

SCHOOL REPORT CARD

for the 2009-2010 school year



Conner High School

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School Enrollment: 1187

Our School Council

Lee Abdon
Tim Hitzfield
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Candy Collins
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Dear Parents/Guardians: This report card for the 2009-2010 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning environment, and more. For a more detailed look at our school, please go to <http://www.education.ky.gov> and select School Report Cards on the blue navigation bar to the left of the homepage.

About Our School: Conner High School is a four-year comprehensive high school that is accredited by the Southern Association of Colleges and Schools. We serve students of northern Boone County. Conner High School is governed by a school-based council under policies established by the Boone County Board of Education. We offer a range of courses to meet the needs of our students in accord with our mission statement: "The mission of the faculty, staff, and students of Conner High School is to provide a safe and caring environment for all students to learn and achieve at high levels academically, socially, physically, and emotionally in order to promote individual pursuit of post-secondary studies and workplace environments in the twenty-first century. Our students are individually and collectively our number one priority."

How We Ensure Educational Equity: A collaborative special education model is being used to address the needs of special populations in the least restrictive environment. Differentiation of instruction training has been received by the faculty in order to meet the needs of varying levels of ability from students with disabilities to students who are identified as gifted and talented. Incoming freshmen are being pre-tested to determine gaps in instruction in order to meet their needs and decrease the ninth grade retention rate. Extended School Services are provided for students who are identified as at-risk. Data from reports about all classes are analyzed yearly to determine what steps are needed to ensure that all programs are providing equal access for both genders as well as race and disability.

School NCLB Accountability Reporting Annual Yearly Progress

Student Group	Reading						Mathematics						Science			Other Academic Indicators					
	Percent Tested			Percent Proficient & Distinguished			Percent Tested			Percent Proficient & Distinguished			Percent Tested			Proficient & Distinguished % (Novice %) Elem. And Middle			Graduation Rate (High School)		
	Goal 95%			Goal 59.63%			Goal 95%			Goal 59.88%						Goal 86.75%					
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	100	100	99.92	67.51	80.13	71.86	100	100	99.92	52.56	72.82	64.14	100	100	99.91		66.28 (4.76)	56.88 (8.23)		88.89	83.92
African-American		100	99.83		70.83	53.79		100	99.83		56.62	41.79		100	99.82						
American Indian/ Native Alaskan			99.63			65.16			99.63			57.41			100.00						
Asian/Pacific Islander		100	99.98		78.34	79.60		100	99.98		84.55	80.07		100	100.00						
Hispanic		100	99.85		67.19	65.19		100	99.85		53.4	57.86		100	99.92						
White	100	100	99.93	67.86	81.05	74.37	100	100	99.93	53.16	73.89	67.08	100	100	99.92						
Students with Disabilities	100	100	99.89	33.33	55.03	48.69	100	100	99.89	26.19	45.81	43.41		100	99.87						
Limited English Proficiency		100	99.97		65.16	58.25		100	99.97		58.5	45.31		100	100.00						
Economically Disadvantaged	100	100	99.91	55.41	68.15	63.45	100	100	99.91	47.46	59.84	55.35		100	99.90						
Migrant			100.00			59.38			100.00			53.96			100.00						
Male	100	100	99.91	60.56	75.96	66.59	100	100	99.91	50.31	71.97	63.04	100	100	99.88						
Female	100	100	99.93	74.81	84.72	77.45	100	100	99.93	55.38	73.76	65.32	100	100	99.94						

Testing Year	Adequate Yearly Progress (AYP) Summary		
	Reading	Mathematics	Overall AYP
2001-02			
2002-03			
2003-04			
2004-05			
2005-06			
2006-07			
2007-08			
2008-09	Y	N	N
2009-10	N	S	N
2010-11			
2011-12			
2012-13			
2013-14			

School Year	Consequences	
	Title I	School Status
2002-03		
2003-04		
2004-05		
2005-06		
2006-07		
2007-08		
2008-09		
2009-10	N	
2010-11	N	
2011-12		
2012-13		
2013-14		
2014-15		

Y=Met the goals N=Did not meet the goals NA=Not applicable
S=Safe Harbor, did not make goal but made significant improvement

NCLB Consequences (Title I)

- **School Improvement - Yr 1** (2 years not making AYP): Notify parents, implement school choice, and write or revise school plan.
- **School Improvement - Yr 2** (3 years not making AYP): Notify parents, continue school choice, revise school plan, and offer supplemental services.
- **Corrective Action - Yr 1** (4 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, and implement corrective action.
- **Corrective Action - Yr 2** (5 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and write a plan for Alternative Governance.
- **Restructuring** (6 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and implement Alternative Governance Plan.

