

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



Conard High School West Hartford School District

860-231-5000 • <http://conard.whps.org>

School Information

Grade Range **9-12**
Enrollment **1,493**

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

[College Enrollment, Persistence, and Graduation](#)
(National Student Clearinghouse)

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Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	730	48.9	49.0
Male	763	51.1	51.0
American Indian or Alaska Native	*	*	*
Asian	182	12.2	11.4
Black or African American	153	10.2	8.2
Hispanic or Latino	267	17.9	16.1
Pacific Islander	0	0.0	*
Two or More Races	*	*	3.5
White	850	56.9	60.6
English Language Learners	50	3.3	5.7
Eligible for Free or Reduced-Price Meals	368	24.6	21.2
Students with Disabilities ¹	157	10.5	12.0

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	50	6.8	32	4.3
Male	40	5.4	66	8.7
Black or African American	*	*	*	*
Hispanic or Latino	31	11.4	42	15.2
White	49	5.8	33	3.9
English Language Learners	6	11.5	7	13.4
Eligible for Free or Reduced-Price Meals	42	11.9	53	13.8
Students with Disabilities	29	18.6	33	19.5
School	90	6.1	98	6.5
District		5.3		3.8

Number of students in 2013-14 qualified as truant under state statute: 35

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	93.0
Paraprofessional Instructional Assistants	4.8
Special Education	
Teachers and Instructors	11.4
Paraprofessional Instructional Assistants	10.5
Administrators, Coordinators and Department Chairs	
School Level	7.7
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	10.2
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	47.0

¹In 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.

Educators by Race/Ethnicity

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.2
Asian	3	2.1	1.6
Black or African American	3	2.1	2.3
Hispanic or Latino	8	5.6	3.3
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	130	90.3	92.6

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2013-14

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.3	8.5

Instruction and Resources

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	922
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	07:30 AM
End Time	02:15 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	36	94.7
Hispanic or Latino	38	62.3	53	79.1
White	187	77.9	159	88.3
English Language Learners	*	*	11	*
Eligible for Free or Reduced-Price Meals	54	63.5	70	78.7
Students with Disabilities	18	47.4	31	79.5
School	295	73.8	288	87.0
District		62.8		82.2

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	8	*
Intellectual Disability	0	0.0
Learning Disability	55	79.7
Other Health Impairment	31	86.1
Other Disabilities	*	*
Speech/Language Impairment	12	*
School	113	71.9
District		74.8

⁴Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) for the Smarter Balanced and Connecticut Alternate Assessment(CTAA) is the test performance of both assessments in the respective subject for all students in the school. The SPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a SPI is 75 because in a school with a SPI of 75 or above, students will have performed at or above the 'goal' level on the majority of tests.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	*	0	*	*	*
Asian	52	72.7	53	66.3	42	72.8
Black or African American	35	61.1	35	43.7	37	57.3
Hispanic or Latino	54	59.8	54	45.7	63	56.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	221	77.3	223	67.2	208	75.2
English Language Learners	12	*	12	*	11	*
Non-English Language Learners	355	73.5	358	62.2	354	70.6
Eligible for Free or Reduced-Price Meals	74	61.4	75	48.4	76	55.8
Not Eligible for Free or Reduced-Price Meals	293	75.4	295	65.0	289	73.4
Students with Disabilities	36	53.8	36	37.4	40	47.3
Students without Disabilities	331	74.6	334	64.2	325	72.5
High Needs	101	60.1	101	47.3	106	54.8
Non-High Needs	266	77.3	269	67.0	259	75.8
School	367	72.6	370	61.6	365	69.7

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	78.9	323	78.9
Curl Up	N/A	N/A	N/A	88.2	323	88.2
Push Up	N/A	N/A	N/A	76.8	323	76.8
Mile Run/PACER	N/A	N/A	N/A	69.7	323	69.7
All Tests - School	N/A	N/A	N/A	50.8	323	50.8
All Tests - District	63.3	62.5	56.5	55.8		59.7

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	75.0	Yes	77.1
Hispanic or Latino	63	92.1	77.9	Yes	79.7
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	112	92.9	72.4	Yes	74.8
Students with Disabilities	32	90.6	74.6	Yes	76.7
School	346	96.2	89.8	Yes	90.3
District		94.1	91.2	Yes	91.5

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	85.4	223	60.3
Male	83.7	187	51.8
Black or African American	76.6	18	23.4
Hispanic or Latino	62.5	40	31.3
White	92.9	287	68.3
English Language Learners	50.0	*	*
Eligible for Free or Reduced-Price Meals	70.1	49	28.2
Students with Disabilities	*	*	*
School	84.5	410	56.1
District	80.8		56.7

⁴College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁵Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	84.3	96.6
Male	82.2	90.8
Black or African American	*	86.5
Hispanic or Latino	78.0	92.7
White	85.4	94.5
English Language Learners	82.9	95.5
Eligible for Free or Reduced-Price Meals	73.6	90.0
Students with Disabilities	62.9	93.1
School	83.2	93.7
District	83.1	93.0

⁶College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁷College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	72.6	75	96.8	100	96.8	67.9
	High Needs Students	60.1	75	80.1	100	80.1	56.7
Math Performance Index	All Students	61.6	75	82.2	100	82.2	59.3
	High Needs Students	47.3	75	63.0	100	63.0	47.8
Science Performance Index	All Students	69.7	75	93.0	100	93.0	56.5
	High Needs Students	54.8	75	73.0	100	73.0	45.9
Chronic Absenteeism	All Students	6.1%	<=5%	47.9	50	95.8	10.6%
	High Needs Students	12.2%	<=5%	35.6	50	71.2	17.3%
Preparation for CCR	% Taking Courses	79.6%	75%	50.0	50	100.0	66.1%
	% Passing Exams	56.1%	75%	37.4	50	74.8	37.3%
On-track to High School Graduation		96.6%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.2%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		92.0%	94%	97.8	100	97.8	77.6%
Postsecondary Entrance (Class of 2014)		83.8%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		87.3% 50.8%	75%	16.9	50	33.8	87.6% 51.0%
Arts Access		44.6%	60%	37.2	50	74.4	45.7%
Accountability Index				1060.9	1250	84.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	60.1	14.9	16.8	
Math Performance Index Gap	67.0	47.3	19.7	19.5	
Science Performance Index Gap	75.0	54.8	20.2	17.3	
Graduation Rate Gap	94.0%	92.0%	2.0%	12.6%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	94.0
	High Needs Students	94.6
Math	All Students	94.5
	High Needs Students	93.9
Science	All Students	98.9
	High Needs Students	97.3

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)