

STRATEGIC SCHOOL PROFILE 2007-08

High School Edition

Hall High School
West Hartford School District

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 Connecticut

Website: www.whps.org/schools/hall/index.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular
 School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 1567
 5-Year Enrollment Change: 4.1%

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	189	12.1	5.0	23.8
Students Who Are Not Fluent in English	46	2.9	1.1	3.5
Students Identified as Gifted and/or Talented	217	13.8	6.9	4.6
Students with Disabilities	197	12.6	9.9	10.7
Juniors and Seniors Working 16 or More Hours Per Week	65	8.8	15.5	20.2

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	19.5	19.7	17.9
Biology I	18.0	19.1	18.6
English, Grade 10	20.2	19.5	18.4
American History	18.6	20.7	19.5

World Languages: Instruction was offered in the following world language(s): Chinese, French, Latin, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	184	181
Total Hours per Year	935	1,006

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 45 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2006-07 School Year	54.1	28.7

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2007	21.8	21.6	23.1

% of Class of 2007 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	97.5	91.9
Chemistry	67.3	70.1
4 or More Credits in Mathematics	74.9	63.7
3 or More Credits in Science	89.1	90.0
4 or More Credits in Social Studies	69.4	54.8
Credit for Level 3 or Higher in a World Language	83.3	58.7
2 or More Credits in Vocational Education	49.9	57.8
2 or More Credits in the Arts	50.4	39.8

Class of 2007

This school required more than the state minimum number of credits for graduation in health, physical education.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	2.7	1.1	3.4
% of Gifted and/or Talented Students Who Received Services	6.0	52.4	42.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	54.5	75.0	72.0

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.8	3.2	2.7
% of Computers with Internet Access	100.0	99.4	99.5
% of Computers that are High or Moderate Power	100.0	99.4	96.8
# of Print Volumes Per Student*	28.0	15.4	15.6
# of Print Periodical Subscriptions	120	59	45

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning: This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.3% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education: Teachers and Instructors		93.60
Paraprofessional Instructional Assistants		4.00
Special Education: Teachers and Instructors		11.00
Paraprofessional Instructional Assistants		17.00
Library/Media Specialists and Assistants		3.00
Administrators, Coordinators, and Department Chairs		6.49
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		11.60
School Nurses		2.00
Other Staff Providing Non-Instructional Services and Support		61.10

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	13.6	14.1	13.8
% with Master's Degree or Above	78.4	80.6	72.2
Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	9.2	7.8	8.9
% Assigned to Same School the Previous Year	74.8	77.5	76.4

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Hall High School is committed to supporting family involvement in the education of our students. Through grade level parent meetings, Curriculum Night, Parent Conferences, PTO meetings, and an array of home-school communication methods parents are provided with specific strategies that they can implement at home to improve academic success.

Ongoing, meaningful, and effective communication is critical to maintaining our successful partnership with families. Every student receives a progress report card grade and behavioral comments at the midpoint of each grading period. This has been effective in communicating the academic standing of every student in every class. Participation at Parent Conferences is high and was even higher this past year with the addition of evening conference hours. Monthly Newsletters are mailed home and available on-line via the school's website. Parents can enter their email address into our database which is used to send out information about events happening at Hall High. In addition we use an Auto-Dialer, a phone messaging computer system, to call parents and remind them of and invite them to upcoming events at Hall.

Two programs of note are our PTO (Parent Teacher Organization) and COC (Community of Concern). The PTO provides families with a directory of all students' names and addresses. They hold monthly meetings and host guest speakers on a quarterly basis. The guest speakers present information vital to students and their families.

Community of Concern provided every family with a handbook on issues relating to drug, alcohol and tobacco use. COC presented many parent workshops and have been very active in the community.

The Hall website contains a wealth of information about Hall High School. Teacher contact information, daily announcements, sport schedules and events are updated regularly.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	110	7.0
Black	180	11.5
Hispanic	171	10.9
White	1,104	70.5
Total Minority	463	29.5

Percent of Minority Professional Staff: 3.6

Open Choice: 4 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 16.1% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 41.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Hall prides itself on its many programs that seek to reduce racial, ethnic and economic isolation. Hall students are encouraged to participate in the Greater Hartford Academy of Performing Arts and the Greater Hartford Academy of Math and Science. Students are also encouraged to participate in athletics as governed by the Central Connecticut Athletic Conference. Students have the opportunity to get involved in inter-district programs that promote understanding and acceptance of differences and promote leadership skills with diverse groups of students such as Common Ground, Camp Anytown, Connecticut Forum, and Close-Up. Students also participate in regional academic events such as the Debate Team, Mock Trial, JETS, Latin Day, Math Olympiad, and the Chemathon. There is also a wide variety of clubs that bring diverse groups of students together, such as the Gay/Straight Alliance, Multicultural Club, Asian Club, Gospel Choir, Drill Team, and Anime Club.

