

STRATEGIC SCHOOL PROFILE 2011-12

High School Edition

Conard High School**West Hartford School District**

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Location: 110 Beechwood Road
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 Connecticut

Website: 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.

TYPE OF SCHOOL

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

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 1,451
 5-Year Enrollment Change: -0.6%

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	353	24.3	8.9	30.7
Students Who Are Not Fluent in English	41	2.8	0.9	3.7
Students Identified as Gifted and/or Talented	160	11.0	8.0	5.3
Students with Disabilities	141	9.7	9.5	10.8
Juniors and Seniors Working 16 or More Hours Per Week	49	9.6	11.3	13.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	18.7	18.8	18.4
Biology I	18.9	20.1	19.7
English, Grade 10	22.1	20.5	19.6
American History	22.1	20.8	20.4

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	926	1,024

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 2010-11 School Year	63.9	34.5

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 2011	21.8	22.0	23.2

% of Class of 2011 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	99.5	91.6
Chemistry	73.9	73.9
4 or More Credits in Mathematics	81.1	64.1
3 or More Credits in Science	89.9	88.1
4 or More Credits in Social Studies	57.4	51.4
Credit for Level 3 or Higher in a World Language	83.5	62.5
2 or More Credits in Vocational Education	62.0	54.6
2 or More Credits in the Arts	44.1	40.6

Class of 2011

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	2.7	0.8	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	51.2	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	78.7	74.4	72.8

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.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.2	2.3	2.1
% of Computers with Internet Access	100.0	100.0	99.9
% of Computers that are High or Moderate Power	100.0	97.6	97.5
# of Print Volumes Per Student*	20.5	15.5	16.6
# of Print Periodical Subscriptions	114	53	35

*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, 39.5% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	90.45
	Paraprofessional Instructional Assistants	4.00
Special Education:	Teachers and Instructors	13.20
	Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants		4.00
Administrators, Coordinators, and Department Chairs		7.23
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		45.00

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	13.8	14.3	14.1
% with Master's Degree or Above	85.0	85.6	76.6
Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	7.9	8.1	8.6
% Assigned to Same School the Previous Year	88.5	90.5	89.1

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's valued partnerships with parents, community businesses and local agencies are considered to be essential in preparing our youth to succeed in a competitive global marketplace. Parent involvement is encouraged and evident through a myriad of activities and events. Our local chapter's Community of Concern (CoC) consists of parents, faculty, students, and community members working together to educate youth about the dangers of substance abuse. Conard maintains an active PTO of over 310 members who are engaged and enhance the school culture through activities such as: College Parents' Panel Night, the Senior "Safe Grad" Party, Senior Breakfast, Scholarship Fundraisers, Staff Appreciation meals, and the Brick Walkway. PTO and community members also serve as volunteer tutors, guest speakers, theater production assistants and hospitality coordinators. 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 providing new and returning students and parents the opportunity to learn more about Conard's vision, programs and activities. Conard recognizes the need for varied levels of family communication and support and we use various methods to keep families informed. Chiefly Conard, a bi-monthly newsletter, highlights upcoming school events and special department features. The PTO provides a Constant Contact summer e-newsletter along with a summer mailing to keep parents informed and connected all year. In addition, Conard's website provides links to important school information. The Parent Portal, a web-based program, allows parents and students to review academic progress frequently and connect with teachers outside of our fall and parent-teacher conferences. Early intervention models implemented at Conard seek to identify students at-risk for academic failure.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	143	9.9
Black	149	10.3
Hispanic	276	19.0
Pacific Islander	0	0.0
White	850	58.6
Two or more races	30	2.1
Total Minority	601	41.4

Percent of Minority Professional Staff :6.4

Open Choice:

8 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:

20.3 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 34

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.

