



Wade Hampton High

100 Pine Knoll Drive
Greenville, South Carolina

Grades	9-12 High School	
Enrollment	1,468 Students	
Principal	Lance Radford	864-355-0100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Average
2008	Good	Excellent
2007	Average	At-Risk
2006	Good	Below Average
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	7	15	0	0

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	76.9	86.7	81.9	82.2	85.8	81.7
Passed 1 subtest (%)	13.3	7.0	12.2	10.8	8.0	10.6
Passed no subtests (%)	9.8	6.2	5.9	7.6	6.2	8.5

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	93.3%	95.5%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	328	405
Number of Diplomas	282	304
Rate	86.0%	72.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	79.4	75.3
English 1	78.9	69.9
Physical Science	72.6	63.7
US History and the Constitution	62.5	49.9
All Tests	73.2	64.1

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,468)				
Retention rate	4.5%	Down from 5.6%	5.2%	4.8%
Attendance rate	95.8%	Up from 95.5%	95.8%	95.5%
Eligible for gifted and talented	17.8%	Up from 0.0%	13.3%	9.2%
With disabilities other than speech	9.5%	Down from 11.3%	10.1%	12.6%
Older than usual for grade	5.5%	Down from 7.1%	7.0%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.5%	1.2%	1.2%
Enrolled in AP/IB programs	25.6%	Down from 26.3%	19.1%	13.2%
Successful on AP/IB exams	46.3%	Up from 43.5%	63.9%	55.6%
Eligible for LIFE Scholarship	26.7%	Down from 33.8%	32.2%	29.8%
Annual dropout rate	2.1%	Down from 3.2%	3.5%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.8%	3.0%
Enrollment in career/technology courses	691	Up from 690	909	523
Students participating in work-based experiences	17.6%	Up from 5.9%	16.1%	12.9%
Career/technology students attaining technical skills	83.5%	Up from 83.2%	79.3%	79.3%
Career/technology completers placed	N/A	N/A	99.6%	98.8%
Teachers (n=95)				
Teachers with advanced degrees	50.5%	Down from 58.3%	61.5%	58.6%
Continuing contract teachers	73.7%	Down from 75.0%	73.7%	71.6%
Teachers with emergency or provisional certificates	9.3%	Up from 4.8%	6.6%	8.1%
Teachers returning from previous year	84.3%	Up from 82.9%	86.5%	85.0%
Teacher attendance rate	95.4%	Down from 96.4%	95.4%	95.5%
Average teacher salary*	\$46,380	Up 5.1%	\$48,301	\$47,761
Professional development days/teacher	10.8 days	Up from 7.6 days	9.7 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	31.8 to 1	Up from 30.6 to 1	27.4 to 1	26.1 to 1
Prime instructional time	91.0%	Down from 91.1%	90.1%	89.8%
Dollars spent per pupil**	\$5,951	Down 1.0%	\$6,592	\$7,883
Percent of expenditures for teacher salaries**	53.4%	Down from 54.5%	56.4%	54.1%
Percent of expenditures for instruction**	56.7%	Down from 59.3%	62.1%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.8%	Down from 100.0%	97.8%	95.8%
Character development program	Good	No Change	Excellent	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	Good	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	269	93.3%	1367	73.2%	328	86.0%	No
Gender							
Male	145	94.5%	695	71.9%	174	85.6%	N/A
Female	124	91.9%	672	74.4%	154	86.4%	N/A
Racial/Ethnic Group							
White	180	96.7%	825	84.2%	221	91.4%	N/A
African American	62	87.1%	339	48.4%	75	72.0%	N/A
Asian/Pacific Islander	N/A	N/A	49	77.6%	10	80.0%	N/A
Hispanic	16	87.5%	145	66.9%	20	80.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	28	64.3%	104	31.7%	30	60.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	19	84.2%	116	70.7%	23	78.3%	N/A
Socio-Economic Status							
Subsidized meals	82	84.1%	529	62.6%	100	70.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The accomplishments and recognitions of the 2008-2009 school year confirm Wade Hampton High School's standing as one of the outstanding High Schools in South Carolina. The attention given to the individual student continues to be an attribute that we are known for throughout the upstate. Just a few of the highlights from the 2008-2009 school year include: placement of our school among the finalists for the Carolina First Palmetto's Finest award, receiving both a Palmetto Gold Award and the Palmetto Gold Closing the Gap award for our academic accomplishments, the presentation of the Sword of Excellence to our AFJROTC unit, and the Cross Country Team's sixth State Championship in the past 10 years.

The 2009 graduating class numbered 300 students, an increase of over 15% from last year's class, demonstrating that the benefits from our Freshman Academy continue to be realized despite its growth. Of those graduates, 80 qualified for Life Scholarships, 23 received Palmetto Fellows Scholarships. Collectively, they received over \$8,000,000 in scholarship offers.

