

STRATEGIC SCHOOL PROFILE 2004-05

High School Edition

Hall High School
West Hartford School District

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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).

STUDENT ENROLLMENT

Total Enrollment: 1563

5-Year Enrollment Change: 20.6%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 9-12

SCHOOL NEED

| Current and Past School Need | Year | School | ERG High Schools | State High Schools |
|--|-----------|--------|------------------|--------------------|
| % of Students Eligible for Free/Reduced-Price Meals | 2004-2005 | 7.4 | 4.1 | 21.2 |
| | 2002-2003 | 8.8 | 4.0 | 17.6 |
| % of K-12 Students with Non-English Home Language | 2004-2005 | 16.5 | 6.4 | 11.3 |
| | 1999-2000 | 18.1 | 7.1 | 11.3 |
| % of Juniors and Seniors Working More than 16 Hours Per Week | 2004-2005 | 11.3 | 19.4 | 22.1 |
| | 1999-2000 | 14.5 | 24.4 | 30.4 |

| 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) | 49 | 3.1 | 1.2 | 3.2 |
| Compensatory Education | 0 | 0.0 | 0.5 | 5.3 |
| Gifted and Talented Program | 1 | 0.1 | 2.4 | 1.1 |
| Special Education | 243 | 15.5 | 10.9 | 11.2 |

STUDENT RACE/ETHNICITY

| Race/Ethnicity | Number | Percent |
|-----------------|--------|---------|
| American Indian | 4 | 0.3 |
| Asian American | 118 | 7.5 |
| Black | 135 | 8.6 |
| Hispanic | 166 | 10.6 |
| White | 1140 | 72.9 |

Total Minority 2004-2005 27.1%

Total Minority 1999-2000 22.4%



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 has a diverse population. Our minority population represents 27.1% of our student body and over 200 students 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 the Greater Hartford Academy of the Performing Arts and the Greater Hartford Academy of Math and Science 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, the National Conference on Community and Justice's Camp Anytown and the Anti-defamation League's World of Difference programs. Students also participate in regional academic events such as debates, Mock Trial, Spanish Trivia, Latin Day, the Math Olympiad, the Chemathon and Chemistry Olympics, and drama and music competitions with other schools within the region and the state. In addition, Pre-AP English classes are offered in grades 10 and 11 to students with the potential to be successful in AP English in grade 12. Students in these classes, many of who are minorities, are provided additional tutorial support to help them be successful.

Within the school, an emphasis is placed on promoting a respectful, safe and welcoming environment we focus on achieving equity in education through a wide variety of curricular and co-curricular activities designed to increase acceptance of individual differences, embrace our diversity and provide equity of instruction. We continue to bring programs to the school for students, staff and parents aimed at reducing prejudice and discrimination through communication and education throughout the school year. HEART, Hall's Equity and Respect Team made up of students, parents and staff was established to increase family communication and involvement as part of our efforts to make everyone feel connected and accepted within the school community. The focus for the 2004 -2005 school year revolved around a series of workshops for staff entitled "Voices of Concern". The workshops helped staff see issues of equity through the students' eyes and provided opportunities for the staff to develop ways to make learning more equitable for all. Additional activities included the Empty Bowls Soup Kitchen community service project, the various multicultural speakers and authors who shared personal experiences addressing issues of social justice, Gay/Straight Alliance, SADD, AIDS Awareness Week, and TAPS, Transitional Assistance Program for Success. Events such as Grade 8 parent nights in January to begin the transition process and the New Parents Welcome Breakfast/Panel Presentation and New Student Orientation/ Activity Fair & Barbecue the day before school begins helps build community.

SCHOOL RESOURCES

| Instructional Time* | School | ERG High Schools | State High Schools |
|-------------------------------------|---------------|-------------------------|---------------------------|
| Total Hours of Instruction Per Year | 976 | 989 | 1,003 |

*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 | 82.3 | 74.0 |
| Voice | 100.0 | 81.0 | 79.5 |
| Internet Access | 100.0 | 95.4 | 95.9 |
| Multi-Room Network (LAN) | 100.0 | 91.7 | 78.7 |

| Computers | School | ERG HS | State HS |
|---|---------------|---------------|-----------------|
| # of Students Per Academic Computer | 3.6 | 3.8 | 3.2 |
| % of Computers that are High or Moderate Power | 94.0 | 86.7 | 82.3 |
| % of Computers with Internet Access, All Speeds | 100.0 | 98.2 | 96.4 |
| % of Computers with High Speed Internet Access | 100.0 | 98.2 | 95.1 |
| % of Internet Computers with Filtering Software | 100.0 | 100.0 | 98.2 |

This school does not have a functional satellite link.

