
**2003-2004 *No Child Left Behind*—*Blue Ribbon Schools Program*
Cover Sheet**

Name of Principal: Mr. John Williams

Official School Name: Carmel High School

School Mailing Address: 520 E. Main St.
Carmel, IN 46032-2299

Tel.: (317) 846-7721 **Fax:** (317) 571-4066

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I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent: Dr. Barbara Underwood

District Name: Carmel Clay Schools **Tel.:** (317) 844-9961

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board

President/Chairperson: Mr. Mark Hartman

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

6. Racial/ethnic composition of the students in the school:
- 87.8% White
 - 3% Black or African American
 - 1.8% Hispanic or Latino
 - 7.4% Asian/Pacific Islander
 - 0% American Indian/Alaskan Native
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 1.7%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	33
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	54
(4)	Total number of students in the school as of October 1	3681
(5)	Subtotal in row (3) divided by total in row (4)	0.0146
(6)	Amount in row (5) multiplied by 100	1.46

8. Limited English Proficient students in the school: 1%
40 Total Number Limited English Proficient
 Number of languages represented: 8
 Specify languages: Chinese/Mandarin, Korean, Japanese, Spanish, Arabic, French, Vietnamese

9. Students eligible for free/reduced-priced meals: 3.7%

139 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9.5%
347 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>27</u> Autism	<u>3</u> Orthopedic Impairment
<u>4</u> Deafness	<u>25</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>197</u> Specific Learning Disability
<u>9</u> Hearing Impairment	<u>68</u> Speech or Language Impairment
<u>29</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u>3</u> Multiple Disabilities	<u>2</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>10</u>	<u>0</u>
Classroom teachers	<u>178</u>	<u>18</u>
Special resource teachers/specialists	<u>28</u>	<u>0</u>
Paraprofessionals	<u>33</u>	3
Support staff	<u>58</u>	<u>0</u>
Total number	<u>307</u>	<u>21</u>

12. Average school student-“classroom teacher” ratio: 26:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.4%	95.9%	96.1%	95.9%	94.6%
Daily teacher attendance	96.1%	96.4%	96.7%	97.3%	97.3%
Teacher turnover rate	2.8%	6%	6.6%	3%	4.6%
Student dropout rate	0.49%	1.97%	1.17%	0.78%	1.77%
Student drop-off rate	2.11%	4.62%	2.63%	2.63%	3.08%

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>841</u>
Enrolled in a 4-year college or university	<u>75.74%</u>
Enrolled in a community college	<u>6.53%</u>
Enrolled in vocational training	<u>2.02%</u>
Found employment	<u>3.80%</u>
Military service	<u>1.78%</u>
Other (travel, staying home, etc.)	<u>1.70%</u>
Unknown	<u>3.92%</u>
Did not graduate	<u>4.51%</u>
Total	100 %

PART III - SUMMARY

Carmel High School in Carmel, Indiana is a four-year comprehensive high school that serves 3,663 students in grades 9, 10, 11, and 12. It is fully accredited by the North Central Association of Colleges and Secondary Schools. The certified staff at CHS consists of 209 teachers, 10 counselors, 4 media specialists, a psychologist, and 10 administrators. The school also has 104 paraprofessionals and support staff, which include 20 secretaries, two police officers, and three computer technicians. More than 59 percent of the faculty members have earned master's or advanced degrees; and the average length of their teaching experience is 15.3 years. The school currently sits on 55 acres of land and has 17.2 acres under roof. The completion of construction of the Freshman Center in 2005 will add 173,000 square feet and increase student capacity of the high school to approximately 4,400.

Carmel High School has a long tradition of excellence in academics, athletics, performing arts, and other competitive events. CHS students consistently score higher than state or national norms on standardized tests; in 2003 they had the highest passing rate for high schools on the Indiana statewide proficiency exam. The school culture supports that tradition in the mature attitudes of our students and their pride in their school. The North Central Association peer review team commended CHS for the "sense of pride in Carmel High School that is shared by the community, faculty, students, and staff" and for our students who it cited as the major strength of the school. The peer review team also praised the "phenomenal" support of CHS parents.

