

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [x] High [] K-12 [] Charter

Name of Principal Fr. Robert C. Carroll, O. Carm., Ph.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Carmel Catholic High School
(As it should appear in the official records)

School Mailing Address One Carmel Parkway
(If address is P.O. Box, also include street address.)

Mundelein IL 60060-2400
City State Zip Code+4 (9 digits total)

County Lake State School Code Number* NA

Telephone (847) 566-3000 Fax (847) 566-8465

Web site/URL www.carmelhs.org E-mail frbob@carmelhs.org

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.

(Principal's Signature) Date _____

Name of Superintendent* NA
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name NA Tel. () _____

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.

(Superintendent's Signature) Date _____

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

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.

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

**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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

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. 12 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	200	183	383
2				10	178	170	348
3				11	186	201	387
4				12	168	150	318
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1436

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|--|-----------------------------------|
| | 90% White |
| | 2% Black or African American |
| | 5% Hispanic or Latino |
| | 3% Asian/Pacific Islander |
| | 0% American Indian/Alaskan Native |
| | 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	14
(3)	Total of all transferred students [sum of rows (1) and (2)]	19
(4)	Total number of students in the school as of October 1	1424
(5)	Total transferred students in row (3) divided by total students in row (4)	1
(6)	Amount in row (5) multiplied by 100	1%

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: 1 %
 Total number students who qualify: 16

If this method does not produce an 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: $\frac{2}{29}$ %
29 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>19</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 5</u> Specific Learning Disability
<u> 3</u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> 2</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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> 9</u>	<u> </u>
Classroom teachers	<u> 77</u>	<u> 4</u>
Special resource teachers/specialists	<u> 14</u>	<u> </u>
Paraprofessionals	<u> 8</u>	<u> </u>
Support staff	<u> 31</u>	<u> 6</u>
Total number	<u>139</u>	<u> 10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18.65:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	9%	10%	12%	8%	11%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	8%	12%	14%	16%	15%

13. (High Schools Only. Delete if not used.)

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>335</u>
Enrolled in a 4-year college or university	<u>87</u> %
Enrolled in a community college	<u>10</u> %
Enrolled in vocational training	<u>1</u> %
Found employment	<u> </u> %
Military service	<u>1</u> %
Other (travel, staying home, etc.)	<u> </u> %
Unknown	<u>1</u> %
Total	100 %

PART III – SUMMARY

Carmel Catholic High School (Carmel) has served the northern part of the Archdiocese of Chicago for 44 years. At its conception it immediately set out to build a community of excellence with noted emphases on academics, leadership, and Christian values and in the years since it has earned a reputation as an extraordinarily accomplished Catholic High School (as witnessed by its three Blue Ribbon Awards and other national awards given over the years). Its mission statement cites the ideals of the Congregation of the Sisters of Charity and the Order of Carmelites who founded the school: Carmel “calls us to be a Christian community in which students, parents, faculty, and alumni interact in a spirit of Gospel love and freedom. We foster lifelong faith, learning and development of an individuals’ talents and skills.” Most all who are associated with Carmel highlight its sense of community among its constituents as one of its key characteristics. Drawing students from a wide geographical area Carmel is not an exclusive school that fosters intellectual and moral growth only in top scoring students – it serves students of every academic level who can accept a college preparatory curriculum – and yet every individual student is challenged to move beyond his or her present level of success to an even higher mode of accomplishment. Carmel assiduously works hard to care for all its constituents in an atmosphere of support and encouragement. Students are required to take this sense of community back to the larger civic and religious community that is outside the school by finishing a ministry project of 20 hours for each semester a student attends Carmel, thereby becoming oriented toward service to others beyond our walls. A graduate of last year wrote as he left Carmel, “Carmel Catholic is a community...it’s a family, that’s the best way to describe it. This school prides itself on treating each individual student as another member of the large Carmel family. The teachers I have had are more than teachers; they are mentors and friends, as well.” A signature program for seniors is to participate in one of ten off-campus four-day religious retreats that Carmel offers where students are given the opportunity to make major assessments of their goals in life at this critical point in their lives. Practically all Carmel graduates go on to college/university studies (99%) each year and last year graduates earned over \$11,000,000 in scholarship awards. At this point Carmel’s seniors have applied to 205 colleges. In recent years Carmel has added a new science wing with ten classrooms for the life and physical sciences – each room is equipped with its own lab and the technological equipment necessary to conduct research and class projects. The old science area was at the physical center of the academic building and it was replaced by a complete student service complex that includes a dozen offices and also large work rooms for our counselors, social worker, campus ministers, and deans, along with a new set of faculty rooms, and in so doing established a center of student care right at the heart of the building. Carmel is, of course, funded by its own families through tuition and also through additional support generated through the development office. One of its large fund-raisers held each year (for the past 30 years in fact) has a working ‘army’ of 1,000 volunteers who

