



COLUMBIA HIGH

1701 Westchester Drive
Columbia, South Carolina

Grades	9-12 High School	
Enrollment	723 Students	
Principal	Shenequa Coles	803-731-8950
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	At-Risk
2009	Average	At-Risk
2008	Average	Excellent
2007	Below Average	Excellent
2006	At-Risk	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
1	5	19	4	3

* Ratings are calculated with data available by 03/24/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	71.0%	71.6%	66.9%	72.8%	66.9%	70.0%
Passed 1 subtest (%)	14.2%	12.3%	15.7%	14.0%	16.6%	16.2%
Passed no subtests (%)	14.8%	16.2%	17.4%	13.3%	16.5%	13.8%

HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	87.2%	86.5%

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	187	170	209	202
Number of Graduates in Cohort	121	106	144	140
Rate	64.7%	62.4%	71.0%	70.5%

*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	66.9%	63.5%
English 1	62.2%	59.4%
Physical Science	38.0%	44.6%
US History and the Constitution	23.3%	31.6%
All Tests	47.1%	49.4%

* 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=723)				
Retention rate	7.7%	Up from 5.2%	4.1%	3.7%
Attendance rate	95.0%	No Change	94.7%	95.4%
Eligible for gifted and talented	12.3%	Up from 7.1%	8.2%	12.4%
With disabilities other than speech	14.1%	Up from 13.8%	14.1%	12.8%
Older than usual for grade	13.0%	Up from 11.2%	11.9%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.3%	Up from 0.8%	1.2%	1.1%
Enrolled in AP/IB programs	24.1%	Down from 28.6%	9.7%	13.1%
Successful on AP/IB exams	8.8%	Down from 9.2%	24.8%	50.4%
Eligible for LIFE Scholarship	25.2%	Down from 26.8%	27.6%	30.4%
Annual dropout rate	3.6%	Up from 3.5%	3.6%	3.1%
Career/technology students in co-curricular organizations	9.0%	Up from 6.4%	5.9%	2.2%
Enrollment in career/technology courses	495	Up from 469	337	424
Students participating in work-based experiences	2.3%	Up from 0.4%	10.3%	11.7%
Career/technology students attaining technical skills	63.7%	Down from 70.0%	73.1%	78.7%
Career/technology completers placed	100.0%	Up from 98.5%	98.5%	98.5%
Teachers (n=51)				
Teachers with advanced degrees	70.6%	Down from 71.2%	58.2%	60.4%
Continuing contract teachers	60.8%	Up from 57.6%	71.3%	76.6%
Teachers with emergency or provisional certificates	22.0%	Down from 24.6%	10.9%	6.5%
Teachers returning from previous year	79.1%	Up from 77.6%	83.7%	86.8%
Teacher attendance rate	94.2%	Up from 93.0%	95.3%	95.8%
Average teacher salary*	\$49,057	Up 0.4%	\$46,841	\$47,390
Professional development days/teacher	12.0 days	Up from 8.5 days	10.2 days	10.0 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 27.3 to 1	22.9 to 1	25.8 to 1
Prime instructional time	88.0%	Up from 86.5%	88.3%	90.1%
Dollars spent per pupil**	\$10,298	Down 2.7%	\$9,005	\$7,974
Percent of expenditures for teacher salaries**	56.4%	Up from 54.1%	53.9%	55.4%
Percent of expenditures for instruction**	62.1%	Up from 61.4%	60.0%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	82.4%	Down from 95.8%	95.9%	96.0%
Character development program	Excellent	Up from Below Average	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	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	109	87.2%	760	47.1%	170	62.4%	No
Gender							
Male	51	80.4%	378	46.0%	91	52.7%	N/A
Female	58	93.1%	382	48.2%	79	73.4%	N/A
Racial/Ethnic Group							
White	N/A	N/A	21	71.4%	N/A	N/A	N/A
African American	106	86.8%	698	47.4%	164	61.6%	N/A
Asian/Pacific Islander	N/A	N/A	30	23.3%	N/A	N/A	N/A
Hispanic	N/A	N/A	11	45.5%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	102	35.3%	14	14.3%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	31	16.1%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	68	83.8%	537	45.3%	100	63.0%	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

Nestled in the enchanting Kingswood/Pine Valley community, Columbia High School has maintained its mission of preparing every student to be a successful, contributing citizen in a global society, by providing an effective and high quality education. Under our newly-formed leadership team, 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.

