

STRATEGIC SCHOOL PROFILE 2006-07

High School Edition

Conard High School
West Hartford School District

ALPHONSE LANDROCHE, Principal
 SCOTT RATCHFORD, Asst. Principal
 JASON J BEAUDIN, Asst. Principal
 MICHELE L MULLALY, Asst. Principal

Telephone: (860) 521-1350

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.

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

STUDENT ENROLLMENT

Total Enrollment: 1460

5-Year Enrollment Change: 2.7%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 9-12

SCHOOL NEED

Current and Past School Need	Year	School	DRG High Schools	State High Schools
% of Students Eligible for Free/Reduced-Price Meals	2006-07	18.2	4.7	22.9
	2002-03	16.1	N/A	17.6
% of K-12 Students with Non-English Home Language	2006-07	17.2	6.2	11.4
	2001-02	21.4	N/A	11.6
% of Juniors and Seniors Working More than 16 Hours Per Week	2006-07	16.8	16.0	20.2
	2001-02	23.9	N/A	29.1

Enrollment in Special Programs	Students in School	Percent in School	% in DRG High Schools	% in State High Schools
Bilingual Education and English as a Second Language Services (K-12)	48	3.3	1.0	3.4
Compensatory Education	16	1.1	0.1	12.5
Gifted and Talented Program	0	0.0	3.9	1.7
Special Education	167	11.4	10.6	10.8

Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	133	9.1
Black	160	11.0
Hispanic	254	17.4
White	911	62.4

STUDENT RACE/ETHNICITY

Total Minority 2006-07	37.6%
Total Minority 2001-02	34.6%

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.

Conard High School exemplifies diversity of all types, not just in terms of the makeup of the student population, but in the programs and opportunities that the school offers. The student body is comprised of young adults from across the spectrum of racial, religious, socioeconomic, cultural and ethnic backgrounds. It is this tapestry of backgrounds that allows Conard students to be educated in a manner that truly prepares them to be ready to enter a globalized world and work environment as adults.

Conard attempts to utilize our curriculum in order to meet the needs of our diverse student body. In the Social Studies department, we offer courses in African/ Middle Eastern History, Hispanic Studies, and Sociology of the Family. Our new ninth grade history course was designed as a Modern World History course to focus on the past two hundred years and the effects of slavery, colonialism and the independence movements on identity throughout the world. We have also added the study of Chinese in the World Language Department. We also offer courses such as Pacesetter pre-AP to seek to involve a greater percentage of our minority students in AP courses, and to try to lower the achievement gap.

Taking on the Achievement Gap was the main focus of staff professional development throughout the year. Workshops were held on recognizing racism, engaging students, and improving instruction.

An annual Diversity Assembly is organized by faculty and students featuring speakers on topics related to multicultural understanding and appreciation. This year we continued a Young Women of Color seminar for the second year, where successful women of color spoke and served as role models to Conard's minority females. Extra-curricular programming includes 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.

SCHOOL RESOURCES

Instructional Time*	School	DRG High Schools	State High Schools
Total Hours of Instruction Per Year	951	976	1,002

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

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	DRG High Schools	State High Schools
Video	100.0	82.2	76.0
Voice	100.0	95.1	84.9
Internet Access	100.0	100.0	97.1
Multi-Room Network (LAN)	100.0	92.4	82.4

Computers	School	DRG HS	State HS
# of Students Per Academic Computer	3.1	3.4	2.9
% of Computers that are High or Moderate Power	99.4	96.4	91.7
% of Computers with Internet Access, All Speeds	100.0	98.2	98.7
% of Computers with High Speed Internet Access	100.0	98.2	98.7
% of Internet Computers with Filtering Software	100.0	100.0	98.7

This school does not have a functional satellite link.

SCHOOL RESOURCES, continued

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	DRG HS	State HS
# of Print Volumes Per Student*	23.7	15.7	15.7
% of Print Volumes Purchased in Last 3 Yrs.	6.1	8.3	11.1
# of Print Periodical Subscriptions	100	62.1	45.9
# of Non-Print Materials	1,325	1,575.0	848.1

*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	DRG	State
Algebra I	20.1	18.8	19.5
Biology I	22.7	20.2	20.0
English, Grade 10	21.3	20.1	19.5
American History	20.2	21.1	20.8

Professional Staff Race/Ethnicity			
	2006-07	2005-06	2001-02
% Minority	7.0	6.6	4.2

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	105.3	102.4
Administrators	4.0	4.0
Department Chairs	2.6	1.7
Library/Media Staff	2.0	2.0
Counselors, Social Workers, and School Psychologists	14.8	14.3
Other Professionals	1.8	0.9
# of Non-Certified Instructional	12.9	12.9

Professional Staff Experience and Training	School	DRG HS	State HS
Average Years of Experience in Connecticut and Other Locations	12.3	14.7	14.6
% with Master's Degree or Above	86.0	83.6	76.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

The following narrative was submitted by this school.

