate the non-repeating 9 th grade students for the purpose of monitoring & supporting achievement in EOC courses.	2007	Principal & Academy Coordinator	0.5 FTE for Coordinator Position	School	Faculty Roster, meeting schedules	C2008 C2009 C2010
Double block at-risk students in math and English classes during freshman year.	2007	Principal & Guidance	None	N/A	Master Schedule	C2008 C2009 C2010
Include credit recovery courses on the master schedule to meet the needs of students who do not have transportation after school.	2008	Principal & Guidance	None	N/A	Master Schedule	C2008 C2009 C2010
Cap EOC class sizes at 25 when possible	2007	Guidance	None	N/A	Master Schedule/course load report	C2008 C2009 C2010
Conduct an annual update of correlation between course syllabi and EOC Blueprints.	2007	Principal & CRT	None	N/A	Common Course Syllabi & Calibration materials	C2008 C2009 C2010
PD for teachers to make them aware of the resources that are available to prepare students for EOC testing.	2007	CRT	None	N/A	PD Calendar	C2008 C2009 C2010

OBJECTIVE 2: Increase the number of students scoring level 3 or 4 on both sections of HSAP.

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Math (all students) 72.3%**	70.6%	71.1%	73%*	75%*	76%*
ELA (all students) 78%**	70%	73.5%	75%*	77%*	78%*

*Represents projected improvement

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
Conduct an annual update of correlation between course syllabi and HSAP Blueprints.	2007	Principal & CRT	None	N/A	Common Course Syllabi & Calibration materials	C2008 C2009 C2010
Use MAP testing and NWEA Correlation study to identify students whose MAP scores correlate with level 2 on HSAP.	2007	HSAP Tutor & CRT	None	N/A	Fall MAP scores	C2008 C2009 C2010
HSAP Tutor will work with target group from MAP testing analysis to prepare them for HSAP testing.	2007	HSAP Tutor & CRT	None	N/A	HSAP Tutoring Schedule	C2008 C2009 C2010
Offer PD to all teachers with information about resources available to prepare students for HSAP testing.	2007	CRT	None	N/A	PD Calendar	C2008 C2009 C2010
Communicate with parents and students (phone, PTSA Newsletter, Info brochure, web site) about the HSAP and what they can do at home to prepare for HSAP.	2007	CRT	None	N/A	Newsletters & Brochures	C2008 C2009 C2010
Conduct annual school-wide HSAP practice & review for 3 weeks prior to the spring HSAP test.	2009	Teacher Leader, CRT, Principal	\$100 for student incentives	Local Funds	Observations	C2010

OBJECTIVE 3: Raise the Graduation Rate

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grad Rate 85.6% According to SC Report Card	86% 280/325 students	86.4% 306/354 students	86%*	87%*	88%*
Success Rate: % of WHHS students completing their prescribed instructional programs. Includes SC Special Ed students who earned Occupational Diplomas. Baseline: 86.2%	88.3% 287/325 students	90.1% 319/354 students	92%	93%	94%

*Represents projected improvement

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
Counsel students who are behind in earned credits to “catch up” using one of the programs provided by GCS such as Credit Recovery, Virtual School, or Twilight School.	2007	Guidance Counselors	None	N/A	Enrollment rosters from various programs	C2008 C2009 C2010
Assign the “senior counselor” to monitor the progress of all students whose 9GR is current for graduation regardless of the class (ie: Freshman, Sophomore, Junior, Senior) in which they belong because of credits. Modified: Counselors now monitor students according to 9GR.	2007	Principal	None	N/A	Faculty Handbook	C2008 C2009 M2010
Using HSTW guidelines, establish and use an “Individual Graduation Plan” (IGP) for each student.	2007	Guidance Counselors	None	N/A	Conference Schedule	C2008 C2009 C2010
Intervention with parent phone call for students who have 3 or more consecutive absences so they do not become drop outs.	2007	Assistant Principals Attendance Clerk	None	N/A	Call logs	C2008 C2009 C2010

OBJECTIVE 4: Guard the accuracy of the student database.

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Correlation of "Matched Dataset" from the SDE to our HSAP testing list. 100% match	100%	100%	100%*	100%*	100*
Participation rate for HSAP ELA (All) 99.5%	99.7%	98.9%	100%*	100%*	100*
Participation Rate for HSAP Math (All) 99.7%	99.5%	99.5%	100%*	100%*	100*

*Represents projected improvement

<u>STRATEGY</u>	<u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
	Assign one guidance counselor to supervise the collection, organization and documentation of records for students who are "no shows", or enroll and withdraw throughout the year. Modified: Administrator oversees this process.	2007	Guidance	None	N/A	File of withdraws & enrollments for each year	C2008 M2009 M2010
	Data entry procedures will be completed by the Guidance Clerk ONLY to ensure consistency when enrolling or withdrawing students.	2007	Guidance Clerk	None	N/A	Written Procedures about Registration	C2008 C2009 C2010
	Quarterly meetings with Data Collection Team to ensure preparation is on target for SDE data extractions throughout the year. Modified: Monthly meetings after the change over to Power School.	2007	Principal & Data Collection Team	None	N/A	Meeting agenda	C2008 C2009 M2010
	Annual correlation check of 9GR and DOB to catch blank fields and miscoding of student 9GRs.	2007	Guidance CRT	None	N/A	SDE Matched Data Set	C2008 C2009 C2010

GOAL AREA 2:

Student Achievement Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

PERFORMANCE GOAL 1: Ensure quality teachers in all class rooms.

OBJECTIVE 1: Increase teacher technology proficiency.

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
% of teachers who have demonstrated Technology Proficiency according to SDE records. 78%	93.8% 61/65 teachers	100% 65/65 teachers	100%*	100%*	100%*

*Represents projected improvement **Data reported at the end of the school year

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
Notify teachers of opportunities to take the Intel Teach to the Future course offered by GCSD. <u>Modified:</u> Intel course is now referred to Intel 2: Emerging Technologies and focuses on Web 2.0 applications for instructional use.	2007	CRT	\$1800.00	District	PD Calendar	C2008 C2009 M2010
Offer training in the use of home directories and instructional software such as Apex, VOD, ActivInspire, and other network features as they are made available.	2007	CRT Media Specialist	None	N/A	PD Calendar	C2008 C2009 C2010
Offer training in the use of technology hardware such as laptop labs, InterWrite Pads, Promethean Boards, document cameras, and others.	2007	CRT	None	N/A	PD Calendar	C2008 C2009 C2010
Offer training in the use of Blogs, Podcasts, Blackboard and other web 2.0 communication tools along with instructional methods.	2008	CRT	None	N/A	PD Calendar	C2009 C2010

OBJECTIVE 2: Increase teacher knowledge in the use of diverse instructional strategies.

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers with GT Endorsements (23/74) 31%	37% 28/75 teachers	40.4% 23/57 teachers w/ prof certif	55%*	60%*	65%*
Teachers with AP Endorsements (12/74) 16%	19% 14/75 teachers	29.8% 17/57 teachers w/ prof certif	35%	40%	45%
Teachers who are Learning Focused Trained. 16%(12/74)	78% 58/74 teachers	85.9% 67/78 teachers	90%	95%	100%

*Represents projected improvement **Data reported at the end of each school year.

<u>STRATEGY</u> Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
Communicate with teachers about opportunities to take AP & GT courses that will lead to endorsement.	2007	CRT	None	N/A	Email from GCS Consultant in charge of GT Program	C2008 C2009 C2010
Provide Learning Focused training to all teachers In 2009, district will offer training.	2008	CRT District	None	District	PD Calendar	M2009 C2010
Monitor use of Learning Focused strategies in the classrooms.	2009	Admin	None	N/A	Walk-Through Observations	C2010
Provide annual PD to keep teachers updated on research-based instructional strategies	2007	CRT	None	N/A	PD Calendar	C2008 C2009 C2010
Encourage teachers to share their knowledge with their colleagues through the 3T PD program.	2008	CRT	None	N/A	PD Calendar	C2009 C2010
Communicate district PD opportunities throughout the year, including the Upstate Technology Conference & GCS Summer Academy	2008	CRT	None	N/A	Email & General News	C2009 C2010

GOAL AREA 3:

Student Achievement Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

PERFORMANCE GOAL 1: Provide a school environment supportive of learning.

OBJECTIVE 1: Increase the number of freshmen students involved in extra curricular activities.

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Survey of the 9 th grade advisory groups. 133/325 students= 41%	47% 176/375 students Responded to survey	42.5% 179/421 students Responded to survey	49% 127/259 students Responded to survey	51%*	53%*

*Represents projected improvement

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
Encourage students to join extra curricular organizations such as Student Government, National Honor Society, Key Club, My Brother's Keeper, Diamonds, Junior Civitan, JROTC, Athletic teams, and others.	2007	Guidance Counselors Teachers Administration	\$0	N/A	IGP's	C2008 C2009 C2010
Advertise extra curricular programs to rising freshmen during spring information night.	2007	Freshman Coordinator	\$0	N/A	Records of information night	C2008 C2009 C2010
Advertise extra curricular programs to new students during fall Family Fun Fest.	2007	Administration	\$0	N/A	Records of FFF participants	C2008 C2009 C2010
Communicate information about extra curricular activities on the school web site.	2007	Freshman Coordinator	\$0	N/A	Web site	C2008 C2009 C2010

OBJECTIVE 2: Improve stakeholder communication

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
% that agree with the Parent Survey Response to the question: My child's school returns my phone calls or emails promptly. 80.5%	79.1%	75 %	90%*	94%*	100%*
% that agree with the Parent Survey Response to the question, Information about how to be involved either comes too late or not at all. 24.8%	13%	25%	10%*	5%*	0%*
% of teachers maintaining teacher web sites. 100%	100%	100%	100%	100%	100%
% of teachers maintaining communication call logs 100%	100%	100%	100%	100%	100%

*Represents projected improvement **Survey used for this data comes from the SC SDE at the end of each school year.

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
Encourage attendance at SIC and PTA meetings for parents and members of the community to increase their involvement in WHHS activities.	2007	Principal	None	None	Attendance at meetings	C2008 C2009 C2010
Use digital marquee to update the community with information about events taking place.	2007	Principal Office Clerk	\$0 Marquee was a PTA gift.	PTSA	Announcements on the marquee	C2008 C2009 C2010
Use newsletters such as Generalities (PTSA) and The Report To The Community (SIC) to distribute information to the public.	2007	PTSA SIC	\$0 to school	PTSA SIC	Newsletters	C2008 C2009 C2010
Communicate with the media on a regular basis about individual student achievements and awards.	2007	Administration	\$0	N/A	Newspaper articles on display in the media center	C2008 C2009 C2010
Communicate with the faculty via weekly e-newsletter, The General News	2007	Principal	\$0	N/A	General News sent weekly to faculty	C2008 C2009 C2010
Communicate with students daily through large screen projections in the cafeteria before & after school and during all lunch periods.	2007	Principal Office Clerk	\$0	2006 New building construction budget	Announcements	C2008 C2009 C2010
Post a data wall in the school to keep students informed of school & student achievement in different areas.	2008	CRT	\$100	School Funds	Data Wall in school	C2009 C2010

OBJECTIVE 3: Monitor technology developments

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
% of teachers using computer labs at least 2x per month. 47%	56% 42/75 teachers	53% 40/75 teachers	62%*	67%*	72%*

*Represents projected improvement **data from computer lab sign up sheets and calculated at the end of each year.

