

**STRATEGIC SCHOOL PROFILE 2010-11**

High School Edition

**Conard High School  
West Hartford School District**

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 Connecticut

Website: [www.whps.org/school/conard/index.asp](http://www.whps.org/school/conard/index.asp)

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).

**TYPE OF SCHOOL**

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

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 1,552  
 5-Year Enrollment Change: 9.6%

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	369	23.8	8.5	29.3
Students Who Are Not Fluent in English	47	3.0	0.9	3.6
Students Identified as Gifted and/or Talented	169	10.9	7.3	5.2
Students with Disabilities	156	10.1	9.6	10.7
Juniors and Seniors Working 16 or More Hours Per Week	50	9.0	12.1	13.2

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	19.9	18.4	18.8
Biology I	20.0	20.1	19.0
English, Grade 10	20.8	20.4	19.1
American History	21.3	21.4	20.1

**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	182	181
Total Hours per Year	924	1,009

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 43 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 2009-10 School Year	58.3	33.4

#### 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 2010	21.8	21.9	26.4

% of Class of 2010 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	95.0	92.6
Chemistry	78.2	72.3
4 or More Credits in Mathematics	79.0	66.0
3 or More Credits in Science	88.4	90.1
4 or More Credits in Social Studies	52.2	54.3
Credit for Level 3 or Higher in a World Language	82.0	60.7
2 or More Credits in Vocational Education	59.7	57.4
2 or More Credits in the Arts	44.8	40.5

#### Class of 2010

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

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	2.9	0.8	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	50.5	34.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	66.7	76.0	74.8

#### 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	2.5	2.5	2.2
% of Computers with Internet Access	100.0	100.0	99.5
% of Computers that are High or Moderate Power	100.0	99.2	98.2
# of Print Volumes Per Student*	19.1	15.4	16.5
# of Print Periodical Subscriptions	88	54	37

\*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, 34.4% 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	91.28
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	13.30
	Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants		4.00
Administrators, Coordinators, and Department Chairs		6.73
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		46.90

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	13.2	14.3	14.1
% with Master's Degree or Above	82.3	85.1	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	10.9	8.3	8.1
% Assigned to Same School the Previous Year	89.4	90.5	90.3

**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 authentic experiences within a safe, community 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 competitive 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 enhance the school culture through activities such as: College Parents' Panel, the senior "Safe Grad" Party, and the Brick Walkway. PTO and community members also serve as volunteer tutors, guest speakers, theater production assistants and hospitality coordinators. Our local Community of Concern (CoC) chapter of parents, faculty, students, and community works together to promote a positive school climate and healthy living. 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 New Student Orientation and an evening Open House are held each year. These forums are among several school events scheduled throughout the year to allow new and returning students and parents to learn more about Conard's programs and activities. Conard recognizes the need for varied levels of family communication and support. Printed, electronic and automated telecommunications 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, is available to all families. The newsletter highlights upcoming school events and special department features. In addition, Conard's website provides links to faculty e-mail addresses, voicemail extensions, department websites, and contains a master calendar of events. The successful launch of Parent Portal, a web-based program, allows parents to review the academic progress of their children. Parents are also invited to fall and spring parent-teacher conferences to discuss their child's progress. Early intervention models implemented at Conard seek to identify students at risk for academic failure. Parents are personally contacted to arrange a conference with teachers to develop a collaborative and personalized plan to promote the student's academic success and overall positive school engagement.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	147	9.5
Black	150	9.7
Hispanic	300	19.3
Pacific Islander	1	0.1
White	918	59.1
Two or more races	33	2.1
Total Minority	634	40.9

**Percent of Minority Professional Staff :6.5**

**Open Choice:**

5 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:**

20.0 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 41

### 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 dynamic spectrum of racial, religious, socioeconomic, cultural and ethnic backgrounds makes up the student and faculty body. Conard offers a high-quality curriculum that provides students with a rigorous and well-rounded experience. Studies in US and African-American Experience, Hispanic Studies, Global Problem Solving, Issue-Centered English, Chinese World Language, Ethnic and Regional Cuisines and Gospel Choir are just a few offerings that provide a multicultural perspective of our 21st century 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 enrolled 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 the Open Choice Program, 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 foster 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 showcases individual strengths and creativity. Conard's partnership with the West Hartford Initiative on Racial and Ethnic Diversity and the Equity in Education Community Partnership (EECP) 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	63.8	51	80.4

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

Advanced Placement Courses 2009-10	School	State High Schools
Number of Courses for which Students were Tested	23	10.6
% of Grade 12 Students Tested	62.6	24.2
% of Exams Scored 3 or More*	72.0	72.5

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

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	69.0	44.7	90.1
Writing Across the Disciplines	81.2	61.2	82.8
Mathematics	61.3	49.5	72.9
Science	70.3	47.0	87.0

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 2010	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	516	510	65.2
Critical Reading	522	505	73.4
Writing	524	510	71.2
% of Graduates Tested	83.7	70.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	93.5	91.8	76.1
2009-10 Annual Dropout Rate for Grade 9 through 12	1.8	2.8	34.0

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	88.1	84.8	% Present on October 1	97.2	93.3
% Employed, Civilian and Military	9.7	9.1			

### 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 2009-10 school year, 193 students were responsible for these incidents. These students represent 11.8% of the estimated number of students who attended this school at some point during the 2009-10 school year.

