

HALL INSTITUTE

1800 Colonial Drive
Columbia, South Carolina

Grades	PK-12 Middle 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	**N/A**	**N/A**
2010	N/A	N/A
2009	At-Risk	N/A
2008	At-Risk	N/A
2007	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 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

HALL INSTITUTE	11/09/11-4001901

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

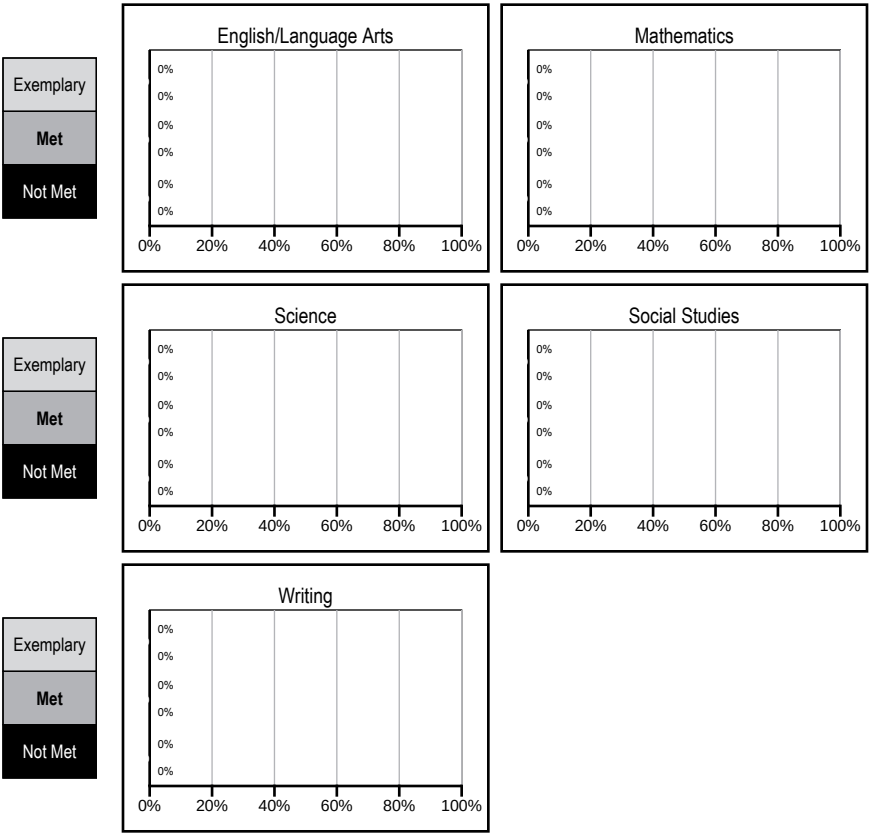
Percent of students tested in 2010-11 whose 2009-10 test scores were located	%

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 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* 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
Biology 1/Applied Biology 2	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=46)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	14.2%	24.5%
Retention rate	0.0%	No Change	0.8%	0.7%
Attendance rate	99.9%	No Change	95.7%	95.9%
Served by gifted and talented program	0.0%	No Change	9.1%	17.8%
With disabilities other than speech	25.5%	Down from 33.8%	10.8%	9.2%
Older than usual for grade	18.4%	Down from 26.0%	2.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=6)				
Teachers with advanced degrees	50.0%	No Change	59.8%	60.0%
Continuing contract teachers	100.0%	Up from 87.5%	73.2%	82.6%
Teachers returning from previous year	87.8%	Down from 93.3%	82.2%	85.6%
Teacher attendance rate	96.2%	N/R	95.4%	95.3%
Average teacher salary*	$47,008	Down 0.6%	$44,578	$46,300
Professional development days/teacher	8.5 days	Up from 6.0 days	10.9 days	9.9 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	19.9 to 1	21.5 to 1
Prime instructional time	94.8%	N/R	90.1%	90.1%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	23.0%	Down from 30.3%	97.3%	98.1%
Character development program	At-Risk	Down from Good	Good	Good
Dollars spent per pupil**	$12,177	Down 6.3%	$8,903	$7,634
Percent of expenditures for instruction**	91.5%	Up from 91.0%	62.3%	64.0%
Percent of expenditures for teacher salaries**	88.1%	Up from 83.0%	58.5%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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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 toparticipate 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 disabilites. Hall school staff has worked in conjuction 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	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.

