

STRATEGIC SCHOOL PROFILE 2002-03

High School Edition

Conard High School
West Hartford School District

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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).

STUDENT ENROLLMENT

School Grade Range 9-12
 Total January Enrollment 1365
 5-Year Oct. Enrollment Change 9.6%

**FACILITIES, 2001-02**

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
% of Students Eligible for Free/Reduced-Price Meals	2002-03	16.1	4.0	17.6
% of K-12 Students with Non-English Home Language	2002-03	20.9	6.3	10.9
	1998-99	21.0	7.0	11.6
% of Juniors and Seniors Working More than 16 Hours Per Week	2002-03	21.0	22.2	25.7
	1997-98	18.4	25.2	30.3

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)	43	3.2	1.2	2.7
Compensatory Education	21	1.5	0.4	7.5
Gifted and Talented Program	0	0.0	3.1	2.2
Special Education	222	16.0	11.2	11.7

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	5	0.4
Asian American	127	9.3
Black	148	10.8
Hispanic	189	13.8
White	896	65.6
Other	0	0.0

Total Minority 2002-03 34.4%

Total Minority 1997-98 31.0%



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.
- Through the Anti-Defamation League, thirty students were trained to be peer trainers in the area of diversity. Over seen by two teachers the groups mission is to present seminars to parent groups and elementary through high school students.
- 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.

SCHOOL RESOURCES

Instructional Time*	School	ERG High Schools	State High Schools
Total Hours of Instruction Per Year	976	987	1,000

*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	75.5	74.6
Voice	100.0	82.4	80.5
Internet Access	100.0	95.2	93.7
Multi-Room Network (LAN)	100.0	91.3	72.9

Computers	School	ERG HS	State HS
# of Students Per Academic Computer	3.5	4.5	3.6
% of Computers that are High or Moderate Power	100.0	99.1	98.5
% of Computers with Internet Access, All Speeds	100.0	97.7	92.8
% of Computers with High Speed Internet Access	100.0	97.7	92.0
% of Internet Computers with Filtering Software	100.0	99.6	93.7

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*	27.9	19.7	16.5
% of Print Volumes Purchased in the Last Three Years	12.0	8.8	10.2
# of Print Periodical Subscriptions	114	77.1	52.2
# of Non-Print Materials	1154	1511.8	773.6

*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	26.6	19.9	20.2
Biology I	19.4	20.2	20.0
English, Grade 10	20.5	20.3	19.9
American History	19.1	21.1	20.2

School Staff Count Full-Time Equivalent	2002-03	2001-02
# of Certified Staff		
Teachers	101.5	103.2
Administrators	6.8	6.8
Library/Media Staff	1.0	2.0
Counselors, Social Workers, and School Psychologists	13.3	11.4
Other Professionals	1.9	4.0
# of Non-Certified Instructional	16.0	16.0

Professional Staff Race/Ethnicity	2002-03	2001-02	1997-98
% Minority	5.8	4.2	2.7
Professional Staff Experience and Training	School	ERG High School	State High School
Average Number of Years Experience in CT	12.6	13.8	14.2
% with Master's Degree or Above	78.3	81.6	75.9
% Trained as Mentors, Assessors, or Cooperating Teachers	29.7	27.2	23.7

SCHOOL PROCESSES

Student and Teacher Statistics	School	ERG High Schools	State High Schools
% of Students Retained in Grade after 2001-02 School Year	1.4	1.6	5.2
Teacher Attendance, 2001-02: Average # of Days Absent Due to Illness or Personal Time	8.6	7.7	8.0
% Certified Staff Assigned to Same School the Previous Year	90.6	85.7	85.4

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 (2002)	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 2001-02 School Year	38.8	31.4	24.7
During the 1997-98 School Year	34.5	24.8	16.8

Advanced Placement Courses	School	ERG High Schools	State High Schools
Number of Courses for which Students were Tested	20	14.2	9.7
% of Grade 12 Students Tested	32.0	26.2	17.2
% of Exams Scored 3 or More*	71.8	79.5	72.3

