

**STRATEGIC SCHOOL PROFILE 2005-06**

High School Edition

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

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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.

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

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**STUDENT ENROLLMENT**

Total Enrollment: 1402

5-Year Enrollment Change: -0.4%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 9-12

**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>DRG High Schools</b>	<b>State High Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2005-06	19.6	4.7	22.4
	2002-03	16.1	N/A	17.6
% of K-12 Students with Non-English Home Language	2005-06	16.7	6.1	11.4
	2000-01	21.0	N/A	11.2
% of Juniors and Seniors Working More than 16 Hours Per Week	2005-06	19.3	16.9	21.7
	2000-01	18.4	N/A	31.7

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in DRG High Schools</b>	<b>% in State High Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	42	3.0	1.1	3.4
Compensatory Education	29	2.1	0.2	7.4
Gifted and Talented Program	1	0.1	2.6	1.6
Special Education	173	12.3	11.0	11.0

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	130	9.3
Black	156	11.1
Hispanic	231	16.5
White	884	63.1

**Total Minority 2005-06** 36.9%  
**Total Minority 2000-01** 33.4%




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### 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 exemplifies diversity of all types as reflected within the student population as well as the programs and opportunities the school offers. The student body is comprised of young adults from across a spectrum of racial, cultural and ethnic backgrounds.

Conard seeks to expose its students to diversity through curricular, co-curricular and extra-curricular activities. Among these efforts are courses such as Asian, Middle Eastern, and African History aimed at developing understanding of diverse cultures. Additionally, courses are offered in World Literature, Hispanic Studies and Ethnic and Regional Cuisine.

A number of curriculum-based and co-curricular programs specifically target traditionally at-risk populations such as minority students, second language learners, and economically disadvantaged students. Conard offers ESOL courses as well as Transitional English for students with varying degrees of proficiency in the English language. The school also offers courses focusing on including greater numbers of minority students in AP and honors level courses. These courses are designed to develop the skills of selected students in order to prepare them for rigorous academic coursework.

An annual Diversity Assembly is organized by faculty and students featuring speakers on topics related to multicultural understanding and appreciation, and providing opportunities for students to demonstrate pride in their heritage and culture through dance, poetry and music performed for the student body. This year in a workshop entitled Young Women of Color successful women of color spoke and served as role models to Conard's minority 9th grade girls. A group of Conard's minority students themselves served as role models for some of the District's elementary aged children from disadvantaged homes by tutoring those children in some of the town's elementary schools. For students who are economically disadvantaged Conard's Guidance Department sponsors and funds a bus to the National College Fair. Mentoring is also offered for some of the neediest students through a collaboration with Central Connecticut State University.

Extra-curricular programming also includes a number of offerings aimed at heightening awareness of other cultures and diverse groups in society. Conard sponsors 46 clubs involving nearly 800 students in a range of activities, including Amnesty International, Common Ground, the Connecticut Forum, Empty Bowls, the Gay/Straight Alliance, Multi-cultural Club, and the World Affairs Club. Among the efforts to expose students to global and cross-cultural issues the Multi-cultural club ran a series of discussions and activities to raise awareness of the issue of human trafficking. Each of these student-run organizations work to break the barriers that can isolate students from their peers. Those desiring a global experience are also able to travel abroad through school-sponsored trips. This year's groups traveled to Spain, France and Italy. The world also comes to Conard through a Summer Exchange program bringing students from Madrid, Spain to live with Conard host families.

## SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>DRG High Schools</b>	<b>State High Schools</b>
Total Hours of Instruction Per Year	951	977	1,002

\*State law requires at least 900 hours for grades 1 through 12.

### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>DRG High Schools</b>	<b>State High Schools</b>
Video	100.0	86.8	75.3
Voice	100.0	88.7	80.1
Internet Access	100.0	96.0	96.5
Multi-Room Network (LAN)	100.0	84.7	80.6

<b>Computers</b>	<b>School</b>	<b>DRG HS</b>	<b>State HS</b>
# of Students Per Academic Computer	3.2	3.7	3.1
% of Computers that are High or Moderate Power	90.0	93.0	86.1
% of Computers with Internet Access, All Speeds	100.0	98.3	97.6
% of Computers with High Speed Internet Access	100.0	98.3	97.6
% of Internet Computers with Filtering Software	100.0	100.0	98.8

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.

