

**STRATEGIC SCHOOL PROFILE 2008-09**

High School Edition

**Conard High School**  
**West Hartford School District**

THOMAS MOORE, Principal  
 V. MATTHEW PACE, Asst. Principal  
 PAUL W. VICINUS, Asst. Principal  
 ROSZENA L. HASKINS, Asst. Principal  
 Telephone: (860) 521-1350  
 Website: [www.whps.org/school/conard/index.asp](http://www.whps.org/school/conard/index.asp)

Location: 110 Berkshire Road  
 West Hartford,  
 Connecticut

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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](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

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

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 1,466  
 5-Year Enrollment Change: 7.2%

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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.

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**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	318	21.7	6.3	26.0
Students Who Are Not Fluent in English	49	3.3	0.9	3.3
Students Identified as Gifted and/or Talented	158	10.8	6.9	4.7
Students with Disabilities	151	10.3	9.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	57	12.2	14.2	19.0

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	22.1	19.1	18.7
Biology I	22.2	20.0	19.3
English, Grade 10	21.7	19.8	19.1
American History	20.8	20.8	19.9

**Language Instruction:** Instruction was offered in the following language(s): Chinese, French, Greek, Latin, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	184	182
Total Hours per Year	933	1,007

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 2007-08 School Year	65.1	30.5

### 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 2008	21.8	21.8	23.3

% of Class of 2008 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	95.5	94.1
Chemistry	61.1	73.6
4 or More Credits in Mathematics	70.6	65.5
3 or More Credits in Science	84.0	91.1
4 or More Credits in Social Studies	37.7	55.4
Credit for Level 3 or Higher in a World Language	77.2	60.6
2 or More Credits in Vocational Education	62.0	59.2
2 or More Credits in the Arts	43.0	41.6

### Class of 2008

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	0.9	3.3
% of Gifted and/or Talented Students Who Received Services	0.0	52.6	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	60.9	75.9	72.6

### 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](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.8	2.9	2.4
% of Computers with Internet Access	100.0	97.0	99.2
% of Computers that are High or Moderate Power	100.0	99.8	98.8
# of Print Volumes Per Student*	21.2	15.1	16.0
# of Print Periodical Subscriptions	85	64	48

\*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, 0.4% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education: Teachers and Instructors		84.30
Paraprofessional Instructional Assistants		0.00
Special Education: Teachers and Instructors		14.00
Paraprofessional Instructional Assistants		6.00
Library/Media Specialists and/or Assistants		4.00
Administrators, Coordinators, and Department Chairs		6.43
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		13.00
School Nurses		1.50
Other Staff Providing Non-Instructional Services and Support		48.00

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	12.6	14.0	13.8
% with Master's Degree or Above	83.2	81.9	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.4	7.4	8.4
% Assigned to Same School the Previous Year	87.9	87.8	87.0

**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 dynamic and safe environment. Conard's partnerships with parents, community businesses and local agencies are valued and considered to be essential in preparing our youth to succeed in a changing global marketplace. Parent involvement is encouraged through a myriad of activities and events. Conard maintains an active PTO of over 300 members who are engaged and enrich the school climate through activities such as: College Parent's Panel, the Senior "Safe Grad" Party, and the Brick Walkway. PTO and community members also serve as volunteer tutors, speakers, theater production assistants and hospitality coordinators. Our local Community of Concern (CoC) chapter of parents, faculty, students, 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 school initiatives and school improvement. A "Meet the Principal" outreach evening session is held at the Hillcrest Avenue Neighborhood Outreach Center (HANOC). This forum allows new students and parents to learn more about Conard's programs and activities. For the second year in a row, Conard collaborated with UConn to host an evening talk on 'Transition Planning for Students with Aspergers.' Conard strongly recognizes the need for varied levels of family communication and support. 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. Chiefly Conard, a bi-monthly newsletter available to all families, highlights upcoming school events and special department features. 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 a staff development on 'Changing the Face of Conard' in the past year, Conard's faculty engaged in various activities designed to personalize the educational experience of each child that walks through the doors of Conard High School. 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 for academic failure are personally contacted to arrange a meeting with teachers to discuss and develop a collaborative plan to ensure the student's academic success.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.3
Asian American	136	9.3
Black	155	10.6
Hispanic	288	19.6
White	882	60.2
<b>Total Minority</b>	<b>584</b>	<b>39.8</b>

**Percent of Minority Professional Staff:** 6.8

**Open Choice:** 1 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:** 20.1% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 38.