*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 2002	21.8	21.3	20.0

% of Class of 2002 Graduates who Earned Credit in Selected Subjects	School	ERG High Schools	State High Schools
Algebra I or Equivalent	95.3	95.0	89.5
Chemistry	61.0	79.4	66.6
4 or More Credits in Mathematics	68.9	70.7	60.5
3 or More Credits in Science	82.1	91.0	84.0
4 or More Credits in Social Studies	39.3	48.9	46.8
Credit for Level 3 or Higher in the Same World Language	73.9	76.5	56.2
2 or More Credits in Vocational Education	65.1	49.6	59.0
2 or More Credits in the Arts	43.7	42.4	40.1

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 Gen. % Grade 10 Meeting State Goal	School 2000-01	School 2002-03	ERG 2002-03	State 2002-03
Reading Across the Disciplines	63	53.3	69.0	47.0
Writing Across the Disciplines	63	58.4	72.1	52.8
Mathematics	59	50.5	67.0	45.1
Science	63	52.1	64.0	43.2
All Four Tests	39.6	32.8	45.2	26.6
Participation Rate	88.8	97.4	96.6	93.2



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 1997		Class of 2002	
	School	School	ERG	State
% of Graduates Tested	91.7	82.4	91.8	76.8
Mathematics: Average Score	540	521	544	503
Mathematics: % Scoring 600 or More	31.0	24.0	33.1	22.3
Verbal: Average Score	541	505	535	502
Verbal: % Scoring 600 or More	30.0	21.8	29.0	20.4

Student Attendance	School	ERG HS	State HS
% on October 1, 2002	96.5	96.3	94.0

Physical Fitness, Grade 10 	School	ERG	State
% Passing All 4 Tests	38.2	46.5	38.7

Dropout Rates	School	ERG	State
Cumulative Four-Year Rate for Class of 2002	10.9	4.3	10.8
2001-02 Annual Rate for Grade 9 through 12	2.3	1.1	2.4
1996-97 Annual Rate for Grades 9 through 12	3.9	1.5	3.9

Class of 2001: Number of National Merit Scholarship Semi-Finalists: 3



Activities of Graduates	Class of	School	ERG	State
% Attending Two- or Four-Year Colleges	2002	84.6	88.3	76.8
	1997	86.2	85.6	72.2
% Employed or in Military	2002	9.7	7.6	16.3
	1997	5.0	8.0	18.6

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 and results show steady growth during the last five years, with a moderate increase over last year's participation and 75% of the scores above 3 on a 5-point scale. We offer 20 AP courses at Conard. SAT participation remains the same as the previous year, with 83% of students participating, however the scores increased over 50 points.

Student Accomplishments

Conard students continue to be highly involved in the life of the school. Seven hundred and fifty students participated in 42 clubs, while 651 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, Unified Theatre, and various other community agencies. Award-winning music, arts, and drama programs afford students a variety of means to develop and express their talents.

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. Focus on improving SAT scores will be an ongoing 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 and Programs

- We are designated a National School of Excellence by the U.S. Department of Education.
- There were four semi-finalist and twelve commended students in the National Merit Scholarship competition and 333 students took 575 Advanced Placement examinations.
- Curricular offerings include 19 Advanced Placement courses in English, foreign languages, mathematics, science, social studies, and art and four years of sequential instruction in Spanish and French

Community Outreach and Partnership

- We recruit students to tutor at our district elementary schools, the Jewish Community Center, Hillcrest Neighborhood Community Center, and the UCONN Health Center.

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.
- Newsweek magazine recognized CHS as one of the top 500 schools in the nation

Our Plans for Improvement

- Our award of The Connecticut State Department Minority Achievement Grant has allowed us to implement College Board programs designed for closing the achievement gap.
- Freshman transition course called EMPOWER began this year with a startup date of September 2003.

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

