

STRATEGIC SCHOOL PROFILE 2010-11

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 Education
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 1,572
 5-Year Enrollment Change: 0.6%

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 | 269 | 17.1 | 8.5 | 29.3 |
| Students Who Are Not Fluent in English | 39 | 2.5 | 0.9 | 3.6 |
| Students Identified as Gifted and/or Talented | 216 | 13.7 | 7.3 | 5.2 |
| Students with Disabilities | 187 | 11.9 | 9.6 | 10.7 |
| Juniors and Seniors Working 16 or More Hours Per Week | 42 | 8.2 | 12.1 | 13.2 |

PROGRAM AND INSTRUCTION

| Average Class Size | School | DRG | State |
|--------------------|--------|------|-------|
| Algebra I | 17.2 | 18.4 | 18.8 |
| Biology I | 20.4 | 20.1 | 19.0 |
| English, Grade 10 | 20.2 | 20.4 | 19.1 |
| American History | 21.2 | 21.4 | 20.1 |

Language Instruction:

Instruction was offered in the following language(s):
 American Sign Language, Chinese, French, Greek,
 Latin, Spanish

| Instructional Time | School | State High Schools |
|----------------------|--------|--------------------|
| Total Days per Year | 182 | 181 |
| Total Hours per Year | 924 | 1,009 |

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 2009-10 School Year | 53.4 | 33.4 |

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 2010 | 21.8 | 21.9 | 26.4 |

| % of Class of 2010 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 | 96.2 | 92.6 |
| Chemistry | 75.0 | 72.3 |
| 4 or More Credits in Mathematics | 68.1 | 66.0 |
| 3 or More Credits in Science | 82.7 | 90.1 |
| 4 or More Credits in Social Studies | 61.0 | 54.3 |
| Credit for Level 3 or Higher in a World Language | 81.6 | 60.7 |
| 2 or More Credits in Vocational Education | 46.7 | 57.4 |
| 2 or More Credits in the Arts | 53.3 | 40.5 |

Class of 2010

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

| Special Programs | School | High Schools | |
|---|--------|--------------|-------|
| | | DRG | State |
| % of Students in Bilingual Education Program or Receiving English as a Second Language Services | 2.4 | 0.8 | 3.5 |
| % of Gifted and/or Talented Students Who Received Services | 0.0 | 50.5 | 34.3 |
| % of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers: | 62.0 | 76.0 | 74.8 |

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 | 2.4 | 2.5 | 2.2 |
| % of Computers with Internet Access | 100.0 | 100.0 | 99.5 |
| % of Computers that are High or Moderate Power | 98.6 | 99.2 | 98.2 |
| # of Print Volumes Per Student* | 29.0 | 15.4 | 16.5 |
| # of Print Periodical Subscriptions | 96 | 54 | 37 |

*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, 34.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

| Full-Time Equivalent Count of School Staff | | |
|---|---|-------|
| General Education: | Teachers and Instructors | 87.57 |
| | Paraprofessional Instructional Assistants | 4.50 |
| Special Education: | Teachers and Instructors | 11.00 |
| | Paraprofessional Instructional Assistants | 19.00 |
| Library/Media Specialists and/or Assistants | | 3.00 |
| Administrators, Coordinators, and Department Chairs | | 6.16 |
| 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 | | 54.80 |

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 | 15.3 | 14.3 | 14.1 |
| % with Master's Degree or Above | 84.9 | 85.1 | 75.8 |
| Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time | 8.3 | 8.3 | 8.1 |
| % Assigned to Same School the Previous Year | 92.5 | 90.5 | 90.3 |

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 the New Parent Welcome Breakfast/Panel Presentation, 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 parent is given access to the Parent Portal of PowerSchool, where they can access through the internet their child's current grades, assignments and attendance. This has shown to be an effective tool in communicating the academic standing of every student in every class. Participation at parent conferences is high and more parents are able to attend with the addition of evening conference hours. The Hall website contains a wealth of information about Hall High School. Teacher contact information, daily announcements, sport schedules, and special events are updated regularly. Monthly newsletters are mailed home and available on-line via the school's website. Parents can enter their e-mail address into our database which is used to send out information about events happening at Hall High. In addition, we use BlackBoard Connect, a phone messaging computer system, to call, e-mail, and/or text message 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 provides every family with a handbook on issues relating to drug, alcohol, and tobacco use. COC presents many parent workshops and has been very active in the community.