### 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 our strength,” a wide spectrum of racial, religious, socioeconomic, cultural and ethnic backgrounds make up the 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 the 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 Pre-Calculus courses offered at Conard seek to help more students recognize their potential, and to support an increased percentage of minority students that subsequently enroll in AP courses. Conard’s philosophy of inclusive education allows students with special needs to learn and interact with non-disabled peers across general education settings, and cultivates appreciation of diverse learning styles and skills. Conard is also enriched by its participation in Project Choice, an inter-district program that provides integrated educational opportunities.

Over 40 athletic, extra-curricular/co-curricular programs exist at Conard. Clubs and activities, such as Circle of Friends, Gay & Straight Alliance, Empty Bowls, a Multicultural Dinner and Show, and ‘Human Rights Day,’ are open to all students, and intended to foster well-rounded and productive citizens with an awareness of human diversity. Students and staff collaborate to plan the annual Diversity Assembly with the concept that all mankind has merit and should be treated with dignity and respect. Unified Theater and Unified Sports are two programs that unite students and showcase their individual strengths and creativity. Conard’s partnership with the West Hartford Initiative on Racial and Ethnic Diversity (WHIREd) promotes dialogue and interactions surrounding race relations.

### 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	45.2	39.9	68.7

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

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	25	10.0
% of Grade 12 Students Tested	51.2	21.2
% of Exams Scored 3 or More*	68.4	72.8

\*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](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	69.4	47.4	84.4
Writing Across the Disciplines	73.6	55.0	78.5
Mathematics	56.4	47.8	65.0
Science	56.4	42.8	74.6

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	515	507	68.0
Critical Reading	516	503	70.2
Writing	520	506	71.8
% of Graduates Tested	87.2	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	94.9	92.1	52.5
Cumulative Four-Year Dropout Rate for Class of 2008	5.0	6.6	44.7
2007-08 Annual Dropout Rate for Grade 9 through 12	1.0	2.5	54.7

Activities of Graduates	School	State
% Pursuing Higher Education	87.2	84.1
% Employed, Civilian and Military	5.3	11.0

Student Attendance	School	State High Schools
% Present on October 1	92.8	94.6

### 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 2007-08 school year, 196 students were responsible for these incidents. These students represent 13.2% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	11	0
Theft	7	0
Physical/Verbal Confrontation	17	0
Fighting/Battery	16	0
Property Damage	6	0
Weapons	2	1
Drugs/Alcohol/Tobacco	18	2
School Policy Violations	379	0
Total	459	3

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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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 student achievement and school improvement. 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 curricula. Conard provides support programs to students who do not demonstrate mastery on the CAPT, and helps to prepare them for retakes and subsequent coursework. Performance Assessment Support Seminars (PASS) and Science Investigational Skills (SIS) are courses offered to seniors in an effort to help them to fulfill the WHPS performance standards necessary for graduation. Conard also utilizes community volunteers to serve as tutors for our students.

Conard's Student Assistance Team and the Pre-Referral Team 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.

Conard also embodies a welcoming spirit through an EMPOWER course taught by the principal and assistant principals. This course is designed to support the successful transition of freshman students to the high school and to expose them to various ways that they can effectively be a part of the fabric of their school. In the past year, Conard teachers engaged in staff development and Professional Learning and Collaborative Experiences (PLACE) that focused on goal setting, assessment, 'Effective Teaching Strategies,' and 'Adventure Education.' Conard also fosters a professional learning community through an 'Open Doors Program' that encourages teachers to observe their colleagues and share strategies and resources.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

Conard continues to maintain an outstanding reputation. As recognized in Newsweek magazine, Conard is rated in the top 1% of American high schools for the number of Advanced Placement (AP) and college credit courses offered, as well as its efforts to prepare students for the AP exams. Ninety-one percent of students who were enrolled in AP classes took a total of 887 AP exams. By arrangement with the University of Connecticut, students may earn college credit through the UConn Early College Experience while enrolled in AP courses. 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. Conard's partnership with the Community College System provides the added benefit of up to 14 college credits for select courses.

Conard High School is proud to be recognized locally and nationally for its accomplishments. During the spring, Conard was identified as an "effective high school" by the CT DOE, and served as a host school to a high-ranking Chinese government delegation during their visit to the U.S. Also notable in the past year, a Conard student was recognized as a distinguished American graduating senior and awarded the Presidential Scholars medallion at a ceremony sponsored by the White House. Conard's band and vocal students were among thousands of students who participated in the 41st Annual Berklee Jazz Festival, billed as the largest competitive jazz festival for high school students on the east coast. Conard's Jazz Combo placed 2nd in their ensemble class. The Vocal Jazz Quartet placed 4th in their division, and was selected three years in a row, to be put on the Best of High School A Capella (BOHSA) Compilation CD. The faculty and community stay abreast of these school achievements through their active participation and strong support.

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