State Assistance (Non-Title I)

Senate Bill I, signed into law in March 2009, requires state accountability for Non-Title I schools. If a non-Title I school does not make AYP in the same content area for two consecutive years, the school will be eligible for state assistance. The description “Eligible for State Assistance” will appear in the Consequences, School Status column, followed by the number “1” or “2” indicating the number of years eligible.

How We Are Doing

Kentucky's Interim School Testing and Accountability System has three parts: the Kentucky Core Content Tests (KCCT); readiness tests by grade level; and other measures of a school's performance, including attendance, retention and dropout rates. This interim system will be replaced in the 2011-12 school year by a new testing and accountability system structured as required by statute. The goal is that, by 2014, nearly all students will score proficient or distinguished in every subject area tested.

School Assessment		Grade 10 - Reading					2009-2010		
Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	5	30	59	6	65.29	67.9	61.84
	2009-2010	100	3	29	60	8	67.51	70.19	61.33
African-American	2008-2009	100	9	27	64	0	63.64	51.52	44.25
	2009-2010	100	0	27	55	18	72.73	63.04	43.87
American Indian/ Native Alaskan	2008-2009	--	--	--	--	--	--	--	69.35
	2009-2010								56.25
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	58.33	74.72
	2009-2010	--	--	--	--	--	--	61.9	70.26
Hispanic	2008-2009	--	--	--	--	--	--	68.57	52.7
	2009-2010	--	--	--	--	--	--	48.57	48.4
White	2008-2009	100	4	31	58	7	64.95	68.53	64.28
	2009-2010	100	3	29	60	8	67.86	71.24	63.85
Students with Disabilities	2008-2009	100	20	43	33	4	37.04	29.41	22.98
	2009-2010	100	15	52	33	0	33.33	31.82	27.01
Limited English Proficiency	2008-2009	--	--	--	--	--	--	31.03	27.23
	2009-2010	--	--	--	--	--	--	26.92	15.83
Economically Disadvantaged	2008-2009	100	11	38	49	2	50.77	50.18	51.45
	2009-2010	100	5	39	53	3	55.41	54.05	49.66
Migrant	2008-2009								50.94
	2009-2010								41.3
Male	2008-2009	100	6	33	56	5	61.02	61.51	53.84
	2009-2010	100	4	35	57	4	60.56	63.99	54.44
Female	2008-2009	100	4	26	63	8	70.8	74.88	70.28
	2009-2010	100	2	23	63	12	74.81	76.92	68.66

School Assessment

Grade 11 - Mathematics

2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	24	30	36	10	46.35	49.65	41.19
	2009-2010	100	18	29	38	14	52.56	49.14	40.28
African-American	2008-2009	--	--	--	--	--	--	25.64	20.82
	2009-2010	--	--	--	--	--	--	22.22	21.11
American Indian/ Native Alaskan	2008-2009	--	--	--	--	--	--	--	34.48
	2009-2010	--	--	--	--	--	--	--	25.45
Asian/Pacific Islander	2008-2009							75	69.71
	2009-2010	--	--	--	--	--	--	66.67	68.2
Hispanic	2008-2009	--	--	--	--	--	--	48.39	34.26
	2009-2010	100	30	30	40	0	40	46.15	31.37
White	2008-2009	100	24	28	37	11	47.83	50.24	43.61
	2009-2010	100	18	29	38	15	53.16	50.27	42.65
Students with Disabilities	2008-2009	100	67	21	13	0	12.82	10.71	15.93
	2009-2010	100	52	21	21	5	26.19	21.19	17.55
Limited English Proficiency	2008-2009	--	--	--	--	--	--	50	20.52
	2009-2010							30	14.29
Economically Disadvantaged	2008-2009	100	41	33	24	2	25.86	32.56	28.1
	2009-2010	100	25	27	39	8	47.46	37.13	28.65
Migrant	2008-2009								29.46
	2009-2010								31.01
Male	2008-2009	100	26	27	34	14	47.45	50.87	40.63
	2009-2010	100	19	31	34	16	50.31	46.65	39.16
Female	2008-2009	100	23	32	39	7	45.26	48.4	41.76
	2009-2010	100	18	27	43	12	55.38	51.88	41.44