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
Purchase computers to replace computer equipment that is more than 4 years old. 2009—due to district budget cuts, equipment is being repaired when possible.	2008	Principal	\$20,000 annually	EIA money School Budget District money Grant money	Fixed Assets report	C2008 M2009 C2010
Purchase desktop & laptop computers for new teachers (as budget allows)	2007	Principal	\$10,000	School budget	Fixed Assets report	C2008 C2009 C2010
Provide PD for teachers to keep them abreast of new technology developments in the areas of instruction and security.	2008	CRT	None—use in-house trainers	n/a	PD Calendar	C2008 C2009 C2010

OBJECTIVE 4: Increase the freshman attendance rate.

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Freshman Attendance Rate 95.21%	96.14%	95.72%	96%*	96.5%*	97%*
% of Freshmen who were absent more than 4 days. 177/506=35% **	55.8% 235/421 students	13.2% 57/433	35%*	30%*	25%*

*Represents projected improvement

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
Teachers phone parents when students have missed 3 class periods.	2007	Teachers	\$0	n/a	Teacher call logs	C2008 C2009 C2010
Attendance Clerk contacts parents each time a student has missed school after the 3 rd absence.	2007	Attendance Clerk	\$0	n/a	Record of phone calls	C2008 C2009 C2010
Intervention Form is completed for students who have 3+ absences. Form is given to Truancy Officer for follow up.	2007	Attendance Clerk	\$0	n/a	Intervention Forms completed	C2008 C2009 C2010
Attendance Blitz contest—raffle for students to enter who have perfect attendance.	2007	Attendance Office Principal GCS sponsors Attendance Blitz	\$100	Local funds	Winner's picture published in school paper	C2008 C2009 C2010

PROFESSIONAL DEVELOPMENT

Professional development is very important in the School District of Greenville County. The school district designates ten days within the school calendar year to use for professional development. Professional development may include workshops, conferences, in-services, and coursework. The district provides each school with 1 substitute day per teacher for outside professional development opportunities. Although in the past, it has been the principal's prerogative to use these days as he sees fit, recent budget cuts have required the district to initiate a screening process for and to approve all absences that require a substitute teacher. All teachers must participate in at least 24 hours of professional development during each school year. At least 12 of those 24 hours must be offered by the principal. The administration of Wade Hampton High School goes far beyond the minimum requirement in providing for "in-house" professional development for teachers.

Individuals have the option of choosing the form of compensation they receive for after-hours staff development. In-service points can be applied towards days off on the district's "exchange day" program or employees can use these points to count toward recertification credit. Additionally, the school district provides summer training opportunities through its Summer Academy, as well as college graduate classes, workshops, and institutes sponsored by various departments. Teachers are encouraged to take advantage of these opportunities.

Since the 2004-2005 school year, the district has allocated the position of Curriculum Resource Teacher for the high schools. The CRT is an instructional coach whose responsibilities include assisting teachers with the alignment of their lessons to course standards. Among their duties, the CRTs are responsible for conducting and coordinating staff development at their schools. At Wade Hampton High School, the CRT also assists teachers in the use of student achievement data.

Wade Hampton High School teachers participated in professional development which focused on goals of **teacher quality**, **school climate**, and **student achievement**. Upon the installation of a new principal in 2005, school climate became the goal that was focused on more than the others. The new principal believed that his vision for the academic success of WHHS could not be realized without the school culture being strong and supportive for all stake holders. In addition to rules being established for security and order, common instructional practices were required to be used by all teachers. Following guidelines from HSTW, these common instructional practices included the use of a common course syllabus and common lesson plan on the board. Once the procedures were in place and practiced regularly by all on campus, the focus shifted to student achievement. In 2007, GCS announced that all high schools would be trained in and use the Learning Focused model for classroom instruction. Several teachers attended LF training in the Spring of 2008 and presented information and strategies to the entire faculty. Training for the entire faculty was started in October 2008 and concluded in January 2009. New teachers will receive their full training during the GCS Summer Academy each July. During 2009-2010, the teachers gave more attention to the use of Distributive Questions and Higher Order Thinking Skills (HOTS) as they do their planning. Professional Development was conducted in October 2009 to review Bloom's Taxonomy and to practice writing questions that require the use of HOTS.

WHHS School Portfolio
March 2011 update

The faculty at Wade Hampton High School continues to seek out a rich and thorough array of training opportunities to stay current on the latest trends and research in their specific subject areas as well as educational philosophy, innovation, and classroom management. In order to provide more tailored professional development opportunities, during the 2008-2009 school year, Wade Hampton incorporated monthly teacher-lead in-services using a round table format. With many teachers offering to share their expertise in relevant and subject-specific in-services, teachers will further benefit directly from our skillful and proficient faculty. The round table format will provide teachers with a choice of attending the PD sessions that they feel would benefit them the most. This concept of Teachers-Teaching-Teachers will be known as our “3TPD” program. The 3TPD will take the place of traditional and generalized in-services during various times throughout the year. A secondary benefit to the Three-T program is the opportunity it offers to classroom teachers, especially our less experienced teachers, to increase the skills used when leading and facilitating sessions where adults are their audience. The fostering of teacher leaders is a secondary benefit of the 3TPD program. Surveys conducted at the end of the 2008-09 year indicated the WHHS teachers have embraced this model for on-site professional development. The chart below shows the growth of the 3TPD program since its start in 2008.

	2008-2009	2009-2010	2010-2011
Total Sessions offered	16	31	34
# of Teachers leading a session	11	22	24
# of Administrators leading 1 or more sessions	0	2	2
# of ETS or District Personnel leading 1 or more session	0	1	2

During the 2007-08 school year, staff development trainings were held to instruct the five modules of instruction for the Promethean Board software, ActivStudio. Although our CRT became one of the first district trainers in January 2007, during the summers of 2007 and 2009, we took advantage of the opportunity to send more of our faculty to a “Train the Trainer” workshop and increased the number of in-house Promethean trainers at WHHS to 4. In this workshop, staff members were instructed on how to train others to use the ActivStudio software on the Promethean Board. In addition, our new Freshman Academy Coordinator is also a Promethean Trainer, bringing our in-house total to 6 trainers. The new in-house trainers are used regularly to offer refresher sessions to experienced teachers and new sessions to new teachers. Because the ActivStudio software was replaced with Promethean’s ActivInspire program in 2010, we began to transition teachers during our 2009-2010 3TPD sessions. This is one example of how the Three-T program is being implemented.

In August 2007, teachers of EOC-assessed classes attended workshops detailing strategies for improving EOC scores in their courses. The Blueprint Correlation Project was rolled out to the 4 academic departments during department meetings with the principal and CRT. During these meetings, the departments were assigned the task of ensuring their common course syllabi were aligned with the EOC and HSAP blueprints to the extent possible and regardless of whether the

course was an EOC or sophomore-level course. Teachers also took advantage of the opportunity for collaboration during this project and worked on making sure their prerequisite courses were vertically aligned with the other courses in the department. Master teachers discussed the EOC blueprint and changes in the standards for each academic subject area. Information released about the test and standards they addressed from the SDE was also discussed. At the beginning of each school year, the principal and CRT both meet with the departments to review and realign the common course syllabi with the EOC blueprints.

The district has provided a full-time ESOL teacher for the students with Limited English Proficiency. There are approximately 111 students identified to receive services from the ESOL teacher, which is an increase of 55 students from the 2008-2009 school year. The district predicts this population will continue to increase at a fast pace.

As part of our continued efforts to improve ESOL proficiency in all areas of the curriculum, teachers at Wade Hampton participated in subject-specific strategy sessions with master ESOL-certified teachers during the 2006-07 school year. ESOL strategies were provided to teachers during PD sessions that were geared towards their specific content area. In 2007-2008, the focus was for the ESOL strategies to support HSAP and EOC tests in the specific subject areas. Each teacher showed strategies that worked in her classroom and gave handouts to the participants to review. The WHHS faculty will continue to incorporate these strategies into their curriculum and to share the information with new teachers. We continue to look for ways to support our ESOL students in the classroom.

SREB at Wade Hampton High

WHHS is a SREB: High Schools that Work school. The foundation of the HSTW model is its 10 Best Practices. The implementation of the Freshman Academy was a HSTW initiative. Although our 3 year \$300,000 grant for a Freshman Academy model concluded in 2007, WHHS now enjoys the results and accolades of a highly trained Freshman Academy team. Our Freshman Academy coordinator continues to provide support and the other support personnel, including a dedicated administrator and guidance counselor, remain intact. Each year, the Southern Regional Education Board (SREB) provides \$5,500 to Wade Hampton High school for staff development purposes. These funds are earmarked for the High Schools That Work Education Summit and the National Summer Conference as well as other professional development. Since 2004, WHHS has sent a team of teachers and administrators to the HSTW National Summer Conference and that team has reported back to the faculty with relevant news and techniques regarding SREB best practices. The Freshman Success course, also prescribed by HSTW, continues to be offered in both the Fall and Spring semesters as an elective for identified at-risk freshmen. The Freshman Success curriculum incorporates the study of Stephen Covey's *Seven Habits of Effective Teenagers* with professional development for those who teach the course. At the end of 2009, the original Freshman Academy Coordinator resigned to take on the new role of mother. She was replaced by a WHHS teacher who has administrative experience at the middle school level as well as over 10 years of experience in the classroom. He left after serving one year as the Academy Coordinator to take an Assistant Principal position at a rival high school. Our new Freshman Academy Coordinator for 2010-2011 is a master teacher with over 20 years of teaching experience both in and out of the classroom. She is both data and curriculum strong and has brought a new philosophy to the FA that includes more collaborative planning and sharing of instructional strategies.

During the 3 year period that defined the federal SLC grant period, (beginning in the fall of 2004), the Freshman Academy faculty selected and participated in professional development that directly related to the ninth-grade student and the SLC. This PD was in addition to the regular PD required for all WHHS teachers. grant. Although the grant that funded the professional development opportunities for the Freshman Academy ended at the close of the 2006-2007 school year, the Academy continues to have an annual summer retreat and bi-weekly meetings with teachers and staff. In addition to a \$3,000 PLC grant awarded in the summer of 2009, the Academy operating budget is provided by the principal through the school's annual budget; and in the 2009-2010 year, part of those monies came from the Palmetto Gold award.

PDP for 2010-2011

The chart below lists the Professional Development Sessions that have been conducted at WHHS from August 2010 to the update of this document, March 2011.

