

**CARBONDALE COMMUNITY HIGH SCHOOL
INFORMATIONAL BOOKLET
AND
REPORT CARD
2011**

**Carbondale Community
High School**



A Tradition of Excellence

Carbondale Community High School
1301 E. Walnut Street
Carbondale, Illinois 62901
Telephone: (618) 457-3371
TerrierNet Website: www.cchs165.jacksn.k12.il.us

Carbondale Community High School District #165

<http://www.cchs165.jacksn.k12.il.us>

Administrative Center

330 South Giant City Road
Carbondale, IL 62902
Telephone: (618) 457-4722
Facsimile: (618) 457-3353

High School

1301 E. Walnut Street
Carbondale, IL 62901
Telephone: (618) 457-3371
Facsimile: (618) 549-1686

Rebound

205 N. Oakland Avenue
Carbondale, IL 62901
Telephone: (618) 549-8232
Facsimile: (618) 351-0288

The Board of Education believes that it is the responsibility of Carbondale Community High School District #165 to provide educational opportunities and experiences which will enable all students to develop their talents and capabilities so that they may be able to assume their responsible roles in a democratic society and to apply their knowledge to a lifetime of continuous learning.

This philosophy places emphasis upon the total development of the student, recognizing the dignity and worth of each individual and serving to enhance within each student a sense of responsibility, tolerance, and freedom.

We, the Board of Education, believe that to translate this philosophy into reality requires cooperation, communication, and continuous effort from the students, parents, faculty, and administration.

Board of Education

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Financial Officer	Steve Kosco
Principal	Daniel Booth
Assistant Principal.....	Darryl Cox
Assistant Principal.....	Daniel Cross, Sr.
Assistant Principal.....	Mandy McKee
Student Services and Programs Director	Crystal Swan-Gravatt
Athletic Director.....	Rick Moss
Rebound Director	June Hickey
Maintenance Director	Don Biggs

Carbondale Community High School District 165 does not discriminate on the grounds of race, color, religion, national origin, sex, sexual orientation, age, ancestry, marital status, disability, military status, pregnancy, or other unlawful considerations in admission or access to, or treatment, or employment, in its programs or activities. Inquiries should be directed to Mr. Stephen Murphy, Superintendent and designated Coordinator for the Americans with Disabilities Act, Title II and Section 504 (Rehabilitation Act of 1973).

CCHS and the Community

Carbondale Community High School is one of the most respected high schools in southern Illinois and the state and was named one of America's Best High Schools in 2010 by U.S. News and World Report magazine. CCHS is able to achieve success in educating its student population due to a high level of support from all segments of the Carbondale community. Parents, students, and alumni are very involved, supportive, and proud of their high school. In 2010, the CCHS Education Foundation hosted a Gala Fundraiser which raised over \$100,000 to benefit academics and extra-curricular activities at the high school.

The Carbondale area has rich educational resources. The city of Carbondale, with a population of approximately 29,000, is the home of a major regional state university with over 20,000 students. Also, John A. Logan College, one of the largest community colleges in the state, is within close driving distance. The advantage of being cooperatively involved with Southern Illinois University, as a major university, and John A. Logan College, adds a very positive dimension to the educational program of CCHS.

The communities of Carbondale, DeSoto, Makanda, and Jackson County offer many excellent municipal facilities and county-wide services which provide extended educational, cultural, social, and recreational opportunities to CCHS students and their families.

In addition, there are excellent elementary schools feeding into the high school district which contribute to the overall quality and diversity of CCHS. Those feeder schools include Carbondale, DeSoto, Giant City, and Unity Point.



Carbondale Community High School District 165 was organized on April 20, 1920, as a secondary school district covering an area of 129.43 square miles, with the center of population in Carbondale.

The former CCHS-Central Campus was located in the west section of Carbondale and consisted of 21 acres. The first high school building was erected in 1923; with additions in 1936, 1948, and 1959. In 1966, the William McBride Memorial Learning Center was erected on the main campus and a new CCHS-East Campus, located at 1301 East Walnut Street, was also erected which became the attendance center for the freshman class and the Rebound Program until June, 2001. Following the 2002-03 school year, the Central Campus closed with the completion of the construction of the new Carbondale Community High School campus.



In June, 2003, the new Carbondale Community High School, located at 1301 East Walnut Street, opened as the attendance center for grades 9-12. The William McBride Memorial Learning Center also opened as the attendance center for the Rebound Program, an alternative educational program, located at 205 North Oakland Avenue. In August, 2007, the final construction project (Tennis Complex) for the SuperBlock was completed. The SuperBlock is approximately 140 acres which contains the educational and athletic facilities for the greater Carbondale area.

The CCHS Administrative Center, located at 330 South Giant City Road, was erected in May, 2002. The administrative center is situated in the southeast corner of the 43-acre site the new high school is constructed on. The offices of the district superintendent and financial officer are located in this building.

The School and Students

The student body of Carbondale Community High School is made up of approximately 1,100 students in grades 9-12. One of strengths of CCHS is the diversity of its student population. We are proud to have students from all races; virtually all socioeconomic, educational and cultural backgrounds, as well as, a number of foreign students. In addition to the fine educational preparation, a graduating senior from CCHS will have had the opportunity to relate to people from all walks of life.

