

STRATEGIC SCHOOL PROFILE 2004-05

High School Edition

Conard 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: 1416

5-Year Enrollment Change: 3.4%

**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	15.7	4.1	21.2
	2002-2003	16.1	4.0	17.6
% of K-12 Students with Non-English Home Language	2004-2005	17.7	6.4	11.3
	1999-2000	23.4	7.1	11.3
% of Juniors and Seniors Working More than 16 Hours Per Week	2004-2005	15.0	19.4	22.1
	1999-2000	29.2	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)	26	1.8	1.2	3.2
Compensatory Education	21	1.5	0.5	5.3
Gifted and Talented Program	1	0.1	2.4	1.1
Special Education	161	11.4	10.9	11.2

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	131	9.3
Black	157	11.1
Hispanic	233	16.5
White	892	63.0

Total Minority 2004-2005 37.0%

Total Minority 1999-2000 33.0%



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. 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.
- Through the Anti-Defamation League, students were trained to be peer trainers in the area of diversity. The Hispanic Studies Program, which contains an AP level course in literature, has attracted several students of Hispanic heritage who might not otherwise have taken an AP course. Additionally offered is the Pacesetter Program, designed to prepare students, particularly minority students, for AP and honors classes.
- Our joint project with Hall High School, "Empty Bowls", raised \$4500 for homeless shelters.
- The Student Success Board, initiated by a Conard teacher, highlights student successes that might not otherwise be acknowledged.
- Conard's Mentoring Program unites teachers with students in order to provide support and guidance to at-risk students.

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	2.6	3.8	3.2
% of Computers that are High or Moderate Power	84.2	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*	24.1	17.4	15.9
% of Print Volumes Purchased in the Last Three Years	7.6	8.6	10.7
# of Print Periodical Subscriptions	109	70.8	45.6
# of Non-Print Materials	1,242	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	23.4	20.1	19.8
Biology I	22.4	20.7	20.2
English, Grade 10	20.6	20.3	20.1
American History	22.1	21.6	20.8

School Staff Count Full-Time Equivalent	2004-05	2003-04
# of Certified Staff		
Teachers	98.8	102.3
Administrators	4.0	6.3
Department Chairs	2.8	N/A
Library/Media Staff	2.0	1.0
Counselors, Social Workers, and School Psychologists	13.8	12.1
Other Professionals	0.9	1.6
# of Non-Certified Instructional	14.2	13.0

Professional Staff Race/Ethnicity	2004-05	2003-04	1999-2000
% Minority	6.8	5.3	4.7
Professional Staff Experience and Training	School	ERG High School	State High School
Average Number of Years Experience in CT	12.0	12.9	13.4
% with Master's Degree or Above	78.2	82.1	75.9
% Trained as Mentors, Assessors, or Cooperating Teachers	31.6	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	1.9	1.6	4.7
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	5.4	7.1	8.0
% Certified Staff Assigned to Same School the Previous Year	83.5	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	58.7	30.8	25.4
During the 1998-99 School Year	39.8	26.3	20.5

Advanced Placement Courses	School	ERG High Schools	State High Schools
Number of Courses for which Students were Tested	21	14.9	8.4
% of Grade 12 Students Tested	34.5	27.2	17.9
% of Exams Scored 3 or More*	75.3	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	97.5	90.9	90.1
Chemistry	61.0	78.9	69.9
4 or More Credits in Mathematics	69.5	73.1	63.1
3 or More Credits in Science	82.9	91.0	86.3
4 or More Credits in Social Studies	41.9	58.4	52.1
Credit for Level 3 or Higher in the Same World Language	74.0	74.1	57.9
2 or More Credits in Vocational Education	62.9	48.1	57.3
2 or More Credits in the Arts	41.6	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	62.3	71.2	48.9
Writing Across the Disciplines	64.9	75.3	55.2
Mathematics	59.7	69.3	47.8
Science	65.3	69.1	47.3
All Four Tests	42.9	50.7	29.2
Participation Rate	98.7	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	88.2	90.5	88.9	74.8
Mathematics: Average Score	524	512	548	508
Mathematics: % Scoring 600 or More	28.9	24.2	34.5	23.3
Verbal: Average Score	521	508	540	508
Verbal: % Scoring 600 or More	26.8	23.2	30.1	22.0

