

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



## Hall High School West Hartford School District

860-232-4561 • <http://hall.whps.org>

### School Information

Grade Range **9-12**  
Enrollment **1,463**

### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
(2016® The College Board)

[College Enrollment, Persistence, and Graduation](#)  
(National Student Clearinghouse)

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### Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

For district totals, please see the district profile.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2015 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	737	50.4	48.9
Male	726	49.6	51.1
American Indian or Alaska Native	*	*	*
Asian	149	10.2	11.3
Black or African American	116	7.9	8.0
Hispanic or Latino	204	13.9	17.3
Pacific Islander	*	*	*
Two or More Races	56	3.8	4.1
White	932	63.7	59.1
English Language Learners	37	2.5	5.0
Eligible for Free or Reduced-Price Meals	260	17.8	21.2
Students with Disabilities <sup>1</sup>	174	11.9	12.1

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	50	6.9	26	3.6
Male	38	5.3	64	8.9
Black or African American	*	*	20	17.5
Hispanic or Latino	17	8.6	25	12.4
White	48	5.2	37	4.0
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	29	12.1	40	15.0
Students with Disabilities	16	10.3	33	18.1
School	88	6.1	90	6.2
District		5.3		4.3

**Number of students in 2014-15 qualified as truant under state statute: 85**

**Number of school-based arrests: Fewer than 6**

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# School Profile and Performance Report for School Year 2015-16

## Hall High School

### West Hartford School District

## Educators

### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	86.8
Paraprofessional Instructional Assistants	6.0
<b>Special Education</b>	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	20.0
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	6.9
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	1.5
Counselors, Social Workers and School Psychologists	11.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	50.5

<sup>1</sup>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.

### Educators by Race/Ethnicity

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	1	0.7	0.3
Asian	4	2.9	1.7
Black or African American	4	2.9	2.3
Hispanic or Latino	5	3.6	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	123	89.8	92.1

### Classes Taught by Highly Qualified Teachers<sup>2</sup>

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

### Classroom Teacher Attendance, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	8.4	8.0

## Instruction and Resources

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	924
Half/Extended Day Kindergarten	N/A

### School Schedule

<b>School Hours for Students</b>	
Start Time	07:30 AM
End Time	02:15 PM

### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	12	40.0	19	61.3
Hispanic or Latino	25	46.3	32	69.6
White	150	61.7	184	83.6
English Language Learners	6	*	*	*
Eligible for Free or Reduced-Price Meals	29	50.0	43	66.2
Students with Disabilities	16	40.0	24	70.6
School	222	59.4	279	80.6
District		62.9		81.6

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	18	66.7
Emotional Disturbance	11	*
Intellectual Disability	0	0.0
Learning Disability	37	63.8
Other Health Impairment	38	80.9
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	112	64.4
District		73.5

<sup>4</sup>Ages 6-21

# School Profile and Performance Report for School Year 2015-16

## Hall High School

### West Hartford School District

## Performance and Accountability

### School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	29	71.0	29	71.6	46	76.3
Black or African American	25	53.6	25	50.5	31	57.6
Hispanic or Latino	46	57.3	46	50.9	37	64.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	*	*
Two or More Races	*	*	*	*	8	*
White	240	73.1	240	70.7	211	79.1
English Language Learners	9	*	9	*	9	*
Non-English Language Learners	348	70.2	348	67.3	325	75.5
Eligible for Free or Reduced-Price Meals	56	56.4	56	51.7	61	62.7
Not Eligible for Free or Reduced-Price Meals	301	72.2	301	69.8	273	77.5
Students with Disabilities	51	48.5	51	44.5	49	53.1
Students without Disabilities	306	73.2	306	70.7	285	78.6
High Needs	95	53.3	95	49.6	100	59.9
Non-High Needs	262	75.7	262	73.2	234	81.2
School	357	69.7	357	66.9	334	74.8

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	79.4	326	79.4
Curl Up	N/A	N/A	N/A	90.5	326	90.5
Push Up	N/A	N/A	N/A	84.7	326	84.7
Mile Run/PACER	N/A	N/A	N/A	70.9	326	70.9
All Tests - School	N/A	N/A	N/A	55.2	326	55.2
All Tests - District	59.1	55.2	54.7	55.4		56.1

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# School Profile and Performance Report for School Year 2015-16

## Hall High School

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#### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	37	94.6	91.9	Yes	92.1
Hispanic or Latino	43	95.3	91.9	Yes	92.1
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	75	92.0	90.7	Yes	91.1
Students with Disabilities	34	82.4	86.1	No	87.1
School	358	97.2	94.0	Yes	94.0
District		93.2	91.5	Yes	91.8

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

#### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>4</sup>

	Participation <sup>5</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	235	66.8
Male	97.6	253	68.8
Black or African American	98.4	*	*
Hispanic or Latino	98.0	38	38.0
White	98.5	355	76.7
English Language Learners	95.5	*	*
Eligible for Free or Reduced-Price Meals	95.9	44	35.8
Students with Disabilities	*	6	*
School	98.1	488	67.8
District	96.2		62.2

<sup>4</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>5</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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#### College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance <sup>6</sup>	Persistence <sup>7</sup>
	Rate (%)	Rate (%)
Female	88.5	94.6
Male	87.3	91.9
Black or African American	71.4	88.2
Hispanic or Latino	80.0	80.6
White	91.2	95.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	78.9	86.0
Students with Disabilities	71.4	76.9
School	87.9	93.2
District	83.2	91.7

<sup>6</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>7</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# School Profile and Performance Report for School Year 2015-16

## Hall High School

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#### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	69.7	75	92.9	100	92.9	67.7
	High Needs Students	53.3	75	71.0	100	71.0	56.7
Math Performance Index	All Students	66.9	75	89.2	100	89.2	61.4
	High Needs Students	49.6	75	66.1	100	66.1	49.9
Science Performance Index	All Students	74.8	75	99.8	100	99.8	57.5
	High Needs Students	59.9	75	79.9	100	79.9	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	6.1%	<=5%	47.8	50	95.6	9.6%
	High Needs Students	10.2%	<=5%	39.6	50	79.2	15.6%
Preparation for CCR	% Taking Courses	69.6%	75%	46.4	50	92.8	67.6%
	% Passing Exams	67.8%	75%	45.2	50	90.4	40.7%
On-track to High School Graduation		95.3%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		97.2%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		95.8%	94%	100.0	100	100.0	78.6%
Postsecondary Entrance (Class of 2015)		87.9%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.6%   55.2%	75%	36.8	50	73.6	89.2%   50.5%
Arts Access		53.8%	60%	44.9	50	89.7	47.5%
<b>Accountability Index</b>				<b>1109.6</b>	<b>1250</b>	<b>88.8</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	53.3	21.7	16.6	
Math Performance Index Gap	73.2	49.6	23.7	19.1	
Science Performance Index Gap	75.0	59.9	15.1	17.3	
Graduation Rate Gap	94.0%	95.8%	-1.8%	13.0%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	
ELA	All Students	99.2
	High Needs Students	99.1
Math	All Students	99.2
	High Needs Students	99.1
Science	All Students	99.7
	High Needs Students	100.0

#### Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

<sup>3</sup>Minimum participation standard is 95%.