



WADE HAMPTON HIGH

100 Pine Knoll Drive
Greenville, South Carolina

Grades	9-12 High School	
Enrollment	1,516 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Good
2009	Excellent	Average
2008	Good	Excellent
2007	Average	At-Risk
2006	Good	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
5	13	5	0	0

* Ratings are calculated with data available by 09/29/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	86.7%	81.9%	88.3%	85.8%	81.7%	83.0%
Passed 1 subtest (%)	7.0%	12.2%	5.3%	8.0%	10.6%	10.1%
Passed no subtests (%)	6.2%	5.9%	6.4%	6.2%	8.5%	7.7%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	94.2%	92.8%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	328	354	405	409
Number of Graduates in Cohort	282	306	304	307
Rate	86.0%	86.4%	72.8%	74.1%

*Used to calculate current AYP.

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	84.9%	78.4%
English 1	83.4%	74.8%
Physical Science	82.8%	67.4%
US History and the Constitution	67.9%	54.4%
All Tests	79.6%	68.1%

* 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=1,516)				
Retention rate	2.8%	Down from 4.5%	3.5%	3.7%
Attendance rate	95.7%	Down from 95.8%	96.1%	95.4%
Eligible for gifted and talented	23.1%	Up from 17.8%	16.7%	12.4%
With disabilities other than speech	9.0%	Down from 9.5%	9.8%	12.8%
Older than usual for grade	6.1%	Up from 5.5%	7.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.5%	0.6%	1.1%
Enrolled in AP/IB programs	27.6%	Up from 25.6%	21.1%	13.1%
Successful on AP/IB exams	40.5%	Down from 46.3%	59.6%	50.4%
Eligible for LIFE Scholarship	28.1%	Up from 26.7%	30.9%	30.4%
Annual dropout rate	1.9%	Down from 2.1%	2.8%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	2.8%	2.2%
Enrollment in career/technology courses	573	Down from 691	782	424
Students participating in work-based experiences	6.5%	Down from 17.6%	22.7%	11.7%
Career/technology students attaining technical skills	82.4%	Down from 83.5%	81.8%	78.7%
Career/technology completers placed	N/A	N/A	99.6%	98.5%
Teachers (n=82)				
Teachers with advanced degrees	57.3%	Up from 50.5%	61.8%	60.4%
Continuing contract teachers	76.8%	Up from 73.7%	77.3%	76.6%
Teachers with emergency or provisional certificates	10.0%	Up from 9.3%	5.0%	6.5%
Teachers returning from previous year	85.6%	Up from 84.3%	87.4%	86.8%
Teacher attendance rate	99.7%	Up from 95.4%	95.9%	95.8%
Average teacher salary*	\$45,876	Down 1.1%	\$48,336	\$47,390
Professional development days/teacher	10.5 days	Down from 10.8 days	8.6 days	10.0 days
School				
Principal's years at school	5.0	Up from 4.0	3.5	4.0
Student-teacher ratio in core subjects	30.7 to 1	Down from 31.8 to 1	28.7 to 1	25.8 to 1
Prime instructional time	95.5%	Up from 91.0%	91.0%	90.1%
Dollars spent per pupil**	\$5,760	Down 3.2%	\$6,979	\$7,974
Percent of expenditures for teacher salaries**	56.3%	Up from 53.4%	58.3%	55.4%
Percent of expenditures for instruction**	59.8%	Up from 56.7%	61.4%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.6%	Down from 97.8%	96.7%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	Good	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	294	94.2%	1409	79.6%	354	86.4%	No
Gender							
Male	129	93.0%	760	79.9%	162	83.3%	N/A
Female	165	95.2%	649	79.4%	191	89.0%	N/A
Racial/Ethnic Group							
White	199	98.5%	909	85.6%	231	94.4%	N/A
African American	65	81.5%	311	65.3%	84	65.5%	N/A
Asian/Pacific Islander	N/A	N/A	42	76.2%	10	90.0%	N/A
Hispanic	20	90.0%	139	72.7%	25	80.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	16	50.0%	131	49.6%	19	42.1%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	14	92.9%	113	70.8%	19	78.9%	N/A
Socio-Economic Status							
Subsidized meals	92	90.2%	564	72.5%	117	79.5%	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 2009-2010 school year confirms again Wade Hampton High School's standing as one of the top High Schools in South Carolina. The attention given to the individual student continues to be our number one priority. The crown jewel of Wade Hampton's accomplishments during this 50th anniversary year was the honor of being named the 2010 Carolina First Palmetto's Finest High School. Winning the CFPF Award during Wade Hampton High School's golden anniversary year is significant. It is an achievement unlike any other and the foundation upon which we will build the next 50 years of excellence.

Two other outstanding awards bestowed upon the Generals this year included the Palmetto Gold Award and the Palmetto Gold Closing the Gap Award. This is the second year in a row WHHS has been recognized with these two state Gold Awards for academic excellence. Additionally, WHHS was recognized by the SDE with the High Performance Award for SAT and ACT, a report card rating of Excellent, the SCASA Principal of the Year, and the SCAAA Athletic Director of the Year. One of our teachers was selected for a Fulbright Scholarship to Germany, an English teacher was named as a National Teacher of Excellence, a science teacher honored with a Distinguished Service Award, and a social studies teacher selected to participate in The Korean Society: Summer Fellowship. Over 10% of our faculty is Nationally Board Certified.

