

STRATEGIC SCHOOL PROFILE 2000-01

High School Edition

Conard High School
West Hartford School District

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Telephone: 860-521-1350
 School Type: Traditional/Regular

Education Reference Group (ERG): B ERG 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).
 Data were provided by the local school district during the fall of 2000.

STUDENT ENROLLMENT

School Grade Range 9-12
 Total Enrollment 1408
 5-Year Enrollment Change 16.2%

**FACILITIES**

of Permanent General Classrooms 79
 # of Portable Classrooms 0
 Year of Original Construction 1957

SCHOOL NEED

Current and Past School Need	Year	School	ERG High Schools	State High Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2000-01	14.7	3.3	16.4
% of K-12 Students with Non-English Home Language	2000-01	21.0	7.0	11.2
	1998-99	21.0	7.0	11.6
% of Juniors and Seniors Working More than 16 Hours Per Week	2000-01	18.4	23.6	31.7
	1995-96	22.1	27.7	29.9

Enrollment in Special Programs	Students in School	Percent in School	% in ERG High Schools	% in State High Schools
Bilingual Education and English as a Second Language Services (K-12)	39	2.8	1.3	2.5
Compensatory Education	29	2.1	0.7	8.6
Gifted and Talented Program	1	0.1	2.6	2.2
Special Education	193	13.7	11.8	11.9
Migrant Education	0	0.0	0.0	0.2

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	5	0.4
Asian American	133	9.4
Black	142	10.1
Hispanic	190	13.5
White	938	66.6

Total Minority 2000-01 33.4%

Total Minority 1995-96 26.8%



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 offers a variety of programs and opportunities for its diverse student population and faculty to interact and learn from and about one another.

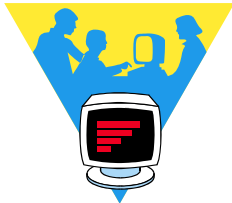
- The Cultural Connection Club meets bimonthly to discuss and plan programs to break down barriers between different groups. Students participated in an assembly on racial and gender diversity issues, which included student speakers and student skits.
- The Gay/Straight Alliance helps to increase tolerance and understanding among students and faculty in a variety of ways. A program was set up in the spring during each lunch period for two days dealing with these issues.
- A Diversity Committee meets regularly to recommend ways to celebrate Conard's diversity.
- Through Common Ground students developed leadership and service skills along with diverse students from other Hartford area public high schools.
- Conard's ESOL Program provides both peer tutors to assist ESOL reading students weekly and faculty mentors who meet with ESOL students regularly. At an annual International Day Celebration, ESOL students shared their culture and traditions through an ethnic food festival. Five to ten ESOL students learned first-hand about American government through the Close Up Program for New Americans in Washington, D.C.
- One of our teachers was chosen as the winner of the Joseph Korzenik Holocaust Education Award.

SCHOOL RESOURCES

Instructional Time*	School	ERG High Schools	State High Schools
Total Hours of Instruction Per Year	981	994	999

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

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	ERG High Schools	State High Schools
Video	100.0	76.0	69.3
Voice	100.0	79.4	69.1
Data	100.0	93.4	81.6
Internet Access	100.0	91.3	82.2
Multi-Room Network (LAN)	0.0	62.7	47.2

Computers	School	ERG HS	State HS
# of Students Per Academic Computer	5.1	4.6	4.1
% of Computers that are High or Moderate Power	98.6	94.5	92.8
% of Computers with High Speed Internet Access	98.6	89.5	77.0
% of Internet Computers with Filtering Software	98.6	66.4	74.5

This school does not have a functional satellite link.

LIBRARY MATERIALS

On-line periodicals are available at this school through at least one on-line periodical subscription service. In Connecticut, 83.0% of the high schools subscribe to at least one service.

Library Materials	School	ERG HS	State HS
# of Print Volumes Per Student*	23.7	20.5	17.5
% of Print Volumes Purchased in the Last Three Years	20.7	7.6	9.3
# of Print Periodical Subscriptions	118	95.1	60.5
# of Non-Print Materials	1899	1340.1	783.4

*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	ERG	State
Algebra I	27.0	18.9	19.8
Biology I	17.4	19.4	19.7
English, Grade 10	19.4	19.6	19.6
American History	21.6	21.1	20.6

School Staff Count Full-Time Equivalent	2000-2001	1999-2000
# of Certified Staff		
Teachers	91.7	83.5
Administrators	4.1	4.1
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	9.0	N/A
Other Professionals	3.9	N/A
# of Non-Certified Instructional	16.0	17.0

Professional Staff Race/Ethnicity	2000-01	1999-2000	1995-96
% Minority	4.2	4.7	0.9
Professional Staff Experience and Training	School	ERG High School	State High School
Average Number of Years Experience in CT	14.5	15.0	14.9
% with Master's Degree or Above	80.0	81.4	76.4
% Trained as Mentors, Assessors, or Cooperating Teachers	25.8	27.1	24.3

SCHOOL PROCESSES

Student and Teacher Statistics	School	ERG High Schools	State High Schools
% of Students Retained in Grade after 1999-2000 School Year	2.9	2.2	5.7
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	7.7	6.9	7.4
% Certified Staff Assigned to Same School the Previous Year	84.2	84.4	83.6

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-out Remedial Instruction	No	No
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2000)	No	No
Other	No	No



% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	ERG High Schools	State High Schools
During the 1999-2000 School Year	32.5	27.1	21.9
During the 1995-96 School Year	30.9	24.4	16.0

Advanced Placement Courses	School	ERG High Schools	State High Schools
Number of Courses for which Students were Tested	17	13.1	8.4
% of Grade 12 Students Tested	23.8	21.2	14.5
% of Exams Scored 3 or More*	74.3	78.8	71.1

