

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Conard High School West Hartford School District

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

School Information

Grade Range	9-12
Enrollment	1,380
Per Pupil Expenditures	\$16,043
Total Expenditures	\$22,491,879

Expenditure data reflect the 2023-24 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	3
Performance and Accountability.....	4

Notes

Unless otherwise noted, all data are for 2024-25 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 <https://edsight.ct.gov>

For district totals, please see the district profile.
* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	School Count	School Percent (%)	District Percent (%)
Female	717	52.0	49.5
Male	*	*	50.4
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	158	11.4	10.3
Black or African American	109	7.9	8.0
Hispanic or Latino of any race	342	24.8	21.6
Native Hawaiian or Other Pacific Islander	*	*	0.2
Two or More Races	64	4.6	6.1
White	703	50.9	53.6
English Learners/Multilingual Learners	83	6.0	8.6
Eligible for Free or Reduced-Price Meals	462	33.5	28.5
Students with Disabilities	199	14.4	18.6

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	123	17.2	38	5.2
Male	*	*	38	5.7
Non-Binary	*	*	0	*
Black or African American	22	19.6	16	13.9
Hispanic or Latino of any race	86	25.1	31	8.6
White	78	11.2	18	2.5
English Learners/Multilingual Learners	22	26.2	*	*
Eligible for Free or Reduced-Price Meals	114	26.0	55	11.0
Students with Disabilities	55	28.5	24	11.2
All Students - School	211	15.3	76	5.4
All Students - District		9.9		3.6

A student is **chronically absent** if they miss 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 73
Number of school-based arrests: 7

School Profile and Performance Report for School Year 2024-25

Conard High School

West Hartford School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	88.4
General Education Paraprofessionals	11.0
Special Education Teachers and Instructors	13.9
Special Education Paraprofessionals	11.0
School Level Administrators	7.1
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	13.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	40.8

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.

Educators by Race/Ethnicity

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	1	0.7	0.1
Asian	5	3.7	2.6
Black or African American	1	0.7	2.9
Hispanic or Latino of any race	10	7.4	4.4
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	119	87.5	89.9

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	13.8
District	11.9

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	12	9	10.1
Teachers	10	9.3	10.8

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in 2022-23 but were not staffed in a certified educator position in 2023-24.

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

School Profile and Performance Report for School Year 2024-25

Conard High School

West Hartford School District

Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$14,658,888	\$10,456
Support Services - Students	\$1,998,481	\$1,425
Improvement of Instruction	\$44,917	\$32
Library and Media Services	\$162,989	\$116
Support Services - Instruction	\$228,392	\$163
Support Services - School-Based Administration	\$2,766,179	\$1,973
Operation and Maintenance of Plant	\$1,653,069	\$1,179
Transportation Other Than to/From Home	\$1,641	\$1
Enterprise Operations	\$977,323	\$697
Total	\$22,491,879	\$16,043

Total per pupil expenditures (PPE) including share of district central expenditures is \$19,785.

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	10	47.6
Emotional Disability	11	*
Intellectual Disability	0	0.0
Learning Disability	83	73.5
Other Health Impairment	25	64.1
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - School	132	66.3
All Disabilities - District		67.3

This table includes students ages 6-21 with an IEP or services plan.

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	27	84.4	22	88.0
Hispanic or Latino of any race	59	84.3	98	97.0
White	170	88.5	168	100.0
English Learners/Multilingual Learners	14	70.0	14	*
Eligible for Free or Reduced-Price Meals	87	82.1	101	95.3
Students with Disabilities	33	73.3	38	100.0
All Students - School	310	88.1	340	98.3
All Students - District		88.3		97.1

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

School Schedule

Category	Value
Days of Instruction	182
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	921
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:30 AM
School End Time	02:15 PM

