

STRATEGIC SCHOOL PROFILE 2000-01

High School Edition

Hall High School
West Hartford School District

JOHN E HUDSON, Principal
DONALD SLATER, Asst. Principal

Telephone: 860-232-4561
School Type: Traditional/Regular

Education Reference Group (ERG): B ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
Data were provided by the local school district during the fall of 2000.

STUDENT ENROLLMENT

School Grade Range 9-12
Total Enrollment 1407
5-Year Enrollment Change 22.3%

**FACILITIES**

of Permanent General Classrooms 85
of Portable Classrooms 0
Year of Original Construction 1970

SCHOOL NEED

Current and Past School Need	Year	School	ERG High Schools	State High Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2000-01	5.7	3.3	16.4
% of K-12 Students with Non-English Home Language	2000-01	19.5	7.0	11.2
	1998-99	18.2	7.0	11.6
% of Juniors and Seniors Working More than 16 Hours Per Week	2000-01	14.5	23.6	31.7
	1995-96	15.1	27.7	29.9

Enrollment in Special Programs	Students in School	Percent in School	% in ERG High Schools	% in State High Schools
Bilingual Education and English as a Second Language Services (K-12)	43	3.1	1.3	2.5
Compensatory Education	0	0.0	0.7	8.6
Gifted and Talented Program	0	0.0	2.6	2.2
Special Education	186	13.2	11.8	11.9
Migrant Education	0	0.0	0.0	0.2

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	108	7.7
Black	105	7.5
Hispanic	115	8.2
White	1076	76.5

Total Minority 2000-01 23.5%

Total Minority 1995-96 16.5%



EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

Hall High School is in a transitional school district as identified by the State of Connecticut, with a diverse population. Our minority population represents 24% of our student body with over 225 students who speak a language other than English at home.

Hall High School is actively involved in many extra curricular activities with surrounding urban and suburban communities that promote interaction and understanding among students. Participation in Central Connecticut Athletic Conference athletic events and programs such as Greater Hartford Academy of the Performing Arts, the Harris Agri-Science and Technical Center in Bloomfield, and area vocational/technical schools provide expanded opportunities for all students. Our students are involved in inter-district programs that promote increased communication and teach leadership skills with diverse groups of students such as Common Ground, Connecticut Forum, Close Up and the National Conference on Community, and Justice's Camp Anytown. Students also participate in regional academic events such as debates, mock trial, Spanish Trivia, Latin Day, the Math Olympiad, and drama and music competitions with other schools within the region and the state.

Within the school, an emphasis is placed on promoting respect for self, for others, and for the community through a wide variety of curricular and co-curricular activities designed to increase acceptance of individual differences and embrace our diversity. Through programs sponsored by the Anti-defamation League's World of Difference Institute, we have brought programs to the school for students, staff, and parents aimed at reducing prejudice and discrimination through communication and education throughout the school year and will continue to do so. Additional activities include the Empty Bowls Soup Kitchen community service project, the Community Corps, the various multicultural speakers and authors who shared personal experiences addressing issues of social justice, the establishment of a Diversity Action Resource Team, a Multicultural Club, a New Students Welcome Group, and the creation of the Wall of Respect. A School/Family/Community Partnership Action Team has been created to improve communication with families and increase family involvement in our ongoing efforts to make everyone feel connected and accepted within the school community.

SCHOOL RESOURCES

Instructional Time*	School	ERG High Schools	State High Schools
Total Hours of Instruction Per Year	981	994	999

*State law requires at least 900 hours for grades 1 through 12.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	ERG High Schools	State High Schools
Video	100.0	76.0	69.3
Voice	100.0	79.4	69.1
Data	100.0	93.4	81.6
Internet Access	100.0	91.3	82.2
Multi-Room Network (LAN)	100.0	62.7	47.2

Computers	School	ERG HS	State HS
# of Students Per Academic Computer	4.4	4.6	4.1
% of Computers that are High or Moderate Power	100.0	94.5	92.8
% of Computers with High Speed Internet Access	100.0	89.5	77.0
% of Internet Computers with Filtering Software	100.0	66.4	74.5

This school does not have a functional satellite link.