School Assessment

Grade 11 - Science

2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	20	42	31	6	37.59	46.75	41.23
	2009-2010	100	12	36	44	8	51.54	52.08	41.14
African-American	2008-2009	--	--	--	--	--	--	28.21	17.92
	2009-2010	--	--	--	--	--	--	25	17.93
American Indian/ Native Alaskan	2008-2009	--	--	--	--	--	--	--	36.21
	2009-2010	--	--	--	--	--	--	--	43.64
Asian/Pacific Islander	2008-2009							50	58.51
	2009-2010	--	--	--	--	--	--	41.67	56.58
Hispanic	2008-2009	--	--	--	--	--	--	45.16	31.71
	2009-2010	100	10	60	30	0	30	48.72	28.98
White	2008-2009	100	19	42	33	6	39.13	47.53	44.21
	2009-2010	100	11	36	45	8	53.16	53.7	44.25
Students with Disabilities	2008-2009	100	46	46	8	0	7.69	13.39	18.32
	2009-2010	100	40	33	24	2	26.19	24.58	17.79
Limited English Proficiency	2008-2009	--	--	--	--	--	--	0	8.64
	2009-2010							5	6.38
Economically Disadvantaged	2008-2009	100	33	41	22	3	25.86	31.16	28.75
	2009-2010	100	20	34	39	7	45.76	40.08	29.38
Migrant	2008-2009								34.82
	2009-2010								34.88
Male	2008-2009	100	19	36	38	7	45.26	51.39	45.37
	2009-2010	100	12	35	45	8	53.37	54.13	43.43
Female	2008-2009	100	21	49	25	5	29.93	41.99	37.03
	2009-2010	100	13	38	42	7	49.23	49.83	38.77

School Assessment

Grade 11 - Social Studies

2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009	100	20	37	30	14	43.43	53.21	40.68
	2009-2010	100	13	41	31	15	46.08	51.67	39.86
African-American	2008-2009	--	--	--	--	--	--	46.15	24.42
	2009-2010	--	--	--	--	--	--	27.78	22.03
American Indian/ Native Alaskan	2008-2009	--	--	--	--	--	--	--	50
	2009-2010	--	--	--	--	--	--	--	40
Asian/Pacific Islander	2008-2009							50	62.03
	2009-2010	--	--	--	--	--	--	41.67	56.8
Hispanic	2008-2009	--	--	--	--	--	--	35.48	28.7
	2009-2010	100	20	30	40	10	50	48.72	29.41
White	2008-2009	100	19	37	31	13	44.27	53.97	42.77
	2009-2010	100	12	41	32	15	47.21	52.8	42.2
Students with Disabilities	2008-2009	100	59	28	13	0	12.82	19.82	17.76
	2009-2010	100	31	48	17	5	21.43	24.58	17.55
Limited English Proficiency	2008-2009	--	--	--	--	--	--	0	8.21
	2009-2010							5	5.87
Economically Disadvantaged	2008-2009	100	40	31	24	5	29.31	34.42	27.67
	2009-2010	100	17	41	32	10	42.37	40.51	27.96
Migrant	2008-2009								29.46
	2009-2010								26.36
Male	2008-2009	100	18	38	29	15	44.53	53.82	40.97
	2009-2010	100	17	37	33	14	46.63	50.39	38.14
Female	2008-2009	100	22	36	30	12	42.34	52.58	40.39
	2009-2010	100	9	45	30	15	45.38	53.08	41.65