<u>Session</u>	Audience	Date	Time	School Goal Correlation
<u>Freshman Academy Orientation</u>	WHHS Freshman Academy Faculty	8/1/2010	9:00am – 4:00 pm	Supportive Environment
<u>New Teacher Workday</u>	Teachers new to WHHS for 2010-2011	8/5/10 - 8/5/10	9:00-12:00	Quality Teachers
<u>Power Teacher</u>	WHHS Teachers Only	8/13/10 - 8/13/10	varied by groups	Quality Teachers
<u>HOTS</u>	Freshman Academy teachers	9/7/10 - 9/7/10	9:00-10:00	Academic Performance
<u>3T PD -- ActivInspire & Activotes</u>	WHHS Teachers Only	9/8/10 - 9/8/10	4:15pm - 5:15pm	Quality Teachers
<u>3T PD -- Learning Focused Strategies</u>	WHHS Teachers ONLY	9/8/10 - 9/8/10	4:15pm - 5:15pm	Academic Performance
<u>3T PD -- Relax & Recall</u>	WHHS Teachers ONLY	9/8/10 - 9/8/10	4:15pm - 5:15pm	Supportive Environment
<u>3T PD -- USA Test Prep</u>	WHHS Teachers Only	9/8/10 - 9/8/10	4:15pm - 5:15pm	Quality Teachers
<u>Classroom Instruction that Works</u>	Freshman Academy Teachers	9/17/10 - 9/17/10	4:00-5:00pm	Academic Performance
<u>Creative Sewing</u>	FCS Teachers	9/20/10 - 10/25/10	6:15pm - 8:15pm Mon	Academic Performance
<u>3T PD - Content Area Literacy</u>	WHHS Teachers	10/6/10 - 10/6/10	4:00 - 5:00pm	Academic Performance
<u>3T PD - Fulbright Scholarship</u>	WHHS Teachers	10/6/10 - 10/6/10	4:00-5:00	Supportive Environment
<u>3T PD -- Basics of Climbing & Rappelling</u>	WHHS Teachers	10/6/10 - 10/6/10	4:00-5:00	Supportive Environment
<u>3T PD -- Online Flashcards</u>	WHHS Teachers	10/6/10 - 10/6/10	4:00-5:00	Academic Performance
<u>Assessment Prompts and the Learning Focused Model</u>	WHHS Faculty	10/14/10 - 10/14/10	9:00 - 11:00 AM	Academic Performance
<u>Ocean Awareness Day Teacher's Workshop</u>	All Teachers K-12	10/16/10 - 10/16/10	9:00 AM - 4:00 PM	Academic Performance

<u>Classroom Instruction That Works Part II</u>	WHHS Freshmen Academy Teacher	10/22/10 - 10/22/10	7:45 - 8:45	Academic Performance
<u>Planning with Marzano</u>	Freshman Academy teachers	11/1/10 - 11/1/10	10:00-11:00	Academic Performance
<u>3TPD -- ActivInspire, a little more than the basics</u>	WHHS Teachers	11/10/10 - 11/10/10	4:15 - 5:15 pm	Quality Teachers
<u>3TPD -- How To Take A Great Picture</u>	WHHS Teachers	11/10/10 - 11/10/10	4:15-5:15 pm	Quality Teachers
<u>3TPD -- Success in AP begins in CP</u>	WHHS Teachers	11/10/10 - 11/10/10	4:15 - 5:15pm	Academic Performance
<u>Classroom Instruction That Works Part II</u>	WHHS Freshman Academy Teachers	11/19/10 - 11/19/10	7:45-8:45	Academic Performance
<u>Planning with Marzano</u>	Freshman Academy Teachers	12/6/10 - 12/6/10	10:00-11:00	Academic Performance
<u>3TPD - MS Photo Story</u>	WHHS Teachers	12/8/10 - 12/8/10	4:15pm - 5:15pm	Quality Teachers
<u>3TPD -- How To Take A Great Picture</u>	WHHS Teachers	12/8/10 - 12/8/10	4:15-5:15pm	Quality Teachers
<u>3TPD -- How to Write A Good Essential Question</u>	WHHS Teachers	12/8/10 - 12/8/10	4:15pm - 5:15pm	Academic Performance
<u>3TPD -- Wiki Workspaces</u>	WHHS Teachers	12/8/10 - 12/8/10	4:15pm - 5:15p,	Quality Teachers
<u>EOCEP Test Administrator & Proctor Training</u>	WHHS Teachers	12/16/10 - 12/16/10	4pm-5pm	Quality Teachers
<u>EOCEP Test Administrator & Proctor Training</u>	WHHS Teachers	1/6/11 - 1/6/11	7:30am - 8:30am	Quality Teachers
<u>3T PD - Exam View Pro</u>	WHHS Teachers	1/19/11 - 1/19/11	4:15-5:15pm	Quality Teachers
<u>3T PD -- Team Building Strategies and Ice Breakers</u>	WHHS Teachers	1/19/11 - 1/19/11	4:15-5:15pm	Supportive Environment
<u>3TPD -- Cool Presentation Web Sites</u>	WHHS Teachers	1/19/11 - 1/19/11	4:15-5:15pm	Quality Teachers
<u>3TPD -- Teaching Athletes</u>	WHHS Teachers	1/19/11 - 1/19/11	4:15-5:15pm	Supportive Environment
<u>Scheduling Guidelines for WHHS</u>	By Invitation Only	2/3/11 - 2/3/11	4:00-5:00pm	Supportive Environment
<u>SRS Training for Teachers</u>	WHHS Teachers	2/9/11 - 2/9/11	4:00-5:00pm	Quality Teachers
<u>FL Acquisition Lessons P1</u>	WHHS FA teachers	2/10/11 - 2/10/11	10:00-11:00	Academic Performance
<u>D.A.G</u>	Freshman Academy Teachers	2/11/11 - 2/11/11	7:45-8:45	Supportive Environment
<u>3T PD -- USA Test Prep</u>	WHHS Teachers	2/16/11 - 2/16/11	4:15-5:15pm	Quality Teachers
<u>3TPD - Jazzing Your Teacher Web Site</u>	WHHS Teachers	2/16/11 - 2/16/11	4:15-5:15pm	Quality Teachers
<u>3TPD - Hamburger Paragraphs</u>	WHHS Teachers	2/16/11 - 2/16/11	4:15-5:15pm	Academic Performance
<u>3TPD -- Effective Note taking</u>	WHHS Teachers	2/16/11 - 2/16/11	4:15-5:15pm	Academic Performance
<u>D.A.G</u>	Freshman Academy	2/25/11 - 2/25/11	7:45-8:45	Supportive Environment

<u>D.A.G</u>	Freshman Academy Teachers	3/11/11 - 3/11/11	7:45-8:45	Supportive Environment
<u>2011 HSAP PLAN</u>	WHHS Teachers	3/16/11 - 3/16/11	4:00-5:00	Academic Performance
<u>3T PD -- Professional Roundtable Discussion</u>	WHHS Teachers	3/23/11 - 3/23/11	4:15-5:15pm	Supportive Environment
<u>3TPD -- Constructing Unit Outlines</u>	WHHS Teachers	3/23/11 - 3/23/11	4:15-5:15pm	Academic Performance
<u>3TPD -- More Web 2.0 Applications</u>	WHHS Teachers	3/23/11 - 3/23/11	4:15-5:15pm	Quality Teachers
<u>3TPD -- The Qualities of Effective Teachers</u>	WHHS Teachers	3/23/11 - 3/23/11	4:15-5:15pm	Academic Performance
<u>D.A.G</u>	Freshman Academy teachers	3/25/11 - 3/25/11	7:45-8:45	Supportive Environment

LEADERSHIP

ROLES, RESPONSIBILITIES, AND GUIDING PRINCIPLES

Principal:

Role: The principal serves as administrative head of the school.

Responsibilities:

1. coordinate
 - a. total school resources
 - b. general supervision of all school activities
2. develop program of satisfactory student conduct
3. formulate adequate emergency plans
4. maintain high staff morale
5. facilitate
 - a. professional relationships
 - b. communication
 - c. staff participation in faculty functions (meetings, PTSA)
6. work cooperatively with District staff members and school faculty to improve instruction
7. interpret educational objectives for parents and community
8. assign professional staff according to certification and competency
9. safeguard school and pupil records
10. follow recommended fiscal procedures
11. supervise clerical, custodial, and food service staff
12. maintain buildings and grounds in an attractive, clean, and safe condition
13. obtain adequate service for students with district office support
14. initiate and/or assist in recruitment, selection, assignment, orientation, in-service training, evaluation, transfer, promotion, and dismissal of staff
15. cooperate with superintendent and district administration in
 - a. budget preparation
 - b. business operation of the school
16. cooperate with social and law enforcement agencies in direction toward the best interest of the school

(source: *Vacancy Announcement*, Wade Hampton High School Principal, 28 April 2005)

Assistant Principals/Administrative Assistant:

Roles: The assistant principals and administrative assistant work cooperatively with the principal to ensure the safe and efficient operation of the school.

Responsibilities:

1. staff evaluations
2. walk-through evaluations
3. IEP or other parent conferences
4. duty rosters
5. bell schedule changes

6. substitutes/class coverage
7. school activities/programs
8. discipline
9. safety and transportation issues
10. athletic events coverage
11. textbook coordination
12. serve on School Improvement Council
13. serve on administrative team

Department Heads:

Role: The head of each department facilitates meetings of its members and represents the department as a liaison with school and district councils.

Responsibilities:

1. Coordinates all departmental purchase requests
2. Serves as department's representative on the school's faculty council
3. Serves as the department's liaison with district office personnel usually to disseminate information to the rest of the department
4. Serves as the department's liaison during parent/teacher conflicts to reiterate and clarify district policies

Faculty Council:

Role: The faculty council serves as a venue for the faculty to address concerns regarding the instructional program.

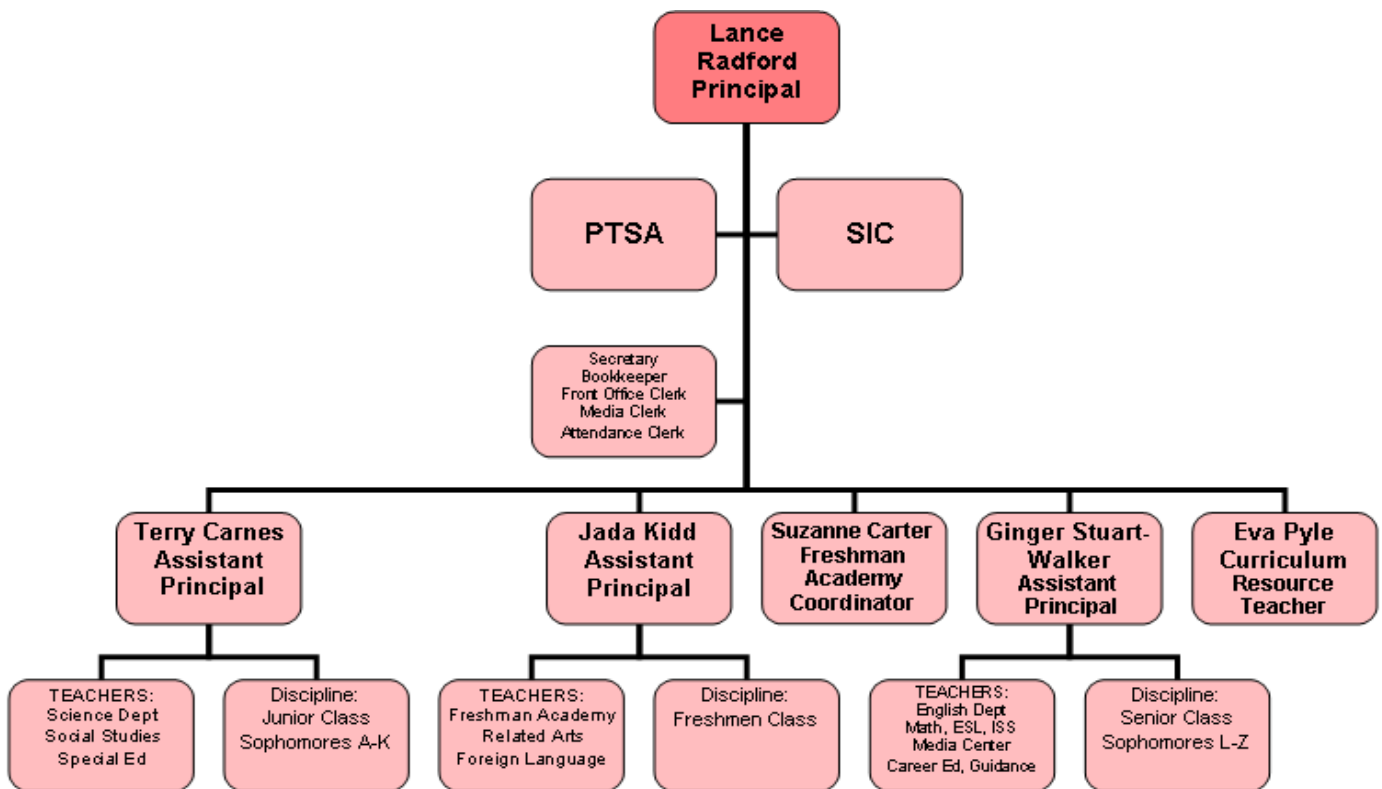
Members:

1. Department Representatives:
 - a. Math
 - b. English
 - c. Science
 - d. Social Studies
 - e. Foreign Language
 - f. Career Education
 - g. Special Education
 - h. Fine Arts
2. Guidance
3. Media Center
4. Administration
5. Curriculum Resource Teacher
6. School Secretary
7. Plant Engineer/Maintenance Department

Responsibilities:

1. attend biweekly meetings
2. address concerns regarding instructional programs
3. communicate information to department members

WHHS ORGANIZATIONAL CHART



School Improvement Council:

Role: The School Improvement Council works together with Administration to develop and implement the school improvement plan.

Members:

1. Teachers (elected)
2. Parents (elected)
3. Community/Business Representatives (appointed)

Responsibilities:

1. work with administration to develop and implement the school improvement plan
2. monitor and evaluate the plan's success
3. write an annual report to the community

Parent Teacher Student Association:

Role: The PTSA supports the teachers and the instructional program.

Members: Parents, Students, School Personnel (all volunteers)

Mission/Responsibilities:

1. To support and speak on behalf of children and youth in the schools, in the community and before governmental bodies and other organizations that make decisions affecting children;

2. To assist parents in developing the skills they need to raise and protect their children;·
3. To encourage parent and public involvement in the public schools of this nation.

The Purpose of the PTA

1. To promote the welfare of the children and youth in home, school, community, and place of worship.
2. To raise the standards of home life.
3. To secure adequate laws for the care and protection of children and youth.
4. To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth.
5. To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

Student Council:

Role: At Wade Hampton High School, we have an elected student council where the representatives may voice their ideas in the hopes of making decisions to impact the school.

Members:

1. Student Body Officers
 - a. President
 - b. Vice President
 - c. Secretary/ Treasurer
 - d. Parliamentarian
 - e. Historian
2. Class Officers for Each Grade
 - a. President
 - b. Vice President
 - c. Secretary
 - d. Treasurer
 - e. Representatives
 - f. SIC Representatives

Athletic Director :

All high schools in the District are full members of The South Carolina High School League. The rules and regulations governing athletics contests for member schools are established by this League. The League is governed by the rules and regulations published in its “Handbook.” This “League Handbook” contains the League’s Constitution and all other rules and regulations of governance. All athletic directors and coaches must be thoroughly familiar with these rules and regulations. The coach is responsible for properly administering all rules governing his or her particular sport. The school athletic director is responsible for making sure all League rules are properly adhered to by all coaches under his/her management.

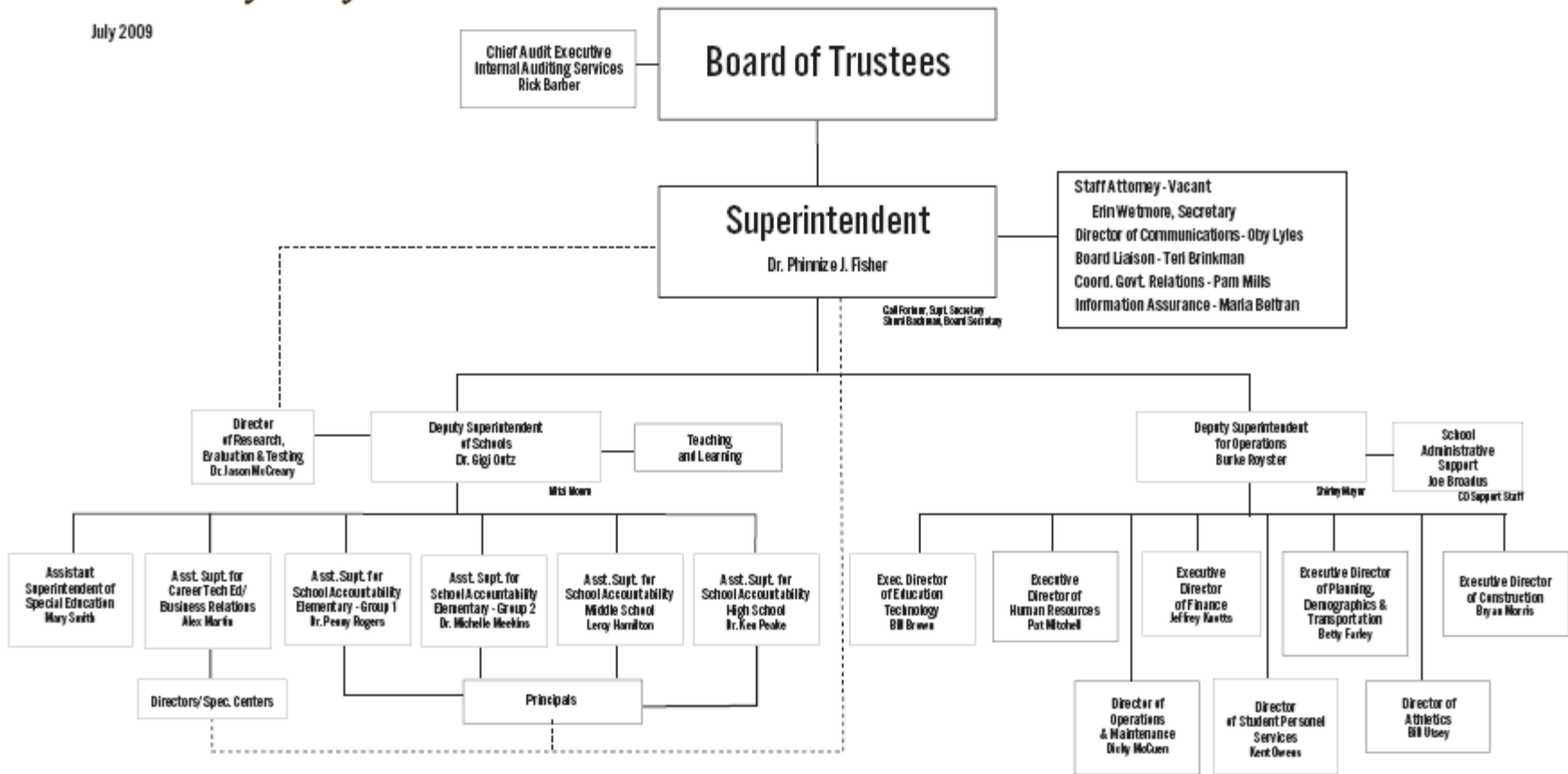
Section II

The school's governance and financial management process is determined by the allocation of monies from the county level. According to the 2009 SC State Report Card, the school allocated \$5,951.00 per student, from which comes the instructional materials and supplies baseline budget. It is notable that, according to the SC Report Card, High Schools with Students Like Ours typically spend on average \$6592.00 per pupil and the media high school expenditure is \$7883.00. Because of stipulations from the district, the school has few options in discretionary spending. The principal determines the method to distribute discretionary money to departments.

The principal is guided in the distribution of any discretionary monies by the school's beliefs, mission, and needs.

Section III Administration: Principal, Assistant Principals, and Administrative Assistant

The current administration at Wade Hampton includes Mr. Lance Radford, Principal; Mr. Terry Carnes, Assistant Principal; Mrs. Ginger Stuart-Walker, Assistant Principal; Ms. Jada Kidd, Assistant Principal; and Mrs. Suzanne Carter, Freshman Academy Coordinator and Administrative Assistant. Wade Hampton's principal is directly responsible to Dr. Ken Peake, Director of Principal Supervision and School Accountability and to the Superintendent of Greenville County Schools, Dr. Phinnize J. Fisher. Mr. Radford meets every week with the administrative team, which includes the assistant principals, administrative assistant, and school resource officer.



The School District of Greenville County Organizational Structure:

The assistant principals and the administrative assistant work with Mr. Radford on the administrative duties required to keep Wade Hampton operating safely and efficiently. Through the use of walkie-talkies and phones, the administration can stay in close touch with each other during the day while they are “out and about” on the school campus. Although the final responsibility for all school issues falls on the shoulders of the principal, it is necessary to delegate many duties to the administrative team members.

These delegated duties and responsibilities include but are not limited to:

- staff evaluations
- walk-through evaluations
- IEP or other parent conferences
- duty rosters
- bell schedule changes
- substitutes/class coverage
- programs during and after school
- discipline
- safety and transportation issues
- athletic events coverage
- textbook coordinators
- members of School Improvement Council and administrative team

Faculty Council:

The faculty council consists of representation of each department: math, English, science, social studies, foreign language, career education, special education, fine arts, guidance, media center, administration, the curriculum resource teacher, and the school secretary. This team meets biweekly as a venue for the faculty to address concerns regarding the instructional program. Department representatives communicate the information discussed during the meeting with their individual departments during department meetings. This group replaces the site based decision making committee.

The Overall Communication Plan

The communication plan consists of the following:

- Weekly emails titled “General News” to outline weekly events and disseminate other relevant information
- Biweekly faculty council meetings
- Daily morning and afternoon school wide announcements
- Emails to inform stakeholders of announcements
- A PTSA-sponsored Open House held at the beginning of each semester
- Departmental meetings held once a month
- Regular communication with parents by teachers concerning achievement, tardiness, attendance and discipline.
- Teacher voice mail directly linked to their email.

- The PTSA newsletter “Generalities”
- In 2009, the *Future Generals Insight Night* replaces the traditional *Spring Fling Information Thing* night to communicate with middle school parents and students.
- Tri-fold brochure with school description and programs
- Freshman Academy quarterly letter home concerning grades
- School website and teacher websites, updated regularly
- Senior newsletter designed by guidance
- Automated phone system that can phone all students or parents and deliver a pre-recorded message.
- A marquee in the front of the school announcing upcoming events.
- A direct line telephone in all classrooms equipped with voice mail

All of these communication outlets are used to support Wade Hampton’s beliefs, mission, vision and needs.