This year, we have continued to work hard to build our programs of study as we become 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. Partnerships with local businesses and organizations have been firmly established to facilitate real-world experiences and opportunities aimed at preparing our students to compete in future global job markets. Through our recruitment efforts, we continue to pursue steady gains in enrollment to at least 75 students in each STEMs academy.

Within our 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 a plethora of site-specific professional development opportunities for certified and classified staff members 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 as outlined in our School Improvement Plan. We have also incorporated SAT/ACT enrichment and test preparation opportunities as well as interventions and reading opportunities to ensure that students become proficient readers. We have incorporated Saturday and after-school sessions to provide additional opportunities of instruction and support. In correlation to this school-wide initiative, steady improvement over the past few years has been noted.

There were many notable distinctions that were celebrated this year. For the first time, Columbia High School has received the prestigious, highly-coveted Red Carpet Award, in recognition of our success at creating a family-friendly school environment and consistently providing excellent customer service. Additionally, many of our students have garnered awards and honors in various areas, including AFJROTC, wrestling, FBLA, band, and engineering. We applaud our students' participation in co- and extra-curricular activities, which represent an increasing level of school spirit and dedication to "Capital Pride."

We appreciate the assistance of our community stakeholders in making 2009-10 a phenomenal school year. Columbia High School will further devote our efforts and resources to establish strong parental involvement to promote positive youth development.

Diane LaBrew, SIC Chairperson

Shenequa L. Coles, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	84	49
Percent satisfied with learning environment	65.3%	61.9%	78.7%
Percent satisfied with social and physical environment	81.6%	70.2%	68.9%
Percent satisfied with school-home relations	50.0%	80.5%	57.4%

* 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 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

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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.4%	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	183	95.1	22.1	37.6	27.5	12.8	56.4	58.5	65.9	No	Yes
Male	91	92.3	23.5	41.2	26.5	8.8	48.5	53.7	60.8	N/A	N/A
Female	92	97.8	21	34.6	28.4	16	63	62.9	71	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	84.6	77.5	I/S	I/S
African American	169	96.4	22.1	36.4	28.6	12.9	57.1	51.6	49.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	56.7	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	25	88	88.9	11.1	0	0	0	12.4	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	7	I/S	I/S	I/S	I/S	I/S	I/S	63.2	47.3	I/S	I/S
Subsidized meals	120	94.2	29.2	36.5	22.9	11.5	52.1	47.4	51.5	No	Yes

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

All Students	182	98.4	22.1	41.6	24	12.3	50	52.1	62.3	No	Yes
Male	90	96.7	23.9	43.7	26.8	5.6	49.3	51.5	61.7	N/A	N/A
Female	92	100	20.5	39.8	21.7	18.1	50.6	52.7	63	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	78.8	75	I/S	I/S
African American	168	98.2	21.1	40.8	25.4	12.7	50.7	45.3	44	No	Yes
Asian/Pacific Islander	4	I/S	85.5	I/S	I/S						
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	50	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	62.5	I/S	I/S						
Disabled	25	92	84.2	10.5	5.3	0	5.3	15.4	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	7	I/S	I/S	I/S	I/S	I/S	I/S	50	52.6	I/S	I/S
Subsidized meals	119	99.2	29.7	41.6	21.8	6.9	43.6	40.9	48.1	No	Yes

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

All Students	184	88.0	85.2	9.3	4.3	1.2	5.6	N/A	N/A	N/A	N/A
Male	92	85.9	89.9	5.1	3.8	1.3	5.1	N/A	N/A	N/A	N/A
Female	92	90.2	80.7	13.3	4.8	1.2	6.0	N/A	N/A	N/A	N/A
White	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	170	87.6	85.9	8.1	4.7	1.3	6.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	5	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	25	72.0	N/AV	N/AV	N/AV	N/AV	N/AV	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	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	120	89.2	88.8	6.5	3.7	0.9	4.7	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	210	97.6	19.2	42	25.9	13	53.9	56.4	61.8
	2010	183	95.1	22.1	37.6	27.5	12.8	56.4	58.5	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	210	96.7	20	36.8	26.8	16.3	55.3	52.3	62.7
	2010	182	98.4	22.1	41.6	24	12.3	50	52.1	62.3

* Adjusted to account for natural variation in performance.

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