There were awards bestowed upon student organizations. The National Honor Society was named 2010 Outstanding Service Project Award Winner, Student Council received The Gold Gavel Award, and the AFJROTC was recognized as a Distinguished Unit. The Cross Country team, led by the State Coach of the Year, was the State Runner-up. WHHS was recognized among Newsweek's Top High Schools in America for the 6th consecutive year. Our list of individual student achievements is numerous. But, the honor we cherish the most was the privilege to bestow diplomas to 310 students on June 3, 2010. The graduating Class of 2010 was larger than last year's class and included 87 Life Scholarship qualifiers, 21 Palmetto Fellows Scholarship recipients, and collectively received over \$9,000,000 in scholarship offers. We are proud that our graduates want to continue their education beyond high school.

We enjoy a very supportive PTSA and SIC. These two groups along with our faculty and staff help guide our school. As a result, we continue to see EOC test scores rise, enrollment in AP courses increase, and expect our graduation rate to increase for the 5th year in a row. Maintaining this level of quality during tough economic times speaks volumes to the resourcefulness and drive of our students, teachers, parents and community. Our Generals continue to make us proud. Cum audacia!

Lance Radford, Principal
 Beth Smith, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	76	267	77
Percent satisfied with learning environment	98.7%	87.5%	92.2%
Percent satisfied with social and physical environment	98.7%	85.6%	87.0%
Percent satisfied with school-home relations	100.0%	83.7%	87.0%

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

Abbreviations for Missing Data

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School Adequate Yearly Progress	NO
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This school met 14 out of 17 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
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School Improvement Key

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

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.8%	0.0%	No

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	379	98.9	8.5	30.1	27.9	33.6	73.5	71.3	65.9	Yes	Yes
Male	198	98.5	12.2	33.3	28.6	25.9	69.3	66	60.8	N/A	N/A
Female	181	99.4	4.5	26.6	27.1	41.8	78	76.7	71	N/A	N/A
White	228	99.6	3.6	20.3	27.9	48.2	86.9	81.9	77.5	Yes	Yes
African American	95	98.9	20	48.9	22.2	8.9	45.6	49.4	49.7	No	Yes
Asian/Pacific Islander	17	100	11.8	23.5	35.3	29.4	76.5	80.4	80.2	I/S	I/S
Hispanic	36	97.2	8.6	45.7	40	5.7	60	58	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	38	97.4	48.6	43.2	5.4	2.7	18.9	24.8	21.3	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	31	96.8	16.7	40	36.7	6.7	56.7	49.7	47.3	I/S	I/S
Subsidized meals	148	97.3	14.9	42.6	29.8	12.8	58.2	52.9	51.5	Yes	Yes

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

All Students	379	99.5	9.3	30	27.2	33.5	71.1	64.6	62.3	Yes	Yes
Male	198	99.5	10	25.8	27.4	36.8	73.2	64.8	61.7	N/A	N/A
Female	181	99.4	8.5	34.5	27.1	29.9	68.9	64.3	63	N/A	N/A
White	228	99.6	3.2	22.1	27.9	46.8	85.1	76.1	75	Yes	Yes
African American	95	98.9	22.2	54.4	18.9	4.4	36.7	38.6	44	No	Yes
Asian/Pacific Islander	17	100	5.9	5.9	41.2	47.1	88.2	86.3	85.5	I/S	I/S
Hispanic	36	100	14.3	28.6	40	17.1	65.7	53.9	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	38	97.4	48.6	40.5	10.8	0	27	22.7	22.1	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	31	100	12.9	22.6	41.9	22.6	71	50.9	52.6	I/S	I/S
Subsidized meals	148	98.6	14.8	43	26.8	15.5	57.7	46.2	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	379	95.3	45.4	17.2	13.6	23.8	37.4	N/A	N/A	N/A	N/A
Male	198	94.4	38.5	19.3	13.4	28.9	42.2	N/A	N/A	N/A	N/A
Female	181	96.1	52.9	14.9	13.8	18.4	32.2	N/A	N/A	N/A	N/A
White	228	97.4	33.3	15.3	18.0	33.3	51.4	N/A	N/A	N/A	N/A
African American	95	91.6	71.3	19.5	4.6	4.6	9.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	17	100.0	23.5	35.3	5.9	35.3	41.2	N/A	N/A	N/A	N/A
Hispanic	36	91.7	66.7	15.2	12.1	6.1	18.2	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	38	76.3	79.3	10.3	10.3	0.0	10.3	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	31	90.3	53.6	28.6	7.1	10.7	17.9	N/A	N/A	N/A	N/A
Subsidized meals	148	92.6	62.8	20.4	8.8	8.0	16.8	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	372	99.7	11.1	30.8	34.2	23.9	70	66.9	61.8
	2010	379	98.9	8.5	30.1	27.9	33.6	73.5	71.3	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	372	99.5	12.8	30	25.3	31.9	70.6	64.7	62.7
	2010	379	99.5	9.3	30	27.2	33.5	71.1	64.6	62.3

* Adjusted to account for natural variation in performance.