The mission of Carmel High School is central to everything we do here. The leadership of CHS has always promoted a process of continuous school improvement. This climate of continuous improvement has made validating our Mission Statement a function of what we do every day in every classroom. We truly **"strive to create a positive environment in which all are challenged and inspired to achieve their potentials."** At CHS we are especially focused on the "all" of "all are challenged." While we take great pride in our rigorous standards-based curriculum and our students' high level of achievement, we are constantly examining our programs and curriculum to ensure that all students achieve. We have a nationally recognized special education program, highly successful Advanced Placement and Advanced College Programs, several pre-vocational programs, and service learning programs. We are currently integrating AVID (Advancement Via Individual Determination) and applying for acceptance as an International Baccalaureate school. While our Freshman Center is under construction, a committee of faculty, administrators, parents, and students are studying how best to ease the transition from middle school into the rigors of high school. Our teachers are constantly researching best practice, examining curriculum, and collaborating in both whole faculty study groups and professional learning communities to improve student learning.

The CHS School Improvement Committee coordinates all school improvement programs. Along with the professional development and school improvement plan (PL221), the committee currently oversees the other initiatives to improve student learning at CHS, including the Ninth Grade Curriculum Committee, International Baccalaureate application, implementation of school-wide Professional Learning Communities, implementation of AVID, and the 10-12 Committee.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Meaning of Carmel High School's assessment results in reading and math

Carmel High School relies in part on the standardized Indiana proficiency test (ISTEP+) to determine how students perform in language arts and mathematics. After students take this criterion-referenced test in the fall of their sophomore year, the state publishes overall pass/fail results to the public. Overall, Carmel High School students have consistently remained at the top in relation to other schools in the state. In the fall of 2003, Carmel's overall pass rate (students who passed both the math and language arts components combined) was 92.5 percent, compared to the state pass rate of 68.2 percent. But what's more, Carmel's overall scores have also continued to improve over the past five years. In 1999-2000, for example, Carmel's overall pass rate was 90 percent (compared to 66.6 percent statewide). These results are doubly impressive when one considers Carmel's student population numbers higher than any other school in the state and that its results even meet or exceed most private schools in the state as well.

After the initial release of general data in the fall, the state later breaks this data down into specific areas within the language arts and math curricula and provides this information to schools. For example, the ISTEP+ results have shown us that our students, while they perform well overall, still need to work on their abilities to construct meaning, compare and predict, influence and persuade, and justify their responses. In addition, students need to continue to work on their writing development. These statistics, which are invaluable to the school, allow teachers and administrators to review specific areas of success and concern within the categories of language arts and math that can then be transferred into better classroom instruction. So while Carmel performs above average in most language arts and math categories and continues to improve over time, these test results further help teachers and administrators pinpoint specific areas that do not meet the higher academic standards that Carmel educators set for themselves and for their students.

These statistics provide value to language arts and math teachers as well as other teachers from outside of these specific disciplines by giving them direction in terms of modifying and improving classroom instruction. Never satisfied simply with overall success, Carmel educators believe that room for improvement always exists. As a result, the areas of concern indicated by the ISTEP+ results have correlated to Carmel's emphasis on goal-setting as required by Indiana's Public Law 221 (see IV-2 below).

Over time, due in large part to this emphasis on specific areas of language arts and math study, student scores in comparatively weaker areas have improved while scores in areas where students already enjoy success remain high.

In addition to the ISTEP+ results, Carmel also uses SAT results to assist in its evaluation of students. As is the case with the ISTEP+, Carmel students have consistently ranked high on both the mathematics and verbal portions of the test. The SAT allows Carmel to compare its academic standards to national benchmarks. In 2002-03, Carmel's mathematics average score was 558 compared to a national average of 519. In the verbal section, Carmel students averaged 544 points compared to a 507 national average. But lest one think that having only high-performing students take the SAT skews these results, last year 88 percent of Carmel High School seniors took the exam.

The number of Advanced Placement tests taken by CHS students has continued to rise. In 2003, 526 Advanced Placement tests were taken with 88.6 percent of the students scoring a three (3) or higher. In order to be awarded an Academic Honors Diploma in Indiana, students must take and succeed in the highest level of courses offered in the core academic areas. In 2003, 44.5 percent of Carmel High School seniors earned an Academic Honors Diploma compared to 29 percent statewide. In 2003, 85 percent of Carmel High School graduates earned a Core 40 diploma, compared to the state average of 63 percent.

Used together, the specific results from the ISTEP+ and the national information garnered from the SAT provide valuable information to Carmel educators, community members, and students. Carmel High School continues to pore over these standardized test scores. Using these results as objective baselines, its educators constantly work to improve student performance over time.