LIBRARY MATERIALS

On-line periodicals are available at this school through at least one on-line periodical subscription service. In Connecticut, 83.0% of the high schools subscribe to at least one service.

Library Materials	School	ERG HS	State HS
# of Print Volumes Per Student*	27.2	20.5	17.5
% of Print Volumes Purchased in the Last Three Years	4.5	7.6	9.3
# of Print Periodical Subscriptions	136	95.1	60.5
# of Non-Print Materials	676	1340.1	783.4

*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.

STAFFING RESOURCES



Average Class Size	School	ERG	State
Algebra I	23.6	18.9	19.8
Biology I	18.3	19.4	19.7
English, Grade 10	19.7	19.6	19.6
American History	21.1	21.1	20.6

School Staff Count Full-Time Equivalent	2000-2001	1999-2000
# of Certified Staff		
Teachers	84.3	72.4
Administrators	5.3	5.3
Library/Media Staff	2.0	2.0
Counselors, Social Workers, and School Psychologists	6.8	N/A
Other Professionals	1.7	N/A
# of Non-Certified Instructional	0.0	0.0

Professional Staff Race/Ethnicity	2000-01	1999-2000	1995-96
% Minority	2.7	3.2	0.0
Professional Staff Experience and Training	School	ERG High School	State High School
Average Number of Years Experience in CT	16.6	15.0	14.9
% with Master's Degree or Above	82.9	81.4	76.4
% Trained as Mentors, Assessors, or Cooperating Teachers	22.5	27.1	24.3

SCHOOL PROCESSES

Student and Teacher Statistics	School	ERG High Schools	State High Schools
% of Students Retained in Grade after 1999-2000 School Year	0.7	2.2	5.7
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	6.0	6.9	7.4
% Certified Staff Assigned to Same School the Previous Year	82.9	84.4	83.6

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-out Remedial Instruction	No	No
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2000)	No	No
Other	No	No



% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	ERG High Schools	State High Schools
During the 1999-2000 School Year	45.8	27.1	21.9
During the 1995-96 School Year	39.1	24.4	16.0

Advanced Placement Courses	School	ERG High Schools	State High Schools
Number of Courses for which Students were Tested	18	13.1	8.4
% of Grade 12 Students Tested	37.7	21.2	14.5
% of Exams Scored 3 or More*	83.4	78.8	71.1

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

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.



Total Number of Credits Required for Graduation	School	ERG	State Requirement
Required for Class of 2000	21.8	21.3	20.0

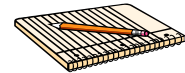
% of Class of 2000 Graduates who Earned Credit in Selected Subjects	School	ERG High Schools	State High Schools
Algebra I or Equivalent	97.4	94.0	88.4
Chemistry	68.0	80.1	66.2
4 or More Credits in Mathematics	66.9	71.8	59.7
3 or More Credits in Science	79.6	89.9	80.0
4 or More Credits in Social Studies	56.5	43.0	44.5
Credit for Level 3 or Higher in the Same World Language	84.0	74.3	55.3
2 or More Credits in Vocational Education	41.6	54.3	59.4
2 or More Credits in the Arts	59.9	47.8	41.2

STUDENT PERFORMANCE

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The goal represents a demanding level of achievement which is reasonable to expect of students in the spring of their 10th grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.

Conn. Academic Performance Test, 2 nd Gen. % Grade 10 Meeting State Goal	School	ERG	State
Reading Across the Disciplines	70	62	42.2
Writing Across the Disciplines	67	65	48.7
Mathematics	62	63	44.6
Science	74	61	43.4
All Four Tests	45.0	36.4	22.6
Participation Rate	92.8	93.8	90.1

Results on the Second Generation test are not comparable to the test results of previous years.




Connecticut Academic Performance Test Index, Second Generation: The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level).

