Hall Institute

1800 Colonial Drive
Columbia, South Carolina

Grades	K-12 High School	
Enrollment	70 Students	
Principal	Patricia W. Brown	803-898-1488
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	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
2008	**At-Risk**	**Excellent**
2007	At-Risk	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

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.

http://ed.sc.gov
http://www.sceoc.org

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	4	10	7	7

* Ratings are calculated with data available by September 30.

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

	Our High School			High Schools with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	10.0	37.5	40.0	57.1	0	68.1
Passed 1 subtest (%)	30.0	31.3	20.0	17.0	0	16.4
Passed no subtests (%)	60.0	31.3	40.0	36.7	0	15.5

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	100.0%	89.7%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	5	125
Number of Diplomas	0	89
Rate	0%	69.2%

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	25.0	60.1
English 1	30.0	42.6
Physical Science	7.1	29.0
All Tests	17.9	45.1

* 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 02/16/09-4001901

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=70)				
Retention rate	17.0%	N/A	9.3%	6.1%
Attendance rate	99.9%	No Change	93.7%	95.0%
Eligible for gifted and talented	0.0%	No Change	3.8%	8.3%
With disabilities other than speech	7.9%	Up from 0.0%	14.3%	13.0%
Older than usual for grade	26.1%	Up from 21.4%	13.9%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	2.1%	1.5%
Enrolled in AP/IB programs	0.0%	No Change	5.1%	11.4%
Successful on AP/IB exams	N/A	N/A	16.8%	54.3%
Eligible for LIFE Scholarship	N/R	N/R	25.5%	30.5%
Annual dropout rate	N/A	N/A	2.7%	3.5%
Career/technology students in co-curricular organizations	N/A	N/A	5.3%	3.1%
Enrollment in career/technology courses	N/A	N/A	287	559
Students participating in work-based experiences	N/A	N/A	4.9%	10.6%
Career/technology students attaining technical skills	N/A	N/A	75.7%	79.6%
Career/technology completers placed	N/A	N/A	97.8%	98.5%
Teachers (n=6)				
Teachers with advanced degrees	50.0%	No Change	50.7%	57.4%
Continuing contract teachers	50.0%	No Change	54.2%	69.6%
Teachers with emergency or provisional certificates	20.0%	No Change	20.0%	8.7%
Teachers returning from previous year	60.2%	Up from 56.0%	79.3%	85.0%
Teacher attendance rate	96.1%	Up from 93.9%	95.1%	95.4%
Average teacher salary	$48,672	Up 4.1%	$44,841	$46,061
Professional development days/teacher	6.3 days	Down from 12.3 days	11.2 days	11.4 days
School				
Principal's years at school	7.0	Up from 6.0	2.0	3.0
Student-teacher ratio in core subjects	9.4 to 1	Up from 7.6 to 1	22.3 to 1	25.4 to 1
Prime instructional time	95.6%	Up from 91.7%	88.1%	89.1%
Dollars spent per pupil*	$8,861	Down 6.7%	$8,593	$7,279
Percent of expenditures for teacher salaries*	88.1%	Up from 87.7%	53.3%	55.3%
Percent of expenditures for instruction*	90.9%	Up from 90.6%	59.5%	60.8%
Opportunities in the arts	Poor	No Change	Good	Excellent
Parents attending conferences	26.5%	Up from 23.1%	83.6%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Average	Good
Classical Language Program Assessment	N/A	N/A	N/A	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Hall Institute 02/16/09-4001901

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	2	100.0%	28	17.9%	5	N/A	N/A
Gender							
Male	N/A	N/A	12	8.3%	N/A	N/A	N/A
Female	N/A	N/A	16	25.0%	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	17	17.6%	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

* 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 houses a Richland County School District One school program operated on State Mental Health Hospital grounds. The school program serves students who have been hospitalized for psychiatric/emotional problems and substance abuse.

Our staff and students were pleased this year that our library facilities were restored and a variety of new books and reference materials were added to our collection. There was a continuation of the NovaNet program, which focused on helping students improve basic skills and accelerate content area skills so that they could be more successful in their core courses. Combining the NovaNet program with the behavior and academic rubrics implemented and measured in the classrooms, teachers noted that classroom participation and grades improved throughout the year based upon student measures of previous academic years. Although our student body is constantly changing and students who are taught by our teachers are rarely here long enough to be tested by them, we are experiencing many student successes designated in our school improvement plan. Students are exhibiting less disruptive behavior in the classroom and are able to have more “seat” time in the classroom; improving the probability that they are receiving more instruction on a consistent basis. The Hospital and School staff have developed specific partnerships which are helping all caregivers express more consistent expectations and helping students develop more effective coping skills and consequently, more productively utilize cognitive functioning as learners in the classrooms.

Staff development continues to be a vital part of our efforts. We must continue to find ways to meet the academic needs of students as they navigate through crises and stressful periods of their lives. If we cannot successfully meet that challenge, students will lose valuable learning times as they move toward wellness.

Through the assistance of our district and our staff development planning committee, we are constantly striving to stay abreast of best practices and emerging trends.

Patricia W. Brown, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	0	0
Percent satisfied with learning environment	83.3%	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.

School Adequate Yearly Progress	NO

This school met 0 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. Sanction: Implement the restructuring plan.
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 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	15.9%	0.0%	No

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Hall Institute											02/16/09-4001901
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
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)											
All Students	6	I/S	I/S	I/S	I/S	I/S	I/S	64.1	69.7	No	No
Male	1	I/S	I/S	I/S	I/S	I/S	I/S	59	64.6	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	69	74.8	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	88.6	81.7	I/S	I/S
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	56.5	53.6	I/S	I/S
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	N/A	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	1	I/S	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	68.4	47.3	I/S	I/S
Subsized meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	55.1	I/S	I/S
Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)											
All Students	6	I/S	I/S	I/S	I/S	I/S	I/S	55	67.2	No	No
Male	1	I/S	I/S	I/S	I/S	I/S	I/S	55.4	66.3	N/A	N/A
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	54.6	68	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	82.8	79.6	I/S	I/S
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	46.4	49.7	I/S	I/S
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	N/A	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	1	I/S	I/S	I/S	I/S	I/S	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.6	54.9	I/S	I/S
Subsized meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.1	53.1	I/S	I/S
Physical Science (End-of-Course Performance by Group)											
All Students	23	60.9	60.9	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Male	11	63.6	63.6	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	12	58.3	58.3	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
White	16	56.3	56.3	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
African American	7	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	1	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

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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*
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)										
All Students	2007	17	94.1	N/A	N/A	N/A	N/A	N/A	66.8	70.7
	2008	6	I/S	I/S	I/S	I/S	I/S	I/S	64.1	69.7
Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)										
All Students	2007	17	94.1	N/A	N/A	N/A	N/A	N/A	50.2	62.2
	2008	6	I/S	I/S	I/S	I/S	I/S	I/S	55	67.2

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