



## Columbia High

1701 Westchester Drive  
Columbia, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	765 Students	
<b>Principal</b>	Dr. Sean Alford	803-731-8950
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Excellent*</b>
2007	Below Average	Excellent
2006	At-Risk	At-Risk
2005	Average	At-Risk
2004	Good	Excellent

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
3	4	13	3	1

\* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	59.4	68.6	71.0	68.3	70.5	72.8
Passed 1 subtest (%)	20.3	17.5	14.2	14.9	16.9	14.0
Passed no subtests (%)	20.3	13.9	14.8	16.8	13.1	13.3

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	93.9%	91.3%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	158	188
Number of Diplomas	105	133
Rate	66.5%	73.9%

**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	65.7	65.6
English 1	58.4	53.7
Physical Science	25.0	39.5
All Tests	45.4	51.7

\* 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=765)</b>				
Retention rate	11.7%	Down from 17.7%	6.0%	6.1%
Attendance rate	93.7%	Down from 95.6%	94.5%	95.0%
Eligible for gifted and talented	8.5%	Up from 7.4%	7.7%	8.3%
With disabilities other than speech	14.2%	Up from 12.6%	15.1%	13.0%
Older than usual for grade	12.7%	Up from 6.7%	9.8%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 4.0%	1.2%	1.5%
Enrolled in AP/IB programs	30.9%	Up from 19.8%	6.9%	11.4%
Successful on AP/IB exams	13.4%	N/A	27.7%	54.3%
Eligible for LIFE Scholarship	29.5%	Up from 23.4%	29.3%	30.5%
Annual dropout rate	7.0%	Up from 4.1%	4.7%	3.5%
Career/technology students in co-curricular organizations	4.8%	Down from 5.7%	8.5%	3.1%
Enrollment in career/technology courses	517	Up from 470	542	559
Students participating in work-based experiences	2.0%	Down from 8.5%	6.8%	10.6%
Career/technology students attaining technical skills	67.1%	Up from 54.8%	77.6%	79.6%
Career/technology completers placed	98.4%	Down from 98.9%	98.4%	98.5%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	61.4%	Up from 50.8%	57.1%	57.4%
Continuing contract teachers	54.4%	Down from 57.4%	67.0%	69.6%
Teachers with emergency or provisional certificates	20.0%	Down from 28.6%	11.3%	8.7%
Teachers returning from previous year	79.2%	Down from 80.9%	83.9%	85.0%
Teacher attendance rate	94.6%	Down from 94.8%	95.3%	95.4%
Average teacher salary	\$46,895	Up 7.4%	\$45,931	\$46,061
Professional development days/teacher	9.4 days	Down from 9.7 days	10.9 days	11.4 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	25.6 to 1	Down from 26.4 to 1	24.6 to 1	25.4 to 1
Prime instructional time	86.3%	Down from 88.7%	88.7%	89.1%
Dollars spent per pupil*	\$8,677	Up 6.8%	\$7,562	\$7,279
Percent of expenditures for teacher salaries*	58.1%	Down from 58.4%	52.8%	55.3%
Percent of expenditures for instruction*	63.0%	Down from 63.1%	60.1%	60.8%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Parents attending conferences	77.7%	Down from 84.3%	93.8%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	N/A	Average

\* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	131	93.9%	707	45.4%	158	66.5%	No
<b>Gender</b>							
Male	57	87.7%	317	41.0%	71	52.1%	N/A
Female	73	98.6%	389	48.8%	84	78.6%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	18	61.1%	N/A	N/A	N/A
African American	124	93.5%	651	45.3%	144	66.7%	N/A
Asian/Pacific Islander	N/A	N/A	13	46.2%	N/A	N/A	N/A
Hispanic	N/A	N/A	12	33.3%	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	10	50.0%	58	19.0%	15	26.7%	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	23	30.4%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	71	93.0%	443	42.2%	87	63.2%	N/A

\* 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

This year has been filled with great challenges and accomplishments. Without a doubt, the effort and spirit of our students and staff have helped our school community boldly conquer our challenges and accomplish great success this school year.

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."

