

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

Name of Principal Mr. James Eggers
Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Zionsville Community High School
(As it should appear in the official records)

School Mailing Address 1000 Mulberry Street
(If address is P.O. Box, also include street address)

Zionsville IN 46077-1143
City State Zip Code+4 (9 digits total)

Tel. (317)873-3355 Fax (317)873-8002

Website/URL www.zcs.k12.in.us/zchs/index.htm E-mail jeggers@zcs.k12.in.us

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 October 15, 2004
(Principal's Signature)

Name of Superintendent Dr. Howard Hull
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Zionsville Community Schools Tel. (317) 873-2858

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 October 15, 2004
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Mark Englert
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 October 15, 2004
(School Board President's/Chairperson's Signature)

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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

5	Elementary schools
1	Middle schools
0	Junior high schools
1	High schools
0	Other (Briefly explain)
7	TOTAL

2. District Per Pupil Expenditure: \$8860
 Average State Per Pupil Expenditure: \$8268

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

4. 3 yrs Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7			
1					8			
2					9	154	136	290
3					10	127	147	274
4					11	129	123	252
5					12	112	121	233
6					Other			
					TOTAL STUDENTS IN THE APPLYING SCHOOL →			1049

6. Racial/ethnic composition of the students in the school: 97 % White
 1% Black or African American
 1% Hispanic or Latino
 1% Asian/Pacific Islander
 0% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 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.	35
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	39
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	74
(4)	Total number of students in the school as of October 1	1049
(5)	Subtotal in row (3) divided by total in row (4)	.07
(6)	Amount in row (5) multiplied by 100	7%

8. Limited English Proficient students in the school: 0%
 0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 4%
 38 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: 10%
111 Total Number of Students Served

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

2 Autism	1 Orthopedic Impairment
0 Deafness	29 Other Health Impaired
1 Deaf-Blindness	63 Specific Learning Disability
2 Hearing Impairment	2 Speech or Language Impairment
6 Mental Retardation	3 Traumatic Brain Injury
2 Multiple Disabilities	1 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)	3	0
Classroom teachers	58	9
Special resource teachers/specialists	4	0
Paraprofessionals	9	3
Support staff	9	0
Total number	83	12

12. Average school student-“classroom teacher” ratio: 16:1
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	97.4%	97.2%	97.3%	97.2%	96.6%
Daily teacher attendance	95%	96%	97%	96%	97%
Teacher turnover rate	8%	3%	4%	2%	2%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	1%	1%	0%	1%	0%

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

Graduating class size	233
Enrolled in a 4-year college or university	78%
Enrolled in a community college	5%
Enrolled in vocational training	0%
Found employment	13%
Military service	2%
Other (travel, staying home, etc.)	2%
Unknown	0%
Total	100 %

PART III - SUMMARY

Zionsville Community High School is the only high school in the Zionsville Community School Corporation. It is situated near the intersection of Interstate 65 and Interstate 465 in Zionsville, Indiana, in a predominantly upper middle class socioeconomic area. There are approximately 1100 students in grade 9 through 12. The school and community have little diversity. Ten percent of the students receive special education services that are provided through West Central Joint Services Cooperative. Four percent of the students receive vocational education through J. Everett Light Center located at North Central High School.

The mission of ZCHS states:

Through the commitment of students, staff, parents, and community members, Zionsville Community High School will continue to provide excellence in education by:

- Providing academic and co-curricular programs in a safe and healthy environment,
- Directing technologically-enabled, student-focused learning,
- Implementing student accountability for academic success,
- Empowering students to participate positively in the global community.

ZCHS is an extremely competitive high school. The curriculum presents a rigorous challenge to the college bound student. Even though students are required to take six classes per day, most take seven. ZCHS graduates are admitted to the most competitive universities in the country and maintain a consistently high completion rate at the universities of their choosing. ZCHS graduates test out of many college courses and have college grade point averages above the mean in all colleges who give us this information.

