Hall Institute

1800 Colonial Drive
Columbia, South Carolina

Grades	K-12 High School	
Enrollment	49 Students	
Principal	Patricia W. Brown	803-898-1488
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	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
2009	**N/A**	**N/A**
2008	At-Risk	Excellent
2007	At-Risk	N/A
2006	N/A	N/A
2005	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.

http://ed.sc.gov
http://www.eoc.sc.gov

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	1	2	5	8

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	37.5	40.0	36.4	N\A	68.1	55.0
Passed 1 subtest (%)	31.3	20.0	18.2	N\A	16.4	21.1
Passed no subtests (%)	31.3	40.0	45.5	N\A	15.5	27.7

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	N/A	80.6%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	12	101
Number of Diplomas	N\A	63
Rate	N\A	52.7%

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	N/A	43.2
English 1	44.4	36.2
Physical Science	23.1	29.1
US History and the Constitution	N/A	19.0
All Tests	26.9	32.3

* 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

Hall Institute 03/25/10-4001901

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=49)				
Retention rate	20.4%	Up from 17.0%	6.5%	4.8%
Attendance rate	99.9%	No Change	94.6%	95.5%
Eligible for gifted and talented	0.0%	No Change	2.5%	9.2%
With disabilities other than speech	31.5%	Up from 7.9%	14.7%	12.6%
Older than usual for grade	22.4%	Down from 26.1%	15.3%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.4%	1.2%
Enrolled in AP/IB programs	0.0%	No Change	5.1%	13.2%
Successful on AP/IB exams	N/A	N/A	29.6%	55.6%
Eligible for LIFE Scholarship	N/R	N/R	26.8%	29.8%
Annual dropout rate	0.0%	N/A	1.8%	3.5%
Career/technology students in co-curricular organizations	0.0%	N/A	1.9%	3.0%
Enrollment in career/technology courses	52	N/A	233	523
Students participating in work-based experiences	0.0%	N/A	1.4%	12.9%
Career/technology students attaining technical skills	N/A	N/A	73.3%	79.3%
Career/technology completers placed	N/A	N/A	98.0%	98.8%
Teachers (n=7)				
Teachers with advanced degrees	42.9%	Down from 50.0%	55.5%	58.6%
Continuing contract teachers	57.1%	Up from 50.0%	58.9%	71.6%
Teachers with emergency or provisional certificates	0.0%	Down from 20.0%	21.7%	8.1%
Teachers returning from previous year	68.3%	Up from 60.2%	74.2%	85.0%
Teacher attendance rate	93.4%	Down from 96.1%	95.8%	95.5%
Average teacher salary*	$46,362	Down 5.0%	$44,401	$47,761
Professional development days/teacher	11.1 days	Up from 6.3 days	12.1 days	10.8 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	3.0
Student-teacher ratio in core subjects	7.2 to 1	Down from 9.4 to 1	20.0 to 1	26.1 to 1
Prime instructional time	92.8%	Down from 95.6%	88.3%	89.8%
Dollars spent per pupil**	$9,929	Up 12.1%	$10,696	$7,883
Percent of expenditures for teacher salaries**	85.3%	Down from 88.1%	51.8%	54.1%
Percent of expenditures for instruction**	93.6%	Up from 90.9%	60.2%	60.2%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	19.9%	Down from 26.5%	93.0%	95.8%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Below Average	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

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Hall Institute 03/25/10-4001901

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	N/A	N/A	26	26.9%	12	N/A	N/A
Gender							
Male	N/A	N/A	14	35.7%	N/A	N/A	N/A
Female	N/A	N/A	12	16.7%	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	17	41.2%	N/A	N/A	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	N/A	N/A	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 above basic or proficient on HSAP and PASS and an increase in the number of students receiving passing scores on EOC tests.

Our staff development focuses on helping our teaching staff find ways to academically involve students who are experiencing a variety of disruptive life problems. We are utilizing our district-sponsored High Yield Strategies workshops and staff development activities, hospital sponsored staff development activities which help us find more effective ways of dealing with mental health issues in the schools, and peer-directed workshops that share currently used successful strategies.

Teacher training concentrates on increasing one's availability of teaching strategies that will: keep students acclimated to the expectations and requirements of their home schools, maintain the same or similar standards and procedures the students will find in their home schools, and provide the type of learning environment that will encourage students to focus on academics instead of the stress of their current lives.

Patricia W. Brown, Principal
Anita Rice, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	0	0
Percent satisfied with learning environment	80.0%	N/R	N/R
Percent satisfied with social and physical environment	66.7%	N/R	N/R
Percent satisfied with school-home relations	0.0%	N/R	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 5 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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.6%	0.0%	No

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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	12	91.7	100	0	0	0	0	56.4	61.8	No	Yes
Male	7	I/S	I/S	I/S	I/S	I/S	I/S	51.4	57.4	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	60.9	66.1	N/A	N/A
White	8	I/S	I/S	I/S	I/S	I/S	I/S	87.3	74.3	I/S	I/S
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	48	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	N/A	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	6	I/S	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	38.5	I/S	I/S
Subsized meals	1	I/S	I/S	I/S	I/S	I/S	I/S	43.2	45.6	I/S	I/S
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	12	91.7	100	0	0	0	0	52.3	62.7	No	No
Male	7	I/S	I/S	I/S	I/S	I/S	I/S	49.1	61.8	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	55.2	63.6	N/A	N/A
White	8	I/S	I/S	I/S	I/S	I/S	I/S	81.4	75.1	I/S	I/S
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	44.2	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	N/A	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	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.5	52.3	I/S	I/S
Subsized meals	1	I/S	I/S	I/S	I/S	I/S	I/S	41	47.9	I/S	I/S
Physical Science (End-of-Course Test performance by Group)											
All Students	12	75.0	58.3	16.7	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Male	7	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	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	4	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	6	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
Subsized 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

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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	2008	6	I/S	I/S	I/S	I/S	I/S	I/S	64.1	69.7
	2009	12	91.7	100	0	0	0	0	56.4	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	6	I/S	I/S	I/S	I/S	I/S	I/S	55	67.2
	2009	12	91.7	100	0	0	0	0	52.3	62.7

* Adjusted to account for natural variation in performance.

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