PARTNERSHIP DEVELOPMENT

We believe that our faculty, families and community must work together to help our students succeed. We are committed to involving our parents and neighboring communities in helping students meet the challenges of participants and competing in a dynamic society. Partnering with parents and members of the community is an integral part of meeting our school goals of raising student performance and providing a supportive learning environment for our students.

Summary of Progress

This has been another successful year! Our partnerships with local business have increased substantially over the last several years. In 2002-2003 we had 37 active business partnerships, and with the support of the Parent Teacher Student Association and the School Improvement Council, we increased that number to over 215 active partnerships in 2006-2007. Our partners have helped our students in more ways than we could have imagined. In 2008, the PTSA started a formal "Business Partner's Program" at WHHS as a means of getting the community more involved with Wade Hampton High School. The Business Partner membership also supports the student council and facilitates many of their programs. Membership is \$25 for businesses to join this organization.

Many partners have contributed financially, but just as many open their doors to students through giving tours of their facilities, providing speakers, or serving as employers for students.

Service Learning which provides students opportunities to use newly learned skills and knowledge in real-life situations. There is a strong emphasis on assuming responsibility through active participation in thoughtfully organized service experiences that meet community needs through a collaboration between WHHS and service organizations and businesses in the community. This involves students in solving real-life problems and encourages them to make meaningful contributions to the school and the community, while it also strengthens the local network of support for students through adults in the community. Businesses benefit from this program because of the work students perform for the businesses, and students benefit by learning and applying skills for personal and social responsibility.

The Student Council Advisor has multiple parent, school, and community volunteers to assist in our annual Eastside Week Charity Fundraiser. Their involvement ranges from counting funds, judging and coordinating events. Several community organizations also give presentations during Student Council events.

In another example of a successful partnership, The Greenville Junior Civitan Club provided two scholarships to Jr. Civitan members at a Leadership Conference held during the summer at Presbyterian College. They also sponsor an annual dinner for the entire Jr. Civitan club. In addition, they provided a tour and dinner at the new Goodwill Industries facility. They also sponsor an annual banquet at the Poinsett Club honoring a male and female senior in each Greenville County high school, public and private, with a Good Citizenship Award. We have two plaques hanging in the guidance office with the names of our honorees dating back to the 1960's.

The Wade Hampton faculty and staff have long maintained a close relationship with the SIC and the PTA in order to coordinate business partnerships that will support the on-going goals of Wade Hampton High School. The SIC applied for the Dick and Tunky Riley School

Improvement Award for the 2006-2007 academic year. In the application, the committee addressed the means by which Wade Hampton improved its rankings for AYP, moving from attaining only seven of the nineteen criteria in 2004-2005 to attaining sixteen out of seventeen criteria for the 2006-2007 academic year. WHHS was awarded the Riley's Honorable Mention.

The criteria for the school's plan follow.

1. Our school was assisted by Wal-Mart in reaching the first criterion, promoting student achievement. Through a donation by Wal-Mart, the SIC was able to continue its Academic Lettering program which was initiated in 2004 to recognize academic excellence. Students, parents, and teachers participated in a ceremony and reception where 221 students with a GPA of 3.8 or higher were awarded a WHHS academic letter.
2. Another criterion was promoting a positive school climate. The SIC started a new tradition called "School Life Photo Display." Each year, twenty photos of student activities will be selected, framed, and hung in the hallways of the school. Bryn-Allan Studio donated a portion of the printing cost for the first pictures selected.
3. A third criterion is supporting teacher effectiveness. A school-wide Quality Education grant was written with support from the SIC to receive funding for Project-Based lessons.
4. A fourth criterion was promoting or developing an effective mentoring program. SIC created a tutoring program in which community volunteers from all ethnicities provided hours of tutoring for at-risk students. There was a 51% increase in the ninth grade passing rate during its first year.
5. Finally, the last criterion related to a business partner relationship was enhancing school-community relations. In an effort to inform a sector of the business community about the achievements of Wade Hampton High School, the SIC along with students, teachers, and administrators sponsored a Realtors Breakfast in the spring of 2006. Sixty realtors attended and received a pamphlet containing Wade Hampton's accomplishments in order to distribute to prospective home owners in the Wade Hampton area.

Wade Hampton's PTA is also active in business partnership development. The PTA solicits volunteers from parents and the community to assist the schools in various areas, such as tutoring, publicity assistance, and gifts from businesses for door prizes for school activities. Wade Hampton received second place in South Carolina for PTA Parent/Volunteer Program of the Year (2005-2006). For the last five years, Wade Hampton has recorded over 55,000 volunteer hours from parents and the community. In 2008, WHHS was named a PTSA National School of Excellence.

Each month, a Business Partner of the Month is selected and recognized in the Greenville News. The business receives a certificate to post in their place of business, acknowledgement on the school's marquee for the entire month, as well as acknowledgement in the school's newspaper and the PTSA newsletter. Also, in an effort to show the school's appreciation, the PTA sponsors a Business Partners breakfast each spring to thank businesses that have been involved through donations of time, money, or items. Business Partners receive a decal to post in their place of business. As our partners display these stickers in their businesses, the Wade Hampton name is displayed in the community, which serves as a great PR tool for the school. Our students and parents know that this business supports our school and are more likely to patronize the business, creating loyalty to our business partners.

Next Steps

In reflecting on our business partner program, we feel that we have been successful in increasing community support for our school during the last five years. Our number of partners has quintupled. We also feel that we have done a great job of recognizing our partners and supporting them with as much of our business as possible. In thinking about where we would like to go with our business partner program, we think that in some ways we have not fully utilized all the support we have available from our partners. We need to do a better job of communicating to our faculty the way that our partners are willing to help so that we can take full advantage of what they have to offer. The updated copy of the portfolio, including the list with contact information of our business partners, has been available to teachers via the school's network drive since 2004. This list needs to be scrutinized and updated as several of the businesses listed last year have closed. A description of what a business partner is needs to be developed. A business that makes regular donations to the school (of goods or services) is a partner, not one that makes a one time donation every 2 or 3 years. We need to develop a plan to update this list throughout the year, not just once a year.

Wade Hampton High School Business Partners

Business	Contact	Address	Phone Number	Service Provided
Action Concrete	Kelly Murphy or Libby Pelletier	301 Beverly Road Greenville, SC 29609	292-6781	Donation
Advanced Merchant Services, LLC		106 Deerpath Ct Greenville, SC 29617	268-8911	Eastside Week
Aiken Cost Consultants Inc		1010 E. North St Greenville, Sc 29601	232-9342	Eastside Week
Alison's Pet Parlor		2722-B Wade Hampton Blvd	268-5886	
All Seasons		State Farmers Market Rutherford Road		Financial incentives
America's Truck Team	Jerry Avosa			Spoke to Driver's Ed students about driving safely with trucks on the highway.
AmeriSpec	Mike Parker	1200 Woodruff Rd. Greenville, SC 29607	627-1900	Speaker
Angel Dolfyn Connection	Candy Pyatt	1115-B W. Poinsett Street Greer, SC 29650	848-1232	Donation
Appalachian Rivers Rafting Company, Inc.	John Griffin	302 Great Glen Drive Greenville, SC 29615	244-0168	Faculty and student group discounts, service learning partnership
Army National Guard	Brent Cobb	9 Genrock Lane Simpsonville, SC 29681	277-7532	Speakers, food, proctors, ROTC wall

Awards and Sports		5000 Old Buncombe Rd Greenville, SC 29617 (Furman Shopping Center)	246-8020	Discounts
B & F Roofing and Siding Company		650 Keith Dr Greenville SC 29606	232-7623	Eastside Week
B & M Enterprises Inc		212 Botany Rd Greenville, SC 29615		
B & R Petroleum		PO Box 4408 Greenville SC 29608		
Bank of Travelers Rest	Steve Farr	PO Box 1067 Travelers Rest, SC 29690 (42 Plaza Dr.)	834-9031	Donation
Barnes and Noble		735 Haywood Rd Greenville 29607	458-9113	Teacher Discount Cards
BB&T		1533 Wade Hampton Blvd Greenville 29609	282-3530	Financial Donation for Freshman Academy
BB&T Greer	Greg Sisk	400 Memorial Drive Greer, SC 29651	968-1010	Academic incentives
Beeks Jewelers		Lake Forest Shopping Center	268-1250	Donation
Bella Capella	Steve Gambrell	300-F Randall St Greer 29651	877-7715	Services
Bi-Lo	Terri Blackmon	Wade Hampton, Taylors SC	292-9358	Profit Sharing
Boggs Law Firm	Cameron Boggs	PO Box 65 Greenville, SC 29602	233-8066	
BMW	Lee Ferrell	Department of Languages, Clemson University, P.O. Box 340535, Clemson, SC 29634-0535	656-1348	German Lecturer/speaker (Baker)
Business Services Unlimited Inc.		PO Box 16224 Greenville, SC 29606	232-4571	
Ca'bellz Ice Cream	Chana Fletcher	3225 North Pleasantburg Drive Greenville, SC 29609	239-2030	Incentives
Callaham's About Face		123 Cleveland St Greenville 29601	242-5420	
Camelot Cinemas		48 E Antrim Dr Greenville 29607	235-6700	Donation of goods (Freshman Academy)
Canopy Car Wash		2312 Wade Hampton Blvd	244-9157	Incentives
Capital Plumbing		5 Elberta St Taylors, SC 29687	268-7888	
Carolina First		1450 Wade Hampton Blvd	255-4900	
Carpet One	Todd Center	5150 Wade Hampton Blvd	268-5556	Tours/Incentives
Chick-Fil-A	Jennifer Williams	2801 Wade Hampton Blvd., Taylors, SC 29687	322-2300	Advertising/Incentives
Cobblestone	Misty Cobb	2 Balfer Dr	331-2106	Hennicken)

Promotions		Greenville 29615		
Coca Cola Bottling Company	Kemp Sweeney	1068 Holland Road	213-1200	Donated goods
County Coroner	Kent Dill	112 Holgate Drive Greenville, SC 29615	268-0332	Hosted Human Biology Classes (Looper)
Creative Edge Hair Studio	Allison Bridwell Kelly Morgan	300 East Lee Road Taylors, SC 29687	322-0490	Donation
Dataworks Plus	Brad Bylenga	1168 North Pleasantburg Dr. Greenville, SC 29607	672-2780	ID badges and badge equipment
DHEC – Green Driver Program	Ingrid Green	301 University Ridge Greenville Sc 29601	241-1090	Spoke with Driver's Ed students about how driving, littering, oil changes, etc affect the environment
Don Pablos		741 Haywood Rd Greenville 29607	627-8550	Gift Certificate
D. R. Horton/Torrey Homes	Jonathan Giles	1200 Woodruff Rd Greenville 29607	627-1988	Tours/Food
Dr. Allen Lynch, DDS		102 Edinburgh Court Greenville, SC 29607	235-3949	Donation
Duke's Sandwich	Andy Smart	1001 Poinsett Highway Greenville, SC 29609	232-1001	Incentives
Eastside Pediatric Dentistry PA		6 Pointe Circle Greenville, SC 29615	233-1234	Eastside Week