Recent ACT (American College Test) scores for the Class of 2011:

Composite-CCHS Average 21.0
Composite-State Average 20.9
Composite – National Average 21.1

The following indicated the seniors' plans for the class of 2011:

Go to a 4-year institution.....52%
Go to a 2-year institution.....41%
Total College bound..... 93%
Military - Workforce 7%

The class of 2011 included the following national/state recognitions:

Illinois State Scholars - 32
National Merit Commended Students – 3
National Merit Semi-Finalists - 3
National Merit Finalists – 3
National Merit Scholarship recipients – 2

Our students consistently win state and national honors in all academic areas including the Westinghouse Award and Illinois Academy of Science awards in science; the N.C.T.E. Achievement Award, Golden Apple Scholars, as well as many others in English; national contest awards in French, German, and Spanish; National Honor Society scholarships; USA Today Recognition Award, U.S. Senate Youth Program Illinois Delegate and Prudential Spirit of Community Award. We are proud to have had a National Presidential Scholar, and four students who received a perfect ACT score.

CCHS students are currently attending a wide variety of post secondary institutions, among those are Washington University (St. Louis), Carlton College, Lawrence University, Duke University, Drake University, Eastern Illinois University, Illinois State University, Northwestern University (Evanston, IL), the University of Chicago, John A. Logan College, Harvard University, University of Illinois, M.I.T., Vanderbilt, Southern Illinois University, Stanford University, Yale University, Oberlin College, University of Pennsylvania, and Howard University.

CCHS also has a rich tradition of performance in extra-curricular activities. Organizations and individual students have always been very successful on the local, state, and national levels. We have had individuals and teams win state championships in academics, athletics, music, and speech contests. The school offers competition in ten sports for boys and nine sports for girls, with different levels of competition in most sports. Our athletic and academic teams compete favorably at the local and state level. The CCHS Scholar Bowl team was IHSA and Masonic State Champions in 2009 and finished 4th in the state finals in 2010. The WYSE team placed 2nd in the state in the 2010 academic competition. The speech and debate teams also boast outstanding records. The CCHS Music Department ranked 3rd in the state and 2nd in their division in 2011. CCHS has a broad offering of over fifty clubs and organizations in an attempt to meet the needs and interests of all students.

The Staff



CCHS has always attempted to furnish the finest education possible through a highly qualified staff. Over 61% of our staff has master's degrees, and many have a considerable amount of advanced study beyond the master's degree, including 2 Ph.D.'s. The average teaching experience of our staff is 13.4 years.

The staff is active in their respective academic areas with many teachers participating and holding offices in local, state, and national organizations. The staff includes active artists, authors, and individuals who conduct presentations in their subject area throughout the country. Faculty members also work in collaborative teams to develop curriculum, integrate technology, and monitor student progress. CCHS is proud to have a professionally active group of staff members who are capable of providing outstanding leadership and guidance for our students.

Curricular Offerings

CCHS provides a comprehensive curriculum to meet the needs of our diverse student population. The educational programming focuses, not only on the average student, but the academically talented and the educationally disadvantaged, as well.

The extensive range of classes offered at Carbondale Community School provides each student with a curriculum to meet individual needs. Innovative programs such as the Freshman Academy and Co-Teaching enable CCHS to provide the proper placement and support for students in implementing RtI. Some of the features of our curriculum are:

- College Readiness Focus
- Honors Courses
- Advanced Placement Courses
- Dual Credit Courses
- Concurrent University Enrollment
- Technology Integration into Courses
- Career & Technical Education Courses
- Work Study Programs
- Internship Opportunities
- Freshman Academy support in reading and math
- Student Services for students with special needs
- Assistive Technology
- Co-Taught Courses
- Transitional English Language classes (ESL)
- Special Programs for the Handicapped
- Early Bird Classes
- Summer Enrichment Program
- Summer classes in Government & Driver Education
- Terrier Tutoring after school program

CCHS also provides support services to help students through their high school years and beyond. Instructional media services are available with computer assisted learning, audio visual resources, and over 27,000 bound volumes in the learning center. The media center also has a link to the regional library system and to a regional consortium to provide additional research capabilities to students.

Guidance services focus on the educational, career, and social development of students. There is an exceptionally strong college advisement program to assist students with college applications, admission decisions, and with the search for financial aid and scholarships.

Requirements for Graduation

GRADUATION REQUIREMENTS

Graduation requirements are subject to change by action of the Board of Education. Students should always verify current requirements.

1. English (4 credits-3 credits writing intensive)
2. American History (1 credit) Junior year.
3. American Government (1 credit) Senior year.
4. Mathematics (3 credits, including Algebra 1 and Geometry content).
5. Science (2 credits)
6. Consumer Education (½ credit) Seniors who carry a full schedule of classes may meet the state requirement by taking an early bird 1/4 credit mini-course in consumer education called Resource Management. Other courses which satisfy the consumer education requirement are: Resource Management, Business and Technology Concepts I, Adult Living, and Interrelated Co-op.
7. Health (½ credit, one semester) Freshman year.
8. Physical Education - Students must take Physical Education each semester enrolled. Waivers may be applicable.
9. Music, Art, Foreign Language, Business, Family and Consumer Science, Industrial Technology or Career Education (1 credit required; may be chosen from these areas).
10. Nineteen (19) credits are required for graduation.
11. Students who score below the 35th percentile on the Reading and/or English subtests of the EXPLORE test in 8th grade may be required to take a study skills class for one full year at the 9th grade level. A Reading Language Acquisition course may be required for students scoring between the 35th and 55th percentile in Reading and/or English on the 8th grade EXPLORE test.
12. Students must take the Prairie State Achievement Exam (PSAE) to be eligible for graduation. This exam is given during the junior year. Students cannot be designated as a senior until the PSAE or IAA is taken, unless the student was exempt from testing during their junior year. The PSAE cannot be taken during the senior year.
13. **A student may not participate in graduation ceremonies unless they have completed all CCHS graduation requirements.** A student with an Individualized Educational Plan (IEP) may participate in graduation ceremonies after completing four years of high school.

