



2022-23 Phase One: Executive Summary for
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2022-23 Phase One: Executive Summary for Schools

Conner High School
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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Conner High School is a four-year comprehensive high school that is accredited by AdvancED. We serve students in grades eight through twelve from northern Boone County. Conner High School is governed by a school-based council under policies established by the Boone County Board of Education. Conner underwent a leadership change in July 2018. This leadership change was completed after a SBDM search, and the new principal was asked for focus on improving community relations, and building school spirit among the students and staff. Both of these tasks were clearly identified through parent, student and stakeholder surveys. New assistant and vice principals were also hired, as almost a complete leadership change was brought about by promotion, and retirements. Our current enrollment of 1457 students consists of a varying demographic, from suburban to rural socio economic classification. Our free and reduced lunch membership is 27.9%. Over that same period of time, we have experienced an increased amount of students deemed as "homeless" and have worked to provide both effective transportation and educational opportunities. At the same time, we have experienced a growth in our English Language Learner population, to the extent that we now have a dedicated ELL instructor. These changes mirror the changes happening countywide in Boone County. The community in which Conner serves has changed over the past three years by growth in both middle to upper class housing as well as an increase in low income housing. This has resulted in a widely varied student demographic. Conner applied for, and received the funding for a Youth Service Center that opened in the January 2019. This has been positive for our school and community. Our Youth Service Center has been able to address some of the barriers of our students. The staff consists of approximately 122 members, about 94 of which are certified. The average tenure of a teacher is approximately 16 years, with very few teachers having three years or less experience. All certified staff are highly qualified and certified in the area and courses that they teach. The students of Conner High School are provided both a challenging and rigorous core curriculum, which leads them to a vast selection of electives. Conner operates on a 4 X 4 block, which allows students to choose a large amount of electives throughout their high school careers. These electives include pathways leading to industry standard certifications, college credits through dual credit or AP courses, and internship opportunities. Over the past three years, the curriculum at Conner High School has expanded and grown to include such programs as Aerospace Technology, Media Publishing, and Coding Classes. Another unique feature of the Conner school community is our work with community partners to support the educational process both financially and logistically by providing the means and the people to support those initiatives. Citi, Ellison Surface Technologies, Performance Auto Body, and Master Provisions, among others, are all currently serving as educational partners in our community through projects. We offer a range of courses to meet the needs of our students in accord with our mission statement: "The mission of

Conner High School is to assist students in the transition from adolescence to adult life. Providing a rigorous program of study will prepare all students for post-secondary options. Encouraging diversity of thought and skill development facilitates lifelong learning. We are steadfast in our dedication to building strong relationships with students, parents, community, and faculty to make education relevant to students' personalized needs. "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 pretested 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 and reports are analyzed regularly to determine what steps are needed to ensure that all students are achieving to their potential. By providing equal access for both genders as well as race and disability, all students are working towards career and college readiness standards. Technology is integrated in classroom instruction. It is also used to make multimedia presentations to and by students. We have a ratio of 1:1 Chromebooks for our students. Our in-house television studio is used by our students to produce a daily news show that is aired through the network.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Conner High School opened its doors for the first time on October 15, 1970 with less than 600 students in grades 10 - 12. It was built as a result of the overcrowded conditions at Boone County High School. The land for the new school was donated by the Conner family, and it was decided that the school would be named in remembrance of this generous donation. In 2020, Conner High School graduated its fiftieth class. Conner High School serves the northern portion of Boone County, Kentucky, including the communities of Hebron, Petersburg, and northern Burlington. The mission of Conner High School is to assist students in the transition from adolescence to adult life. Providing a rigorous program of study will prepare all students for post-secondary options. Encouraging diversity of thought and skill development facilitates life-long learning. We are steadfast in our dedication to building strong relationships with students, parents, community, and faculty to make education relevant to students' personalized needs