School Assessment

Grade 12 - Writing On-Demand

2009-2010

Student Group	School Year	School Percent					School Percent Proficient and Distinguished	District Percent Proficient and Distinguished	State Percent Proficient and Distinguished
		Tested Students	Novice Students	Apprentice Students	Proficient Students	Distinguished Students			
All Students	2008-2009		5	44	38	13	50.81	44.54	34.97
	2009-2010		6	37	45	12	56.73	48.69	35.04
African-American	2008-2009	--	--	--	--	--	--	33.33	25.91
	2009-2010	--	--	--	--	--	--	36.84	26.94
American Indian/ Native Alaskan	2008-2009							--	31.25
	2009-2010	--	--	--	--	--	--	--	29.82
Asian/Pacific Islander	2008-2009	--	--	--	--	--	--	43.75	54.35
	2009-2010	--	--	--	--	--	--	27.78	55.46
Hispanic	2008-2009	--	--	--	--	--	--	37.04	29.01
	2009-2010	--	--	--	--	--	--	40	29.94
White	2008-2009		5	44	37	13	50.67	45.12	36.02
	2009-2010		6	38	44	13	56.25	49.62	35.75
Students with Disabilities	2008-2009		34	60	6	0	5.71	6.93	12.74
	2009-2010		29	62	7	2	9.52	10.17	16.28
Limited English Proficiency	2008-2009							9.09	14.2
	2009-2010	--	--	--	--	--	--	23.53	13.71
Economically Disadvantaged	2008-2009		14	55	25	7	31.82	26.49	24.79
	2009-2010		13	48	24	16	39.68	31.74	25.68
Migrant	2008-2009								24.24
	2009-2010								27.96
Male	2008-2009		9	51	31	9	39.74	34.26	25.54
	2009-2010		8	45	40	7	47.14	39.24	26.09
Female	2008-2009		1	37	44	18	61.39	54.7	44.26
	2009-2010		4	30	50	17	66.67	58.38	44.15

PLAN TESTING: 10th grade students in Kentucky are being given the PLAN assessment from ACT, Inc. This assessment predicts attainment on the ACT assessment and suggests performance in college. These scores are reported as scale scores from 1 to 32. For further information on this test and the other components of the Educational Planning and Assessment System (EPAS) go to the KDE homepage (<http://www.education.ky.gov>) and select School Report Card from the blue navigation bar.

PLAN						
2009			2010			
	School	District	State	School	District	State
Reading	16.8	16.9	16.0	17.3	17.4	16.2
Mathematics	18.1	17.8	16.4	18.8	18.4	16.5
English	16.3	16.5	15.9	16.6	16.7	15.8
Science	18.0	18.4	17.4	18.6	18.7	17.6
Composite	17.4	17.5	16.6	17.9	17.9	16.7

Other Measures: The third component of the Kentucky Testing System is our school's performance in attendance, retention*, dropout rate, and for successful transition to adult life. Data in these tables reflect our performance during the 2008-2009 school year.

* The percent of students who had to repeat the grade.

	Attendance Rate	Retention Rate	Dropout Rate	Graduation Rate
School	93.6%	4.2%	2.7%	0.0%
District	95.6%	1.7%	1.0%	88.9%
State	94.2%	2.8%	2.0%	83.9%

Transition to Adult Life

College	Military	Work	Voc/Tech Training	Work & PT School	Not Successful
68.1%	5.3%	21.7%	4.9%	0.0%	0.0%
68.7%	2.9%	12.4%	12.8%	2.8%	0.6%
56.4%	2.4%	22.8%	6.3%	6.5%	5.6%

Our Learning Environment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign in	All Parents Received the District Discipline Code	% Classrooms with Outside Line
Y	Y	100%

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st Degree Assault	0	0	0
Drug Violation	5	5	0
Weapons Violations	0	0	0

Procedures in Place In Our School for Drug and Weapons Detection:

All entrances that are open to students to enter in the morning are monitored. Once school begins, all doors except the one leading directly into the office are kept locked. Drug dogs are brought into the school periodically. A school resource officer is present in our school on a daily basis. Eighteen cameras are used to monitor the outside grounds and interior hallways on a twenty-four hour basis.