As a public high school, Zionsville Community High School participates in the ISTEP+ exam. We also have our students participate in several other academic and interest assessments. All ninth grade students are assessed twice a year using the Northwest Educational Assessment. In addition to taking the ISTEP, all tenth graders take the PSAT and the Briggs, Meyer Career Inventory. Eleventh graders are again given the PSAT. ZCHS students are also given exposure to the Career View program. This is another career/college interest inventory program that all ZCHS students take. All of these assessments are given with the intention to help our students and school understand in what areas we need to improve and grow.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Description of School's Assessment Results

Zionsville Community High School participates in the Indiana Statewide Test for Educational Progress – Plus (ISTEP+). At the high school level tenth graders are tested. This test is used by the state as a Graduation Qualifying Exam (GQE). The test has two portions English/Language Arts and Mathematics. The test is a criterion reference test based on the Indiana Standards. Zionsville students have traditionally preformed very well on ISTEP+.

The English/Language Arts portion of ISTEP measures students' performance on sixteen different standards. In 2002-03 the percent of students reaching mastery level on each standard ranged from 91 – 95%. This led to 92% of all students tested to receive a passing score on this portion of the exam. These results compare to a state average of 69% passing. The ISTEP+ includes an extended essay for students to demonstrate their skills in writing development and proper use of the English language. These areas are measured using a 6-point rubric and a 4-point rubric respectively. One hundred percent of Zionsville Community High School students scored three or higher on each of these rubrics.

The mathematics portion of the exam measures students' performance on seven different standards. 93% - 95% of all ZCHS students tested in 2002-03 reached mastery level on each of the different standards. As a result, 91% of all students tested achieved a passing score on this portion of the ISTEP+. This compares with 68% state average.

When the data is disaggregated for special populations it is noted that while special education and lower socio-economic groups perform below their ZCHS peers they still out perform their peers around the state. In fact, ZCHS special education students performed nearly as well as the state average for general education students. Similar results are found for free and reduced lunch recipients.

The overall performance of Zionsville Community High School students on ISTEP+ is very good. As a school over the past two to three years ZCHS has had one of the top three highest passing rates in the entire state of Indiana.

2. Use of data for school improvement

The State of Indiana's school accountability and improvement program requires every school in the state to review school progress and improvement each year. To this end Zionsville Community High School has created a school improvement committee. This committee is comprised of school administration, teachers, parents, and students. Each year the committee gathers several times to review, modify, or abandon current plans, and create new plans for the future. The committee looks to assessment data as one of the key indicators as to how we should plan. Not only is current data considered, but also historical data is continually reviewed to attempt to root out underlying trends or subtle changes that are difficult to notice in a year-to-year comparison. These comparisons lead to discussions with whole school staff regarding improvement of student performance within standards that are felt can be improved and the

creation of staff development programs to reinforce those professional skills needed to improve student performance.

Zionsville Community High School uses individual student data in two major ways. If a student has done poorly on the exam their results are examined to determine remediation programming. This information may also be used in determining if a student is in need of some additional academic supports through General Education Interventions or Special Education. The data might also be used for high-achieving students to help in the determination of placement into honors level courses.

3. Communication of assessment data

Assessment results are distributed from ZCHS in a variety of ways. Students with non-passing results are called into their guidance counselor's office for an individual conference to discuss the results and to make plans for remediation programming. The parents of these students are also contacted directly by the counselors. Counselors go to classrooms to hand back results to all students and give an explanation of how to read the report and what the different report parts mean. Parents are also given an opportunity to make appointments with counselors to go over the reports for better understanding of their child's performance.

School wide results are reported in local media. When results are first made public by the State, reporters will seek out interviews for stories related to ISTEP. This is not the only time the school makes use of news outlets. Throughout the year articles will be submitted to the local paper for publication. The topics of these articles relate to ISTEP preparation, results reporting, and school improvement efforts. Zionsville is a growing area with increasing student enrollments. Local taxpayers are asked on a regular basis to continue their financial support of the schools through building projects and increased staff sizes. The strong performance on the ISTEP helps citizens without children in schools be aware that their money is being used to produce outstanding results.

4. Sharing Success with Other Schools

The Zionsville Community High School faculty members are very active within their respective content areas. On numerous occasions staff members have been presenters at state and regional meetings. The administration and staff also works to have open dialogue with schools in our area that are similar to ZCHS. Likewise, ZCHS is known to go out and seek information from other schools that are doing work in areas identified for improvement. These exchanges are rarely one way. Through our growth as a school we have developed a substantial network of schools that we draw ideas and philosophies from as well as share our ideas and successes.

