

HALL INSTITUTE

1800 Colonial Drive
Columbia, South Carolina

Grades	PK-12 High School	
Enrollment	46 Students	
Principal	Faythe Kennedy	803-898-1488
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	At-Risk
2010	At-Risk	N/A
2009	N/A	N/A
2008	At-Risk	Excellent
2007	At-Risk	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
5	3	14	9	10

* Ratings are calculated with data available by 11/09/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	36.4%	37.5%	20.0%	55.0%	54.2%	63.3%
Passed 1 subtest (%)	18.2%	25.0%	40.0%	21.1%	19.3%	20.1%
Passed no subtests (%)	45.5%	37.5%	40.0%	27.7%	32.8%	16.5%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	0.0%	83.0%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	35	54	104	151
Number of Graduates in Cohort	0	0	62	104
Rate	0.0%	0.0%	46.0%	69.2%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	36	N/A	156
Number of Graduates in Cohort	N/A	0	N/A	107
Rate	N/A	0.0%	N/A	68.5%

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	22.2%	62.5%
English 1	14.3%	49.6%
Biology 1/Applied Biology 2	16.7%	47.4%
Physical Science	7.7%	41.1%
US History and the Constitution	16.7%	27.6%
All Tests	14.6%	44.4%

* 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=46)				
Retention rate	0.0%	No Change	4.6%	3.4%
Attendance rate	99.9%	No Change	95.2%	95.0%
Served by gifted and talented program	0.0%	No Change	6.5%	12.4%
With disabilities other than speech	25.5%	Down from 33.8%	12.5%	9.9%
Older than usual for grade	18.4%	Down from 26.0%	10.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.3%	0.9%
Enrolled in AP/IB programs	0.0%	No Change	4.9%	13.0%
Successful on AP/IB exams	N/A	N/A	14.9%	51.7%
Eligible for LIFE Scholarship	N/R	N/R	27.1%	30.1%
Annual dropout rate	0.0%	No Change	2.2%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	4.1%	2.9%
Enrollment in career/technology courses	37	Up from 2	244	419
Students participating in work-based experiences	0.0%	No Change	0.0%	7.2%
Career/technology students attaining technical skills	N/A	N/A	78.6%	83.0%
Career/technology completers placed	N/A	N/A	96.1%	98.4%
Teachers (n=6)				
Teachers with advanced degrees	50.0%	No Change	59.5%	61.1%
Continuing contract teachers	100.0%	Up from 87.5%	69.8%	80.6%
Teachers returning from previous year	87.8%	Down from 93.3%	79.6%	86.5%
Teacher attendance rate	96.2%	N/R	95.6%	95.5%
Average teacher salary*	\$47,008	Down 0.6%	\$44,047	\$46,884
Professional development days/teacher	8.5 days	Up from 6.0 days	10.2 days	10.0 days
School				
Principal's years at school	1.0	Down from 9.0	3.0	4.0
Student-teacher ratio in core subjects	11.3 to 1	Up from 4.6 to 1	22.1 to 1	26.5 to 1
Prime instructional time	94.8%	N/R	89.4%	89.3%
Dollars spent per pupil**	\$12,177	Down 6.3%	\$9,769	\$7,804
Percent of expenditures for teacher salaries**	88.1%	Up from 83.0%	56.8%	58.0%
Percent of expenditures for instruction**	91.5%	Up from 91.0%	59.2%	60.6%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	23.0%	Down from 30.3%	97.1%	97.3%
Character development program	At-Risk	Down from Good	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	1	0.0%	41	14.6%	35	0.0%	No
Gender							
Male	N/A	N/A	20	10.0%	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	17	17.6%	29	0.0%	N/A
African American	N/A	N/A	11	9.1%	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	17	5.9%	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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Report of Principal and School Improvement Council

William S. Hall is a residential facility that serves students requiring inpatient 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.

This year we have focused on how to utilize assessments to increase achievement. During staff development, teachers have utilized data on past and current students to determine areas of strengths and weaknesses. With this information, we have focused on how to use the data to improve the quality of instruction.

We also have reorganized classes to better serve students who come to us with identified disabilities. Hall school staff has worked in conjunction with hospital staff to improve programming to benefit the educational and emotional needs of the students that we serve.

Faythe Kennedy Redenburg, Principal
 Anita Rice, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	4	7	0
Percent satisfied with learning environment	I/S	I/S	N/R
Percent satisfied with social and physical environment	I/S	I/S	N/R
Percent satisfied with school-home relations	I/S	I/S	N/R

* 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 1 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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	10	100.0	N/AV	100.0	N/A	N/A	N/A	58.2	68.0	I/S	Yes
Male	5	I/S	I/S	I/S	I/S	I/S	I/S	53.5	63.1	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	62.6	73.1	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	86.7	79.4	I/S	I/S
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	50.8	51.7	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	52.9	83.2	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	59.1	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	18.3	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	31.3	45.1	I/S	I/S
Subsidized meals	1	I/S	I/S	I/S	I/S	I/S	I/S	47.1	54.7	I/S	I/S

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

All Students	10	100.0	N/AV	N/A	N/A	N/A	N/A	50.3	62.3	I/S	No
Male	5	I/S	I/S	I/S	I/S	I/S	I/S	48.6	61.4	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	52.0	63.2	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	82.9	75.3	I/S	I/S
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	41.6	42.9	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	52.9	84.3	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	56.8	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	16.2	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	34.4	47.1	I/S	I/S
Subsidized meals	1	I/S	I/S	I/S	I/S	I/S	I/S	39.9	48.5	I/S	I/S

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Male	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A									
Hispanic	0	N/A									
American Indian/Alaskan	0	N/A									
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A									
Limited English Proficient	0	N/A									
Subsidized meals	1	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.

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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	8	100.0	I/S	I/S	I/S	I/S	I/S	58.5	65.9
	2011	10	100.0	N/AV	100.0	N/A	N/A	N/A	58.2	68.0

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

All Students	2010	8	87.5	I/S	I/S	I/S	I/S	I/S	52.1	62.3
	2011	10	100.0	N/AV	N/A	N/A	N/A	N/A	50.3	62.3

* Adjusted to account for natural variation in performance.

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