Connecticut Academic Performance Test Index, Second Generation	School	ERG	State
Reading Across the Disciplines	88.0	83.6	70.9
Writing Across the Disciplines	85.8	84.7	74.8
Mathematics	83.2	83.5	70.3
Science	90.2	84.4	72.2

Results on the Second Generation test are not comparable to the test results of previous years.

Scholastic Assessment Test	Class of 1996	Class of 2000		
	School	School	ERG	State
% of Graduates Tested	99.2	95.9	92.0	77.8
Mathematics: Average Score	554	577	544	503
Mathematics: % Scoring 600 or More	39.6	45.3	32.8	22.0
Verbal: Average Score	548	566	534	501
Verbal: % Scoring 600 or More	37.2	40.7	27.9	20.1

Student Attendance	School	ERG HS	State HS
% on October 1, 2000	93.7	94.8	92.8

Physical Fitness, Grade 10 	School	ERG	State
% Passing All 4 Tests	53.5	47.1	37.8

Dropout Rates	School	ERG	State
Cumulative Four-Year Rate for Class of 2000	4.4	5.1	12.2
1999-2000 Annual Rate for Gr. 9 through 12	1.2	1.1	3.1
1995-96 Annual Rate for Grades 9 through 12	1.1	1.7	4.6

Class of 2000: Number of National Merit Scholarship Semi-Finalists: 9



Activities of Graduates	Class of	School	ERG	State
% Attending Two- or Four-Year Colleges	2000	88.5	87.2	75.4
	1995	93.3	82.9	71.5
% Employed or in Military	2000	4.5	8.3	17.6
	1995	3.6	11.0	18.5

EVIDENCE OF SUSTAINED IMPROVEMENT IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Student Performance

Hall's students continue to score significantly above the state and national average on the SAT:I and SAT:II examination for the 2001 school year. Over 92% of our students participated in the test. Hall has been recognized as the number one school in the state in participation in the Advanced Placement (AP) Program. The average score for the twenty-three tests that were taken in 2001 was 3.6 out of a possible 5. This was considerably higher than both the state and national averages.

Student Accomplishment

In addition to excelling in academics, technology, and the fine and performing arts, Hall students are consistently high achievers in co-curricular activities. The Jazz Band, Concert Band, as well as the vocal music, theater arts, and fine arts programs bring international, national, and regional awards to the groups and many of the individuals within them. Three students received the highest award possible in the National Latin Examination, one of our students won top honors at a statewide science symposium, another captured first place in the statewide Chemathon for the second year in a row, while another qualified for the rigorous USA Math Olympiad. A Hall student was recognized as the outstanding student poet in the state, while another was a Presidential Scholar finalist, and yet another a CT Governor's Scholar. Finally, community service is an integral part of co-curricular life at Hall, with both individuals and groups receiving state and national recognition for their efforts to help others.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

Hall High School is one of two high schools located in West Hartford with a student population of approximately 1500 students. The school takes great pride in its racial, religious and cultural diversity. Our African, Asian, and Hispanic American populations make up 26 percent of our student body. Twenty-five languages are spoken by our students at home, and many religious faiths are represented in our student body.

Academically, our students continue to be accepted into the most prestigious colleges and universities throughout the country. Seven students this year have been recognized as National Merit Semi-Finalists.

Our faculty members are often named to "Who's Who Among American Teachers," and are regularly the recipients of professional awards and recognitions at both the state and national level. In addition, they present annually at conferences in their respective academic areas. Our tennis coach has been named National Tennis Coach of the Year for 2000, and our Boys Track Coach is the Connecticut nominee for National Boys Track Coach of the Year. Hall has 30 sports offerings played on many athletic fields spread across over 46 acres of land. In addition, students can choose from some 30 extracurricular activities and several publications, including the yearbook and an award-winning monthly newspaper. Community service is highly valued at Hall and many students participate on a regular basis.

Strategic School Profiles may be viewed on the internet at www.csde.state.ct.us/public/der/datacentral. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school/district website, see www.whps.org

