

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



Conard High School West Hartford School District

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

School Information

Grade Range **9-12**
Enrollment **1,456**

Community Information

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

Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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

Contents

Students.....	1
Educators.....	2
Instruction.....	2
Performance and Accountability.....	3

Notes

Unless otherwise noted, all data are for 2016-17 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.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, 2016 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	693	47.6	49.0
Male	763	52.4	51.0
American Indian or Alaska Native	*	*	0.1
Asian	189	13.0	11.4
Black or African American	136	9.3	8.1
Hispanic or Latino	292	20.1	18.2
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.4
White	786	54.0	57.8
English Language Learners	34	2.3	5.4
Eligible for Free or Reduced-Price Meals	361	24.8	21.2
Students with Disabilities ¹	160	11.0	12.4

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	54	7.9	19	2.8
Male	53	6.9	66	8.5
Black or African American	14	10.2	21	15.4
Hispanic or Latino	36	12.2	24	8.1
White	48	6.1	34	4.3
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	42	12.2	40	10.7
Students with Disabilities	29	19.0	17	10.2
School	107	7.3	85	5.8
District		6.2		4.1

Number of students in 2015-16 qualified as truant under state statute: 52

Number of school-based arrests: Fewer than 6

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.

School Profile and Performance Report for School Year 2016-17

Conard High School

West Hartford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	92.5
Paraprofessional Instructional Assistants	5.8
Special Education	
Teachers and Instructors	13.1
Paraprofessional Instructional Assistants	10.5
Administrators, Coordinators and Department Chairs	
School Level	8.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.2
Counselors, Social Workers and School Psychologists	11.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	47.5

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	0.0
Asian	4	2.7	1.7
Black or African American	2	1.4	2.5
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	135	91.2	91.9

Classroom Teacher Attendance, 2015-16

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.5	7.4

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	927
Half/Extended Day Kindergarten	N/A

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	19	63.3	33	97.1
Hispanic or Latino	52	76.5	63	87.5
White	178	84.4	188	97.4
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	63	73.3	74	89.2
Students with Disabilities	19	61.3	20	74.1
School	296	80.7	342	95.3
District		71.8		86.9

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	*	*
Emotional Disturbance	7	*
Intellectual Disability	0	0.0
Learning Disability	29	64.4
Other Health Impairment	38	80.9
Other Disabilities	*	*
Speech/Language Impairment	18	69.2
School	100	62.5
District		66.6

⁴Ages 6-21

School Profile and Performance Report for School Year 2016-17

Conard High School

West Hartford School District

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	47	68.9	47	72.4	46	68.3
Black or African American	28	54.9	28	50.3	40	53.5
Hispanic or Latino	63	56.9	63	52.9	76	57.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	207	72.5	207	69.2	203	74.7
English Language Learners	19	*	19	*	16	*
Non-English Language Learners	335	68.8	335	65.9	362	68.9
Eligible for Free or Reduced-Price Meals	77	55.2	77	53.0	83	57.1
Not Eligible for Free or Reduced-Price Meals	277	71.3	277	68.7	295	71.0
Students with Disabilities	27	46.5	27	39.4	47	49.4
Students without Disabilities	327	69.6	327	67.4	331	70.6
High Needs	96	54.7	96	51.7	121	55.1
Non-High Needs	258	72.7	258	70.3	257	74.0
School	354	67.8	354	65.3	378	68.0

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	71.8	386	71.8
Curl Up	N/A	N/A	N/A	88.1	386	88.1
Push Up	N/A	N/A	N/A	76.2	386	76.2
Mile Run/PACER	N/A	N/A	N/A	70.5	386	70.5
All Tests - School	N/A	N/A	N/A	47.2	386	47.2
All Tests - District	64.1	57.8	49.1	47.8		54.7

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.

School Profile and Performance Report for School Year 2016-17

Conard High School

West Hartford School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	60	90.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	112	88.4
Students with Disabilities	37	89.2
School	396	95.5
District		93.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	233	67.1
Male	97.6	259	68.3
Black or African American	96.9	27	42.2
Hispanic or Latino	97.1	61	43.6
White	98.5	319	79.0
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	95.3	70	41.4
Students with Disabilities	82.8	6	10.3
School	98.1	492	67.8
District	96.3		64.0

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation 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.

Copyright © 2017 The College Board. www.collegeboard.org

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

Copyright © 2017 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2017

College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	85.9	94.2
Male	84.1	86.3
Black or African American	*	76.7
Hispanic or Latino	68.4	83.0
White	91.5	93.5
English Language Learners	*	90.0
Eligible for Free or Reduced-Price Meals	71.4	89.0
Students with Disabilities	64.9	84.0
School	85.1	90.4
District	84.4	91.9

⁵College 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.

⁶College 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

School Profile and Performance Report for School Year 2016-17

Conard High School

West Hartford School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.8	75	90.4	100	90.4	67.1
	High Needs Students	54.7	75	72.9	100	72.9	55.9
Math Performance Index	All Students	65.3	75	87.0	100	87.0	62.2
	High Needs Students	51.7	75	68.9	100	68.9	50.5
Science Performance	All Students	68.0	75	90.6	100	90.6	55.3
	High Needs Students	55.1	75	73.5	100	73.5	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	7.3%	<=5%	45.3	50	90.6	9.9%
	High Needs Students	14.1%	<=5%	31.9	50	63.8	15.8%
Preparation for CCR	% Taking Courses	87.9%	75%	50.0	50	100.0	70.7%
	% Passing Exams	67.8%	75%	45.2	50	90.4	43.5%
On-track to High School Graduation		90.4%	94%	48.1	50	96.2	87.8%
4-year Graduation All Students (2016 Cohort)		95.5%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		95.3%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		85.1%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		99.0% 47.2%	75%	31.4	50	62.9	92.0% 51.6%
Arts Access		41.3%	60%	34.4	50	68.8	50.5%
Accountability Index				1069.7	1250	85.6	

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	72.7	54.7	18.0	16.6	
Math Performance Index Gap	70.3	51.7	18.6	18.5	
Science Performance Index Gap	74.0	55.1	18.9	16.5	
Graduation Rate Gap	94.0%	95.3%	-1.3%	9.3%	N

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

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

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	98.9
	High Needs Students	97.2
Math	All Students	98.9
	High Needs Students	97.2
Science	All Students	98.7
	High Needs Students	97.0

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.