work year round to conduct a three-day event that has some 7,500 visitors attending – adding not only to the school coffers but reinforcing the bond that unites families, graduates, volunteers, and friends of quality Catholic education into a cohesive sense of belonging to an important part of the Carmel mission. One result of efforts of our development office is to attract financial support for minority students and students with modest financial resources to bring diversity to our student body. This current year the Long Range Planning Committee of the Board of Directors is conducting a strategic planning process that will enhance the major accomplishments of the previous plan and set Carmel on a course for continued improvement toward its goals of excellence in every aspect of its operations.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Carmel has a continuous improvement plan which uses the data from various sources (PLAN, PSAT, and ACT) to measure whether or not Carmel shows growth. Carmel has determined that growth is significant when there is an increase of a .3 or more. In reviewing our ACT scores, Carmel has demonstrated significant growth in the area of English. In 2004 students scored 24.6, while in 2006 their score was a 25.5. This .9 increase was the result of emphasizing in sophomore, junior and senior English classes the importance of parts of speech in the writing process. Carmel determined the essential skills needed at each grade level in terms of grammar, styles and strategies for explanation in writing, and ways to generate options for expressing ideas in the written form. Student performance was monitored through increasing writing assignments in their English classes, which are now listed as not only English classes but also composition courses. Carmel's PLAN and PSAT test results demonstrate growth, but not significant growth. Both standardized tests indicate a growth of .1. This further indicates our need to continually strive to emphasize the writing process throughout the other content areas. Carmel has developed essential skills in the areas of world language, science, social studies and mathematics and has asked the department chairpersons to develop ways to increase reading and writing in the content areas across all subject areas. The ACT reading scores have improved significantly over the past three years. They increased from 25.4 in 2004 to 25.9 in 2006 resulting in a .5 increase. Carmel has been working with staff members across various curricula to teach reading in the content area. For example, science can prove to be difficult reading for high school students based upon different vocabulary encountered. By teaching students to increase their comprehension and study skills in this area, students are able to better explain their lab findings, write about their discoveries, and articulate the material more clearly. Carmel credits the high concentration of reading comprehension in all subject areas, as indicated by our essential skills per subject, for this increase. Carmel's ACT mathematics scores demonstrate a significant growth from 2004 to 2006. Once again, if scores increase by .3 or more, we consider this to be significant. In 2004 Carmel's average math score was 23.0; in 2006 the average math score was 23.6, showing a .6 increase. Once again, Carmel accredits this increase to the school improvement plan in which the math department met for the past two years and developed essential skills to be mastered at each grade level and common assessments to demand consistency in the learning process. For example, if two teachers teach Algebra I, they measure the success of the program by a common final examination at each semester. Success of the learners is based on common items that are to be mastered for that particular subject area. Carmel believes our staff development using Understanding by Design to develop curriculum has assisted us in writing and delivering meaningful, consistent curriculum as demonstrated by our increase in reading, English, and mathematics scores.

2. Using Assessment Results:

Carmel uses test results as part of its continuous improvement plan. Department Chairpersons review the results and work with their team to develop ways to increase the success of all students. Carmel has trained teachers to develop lessons according to the Understanding by Design model, and has begun the

process of creating common assessments for each course taught. At the end of each semester, teachers of the same course review test results based on their curricular goals. Other ways Carmel measures student growth and understanding is through the analysis of our various standardized tests such as the PLAN, PSAT, and ACT. The Director of Curriculum and Instruction works with the various subject matter teams in reviewing our curricular needs based on our students' performance. Carmel's curriculum changes are based on where improvement is needed. In addition to the staff reviewing tests for curricular improvement, Carmel's guidance teams reviews each student's performance with the student and discusses ways that student can improve. Students are held accountable for their testing, and we encourage students to demonstrate their personal best on every test they take. Having identified freshmen who are poor test takers, Carmel has provided these students with a Carmel Prep course. This course is taken the summer prior to their freshmen year. During the first semester they receive further instruction on test-taking skills. For older students Carmel provides study skills groups for students, stress management techniques, and weekly progress reports to assist them in improving their comprehension and study skills. Carmel takes a proactive stance in its continuous improvement process. Carmel continually reviews work throughout the year and encourages dialogue between departments so curriculum is integrated and students can see the connection between the essentials skills learned in one subject with another subject area.

