

STRATEGIC SCHOOL PROFILE 2007-08

High School Edition

**Conard High School
West Hartford School District**

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Location: 110 Berkshire Road
 West Hartford,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular
 School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 1461
 5-Year Enrollment Change: 7.0%

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	275	18.8	5.0	23.8
Students Who Are Not Fluent in English	50	3.4	1.1	3.5
Students Identified as Gifted and/or Talented	157	10.7	6.9	4.6
Students with Disabilities	155	10.6	9.9	10.7
Juniors and Seniors Working 16 or More Hours Per Week	82	15.6	15.5	20.2

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	22.3	19.7	17.9
Biology I	21.2	19.1	18.6
English, Grade 10	13.6	19.5	18.4
American History	22.5	20.7	19.5

World Languages: Instruction was offered in the following world language(s): Ancientgreek, Chinese, French, Latin, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	184	181
Total Hours per Year	953	1,006

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 45 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2006-07 School Year	54.5	28.7

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2007	21.8	21.6	23.1

% of Class of 2007 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	97.5	91.9
Chemistry	68.2	70.1
4 or More Credits in Mathematics	76.3	63.7
3 or More Credits in Science	89.7	90.0
4 or More Credits in Social Studies	49.3	54.8
Credit for Level 3 or Higher in a World Language	81.3	58.7
2 or More Credits in Vocational Education	55.4	57.8
2 or More Credits in the Arts	47.6	39.8

Class of 2007

This school required more than the state minimum number of credits for graduation in health, physical education.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	3.3	1.1	3.4
% of Gifted and/or Talented Students Who Received Services	4.5	52.4	42.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	71.0	75.0	72.0

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.9	3.2	2.7
% of Computers with Internet Access	100.0	99.4	99.5
% of Computers that are High or Moderate Power	100.0	99.4	96.8
# of Print Volumes Per Student*	22.3	15.4	15.6
# of Print Periodical Subscriptions	95	59	45

*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.

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. Statewide, 0.3% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education: Teachers and Instructors		86.30
Paraprofessional Instructional Assistants		3.90
Special Education: Teachers and Instructors		16.00
Paraprofessional Instructional Assistants		7.00
Library/Media Specialists and Assistants		4.00
Administrators, Coordinators, and Department Chairs		7.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		13.20
School Nurses		1.50
Other Staff Providing Non-Instructional Services and Support		50.10

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	12.3	14.1	13.8
% with Master's Degree or Above	83.3	80.6	72.2
Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	8.5	7.8	8.9
% Assigned to Same School the Previous Year	74.1	77.5	76.4

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Conard High School is committed to providing every child a quality education and opportunities to thrive in a safe environment. A productive partnership between parents, staff and the community is essential at Conard High School in preparing our youth to succeed in a changing global marketplace. The high school experience at Conard is influenced by partners who seek to support our efforts. Conard encourages parent involvement through a myriad of activities and events. Our high school maintains an active PTO of over three hundred members who are engaged and co-facilitate activities such as: the College Parent's Panel, the Senior "Safe Grad" Party, and the Brick Walkway. PTO members also serve as practice CAPT-style assessment scorers, field trip chaperones and hospitality coordinators. For the second year, our local Community of Concern (CoC) chapter of students, parents, faculty and community work together to promote healthy lifestyles for our youth.

Conard High School offers multiple channels for two-way home/school communication. Each month, a 'Principal's Coffee' is held during morning and bi-monthly evening times to offer opportunities for parents and the principal to engage in conversations related to various school initiatives, and to share ideas for school planning. This year, a "Meet the Principal" outreach evening session was held at the Hillcrest Avenue Neighborhood Outreach Center (HANOC) in collaboration with The Bridge. This forum allowed new students and parents to learn more about Conard's programs and activities. Conard also recognizes a need for varied levels of family communication and support. This year, in conjunction with UConn, an evening talk on 'Transition Planning for Students with Aspergers' was arranged for parents and teachers. Printed, electronic and automated modes are also used to provide parents with multiple ways to stay informed about important events and to receive helpful information on a variety of topics. Our bi-monthly newsletter, Chiefly Conard is sent to all homes and highlights upcoming school events and includes special features submitted by school-wide departments. In addition, Conard's website provides links to all faculty e-mails, voicemail extensions, department websites, and contains a master calendar of events.

As part of our staff development on 'Keep-Stop-Change' this year, Conard's faculty committed to maintaining a welcoming school environment. Each year, all parents are invited to a fall parent-teacher conference to discuss their child's progress. Parents of students identified as at-risk are personally contacted to arrange a meeting with teachers to discuss their child's progress, and to develop a collaborative plan to ensure the student's academic success.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	133	9.1
Black	156	10.7
Hispanic	279	19.1
White	890	60.9
Total Minority	571	39.1

Percent of Minority Professional Staff: 7.2

Open Choice: 2 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 19.3% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 33.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

At Conard High School where “diversity is strength”, a wide spectrum of racial, religious, socioeconomic, cultural and ethnic backgrounds make up our student and faculty body. Conard offers a high-quality curriculum that provides students with a rigorous and well-rounded experience. Studies in African/Middle Eastern History, Hispanic Studies, Chinese World Language, Ethnic and Regional Cuisines are just a few offerings that provide a multicultural perspective of our global world. Students can even immerse themselves in the culture of Spain through our Summer Exchange Program in Madrid. Conard believes that the high school experience should maximize the strengths and potential of all students. Pre-AP English and Calculus courses offered at Conard seek to increase the percentage of our minority students enrolled in AP courses and lower the achievement gap. Over forty athletic, extra-curricular/co-curricular programs exist at Conard. Clubs and activities such as Circle of Friends, Gay & Straight Alliance, a Multicultural Dinner and a ‘Day of Silence’ are open to all students, and intended to foster well-rounded, responsible and productive citizens with an awareness of human diversity. Conard’s support of inclusive education allows students with special needs to learn and interact with peers in several general education settings which cultivate appreciation of diverse learning styles and skills across content areas. Unified Theater and Sports are two programs that unite students and showcase their individual strengths and creativity.