ETT Environmental Inc		PO Box 16414 Greenville, SC 29606	877-6942	Eastside Week
Exigent Wade Hampton	Thomas Maskell, MD	2310 Wade Hampton Blvd	292-5915	Advertising
Fast Frame	Carole Coley	603 Haywood Rd. Greenville, SC 29607	622-8164	Donation
Firehouse Subs		219 Pelham Road Greenville 29615	271-7200	Profit Share Night
First Citizens Bank	Karen Roughton	2121 Wade Hampton Blvd	612-4444	Supplies, Advertising
First Team Sports	Mike Miros	2301 Wade Hampton Blvd. Greenville, SC 2	268-6227	Advertising/Uniforms
Furman University		3300 Poinsett Hwy Greenville, SC	294-2000	Service learning partnership, Educators appreciation (free football tickets)
Giraffe Web Design	Judy Benedict	14 Manly St Greenville 29601	232-6363	Volunteer with VE web site
Greenville Army Store	Jeff Zaglin	660 S. Main Street Greenville, SC 29601	232-3168	Advertising Eastside Week Donation
Greenville Civitan Club		1820 Ridge-Mauldin Rd Greenville, SC	234-6917	Scholarships, Sponsors Annual Jr. Civitan Spring Banquet.
Greenville Humane Society		328 Furman Hall Rd 29609	242-3626	Service learning partnership

Greenville Tech Hospitality Education	Sybil Davis	506 S Pleasantburg Dr Greenville	250-8184	Tours/Speaker
Home Depot	Lisa	2490 N Pleasantburg Dr	232-0510	Tours/Speaker
Jeff Lynch		1120 North Pleasantburg Dr. Greenville, SC 29607	268-3101	Advertising
Jeff Richardson Co.		238 Apple Blossom Lane Simpsonville, SC 29681	963-4626	Eastside Week
Jersey Mike's Subs	Mike Culp	1115 State Park Road Greenville, SC 29609	989-1449	Coupons, food promotions
JFS Farms		18 Fenwick Lane Greenville SC 29617	246-3074	Eastside Week
Johnson's Auto Body Repair	James Johnson	2004 Old Mountain Creek Rd. Greenville, SC 29609	370-3688	Donation
Jostens	Paul Gillis	18 Pine Knoll Drive Greenville, SC 29609	292-8238	Advertising
Jostens Printing and Publishing	Claude Saleeby	119 East Blackstock Road Spartanburg, SC	864-542-4759	Printing/Incentives
Joy Real Estate	Joy Bailey	309 E Butler Rd Greenville 29662	234-6625	speaker
Julie's Jewels and Gifts	Julie	Gallery Center 579 Haywood Road Greenville, SC 29607	288-9068	Donation
Junior Achievement	John Ashford Susan Spencer	10 Toy St Greenville 29601	292-0339	Career Planning, speakers
Keith Young Financial and Associates: Independent Insurance Broker	Keith Young	3 Keith Drive Greenville, SC	242-3478	Discounts, Incentives
Leisure Net Travel	Michael Glancey	1016 North Pleasantburg Dr. Greenville, SC 29607	250-0004	Donation
Lockheed Martin	Dan Brandenstein	107 Frederick St Greenville 29607	422-6262	Speakers/Career planning
Luv Homes	Richard Bagwell	2451 N Pleasantburg Dr	233-9885	Tours/Speaker
March of Dimes	Pat Kobler	37 Villa Rd Greenville 29615	235-8576	Speaker
Morgano, Freeman and Assoc, Inc.	Jason Freeman	206 Pine Knoll Drive Greenville SC 29609	609-5285	Scholarships
Mutt's BBQ in Greer		101 West Rd	848-3999	Profit Share
National Guard	Sgt. Christopher Rogers	105 Old Woodruff Rd Greenville	277-7286	Speaker
Oil Can, Inc.	Sammy Childs	7 Pelham Road Greenville, SC 29615	242-5444	Gift certificates, profit sharing
Pepsi Cola		751 State Park Rd Greenville 29609	242-6041	Donated drinks
SC Student Loan Corp		16 Berryhill Rd Ste 210 Columbia, SC 29210	803-798-0916	Printing (Course Catalogs)
Schneider Company		39 Pelham Davis Cir 29615	675-9250	

Seven Stars Café	Donna Christie	2017 Wade Hampton Blvd. Greenville, SC 29609	609-6000	Advertising
State Farm Insurance	Jack and Mary Keel	PO Box 607 Barnwell, SC 29812		Money for supplies, field trips
State Farm Insurance Co.	Rudy Ables	1154A Haywood Road Greenville, SC 29615	987-9900	Donations/ Advertising
The Fabric Shoppe	Trish Alford	1025 Woodruff Rd Greenville 29607	877-2223	Tours/Speaker
Thomas McAfee Funeral Home		PO Box 527 Greenville SC 29602	232-6733	
Tony's Fabrics	Tony Bridges	410 S. Pleasantburg Dr. Greenville, SC 29609	232-7343	Materials for office windows
TR Operation of Greenville LLC		3140 Wade Hampton Blvd Taylors SC 29687	244-4122	Texas Roadhouse – Profit Share
USA Today	Jeanne Fetner	jfetner@usatoday.com	703-854-5329	Subscription to USA Today (Richardson)
Wade Hampton PTSA		100 Pine Knoll Drive Greenville SC 29609		Donations

PTSA BUSINESS PARTNERS:

We would like to thank our 2010-2011 Business Partners for their continued support. Be sure to patronize our business partners and be sure to tell them you saw them on the WHHS Business Partners Page.



Advanced College Funding
1520 E. North St.
Greenville, SC 29607
(864) 242-1914
www.collegeplanningrelief.com



Allstate Insurance Company
2510 Wade Hampton Blvd, Suite C-3
Greenville, SC 29615
864-244-2107
A051377@allstate.com



Artistic Edge Dance Center
215 Pelham Road, Suite B104
Greenville, SC 29615
(864) 631-2156
www.artisticgedgedance.com



Benefits in a Card
Carl Max Stecker
525 S. Flagler Drive
West Palm Beach, FL 33401



CanvasOne.com
33 Rushmore Dr.
Greenville, SC 29615
(864) 630-2947
www.canvasone.com



Cherrydale Auction
1041 W. Blue Ridge Drive
Greenville SC 29609
(864) 787-5363



The Chocolate Shoppe
 1392 N. Pleasantburg Drive
 Greenville, SC 29607
 (864) 292-0789
www.cookiesncandies.com



Dick Stevens Photography
 24 Wonderwood Drive
 Greenville, SC 29615
 (864) 244-5599
www.DickStevensPhotography.com



Dream Image Photography
 32 Rushmore Drive
 Greenville, SC 29615
 (864) 275-4717
www.dreamimagephoto.com



Greenville First Bank
 P.O. Box 17465
 Greenville, SC 29606
 (864) 679-9176
www.GreenvilleFirst.com

Greenville Flooring
 2274 State Park Road
 Greenville, SC 29609
 (864) 630-9446

www.greenvilleflooring.com



Herff Jones
 3110 Wade Hampton Blvd
 Taylors, SC 29687
 (864) 244-0110
scherffjones@bellsouth.net

Innovative Wealth Strategies



Innovative Wealth Strategies
 Geno Berchiatti
 15 Brendan Way, Suite 130
 Greenville, SC 29615
 (864)254-0200
www.lpl.com/geno
Geno.Berchiatti@lpl.com

Kaplan Test Prep and Admissions
 McAlister Square / Univ Center
 Kevin B. Smith, Director
 226 S. Pleasantburg Drive,
 Greenville, SC 29607
 (864) 235-3205
Kevin.smith2@kaplan.com

Mutts Barbeque of Mauldin
 214 E. Butler Rd.
 Mauldin, SC 29662
 (864) 254-9997
www.MuttsBarBeCue.com

PALMS



Palms
 Mike Link
 3440 Wade Hampton Boulevard
 Taylors, SC 29687

Puerto Vallarta Mexican Restaurant
 3207 S. Pleasantburg Drive
 Greenville, SC 29609
 (864) 233-7736

REI (Royal Engineering, Inc.)
 Bruce Royal, P.E., President
 20 W. Stone Ave.
 Greenville, SC 29609
 (864) 235-4425
royaleng@birch.net



Renee Carolla Photography
On Location SENIOR Portrait Sessions
(864) 241-7702
www.GreenvillePhoto.com

Samjen Enterprises
Tammy Nance
409 Black Horse Run
Simpsonville, SC 29681

Shriners Hospital
Pamela G. H. Stodghill
515 Crestwood Drive
Greenville, SC 29609



Stodghill Law Firm
Curtis Stodghill
515 Crestwood Drive
Greenville, SC 29609

Thomas McAfee Funeral Home
639 North Main Street
Greenville, SC 29601
(864) 232-6733
www.thomasmcafee.com

Please Note: The links provided above are posted at the request of our Business Partners. By clicking on a link, you are leaving the PTSA Website. As websites change over time, the Wade Hampton High School PTSA is not responsible for the content on the links above.

CONTINUOUS IMPROVEMENT & EVALUATION

The School Portfolio for Wade Hampton High School is updated three times each year. The first update comes with the receipt of student achievement data in the summer. This includes HSAP scores for the first time test takers, ACT and SAT composite scores, and AP Exam results. The data is analyzed and projections for final reports are made. The Curriculum Resource Teacher is responsible for crunching the numbers and preparing the data for presentation to the faculty by the principal during the pre-school work days. When AYP is released in August, prior to the start of the school year, HSAP data is permanently updated in the portfolio once it is released to the public. The final update comes in the spring, when the state has released the school report cards and most of the other information about the instructional and support programs are under way. Once finalized, the draft is sent to the principal for his perusal and he presents the draft copy to the Faculty Council, the SIC, and the PTSA for their input. The draft is then made available to the teachers for their input during their department meetings. Final comments are sent directly to the CRT and changes are made when appropriate.

RESULTS AND NEXT STEPS

I. Information and Analysis

Although student enrollment is increasing, the demographic areas have seen little change. The revised edition of the portfolio addresses the improvement and strategies for student success through administrative support and intervention and continuous faculty communication and professional growth. Programs in the school support instruction and enhance the students capability to succeed in college. The continuation of the credit recovery program as well as the addition of transportation home for students attending after school tutoring has addressed the academic assistance goal for the school year.

The 2009-2010 school year was marked by excellent faculty attendance and improved student attendance. Professional development in technology enhanced the school community. Communication with teachers was improved through regular faculty meetings and staff development. Student registration has continued to be an online process for students since 2008.

II. Student Achievement

The mission, vision and belief statements are all clearly defined and addressed. They are discussed within this section and are easily identified. All three are clearly stated and are also communicated in measurable and tangible ways that can show their achievement as put forth. These beliefs are seen throughout the daily existence of the school and are consistent within the staff's approach. The mission statement itself gives a compelling purpose as to the direction we are wanting for Wade Hampton High School.

The compilation of student achievement data for WHHS shows positive trends in all areas in spite of the increases in poverty index and enrollment. Where possible, the school data has been compared to district, state, and national numbers. WHHS needs to continue to monitor the achievement of the Special Education population because the enrollment of this group has been a subgroup for AYP in 2006 and again in 2008 when the population of first time test takers exceeded 40 students. The population of this group in 2009 was 38 students and they were not a subgroup for AYP calculations in 2009. It is not yet known if the 2010 AYP calculations will

include the “disabled” subgroup. Nevertheless, the group needs to be monitored as all of the other subgroups are monitored. Additionally, more information is needed on the achievement of ESL students. Although not a subgroup for AYP, it is predicted that this will become a subgroup in the coming years. Programs that have been initiated to support this group of students need to be evaluated for their effectiveness as well. It is also important to continue to monitor the individual graduation rates of each of these subgroups and potential subgroups.

