

STRATEGIC SCHOOL PROFILE 2011-12

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, 2011: 1,531
 5-Year Enrollment Change: -3.8%

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	249	16.3	8.9	30.7
Students Who Are Not Fluent in English	34	2.2	0.9	3.7
Students Identified as Gifted and/or Talented	226	14.8	8.0	5.3
Students with Disabilities	169	11.0	9.5	10.8
Juniors and Seniors Working 16 or More Hours Per Week	48	9.1	11.3	13.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	17.5	18.8	18.4
Biology I	19.1	20.1	19.7
English, Grade 10	21.4	20.5	19.6
American History	20.6	20.8	20.4

Language Instruction:

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

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	924	1,024

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 2010-11 School Year	58.7	34.5

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 2011	21.8	22.0	23.2

% of Class of 2011 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	98.5	91.6
Chemistry	82.1	73.9
4 or More Credits in Mathematics	75.7	64.1
3 or More Credits in Science	90.5	88.1
4 or More Credits in Social Studies	70.1	51.4
Credit for Level 3 or Higher in a World Language	80.1	62.5
2 or More Credits in Vocational Education	50.6	54.6
2 or More Credits in the Arts	49.9	40.6

Class of 2011

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	2.2	0.8	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	51.2	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	63.3	74.4	72.8

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	2.2	2.3	2.1
% of Computers with Internet Access	100.0	100.0	99.9
% of Computers that are High or Moderate Power	98.7	97.6	97.5
# of Print Volumes Per Student*	28.8	15.5	16.6
# of Print Periodical Subscriptions	92	53	35

*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, 39.5% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	90.43
	Paraprofessional Instructional Assistants	5.60
Special Education:	Teachers and Instructors	11.00
	Paraprofessional Instructional Assistants	16.00
Library/Media Specialists and/or Assistants		4.00
Administrators, Coordinators, and Department Chairs		5.95
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		12.60
School Nurses		2.00
Other Staff Providing Non-Instructional Services and Support		53.60

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	14.7	14.3	14.1
% with Master's Degree or Above	83.5	85.6	76.6
Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	10.2	8.1	8.6
% Assigned to Same School the Previous Year	90.8	90.5	89.1

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 are critical to maintaining our successful partnership with families. Every parent is given access to the Parent Portal of PowerSchool, where they can view 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 as more parents are able to attend because of the availability 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 emailed home and available on-line via the school's website. In addition, we use BlackBoard Connect, a phone messaging computer system, to call, email, and/or text message parents to remind them of and invite them to upcoming events at Hall. Two programs of particular 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		
Race/Ethnicity	Number	Percent
American Indian	4	0.3
Asian American	159	10.4
Black	150	9.8
Hispanic	212	13.8
Pacific Islander	0	0.0
White	983	64.2
Two or more races	23	1.5
Total Minority	548	35.8

Percent of Minority Professional Staff :5.1

Open Choice:

6 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:

20.5 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 47

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, such as Common Ground, Camp Anytown, Connecticut Forum, and Close-Up, which promote understanding and acceptance of differences and promote leadership skills with diverse groups of students. Students also participate in regional academic events including Mock Trial, JETS, Latin Day, Math Team, and the Chemistry Club. There is a wide variety of clubs that bring diverse groups of students together, such as the Gay/Straight Alliance, Multicultural Club, Human Rights Coalition, Action Club, Jewish Student Union, Anime Club and Ethnic Dance Club. Continuing emphasis on promoting a respectful, safe, and welcoming environment as well as achieving equity in educational opportunities takes place both through professional development for faculty and through curricular and co-curricular activities for students designed to build community among our diverse population. Faculty workshops offered throughout the year focus on better understanding our diverse student population and identifying teaching strategies that enable all students to achieve. Student programs such as Link Crew match juniors and seniors with freshmen to help the new students make a successful transition to high school. Hall has an Advisory Program where students meet with an advisor twice a month to foster student/school connections along with an emphasis on our learning expectations. The New Student Orientation and New Parent Welcome Breakfast provide additional opportunities for students and parents to become familiar with Hall. Hall provides opportunities such as "A Night Around the World" and the Multicultural Club assemblies for diverse students to showcase their individual talents.

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	64.9	51.1	82.8

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

Advanced Placement Courses 2010-11	School	State High Schools
Number of Courses for which Students were Tested	18	7.4
% of Grade 12 Students Tested	57.3	24.7
% of Exams Scored 3 or More*	74.3	70.9

*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	71.0	47.5	89.2
Writing Across the Disciplines	78.3	63.0	72.3
Mathematics	66.0	49.2	78.9
Science	64.6	47.1	80.0

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 2011	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	559	505	92.0
Critical Reading	555	502	92.6
Writing	554	506	89.4
% of Graduates Tested	85.7	77.3	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	95.1	82.7	81.0
2010-11 Annual Dropout Rate for Grade 9 through 12	1.1	2.6	51.0

Activities of Graduates	School	State
% Pursuing Higher Education	92.6	84.5
% Employed, Civilian and Military	4.9	9.7

Student Attendance	School	State High Schools
% Present on October 1	89.6	94.1

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 2010-11 school year, 155 students were responsible for these incidents. These students represent 9.8% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 11 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, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	1
Personally Threatening Behavior	8	8
Theft	1	1
Physical/Verbal Confrontation	5	8
Fighting/Battery	4	10
Property Damage	1	0
Weapons	2	1
Drugs/Alcohol/Tobacco	2	13
School Policy Violations	138	186
Total	161	228

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 and regular and special education teachers are members of the Curriculum and Professional Development Council. Additionally, our School Development Plan outlines our school goals, objectives, and indicators of success. Hall is completing the NEASC Self-Study Process in preparation for our fall 2013 visit. This Self-Study Report will help identify Hall's strengths and areas in need of improvement. During the 2011-2012 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 meet the needs of our students. 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 copy of his/her IEP including their attribute sheet available on-line for all of his/her regular education teachers to view. The students' 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 2011-2012 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. Working in Collaborative Teams and working with the Common Core State Standards was a major focus of teacher professional development during the 2011-2012 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 1531 students and takes great pride in its racial, religious and cultural diversity. Our African-American, Asian, and Hispanic population make up over one third of our student body. Our students speak more than 47 different languages and represent many religions. 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 the local, state and national levels. In addition, Hall teachers present at conferences in their respective academic areas both regionally and nationally.
