



## Columbia High

1701 Westchester Drive  
Columbia, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	774 Students	
<b>Principal</b>	Shenequa Coles	803-731-8950
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>At-Risk</b>
2008	Average	Excellent
2007	Below Average	Excellent
2006	At-Risk	At-Risk
2005	Average	At-Risk

## 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	3	9	5	4

\* 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 (%)	68.6	71.0	71.6	70.5	72.8	66.9
Passed 1 subtest (%)	17.5	14.2	12.3	16.9	14.0	16.6
Passed no subtests (%)	13.9	14.8	16.2	13.1	13.3	16.5

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	91.5%	91.8%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	187	209
Number of Diplomas	121	144
Rate	64.7%	71.0%

**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	51.9	59.1
English 1	49.5	52.0
Physical Science	27.6	40.2
US History and the Constitution	26.9	26.6
All Tests	39.1	44.1

\* 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
<b>Students (n=774)</b>				
Retention rate	5.2%	Down from 11.7%	5.9%	4.8%
Attendance rate	95.0%	Up from 93.7%	95.0%	95.5%
Eligible for gifted and talented	7.1%	Down from 8.5%	5.9%	9.2%
With disabilities other than speech	13.8%	Down from 14.2%	13.8%	12.6%
Older than usual for grade	11.2%	Down from 12.7%	10.7%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.7%	1.6%	1.2%
Enrolled in AP/IB programs	28.6%	Down from 30.9%	6.5%	13.2%
Successful on AP/IB exams	9.2%	Down from 13.4%	25.9%	55.6%
Eligible for LIFE Scholarship	26.8%	Down from 29.5%	27.7%	29.8%
Annual dropout rate	3.5%	Down from 7.0%	4.1%	3.5%
Career/technology students in co-curricular organizations	6.4%	Up from 4.8%	4.7%	3.0%
Enrollment in career/technology courses	469	Down from 517	497	523
Students participating in work-based experiences	0.4%	Down from 2.0%	8.3%	12.9%
Career/technology students attaining technical skills	70.0%	Up from 67.1%	75.6%	79.3%
Career/technology completers placed	98.5%	Up from 98.4%	99.3%	98.8%
<b>Teachers (n=59)</b>				
Teachers with advanced degrees	71.2%	Up from 61.4%	55.6%	58.6%
Continuing contract teachers	57.6%	Up from 54.4%	66.7%	71.6%
Teachers with emergency or provisional certificates	24.6%	Up from 20.0%	11.1%	8.1%
Teachers returning from previous year	77.6%	Down from 79.2%	82.3%	85.0%
Teacher attendance rate	93.0%	Down from 94.6%	95.1%	95.5%
Average teacher salary*	\$48,873	Up 4.2%	\$47,851	\$47,761
Professional development days/teacher	8.5 days	Down from 9.4 days	11.5 days	10.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	27.3 to 1	Up from 25.6 to 1	23.3 to 1	26.1 to 1
Prime instructional time	86.5%	Up from 86.3%	89.1%	89.8%
Dollars spent per pupil**	\$10,587	Up 22.0%	\$9,176	\$7,883
Percent of expenditures for teacher salaries**	54.1%	Down from 58.1%	52.8%	54.1%
Percent of expenditures for instruction**	61.4%	Down from 63.0%	59.5%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.8%	Up from 77.7%	87.7%	95.8%
Character development program	Below Average	Down from Good	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	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	130	91.5%	683	39.1%	187	64.7%	No
<b>Gender</b>							
Male	60	90.0%	319	37.0%	96	58.3%	N/A
Female	70	92.9%	364	40.9%	91	71.4%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	22	54.5%	N/A	N/A	N/A
African American	120	90.8%	626	39.6%	172	65.1%	N/A
Asian/Pacific Islander	N/A	N/A	13	15.4%	N/A	N/A	N/A
Hispanic	N/A	N/A	19	21.1%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	11	45.5%	57	21.1%	20	30.0%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	29	13.8%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	71	88.7%	442	37.8%	101	58.4%	N/A

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

## Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

Nestled in the enchanting Kingswood/Pine Valley community, Columbia High School has maintained its mission of providing meaningful, innovative academic engagement and challenging educational experiences for all students in a positive learning environment. Again this year, we have channeled the collective efforts of our students, staff, and community members to overcome many challenges and have emerged as a beacon of academic excellence and educational opportunities, which are essential for the 21st century.