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No Child Left Behind

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	

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	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
Student attendance rate	99.9%	94.0%**	Yes

* Or greater than last year

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HALL INSTITUTE										11/09/11-4001901
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	13	100	N/A	N/A	N/A	N/A	78.3	82.4	I/S	Yes
Gender										
Male	11	100	N/A	N/A	N/A	N/A	74.3	78.7	N/A	N/A
Female	2	I/S	N/A	N/A	N/A	N/A	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	N/A	N/A	N/A	N/A	92.8	88.9	I/S	I/S
African American	2	I/S	N/A	N/A	N/A	N/A	74.2	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	83.9	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	3	I/S	N/A	N/A	N/A	N/A	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	73.5	75.4	I/S	I/S
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	13	92.3	N/A	N/A	N/A	N/A	75.1	81.9	I/S	No
Gender										
Male	11	90.9	N/A	N/A	N/A	N/A	73.5	79.9	N/A	N/A
Female	2	I/S	N/A	N/A	N/A	N/A	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	N/A	N/A	N/A	N/A	92.1	88.9	I/S	I/S
African American	2	I/S	N/A	N/A	N/A	N/A	70.3	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	82.1	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	3	I/S	N/A	N/A	N/A	N/A	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	69.8	74.9	I/S	I/S

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

Abbreviations for Missing Data

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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	10	I/S	N/A	N/A	N/A	N/A	58.7	68.6
Gender								
Male	8	I/S	N/A	N/A	N/A	N/A	58.2	68.3
Female	2	I/S	N/A	N/A	N/A	N/A	59.2	68.9
Racial/Ethnic Group								
White	8	I/S	N/A	N/A	N/A	N/A	87.8	80.7
African American	2	I/S	N/A	N/A	N/A	N/A	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	2	I/S	N/A	N/A	N/A	N/A	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	50.1	57.3
Social Studies								
All Students	9	I/S	N/A	N/A	N/A	N/A	64.7	72.5
Gender								
Male	7	I/S	N/A	N/A	N/A	N/A	63.6	72
Female	2	I/S	N/A	N/A	N/A	N/A	65.8	73.1
Racial/Ethnic Group								
White	6	I/S	N/A	N/A	N/A	N/A	88.4	81
African American	1	I/S	N/A	N/A	N/A	N/A	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	1	I/S	N/A	N/A	N/A	N/A	71	69.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	3	I/S	N/A	N/A	N/A	N/A	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	56.8	62.9

Abbreviations for Missing Data

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HALL INSTITUTE										11/09/11-4001901
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	4	I/S	N/A	N/A	N/A	N/A	66.5	73.2	99.9	96.1
Gender										
Male	3	I/S	N/A	N/A	N/A	N/A	62	67.2	99.9	95.9
Female	1	I/S	N/A	N/A	N/A	N/A	71.2	79.4	99.9	96.3
Racial/Ethnic Group										
White	3	I/S	N/A	N/A	N/A	N/A	87.8	81.5	99.9	96.2
African American	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	61.3	99.9	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	N/A	96.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	66.7	99.9	95.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	72.2	99.9	94.5
Disability Status										
Disabled	2	I/S	N/A	N/A	N/A	N/A	23.7	26	99.9	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	99.9	95.9
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	59.1	63.2	99.9	95.9

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HALL INSTITUTE 11/09/11-4001901

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	3	1	I/S	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	2	I/S	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	4	I/S	N/A	N/A	N/A	N/A
	8	3	I/S	N/A	N/A	N/A	N/A
Mathematics							
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
2011	3	1	I/S	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	2	I/S	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	4	I/S	N/A	N/A	N/A	N/A
	8	3	I/S	N/A	N/A	N/A	N/A
Science							
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
2011	3	1	I/S	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	1	I/S	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	4	I/S	N/A	N/A	N/A	N/A
	8	2	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							
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	1	I/S	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	4	I/S	N/A	N/A	N/A	N/A
	8	1	I/S	N/A	N/A	N/A	N/A
Writing							
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	2	I/S	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	2	I/S	N/A	N/A	N/A	N/A

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