How Carmel High School uses assessment data to understand and improve student performance

For the past several years, schools in Indiana have implemented Indiana Public Law 221 (PL221), which, like its predecessor, NCA/PBA, requires schools to show statistical growth and improvement over time. However, PL221 represents a refinement of the standards set by NCA/PBA. The school's goals, generated in large part from state-mandated testing data, are much more specific. All Carmel teachers have instituted the process of using the areas identified through these results to create individual instructional goals. The purpose of this goal setting is to facilitate better and more effective classroom instruction that is both measurable and sustained.

Carmel teachers themselves best illustrate this improvement. For example, a teacher in the communications department has developed a rubric to establish baseline data regarding students' ability to use critical thinking skills. In the English department, a teacher has begun using "Think-Aloud" strategies to improve reading comprehension. A teacher in the performing arts department has established a pre- and post-test to gauge students' ability to justify an author's purpose in creating a work. These examples are merely a sampling of the strategies that all Carmel teachers use to help improve student learning.

Goal setting is a collaborative process at Carmel. We meet in small study groups, and as a staff, we use regularly scheduled professional development time to share results, to answer questions, and to provide feedback and encouragement throughout the year.

How CHS communicates student performance to parents, students, and the community

The professional media help to communicate overall student performance to parents, students, and the community. Regular publication of state proficiency test (ISTEP+) results helps to facilitate this process. In addition, Carmel educators use many phone calls and face-to-face conferences to communicate. But beyond these "normal" channels, educators at Carmel High School do their best to provide information as well to these important groups.

Using technology, one such communication method is ParentConnect. This software, available via the Internet, allows parents and students constantly to monitor a student's progress in every class in which the student is enrolled. Teachers regularly update grades and homework information through this program. Therefore, rather than waiting until the school releases grade cards, parents can intervene sooner if their child is performing poorly. This additional line of communication also is invaluable to teachers, who can speak to parents more specifically with the current grade information at the ready.

In terms of the school as a whole, the high school website provides valuable information. In addition, all teachers utilize e-mail, and many teachers even operate individual teacher web pages. Carmel High School's communications department maintains a bi-weekly, award-winning newspaper (the *HiLite*) and website as well as airs daily Carmel High School news and announcements via its local cable TV station and student-run radio station.

On top of this, Carmel staff and administration participate in regular district-wide strategic planning meetings, which include sharing all of our current assessment data in a series of town meetings and group interviews. We present this information to the school board, which uses the data to set district-wide goals.

How Carmel High School will share its successes with other schools

Carmel High School enjoys a continued ability and willingness to share its successes with other schools. Generally, Carmel functions as a hub for the Central Indiana Educational Services Center (CIESC), a distance-learning opportunity for teachers that regularly broadcasts throughout the state. In addition, Carmel's administrators share information at principals' conventions and content-specific meetings. As part of this CIESC collaboration, several Carmel teachers are members of the Teacher Leadership Academy (TLA), a two-year program of professional development for "master" teachers (those with more than five years of experience). TLA teachers are exposed to the current best practices of teaching and get to meet national leaders in professional development. TLA teachers then assist CIESC schools with staff development.

More specifically, Carmel teachers have provided invaluable resources for sharing successes and strategies with other schools. For example, members of our math, English, and science departments work cooperatively with 12 secondary and post-secondary schools via the SEAM Project, a program that assists schools with preparing students for post-secondary studies. Communications teachers, in addition to practicing active membership in several professional media organizations, also participate in regular newspaper and yearbook exchanges, instruct graduate-level courses to teaching candidates, and present at several student and faculty workshops throughout the year. Members of our media center present at several professional workshops throughout the country each year. Foreign language, social studies, business, and industrial technology teachers attend regularly scheduled Metropolitan Interscholastic Conference meetings to share course information and to discuss curriculum.