<b>Library Materials</b>	<b>School</b>	<b>DRG HS</b>	<b>State HS</b>
# of Print Volumes Per Student*	25.4	16.1	15.7
% of Print Volumes Purchased in the Last Three Years	3.9	9.2	11.7
# of Print Periodical Subscriptions	94	64.5	46.6
# of Non-Print Materials	1,281	1,663.4	811.0

\*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



<b>Average Class Size</b>	<b>School</b>	<b>DRG</b>	<b>State</b>
Algebra I	21.7	18.6	20.0
Biology I	21.0	20.1	20.1
English, Grade 10	20.5	20.1	19.9
American History	23.3	20.5	21.1

<b>School Staff Count Full-Time Equivalent</b>	<b>2005-06</b>	<b>2004-05</b>
# of Certified Staff		
Teachers	102.4	98.8
Administrators	4.0	6.8
Department Chairs	1.7	2.8
Library/Media Staff	2.0	2.0
Counselors, Social Workers, and School Psychologists	14.3	13.8
Other Professionals	0.9	0.9
# of Non-Certified Instructional	12.9	14.2

<b>Professional Staff Race/Ethnicity</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2000-01</b>
% Minority	6.6	6.8	4.2
<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>DRG High School</b>	<b>State High School</b>
Average Number of Years Experience in CT	12.3	13.0	13.2
% with Master's Degree or Above	75.0	82.2	75.6
% Trained as Mentors, Assessors, or Cooperating Teachers	30.1	32.1	26.8

## SCHOOL PROCESSES

<b>Student and Teacher Statistics</b>	<b>School</b>	<b>DRG High Schools</b>	<b>State High Schools</b>
% of Students Retained in Grade after 2004-05 School Year	2.5	N/A	4.7
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	6.8	7.8	8.3
% Certified Staff Assigned to Same School the Previous Year	84.6	86.4	86.0

<b>Types of Remedial Instructional Services Provided to Students Lacking Basic Skills</b>	<b>Available in Mathematics</b>	<b>Available in Language Arts</b>
Pull-out Instruction	No	No
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2005)	No	No
Other	No	No

<b>% Juniors and Seniors Enrolled in a Course or Courses for College Credit</b>	<b>School</b>	<b>State High Schools</b>
During the 2004-05 School Year	44.0	25.5
During the 1999-2000 School Year	32.5	21.9

<b>Advanced Placement Courses</b>	<b>School</b>	<b>State High Schools</b>
Number of Courses for which Students were Tested	21	8.7
% of Grade 12 Students Tested	38.0	19.3
% of Exams Scored 3 or More*	70.5	71.7

\*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.



<b>Total Number of Credits Required for Graduation</b>	<b>School</b>	<b>DRG</b>	<b>State Requirement</b>
Required for Class of 2005	21.8	21.5	20.0

<b>% of Class of 2005 Graduates who Earned Credit in Selected Subjects</b>	<b>School</b>	<b>State High Schools</b>
Algebra I or Equivalent	97.8	91.1
Chemistry	62.5	70.2
4 or More Credits in Mathematics	69.3	63.3
3 or More Credits in Science	85.1	87.2
4 or More Credits in Social Studies	39.9	53.3
Credit for Level 3 or Higher in the Same World Language	70.6	57.6
2 or More Credits in Vocational Education	68.1	57.1
2 or More Credits in the Arts	41.2	41.5

## 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 % Grade 10 Meeting State Goal in:	School	State	Of All Schools in State	
			Lowest %	Highest %
Reading Across the Disciplines	55.8	46.5	0.0	83.9
Writing Across the Disciplines	58.6	52.4	0.0	91.3
Mathematics	50.4	46.3	0.0	83.3
Science	55.2	44.6	0.0	85.3



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 <sup>®</sup> I: Reasoning Test	Class of 2000	Class of 2005	
	School	School	State
% of Graduates Tested	87.1	84.2	74.9
Mathematics: Average Score	530	526	512
Mathematics: % Scoring 600 or More	30.4	27.6	24.6
Verbal: Average Score	520	529	510
Verbal: % Scoring 600 or More	28.3	29.8	22.7