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Advanced Placement and Dual Credit Courses Conner High School takes pride in our student's ability to take courses that will give them a head start toward their post-secondary education. AP Courses offered at Conner High School include: Biology- Calculus AB/BC- Chemistry- Computer Science A- Computer Science Principles- English Language and Composition- English Literature and Composition- Environmental Science- European History- Human Geography- Physics I and II Psychology- Spanish Language and Culture- Spanish Literature and Culture- Statistics- Studio Art United States Government and Politics- United States History All Advanced Placement courses have passed the College Board's AP Course Audit and may be listed on official transcripts as "AP" courses. Dual Credit courses are offered to students through multiple colleges and universities. In addition to AP and Dual Enrollment courses, Conner offers over 30 honors/accelerated courses in core subject matter. Conner High School has had students enrolled in the highly prestigious Carol Martin Gatton Academy of Mathematics and Science in Kentucky at Western Kentucky University and at the Craft Academy for Excellence in Science and Mathematics at Morehead State University. Students in these programs complete a rigorous two-year program that allows them to earn simultaneously a high school diploma as well as 60 credit hours of post-secondary work. Nine Dual Credit Programs/University Articulation Agreements Conner High School currently offers the ability to take Dual Credit College Coursework with a variety of college institutions. Students who are eligible to participate in these on-campus and off-campus courses could potentially earn both high school and college credits simultaneously. All Dual Credit courses are weighted on a 1.04 index. Students at Conner High School currently have the ability to take coursework through the following programs: Northern Kentucky University - The School-Based Scholars Program allows eligible high school students to take NKU classes prior to high school graduation. The cost of each class is \$168 per class (plus any university and/or course fees) with the average cost of textbooks at \$75-\$150 per class. The program is for high school juniors and seniors, and it requires a MINIMUM 3.00 GPA and 20 ACT for admission (if ACT has been taken). Students can either take coursework at Conner HS or at NKU's campus. Students must earn a C or higher in all classes in order to remain in the program. Gateway CTC - Gateway Dual Credit offers area high school and homeschool students the ability to gain college credit and experience on a college campus during high school. The cost of tuition is \$168 per class. Students must be age 16 or above and meet the minimum SAT, ACT, COMPASS, or KYOTE scores needed to meet pre-requisites for particular classes. Credits may matriculate into other post-secondary programs throughout the state (<http://cpe.ky.gov/policies/academicinit/transfer>). Students can take General Education Courses or coursework in technical fields (manufacturing, mechatronics, etc.). Students must maintain a 2.0 GPA to remain in the program. Thomas More College - Thomas More College offers two programs - a program on Conner's campus for students who would like to earn college credit in Latin, and Dual Credit on TMC's campus through the Gemini program. Students at Conner can take upper level Latin which allows students to earn Dual Credit in corresponding college beginning and intermediate courses. Students who take Dual Credit courses at TMC must have a MINIMUM 3.5 GPA in core subjects. The cost is \$168 per class plus any applicable course fees. Students must maintain a 2.0 GPA in order to remain in the program. Murray State University - Murray State University offers a Dual Credit opportunity through its Racer Academy of Agriculture for students interested in earning a three-hour credit in Introduction to Animal Science (AGR 100) or in