PART V – CURRICULUM AND INSTRUCTION

Carmel High School curriculum summary

Carmel High School places great emphasis on maximizing student achievement. Departmental curricula are developed in accordance with both state standards and the CHS mission statement in which students are “challenged and inspired to achieve their potential.” The following provide specific examples from a sampling of departments that demonstrate commitment to these standards and expectations:

The world languages curriculum is based on the five C’s of the national standards: communication, cultures, connections, comparisons, and communities. The language is used in class as a means of communication, not just as the subject taught. CHS offers a five-year curriculum in each of the following languages: French, German, Hebrew, Japanese, Latin, and Spanish. American Sign Language will be added next school year as an elective. Japanese and German students are encouraged to participate in school-to-school exchanges. World language students participate in national testing programs at which they frequently rank as top scorers. Graduating CHS students score extremely well on world language college placement exams. In 2003, 45 graduates have earned from 3 to 12 hours of credit. In addition, CHS students participate in the Indiana University honors program, a seven-week intensive language course in France, Germany, Spain, and Mexico.

The social studies department provides a wide variety of options aimed at satisfying state graduation, Honors Diploma, and CORE 40 requirements. Students must take two semesters of U.S. history, one semester of government and an additional semester of senior level elective for basic graduation. CORE 40 and Academic Honors Diploma candidates must complete an additional year of social studies.

Underclassmen traditionally take world geography and world history as sophomores. The majority of CHS graduates take six credits in social studies. The department offers eight AP courses: European history, U.S. history, psychology, micro- and macroeconomics, American and comparative government, and AP world history, a course specifically designed for freshmen. Also, with the English department, the social studies department team teaches an honors U.S. history/American literature class. The department also offers two senior electives, international relations and law education, for accelerated students.

The science department’s core courses include biology, chemistry, physics, and earth and space science. These core sciences include all state-mandated, CORE 40, and Indiana science standards for introductory science. Students must also complete an additional advanced-level science course. The science department offers 20 science courses, including four AP courses with an enrollment of approximately 200 students. AP course offerings include biology, chemistry, physics, and environmental science. AP chemistry is also offered as ACP (a dual-credit course through Indiana University). The other three courses are currently being considered for ACP credit. Current honors courses available to students include biology, chemistry, and physics.

Based on the National Business Education Standards, the business education department’s curriculum introduces students to the basics of personal finance, the decision-making techniques needed to be a wise consumer, the economic principles of an international marketplace, the processes by which businesses operate, and the updating of technology education. The department offers an AP course in computer science and offers dual college credit in accounting and computer applications.

The family and consumer science (FACS) curriculum has roots in both academic and career and technical education and easily reaches beyond the education system into the community as it focuses on the needs of individuals and families. The FACS department meets the Indiana Department of Education proficiencies.

The physical education department offers two required courses emphasizing personal commitment to

lifetime activity and fitness for enjoyment. The department also offers many electives which allow students to develop their own personal programs to achieve a desired level of fitness.

The art department's curriculum focuses on art production, art criticism, art history, and aesthetics. The department offers courses in jewelry, ceramics, media arts, painting, computer graphics, and independent study. Evening courses for adults are also offered by the department.

The performing arts department's core courses include theatre arts, concert band, mixed chorus, full orchestra, and piano. The department offers honors courses in orchestra, band, jazz, and chorus. The performing arts courses meet the standards set by the Indiana Department of Education for the arts.

The industrial technology curriculum prepares students to make informed decisions concerning technology and its future uses. One of the unique program opportunities includes the vocational building trades program in which the students build a house designed by one of the architecture students. Another opportunity allows industrial technology, art, and business students to earn dual credit with Purdue University (IUPUI).

The communications department incorporates four introductory courses and nine advanced classes to teach students the academic skills of gathering news and reporting that news in a variety of media. Students apply ethical considerations and critical thinking skills to make news judgments as they print or broadcast information to both an in-house and external audience.

Carmel High School's English language curriculum

CHS students are required to earn eight English credits. These credits must include English 9, English 10, American literature, and English literature. Additionally, students must choose at least one elective from 20 one-semester courses. The department also offers a challenging three-year honors program for grades 9, 10, and 11. The junior-year honors course combines American literature and U.S. history. The social studies portion of the course follows the national AP curriculum for AP U.S. history. The department offers both junior- and senior-level AP courses--AP English language and composition and AP English literature and composition. In a joint program with Indiana University, the department also participates in the Advance College Project (ACP) and offers both literature and composition courses for dual credit. This year, more than 500 students are enrolled in AP, ACP, and honors courses. Language arts labs (LAL) are offered at all grade levels for students who need reinforcement for their required English classes.