At Conard High School, we believe that a partnership between parents and staff is essential to meeting the needs of our students. We engage in a variety of initiatives in order to bring parents into our school as volunteers and as partners in improving our schools. One of the key elements of this is the dialogue that we engage in. We have an active and engaged PTO, with over three hundred members, who meet for "Principal's Coffees" once a month in the morning, and bimonthly at night, in order to discuss various initiatives with the principal, and to offer the insight of parents in school planning. Parents also planned the safe graduation party and PTO luncheons with staff. A major initiative this year was the Community of Concern program, where parents from the community, in addition to students, teachers, coaches and administrators, began a program to look at the impact of alcohol consumption on students in our community.

This year, we brought in parents as voluntary scorers for practice CAPT-style assessments, so that they would have a better understanding of what students are doing, and what the state is asking for. Parents also served as chaperones on field trips, as mentors to both regular education and ESOL students.

Our school attempts a variety of means to communicate with parents. We have a bi-monthly newsletter, Chiefly Conard, that is sent to all homes with upcoming events at the school, and notes from the principal and subject area supervisors, as well as athletic and music/arts schedules. In addition, our website contains the events schedule in addition to providing links to all teachers' e-mails, and options for teachers to include website links for homework details. This year, we had an outreach evening at the Faxon Branch of the town library to meet with parents regarding study skills, and to answer questions.

As a part of the staff development on closing the achievement gap, time was given to teachers before parent teacher conferences to create a list of students who were at risk, and to call the parents of these students to request a meeting with the teacher. Over four hundred parents were called, and two hundred and sixty of those parents attended conferences, in addition to the other parents who had scheduled appointments. Translators are made available for conferences, and letters are sent not just in English and Spanish, but also Vietnamese.

SCHOOL PROCESSES

Student and Teacher Statistics	School	DRG High Schools	State High Schools
% of Students Retained in Grade after 2005-06 School Year	3.2	N/A	4.5
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	6.1	7.7	8.5
% Certified Staff Assigned to Same School the Previous Year	79.0	86.8	86.3

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-out Instruction	No	No
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2006)	No	No
Other	No	No



% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State High Schools
During the 2005-06 School Year	53.3	28.3
During the 2000-01 School Year	36.0	22.8

Advanced Placement Courses	School	State High Schools
Number of Courses for which Students were Tested	22	8.9
% of Grade 12 Students Tested	45.7	20.1
% of Exams Scored 3 or More*	70.5	71.9

*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	DRG	State Requirement
Required for Class of 2006	21.8	21.6	20.0

% of Class of 2006 Graduates who Earned Credit in Selected Subjects	School	State High Schools
Algebra I or Equivalent	96.9	91.1
Chemistry	61.1	70.6
4 or More Credits in Mathematics	78.2	64.0
3 or More Credits in Science	83.8	88.1
4 or More Credits in Social Studies	43.6	51.9
Credit for Level 3 or Higher in the Same World Language	75.7	59.1
2 or More Credits in Vocational Education	60.4	57.9
2 or More Credits in the Arts	46.7	39.8

STUDENT PERFORMANCE

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.

CAPT Subject Area	School	State	Of All Schools in State	
			Lowest %	Highest %
Reading Across the Disciplines	57.9	45.6	0.0	87.2
Writing Across the Disciplines	65.6	52.9	0.0	87.6
Mathematics	51.3	45.2	0.0	86.3
Science	58.2	44.4	0.0	84.5

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. Results for fewer than 20 students are not presented.



For more detailed CAPT results, go to www.ctreports.com.