3. Communicating Assessment Results:

All standardized test results are mailed to students' homes along with explanatory materials. Counselors work with individual students to analyze the meaning of these test results. Every year Carmel has a number of National Merit Finalists and a list of Commended students. Approximately 21% of our seniors are given recognition by the State of Illinois University system as 'Illinois State Scholars' – a quality recognition given to the top 10% of students in Illinois based on standardized testing, GPA, and class rank. Carmel has for the past six years used a web-based communication system called Edline. Since Carmel has long used electronic grade-books for teachers this system allows both students and parents (each with a separate code) to access on-line the latest additions to an individual's grades for test, projects, homework, and the like. Deficiency warnings for example would pop up on the screen when appropriate. Even snow days are announced on Edline! Over 85% of our parents do actually use the system to read the grade-books and then have the opportunity to call a teacher by phone or use email. Each teacher's website also includes a study guide for each course, a procedure/policy guide, Understanding by Design templates for each unit of the course, and in some cases examples of rubrics, calendars of class homework, class activities, and other materials. Quarterly academic grades can be read immediately on Edline, and there is a report card mailed home each quarter with comments added by the teacher to the grade itself. Some parents of students who need careful monitoring can receive weekly reports (on-line or in writing) on progress so that immediate attention can be given to difficulties in a course. There is a parent-teacher day after the first report card to initiate contact between the parents and teachers. A marketing director communicates Carmel successes to the public media outlets. There are three school wide assemblies each year to pass out academic and leadership awards to which parents are invited.

4. Sharing Success:

Carmel each year revises its detailed description and explanation of its academic programs in the form of an articulation booklet that is sent to all the area grade schools in order to enhance an understanding of the various levels of courses and expectations for entering students. Its entire curriculum is described on Edline. Carmel's Principal belongs to the Archdiocesan Principal's Association that conducts monthly meetings to communicate current trends in education, and other administrators belong to appropriate organizations. Several teachers have given presentations to meetings of teachers at conventions or other gatherings on our curriculum process from the Association of Supervision and Curriculum Development called Understanding by Design. Several administrators and a teacher for example gave such a presentation this Fall to a regional gathering of grade and high school administrators in Chicago. Recently four schools sent teams to visit Carmel to view this process in action. The Principal is on the Board of Directors of a high school in another state and has introduced curriculum design and supervision

processes now enacted at that school. Carmel was a lead sponsor two years ago of a colloquium of eight U.S. and international schools that considered how to use Understanding by Design methods to introduce ‘enduring understandings’ of Catholicity into the areas of school governance, religious activities, co-curriculars, and the academic curriculum. Each semester Carmel accepts a number of student teachers from local Universities to train with our faculty.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

In 2002, when Carmel won its last Blue Ribbon, the school used its report (sent to The Department of Education) as a blue print for improvement because Carmel saw behind the questions an implicit description of the ‘ideal high school’ with all its qualities of excellence. One area Carmel was concerned about was assessment and so it posed the question to its faculty – “How do we know what our students know about what we want them to know”? That question led Carmel to a four- year study of curriculum design that searched many possibilities in the first year but soon fastened on the process called Understanding by Design of Wiggins and McTighe published through the Association of Supervision and Curriculum Development (ASCD). Based on six facets of understanding it focuses on “essential questions and enduring understandings” and tries to “uncover” material in classes as opposed to just “covering” material. The Principal and one Associate Principal were trained initially one summer, then three interested faculty members next summer, then all the department chairs, and through them the entire faculty. Carmel has designed, as best it can, each unit of each course according to this model. As a result the Carmel curriculum challenges students to higher-level critical thinking skills in all courses using a highly interactive teaching approach. Religion courses are required each semester and focus on reflective reading and thinking in courses that emphasize reading, questioning, discussion, and writing (two honors classes are offered). This department is one where all students are mixed together in classes and its approach is to understand the meaning behind the moral, theological, dogmatic, and scriptural statements included in official Catholic documents and to discuss alternative understandings. In Fine Arts the department philosophy is to offer each student, from beginning to advanced, the opportunity to develop his/her own talent in a supporting environment. (Twenty-five courses are offered two Advanced Placement while honors can be given for four courses with additional requirements on an individual basis.) Many students come to Carmel with developed skills, but a solid number do not and yet each year the art, music, and drama programs receive state and national awards based on their growth. English offers 16 courses, (2 AP and 5 honors). The English department sees its goals in moving students toward advanced skills in oral communication, literary interpretation, composition, and grammar, and all courses have units based on these elements. (More in 2b.) Mathematics offers 19 courses (2 AP and 8 honors). A student who comes into Carmel with Algebra 1 completed can move through an honors or regular sequence up and through calculus. A regular student can follow the sequence through pre-calculus unless the student doubles up on the way. A student with below average math abilities (three sections a year with below 40% standardized testing) can take an appropriate level algebra and geometry sequence and then algebra II and math topics, unless the student moves to a higher level with teacher recommendation. Over 90% of Carmel students do take four years of math. There is a consistent use of technology in math classes with hand calculators, PC tablets, and computer projections. The department sponsors academic competition in math and supports the math dimensions of the other successful interscholastic teams: WYSE and Scholastic bowl. The department follows a highly interactive style and allows students to integrate into the department at the level that respects their grade school courses. Last year Carmel had its highest math ACT scores ever. The science department has a philosophy on attracting students of every level to the study of science by offering a wide variety of courses for every academic level. Each course has a sophisticated lab dimension and also promotes project-oriented learning. (Seventeen courses are offered, three AP and four honors.) A new science wing gives the department a college-like setting for