To improve reading scores, the department uses eighth grade ISTEP+ scores to make recommendations to counselors to schedule incoming freshmen for LAL, developmental reading, or both. LAL offers a parallel curriculum to English 9 with additional time on task and individualized help for better success in English 9. Developmental reading, available at all grade levels, can help students with individual reading problems and can increase reading comprehension and speed. If students are unsuccessful as sophomores in passing the English portion of ISTEP+, they then take basic skills development, a one-semester course directly targeting their specific areas of weakness. Upperclassmen who continue to have difficulty passing ISTEP+ take a two-week summer session and/or an eight-week homeroom program before the March retakes. Additionally, the department offers a reading assisted study hall where one of the department's four reading specialists is available to help students.

Carmel High School's mathematics curriculum

The CHS mission statement focuses on creating a positive environment in which all students are inspired to reach their potential. As part of that effort, the math department offers 13 courses to students of various ability levels. The math curriculum focuses on preparing students for the standardized tests that they will complete (ISTEP+, SAT, ACT, Indiana CORE 40 tests, etc.) as well as preparing students for success in

post-secondary pursuits. The math department administers departmental semester and final exams in all disciplines and has done so for 15 years. To improve student achievement, teachers complete item analysis forms on all exams. Collaborative content area teams use this data to compare the achievement level of students from year to year, evaluate test validity, evaluate curriculum, and determine necessary instructional adjustments based on students' mastery level.

In response to the new Indiana requirement of Algebra I on the ISTEP+, the math department developed a math lab course to support these students. The focus of this course is twofold. First, it provides students who have failed the math section of the ISTEP+ with a review of key skills such as problem-solving, mathematical reasoning, and writing justifications for responses. Secondly, the course provides students additional assistance with the concepts they are learning in their Algebra I class. Teachers use a variety of teaching strategies to reinforce students' understanding of these algebraic concepts. The incorporation of computer software has become an integral part of the instruction.

The math department offers students who earn a grade of D in any mathematics class the opportunity to retake the course. This policy has encouraged many students to take more math courses, to strengthen their skills, and to experience more success in subsequent math classes. To challenge our advanced students, the mathematics department offers a number of AP and honors courses. This strand of courses includes AP and ACP Calculus AB (a semester of college calculus studied over two high school semesters), AP and ACP Calculus BC (a full year of college calculus studied over two high school semesters), AP Statistics, ACP Calculus Survey, Honors Geometry, Honors Algebra II, and Honors Pre-Calculus.

Different instructional methods used at Carmel High School

Carmel educators offer a wide range of instructional methods both across the curriculum and within each classroom. All programs and services provided by the media department are designed to support the general education efforts to improve student learning. The media center supervises and coordinates distance learning events for our building, our corporation, and our community. The media center has also developed live webstreaming capabilities that allow homebound students to receive instruction and interact from home with the teacher and fellow students. In addition, the media specialists teach information-gathering skills and work cooperatively with teachers. They also provide many activities designed to improve student learning such as booktalks, reader's theatre, coffeehouses, book and movie discussions, guest authors and poets, and summer reading lists.

The special services department serves 10 percent of the Carmel High School population. Carmel High School works in conjunction with the Hamilton Madison Boone Special Services Cooperative. The Co-op provides additional specialists to assist in the education of the special needs students. Life skills students regularly interact with peer facilitators who provide tutoring, mentoring, and physical assistance. On average, 69 percent of sophomores with disabilities pass the language arts portion of the ISTEP+ test on their first attempt. 73 percent pass the math portion on their first attempt. The statewide passing average for students with disabilities is 21 percent for language arts and 27 percent for math.

In many departments, teachers have created their own websites for students to access notes, schedules, assignments, and practice problems. Social studies has created a departmental file on the server to share tests, projects, and presentations with teachers in the department. Within the classroom, teachers use a variety of instructional methods. The social studies department teaches Civil War history through interactive reenactment on its annual "Black Powder Day." The environmental science teachers received grant money to purchase equipment to monitor Cool Creek and to enroll in Hoosier Riverwatch training. In performing arts, the Northern Illinois University Jazz Ensemble spent two days working with CHS's jazz students on performance skills before they participated in a joint concert with the university group and a guest artist. Television students and faculty broadcast video announcements and CHS news every other

day, as well as provide programming that is essential to the community, such as videotaping of the school board, city council, and other government meetings. The CHS planetarium offers a number of programs that support not only the high school astronomy classes, but also elementary and junior high curriculum. The CHS planetarium hosts nearly 1,600 fourth and seventh grade students annually along with several community programs. Students may also enroll in the service leadership program and select a social issue of focus. Then, students complete an individual and group service project while learning in class about the value of service to the community.

