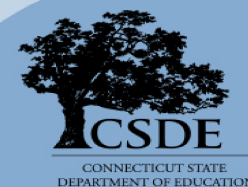


Connecticut State Department of Education
**SCHOOL PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2016–17**



Hall High School
 West Hartford School District

860-232-4561 • <http://hall.whps.org>

School Information

Grade Range **9-12**
 Enrollment **1,447**

Community Information

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

Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
 (2017® The College Board)

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

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Notes

Unless otherwise noted, all data are for 2016-17 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.

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, 2016 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	710	49.1	49.0
Male	737	50.9	51.0
American Indian or Alaska Native	*	*	0.1
Asian	155	10.7	11.4
Black or African American	105	7.3	8.1
Hispanic or Latino	198	13.7	18.2
Pacific Islander	*	*	0.1
Two or More Races	62	4.3	4.4
White	923	63.8	57.8
English Language Learners	43	3.0	5.4
Eligible for Free or Reduced-Price Meals	217	15.0	21.2
Students with Disabilities ¹	169	11.7	12.4

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	56	7.9	37	5.2
Male	38	5.2	63	8.4
Black or African American	*	*	22	20.4
Hispanic or Latino	23	11.7	25	12.3
White	51	5.5	43	4.6
English Language Learners	9	18.4	7	14.3
Eligible for Free or Reduced-Price Meals	30	14.2	41	17.3
Students with Disabilities	27	16.9	35	19.6
School	94	6.5	100	6.9
District		6.2		4.1

Number of students in 2015-16 qualified as truant under state statute: 7

Number of school-based arrests: 11

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	86.7
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	20.0
Administrators, Coordinators and Department Chairs	
School Level	7.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	2.5
Counselors, Social Workers and School Psychologists	11.4
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	46.0

¹In 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		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	4	2.9	1.7
Black or African American	5	3.6	2.5
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.7	0.1
White	122	88.4	91.9

Classroom Teacher Attendance, 2015-16

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	6.2	7.4

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	927
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:30 AM
End Time	02:15 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	20	69.0	25	86.2
Hispanic or Latino	19	45.2	46	88.5
White	147	68.4	219	89.8
English Language Learners	*	*	12	*
Eligible for Free or Reduced-Price Meals	35	60.3	44	84.6
Students with Disabilities	14	34.1	27	69.2
School	232	66.7	329	88.7
District		71.8		86.9

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	14	53.8
Emotional Disturbance	9	*
Intellectual Disability	0	0.0
Learning Disability	40	65.6
Other Health Impairment	28	65.1
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	97	57.4
District		66.6

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

⁴Ages 6-21

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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	50	72.3	50	73.8	31	74.8
Black or African American	28	52.8	28	51.5	16	*
Hispanic or Latino	35	62.1	35	58.0	48	61.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	8	*	8	*	18	*
White	210	76.0	210	71.7	241	76.0
English Language Learners	10	*	10	*	12	*
Non-English Language Learners	323	72.2	323	69.1	343	74.1
Eligible for Free or Reduced-Price Meals	53	58.3	53	56.1	45	58.5
Not Eligible for Free or Reduced-Price Meals	280	74.0	280	70.9	310	75.3
Students with Disabilities	35	46.9	35	40.9	34	55.0
Students without Disabilities	298	74.4	298	71.8	321	75.1
High Needs	86	54.7	86	51.2	73	58.2
Non-High Needs	247	77.4	247	74.6	282	77.1
School	333	71.5	333	68.6	355	73.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

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

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	72.4	348	72.4
Curl Up	N/A	N/A	N/A	86.2	348	86.2
Push Up	N/A	N/A	N/A	78.7	348	78.7
Mile Run/PACER	N/A	N/A	N/A	74.1	348	74.1
All Tests - School	N/A	N/A	N/A	48.6	348	48.6
All Tests - District	64.1	57.8	49.1	47.8		54.7

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	30	100.0
Hispanic or Latino	43	97.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	75	98.7
Students with Disabilities	42	97.6
School	341	99.4
District		93.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.3	237	66.8
Male	97.5	260	71.4
Black or African American	100.0	16	27.6
Hispanic or Latino	97.9	40	42.6
White	98.5	364	79.3
English Language Learners	92.3	*	*
Eligible for Free or Reduced-Price Meals	97.3	49	44.5
Students with Disabilities	85.0	6	7.5
School	97.9	497	69.1
District	96.3		64.0

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	86.0	93.8
Male	86.8	94.4
Black or African American	73.5	80.0
Hispanic or Latino	84.8	87.5
White	88.1	96.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	77.6	89.3
Students with Disabilities	88.4	85.0
School	86.4	94.1
District	84.4	91.9

⁵College 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.

⁶College 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

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.5	75	95.4	100	95.4	67.1
	High Needs Students	54.7	75	72.9	100	72.9	55.9
Math Performance Index	All Students	68.6	75	91.4	100	91.4	62.2
	High Needs Students	51.2	75	68.2	100	68.2	50.5
Science Performance	All Students	73.2	75	97.6	100	97.6	55.3
	High Needs Students	58.2	75	77.6	100	77.6	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	6.5%	<=5%	47.0	50	94.0	9.9%
	High Needs Students	14.1%	<=5%	31.8	50	63.5	15.8%
Preparation for CCR	% Taking Courses	78.0%	75%	50.0	50	100.0	70.7%
	% Passing Exams	69.1%	75%	46.1	50	92.2	43.5%
On-track to High School Graduation		93.1%	94%	49.5	50	99.1	87.8%
4-year Graduation All Students (2016 Cohort)		99.4%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		94.3%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		86.4%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.9% 48.6%	75%	32.4	50	64.8	92.0% 51.6%
Arts Access		51.7%	60%	43.1	50	86.2	50.5%
Accountability Index				1102.9	1250	88.2	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	54.7	20.3	16.6	
Math Performance Index Gap	74.6	51.2	23.5	18.5	
Science Performance Index Gap	75.0	58.2	16.8	16.5	
Graduation Rate Gap	94.0%	94.3%	-0.3%	9.3%	N

¹If 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.

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

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	99.1
	High Needs Students	97.0
Math	All Students	99.1
	High Needs Students	97.0
Science	All Students	100.0
	High Needs Students	100.0

Supporting Resources

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

³Minimum participation standard is 95%.