Student Attendance	School	ERG HS	State HS
% on October 1, 2004	97.0	96.3	94.1

Physical Fitness, Grade 10 	School	ERG	State
% Passing All 4 Tests	43.5	45.2	39.1

Dropout Rates	School	ERG	State
Cumulative Four-Year Rate for Class of 2004	7.4	3.6	8.8
2003-04 Annual Rate for Grade 9 through 12	1.3	0.6	1.8
1998-99 Annual Rate for Grades 9 through 12	3.3	1.2	3.3

Class of 2004: Number of National Merit Scholarship Semi-Finalists: 4



Activities of Graduates	Class of	School	ERG	State
% Attending Two- or Four-Year Colleges	2004	88.3	88.2	77.8
	1999	89.2	87.0	75.7
% Employed or in Military	2004	7.3	6.0	14.1
	1999	10.8	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.

Improvements in Student Performance and Achievement

An analysis of data regarding Advance Placement ranks Conard as one of the top schools in the state. AP student participation rates continue to be high and results show an increase over last year's scores. SAT participation increased over the previous year, with 92% of students participating. CAPT scores are at an all time high. Math scores increased 6%, Reading increased by 4%, Writing scores increased by 13%, and Science scores increased by 2%.

Student Accomplishments

Conard students continue to be highly involved in the life of the school. Seven hundred and eighty students participated in 46 clubs while 847 athletes competed on teams in more than 28 different interscholastic boys' and girls' sports. Our students contributed 3000 hours of community service, including participation in the Empty Bowls project and Unified Theatre. English students have received multiple awards, including receiving first and second place in Letters About Literature, the National Council of Teachers of English Award and three semi-finalists in the IMPAC-Connecticut State University Young Writers Trust. One of our students was one of eight New England students to win Hartford Stage's Write On! Team Playwriting Competition.

Major Areas of Need and 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. Teachers will incorporate PSAT/SAT preparation and test-taking strategies into their regular instruction, as well as reviews of PSAT results with students. Raising the mastery and proficiency levels for students in basic level courses will remain an area of focus.

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

- We are designated a National School of Excellence by the U.S. Department of Education.
- Thirteen finalists, thirteen semi-finalists and thirteen commended students in the National Merit Scholarship competition and 384 students took 663 Advanced Placement examinations.
- Curricular offerings include over 21 Advanced Placement courses in English, Foreign Languages, Math, Science, Social Studies, and Art and four years of sequential instruction in Spanish and French.

Community Outreach and Partnerships

- We recruit students to tutor at our district elementary schools, the Jewish Community Center, Hillcrest Neighborhood Community Center, and the UCONN Health Center.
- Students in the Allied Health program, work with the Avery Heights Convalescence Home.
- Music and Drama students perform twice each year for the senior citizens in the community.
- Students from CCSU providing mentoring/tutoring services to our 9th and 10th graders.

Professional Development and Recognition

- Most of our faculty holds a Master's degree; thirty-four have 6th year degrees, and six faculty members have doctorates. We have two Fulbright scholarship participants, three National Board of Certification teachers and one Phinney Fellowship teacher of Greek.

Our Plans for Improvement

- A comprehensive CAPT improvement plan, along with expanding the number of co-teaching classes across disciplines will allow us to advance achievement for all students and help to close 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/school/conard/index.asp

Filename: SR130.DOC
Directory: J:\SSPbox\SSP Internet 2004-05\File1
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 155-61
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: 1 Minute
Last Printed On: 1/6/2006 2:25 PM
As of Last Complete Printing
Number of Pages: 7
Number of Words: 2,292 (approx.)
Number of Characters: 12,314 (approx.)