the study of science. Social Studies find the Understanding by Design method of searching for enduring understandings to be very much at the heart of their approach to use the discipline to improve critical thinking skills in perspective, analysis, empathy, and interpretation. A three-year sequence of AP classes from sophomore year on shows dramatic growth in student thinking skills as it progresses. Fifteen courses are offered (four AP and three honors). The Business department offers eight courses (one AP), six of which are taught on computers, including four computer classes. The goal is to prepare students for beginning course at the university level. Carmel's heavy graduation requirements limit electives here. The World Language department offers 24 courses (4 AP and 11 honors) in three languages: Spanish, French, and Latin. Classes are highly interactive and students are welcomed to learn about culture, history, and mores as well as how to think and express themselves in a different language.

2b. English:

While Carmel's AP English courses have phenomenal success in getting their students to score well on the AP exams (last year 101 students out of 104 passed the AP literature exams), a constant concern over the decades has been how to guarantee the low-scoring student will have success here and at the college/university level. Consequently all courses in the curriculum focus on analytical and interpretive skills for reading literature, however there are three levels of study in freshman year based on scores and grade school reports. Students below the 40th percentile take two courses to initiate their study of English at Carmel. But even before they start they are required to attend a summer session to work on English learning and organizational skills. As school begins, using the same materials as the other two courses, but at a different pace, these freshman students also take a second course that focuses on improving comprehension. These two classes are kept at around 15 students in each section (there are 3 sections offered each year in a class of about 370) so that the work can be tailored to each individual. The approach uses three levels of comprehension: literal, interpretive, and critical. All materials are based on literature, and there are both project and technology exercises. The freshman faculty is alerted and encouraged to guide students carefully through reading exercises in their disciplines. Monthly meetings with our guidance department continue these students through a program of study skills. The judgment of the faculty is that these students are then ready to move into the regular college preparatory curriculum in English from sophomore year on. The Understanding by Design method is well positioned to help the student who moves more carefully through material because it keeps students focused on a larger, controlling understanding while methodically moving step-by-step through a sequence of ideas. At the same time this curriculum design helps all students of every level to organize learning through understanding, not just taking in and recalling.

3. Additional Curriculum Area:

Carmel's science department is housed in a new science with ten classroom-lab combinations and three teacher workrooms to give office space for research and preparing labs and classes. Of its eleven teachers two are working on Masters, nine have at least one Masters, and two are Ph.D.'s (in chemistry). Two have been selected our county's science teacher of the year over the past four years. A long standing philosophy of the department is to bring as many students as possible (90% take four years) to the study of science and so a wide selection of courses is available... for the honors student there are AP classes in biology, chemistry, and physics, and a similar selection of regular courses for the rest. For those who might need more introduction to these courses there are physical science and principles of chemistry that allow students to prepare for upper level work. Also the hook to get some students to take more science is a series of courses such as anatomy, astronomy, botany, environmental science, ecology, earth science, and biotechnology. Ecology is offered over the summer and it is largely field-based using a local bog and a prairie as sites, along with other outdoor settings. Astronomy is also offered during the year and in the summer and uses a local observatory where one of our teachers has studied. Teachers hold very high expectations for their students and encourage students to take academic risks and be involved in creative experiments. Thus the courses outside of the regular sequence of science curriculum are designed to be rigorous studies so that students can gain confidence in their skills and be engaged in the learning process.

Classes are collaborative, the rooms have computers at lab tables, there are computer microscopes, demonstration equipment in abundance for all courses, and flat screens show the teacher's work or outline or visualization. Students compete interscholastically in the World Youth Science and Engineering program and have had considerable regional and sectional success. (The trophy case is filled with recent awards.)