*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	ERG	State Requirement
Required for Class of 2000	21.8	21.3	20.0

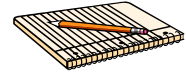
% of Class of 2000 Graduates who Earned Credit in Selected Subjects	School	ERG High Schools	State High Schools
Algebra I or Equivalent	93.4	94.0	88.4
Chemistry	60.7	80.1	66.2
4 or More Credits in Mathematics	52.9	71.8	59.7
3 or More Credits in Science	73.9	89.9	80.0
4 or More Credits in Social Studies	11.8	43.0	44.5
Credit for Level 3 or Higher in the Same World Language	77.9	74.3	55.3
2 or More Credits in Vocational Education	54.0	54.3	59.4
2 or More Credits in the Arts	44.9	47.8	41.2

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. The goal represents a demanding level of achievement which is reasonable to expect of students in the spring of their 10th grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.

Conn. Academic Performance Test, 2 nd Gen. % Grade 10 Meeting State Goal	School	ERG	State
Reading Across the Disciplines	63	62	42.2
Writing Across the Disciplines	63	65	48.7
Mathematics	59	63	44.6
Science	63	61	43.4
All Four Tests	39.6	36.4	22.6
Participation Rate	88.8	93.8	90.1

Results on the Second Generation test are not comparable to the test results of previous years.




Connecticut Academic Performance Test Index, Second Generation: The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level).

Connecticut Academic Performance Test Index, Second Generation	School	ERG	State
Reading Across the Disciplines	83.7	83.6	70.9
Writing Across the Disciplines	83.7	84.7	74.8
Mathematics	80.0	83.5	70.3
Science	83.3	84.4	72.2

Results on the Second Generation test are not comparable to the test results of previous years.

Scholastic Assessment Test	Class of 1996	Class of 2000		
	School	School	ERG	State
% of Graduates Tested	88.4	87.1	92.0	77.8
Mathematics: Average Score	516	530	544	503
Mathematics: % Scoring 600 or More	25.4	30.4	32.8	22.0
Verbal: Average Score	521	520	534	501
Verbal: % Scoring 600 or More	26.2	28.3	27.9	20.1

Student Attendance	School	ERG HS	State HS
% on October 1, 2000	95.0	94.8	92.8

Physical Fitness, Grade 10 	School	ERG	State
% Passing All 4 Tests	43.1	47.1	37.8

Dropout Rates	School	ERG	State
Cumulative Four-Year Rate for Class of 2000	14.5	5.1	12.2
1999-2000 Annual Rate for Gr. 9 through 12	2.2	1.1	3.1
1995-96 Annual Rate for Grades 9 through 12	3.0	1.7	4.6

Class of 2000: Number of National Merit Scholarship Semi-Finalists: 2



Activities of Graduates	Class of	School	ERG	State
% Attending Two- or Four-Year Colleges	2000	86.0	87.2	75.4
	1995	85.8	82.9	71.5
% Employed or in Military	2000	12.1	8.3	17.6
	1995	13.4	11.0	18.5

EVIDENCE OF SUSTAINED IMPROVEMENT IN STUDENT ACCOMPLISHMENTS

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.

Improvements in Student Performance and Achievement

An analysis of data regarding Advanced Placement ranks Conard as one of the top schools in the state. AP student participation rates and results show steady growth during the last five years, with a 25% increase over last year's participation and 67% of the scores above 3 on a 5-point scale. We offer 18 AP courses at Conard.

Student Accomplishments

Conard students continue to be highly involved in the life of the school. Seven hundred students participated in 41 clubs while 671 athletes competed on teams in more than 28 different interscholastic boys' and girls' sports and 65% of Conard students contributed 3000 hours of community service. Award-winning music, arts and drama programs afford students a variety of means to develop and express their talents.

Major Areas of Need and Plans for Improvement

Efforts to support at-risk students, to increase parental involvement and decrease the dropout rate are underway. Courses will be offered next year that will help to increase our minority participation in AP and Honors classes and provide support to students as well. SAT scores remain the same as last year with 92% of students participating. SAT improvements will continue to be a priority. Teachers will incorporate PSAT/SAT preparation and test-taking strategies into their regular instruction, as well as reviews of PSAT results with students.

SUPPLEMENTAL SCHOOL INFORMATION

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.

CURRICULUM AND SCHOOL PROGRAMS

- We are designated a National School of Excellence by the U.S. Department of Education.
- We had seven semi-finalist and ten commended students in the National Merit Scholarship competition.
- We had 321 students take 544 Advanced Placement examinations.
- Our curricular offerings include 18 Advanced Placement courses in English, foreign languages, mathematics, science, social studies, and art.

COMMUNITY OUTREACH AND PARTNERSHIP

- Our HOPE Club sponsored food drives, which benefits the Greater Hartford Community.
- Our "Empty Bowls" project raised \$4,500 for homeless shelter.
- We require a community service component from every student in American Government classes.

PROFESSIONAL DEVELOPMENT AND RECOGNITION

- Most of our faculty hold Master's degree; 34 have six year degrees, and six faculty members have doctorates.
- Our guidance department was recognized by the Connecticut School Counselor's Association for outstanding parent programs.

OUR PLANS FOR IMPROVEMENT

- We are continuously working to decrease our dropout rate, improve our SAT and CAPT scores and increase the number of students taking AP exams.
- Our award of The Connecticut State Department Minority Achievement Grant will allow us to implement College Board programs designed for closing the achievement gap.

Strategic School Profiles may be viewed on the internet at www.csde.state.ct.us/public/der/datacentral . 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