### Truancy

During the 2009-10 school year, 20 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	17	2
Theft	22	0
Physical/Verbal Confrontation	19	2
Fighting/Battery	18	0
Property Damage	11	0
Weapons	0	0
Drugs/Alcohol/Tobacco	18	10
School Policy Violations	228	25
Total	335	39

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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 overall school improvement. Aligned with the District Improvement Plan, Conard's efforts to increase student achievement and decrease achievement gaps focuses on curriculum, assessment, instructional practices, use of data and school climate. CAPT-style practice assessments are embedded throughout the ninth and tenth grade curriculum and are used to drive decisions about instructional practices, programs and resources. Support programs are in place for students who do not demonstrate mastery on the CAPT. Performance Assessment Support Seminars (PASS) and Science Investigational Skills (SIS) are courses offered to seniors to help them fulfill the WHPS performance standards required for graduation. Community volunteers also serve as tutors to support our students. Conard's Student Success Team (SST) is designed to identify under-performing students, personalize the educational experience for those students, and to address over-identification of students placed in special education programs. The SST is comprised of multidisciplinary faculty including representation and consultation with community support agencies. The SST aligns with a Scientific Research-Based Intervention (SRBI) model. Individualized Performance Plans are developed to address significant academic and behavioral concerns. Conard utilizes teaching assistants to provide individual and small group math and literacy supports. 'The Blitz' is implemented as a school-wide early detection intervention to support struggling learners and to involve parents in the educational process. Over the past year, Conard's faculty members have been immersed in instructional rounds, a shared practice of observing, discussing, analyzing and improving the teaching and learning process. Teachers have also engaged in school-wide and department staff development, as well as Professional Learning and Collaborative Experiences (PLACE). Conard embodies a welcoming spirit throughout the building. Advisory Homeroom fosters positive student and teacher connections and promotes school engagement. An EMPOWER course taught by the principal and assistant principals is designed to facilitate a successful transition of freshman students to the high school and to expose them to various ways that they can be a productive member of the school community.

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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 High School continues to maintain an outstanding reputation on regional and national levels. As recognized in Newsweek magazine, Conard is ranked in the top 1% of American high schools in Connecticut for the number of Advanced Placement (AP) and college credit courses offered, exams taken, as well as its efforts to prepare students for the AP exams. Ninety-seven percent of students who were enrolled in AP courses took a total of 1072 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. In collaboration with local colleges, Conard's Senior Boot Camp offers planning assistance for grade 12 students still uncertain about post-secondary education plans. Conard's Career Series program is open to all students and provides career exploration opportunities while creating educational pathways. Conard is proud of its remarkable accomplishments and community service. The Alternative Energy Lab and Community Display is one of Conard's green energy innovations. This interactive exhibit will offer students and community members hands-on opportunities to learn about alternative energy. In addition, sixty students enrolled in Conard's new senior seminar called Global Problem Solving. Throughout the year, students engaged in research of real-world issues and implemented effective problem-solving measures to address local and international issues. Conard High School applauds its mixed-gender choir B S#arp for taking top honors and winning Best in Show at the 2011 Wyvern Invitational A Cappella Festival. The Conard community also celebrated the Girls Class LL Softball Championship this past spring.

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# Conard High School Final Adequate Yearly Progress Status, 2010-11 School Year: Not Achieved

Based on 2011 Connecticut Academic Performance Test (CAPT)

West Hartford School District

Conard High School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)						% At or Above Proficient											
	Mathematics			Reading			Mathematics (90% proficient needed)			Reading (91% proficient needed)								
n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	
Whole School	426	99.1	99.3	99.4	Yes	423	99.1	99.1	99.2	Yes	88.9	5.2	94.0	Yes	91.2	9.0	100.0	Yes
American Indian or Alaska Native	1					1												
Asian	44	100.0	98.9	99.3	Yes	45	97.8	98.9	99.3	Yes	97.7	6.4	100.0	Yes	93.2	12.2	100.0	Yes
Black or African American	53	100.0	100.0	100.0	Yes	50	100.0	97.4	98.3	Yes	72.9	15.4	88.3	No	70.2	17.6	87.9	No
Hispanic/Latino	61	96.7	97.7	98.5	Yes	61	98.4	98.5	98.6	Yes	78.2	13.5	91.7	Yes	78.2	15.4	93.6	Yes
White	257	99.2	99.6	99.6	Yes	256	99.2	99.6	99.5	Yes	92.2	5.4	97.6	Yes	97.2	8.7	100.0	Yes
Native Hawaiian or Other Pacific Islander	0					0												
More than one race	10					10												
English Language Learners	12					9												
Students with Disabilities	33					33												
Economically Disadvantaged	95	100.0	100.0	100.0	Yes	92	100.0	98.8	99.2	Yes	75.0	11.4	86.4	No	74.7	13.7	88.4	No
Additional Academic Indicator: Graduation Rate (85 % or annual improvement needed)										AYP Target Met?		Yes						

Legend:  
- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

\* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

\*\* For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CAPT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

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While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.