4. Instructional Methods:

The teaching style at Carmel is quite varied both in disciplines and teacher by teacher, but there are some common expectations and some common traits. Foremost the philosophy of the school and the attitude of the teachers are both very positive – hold high expectations for students, coach them to reach their goals, be available for help and assistance, and design coursework to aim for larger and enduring understandings that respond to essential questions. The style is quite interactive throughout the building: collaborative, assigning a variety of assessments, establishing rubrics, and expecting success. The Understanding by Design method of curriculum enhancement has many connections with Harvard's Teaching for Understanding but it delineates six facets of understanding: explanation, interpretation, application, perspective, empathy, and self-knowledge. Carmel's monitoring of the delivery of this method shows that teachers will employ most or all of these in a given unit. Teacher supervision uses instruments that identify elements of understanding. Commonly classes use presentation, large and small group discussion, simulations, debate, and demonstrations. Projects and integrative assignments are often part of a unit. One can read a teacher's grade book on-line (with approved access) to see the variety of learning experiences that go into the study of a unit when the assessment is placed in the student's page. There are over 20 display cases in the building, and most celebrate student work and achievement, especially in fine arts. All classrooms have internet and cable access, and each has a large monitor screen on a rolling stand or a mounted flat screen, as well as a teacher computer and in case of math a tablet PC. Every department uses field trips to visit the educational sites available (21 this past Fall semester). Some bring field experiences to the school. For example a recent Macbeth production for all junior students was held in our auditorium during the school day. Several teachers use blogs and require students to communicate on-line with each other at a certain time as part of the course expectation.

5. Professional Development:

Each year Carmel publishes an internal list of all the learning experiences (courses, seminars, conventions, etc.) that the faculty has had in the previous year – and the number is constant at about 150. Carmel pays an amount for professional development for each teacher, and also pays for the first Masters for a teacher at an approved University. Funds are set aside in department budgets so each faculty member may join an appropriate professional organization. The Academic Leadership Council numbers 15 faculty and administration leaders (who review and propose policies and plans that affect departments and members) encourage teachers to be involved in external learning experiences. The faculty room and library are well supplied with current journals and materials. Each month the faculty meeting has a presentation on an educational topic and there are four in-service days throughout the year. New teachers receive extra days of training before school begins and then months of mentoring as part of their introduction to Carmel. The faculty this year is divided into Professional Learning Teams – two for each teacher – usually along the lines of a common class taught with other colleagues. Carmel is heavily invested into curriculum design and each unit of each course is to be described in a UbD template. The faculty over the past three years has received extensive training in writing these documents and employing their concepts in classroom teaching. Carmel employs three teachers to also be mentors and guides to the faculty in this task. Every classroom at Carmel is equipped with technology and there are constant workshops offered throughout the day and at professional development times to continue to hone the technological skills of the faculty (20 were offered this Fall). This year the school is constructing a new strategic plan and teachers are involved in heading some of the large groupings that will develop plans in specific areas, and all teachers are invited to join those groups in the second semester when that

phase begins. The January faculty meeting day will see the faculty working the entire day on the strategic plan, both through training and opportunities for contribution.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): National Catholic Education Association
North Central Association of Colleges and Schools

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes x No _____

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____ K	\$ _____ 1 st	\$ _____ 2 nd	\$ _____ 3 rd	\$ _____ 4 th	\$ _____ 5 th
\$ _____ 6 th	\$ _____ 7 th	\$ _____ 8 th	\$7350 9 th	\$7350 10 th	\$7350 11 th
\$7350 12 th	\$ _____ Other				

4. What is the educational cost per student? \$8494
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$2632

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 12 %

PART VII – ASSESSMENT RESULTS

Carmel Catholic High School – Summary of Average ACT Scores for the Total Group:

Local	Number	Math	Reading
2004	307	23.0	25.4
2005	313	23.0	25.3
2006	330*	23.6	25.9

State

2004	132,525	20.2	20.5
2005	135,967	20.2	20.3
2006	137,399	20.3	20.6

National

2004	1,171,460	20.7	21.3
2005	1,186,251	20.7	21.3
2006	1,206,455	20.8	21.4

* 330 out of 335 students took the ACT exam (98.5%).

Carmel Catholic High School – Grade 11 PSAT Test Results

Year	Number	Critical Reading	Math
2004	342	52.6	53.0
2005	332	52.6	53.9
2006	379	52.7	50.4

Carmel Catholic High School – Summary of PLAN Test Results

Year	Number	Math	Reading
2004	335	20.5	20.5
2005	387	20.2	20.4
2006	334	20.5	20.8