Student Resources

	Spending per Student	Student/Teacher Ratio	% Computers 5 Years Old or Less	Students per Internet Connected Computer
Our School	\$6,429	16.0:1	53.8%	3.1:1
District	\$7,738	17.0:1	63.5%	3.0:1
State	\$10,742	15.0:1	76.6%	2.7:1

How We Use Technology To Teach:

Technology is used in the classroom for the purpose of research, powerpoint presentations, interactive webquest, formative assessments through the CPS systems, grade cameras, document cameras and communication. All teachers have received professional development on integrating technology into instruction. Students also use technology to make multimedia presentations to and by students for recognition ceremonies, pep rallies and academic assemblies. All classrooms have an interactive white board and a projector. Courses in CAD, MOS, Word Processing, Web Design, and A+ are taught.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or its Committees	# of Volunteer Hours
Our School	1,187	75	5	9,600

ACT Testing: The ACT is America's most widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. All Kentucky Juniors are required to take the ACT. The chart below shows both 11th grade and graduating Senior ACT scores.

		11th Grade ACT Scores				
		English	Math	Reading	Science	Composite
2010	School	18.70	20.20	20.00	20.30	19.90
	District	19.00	19.90	20.00	20.20	19.90
	State	17.70	18.20	18.80	18.70	18.50
2009	School	18.20	19.60	19.40	19.20	19.20
	District	18.70	19.50	19.50	19.90	19.50
	State	17.30	18.20	18.40	18.50	18.20

		Graduating Senior ACT Scores				
		English	Math	Reading	Science	Composite
2010	School	19.90	20.60	20.60	20.30	20.50
	District	20.10	20.40	20.60	20.80	20.60
	State	18.30	18.70	19.40	19.40	19.10
2009	School	19.20	20.10	20.20	20.00	20.00
	District	20.10	20.60	21.00	20.90	20.80
	State	18.30	18.70	19.40	19.40	19.10

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	1.2%	0.5%	1.1%
% of Classes Taught by Teachers who Participated in Content-Focused Professional Development	100.0%	100.0%	NA
% of Core Academic Subject Classes NOT Taught by Highly Qualified Teachers	0.0%	0.2%	1.7%
Average Years of Teaching Experience	10.9	11.5	11.7
Number of Teachers certified by the National Board for Professional Standards	5	42	1,704

	B.A./B.S.	M.A./M.S.	Rank I	Specialist	Ph.D./Ed.D.	Total Teachers
Professional Qualifications of all Teachers in the School	24.1%	50.6%	25.3%	0.0%	0.0%	100%

Other Important Information About Our School

State Contest Results: KMEA adjudicated events: District 6 Festival: Chamber Choir, Women's Choir and Ninth Grade Choir received distinguished ratings. State Choral Festival: Chamber Choir and Women's Choir received distinguished ratings. District Solo & Ensemble Festival: two students received individual distinguished ratings; 11 received proficient ratings State Solo & Ensemble Festival: 2 students received individual distinguished ratings All State Choir :18 students received distinguished

Extracurricular Activities: Extracurricular activities include: Academic Team, Art Club, FBLA, FFA, FCCLA, JETS, Men of Conner, NHS, Speech and Drama Club, Speech team, Student Council, Women of Conner, Baseball, Girls & Boys Basketball, Cheerleading, Girls and Boys Cross Country, Football, Boys and Girls Golf, Girls and Boys Soccer, Girls and Boys Swimming, Softball, Girls and Boys Tennis, Girls and Boys Track, Volleyball, Wrestling, Marching Band and Bowling.

Awards & Recognitions: BEST Partnership was rewarded with "Partnership of the Year" for district nine, and inducted into the Hall of Fame. Two students received commonwealth diplomas. Eighty one students received work ethic diplomas. Two students were identified as National Merit Semi-finalists. Six students attended the Gatton Academy. Graduating Seniors received \$1,700,000 in college scholarships. Conner's special education department was recognized as top ten in the Greater Cincinnati area.

What We Are Doing To Improve: Conner High School has examined our data including state and national test scores, graduation rates and success of our students in post-secondary pursuits. In an effort to improve, we have adopted a small learning community approach. This will allow us to work with smaller groups of students to increase rigor in the classroom, relevance of the learning activities for students, and more positive relationships between teachers and students.

For Further Information: To locate further data concerning this school and the district, please go to the Kentucky Department of Education homepage at <http://www.education.ky.gov>, and select School Report Card from the blue navigation bar at the left of the screen. Next, select Expanded Data and you will see a selection of reports offering a wealth of detail about the school and district and their programs. For even more information we suggest that you visit the school or district office and talk with the staff and faculty.