School Profile and Performance Report for School Year 2024-25

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.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	39	65.0	39	65.8	39	75.0
Black or African American	30	54.7	30	47.0	30	60.3
Hispanic or Latino of any race	66	50.9	66	48.5	64	60.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	188	67.7	188	64.4	188	79.8
English Learners/Multilingual Learners	25	36.3	25	38.1	25	41.9
Non-English Learners/Non-Multilingual Learners	317	65.1	317	61.6	315	76.6
Eligible for Free or Reduced-Price Meals	115	49.9	115	47.6	113	59.0
Not Eligible for Free or Reduced-Price Meals	227	69.7	227	66.1	227	81.6
Students with Disabilities	43	42.9	43	40.1	41	50.8
Students without Disabilities	299	65.9	299	62.7	299	77.3
High Needs	137	49.8	137	47.3	134	59.2
Non-High Needs	205	71.9	205	68.3	206	83.7
School	342	63.0	342	59.9	340	74.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP 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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	N/A	71.6	317	71.6
Curl Up	N/A	N/A	N/A	91.5	317	91.5
Push Up	N/A	N/A	N/A	79.6	318	79.6
Mile Run/PACER	N/A	N/A	N/A	54.7	318	54.7
All Tests - School	N/A	N/A	N/A	39.4	317	39.4
All Tests - District	47.6	50.7	36.6	43.2		44.6

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation.

School Profile and Performance Report for School Year 2024-25

Conard High School

West Hartford School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	32	96.9
Hispanic or Latino of any race	69	85.5
White	219	93.6
English Learners/Multilingual Learners	25	68.0
Eligible for Free or Reduced-Price Meals	134	89.6
Students with Disabilities	74	79.7
All Students - School	384	92.7
All Students - District		92.2

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	291	81.1
Male	*	*
Non-Binary	*	*
Black or African American	31	54.4
Hispanic or Latino of any race	101	59.1
White	307	85.3
English Learners/ Multilingual Learners	8	21.6
Eligible for Free or Reduced-Price Meals	111	52.4
Students with Disabilities	25	30.1
All Students - School	529	75.8
All Students - District		68.9

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

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

Copyright © 2025 The College Board. www.collegeboard.org

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

Copyright © 2025 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2025

College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	89.3	94.1
Male	*	90.5
Non-Binary	*	*
Black or African American	74.2	81.0
Hispanic or Latino of any race	63.8	89.1
White	89.1	95.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	72.0	86.7
Students with Disabilities	66.7	71.4
All Students - School	83.4	92.5
All Students - District	81.0	94.3

College 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.

College 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 2024-25

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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	63.0	75	126.1	150	84.0	64.7
ELA Performance Index	High Needs Students	49.8	75	99.6	150	66.4	54.9
Math Performance Index	All Students	59.9	75	119.8	150	79.8	61.1
Math Performance Index	High Needs Students	47.3	75	94.6	150	63.1	50.6
Science Performance Index	All Students	74.1	75	98.8	100	98.8	62.6
Science Performance Index	High Needs Students	59.2	75	79.0	100	79.0	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	56.5%	100%	28.3	50	56.5	58.7%
Progress Toward English Proficiency	Oral	66.6%	100%	33.3	50	66.6	55.7%
Chronic Absenteeism	All Students	15.3%	<=5%	29.3	50	58.6	17.2%
Chronic Absenteeism	High Needs Students	25.9%	<=5%	8.2	50	16.4	24.8%
% Taking CCR Courses	All Students	93.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	75.8%	75%	50.0	50	100.0	47.2%
On-track to High School Graduation	All Students	96.5%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	92.7%	94%	98.6	100	98.6	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	93.9%	94%	99.9	100	99.9	87.3%
Postsecondary Entrance (Class of 2024)	All Students	83.4%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	39.4%	75%	26.3	50	52.6	49.0%
Arts Access	All Students	41.1%	60%	34.2	50	68.5	55.1%
Accountability Index				1226.0	1550	79.1	

Physical Fitness Estimated Participation Rate - School: 94.6% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	71.9	49.8	22.0	17.1	Y
Math Performance Index Gap	68.3	47.3	21.0	18.6	Y
Science Performance Index Gap	75.0	59.2	15.8	18.3	N
Graduation Rate Gap	94.0%	93.9%	0.1%	6.5%	N

If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.9
ELA	High Needs Students	98.6
Math	All Students	98.9
Math	High Needs Students	98.6
Science	All Students	98.6
Science	High Needs Students	97.9

Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>