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 | ERG HS | State HS |
|--|---------------|---------------|-----------------|
| # of Print Volumes Per Student* | 27.1 | 17.4 | 15.9 |
| % of Print Volumes Purchased in the Last Three Years | 2.8 | 8.6 | 10.7 |
| # of Print Periodical Subscriptions | 93 | 70.8 | 45.6 |
| # of Non-Print Materials | 1,485 | 1,550.3 | 775.2 |

*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 | 18.1 | 20.1 | 19.8 |
| Biology I | 21.4 | 20.7 | 20.2 |
| English, Grade 10 | 20.1 | 20.3 | 20.1 |
| American History | 24.9 | 21.6 | 20.8 |

| School Staff Count Full-Time Equivalent | 2004-05 | 2003-04 |
|--|----------------|----------------|
| # of Certified Staff | | |
| Teachers | 98.5 | 91.9 |
| Administrators | 4.0 | 5.8 |
| Department Chairs | 2.8 | N/A |
| Library/Media Staff | 2.0 | 2.0 |
| Counselors, Social Workers, and School Psychologists | 11.4 | 10.7 |
| Other Professionals | 1.5 | 0.7 |
| # of Non-Certified Instructional | 13.0 | 0.0 |

| Professional Staff Race/Ethnicity | 2004-05 | 2003-04 | 1999-2000 |
|--|----------------|------------------------|--------------------------|
| % Minority | 3.7 | 4.9 | 3.2 |
| Professional Staff Experience and Training | School | ERG High School | State High School |
| Average Number of Years Experience in CT | 12.4 | 12.9 | 13.4 |
| % with Master's Degree or Above | 74.8 | 82.1 | 75.9 |
| % Trained as Mentors, Assessors, or Cooperating Teachers | 34.1 | 30.4 | 26.2 |

SCHOOL PROCESSES

| Student and Teacher Statistics | School | ERG High Schools | State High Schools |
|---|---------------|-------------------------|---------------------------|
| % of Students Retained in Grade after 2003-04 School Year | 2.6 | 1.6 | 4.7 |
| Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time | 7.6 | 7.1 | 8.0 |
| % Certified Staff Assigned to Same School the Previous Year | 80.0 | 78.9 | 83.3 |

| Types of Remedial Instructional Services Provided to Students Lacking Basic Skills | Available in Mathematics | Available in Language Arts |
|---|---------------------------------|-----------------------------------|
| Pull-out Instruction | No | No |
| In-Class Tutorial | No | No |
| After School Program | No | No |
| Summer School (2004) | 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 2003-04 School Year | 51.3 | 30.8 | 25.4 |
| During the 1998-99 School Year | 48.7 | 26.3 | 20.5 |

| Advanced Placement Courses | School | ERG High Schools | State High Schools |
|--|---------------|-------------------------|---------------------------|
| Number of Courses for which Students were Tested | 18 | 14.9 | 8.4 |
| % of Grade 12 Students Tested | 39.4 | 27.2 | 17.9 |
| % of Exams Scored 3 or More* | 91.4 | 79.9 | 71.4 |

*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 2004 | 21.8 | 21.5 | 20.0 |

| % of Class of 2004 Graduates who Earned Credit in Selected Subjects | School | ERG High Schools | State High Schools |
|--|---------------|-------------------------|---------------------------|
| Algebra I or Equivalent | 97.0 | 90.9 | 90.1 |
| Chemistry | 67.0 | 78.9 | 69.9 |
| 4 or More Credits in Mathematics | 79.7 | 73.1 | 63.1 |
| 3 or More Credits in Science | 81.9 | 91.0 | 86.3 |
| 4 or More Credits in Social Studies | 60.3 | 58.4 | 52.1 |
| Credit for Level 3 or Higher in the Same World Language | 81.4 | 74.1 | 57.9 |
| 2 or More Credits in Vocational Education | 44.3 | 48.1 | 57.3 |
| 2 or More Credits in the Arts | 60.5 | 43.8 | 40.4 |

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. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


| Conn. Academic Performance Test, 2 nd Generation % Grade 10 Meeting State Goal | School 2004-05 | ERG 2004-05 | State 2004-05 |
|--|-------------------|----------------|------------------|
| Reading Across the Disciplines | 67.7 | 71.2 | 48.9 |
| Writing Across the Disciplines | 69.3 | 75.3 | 55.2 |
| Mathematics | 64.5 | 69.3 | 47.8 |
| Science | 73.1 | 69.1 | 47.3 |
| All Four Tests | 48.5 | 50.7 | 29.2 |
| Participation Rate | 98.6 | 99.0 | 96.8 |