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

SAT [®] I: Reasoning Test	Class of 2001	Class of 2006			
		School	State	Of All Schools in State	
	School				Lowest %
% of Graduates Tested	92.2	81.0	74.7	11.7	100.0
Mathematics: Average Score	524	536	510	284	604
Mathematics: % Scoring 600 or More	26.9	32.3	23.9	0.0	55.6
Critical Reading: Average Score	513	535	505	314	595
Critical Reading: % Scoring 600 or More	21.8	30.4	21.3	0.0	48.5
Writing: Average Score	N/A	527	504	304	595
Writing: % Scoring 600 or More	N/A	27.7	19.6	0.0	48.8

Student Attendance	School	State High School
% on October 1, 2006	96.8	93.9

Class of 2006: Number of National Merit Scholarship Semi-Finalists: **1**



Physical Fitness, Grade 10	School	State	Of All Schools in State	
			Lowest %	Highest %
% Passing All Four Tests	40.3	39.5	0.0	70.3

Graduation and Dropout Rates	School	State	Of All Schools in State	
			Lowest %	Highest %
Graduation Rate for Class of 2006	95.1	92.2	40.0	100.0
Cumulative Four-Year Dropout Rate for Class of 2006	5.7	6.6	0.0	100.0
2005-06 Annual Dropout Rate for Grade 9 through 12	0.9	1.8	0.0	29.8
2000-01 Annual Dropout Rate for Grade 9 through 12	2.6	3.0	N/A	N/A



Activities of Graduates	Class of	School	State
% Attending Two- or Four-Year Colleges	2006	88.5	78.3
	2001	90.1	76.3
% Employed or in Military	2006	4.4	12.9
	2001	7.1	17.1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

During the past year, our school continued to take part in the district's five-year curriculum development plan as part of our district improvement focus. A committee of teachers and administrators, the Curriculum and Professional Development Council, looks at departments on a five year plan where they cycle through on an evaluation basis. Involved in that evaluation are parent and student surveys, and meeting with parent focus groups. Last year, English was in the evaluation phase, and, as a result, a new curriculum was brought to Conard that seeks to provide literature and readings that will engage students in a more direct manner. This process has been a great success, as parents and staff work together with students to find out how our curriculum can best meet the needs of our student body. Conard maintains a Principal's Advisory committee of parents and teachers that identifies school needs in both the long and short term planning stages. This year, a major initiative discussed, in addition to PTO support, was the Community of Concern program regarding underage drinking in town. Students met with parents, members of the community, and outside experts to look at the effects of alcohol. The hoped-for outcome of this will not just be an understanding by students of the risks of alcohol, but a dialogue with parents regarding their responsibility to not serve alcohol in their own homes to our children. The local police were an important part of the Community of Concern programs to inform parents of their legal risks if they violate these concerns.

Through the development of additional co-taught sections within the content areas, Conard continues to expand its capacity to provide instruction within inclusive settings, thus advancing the achievement of our special education students. Conard is also implementing a web based IEP software program that will assist us in creating IEP's that are aligned to state standards, facilitate our faculty's ability to collaborate, and improve our efficiency in managing data. To enhance our communication and relationships with parents, our clinical staff has conducted monthly coffee hours at the Hanoc Community Center.

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 is proud to have been named this year by *Newsweek Magazine* as the number one high school in Connecticut in the "Schools That Work" annual issue. 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. This year, Conard had 119 students designated at some level of AP Scholar. In addition, we had three students named as National Merit finalists, and 16 National Merit commended students. We had three students selected for the Connecticut Math team who competed in national competition. In World Language, we had three students recognized for outstanding performance on the National Latin Exam, two students recognized on the National French Contest, and two for the National Greek Test. Two of our students were also winners of the Todos, Mathematics for All Student Recognition Awards.

Conard students also excel in leadership positions, sports, and the arts. A Conard student was named one of 100 national Principal's Leadership Award winners. We had two winners for the Gold Key portfolio in the Connecticut Scholastic Art Awards, numerous students in the all-state band, and a winner for the National Football Foundation Scholar-Athlete Award.

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 was Unified Theater, now in its 6th 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. 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

Filename: SR132.DOC
Directory: J:\Cloud\SSP Internet 2006-07
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 155-61
Subject:
Author: csde
Keywords:
Comments:
Creation Date: 11/29/2007 8:46 AM
Change Number: 1
Last Saved On: 11/29/2007 8:46 AM
Last Saved By: csde
Total Editing Time: 0 Minutes
Last Printed On: 12/5/2007 8:54 AM
As of Last Complete Printing
Number of Pages: 7
Number of Words: 2,883 (approx.)
Number of Characters: 15,054 (approx.)