



HALL INSTITUTE

1800 Colonial Drive
Columbia, South Carolina

Grades	K-12 Middle 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	N/A	N/A
2009	At-Risk	N/A
2008	At-Risk	N/A
2007	N/A	N/A
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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located | .%

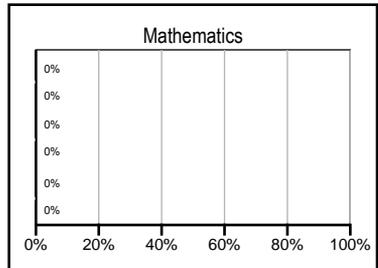
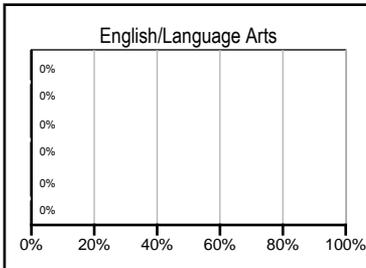
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	0	0

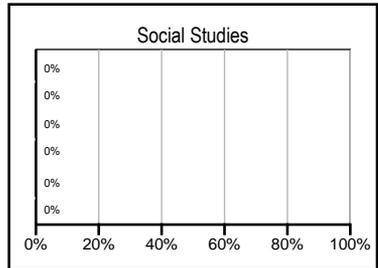
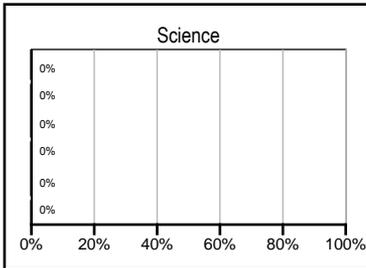
* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)

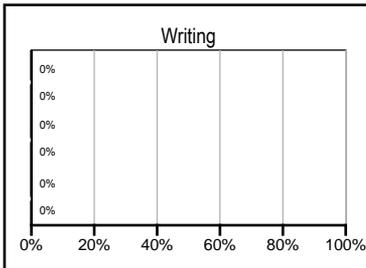
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school

Middle schools with Students Like Ours

* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	N/A
English 1	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	N/A	N/A

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=50)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	15.9%	24.2%
Retention rate	0.0%	Down from 20.4%	1.1%	0.7%
Attendance rate	99.9%	No Change	95.4%	95.9%
Eligible for gifted and talented	0.0%	No Change	4.8%	16.4%
With disabilities other than speech	33.8%	Up from 31.5%	15.0%	12.0%
Older than usual for grade	26.0%	Up from 22.4%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=8)				
Teachers with advanced degrees	50.0%	Up from 42.9%	54.2%	58.5%
Continuing contract teachers	87.5%	Up from 57.1%	67.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	11.6%	4.0%
Teachers returning from previous year	93.3%	Up from 68.3%	76.9%	84.6%
Teacher attendance rate	N/R	N/R	95.5%	95.4%
Average teacher salary*	\$47,309	Up 2.0%	\$44,210	\$46,561
Professional development days/teacher	6.0 days	Down from 11.1 days	10.0 days	10.2 days
School				
Principal's years at school	9.0	Up from 8.0	2.3	4.0
Student-teacher ratio in core subjects	4.6 to 1	Down from 7.2 to 1	16.1 to 1	21.1 to 1
Prime instructional time	N/R	N/R	90.0%	90.4%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	30.3%	Up from 19.9%	97.1%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$12,989	Up 30.8%	\$10,785	\$7,802
Percent of expenditures for instruction**	91.0%	Down from 93.6%	60.2%	63.8%
Percent of expenditures for teacher salaries**	83.0%	Down from 85.3%	55.5%	60.0%

* 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

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	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest middle school grade level and their parents were 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

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 and Student Attendance

	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
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	20	100	N/A	N/A	N/A	N/A	78.2	83.5	I/S	Yes
Gender										
Male	14	100	N/A	N/A	N/A	N/A	74.7	80.1	N/A	N/A
Female	6	I/S	N/A	N/A	N/A	N/A	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	16	100	N/A	N/A	N/A	N/A	93.3	89.6	I/S	I/S
African American	4	I/S	N/A	N/A	N/A	N/A	74.2	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	11	100	N/A	N/A	N/A	N/A	45.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	73.1	76.9	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	20	100	N/A	N/A	N/A	N/A	72	80.4	I/S	Yes
Gender										
Male	14	100	N/A	N/A	N/A	N/A	70.3	78.4	N/A	N/A
Female	6	I/S	N/A	N/A	N/A	N/A	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	16	100	N/A	N/A	N/A	N/A	90.2	87.8	I/S	I/S
African American	4	I/S	N/A	N/A	N/A	N/A	67	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	11	100	N/A	N/A	N/A	N/A	34.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	65.9	72.8	I/S	I/S

