



## Hall Institute

1800 Colonial Drive  
Columbia, South Carolina

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

## 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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

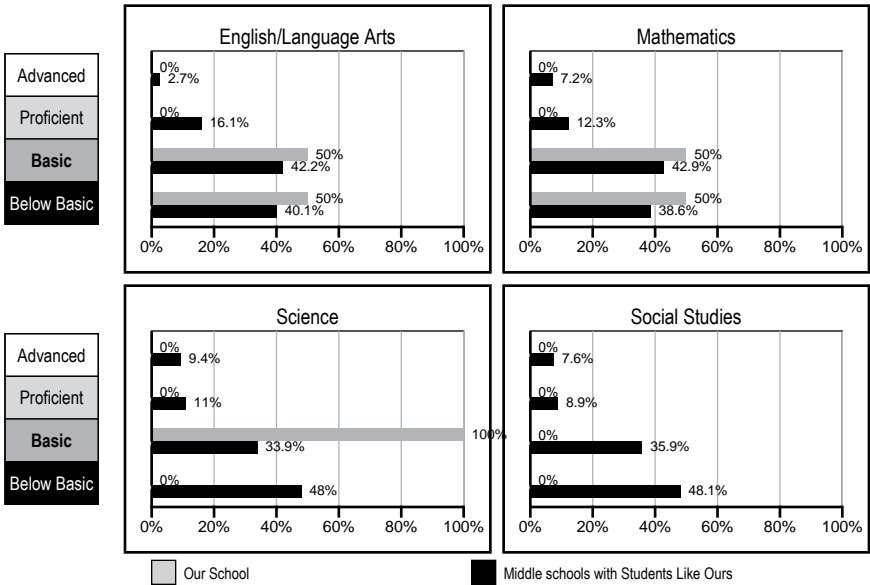
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	1	11	26

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A-Not Applicable | N/AV-Not Available | N/C-Not Collected | N/R-Not Reported | /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	0	92.4
English 1	0	92.7
Physical Science	0	0
All Subjects	0	90.4

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=70)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	N/R	11.6%	19.4%
Retention rate	17.0%	N/A	2.6%	1.8%
Attendance rate	99.9%	No Change	95.2%	95.8%
Eligible for gifted and talented	0.0%	No Change	8.9%	15.3%
With disabilities other than speech	7.9%	Up from 0.0%	14.0%	12.9%
Older than usual for grade	26.1%	Up from 21.4%	6.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.4%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
<b>Teachers (n=6)</b>				
Teachers with advanced degrees	50.0%	No Change	50.0%	55.0%
Continuing contract teachers	50.0%	No Change	55.2%	70.6%
Teachers with emergency or provisional certificates	20.0%	No Change	17.9%	5.4%
Teachers returning from previous year	60.2%	Up from 56.0%	77.1%	83.4%
Teacher attendance rate	96.1%	Up from 93.9%	94.8%	94.9%
Average teacher salary	\$48,672	Up 4.1%	\$43,071	\$44,706
Professional development days/teacher	6.3 days	Down from 12.3 days	11.6 days	11.8 days
<b>School</b>				
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	17.3 to 1	20.1 to 1
Prime instructional time	95.6%	Up from 91.7%	88.6%	89.3%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	26.5%	Up from 23.1%	95.6%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$8,861	Down 6.7%	\$7,733	\$7,097
Percent of expenditures for instruction*	90.9%	Up from 90.6%	63.4%	64.4%
Percent of expenditures for teacher salaries*	88.1%	Up from 87.7%	58.4%	59.4%

\* Prior year audited financial data are reported.

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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**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
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 students at the highest middle school grade level and their parents were included.

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## 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

## 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 and Student Attendance

	Our District	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
Student attendance rate	99.9%	94.0%	Yes

\* Or greater than last year

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## PACT 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
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	16	87.5	50	50	0	0	50	41.2	48.2	No	No
<b>Gender</b>											
Male	15	86.7	100	0	0	0	0	35	41.7	N/A	N/A
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	47.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	12	91.7	50	50	0	0	50	73	60	I/S	I/S
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	33.3	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	14.1	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.2	34	I/S	I/S

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	16	87.5	50	50	0	0	0	34.9	45.8	No	No
<b>Gender</b>											
Male	15	86.7	100	0	0	0	0	33.8	45.6	N/A	N/A
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	35.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	12	91.7	50	50	0	0	0	71.2	59	I/S	I/S
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	25.8	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	12.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.6	31.4	I/S	I/S

\* Adj - 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

## PACT 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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	9	I/S	I/S	I/S	I/S	I/S	I/S	25.3	35.7	99.9	96.1
<b>Gender</b>											
Male	8	I/S	I/S	I/S	I/S	I/S	I/S	26	37.4	99.9	95.8
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	24.6	33.8	99.9	96.3
<b>Racial/Ethnic Group</b>											
White	8	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	99.9	96.3
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	16.4	17	99.9	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	99.9	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
<b>Disability Status</b>											
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	8.9	14	99.9	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	N/A	96.7
<b>Socio-Economic Status</b>											
Subsized meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	15.1	21.1	99.9	95.8
<b>Social Studies</b>											
All Students	6	I/S	I/S	I/S	I/S	I/S	I/S	27.2	34	99.9	96.1
<b>Gender</b>											
Male	6	I/S	I/S	I/S	I/S	I/S	I/S	28.1	36.6	99.9	95.8
Female	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	31.3	99.9	96.3
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	99.9	96.3
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	18.2	19.1	99.9	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	99.9	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
<b>Disability Status</b>											
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	9.7	14.4	99.9	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	N/A	96.7
<b>Socio-Economic Status</b>											
Subsized meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.8	21	99.9	95.8

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

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	2	I/S	I/S	I/S	I/S	I/S	I/S
	6	1	I/S	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S	I/S
	8	11	81.8	50	50	0	0	0
<b>Mathematics</b>								
<b>2007</b>	3	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	2	I/S	I/S	I/S	I/S	I/S	I/S
	6	1	I/S	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S	I/S
	8	11	81.8	50	50	0	0	0
<b>Science</b>								
<b>2007</b>	3	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S	I/S
	6	1	I/S	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S	I/S
	8	3	I/S	I/S	I/S	I/S	I/S	I/S

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