Introduction to Pre-Vet Science (AGR 182). The class is an independent study courses and is offered with approval from Agriculture instructor. The course is available for high school juniors and seniors. Students must have a MINIMUM 18ACT (or equivalent CERT) and a 3.0GPA. Courses are \$168 per course. Early College- Through a partnership with NKU/ Thomas More/Gateway Community and Technical College students will attend college for half a day at the Boone County Gateway Community and Technical College's Boone campus with the potential of earning 24 college credit hours or more a year. These courses are provided at a dramatically reduced rate of \$168 per course, saving the student thousands in future college expenses. This also provides students with college-level experiences while students are still in high school, so that they are better prepared for the college experience. The courses are weighted and will transfer to any KY public two-year or four-year college. Conner had two students in the 2017-18 school year graduate with Associate's Degrees. School of Design-. The interactive media design program will allow students to earn industry certifications in design, while sharpening skills and exploring the lucrative industries that rapidly need interactive designers. In addition to the coursework listed, there will be speaker sessions featuring designers, brand and marketing experts, and local entrepreneurs. Roughly 3.5 million jobs are expected to be added to the economy in the creative design fields, with greater Cincinnati being poised to be the city that will capitalize the most on this expansion. Students enrolling in the program will develop a portfolio, and work with local clients on design needs. The program is centered around project based learning. In addition, it will help students become career ready. To be eligible a student must have completed 1 year of Art/Visual Art or equivalent portfolio. Students should have a career interest in areas such as App/Game Graphic Design, Computer Animation or Web/Mobile Design. 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. Parent, student and stakeholder surveys were sought in conjunction with the principal search. The big improvement ideas that were a result of these surveys included: 1. Maintain a positive school culture that is infused with school spirit and school pride 2. Maintain a positive school culture that is infused with parent engagement and parent leadership that goes beyond the SBDM Council 3. Increase student engagement in terms of in school and extracurricular activities 4. Identifies and addresses the social emotional learning needs of all students leading to student achievement, hope, and well-being These areas are some of the focal points of the school moving forward. The Cougar Crew is a spirit infused club that has grown tremendously this fall, with the number of pep rallies also increasing. These have coincided with a large increase in students attending extracurricular events. Student athletic passes were also sold for the first time. In addition, a PTO was started, and has over thirty members in its first year. PTO has provided teachers with several meals during long days and breakfasts during the Professional Developments, and we are building bridges to one another. A mentoring program was started for at-risk students, where faculty members all have at least one student they are mentoring. In an effort to improve student achievement, 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.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Conner High School is ranked in the top 10 percentile in the state for proficiency. CHS's ACT Junior scores rank in the top 11% off all High Schools in the Commonwealth. Our graduating Seniors composite ACT average is a 21.2. Awards & Recognitions: BEST Partnership was rewarded with "Partnership of the Year" for district nine, and inducted into the Hall of Fame. Graduating Seniors received over \$3,300,000 in college scholarships. Conner's Special Education department was recognized as top ten in the Greater Cincinnati area. Awards and Commendations Conner High School has been recognized with the following awards and commendations for excellence:- AP Honor Roll, The College Board- Distinguished Rating, Kentucky Department of Education, 2013-15- America's Most Challenging Schools, Washington Post, 2014- America's Most Challenging High Schools, Washington Post, 2015- Best High Schools, Silver Medal, US News and World Report, 2016, 2017, 2018- Best High Schools in Kentucky, US News and World Report 2016, 2017, 2018- Best High Schools, Cincinnati Magazine, 2016, 2018- America's Best High Schools, US News and World Report, 2016, 2017, 2018- Best Public High Schools in America, US News and World Report, 2018 Extracurricular Activities: 1st Priority, Academic Team, Archery, Art Club, Asian Culture Club, Earth Club, FCA, FBLA, FFA, Educator's Rising (formerly FEA), FCCLA, Men and Women of Conner, Cougarettes, NHS, Drama Club, German Club, Latin Club, History Club, HHS, TEAMS, Junior Board, Senior Board, Student Council, Baseball, Girls & Boys Basketball, Cheerleading, Girls and Boys Cross Country, Football, Girls and Boys Golf, Girls and Boys Soccer, Girls and Boys Swimming, Softball, Girls and Boys Tennis, Girls and Boys Track, Volleyball, Wrestling, Marching Band, Symphonic Band, Basketball Pep Band, Jazz Band, Orchestra, Percussion Ensemble, Musical Theatre, TCC, Tri-M, Debate Club, Character Counts, Mixed Choir, Chamber Choir, Women's Choir, Robotics, and Leadership League College Matriculation 2018: The Class of 2018 ACCEPTED over \$3.3 million in scholarship money for post-secondary education. This dollar amount does not include money offered but declined, nor does it include KEES scholarship money, athletic scholarships, or need-based awards. This year, final transcripts were sent to the following post-secondary institutions on behalf of the Class of 2018 (as of June 2018): AMDA College and Conservatory of the Performing Arts Art Academy of Cincinnati Asbury University Bellarmine University Belmont University Brigham Young University California College of the Arts Cincinnati College of Mortuary Science Cincinnati State Technical and Community College Clear Creek Baptist Bible College Coastal Carolina University Eastern Kentucky University Gateway Community

and Technical CollegeGeorgetown CollegeJohnson University (TN)Kentucky Christian UniversityKnight School of WeldingLiberty UniversityMassachusetts Institute of TechnologyMiddle Tennessee State UniversityMidway UniversityMorehead State UniversityNorthern Kentucky UniversityOhio State UniversityPaul Mitchell SchoolPoint Park UniversityPurdue UniversityThomas More CollegeTransylvania UniversityTulsa Welding SchoolUC Blue Ash CollegeUC Clermont CollegeUniversity of CincinnatiUniversity of Kentucky University of Louisville University of the Cumberlands Western Kentucky University Extra Information: Academic Scholarships accepted: over \$3.3 million in 2018National Merit Finalists in 2018: 2Governor's Scholars in 2018: 10Governor's School for the Arts Students 2018: 1AP Scholars (2018): 28AP Scholars with Honor (2018): 12AP Scholars with Distinction (2018): 15National AP Scholar: 3

Attachment Summary

Attachment Name	Description	Associated Item(s)
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