Additional Information:

1. A full year course equals one credit if the student earns a passing grade; a semester course equals 1/2 credit if the student earns a passing grade.
2. All credits earned in a school approved by an appropriate state or accrediting agency will be accepted for transfer. All credits earned in other schools and submitted for transfer shall be subject to administrative review and approval.
3. A student must be in attendance his/her last semester prior to graduation from CCHS.
4. Students will not be allowed to take more than one class per day where they receive no credit (study hall, teaching assistant, etc.)

Gateway

Gateway is a residential treatment facility located in Carbondale. The program at the facility is for adolescents and young adults with substance abuse problems. Educational services for Gateway students are provided by Carbondale Community High School. Students entering Gateway are served by the in-house educational program at the facility.

Rebound

Rebound, CCHS's adult/optional education program, has been in existence since 1970. The primary purpose of Rebound is to assist persons 16 years of age and over in their attainment of a secondary education credential. Students who have formally dropped out of traditional school complete their high school diploma requirements at Rebound, or they prepare to take the General Educational Development (GED) examination. Traditional school students who have failed classes use the program as an avenue for making up deficient credits so that they can graduate on time. The vocational component allows students to earn high school credit and build resumes through a variety of on-the-job experiences.

Rebound is staffed by an experienced group of professionals who are successful at dealing with troubled youth. Counselors and learning facilitators work closely with students, families, and social service agencies in order to provide successful educational experiences. Staff members assist all students in setting and attaining educational goals and in exploring and identifying realistic career goals. Rebound offers morning, afternoon, and evening sessions during the school year and daytime sessions during the summer. Approximately 100 students are generally enrolled at any given time, and the program serves about 450 students each year. More than 100 students complete their secondary education through Rebound annually.

Questions You May Have

What are the school hours? The regular school day is from 8:00 a.m. until 3:00 p.m. The school day consists of six (6) academic periods (55 minutes) with a thirty (30) minute lunch period. Students may meet with their teacher during the Academic Review Period from 8:00 a.m. to 8:25 a.m. each day that school is in session.

Are individualized services available for children? The district provides comprehensive individualized services for eligible students entering high school to age 21.

How is student achievement reported to parents? Up to date grades, homework, and discipline reports are available to parents via the Parent Portal on the TerrierNet www.cchs165.jacksn.k12.il.us. Grades are mailed to the parents on a quarterly basis. Parents will be contacted by mail at mid-term if there is a need for a warning due to low grades. Teachers may also contact parents if they feel there is a need for individual conferences. Parents should contact the Guidance office if they desire a meeting with a teacher to discuss student's achievements at any time. Parent-teacher conferences are held in October each year.

What about transportation? All students are provided transportation if they live more than 1-1/2 miles from the attendance center. Call Illinois Central School Bus (351-1650) if you have any questions.

What types of extra-curricular activities are available? The school has extensive athletic programs for boys and girls as well as varied activities in the areas of academics, music, speech, and dramatics. A broad offering of clubs, organizations, and social activities is available to cover the needs and desires of the entire student body. Additional information can be obtained by calling the high school (457-3371).

The 2011-2012 School Budget

The 2011-12 school budget was adopted by the Board of Education in September. Any deficit in the various funds will be covered by carry-over money from the previous year.

<u>Funds</u>	<u>Revenue</u>	<u>Expenditures</u>	<u>Difference</u>
Education	\$11,373,515	\$11,348,411	\$25,104
O & M	1,219,450	1,008,695	210,755
Debt Service	1,947,000	1,937,436	9,564
Transportation	771,825	492,350	279,475
IMRF/SS	468,950	470,623	(1,673)
Capitol Projects	13,100	31,590	(18,490)
Working Cash	226,750	215,000	11,750
Tort	271,250	240,000	31,250
Life Safety	90,350	90,350	0
Total All Funds	\$16,382,190	\$15,834,455	\$547,735