Student Attendance	School	State High School
% on October 1, 2005	96.4	93.9

Physical Fitness, Grade 10 	School	State
% Passing All 4 Tests	37.5	39.1

Dropout Rates	School	State
Cumulative Four-Year Rate for Class of 2005	4.7	7.4
2004-05 Annual Rate for Grade 9 through 12	1.2	1.7
1999-2000 Annual Rate for Gr. 9 through 12	2.2	3.1

Class of 2005: Number of National Merit Scholarship Semi-Finalists: 13



Activities of Graduates	Class of	School	State
% Attending Two- or Four-Year Colleges	2005	90.4	78.3
	2000	86.0	75.4
% Employed or in Military	2005	3.7	13.9
	2000	12.1	17.6

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**EVIDENCE OF SUSTAINED IMPROVEMENT IN STUDENT ACCOMPLISHMENTS**

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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.

Conard students continue to demonstrate excellence in all areas of academic performance. Over the past 5 years trends have continued upward for Advanced Placement testing with Conard currently offering 21 courses for which AP Exams are given, leading the state in participation rate. Conard students earned scores of 3 or higher on over 70% of the 665 AP exams taken by 384 students in 2005-2006. The numbers of juniors and seniors taking college credit courses also increased to nearly 42 percent of all juniors during the 2005-2006 school year. In addition, scores on SAT Exams also continued to rise for the 84% of all graduates who took the exam. Improvements were evident over the past five years in higher Mathematics Scores (avg. score: 526), Verbal Scores (avg. score: 529), and in an increase in the percentage of students scoring 600 or more on the Verbal section of the test (29.8%).

Other data reflecting positive trends in student performance include outcome measures for those graduating from Conard. For the Class of 2005, 90.4% of all graduates went on to two or four year colleges. These statistics are especially significant given a dramatic decline in Conard's four-year drop out rate for the current graduating class against the previous five years. Only 4.7% of the Class of 2006 dropped out by senior year.

Evidence of sustained improvement in the form of CAPT data has fluctuated over the past 5 years. While on the one hand the 2004-2005 scores revealed that our greatest percentage of students met goal to date, the data from the 2005-2006 CAPT test showed a decline in scores for the past year. Direct efforts to address the concerns reflected in the CAPT data include implementation of a cross-curricular writing initiative designed to infuse writing instruction and underscore its importance across all content areas. The school has created a reading specialist position. The reading specialist will deliver individualized instruction for struggling readers and provide ongoing teacher support and professional development in the areas of reading comprehension and effective reading instruction. Additionally, targeted tutorials aimed at insuring that all of our graduating seniors met district reading, writing and math performance standards have shown that these students are making excellent progress.

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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. For instance, character education or programs designed to improve school climate may be described.

Conard continues to be among the leaders in the state in the number of AP and college credit courses we offer as well as in the percentage of students taking AP Exams. Among the honors and awards given to Conard students for 2005-2006, 16 students were Commended in the National Merit Scholarship program. One student was also honored as a National Merit Finalist. Within the National Merit Scholarship program National Achievement Scholarships (NAS) are available to exceptional minority students. A Conard student earned a \$2,500 scholarship for her achievements as a Finalist in the NAS Competition. Conard had one of only ten winners in all of New England of Hartford Stage's Write On! Teen Playwriting Competition, 2 Silver Key Award Winners for the National Scholastic Art Award, 3 Awards given by the American Association of Teachers of French, an award winner for the National Latin Exam, a second place award in the state Letters About Literature competition, and 10 students who qualified to take the prestigious American Invitational Mathematics Examination. Conard also had an award winner of the Ensign Darling Vocal Scholarship provided by the Bushnell Center for the Performing Arts. Evidence that our interventions are succeeding for our students who have struggled with meeting goals on the CAPT exam can be seen in the fact that all seniors met district standards by their graduation date.

Conard students maintained high levels of involvement beyond academics as well. Approximately 850 students participated in 28 different interscholastic boys' and girls' sports. Students also provided nearly 3000 hours of community service. Among the volunteer efforts students supported Unified Theater, now in its 5th year. The program brought 150 Special Needs and non-disabled students together to organize and perform a theatrical production before an audience of students and adults from the community.

Strategic School Profiles may be viewed on the internet at [www.state.ct.us/sde](http://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](http://www.whps.org/school/conard/index.asp)



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