

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



Hall High School West Hartford School District

860-232-4561 • <http://hall.whps.org>

School Information

Grade Range	9-12
Enrollment	1,514
New! Per Pupil Expenditures ¹	\$13,164
New! Total Expenditures ¹	\$20,035,991

¹ Expenditure data reflect the 2018-19 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2019-20 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 <https://edsight.ct.gov>

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	741	48.9	48.9
Male	773	51.1	51.1
American Indian or Alaska Native	*	*	0.1
Asian	168	11.1	11.0
Black or African American	126	8.3	8.7
Hispanic or Latino of any race	226	14.9	19.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	75	5.0	4.6
White	916	60.5	56.4
English Learners	47	3.1	6.6
Eligible for Free or Reduced-Price Meals	316	20.9	27.0
Students with Disabilities ²	163	10.8	13.8

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the school identify as non-binary.

² Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	68	9.4	15	2.0
Male	56	7.3	42	5.3
Black or African American	*	*	9	7.0
Hispanic or Latino of any race	33	15.3	15	6.4
White	65	7.2	25	2.7
English Learners	10	20.8	7	13.2
Eligible for Free or Reduced-Price Meals	46	15.3	25	7.2
Students with Disabilities	25	15.8	23	13.1
School	124	8.3	57	3.7
District		8.2		2.9

Number of students in 2018-19 qualified as truant under state statute: 50

Number of school-based arrests: Fewer than 6

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

³ A student is chronically absent if they miss 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.

⁴ This column displays the 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	93.0
Paraprofessional Instructional Assistants	4.7
Special Education	
Teachers and Instructors	12.5
Paraprofessional Instructional Assistants	17.0
Administrators, Coordinators and Department Chairs	
School Level	7.6
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.0
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	38.0

¹ 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

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	1	0.7	0.1
Asian	5	3.5	2.2
Black or African American	5	3.5	2.8
Hispanic or Latino of any race	6	4.2	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	125	88.0	90.6

Classroom Teacher Attendance, 2018-19

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	8.1	9.3

Instruction and Resources

New! School-Level Expenditures²: 2018-19

	Total (\$)	Per Pupil (\$)
Instruction	\$12,980,379	\$8,529
Support Services - Students	\$1,737,567	\$1,142
Improvement of Instruction	\$80,867	\$53
Library and Media Services	\$296,579	\$195
Support Services - Instruction	\$207,611	\$136
Support Services - School-Based	\$2,108,546	\$1,385
Operation and Maintenance of Plant	\$2,497,940	\$1,641
Transportation Other Than to/From	.	.
Enterprise Operations	\$126,502	\$83
Minor School Construction	.	.
Total	\$20,035,991	\$13,164

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

11th and 12th Graders Enrolled in

College-and-Career-Readiness Courses during High School⁴

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	24	85.7
Hispanic or Latino of any race	52	80.0	45	91.8
White	189	82.9	206	98.1
English Learners	9	*	8	*
Eligible for Free or Reduced-Price Meals	59	73.8	67	93.1
Students with Disabilities	29	64.4	31	91.2
School	324	82.4	335	95.7
District		84.9		92.6

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	8	*
Intellectual Disability	0	0.0
Learning Disability	44	83.0
Other Health Impairment	40	75.5
Other Disabilities	0	0.0
Speech/Language Impairment	*	*
School	101	62.0
District		69.3

³ This table includes students ages 6-21 with an IEP or services plan.

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

⁴ College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	16	*
Hispanic or Latino of any race	58	96.6
English Learners	11	*
Eligible for Free or Reduced-Price Meals	95	95.8
Students with Disabilities	32	90.6
School	359	97.5
District		94.2

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	87.6	95.3
Male	82.9	90.8
Black or African American	*	85.0
Hispanic or Latino of any race	69.5	96.7
White	88.9	94.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	72.4	91.9
Students with Disabilities	62.5	77.4
School	85.3	93.1
District	81.1	93.3

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	47.6%	100%	60.4%
	Oral	55.6%	100%	57.6%
Chronic Absenteeism	All Students	8.3%	<=5%	12.2%
	High Needs Students	15.4%	<=5%	18.0%
Preparation for CCR	% Taking Courses	88.7%	75%	80.4%
On-track to High School Graduation		97.9%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		97.5%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		97.1%	94%	84.5%
Postsecondary Entrance (Class of 2019)		85.3%	75%	71.5%
Arts Access		47.5%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	97.1%	-3.1%	6.4%	N

¹ 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

Note: The Profile and Performance Reports (PPRs) were reprinted on 5/26/2022 to reflect updated data for school-based arrests and college enrollment/persistence.