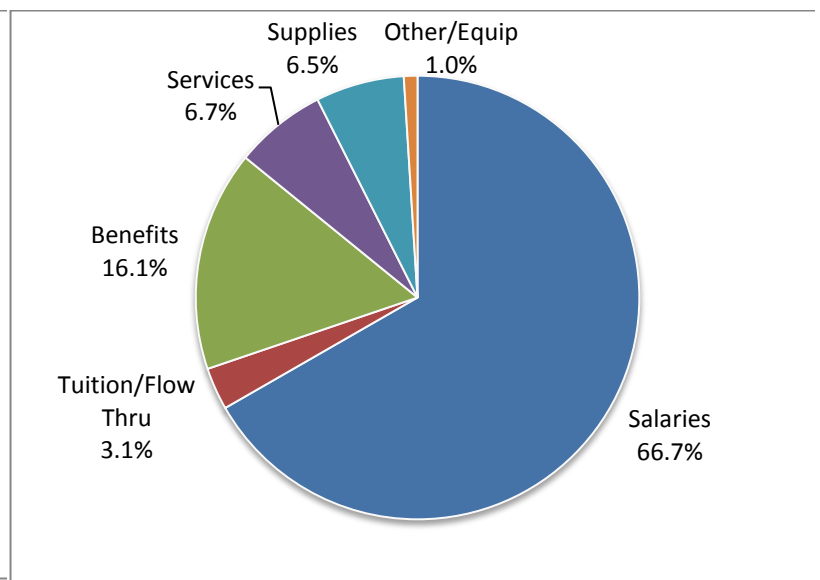
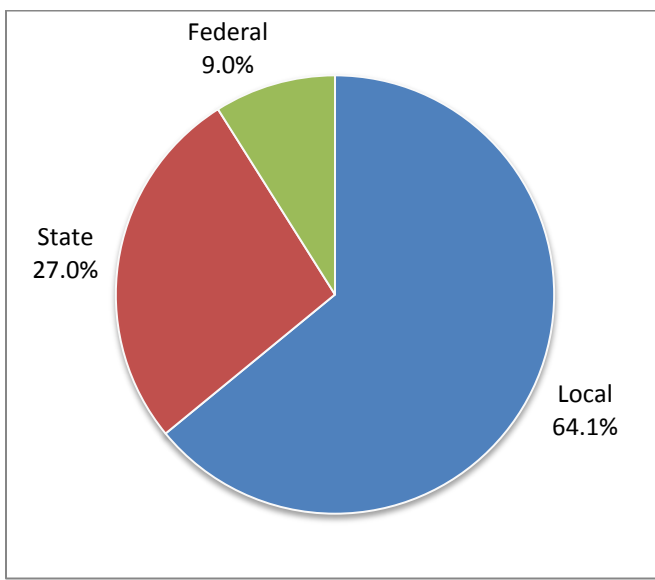
The circle graphs below list the categories in which money is received and spent in the Educational Fund only.

Revenue

Local	\$	7,286,265
State	\$	3,067,738
Federal	\$	1,019,512
Total Revenue	\$	11,373,515
Deficit	\$	25,104

Expenditures

Salaries	\$	7,569,687
Tuition/Flow Thru	\$	350,000
Benefits	\$	1,824,387
Services	\$	759,307
Supplies	\$	732,530
Other/Equip	\$	112,500
Total Expenditure	\$	11,348,411



INFORMATION

<u>If You Have Questions About:</u>	<u>Telephone Number</u>	<u>Extension</u>	<u>Ask For:</u>
Athletics	457-3371	212	Rick Moss, Director
Attendance	457-3371	221	Verlena Greer/Laurie Rendleman
	457-3371	260	Verlena Greer/Laurie Rendleman
	457-3376	(Evening Calls--Answering device will accept messages)	
Career Education	457-3371	211	Dallas Terry, CTE Chair
Credits/Transcripts	457-3371	227	Anne Miller-Johnson, Registrar
Discipline	457-3371	276	Darryl Cox, Assistant Principal
		219	Daniel Cross, Assistant Principal
		241	Mandy McKee, Assistant Principal
District Policy	457-4722	28	Stephen Murphy, Superintendent
Insurance Claims	457-3371	252	Melanie Nelson, Terrier Care Nurse
Principal	457-3371	223 or 287	Daniel Booth, Principal
Rebound	549-8232		June Hickey, Rebound Director
Students Services & Programs	457-3371	214	Crystal Swan-Gravatt, Director
Student Schedules or Counseling	457-3371	226	Guidance Secretary
Teachers	457-3371		(Leave message for return call)
TerrierNet and Parent Portal	457-3371	255	Virginia Appuhn, Technology Director
Testing Program	457-3371	215	Sandy Brown, Guidance Coordinator
Tip Line	457-3371	217	Anonymous Information Regarding Student Misconduct
Transportation	351-1650		Illinois Central School Bus

A complete list of contact information and email addresses are available on the TerrierNet website www.cchs165.jacksn.k12.il.us.

Carbondale Comm H S
Carbondale CHSD 165
Carbondale, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 9 10 11 12

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION															
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	53.8	30.0	5.1	4.9	0.0	0.0	6.1	49.1	1.9	16.4	1.5	0.0	21.9	92.6	1,107
District	53.8	30.0	5.1	4.9	0.0	0.0	6.1	49.1	1.9	16.4	1.5	0.0	21.9	92.6	1,107
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0	2.7	3.2	12.8	94.0	2,074,806

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	100.0	--	--	--	--
District	100.0		17.4	12.1	123.0
State	96.0		18.9	13.6	211.3