SCHOOL DIVERSITY

| Student Race/Ethnicity | | | Percent of Minority Professional Staff :6.8 |
|------------------------|--------|---------|---|
| Race/Ethnicity | Number | Percent | |
| American Indian | 3 | 0.2 | Open Choice: 5 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 |
| Asian American | 149 | 9.5 | |
| Black | 161 | 10.2 | Non-English Home Language: 18.0 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 44 |
| Hispanic | 223 | 14.2 | |
| Pacific Islander | 0 | 0.0 | |
| White | 1,022 | 65.0 | |
| Two or more races | 14 | 0.9 | |
| Total Minority | 550 | 35.0 | |

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 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, Drill Team, Human Rights Coalition, Action Club, Link Crew and Anime Club. Continuing emphasis on promoting a respectful, safe, and welcoming environment as well as achieving equity in educational opportunities take place through professional development for faculty as well as curricular and co-curricular activities for students designed to build community among our diverse population. Faculty workshops throughout the year focus on better 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 Link Crew match juniors and seniors with freshmen to help 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 individual talents, such as "A Night Around the World" and "Multicultural Celebration Assemblies."

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 | 61.5 | 51 | 77.2 |

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

| Advanced Placement Courses 2009-10 | School | State High Schools |
|--|--------|--------------------|
| Number of Courses for which Students were Tested | 25 | 10.6 |
| % of Grade 12 Students Tested | 51.7 | 24.2 |
| % of Exams Scored 3 or More* | 80.6 | 72.5 |

*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 | 68.0 | 44.7 | 88.0 |
| Writing Across the Disciplines | 78.5 | 61.2 | 79.2 |
| Mathematics | 63.5 | 49.5 | 75.5 |
| Science | 68.0 | 47.0 | 84.4 |

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 2010 | School | State | % of Schools in State with Equal or Lower Scores |
|--------------------------------------|--------|-------|--|
| Average Score: Mathematics | 549 | 510 | 84.2 |
| Critical Reading | 556 | 505 | 93.5 |
| Writing | 553 | 510 | 88.0 |
| % of Graduates Tested | 81.9 | 70.6 | N/A |

| Graduation and Dropout Rates | School | State | % of Districts in State with Equal or Less Desirable Rates |
|--|--------|-------|--|
| Graduation Rate, Adjusted Cohort Rate 2010 | 93.5 | 91.8 | 75.5 |
| 2009-10 Annual Dropout Rate for Grade 9 through 12 | 1.0 | 2.8 | 49.5 |

| Activities of Graduates | School | State |
|-----------------------------------|--------|-------|
| % Pursuing Higher Education | 94.6 | 84.8 |
| % Employed, Civilian and Military | 4.6 | 9.1 |

| Student Attendance | School | State High Schools |
|------------------------|--------|--------------------|
| % Present on October 1 | 94.9 | 93.3 |

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 2009-10 school year, 204 students were responsible for these incidents. These students represent 12.3% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, 9 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

| Number of Incidents by Disciplinary Offense Category, 2009-10 | | |
|---|----------------------|----------------|
| Offense Category | Location of Incident | |
| | School | Other Location |
| Violent Crimes Against Persons | 0 | 0 |
| Sexually Related Behavior | 0 | 0 |
| Personally Threatening Behavior | 16 | 1 |
| Theft | 5 | 0 |
| Physical/Verbal Confrontation | 21 | 3 |
| Fighting/Battery | 10 | 0 |
| Property Damage | 3 | 5 |
| Weapons | 0 | 0 |
| Drugs/Alcohol/Tobacco | 19 | 15 |
| School Policy Violations | 420 | 36 |
| Total | 494 | 60 |

