

STRATEGIC SCHOOL PROFILE 2001-02

High School Edition

Conard High School
West Hartford School District

ALPHONSE LANDROCHE, Principal
 IRENE H ZYTKA, Asst. Principal
 MARY M THOMPSON, Asst. Principal
 JASON J BEAUDIN, Asst. Principal

Telephone: 860-521-1350
 School Type: Traditional/Regular

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).
 Data were provided by the local school district during the fall of 2001.

STUDENT ENROLLMENT

School Grade Range 9-12
 Total Enrollment 1421
 5-Year Enrollment Change 17.4%

**FACILITIES**

of Permanent General Classrooms 79
 # of Portable Classrooms 0
 Year of Original Construction 1957

SCHOOL NEED

Current and Past School Need	Year	School	ERG High Schools	State High Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	15.2	3.8	15.5
	2000-01	14.7	3.3	16.4
% of K-12 Students with Non-English Home Language	2001-02	21.4	7.0	11.6
	1998-99	21.0	7.0	11.6
% of Juniors and Seniors Working More than 16 Hours Per Week	2001-02	23.9	24.1	29.1
	1996-97	15.2	25.9	30.2

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)	42	3.0	1.4	2.6
Compensatory Education	39	2.7	0.6	7.3
Gifted and Talented Program	0	0.0	3.4	2.3
Special Education	212	14.9	11.3	11.7

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	7	0.5
Asian American	137	9.6
Black	139	9.8
Hispanic	208	14.6
White	930	65.4

Total Minority 2001-02 34.6%

Total Minority 1996-97 30.0%



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.

Conard offers a variety of programs and opportunities for its diverse student population and faculty to interact and learn from and about one another.

- The Gay/Straight Alliance helps to increase tolerance and understanding among students and faculty in a variety of ways. Activities include movies, guest speakers, special programs and social activities with other local GSA's. The alliance also attends the yearly "Children of the Shadows" Conference held at the University of Hartford.
- Through Common Ground, students develop leadership and service skills along with diverse students from other Hartford area public high schools.
- Conard's ESOL Program provides both peer tutors to assist ESOL reading students weekly and faculty mentors who meet with ESOL students regularly.
- Conard 10th graders participated in the highly successful "Names Can Really Hurt Us" program. This program, which was implemented by the Anti-Defamation League, focuses on respecting ourselves and others. After training a group of students and faculty in diversity issues, an open forum is created where both are given the opportunity to present views on issues such as hatred and intolerance.

SCHOOL RESOURCES

Instructional Time*	School	ERG High Schools	State High Schools
Total Hours of Instruction Per Year	976	987	998

*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	75.8	69.7
Voice	100.0	82.4	75.0
Internet Access	100.0	95.1	90.0
Multi-Room Network (LAN)	100.0	87.5	58.0

Computers	School	ERG HS	State HS
# of Students Per Academic Computer	3.4	4.4	3.8
% of Computers that are High or Moderate Power	100.0	98.5	97.3
% of Computers with Internet Access, All Speeds	100.0	96.3	90.1
% of Computers with High Speed Internet Access	100.0	96.3	89.8
% of Internet Computers with Filtering Software	100.0	86.5	84.9

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*	22.1	19.4	17.1
% of Print Volumes Purchased in the Last Three Years	21.3	8.0	10.6
# of Print Periodical Subscriptions	120	87.1	55.6
# of Non-Print Materials	1863	1407.8	768.9

*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	23.0	20.5	20.2
Biology I	18.1	20.2	19.5
English, Grade 10	17.6	20.3	19.7
American History	21.1	21.6	20.3

School Staff Count Full-Time Equivalent	2001-02	2000-01
# of Certified Staff		
Teachers	103.2	91.7
Administrators	6.8	4.1
Library/Media Staff	2.0	1.0
Counselors, Social Workers, and School Psychologists	11.4	9.0
Other Professionals	4.0	3.9
# of Non-Certified Instructional	16.0	16.0

Professional Staff Race/Ethnicity	2001-02	2000-01	1996-97
% Minority	4.2	4.2	1.8
Professional Staff Experience and Training	School	ERG High School	State High School
Average Number of Years Experience in CT	12.5	14.2	14.5
% with Master's Degree or Above	80.6	81.0	76.0
% Trained as Mentors, Assessors, or Cooperating Teachers	25.0	26.7	23.5

SCHOOL PROCESSES

Student and Teacher Statistics	School	ERG High Schools	State High Schools
% of Students Retained in Grade after 2000-01 School Year	2.4	2.0	5.2
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	7.6	7.2	7.7
% Certified Staff Assigned to Same School the Previous Year	64.6	83.2	84.3

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-out Remedial Instruction	No	No
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2001)	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 2000-01 School Year	36.0	28.7	22.8
During the 1996-97 School Year	30.9	24.4	16.0

Advanced Placement Courses	School	ERG High Schools	State High Schools
Number of Courses for which Students were Tested	19	13.9	9.3
% of Grade 12 Students Tested	34.6	23.4	16.3
% of Exams Scored 3 or More*	66.5	78.0	70.5