PART V – CURRICULUM AND INSTRUCTION

1. Outline of school curriculum

The core of Zionsville Community High School's curriculum is based around a traditional high school course of study. Core curriculum areas include English/language arts, mathematics, science, social studies and foreign language. These areas are supported by elective offerings in

visual arts, performing arts, business, family and consumer science, physical education/health, and technology.

As a school corporation, Zionsville Community Schools has been very active in insuring that all kids are given opportunity to be engaged in a rigorous and appropriate curriculum. To this end ZCHS has instituted a freshmen required science course of Integrated Chemistry and Physics to insure that all students have a strong scientific foundation. ZCHS has worked in conjunction with Zionsville Middle School toward the goal of having all students complete first year Algebra by the end of the freshmen year. Also, in foreign language students may start a course of study in middle school that allows them to reach levels appropriate for the Advance Placement test by the end of their high school career. ZCHS uses interdisciplinary course pairings within English and social studies to allow students to understand the interconnection of the subject matter as well as address the different learning styles of students.

ZCHS also works to provide elective offerings that meet the current interests of students as well as future needs. The performing arts department includes courses for those not involved in a performing ensemble through electronic music, theater arts, and technical theater courses. The visual arts department includes course work in photography and computer graphics to support students' interest in technology and possible career pursuits in advertising or graphic design. Entrepreneurship and business marketing are courses in the business department that are designed toward the needs of graduates interested in seeking a business degree in college. Students with interests in medical and social issues have opportunities to explore current health issues as well as pursue lifetime fitness activities through offerings in the physical education/health department.

Zionsville Community High School considers itself to be an Advance Placement School. Students have opportunities to take college level courses through the AP program starting as early as grade 10. The list of AP courses offered at ZCHS include:

Art History, Biology, Chemistry, Physics level C, Calculus AB, Calculus BC, Statistics, Computer Science, English Lang & Comp, English Lit & Comp, Microeconomics, Macroeconomics, US Government, US History, Western European History, Spanish, French

Support for students with disabilities is provided through the special education department. For students with learning disabilities support is provided through resource study halls while the student fully participates in the general education curriculum and classes. For the more handicapped additional supports are provided through more restrictive placements within the school while having opportunities to interact with general education students.

ZCHS has worked very hard to provide an educational environment where all students can thrive and achieve to the maximum of their potential. The continuous review of course offerings, curriculums, and instructional styles allows the students to receive the benefits of the school and community's resources.

2. English language curriculum

The English curriculum at Zionsville Community High School is based around the major areas of the Indiana Academic Standards. Those areas include writing, reading, and speech. It is the expectation that every course in the department include the development of students' skills in all

of these areas. The core of the department is established around grade level English courses. Within these grade level courses students do have options. At the grade 9 level there is a regular English and an honors level course. For grades 10 and 11 students may choose to take the regular or an interdisciplinary course with the history department. Advanced Placement courses are also offered in grades 11 and 12. Elective course offerings in the department include speech, debate, journalism and technical business communication. For each of the courses the three areas of the standards are incorporated together to provide students with a rich academic experience. Student reading is followed by class discussion, explanation, and writing. Students are expected to participate and make presentations to the class about the subject being studied. Grammar skills are reinforced through student writing verses being studied in isolation. As a school, tremendous focus has been placed on student writing and the development of those skills. The English curriculum reflects that commitment. Students are expected to produce writings on a regular basis and those writings are expected to show improvement in writing skill. The students that come to ZCHS are very well prepared. The majority of the students attending the school are reading at or above grade level. This can be attributed to the strength of the programs throughout the school corporation. It is understood that one of the best ways to improve reading skill is through exposure. As a result the English courses use the Accelerated Reader program to continue to expose reading to students of all ability levels. Those students that are struggling with reading skills are generally involved in special education programming. In these cases students are given appropriate accommodations for success in the general education classroom and provided additional reading assistance through the resource room. ZCHS makes use of General Education Interventions when students with low reading skills do not qualify for special education. These include assistance and accommodations through the general education teachers.