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

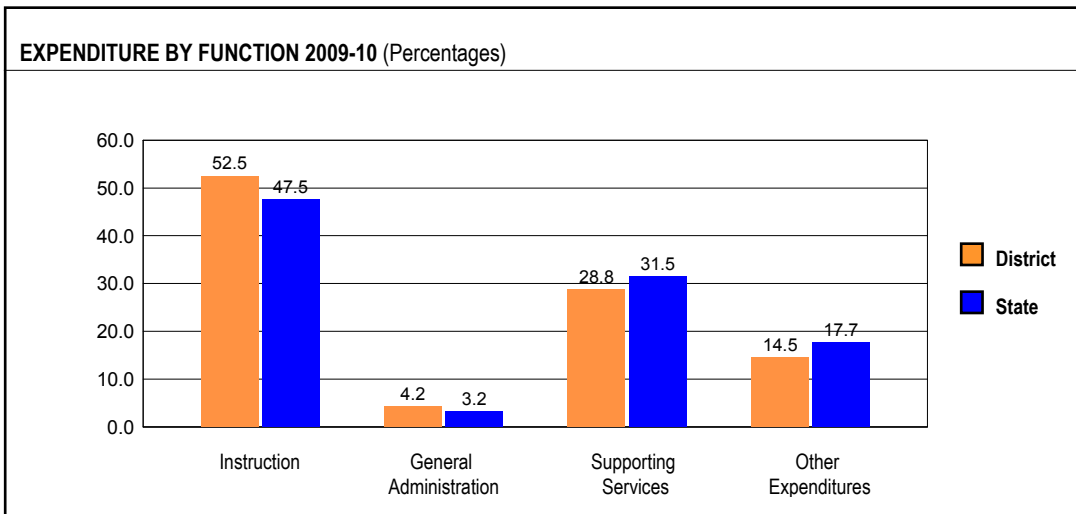
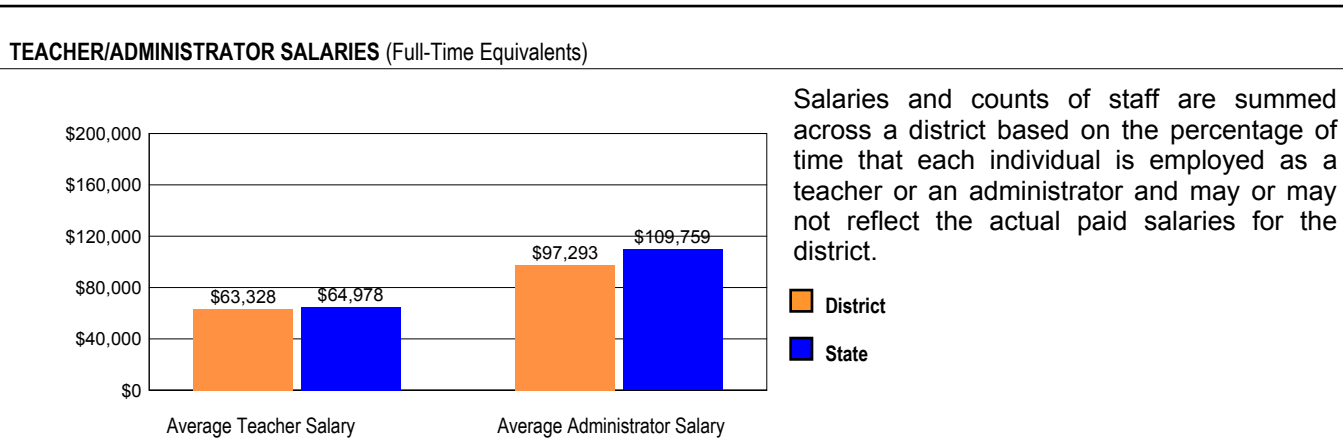
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School										16.3
District										16.3
State										19.2

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
District	95.9	0.0	2.8	0.0	0.0	0.0	1.4	0.0	37.9	62.1	73	
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262	

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	13.4	38.6	61.4	0.0	0.0
State	13.2	39.5	60.4	0.6	0.8

Some teacher/administrator data are not collected at the school level.

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10			
	District	District %	State %
Local Property Taxes	\$8,873,338	55.1	58.9
Other Local Funding	\$2,500,380	15.5	6.4
General State Aid	\$1,446,883	9.0	14.9
Other State Funding	\$1,141,971	7.1	7.5
Federal Funding	\$2,134,688	13.3	12.4
TOTAL	\$16,097,260		

EXPENDITURE BY FUND 2009-10			
	District	District %	State %
Education	\$11,498,903	72.8	72.9
Operations & Maintenance	\$1,101,482	7.0	6.0
Transportation	\$697,833	4.4	3.8
Debt Service	\$1,776,845	11.2	7.2
Tort	\$213,891	1.4	1.2
Municipal Retirement/ Social Security	\$436,568	2.8	1.9
Fire Prevention & Safety	\$68,525	0.4	0.7
Site & Construction/ Capital Improvement	\$9,597	0.1	6.4
TOTAL	\$15,803,644		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$459,117	1.89	\$8,735	\$14,264
State	**	**	\$6,773	\$11,537

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

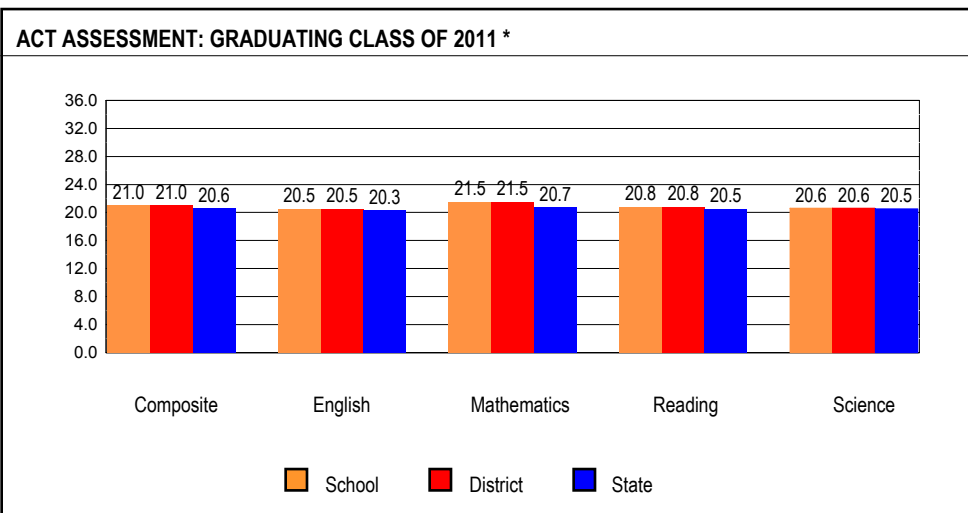
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE



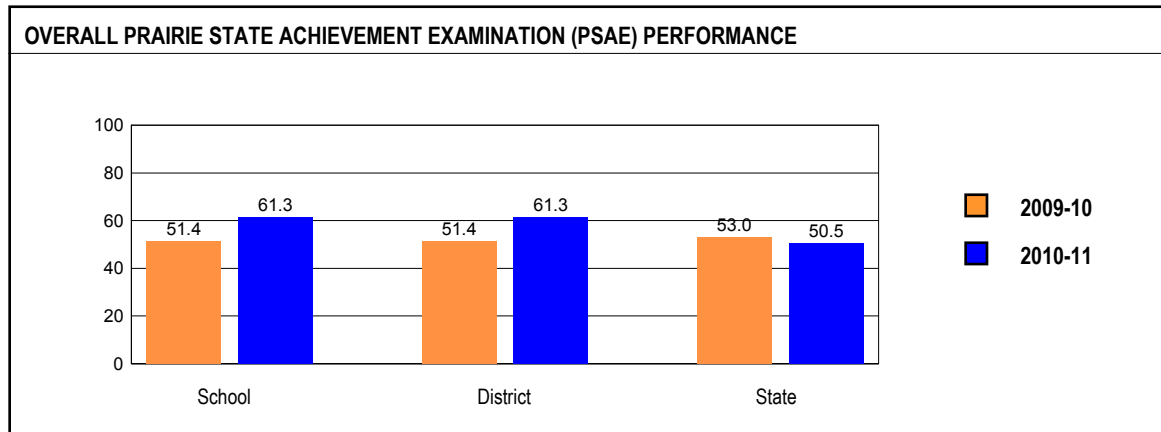
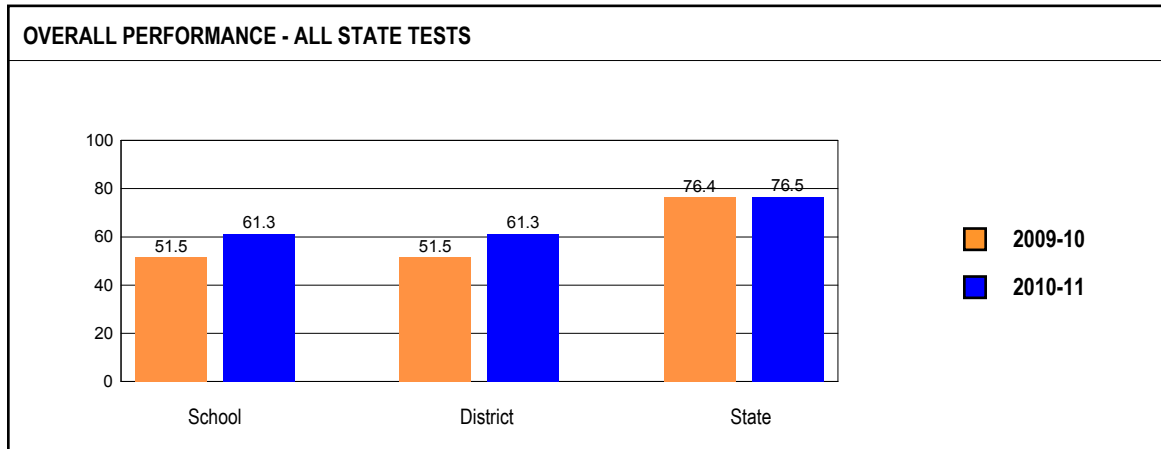
The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian				
School	95.5	95.5	95.5	97.3	93.2	89.5	100.0			95.2	50.0	93.3	88.3
District	95.5	95.5	95.5	97.3	93.2	89.5	100.0			95.2	50.0	93.3	88.3
State	83.8	80.9	86.7	89.1	74.0	76.8	92.3			81.4	67.7	66.2	75.1

OVERALL STUDENT PERFORMANCE

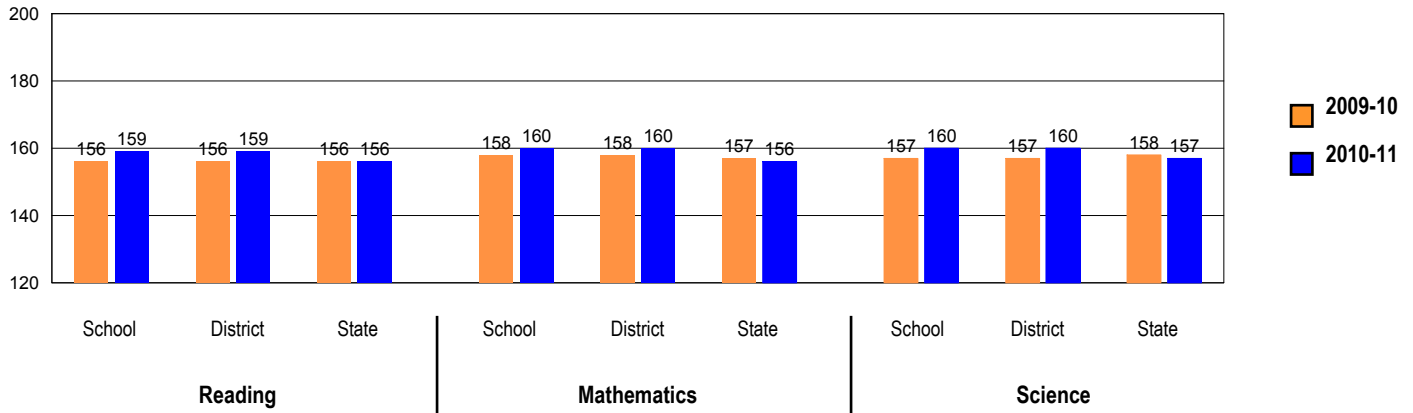
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.