This year Conard established a new community partnership with the West Hartford Initiative on Racial and Ethnic Diversity (WHIREd), and co-sponsored our third annual Young Women of Color Forum. This symposium promotes dialogue between female students of color and women of various ethnic and professional backgrounds. An EMPOWER course taught by the principal and assistant principals is designed to support the successful transition of freshman students to high school. During the spring, students and staff collaborate to plan the annual Diversity Assembly. The concept of the program is that all mankind has merit and should be treated with dignity and respect.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	35.6	38.9	43.6

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses	School	State High Schools
Number of Courses for which Students were Tested	26	9.1
% of Grade 12 Students Tested	52.0	21.0
% of Exams Scored 3 or More*	74.0	71.5

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. 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. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	63.0	45.5	79.1
Writing Across the Disciplines	70.1	57.9	64.6
Mathematics	56.1	50.1	59.7
Science	59.5	46.3	68.1

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2007	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	529	504	78.8
Critical Reading	526	502	77.7
Writing	526	503	81.0
% of Graduates Tested	91.1	77.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	95.7	92.6	50.0
Cumulative Four-Year Dropout Rate for Class of 2007	4.1	6.2	43.9
2006-07 Annual Dropout Rate for Grade 9 through 12	1.4	1.7	41.2

Activities of Graduates	School	State
% Pursuing Higher Education	93.6	83.4
% Employed, Civilian and Military	6.1	12.3

Student Attendance	School	State High Schools
% Present on October 1	92.6	94.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 217 students were responsible for these incidents. These students represent 14.4% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	4	0
Personally Threatening Behavior	27	0
Theft	3	0
Physical/Verbal Confrontation	32	0
Fighting/Battery	16	0
Property Damage	5	3
Weapons	1	1
Drugs/Alcohol/Tobacco	17	1
School Policy Violations	466	0
Total	571	5

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Conard High School recognizes that the professional development of teachers, administrators, and support staff is essential to school improvement and student achievement. Aligned with the District Improvement Plan, Conard's three year goal to increase student achievement and decrease the minority achievement gap, has included integrated, monitored and tracked Connecticut Achievement Performance Test (CAPT)-style assessments throughout the ninth and tenth grade curriculum. An after-school compensatory education program was offered this year to students who did not demonstrate mastery on the CAPT and to prepare them for retakes and subsequent coursework. Performance Assessment Support Seminars (PASS) and a Science Investigational Skills (SIS) course are offered to seniors in an effort to help them to fulfill the WHPS performance standards.

Conard's Student Assistance Team (SAT) and the Academic Assistance Team (AAT) are two programs designed to identify at-risk students, personalize the educational experience for students, and to address the over-representation of minorities in special education. Both teams are comprised of multidisciplinary staff including representation or consultation with community support agencies. Student action plans are developed to address significant academic and behavioral concerns.

Also this year, Conard's students and staff increased efforts to be environmentally conscious. The school's 'Lean, Clean and Green' motto inspired a sidewalk chalk art showcase and eco-friendly practices. This student-centered activity increased public awareness about issues related to global warming, energy waste, habitat destruction and air pollution. In addition, the Environmental Club secured over one hundred recycling bins in a successful endeavor to encourage more people to recycle paper, glass, metal, plastics and cardboard.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Conard High School is proud to be recognized locally and nationally for its accomplishments. For the third year in a row, our Vocal Jazz Quartet has been selected to be put on the Best of High School A Capella (BOHSA) Compilation cd. Hundreds of tracks are submitted each year for this international competition. Conard's Economics classes were profiled for a New England Cable News Segment, as we were once again chosen to be Connecticut's representative in the Federal Reserve Cup Economics challenge. Conard was also proud to commend three students named as National Merit finalists and one named National Merit Scholar. Two Conard students were selected as CIAC scholar athletes and one student was congratulated for winning the Greater Hartford Invitational. Our faculty celebrated a colleague's achievement this year when a teacher of the World Languages Department, was selected as the Language Teacher-of-the-Year by the Connecticut Council of Language Teachers.

Conard continues to maintain an outstanding reputation, as recognized in Newsweek Magazine, for the number of AP and college credit courses we offer, and the efforts to prepare students for the AP exams. This year, 93% of the students enrolled in AP classes took 885 exams. By arrangement with the University of Connecticut, students may earn college credit through the UConn Early College Experience while enrolled in several Advanced Placement courses. Additionally College/Career Pathways Programs are offered in various career cluster areas for juniors and seniors who wish to pursue course work directly related to a career field. This program provides the added benefit of up to 14 college credits for select courses through a partnership with the Community College System.

The faculty and staff stay informed about school achievements through their active participation and support of each other and our students. Also beneficial is an end of the week email message to all staff from the principal that provides a quick roundup of the week's highlights and some personal reflections on the school community's accomplishments and challenges.

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