

STRATEGIC SCHOOL PROFILE 2006-07

High School Edition

Hall High School
West Hartford School District

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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.

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

STUDENT ENROLLMENT

Total Enrollment: 1592

5-Year Enrollment Change: 10.8%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 9-12

SCHOOL NEED

Current and Past School Need	Year	School	DRG High Schools	State High Schools
% of Students Eligible for Free/Reduced-Price Meals	2006-07	11.4	4.7	22.9
	2002-03	8.8	N/A	17.6
% of K-12 Students with Non-English Home Language	2006-07	17.1	6.2	11.4
	2001-02	18.2	N/A	11.6
% of Juniors and Seniors Working More than 16 Hours Per Week	2006-07	9.3	16.0	20.2
	2001-02	15.9	N/A	29.1

Enrollment in Special Programs	Students in School	Percent in School	% in DRG High Schools	% in State High Schools
Bilingual Education and English as a Second Language Services (K-12)	37	2.3	1.0	3.4
Compensatory Education	0	0.0	0.1	12.5
Gifted and Talented Program	0	0.0	3.9	1.7
Special Education	215	13.5	10.6	10.8

Race/Ethnicity	Number	Percent
American Indian	4	0.3
Asian American	118	7.4
Black	168	10.6
Hispanic	178	11.2
White	1124	70.6

STUDENT RACE/ETHNICITY

Total Minority 2006-07	29.4%
Total Minority 2001-02	26.0%

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 the Debate Team, Mock Trial, JETS, Latin Day, Math Olympiad, and the Chemathon. There are 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 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) matches 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."

SCHOOL RESOURCES

Instructional Time*	School	DRG High Schools	State High Schools
Total Hours of Instruction Per Year	951	976	1,002

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

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	DRG High Schools	State High Schools
Video	100.0	82.2	76.0
Voice	100.0	95.1	84.9
Internet Access	100.0	100.0	97.1
Multi-Room Network (LAN)	100.0	92.4	82.4

Computers	School	DRG HS	State HS
# of Students Per Academic Computer	3.1	3.4	2.9
% of Computers that are High or Moderate Power	95.5	96.4	91.7
% of Computers with Internet Access, All Speeds	100.0	98.2	98.7
% of Computers with High Speed Internet Access	100.0	98.2	98.7
% of Internet Computers with Filtering Software	100.0	100.0	98.7

This school does not have a functional satellite link.

SCHOOL RESOURCES, continued

LIBRARY MATERIALS

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

Library Materials	School	DRG HS	State HS
# of Print Volumes Per Student*	27.0	15.7	15.7
% of Print Volumes Purchased in Last 3 Yrs.	6.2	8.3	11.1
# of Print Periodical Subscriptions	135	62.1	45.9
# of Non-Print Materials	1,998	1,575.0	848.1

*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	DRG	State
Algebra I	13.2	18.8	19.5
Biology I	19.8	20.2	20.0
English, Grade 10	19.1	20.1	19.5
American History	19.8	21.1	20.8

Professional Staff Race/Ethnicity			
	2006-07	2005-06	2001-02
% Minority	4.4	6.7	3.4

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	103.1	99.7
Administrators	4.0	4.0
Department Chairs	2.2	1.7
Library/Media Staff	2.0	2.0
Counselors, Social Workers, and School Psychologists	11.2	11.4
Other Professionals	1.5	1.0
# of Non-Certified Instructional	15.0	13.0

Professional Staff Experience and Training	School	DRG HS	State HS
Average Years of Experience in Connecticut and Other Locations	14.7	14.7	14.6
% with Master's Degree or Above	83.1	83.6	76.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

The following narrative was submitted by this 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. A new program began this year in which 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 e-mail address into our database which is used to send out information about events at Hall High. In addition we use an Auto-Dialer, a phone messaging computer system, to call parents and remind/invite them of 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 has 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 daily/frequently.