PSAE PERFORMANCE

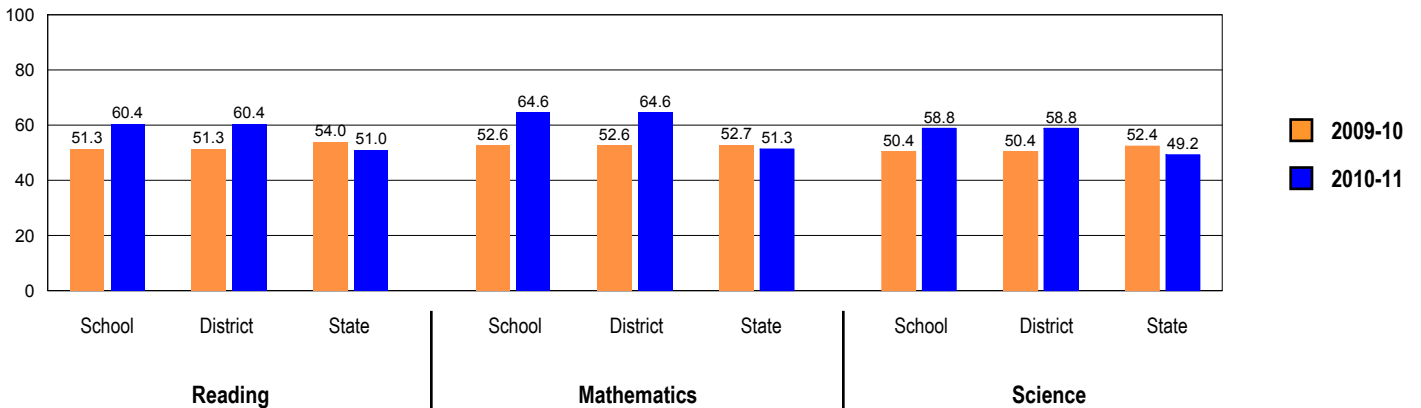
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this school with PSAE scores in 2011: 260

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	265	133	132	160	77	8	10	0	0	10	2	0	46	117
	Reading	0.0	0.0	0.0	0.0	0.0		0.0			0.0			0.0	0.0
District	*Enrollment	265	133	132	160	77	8	10	0	0	10	2	0	46	117
	Reading	0.0	0.0	0.0	0.0	0.0		0.0			0.0			0.0	0.0
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	265	133	132	160	77	8	10	0	0	10	2	0	46	117
	Mathematics	0.0	0.0	0.0	0.0	0.0		0.0			0.0			0.0	0.0
District	*Enrollment	265	133	132	160	77	8	10	0	0	10	2	0	46	117
	Mathematics	0.0	0.0	0.0	0.0	0.0		0.0			0.0			0.0	0.0
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	265	133	132	160	77	8	10	0	0	10	2	0	46	117
	Science	0.0	0.0	0.0	0.0	0.0		0.0			0.0			0.0	0.0
District	*Enrollment	265	133	132	160	77	8	10	0	0	10	2	0	46	117
	Science	0.0	0.0	0.0	0.0	0.0		0.0			0.0			0.0	0.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 11

Grade 11 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	11.5	28.1	45.0	15.4	9.6	25.8	51.5	13.1	9.6	31.5	44.6	14.2
District	11.5	28.1	45.0	15.4	9.6	25.8	51.5	13.1	9.6	31.5	44.6	14.2
State	10.1	38.9	40.7	10.4	10.0	38.7	43.1	8.2	8.6	42.2	39.6	9.6

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	13.8	30.8	40.8	14.6	10.0	26.9	48.5	14.6	9.2	30.0	41.5	19.2
	District	13.8	30.8	40.8	14.6	10.0	26.9	48.5	14.6	9.2	30.0	41.5	19.2
	State	12.7	39.3	38.2	9.8	10.6	35.9	43.3	10.2	9.0	38.6	40.1	12.3
Female	School	9.2	25.4	49.2	16.2	9.2	24.6	54.6	11.5	10.0	33.1	47.7	9.2
	District	9.2	25.4	49.2	16.2	9.2	24.6	54.6	11.5	10.0	33.1	47.7	9.2
	State	7.5	38.5	43.2	10.9	9.4	41.5	42.9	6.2	8.1	45.8	39.2	6.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	5.7	21.5	51.9	20.9	5.1	13.9	65.2	15.8	4.4	23.4	52.5	19.6
	District	5.7	21.5	51.9	20.9	5.1	13.9	65.2	15.8	4.4	23.4	52.5	19.6
	State	6.1	29.6	49.4	14.9	5.3	29.8	53.5	11.4	4.2	31.3	50.4	14.0
Black	School	27.0	43.2	29.7	0.0	23.0	51.4	25.7	0.0	23.0	50.0	27.0	0.0
	District	27.0	43.2	29.7	0.0	23.0	51.4	25.7	0.0	23.0	50.0	27.0	0.0
	State	18.5	56.7	23.2	1.6	23.0	56.8	19.6	0.6	19.9	63.2	16.2	0.7
Hispanic	School												
	District												
	State	14.7	52.2	30.0	3.1	13.2	51.9	33.0	1.9	11.9	58.1	27.7	2.2
Asian	School	10.0	0.0	40.0	50.0	0.0	0.0	30.0	70.0	0.0	0.0	50.0	50.0
	District	10.0	0.0	40.0	50.0	0.0	0.0	30.0	70.0	0.0	0.0	50.0	50.0
	State	6.7	27.3	46.3	19.7	3.2	19.0	52.0	25.7	3.9	25.7	49.3	21.2
Native Hawaiian/Pacific Islander	School												
	District												
	State	8.0	43.8	41.6	6.6	5.8	40.1	46.7	7.3	2.9	49.6	38.7	8.8
American Indian	School												
	District												
	State	12.5	42.4	36.7	8.4	11.9	42.5	40.3	5.3	8.6	48.1	38.0	5.3
Two or More Races	School	0.0	40.0	50.0	10.0	0.0	40.0	50.0	10.0	10.0	40.0	40.0	10.0
	District	0.0	40.0	50.0	10.0	0.0	40.0	50.0	10.0	10.0	40.0	40.0	10.0
	State	7.6	35.9	43.6	12.9	8.5	38.6	44.1	8.7	6.5	40.2	41.8	11.5