As service projects this year, Columbia High School students contributed socks to needy children in Africa, sponsored a "Senior Citizens Prom" for elderly members of our city, and helped rebuild dilapidated homes in the Columbia area. As participants in the Salvation Army's "Battle of the Bells" Christmas fundraising initiative, Columbia High students raised more money than any other Midlands area high school for the second year in a row. Again, we are pleased to report that the spirit and tradition of Columbia High School are alive and well.

We were recognized this year by the South Carolina State Department of Education as a Palmetto Gold Award Winner. This award was given to schools that had shown exceptional growth in student achievement. Although we were excited and pleased to receive this recognition, we realize that the focus and effort of our instructional staff must remain on improving student achievement and we are committed to that outcome. Academic excellence must continue to be a core component in the future of our institution and we are working to receive this honorable distinction again next year.

In 2008-09, Columbia High School will become Richland County School District One's premier Science, Technology, Engineering and Math (STEMS) theme school. We will provide our students access to advanced coursework in the areas of health and biomedical science, information technology, engineering, mathematics and finance. Considering the increasing demands for job skills in the areas listed above, we are strategically aiming to help our students prepare to compete in future global job markets.

We appreciate the assistance of our community stakeholders in making 2007-08 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.

Diane LaBrew, SIC Chairperson     Dr. A. Sean Alford, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	100	84
Percent satisfied with learning environment	80.0%	60.6%	65.5%
Percent satisfied with social and physical environment	76.4%	57.0%	63.0%
Percent satisfied with school-home relations	46.3%	69.7%	66.7%

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

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 13 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. Sanction: Implement the restructuring plan.
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."</b>

## Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.2%	0.0%	No

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## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	177	97.2	15.6	38.3	35.7	10.4	62.3	64.1	69.7	Yes	Yes
Male	86	96.5	20.3	31.1	39.2	9.5	60.8	59	64.6	N/A	N/A
Female	91	97.8	11.3	45	32.5	11.3	63.8	69	74.8	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	88.6	81.7	I/S	I/S
African American	172	97.1	15.8	37.5	36.2	10.5	63.2	56.5	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.7	83.1	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	69.2	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	19	84.2	71.4	14.3	7.1	7.1	21.4	23.2	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	68.4	47.3	I/S	I/S
Subsized meals	115	98.3	15.7	40.2	36.3	7.8	61.8	52.4	55.1	Yes	Yes

## Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	176	97.2	21.4	37.7	32.5	8.4	51.9	55	67.2	Yes	Yes
Male	85	96.5	18.9	31.1	37.8	12.2	62.2	55.4	66.3	N/A	N/A
Female	91	97.8	23.8	43.8	27.5	5	42.5	54.6	68	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	82.8	79.6	I/S	I/S
African American	172	97.1	21.1	38.2	32.9	7.9	52	46.4	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80	88.9	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	51.9	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	19	84.2	71.4	14.3	14.3	0	14.3	16.9	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	52.6	54.9	I/S	I/S
Subsized meals	114	98.2	21.6	39.2	32.4	6.9	51	44.1	53.1	Yes	Yes

## Physical Science (End-of-Course Performance by Group)

All Students	348	89.1	80.7	5.5	2.0	0.9	2.9	N/A	N/A	N/A	N/A
Male	158	86.7	79.1	5.7	1.3	0.6	I/S	N/A	N/A	N/A	N/A
Female	190	91.1	82.1	5.3	2.6	1.1	I/S	N/A	N/A	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	328	89.3	81.1	5.2	2.1	0.9	3.0	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	6	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	87.5	87.5	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	10	90.0	90.0	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	232	87.5	79.7	4.7	2.6	0.4	I/S	N/A	N/A	N/A	N/A

\* Adj - 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 and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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## English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	204	96.1	14.7	37.1	35.3	12.9	62.4	66.8	70.7
	2008	177	97.2	15.6	38.3	35.7	10.4	62.3	64.1	69.7

## Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	204	95.1	26.0	38.5	23.7	11.8	47.3	50.3	62.2
	2008	176	97.2	21.4	37.7	32.5	8.4	51.9	55	67.2

Abbreviations for Missing Data

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