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

| SAT [®] I: Reasoning Test | Class of 1999 | Class of 2004 | | |
|------------------------------------|---------------|---------------|------|-------|
| | School | School | ERG | State |
| % of Graduates Tested | 96.9 | 87.0 | 88.9 | 74.8 |
| Mathematics: Average Score | 561 | 569 | 548 | 508 |
| Mathematics: % Scoring 600 or More | 40.7 | 41.3 | 34.5 | 23.3 |
| Verbal: Average Score | 562 | 567 | 540 | 508 |
| Verbal: % Scoring 600 or More | 41.1 | 41.6 | 30.1 | 22.0 |

| Student Attendance | School | ERG HS | State HS |
|----------------------|--------|-----------|-------------|
| % on October 1, 2004 | 95.4 | 96.3 | 94.1 |

| Physical Fitness, Grade 10  | School | ERG | State |
|---|--------|------|-------|
| % Passing All 4 Tests | 46.1 | 45.2 | 39.1 |

| Dropout Rates | School | ERG | State |
|---|--------|-----|-------|
| Cumulative Four-Year Rate for Class of 2004 | 3.4 | 3.6 | 8.8 |
| 2003-04 Annual Rate for Grade 9 through 12 | 0.8 | 0.6 | 1.8 |
| 1998-99 Annual Rate for Grades 9 through 12 | 1.6 | 1.2 | 3.3 |

Class of 2004: Number of National Merit Scholarship Semi-Finalists: 6



| Activities of Graduates | Class of | School | ERG | State |
|--|----------|--------|------|-------|
| % Attending Two- or Four-Year Colleges | 2004 | 87.0 | 88.2 | 77.8 |
| | 1999 | 91.0 | 87.0 | 75.7 |
| % Employed or in Military | 2004 | 5.9 | 6.0 | 14.1 |
| | 1999 | 6.2 | 8.2 | 17.1 |

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.

Hall students' participation rate in the SAT I and SAT II for the 2004 - 2005 school year was excellent. Our students continue to score significantly above the state and national average on the SAT. The average score for the eighteen advanced placement tests that were taken in the spring of 2005 was 3 out of a possible 5. On the spring 2005 CAPT tests, Hall students exceeded all of our yearly adequate progress (AYP) targets. Our participation rate for CAPT was 97%; the percentage of students at or above the proficiency level was 64.5% in math, 73.1% in science, 67.7% reading and 69.3% in writing.

Student Accomplishments

Hall continues to excel in academics, technology and the fine and performing arts. Our students are actively involved in a wide range of extra-curricular activities. The jazz band, concert bands as well as the vocal music, theater arts and fine arts programs have earned international, national and regional awards honoring the talents of the students involved. Four of our students placed 1st, 2nd or 3rd on the American Math Competition. Hall students captured 6 of the 32 regional slots on the American Chemical Society's International Chemistry Olympiad. Two of our students received the prestigious Prudential Spirit of Community Award this year. In athletics several of our teams won class and state championships each season. Community service is an integral part of life at Hall, with both individuals and groups working hard to help others in need. Our students are actively involved helping the hungry, the homeless, the ill and the aging. We held our 6th Annual Empty Bowls Banquet to help feed the homeless and mounted a school wide initiative to help the victims of the Tsunami raising over \$5000 to help build a school in Sri Lanka.

Needs and Improvement Plans

Hall established a literacy committee to begin to address literacy skills for all students. Department supervisors worked with staff on developing lessons using the Understanding By Design model. Professional development activities are focused on successful strategies for differentiating instruction and developing positive student/faculty connections. Creating a strong sense of community and connectedness is a high priority for everyone at Hall.

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 in West Hartford. It has a student population of approximately 1550 students. The school takes great pride in its racial, religious and cultural diversity. Our African, Asian and Hispanic populations make up about 27% of our student body. Our students speak more than 25 languages at home and many religious faiths are represented within the school community. Academically our students continue to be accepted into the most prestigious colleges and universities in the country. This year eight of our students recognized as National Merit Semi-finalists as juniors went on to become National Merit Finalists as seniors. Hall piloted a Senior Project that allowed nine second semester seniors in good standing to work outside the confines of the school building in an area of interest as part of our efforts to keep seniors connected to school and assist them with their transition to their post secondary program or career choice.

Our faculty members are regularly the recipients of professional awards and recognitions at both the state and the national level. In addition, Hall teachers present at conferences in their respective academic areas both regionally and nationally. Hall has 30 sports offerings played both on the fields and on the courts, over 30 extra-curricular activities and several publications that students are actively involved in. 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.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

Filename: SR131.DOC
Directory: J:\SSPbox\SSP Internet 2004-05\File1
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 155-62
Subject:
Author: CSDE
Keywords:
Comments:
Creation Date: 12/12/2005 3:37 PM
Change Number: 1
Last Saved On: 12/12/2005 3:37 PM
Last Saved By: CSDE
Total Editing Time: 0 Minutes
Last Printed On: 1/6/2006 2:25 PM
As of Last Complete Printing
Number of Pages: 7
Number of Words: 2,610 (approx.)
Number of Characters: 13,941 (approx.)