The “Leading Like Generals Data Wall”, erected in 2008, has become a place where both visitors and stakeholders gather to discuss both the progress we’ve made and the future goals of Wade Hampton High School. Because of the lack of consistency by the SC Department of Education in the reporting of AYP and the Report Card, updating the wall has been a challenge. Effective for 2010, the federal government has required that all school districts publicize their AYP results no later than 2 weeks prior to the first day of school. While this mandate will allow us to update our data wall in a timely manner, we are concerned that the accuracy of the data will be sacrificed for the sake of a deadline. An addition was made to the wall during the spring of 2010. Information pockets were added below each data panel with informational brochures about each area. Students have easy access to the informational brochures as they walk to classes. The wall is maintained by the Curriculum Resource Teacher who also created the brochures.

Behavior was addressed in the student achievement section. Attendance and passage rate were discussed and very apparent trends shown. Passage rates, which lead to graduation, were all broken down by race, ethnicity, lunch status, and grade level. Attendance was discussed as to a reason for increased promotion rates from 9th to 10th grade. GPA was broken down according to level, gender, and ethnicity. A correlation needs to be done to show the relationship between the increasing student attendance rate and the increasing graduation rate. No other data was given to compare Wade Hampton’s attendance to passage/graduation rate with that of other comparable schools.

III. Quality Planning

The Quality Planning committee has identified constant increase in levels 3 and 4 and in the pass rate for students taking the HSAP for the first time. The faculty feels that the goals that are currently in place are appropriate and the effectiveness of the strategies put into place several years ago are starting to be realized. The changes made in the 2008-2013 Action Plan are the levels of intensity and rigor of the strategies we use to meet the objectives. The Learning Focused model for instruction needs to be used in all classrooms consistently and pervasively in order for the academic culture to continue to grow strong.

IV. Professional Development

The Continuous Improvement and Evaluation Team found that the information concerning Professional Development was very thorough. The current information has allowed for the comparing from one year to the next.

There were many areas of strength concerning Professional Development this past year. The first area would be in the opportunities of in-house hours. The district changed its policy and now requires 24 hours of professional development per teacher annually. Of the 35 teachers who returned surveys concerning their professional development, 86 different forms of professional development were mentioned. Improvement is needed in the survey process. Less than half of the faculty returned their surveys.

An area of weakness for the Professional Development program at WHHS is the availability of time for staff development. All teachers are required to serve hall or other duty for 25 minutes of their daily 90 minute planning period. That leaves opportunities for staff development to after school hours or professional development days. Often teachers are committed to other activities during after school hours because of coaching, second jobs, or family obligations. District PD days are not always reserved for school use only and many district departments will schedule training sessions during those times. Finding time for teacher collaboration and staff development needs to be addressed annually until a solution is uncovered. Common planning given to the Freshman Academy departments is a step in the right direction. Each of the major academic content areas enjoys common planning and uses it for collaborative planning and meetings.

The Freshman Academy is another area that supports professional development. The Freshman Academy Small Learning Community Grant funded a great deal of the professional development for the academy teachers in the early years of the academy. Because those monies are no longer available, the Freshman Coordinator has had to write grants to continue the funding of professional development in the academy. In 2009, the coordinator was awarded a PLC (Professional Learning Communities) grant.

The last strength we identified was in the area of technology. The school has provided training in many areas of technology during the last 5 years which included; a new phone system, which allows a better way for the teachers to communicate with parents, InteGrade Pro grade book program, Student Registration System, and Class XP. These are all programs that will aid in the communication process of the stakeholders of the school.

There were several areas of weakness that were observed by the Continuous Improvement and Evaluation Team as well as by the Professional Development team.

- The first area was in the area of the ESOL program at the school. There needs to be more professional development in the area of training teachers how to help ESOL students succeed in the classroom. There was only one short program given to teach teachers how to help ESOL students in their classrooms in 2005-2006. There was an additional training session in 2006-2007 that allowed ESL teachers to demonstrate content specific ESL strategies. The school currently has 111 ESOL students classified as level 5 or lower enrolled. Professional development in this area continues to be a need and should be revised annually to meet the needs of both the students and the teachers.
- The school has made great strides in making each class the same with common syllabi, and the Curriculum Correlation Project was a big step in making sure the syllabi were aligned with the EOC and HSAP blue prints, but the efforts need to continue in this area. More collaboration as well as the time for teacher collaboration is needed to do the work in the area of vertical alignment. The final piece of the common syllabi, Common Assessments, was addressed by the Freshman Academy teachers in 2008-09. All teachers have now created both a common final exam and a common mid-term test for their common syllabi.

The 3TPD Program is a step in the right direction for building stronger Teacher Leaders. In the future, the Continuous Improvement and Evaluation Team would like to see more complete information about the effectiveness of the professional development program. Currently, a form

is used to survey the teacher's opinions of the sessions they have attended. It is not known how many teachers are using in their classrooms what they learned in the 3TPD sessions they attend. Methods of evaluating the effectiveness of our professional development programs need to be developed beyond that of simple teacher survey.

V. Leadership

The leadership section of the school portfolio is made up of three sections:

- Roles, Responsibilities, and Guiding Principles
- Financial
- Leadership

The leadership section of the Wade Hampton High School portfolio has met all necessary criteria set forth by the guidelines. Through the leadership portrayed by our school's leadership committees and personnel, our faculty continues to affirm our school's purpose of educating, inspiring, and empowering our students to succeed.

The leadership section of the portfolio is in the sixth year as a working document as our principal is in his sixth year as the principal of Wade Hampton High School. To reflect the completed transition into the new facility, the leadership section was reviewed in 2007. During the review process, the team recognized a minimal number of changes as necessary.

The first part of the section deals with governing personnel and others. It outlines group/committee membership roles, their responsibilities, and the guiding principles for decision making. The positions include principal, assistant principals, administrative assistant/Academy Coordinator, CRT, media specialist, department heads, faculty council members, school improvement council members, PTSA members, student council members, and the athletic director. Thus, this section outlines the instructional decision-making structure which shows evidence strong leadership, SIC, PTSA, and other team of individuals.

The leadership section contains information of monies from the county allocated per student. It explains the options for discretionary spending and that the principal is responsible for the method to distribute these monies to each department. Thus, this section outlines the school's governance and financial management process and how it supports the school's beliefs, mission, vision, and needs. The information in this part of the Leadership section needs to be updated.

The leadership section also contains an overall communication plan. The communication plan list each avenue of communication in order to disseminate information to each party involved in the leadership of Wade Hampton High School. A Crisis Phone Tree is distributed to the faculty at the start of every school year. The communication plan also addresses communication avenues between administration members during the day. This portion of the leadership section was adjusted in 2007 to reflect the new technologies available in the new facility. These additions include the marquee, phones in each class, new school website system, and a commons area news projector. The strategic plan and its components are communicated to all stakeholders.

From the aforementioned information, Wade Hampton High School shows an establishment of leadership structure that is aligned with and ensures the implementation of the vision through participation of all stakeholders.

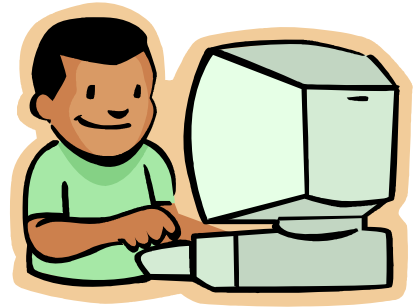
VI. Partnership Development

The factual development of partnerships is a clear and concise presentation of recent developments in partnership formation. The evidence reported on Partnership Development demonstrates the expanding involvement of businesses that far surpasses the average increase of established partners. There is material in the report that provides a sample of the numerous hours of parent, teacher and student fund raising in behalf of a community based foundation for the benefit of handicapped children.

The practice of recognizing the Business Partner of the Month, the Student of the Month, and the Teacher of the Month reminds the entire community of our great resources to support and encourage one another.

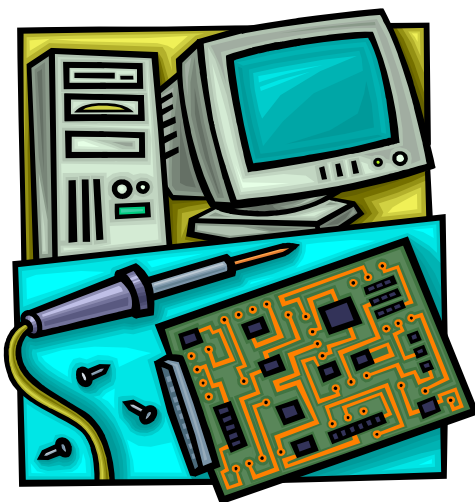
The business directory is an excellent source of information for teachers to utilize as they consider speakers to enrich their classes. The examples of teachers using community resources are a means of recognizing the professionals in teaching with community resources. One criticism of the directory is the incompleteness of specific information for some of the partners. The list has been updated to remove businesses that have closed and entries where no contact person or service provided. Each partner needs to be reevaluated on their role in our partnership with them.

The PTA's development of a formal plan for recognizing businesses that support WHHS has reached the implementation stage. The program for local businesses to become official "business partners" with Wade Hampton High School will serve as a means to strengthen the relationship between Wade Hampton High School and the local community. The PTA's list has been included in this year's portfolio. Nevertheless, the list in the Partnership section of this portfolio needs to be scrutinized and updated. A description of what defines a business partner needs to be developed. A business that makes regular donations to the school (of goods or services) is a partner, a business that makes a one time donation every 2 or 3 years is not. We need to develop a plan to update this list throughout the year, not just once a year. It has been suggested that the CDF (Career Development Facilitator) could be charged with this responsibility because he works with businesses throughout the county as a regular part of his job.



Wade Hampton High School Technology Plan

Updated February 2011



COMMITTEE MEMBERS

Name	Position
Jada Kidd	Assistant Principal
Eva Pyle	Curriculum Resource Teacher
Cheryl Walker	Media Specialist, Web master, TAC
James Willey	Art Teacher

SCHOOL PROFILE

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 the city of Greer, and then southward to beyond Greenville High, the 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. Some of our students have never left the neighborhoods of eastern Greenville, while others regularly vacation on the European continent. This diversity in the community is accurately reflected in the Wade Hampton student population. Largely Caucasian and African-American, there is also a statistically significant population of Hispanic and Asian students.

Student Demographics

(Statistics from the 2010 Power School database and the 2009 SC Report Card)

- Enrollment (10 day count) 1,561
- Poverty Index 46%
- Ethnicity
 - Caucasian 65%
 - African-American 22%
 - Asian 3%
 - Hispanic 9%
 - Other 1%
- Special Education Students
 - Resource: LD 111
 - Self-Contained 37
- ESL students 109
- Eligible for Gifted & Talented 206

- Older than usual for grade 5.5%
- Retention Rate: 4.5%
- Attendance: 95.8 %
- Graduation Rate 2009 86%
- Out-of-school suspensions or expulsion for violent or Criminal offenses 0.5%

Faculty Demographics (2010 Power School Query & 2009 State Report Card):

Total: 75 Teachers (includes 2 PT teachers)

Gender	
Male	33 (44%)
Female	42 (56%)
Ethnicity	
Caucasian	70 (93%)
African-American	4 (5%)
Hispanic	2 (3%)
Advanced Degrees	50.5 %
Attendance Rate	95.4%

STRATEGIC VISION

Wade Hampton High School strives to be a leader in instructional technology use for the district by proactively guiding all teachers to become *routine users of technology*.