SCHOOL PROCESSES

Student and Teacher Statistics	School	DRG High Schools	State High Schools
% of Students Retained in Grade after 2005-06 School Year	2.6	N/A	4.5
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	8.4	7.7	8.5
% Certified Staff Assigned to Same School the Previous Year	82.4	86.8	86.3

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-out Instruction	No	Yes
In-Class Tutorial	No	Yes
After School Program	No	No
Summer School (2006)	Yes	Yes
Other	No	No



% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State High Schools
During the 2005-06 School Year	50.1	28.3
During the 2000-01 School Year	46.9	22.8

Advanced Placement Courses	School	State High Schools
Number of Courses for which Students were Tested	21	8.9
% of Grade 12 Students Tested	41.1	20.1
% of Exams Scored 3 or More*	88.8	71.9

*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	DRG	State Requirement
Required for Class of 2006	21.8	21.6	20.0

% of Class of 2006 Graduates who Earned Credit in Selected Subjects	School	State High Schools
Algebra I or Equivalent	97.8	91.1
Chemistry	67.7	70.6
4 or More Credits in Mathematics	76.7	64.0
3 or More Credits in Science	82.2	88.1
4 or More Credits in Social Studies	58.9	51.9
Credit for Level 3 or Higher in the Same World Language	78.9	59.1
2 or More Credits in Vocational Education	44.9	57.9
2 or More Credits in the Arts	51.0	39.8

STUDENT PERFORMANCE

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.

CAPT Subject Area	School	State	Of All Schools in State	
			Lowest %	Highest %
Reading Across the Disciplines	66.0	45.6	0.0	87.2
Writing Across the Disciplines	70.8	52.9	0.0	87.6
Mathematics	61.8	45.2	0.0	86.3
Science	69.3	44.4	0.0	84.5

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.



For more detailed CAPT results, go to www.ctreports.com.

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

SAT [®] I: Reasoning Test	Class of 2001	Class of 2006			
		School	State	Of All Schools in State	
	School			Lowest %	Highest %
% of Graduates Tested	90.2	91.5	74.7	11.7	100.0
Mathematics: Average Score	551	561	510	284	604
Mathematics: % Scoring 600 or More	37.8	38.3	23.9	0.0	55.6
Critical Reading: Average Score	553	561	505	314	595
Critical Reading: % Scoring 600 or More	38.2	41.0	21.3	0.0	48.5
Writing: Average Score	N/A	547	504	304	595
Writing: % Scoring 600 or More	N/A	35.3	19.6	0.0	48.8

Student Attendance	School	State High School
% on October 1, 2006	95.9	93.9

Class of 2006: Number of National Merit Scholarship Semi-Finalists: **6**



Physical Fitness, Grade 10	School	State	Of All Schools in State	
			Lowest %	Highest %
% Passing All Four Tests	50.5	39.5	0.0	70.3

Graduation and Dropout Rates	School	State	Of All Schools in State	
			Lowest %	Highest %
Graduation Rate for Class of 2006	96.6	92.2	40.0	100.0
Cumulative Four-Year Dropout Rate for Class of 2006	3.3	6.6	0.0	100.0
2005-06 Annual Dropout Rate for Grade 9 through 12	1.3	1.8	0.0	29.8
2000-01 Annual Dropout Rate for Grade 9 through 12	1.8	3.0	N/A	N/A



Activities of Graduates	Class of	School	State
% Attending Two- or Four-Year Colleges	2006	88.8	78.3
	2001	92.4	76.3
% Employed or in Military	2006	9.0	12.9
	2001	5.5	17.1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative 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 its curriculum on a five-year cycle. Administrators, regular education and special education teachers are members of the Curriculum and Professional Development Committee.

During the 2006-2007 school year Hall High school provided co-taught special education classes for students. The co-taught offerings are planned to be increased for the next 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 our students' academic performance.

Hall began using 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 has been planned for implementation for the 2007-2008 school year. This program will provide support for students by utilizing a team of four teachers to work directly with the students identified for this program. A homeroom advisory program for all students was introduced this year with plans for full implementation for 2007-2008. 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 who are 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, 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 1575 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 recognitions at both the local and state levels. In addition, Hall teachers present at conferences in their respective academic areas both regionally and nationally.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. 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/schools/hall/index.htm

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