This year, we began our journey to becoming Richland County School District One's premier Science, Technology, Engineering and Math (STEMs) theme school. Our students completed advanced coursework in the areas of health and biomedical science, information technology, engineering, mathematics, and finance. We have formed partnerships with local businesses and organizations to facilitate real-world experiences and opportunities aimed at preparing our students to compete in future global job markets. Through our recruitment efforts, we expect to gain steady increases in enrollment to at least 75 students in each STEMs academy.

Within our new STEMs framework, academic excellence has continued to be the core component of focus and effort for our instructional staff. In addition to aligning with the High School that Works school reform model, Columbia High School has incorporated professional learning teams and has provided site-specific professional development opportunities to ensure a viable and effective, technology-infused instructional program where all students can be successful.

Throughout the year, we have continued our intensive focus on improving student performance on HSAP and EOC tests. To address the diverse needs of our students, we have incorporated enrichment Wednesdays as well as Saturday sessions to provide additional opportunities of instruction and support. We have noted steady improvement over the past few years in correlation to this school-wide initiative.

There were many notable distinctions that were celebrated this year. For the second consecutive year, Columbia High was recognized by the South Carolina Department of Education as a Palmetto Gold Award winner for showing exceptional growth in student achievement. We also had the distinct honor of hosting Margaret Spellings, former U.S. Secretary of Education, as she outlined the Department of Education's initiatives to improve the graduation rate of our students.

We applaud our students' participation in extra-curricular activities because we realize the importance of a comprehensive high school experience. The outstanding levels of participation in Marching Band, JROTC, Student Government, and athletics represent an increasing level of school spirit and dedication to "Capital Pride."

We appreciate the assistance of our community stakeholders in making 2008-09 a great school year. Many mountains still lie ahead of us but we are eager to work as a team for the purpose of positive youth development.

Mariah Armstrong, SIC Chairperson      Sean Alford, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	113	51
Percent satisfied with learning environment	81.6%	61.3%	78.4%
Percent satisfied with social and physical environment	80.0%	67.9%	70.0%
Percent satisfied with school-home relations	34.0%	72.1%	60.4%

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

Abbreviations for Missing Data

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

## School Adequate Yearly Progress

NO

This school met 6 out of 13 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	5.1%	0.0%	No

## Abbreviations for Missing Data

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

## 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
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	210	97.6	19.2	42	25.9	13	53.9	56.4	61.8	No	Yes
Male	91	95.6	28.9	44.6	19.3	7.2	41	51.4	57.4	N/A	N/A
Female	119	99.2	11.8	40	30.9	17.3	63.6	60.9	66.1	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	87.3	74.3	I/S	I/S
African American	200	97.5	18.6	41.5	26.8	13.1	54.6	48	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	53.3	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	27	92.6	62.5	20.8	8.3	8.3	16.7	18.8	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	3	I/S	I/S	I/S	I/S	I/S	I/S	43.8	38.5	I/S	I/S
Subsized meals	118	97.5	22	38.5	25.7	13.8	50.5	43.2	45.6	No	Yes

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

All Students	210	96.7	20	36.8	26.8	16.3	55.3	52.3	62.7	No	Yes
Male	91	93.4	28.8	35	22.5	13.8	50	49.1	61.8	N/A	N/A
Female	119	99.2	13.6	38.2	30	18.2	59.1	55.2	63.6	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	81.4	75.1	I/S	I/S
African American	200	96.5	18.9	38.3	26.7	16.1	55.6	44.2	45.1	No	Yes
Asian/Pacific Islander	1	I/S	83.8	I/S	I/S						
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	59.2	I/S	I/S						
Disabled	27	88.9	60.9	17.4	17.4	4.3	26.1	18.9	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	3	I/S	I/S	I/S	I/S	I/S	I/S	37.5	52.3	I/S	I/S
Subsized meals	118	97.5	20.4	38	26.9	14.8	51.9	41	47.9	No	Yes

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

All Students	207	89.9	79.2	6.8	2.9	1.0	I/S	N/A	N/A	N/A	N/A
Male	89	84.3	75.3	6.7	2.2	N/A	I/S	N/A	N/A	N/A	N/A
Female	118	94.1	82.2	6.8	3.4	1.7	I/S	N/A	N/A	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	197	89.8	79.2	6.6	3.0	1.0	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	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	24	62.5	62.5	N/A	N/A	N/A	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	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	115	88.7	79.1	4.3	5.2	N/A	I/S	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*
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	2008	177	97.2	15.6	38.3	35.7	10.4	62.3	64.1	69.7
	2009	210	97.6	19.2	42	25.9	13	53.9	56.4	61.8
<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>										
All Students	2008	176	97.2	21.4	37.7	32.5	8.4	51.9	55	67.2
	2009	210	96.7	20	36.8	26.8	16.3	55.3	52.3	62.7

\* 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