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 and special education teachers are members of the Curriculum and Professional Development Committee. Additionally, our School Development Plan outlines our school goals, objectives, and indicators of success. Hall is also beginning the NEASC Self-Study Process in preparation for our fall 2013 visit. During the 2010-2011 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 improve their academic performance. Hall uses IEP (Individualized Education Plan) Direct, a computer software program, to create and manage the plans for our special education 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 continued with its success during the 2010-2011 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. 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. Developing and implementing Effective Teaching Strategies and Data Teams was a major focus of teacher professional development during the 2010-2011 school year. Having high expectations, raising the achievement level for all students, increasing 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 1563 students and takes great pride in its racial, religious and cultural diversity. Our African-American, Asian, and Hispanic populations make up over 30% of our student body. Our students speak more than 38 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 60 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.

Hall High School Final Adequate Yearly Progress Status, 2010-11 School Year: Not Achieved

This school is identified as In Need of Improvement; Year Improvement = -3

Based on 2011 Connecticut Academic Performance Test (CAPT)

West Hartford School District

Hall High School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

| Subgroup * | Participation Rate** (95% participation needed) | | | | | | % At or Above Proficient | | | | | | | | | | | | |
|--|---|---------|-------------|-------------|-----------------|-----|--------------------------|-------------|-------------|-----------------|-----------------|---------------------|----------|-----------------|------------|---------------------|----------|-----------------|---|
| | n | Current | 2 Year Avg. | 3 Year Avg. | AYP Target Met? | n | Current | 2 Year Avg. | 3 Year Avg. | AYP Target Met? | Unadjusted | Confidence Interval | Adjusted | AYP Target Met? | Unadjusted | Confidence Interval | Adjusted | AYP Target Met? | |
| Whole School | 391 | 100.0 | 99.7 | 99.7 | Yes | 390 | 99.7 | 99.9 | 99.7 | Yes | 91.1 | 5.0 | 96.2 | Yes | 92.7 | 8.9 | 100.0 | Yes | |
| American Indian or Alaska Native | 1 | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian | 40 | 100.0 | 100.0 | 100.0 | Yes | 40 | 100.0 | 100.0 | 100.0 | Yes | 90.0 | 11.6 | 100.0 | Yes | 92.5 | 12.8 | 100.0 | Yes | |
| Black or African American | 43 | 100.0 | 100.0 | 99.2 | Yes | 43 | 100.0 | 100.0 | 99.2 | Yes | 82.5 | 14.5 | 97.0 | Yes | 87.5 | 14.8 | 100.0 | Yes | |
| Hispanic/Latino | 62 | 100.0 | 99.2 | 99.5 | Yes | 61 | 98.4 | 99.2 | 99.5 | Yes | 81.7 | 12.2 | 93.9 | Yes | 79.7 | 14.8 | 94.5 | Yes | |
| White | 241 | 100.0 | 99.8 | 99.7 | Yes | 241 | 100.0 | 100.0 | 99.9 | Yes | 95.4 | 4.9 | 100.0 | Yes | 97.1 | 8.8 | 100.0 | Yes | |
| Native Hawaiian or Other Pacific Islander | 0 | - | - | - | - | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| More than one race | 4 | - | - | - | - | 4 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| English Language Learners | 12 | - | - | - | - | 11 | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | 50 | 100.0 | 100.0 | 100.0 | Yes | 50 | 100.0 | 100.0 | 100.0 | Yes | 65.3 | 16.2 | 81.6 | No | 73.5 | 16.9 | 90.4 | No | |
| Economically Disadvantaged | 67 | 100.0 | 100.0 | 100.0 | Yes | 67 | 98.5 | 99.3 | 99.5 | Yes | 71.9 | 13.6 | 85.5 | No | 77.8 | 14.8 | 92.6 | Yes | |
| Additional Academic Indicator: Graduation Rate (85 % or annual improvement needed) | | | | | | | | | | | AYP Target Met? | | Yes | | | | | | |

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CAPT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

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While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.