In Science, Algebra, and English, the EOC pass rates increased an average of 5% with US History's pass rate taking a staggering 11% leap over last year. We offered 14 AP courses and administered a total of 461 AP exams to the 340 students enrolled this past spring. For the fifth year in a row, WHHS has been listed in Newsweek's Top High Schools in America. Our placement on this prestigious roster places WHHS at number 6 in the state of South Carolina and number 2 in Greenville County.

Our award-winning and very active SIC and PTSA are key players in the decision making processes of our school. WHHS's recognition as a PTSA National School of Excellence is evidence of the dedication our PTSA has to our school. Parent and student representatives are given opportunities to communicate with our principal and other administrators on issues surrounding the school's culture and curriculum. Families and others logged over 51,000 volunteer hours this year. This included the contributions of the less-traditional volunteers such as working parents, guardians, grandparents, and even siblings. Our faculty continues to achieve 100% PTSA membership even before students began school, and with representatives serving on both committees, their voices are part of the decision-making process as well.

We continue to work collaboratively 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 countless Greenville county students seeking special permission for academic and arts-related reasons. We credit our outstanding faculty in providing the groundwork for the success of our students and are proud to have the 2009 Greenville County Schools Principal of the Year guiding the way. We expect enrollment to be well over 1,500 next year, and we look forward to even greater achievements in academics, the arts, athletics, and our extracurricular programs. Our Generals continue to make us proud. Cum audacia!

Lance Radford, Principal
Kevin Bryant, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	72	268	69
Percent satisfied with learning environment	100.0%	84.6%	92.6%
Percent satisfied with social and physical environment	100.0%	88.7%	82.4%
Percent satisfied with school-home relations	98.6%	85.3%	87.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.0%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	372	99.7	11.1	30.8	34.2	23.9	70	66.9	61.8	Yes	Yes
Male	195	99.5	14.9	32.4	34	18.6	63.8	62.9	57.4	N/A	N/A
Female	177	100	7	29.1	34.3	29.7	76.7	70.9	66.1	N/A	N/A
White	236	100	4.8	23.8	39.8	31.6	84.4	79	74.3	Yes	Yes
African American	82	98.8	23.4	44.2	23.4	9.1	45.5	42.9	44.9	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	79.2	77.4	I/S	I/S
Hispanic	42	100	24.4	39	24.4	12.2	39	52.3	50.3	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	38	100	54.1	37.8	8.1	0	16.2	21.3	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	26	100	25	50	18.8	6.3	31.3	44.3	38.5	I/S	I/S
Subsized meals	126	99.2	23.3	38.3	25	13.3	49.2	44.9	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	372	99.5	12.8	30	25.3	31.9	70.6	64.7	62.7	Yes	Yes
Male	195	99	16	30.9	23.9	29.3	70.2	64.5	61.8	N/A	N/A
Female	177	100	9.3	29.1	26.7	34.9	70.9	64.9	63.6	N/A	N/A
White	236	100	7.8	22.5	29.9	39.8	81	75.5	75.1	Yes	Yes
African American	82	97.6	24.7	41.6	19.5	14.3	50.6	39.8	45.1	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	86.1	83.8	I/S	I/S
Hispanic	42	100	17.1	51.2	9.8	22	51.2	59.4	58.5	No	Yes
American Indian/Alaskan	1	I/S	59.2	I/S	I/S						
Disabled	38	97.4	51.4	37.8	5.4	5.4	24.3	20.7	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	26	100	21.9	50	12.5	15.6	53.1	56.1	52.3	I/S	I/S
Subsized meals	126	98.4	21.7	40.8	17.5	20	57.5	45.3	47.9	Yes	Yes

Physical Science (End-of-Course Test performance by Group)											
All Students	373	92.2	47.2	21.7	14.2	9.1	23.3	N/A	N/A	N/A	N/A
Male	196	87.8	42.9	21.9	12.2	10.7	23.0	N/A	N/A	N/A	N/A
Female	177	97.2	52.0	21.5	16.4	7.3	23.7	N/A	N/A	N/A	N/A
White	237	94.9	35.9	26.6	19.0	13.5	32.5	N/A	N/A	N/A	N/A
African American	82	87.8	67.1	15.9	3.7	1.2	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	10	70.0	50.0	20.0	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Hispanic	42	92.9	73.8	7.1	9.5	2.4	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	38	73.7	65.8	2.6	2.6	2.6	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	33	84.8	72.7	6.1	6.1	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	126	87.3	63.5	13.5	7.9	2.4	10.3	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	372	99.5	9.1	20.9	33.4	36.6	78	75.2	69.7
	2009	372	99.7	11.1	30.8	34.2	23.9	70	66.9	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2008	372	99.7	9.4	28.3	32.6	29.7	72.3	67.4	67.2
	2009	372	99.5	12.8	30	25.3	31.9	70.6	64.7	62.7

* Adjusted to account for natural variation in performance.

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