THE THREE DIMENSIONS



Learners and Their Environment: This dimension emphasizes helping students use technology in ways that advance their understanding of the content in the state curriculum standards while improving their real-life problem-solving and inquiry skills. The environment should be one of shared learning and should be designed to enhance student academic achievement through scientifically based learning practices and modern technologies.



Professional Capacity: This dimension emphasizes strategies to develop ongoing and sustained professional development programs for all educators—teachers, principals, administrators, and school library media personnel. Utilizing a broad definition for the term *professional capacity*, this dimension is also aligned with the EOC action area called “Leadership and Coalition Building.”



Instructional Capacity: This dimension is the Executive Writing Committee’s further refinement of the Milken dimension “Professional Competency.” South Carolina’s “Instructional Capacity” dimension specifically targets the development of strategies to integrate technology into curricula and teaching and also explores ways to promote teaching methods that are based on solid and relevant scientific research. This dimension also aligns with the EOC action area “Teacher Quality.”

TECHNOLOGY DIMENSION 1

LEARNERS AND THEIR ENVIRONMENT



SDE Goal 1: *The SDE, the school districts, and the schools will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.*

District Goal 1: *Greenville County Schools (GCS) will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.*

School Goal 1: Wade Hampton High School (WHHS) will use research-proven strategies to provide a technology rich school environment conducive to our students' maintaining technological literacy and to raise their overall level of academic achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

The teachers at Wade Hampton High School:

1. Use email as a communication tool with faculty, parents, and community members (100%)
2. Use the Power Teacher online grade book program to keep and report grades (100%)
3. Use the Power Teacher online grade book program to take and report attendance electronically. (100%)
4. Use a digital phone system that provides a link between voice mail and email. (100%)
5. Are required to maintain a web site as a means of communication with the community (100%).
6. Have access to 1 general use computer lab of 30 networked computers, 3 laptop carts and Media Center of 35 networked computers. There are additional computer labs available for class use at various periods throughout the day. There are 9 computer labs plus the media center available for teacher/class use at different times throughout the day.
7. Have a computer in their classroom that has WIN XP or better and is not older than 6 years old. (100%)
8. Have a computer in their classroom that is connected to the internet and intranet (100%).
9. Are comfortable using MS Word (100%) and MS Power Point (100%)
10. Have a Promethean Board in their classroom and use it regularly (100%)
11. Use software programs to prepare their students for standardized testing including HSAP and EOC.
12. Had students use interactive web sites to prepare for EOC and HSAP tests. (85%)

Equipment available for checkout by teachers includes:

1. Laptop Carts (3)
2. Interwrite pad (60)
3. Digital cameras (2)
4. Video camera (2)
5. Laptops (80)
6. Document cameras (8)
7. Activote sets for use on the Promethean Board (3)
8. ActivExpression sets for use on the Promethean Board (1)

SNAPSHOT OF CURRENT TECHNOLOGY USE

Software/services available for teachers to use for instructional purposes includes:

1. ActivInspire (replaced ActivStudio in August 2010)
2. MS Office Suite (Word, Excel, Power Point, Access, Outlook)
3. Power Teacher
4. Streamline Video on Demand
5. Soundz Abound
6. Microtype 6
7. MS Movie Maker
8. MS Photoshop
9. Web 2.0 online programs such as Jing, Ning, and Museum Box
10. Netsupport
11. Programs provided by GCS for teachers such as EdPoint (teacher web sites) and the new GCS Blog site
12. Blackboard
13. Moodle
14. Various graphic arts programs
15. Various journalism programs
16. Project Lead The Way software & support
17. Gizmos subscription
18. APEX instructional software
19. Eduware Test Generator

Measurable Objectives	Strategy/Action	Person Responsible	Implementation Plan for Actions	Funding Considerations	Evaluation
1. Increase the computer to student ratio from 4:1 to 3:1 by the end of the 2011-12 school year.	1. Purchase additional computers to reach the goal.	Administration Faculty council	1. Technology budget	Grant Money District Budget— Refresh monies	Inventory of equipment through fixed assets records.
2. Provide teachers regular and daily access to technology equipment.	1 Have computer carts and labs available for teachers to use with Google Docs sign up sheet.	Administration Faculty council	1. No funds needed.	No funds needed.	Inventory of equipment.

TECHNOLOGY DIMENSION 2



PROFESSIONAL CAPACITY

SDE Goal 2: The SDE, the school districts, and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

District Goal 2: GCS will provide curriculum development and professional development to increase the competency of all Greenville County educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

School Goal 2: WHHS will provide curriculum development and professional development to increase the competency of its teachers so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

100% of the teachers at WHHS use technology infused lessons to teach content

53% of the teachers at WHHS use one of the computer labs with their classes on a regular basis (2X month or more) Programs used on a regular basis include the GCS new blog site, Ning, MS Movie Maker, MS Photo Story, Museum Box, NetSupport, and others.

Several courses offered at WHHS are computer-based. In addition to the regular business education classes (Keyboarding & Document Processing), students can take Pre-Engineering in the CAD Lab, Digital Media in the Graphic Arts Lab, Virtual Enterprise in the Virtual lab, Oracle, Web Page Design, JAVA, and AP Programming. The credit recovery program is offered using the APEX web-based software program. Teachers in math and science use the Gizmos web-based simulation program to discover the changes that occur when variables are changed.

Teachers are beginning to use the communication aspects of technology for instructional purposes, including pod casting, blogging, Ning, and epals to communicate with students in other countries.

The following computer related training opportunities have been offered to Wade Hampton High School teachers on site:

1. How to create & maintain a teacher web site
2. How to use district email
3. How to create & maintain grades on Power Teacher
4. How to use the Common Teacher drive on the Media Center server.
5. Using the Streamline Video On Demand subscription service
6. How to use Net Support software for monitoring purposes.
7. ActivInspire, Activotes, and ActivExpressions
8. Student Registration System
9. Curriculum Connection Portal
10. Google Docs
11. Jing

SNAPSHOT OF CURRENT TECHNOLOGY USE

12. Ning
13. Using Podcasting as an instructional tool
14. Online NASA resources
15. MS Excel
16. Using YouTube as an instructional tool
17. Animoto.com
18. Using the Interwrite school pad with your Promethean board
19. Video conferencing as an instructional tool
20. DASH—Data portal for teachers
21. Web 2.0 applications such as Prezi.com and Spicynodes.com
22. Intel Teach To The Future
23. Intel Emerging Technologies

The following computer/software related training opportunities have been offered by the Greenville County School District:

1. Pre-Intel
2. Intel Teach to the Future
3. MS Office applications
4. Ease-E
5. Web sites
6. Gizmos

Measurable Objectives	Strategy/Action	Person Responsible	Implementation Plan for Actions	Funding Considerations	Evaluation
1. By 2013, the percentage of teachers completing the Intel Teach to The Future class and holding a professional teaching certificate will increase to 94% from 100%.	1. Encourage teachers to take the Intel course.	1. CRT	1. Email notices to the faculty when they are sent from ETS.	District Funds	1. Emails
	2. Offer the Intel course onsite at WHHS.	2. CRT	2. WHHS is a site for Intel. Encourage teachers to register.		2. CRT's certification database query in August 2013.
	3. Provide training for teachers in the use of the Promethean boards.	3. CRT	3. Give training in the use of the boards during new teacher meetings. All other teachers have been trained to use the Promethean Boards		3. Teacher attendance at designated training.
2. All teachers will be trained in the use of the Promethean Boards					

3. Math, Science, and English departments will increase their EOC pass rates by 10%.

1. Use USA Test Prep software to prepare students for EOC tests.
2. Use interactive EOC websites from other states to prepare students for EOC.
3. Teach students who must take EOC tests to use graphing calculators to solve problems.

1. Teachers
2. Teachers
3. Teachers

1. Teachers will be provided with class sets of graphing calculators.
2. Teachers will instruct students on the use of calculators

School funds
EIA funds
Dept funds

EOC scores

4. The HSAP scores of Minority & FARMS students will increase by 10% as required by NCLB.

1. Use MAP testing program to identify below grade level reading scores of Minority and FARMS students

2. Use MAP testing program to identify below grade level mathematics scores of Minority and FARMS students.

3. Use PACT and other data to identify FARMS and Minority student who are below grade level in reading.

- 1. Teachers
- 2. CRT
- 3. Freshman Coordinator
- 4. Guidance

1. Use Measures of Academic Progress (MAP) to assess the current levels of all ninth grade students.

- SLC Grant
- EIA funds
- District Funds

1. Implementation of program, baseline data.

TECHNOLOGY DIMENSION 3



INSTRUCTIONAL CAPACITY

SDE Goal 3: The SDE, the school districts, and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

District Goal 3: GCS will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

School Goal 3: WHHS will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

The following training was offered to WHHS teachers by The School District of Greenville County during the 2009- 10 school year

1. *Intel Teach to the Future* class and *Intel Emerging Technologies* (40 hours)
2. EdPoint
3. Gizmos
4. Web Site development
5. Net support use
6. EdPoint Training
7. Web 2.0 applications (Blogging, Podcasting, Ning, etc...)
8. Presentation applications (Movie Maker, Photo story, Museum Box, etc...)
9. ActivInspire (new software for the promethean board)

Measurable Objectives	Strategy/Action	Person Responsible	Implementation Plan for Actions	Funding Considerations	Evaluation
2. Increase the number of courses offered at WHHS that are technology based.	1. Add new courses to the list of offerings for students to include Oracle, Project Lead the Way, Broadcast Journalism and Graphic Arts.	Principal Teachers	1. Train teachers as instructors for the courses. 2. Purchase necessary equipment to run the courses. 3. Encourage students to register for the courses.	SREB grants District funds Construction funds Refresh monies	Master schedule & class rosters

Needs/Wants

Technology

30 desktop computers

40 desktop computers

10 Activote sets

Laptops for Media Center (10)

Technology Facilitator or Technology Coach

75 desktop computers

80 laptop computers

90 laptop computers

MS Office 2010 for all computers

Windows 2010 for all computers

Desktop Outlook for all teachers

Justification

Refresh the computers in General Use Computer lab, room 208

Extra desktop computers requested by class room teachers for "station use" within their class rooms.

For teachers to check out of the media center.

To checkout to teachers who were not issued laptops

Dedicated person is needed to maintain the technology (hardware & software) we have on campus. It has become too big a job for the media specialists and CRT.

For teachers to replace their current desk top computers which are > 5 years old in most cases.

For teachers to replace the current laptop computers which are > 5 years old.

To replace the laptop computers in the carts—many of which no longer

work.

Currently running Office 2003 software (old)

Currently running Windows XP (old)

Teachers need to be able to save email files and can not with the web based email system.

