

HALL INSTITUTE

1800 Colonial Drive
Columbia, South Carolina

Grades	K-12 High School	
Enrollment	50 Students	
Principal	Faythe Kennedy	803-898-1488
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	At-Risk	N/A
2009	N/A	N/A
2008	At-Risk	Excellent
2007	At-Risk	N/A
2006	N/A	N/A

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
0	1	3	3	7

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

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 (%)	40.0%	36.4%	37.5%	68.1%	55.0%	54.2%
Passed 1 subtest (%)	20.0%	18.2%	25.0%	16.4%	21.1%	19.3%
Passed no subtests (%)	40.0%	45.5%	37.5%	15.5%	27.7%	32.8%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	33.3%	76.7%

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	12	35	101	104
Number of Graduates in Cohort	0	0	63	62
Rate	0.0%	0.0%	52.7%	46.0%

*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	33.3%	42.6%
English 1	66.7%	43.3%
Physical Science	33.3%	33.2%
US History and the Constitution	16.7%	20.5%
All Tests	43.3%	33.9%

* 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=50)				
Retention rate	0.0%	Down from 20.4%	6.6%	3.7%
Attendance rate	99.9%	No Change	93.8%	95.4%
Eligible for gifted and talented	0.0%	No Change	1.4%	12.4%
With disabilities other than speech	33.8%	Up from 31.5%	17.2%	12.8%
Older than usual for grade	26.0%	Up from 22.4%	14.9%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.7%	1.1%
Enrolled in AP/IB programs	0.0%	No Change	0.0%	13.1%
Successful on AP/IB exams	N/A	N/A	36.1%	50.4%
Eligible for LIFE Scholarship	N/R	N/R	21.4%	30.4%
Annual dropout rate	0.0%	No Change	1.3%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	0.0%	2.2%
Enrollment in career/technology courses	2	Down from 52	183	424
Students participating in work-based experiences	0.0%	No Change	6.6%	11.7%
Career/technology students attaining technical skills	N/A	N/A	73.4%	78.7%
Career/technology completers placed	N/A	N/A	98.0%	98.5%
Teachers (n=8)				
Teachers with advanced degrees	50.0%	Up from 42.9%	54.0%	60.4%
Continuing contract teachers	87.5%	Up from 57.1%	58.7%	76.6%
Teachers with emergency or provisional certificates	0.0%	No Change	19.4%	6.5%
Teachers returning from previous year	93.3%	Up from 68.3%	80.0%	86.8%
Teacher attendance rate	N/R	N/R	95.6%	95.8%
Average teacher salary*	\$47,309	Up 2.0%	\$42,569	\$47,390
Professional development days/teacher	6.0 days	Down from 11.1 days	9.7 days	10.0 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	4.6 to 1	Down from 7.2 to 1	15.3 to 1	25.8 to 1
Prime instructional time	N/R	N/R	90.7%	90.1%
Dollars spent per pupil**	\$12,989	Up 30.8%	\$11,152	\$7,974
Percent of expenditures for teacher salaries**	83.0%	Down from 85.3%	51.7%	55.4%
Percent of expenditures for instruction**	91.0%	Down from 93.6%	58.4%	60.4%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	30.3%	Up from 19.9%	99.9%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	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	3	33.3%	30	43.3%	35	0.0%	N/A
Gender							
Male	N/A	N/A	20	45.0%	21	0.0%	N/A
Female	N/A	N/A	N/A	N/A	14	0.0%	N/A
Racial/Ethnic Group							
White	N/A	N/A	25	44.0%	29	0.0%	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	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	11	45.5%	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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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

William S. Hall is a residential facility that serves students requiring in-patient mental health services. Unless, medically unadvisable, students are expected to participate in educational activities which will prepare them to meet South Carolina learning standards and score as well as their abilities allow on state standardized tests. Our academic program focuses on helping students stay current with their academic skills or develop strengths that will enable them to function more effectively in their regular school programs when their hospital stay is completed. Each student is offered the opportunity to participate in the Richland One-approved core course curriculum taught by certified teachers during his/her hospital stay. A Nova Net learning laboratory is also available to supplement classroom educational opportunities and to help students who have splintered skills or need enrichment activities. Because of the small number of students tested at our facility, our scores remain statistically insignificant; however, we have noted a steady increase in the number of students scoring basic and above basic on HSAP and PASS. We have also experienced an increase in the number of students receiving passing scores on EOC tests.

Our focuses for this year have been two-fold. We have concentrated on implementing programs and systems that will help students become more involved and more motivated to excel in academics; and we have implemented a staff development program geared toward giving teachers effective strategies that will meet the needs of a diverse and academically challenged population. Our staff development concentrated on aspects of the Principles of Learning staff development program developed by Laurin Resnick from the University of Pittsburg. We instituted systems of student expectations, incentives, contests, and recognition programs for the students while strengthening communications with the hospital administrative staffs to help deal with the problems of student achievement.

We feel that we have had some successful outcomes as a result of our school focus. We will continue our efforts in the coming year.

Patricia W. Brown, Principal

Anita Rice, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	8	3
Percent satisfied with learning environment	83.3%	I/S	I/S
Percent satisfied with social and physical environment	83.3%	I/S	I/S
Percent satisfied with school-home relations	16.7%	I/S	I/S

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 2 out of 3 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	29.3%	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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	8	I/S	I/S	I/S	I/S	I/S	I/S	58.5	65.9	I/S	Yes
Male	6	I/S	I/S	I/S	I/S	I/S	I/S	53.7	60.8	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	I/S	62.9	71	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	84.6	77.5	I/S	I/S
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	51.6	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	N/A	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	5	I/S	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.2	47.3	I/S	I/S
Subsidized meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.4	51.5	I/S	I/S

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

All Students	8	I/S	I/S	I/S	I/S	I/S	I/S	52.1	62.3	I/S	Yes
Male	6	I/S	I/S	I/S	I/S	I/S	I/S	51.5	61.7	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	I/S	52.7	63	N/A	N/A
White	6	I/S	I/S	I/S	I/S	I/S	I/S	78.8	75	I/S	I/S
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	45.3	44	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	N/A	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	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	52.6	I/S	I/S
Subsidized meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.9	48.1	I/S	I/S

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

All Students	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Male	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	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	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	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	5	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	12	91.7	100	0	0	0	0	56.4	61.8
	2010	8	I/S	I/S	I/S	I/S	I/S	I/S	58.5	65.9

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

All Students	2009	12	91.7	100	0	0	0	0	52.3	62.7
	2010	8	I/S	I/S	I/S	I/S	I/S	I/S	52.1	62.3

* Adjusted to account for natural variation in performance.