CHS offers a wide variety of pre-vocational programs. The FACS department offers a dual credit course with Ivy Tech State College that provides seniors the opportunity to teach, observe, and operate a preschool for community children. The exploratory teaching program provides students an opportunity to take on various teaching roles in an elementary or junior high classroom. The business department offers a two-year work-study program in which students enroll in a year of marketing education and then select a part-time job where students each receive mentor training and wages for their involvement in the program. The special services department offers a vocational program of job shadowing and placement for students planning to enter the workforce immediately after high school.

Carmel High School's professional development program

As a member of the North Central Association of Colleges and Schools, CHS undergoes an extensive self-evaluation every five years and implements a comprehensive school improvement plan that focuses on enhancing student learning. As a result of the NCA/PBA self-study in 2000, the faculty and administration of CHS set improvement goals in three areas--critical thinking, communication, and respect. In its implementation of Indiana's Public Law 221 (PL221) and the creation of a school improvement plan, the CHS School Improvement Committee focused the NCA/PBA goals by targeting six proficiencies on the ISTEP+ in which student improvement was needed. Improvement in these proficiencies (construct meaning, compare/predict, writing development, compare/contrast, influence/persuade, and justify response) require improving students' critical thinking and communication skills. As part of its professional development plan, the entire faculty participates in cross-curricular, inter-departmental, and/or course specific study groups. Within these groups, teachers work in professional learning communities conducting action research, studying best practice, researching means to improve student learning, improving curriculum, and measuring student learning. Carmel teachers have been very positive about combining this approach to assessment with what they do every day in the classroom. Without question, CHS staff is keenly focused on the data-driven approach to improving student performance.

The CHS School Improvement Committee coordinates all school improvement initiatives. Along with the professional development and school improvement plan (PL221), the committee currently oversees the ninth grade curriculum committee, International Baccalaureate application, implementation of school-wide professional learning communities, implementation of AVID, and the 10-12 committee.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Language Arts

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month	Sept	Sept	Sept	Sept	
SCHOOL SCORES					
% At or Above Proficient	92	92	91	89	
Number of students tested	948	824	889	867	
Percent of total students tested	98.9	99.2	99	99.2	
Number of students excluded	11	6	9	7	
Percent of students excluded	1.1	.8	1	.8	
SUBGROUP SCORES					
1. Ethnicity					
White					
% At or Above Proficient	94	94	93	91	
Number of students tested	819	730	740	778	
Asian					
% At or Above Proficient	93	84	86	82	
Number of students tested	80	55	56	34	
Black					
% At or Above Proficient	74	81	71	77	
Number of students tested	19	21	17	13	
Hispanic					
% At or Above Proficient	65		78	73	
Number of students tested	17		23	11	
2. Socioeconomic Status					
Paid Lunch					
% At or Above Proficient	93	93	91		
Number of students tested	919	805	820		
Free/Reduced Lunch					
% At or Above Proficient	62	63	84		
Number of students tested	29	19	19		
STATE SCORES					
% At or Above Proficient	70	68	68	69	
State Mean Score	496.2	494.8	493.2	496.1	

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Math

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Sept	Sept	Sept	Sept	
SCHOOL SCORES					
% At or Above Proficient	94	93	92	93	
Number of students tested	948	824	889	867	
Percent of total students tested	98.9	99.2	99	99.2	
Number of students excluded	11	6	9	7	
Percent of students excluded	1.1	.8	1	.8	
SUBGROUP SCORES					
1.Ethnicity					
White					
% At or Above Proficient	95	94	93	94	
Number of students tested	819	730	740	778	
Asian					
% At or Above Proficient	96	96	96	100	
Number of students tested	80	55	56	34	
Black					
% At or Above Proficient	68	71	71	77	
Number of students tested	19	21	17	13	
Hispanic					
% At or Above Proficient	71		70	91	
Number of students tested	17		23	11	
2.Socioeconomic Status					
Paid Lunch					
% At or Above Proficient	95	94	92		
Number of students tested	919	805	820		
Free/Reduced Lunch					
% At or Above Proficient	69	68	74		
Number of students tested	29	19	19		
STATE SCORES					
% At or Above Proficient	68	68	65	67	
State Mean Score	508.3	508.3	507.8	507.6	

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
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