Continuing emphasis on promoting a respectful, safe and welcoming environment as well as achieving equity in educational opportunities takes place through professional development for as well as faculty, curricular and co-curricular activities for students designed to build community among our diverse population. Faculty workshops throughout the year focus on understanding our diverse student population and identifying teaching strategies that enable all students to achieve. A mentoring program matches teachers with “at-risk” students to provide support and guidance. Student programs such as TAPS (Transitional Assistance Program for Success) match juniors and seniors with incoming grade 9 students to help the new students make a successful transition to high school. The New Student Orientation and New Parent Welcome Breakfast provide additional opportunities for students and parents to become familiar with Hall. Hall also provides opportunities for diverse students to showcase their talents, such as “A Night Around the World.”

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	50.6	38.9	82.3

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses	School	State High Schools
Number of Courses for which Students were Tested	23	9.1
% of Grade 12 Students Tested	50.0	21.0
% of Exams Scored 3 or More*	87.4	71.5

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	65.9	45.5	82.4
Writing Across the Disciplines	70.6	57.9	66.3
Mathematics	62.5	50.1	68.5
Science	69.4	46.3	83.0

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2007	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	552	504	88.8
Critical Reading	554	502	92.7
Writing	554	503	92.7
% of Graduates Tested	87.8	77.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	95.4	92.6	47.8
Cumulative Four-Year Dropout Rate for Class of 2007	4.6	6.2	38.9
2006-07 Annual Dropout Rate for Grade 9 through 12	1.1	1.7	54.5

Activities of Graduates	School	State
% Pursuing Higher Education	96.2	83.4
% Employed, Civilian and Military	2.0	12.3

Student Attendance	School	State High Schools
% Present on October 1	98.8	94.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 202 students were responsible for these incidents. These students represent 12.4% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	4	0
Personally Threatening Behavior	27	0
Theft	12	0
Physical/Verbal Confrontation	25	0
Fighting/Battery	14	0
Property Damage	4	0
Weapons	2	0
Drugs/Alcohol/Tobacco	37	3
School Policy Violations	432	0
Total	558	3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

One of the major goals of Hall High School has always been to improve the academic performance of all our students. Through our Curriculum Review Plan, every discipline evaluates plans and implements changes to their curriculum on a five-year cycle. Administrators, regular education, and special education teachers are members of the Curriculum and Professional Development Committee.

During the 2007-2008 school year Hall High School provided co-taught special education classes for students. The co-taught offerings will be increased for the upcoming school year. In addition to co-taught classes, Hall offers resource classes and self-contained programs to better meet the needs of our students and increase their academic performance.

Hall uses IEP (Individualized Education Plan) Direct, a computer software program, to create and manage the plans for our students. Every student receiving special education services has a case manager who sends out an attribute sheet regarding the student to all of his/her regular education teachers. The case manager is in regular contact with students' teachers in order to support academic progress.

An academic program for at-risk students was successfully implemented for the 2007-2008 school year. This program provides support for students by utilizing a team of four teachers who work directly with the students identified for this program. A homeroom advisory program for all students was introduced this year. This program is designed to provide a personal connection with an adult for every student at Hall High. Hall also has a full-time reading teacher who services students reading below grade level. Our reading teacher also acts as a consultant in the regular education classes, supporting teachers and presenting reading strategies to students. Looping of a group of students has taken place, with excellent success.

Having high expectations, raising the achievement level for all students, increase parental involvement, and building community will remain major objectives for Hall High School.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Hall is one of two public high schools in West Hartford. Hall has a population of approximately 1581 students and takes great pride in its racial, religious and cultural diversity. Our African, Asian and Hispanic population make up 29% of our student body. Our students speak more than 25 different languages and many religious faiths are represented. Academically our students continue to be accepted into the most prestigious colleges and universities in the country. Hall has over 30 sports offerings and more than 30 clubs and activities in which students participate. Our faculty is made up of lifelong learners who are actively involved in professional development and attend both state and national conferences to ensure that they are engaging in best practices in the classroom. Members of the faculty are regular recipients of professional awards and recognition at both the local and state levels. In addition, Hall teachers present at conferences in their respective academic areas both regionally and nationally.

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