A dynamic spectrum of racial, religious, socioeconomic, cultural and ethnic backgrounds make up the student and faculty body at Conard High School where we believe “Diversity is our Strength.” Conard offers a high-quality curriculum that provides students with a rigorous and well-rounded experience. Courses that provide a multicultural perspective of our 21st Century global world include offerings in a variety of World Languages, US History through the African American Experience, Global Problem-Solving, Issue-Centered English, Hispanic Studies, Ethnic and Regional Cuisines and Gospel Choir. Conard’s belief in providing opportunities for all students to be challenged is supported through the wide variety of Pre-AP English, Math, History, Science and World Language offerings available 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 an 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. Students have the opportunity to participate in over 40 athletic, extra-curricular/co-curricular programs at Conard. Clubs and activities such as Rachel’s Challenge, Circle of Friends, Gay & Straight Alliance, the annual Diversity Assembly, Empty Bowls, Safe School Climate Awareness Day and ‘Human Rights Day’ are open to all students, and foster an awareness, appreciation and respect of our diverse community. Unified Theater and Unified Sports are two programs that unite students and showcase individual strengths and creativity. Conard’s partnership with the West Hartford Initiative on Racial and Ethnic Diversity (WHIREd), the Equity in Education Community Partnership (EECP), and the State Education Resource Center (SERC) promotes dialogue and interactions surrounding race relations and culturally responsive educational practices.

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	48.8	51.1	50.0

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

Advanced Placement Courses 2010-11	School	State High Schools
Number of Courses for which Students were Tested	17	7.4
% of Grade 12 Students Tested	62.3	24.7
% of Exams Scored 3 or More*	69.0	70.9

*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.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	62.8	47.5	75.8
Writing Across the Disciplines	79.1	63.0	73.8
Mathematics	54.7	49.2	59.8
Science	61.8	47.1	75.9

To see the NCLB Report Card for this school, go to 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 2011	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	529	505	76.6
Critical Reading	533	502	79.8
Writing	535	506	79.8
% of Graduates Tested	90.2	77.3	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	88.5	82.7	49.2
2010-11 Annual Dropout Rate for Grade 9 through 12	1.5	2.6	38.7

Activities of Graduates	School	State
% Pursuing Higher Education	93.4	84.5
% Employed, Civilian and Military	6.4	9.7

Student Attendance	School	State High Schools
% Present on October 1	93.1	94.1

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 2010-11 school year, 151 students were responsible for these incidents. These students represent 9.7% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 3 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, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	1
Personally Threatening Behavior	14	2
Theft	4	1
Physical/Verbal Confrontation	23	0
Fighting/Battery	13	6
Property Damage	0	0
Weapons	1	1
Drugs/Alcohol/Tobacco	25	4
School Policy Violations	183	5
Total	263	20

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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. Conard's efforts to increase student achievement and decrease achievement gaps, focuses on curriculum, assessment, instructional practices, use of data and school climate. Teachers were trained in collaborative teaming and worked in PLC's, examining data, and developing instructional practices. District assessments include practice assessments embedded throughout the ninth and tenth grade curriculum and the results 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. This summer, students enrolled in AP courses participated in an AP Boot Camp to prepare them for the rigor of AP courses. Community volunteers also serve as tutors to support our students. 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. Conard's atmosphere is welcoming and the faculty and staff work diligently to encourage a climate of respect. Advisory Homeroom fosters positive student and teacher connections and promotes school engagement. 'The Blitz' is implemented as a school-wide early detection intervention to support struggling learners and to involve parents in the educational process. 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. Individualized Performance Plans are developed to address significant academic and behavioral concerns. Conard's faculty members continue to participate 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).

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 High School continues to maintain an outstanding reputation on regional and national levels. As recognized in Newsweek and Us News and World Report magazine, Conard is ranked #2 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- six percent of students who were enrolled in AP courses took a total of 1,081 AP exams, exceeding the previous year's number of exams taken. 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. In addition, sixty students enrolled in Conard's 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 two years in a row and winning Best in Show at the 2012 Wyvern Invitational A Cappella Festival. The Conard community also celebrated the CCC West Championships for the Football team and the Boys' Swimming and Divining this fall and the Girls Ice Hockey State Championship this past winter.