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	12	100	N/A	N/A	N/A	N/A	56.5	67.3
Gender								
Male	9	I/S	N/A	N/A	N/A	N/A	56.1	66.9
Female	3	I/S	N/A	N/A	N/A	N/A	56.8	67.7
Racial/Ethnic Group								
White	9	I/S	N/A	N/A	N/A	N/A	86.3	79.6
African American	3	I/S	N/A	N/A	N/A	N/A	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	7	I/S	N/A	N/A	N/A	N/A	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.7	58.6
Socio-Economic Status								
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	46.5	55.4
Social Studies								
All Students	12	100	N/A	N/A	N/A	N/A	64	70.9
Gender								
Male	8	I/S	N/A	N/A	N/A	N/A	61.9	70.1
Female	4	I/S	N/A	N/A	N/A	N/A	66.1	71.7
Racial/Ethnic Group								
White	9	I/S	N/A	N/A	N/A	N/A	86.9	79.2
African American	3	I/S	N/A	N/A	N/A	N/A	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	6	I/S	N/A	N/A	N/A	N/A	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.2	68
Socio-Economic Status								
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	56.5	60.8

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	14	85.7	I/S	I/S	I/S	I/S	63.4	72.1	99.9	95.9
Gender										
Male	11	90.9	I/S	I/S	I/S	I/S	56.3	65.2	99.9	95.7
Female	3	I/S	N/A	N/A	N/A	N/A	70.4	79.2	99.9	96.1
Racial/Ethnic Group										
White	9	I/S	N/A	N/A	N/A	N/A	86.2	80.8	99.9	96
African American	4	I/S	I/S	I/S	I/S	I/S	57.3	59.7	99.9	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	99.9	96.2
Hispanic	1	I/S	N/A	N/A	N/A	N/A	62.9	64.6	99.9	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	8	I/S	N/A	N/A	N/A	N/A	21.1	27.7	99.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	60.7	63.7	99.9	96.3
Socio-Economic Status										
Subsidized meals	1	I/S	N/A	N/A	N/A	N/A	55.2	61.9	99.9	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	4	I/S	N/A	N/A	N/A	N/A
	6	3	I/S	N/A	N/A	N/A	N/A
	7	5	I/S	N/A	N/A	N/A	N/A
	8	8	I/S	I/S	I/S	I/S	I/S
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	2	I/S	N/A	N/A	N/A	N/A
	6	4	I/S	N/A	N/A	N/A	N/A
	7	4	I/S	N/A	N/A	N/A	N/A
	8	9	I/S	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	4	I/S	N/A	N/A	N/A	N/A
	6	3	I/S	N/A	N/A	N/A	N/A
	7	5	I/S	N/A	N/A	N/A	N/A
	8	8	I/S	I/S	I/S	I/S	I/S
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	2	I/S	N/A	N/A	N/A	N/A
	6	4	I/S	N/A	N/A	N/A	N/A
	7	4	I/S	N/A	N/A	N/A	N/A
	8	9	I/S	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	3	I/S	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	5	I/S	N/A	N/A	N/A	N/A
	8	2	I/S	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	1	I/S	N/A	N/A	N/A	N/A
	6	2	I/S	N/A	N/A	N/A	N/A
	7	4	I/S	N/A	N/A	N/A	N/A
	8	4	I/S	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	1	I/S	N/A	N/A	N/A	N/A
	6	3	I/S	N/A	N/A	N/A	N/A
	7	5	I/S	N/A	N/A	N/A	N/A
	8	5	I/S	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	2	I/S	N/A	N/A	N/A	N/A
	7	4	I/S	N/A	N/A	N/A	N/A
	8	5	I/S	N/A	N/A	N/A	N/A
Writing							
2009	3	2	I/S	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	3	I/S	N/A	N/A	N/A	N/A
	7	5	I/S	N/A	N/A	N/A	N/A
	8	9	I/S	I/S	I/S	I/S	I/S
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	1	I/S	N/A	N/A	N/A	N/A
	6	2	I/S	N/A	N/A	N/A	N/A
	7	5	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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