*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 2001	21.8	21.3	20.0

% of Class of 2001 Graduates who Earned Credit in Selected Subjects	School	ERG High Schools	State High Schools
Algebra I or Equivalent	96.9	93.4	90.0
Chemistry	66.7	79.2	66.5
4 or More Credits in Mathematics	78.2	71.7	60.6
3 or More Credits in Science	87.1	90.5	82.5
4 or More Credits in Social Studies	39.8	47.1	48.1
Credit for Level 3 or Higher in the Same World Language	80.3	74.0	55.5
2 or More Credits in Vocational Education	61.9	48.5	58.4
2 or More Credits in the Arts	47.3	44.4	40.5

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. The goal represents a demanding level of achievement which is reasonable to expect of students in the spring of their 10th grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.


Conn. Academic Performance Test, 2 nd Gen. % Grade 10 Meeting State Goal	School 2000-01	School 2001-02	ERG 2001-02	State 2001-02
Reading Across the Disciplines	63	49	64	44.8
Writing Across the Disciplines	63	57	68	51.0
Mathematics	59	51	65	44.1
Science	63	55	60	43.2
All Four Tests	39.6	26.2	38.8	23.7
Participation Rate	88.8	91.8	95.3	92.4



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

SAT [®] I: Reasoning Test	Class of 1996	Class of 2001		
	School	School	ERG	State
% of Graduates Tested	88.4	92.2	92.8	77.6
Mathematics: Average Score	516	524	537	503
Mathematics: % Scoring 600 or More	25.4	26.9	30.3	22.1
Verbal: Average Score	521	513	529	502
Verbal: % Scoring 600 or More	26.2	21.8	26.4	20.5

Student Attendance	School	ERG HS	State HS
% on October 1, 2001	93.2	95.1	92.6

Physical Fitness, Grade 10 	School	ERG	State
% Passing All 4 Tests	31.8	46.4	37.5

Dropout Rates	School	ERG	State
Cumulative Four-Year Rate for Class of 2001	9.5	4.2	11.2
2000-01 Annual Rate for Gr. 9 through 12	2.6	1.1	3.0
1995-96 Annual Rate for Grades 9 through 12	3.0	1.7	4.6

Class of 2001: Number of National Merit Scholarship Semi-Finalists: 6



Activities of Graduates	Class of	School	ERG	State
% Attending Two- or Four-Year Colleges	2001	90.1	87.5	76.3
	1996	88.8	85.9	72.3
% Employed or in Military	2001	7.1	7.4	17.1
	1996	6.5	9.0	18.7

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.

Student Performance

An analysis of data regarding Advance Placement ranks Conard as one of the top schools in the state. AP student participation rates and results show steady growth during the last five years, with a 25% increase over last year's participation and 72% of the scores above 3 on a 5-point scale. We offer 19 AP courses at Conard.

Student Accomplishments

Conard students continue to be highly involved in the life of the school. Seven hundred students participated in 41 clubs while 671 athletes competed on teams in more than 28 different interscholastic boys' and girls' sports. Our students contributed 3200 hours of community service. Award-winning music, arts and drama programs afford students a variety of means to develop and express their talents.

Plans for Improvement

Efforts to support at-risk students to increase parental involvement and decrease the dropout rate are underway. Courses are offered this year that will help to increase our minority participation in AP and Honors classes and provide support to students as well. SAT scores decreased last year with 83% of students participating. SAT improvements will continue to be a priority. Teachers will incorporate PSAT/SAT preparation and test-taking strategies into their regular instruction, as well as reviews of PSAT results with students.

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.

CURRICULUM AND SCHOOL PROGRAMS

- National School of Excellence by the U.S. Department of Education
- National Merit Scholarship: 3 semi-finalists, 10 commended students
- 322 students take 587 Advanced Placement examinations
- 19 Advanced Placement courses in English, Foreign Languages, Mathematics, Science, Social Studies, Art
- Advanced Placement courses in Spanish and French, four years of sequential instruction in Latin and Spanish for Spanish speakers

COMMUNITY OUTREACH AND PARTNERSHIP

- Joint project with Hall High School, "Empty Bowls", raised \$5000 for homeless shelter
- Required community service component in American Government classes
- Students tutor at elementary schools, the JCC, and the Hillcrest Community Center
- Students volunteer for other special community events, such as Walks for Change

PROFESSIONAL DEVELOPMENT AND RECOGNITION

- Faculty degrees: most hold a Master's degree, 34 have 6th year degrees, and 6 have doctorates
- Guidance dept. recognized by CT School Counselors' Assoc. for outstanding parent programs

OUR PLANS FOR IMPROVEMENT

- Working to decrease our dropout rate, improve our SAT and CAPT scores and increase the number of students taking AP exams.
- Connecticut State Department Minority Achievement Grant has allowed us to implement College Board programs designed for closing the achievement gap.

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