3. Curriculum Related to Mission

The science curriculum at Zionsville Community High School is very strong and on target with the school mission. The course offerings in the curriculum fall into three categories, biology, chemistry, and physics. The expectation is that by the end of grade 10 all students will complete an Integrated Chemistry/Physics course and a first year Biology course. Many students will take both of these courses in the freshmen year. These courses provide every student with a strong foundation in order to move forward with their scientific course of study. The advanced courses offered at ZCHS include anatomy, genetics, forensics, environmental science, biology AP, chemistry, chemistry II, chemistry AP, physics, physics II, and physics AP. In each of these courses students are given technology to use during laboratories. Some of the labs are completely virtual. These classes ask that students go beyond low-level memorization by demonstrating their knowledge through laboratory applications and write-ups of findings.

4. Instructional Methods Used to Improve Student Learning

The staff at Zionsville Community High School employs a number of different instructional strategies to help student learning. Teachers practice differentiated instruction in their classes to help provide appropriately leveled instruction for the students' abilities. Within a single classroom a teacher will make use of visual aides, oral lecture, small group discussion, and kinesthetic activities. Each of these activities allow for different students to have the content reinforced through their predominant learning style. The interdisciplinary courses described earlier provide students the opportunity to link the literature and the history of a time period together. Beyond these forms of instruction teachers will also make use of multiple types of assessment to allow students to demonstrate their knowledge level in a variety ways. While pencil and paper tests are used at times, students are also allowed to demonstrate their knowledge through group projects, individual projects, role-playing, or by creating movies. These techniques

have moved out of the realm of innovation into standard practice through teachers' commitment to sound practice that is fair and equitable to students of all types.

5. Professional Development Programming

Zionsville Community High School uses many different methods for providing professional development to teachers. While the programming is established around a general theme each year, if teachers find opportunities they feel are important to pursue the administration is supportive. A combination of techniques are used for the delivery of staff development activities including, guest speakers, outside workshops, peer taught sessions, and small group or departmental work. These activities are reinforced by setting time aside at monthly faculty meetings for review and additional activities. These faculty-meeting presentations may include additional information, reporting by other faculty members about topics learned at a workshop, or internal reporting from individuals or departments about how they are implementing new strategies within their practice.

PART VI - PRIVATE SCHOOL ADDENDUM

Not Applicable

PART VII - ASSESSMENT RESULTS

Indiana Statewide Test of Educational Progress – Plus English/Language Arts

Grade 10

Test: ISTEP + English Language Arts

Publisher: McGraw-Hill

Number of students in the grade in which the test was administered 276

Number of students who took the test 276

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0%

Grade 10 results up through year 2003-04 for ISTEP + are reported at either above standard or below standard. The Indiana State School Board establishes the cut points for these categories. The established cut point is a scaled score of 466.

Data Display Table for ISTEP + English/language arts

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Sept	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES	544	541	531	542	546
% Above Standard	92%	93%	91%	91%	94%
Number of students tested	276	250	242	244	214
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Special Education Students	505	483	441	*	435
% Above Standard	72%	61%	33%	*	50%
Number of students tested	18	23	18	9	16
2. Receiving free or reduced lunch	506	*	NA	NA	NA
% Above Standard	80%	*	NA	NA	NA
Number of students tested	10	1	NA	NA	NA
STATE SCORES					
% Above Standard	70%	69%	70%	71%	73%
State Mean Score	497	495	498	501	504

Indiana Statewide Test of Educational Progress – Plus Mathematics

Grade 10

Test: ISTEP + Mathematics

Publisher: McGraw-Hill

Number of students in the grade in which the test was administered 276

Number of students who took the test 276

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0%

Grade 10 results up through year 2004-05 for ISTEP + are reported at either above standard or below standard. The Indiana State School Board establishes the cut points for these categories. The established cut point is a scale score 486 on this test.

Data Display Table for ISTEP + Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Sept	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES	554	549	548	541	539
% Above Standard	91%	92%	93%	89%	87%
Number of students tested	276	250	242	244	214
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Special Education Students	514	500	493	*	484
% Above Standard	72%	61%	67%	*	31%
Number of students tested	18	23	18	9	16
2. Receiving free or reduced lunch	522	*	NA	NA	NA
% Above Standard	70%	*	NA	NA	NA
Number of students tested	10	1	NA	NA	NA
STATE SCORES					
% Above Standard	68%	66%	68%	65%	60%
State Mean Score	509	505	509	506	499