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	48.8	37.2	14.0	0.0	46.5	39.5	14.0	0.0	41.9	46.5	11.6	0.0
	District	48.8	37.2	14.0	0.0	46.5	39.5	14.0	0.0	41.9	46.5	11.6	0.0
	State	46.5	37.9	13.4	2.2	46.1	41.8	11.2	0.9	39.6	46.9	11.5	2.1
Non-IEP	School	4.1	26.3	51.2	18.4	2.3	23.0	59.0	15.7	3.2	28.6	51.2	17.1
	District	4.1	26.3	51.2	18.4	2.3	23.0	59.0	15.7	3.2	28.6	51.2	17.1
	State	5.2	39.0	44.3	11.4	5.2	38.3	47.4	9.1	4.5	41.6	43.4	10.6

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	20.5	40.2	35.7	3.6	19.6	43.8	32.1	4.5	20.5	43.8	32.1	3.6
	District	20.5	40.2	35.7	3.6	19.6	43.8	32.1	4.5	20.5	43.8	32.1	3.6
	State	17.1	53.1	27.3	2.6	17.8	53.4	27.3	1.5	15.6	59.0	23.6	1.8
Not Eligible	School	4.7	18.9	52.0	24.3	2.0	12.2	66.2	19.6	1.4	22.3	54.1	22.3
	District	4.7	18.9	52.0	24.3	2.0	12.2	66.2	19.6	1.4	22.3	54.1	22.3
	State	5.5	29.7	49.4	15.4	5.0	29.1	53.4	12.5	4.0	31.3	50.0	14.6

2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this school making AYP in Reading?	No	2011-12 Federal Improvement Status	Restructuring Implementation
Is this school making AYP in Mathematics?	No	2011-12 State Improvement Status	Academic Watch Status Year 5

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	63.8		No	68.3		No			95.5	Yes
White	100.0	Yes	100.0	Yes	72.7	75.7	Yes	81.2		Yes			97.3	
Black	100.0	Yes	100.0	Yes	35.5	25.8	Yes	32.3	21.4	Yes			93.2	
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes										
Economically Disadvantaged	100.0	Yes	100.0	Yes	43.3	37.8	Yes	41.2	34.1	Yes			88.3	

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2010.

** Safe Harbor Targets of 85% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

2011 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Comprehensive
Is this school making (AYP) in the "ALL" subgroup in reading ?	No
Is this school making (AYP) in the "ALL" subgroup in math ?	No

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP.**

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Areas of Success

CCHS named one of U.S. News and World Report America's Best High Schools 2010

In the past school year, CCHS students:

- Communicated with videos, blogs, twitter, and wikis through the use of technology
- Went on a field trip to Memphis with African American History Club
- Participated in CCHS Summer programs with nearly 500 other students
- Skyped with authors and educational experts
- Performed in a fall and spring plays
- Competed in the State Finals for WYSE, Speech and Scholar Bowl
- Won the African American Knowledge Bowl
- Competed in the Cardboard Boat Regatta at SIU
- Performed in many concerts and talent shows during the year
- Participated in the Annual Multi-cultural festival
- Competed at the State level Science Fair
- Interned in Washington D.C. with the A. P. Government class
- Participated in literary performances at the Book Fair, Poetry Night, and African American Read-In
- Competed in national competitions in FBLA
- Raised funds for flooding victims
- Received over \$250,000.00 in scholarships
- Placed 6th in a State Final Speech Event
- Created the online publication *Imagination in Motion*
- Earned status as All-State Musicians
- Ranked 3rd in the state and 2nd in their division as part of the CCHS Music Program
- Won the 2011 SIU Math Field Day Competition
- Won the St. Louis Area Physics Competition with the CCHS Physics Team
- Competed in the National Skycraper competition which a CCHS team won in 2009
- Won multiple awards on national exams in Spanish, French, and German
- Took dual-credit and advanced placement classes to start their college careers.

Student Accomplishments:

- Wrestling – Illinois state champion and national champion
- Honorable Mention in the Toshiba/NSTA Exploravision Contest
- Finalist in the 2011 Letters about Literature Contest
- Artist earned national recognition for her photographs
- Placed 2nd in Technology Concepts in National FBLA Competition
- Southern Illinoisan athlete of the year in cross country and wrestling
- Soccer player named as High School Scholar All American
- Several CCHS students advance to play college sports

The class of 2011 included the following national/state recognitions:

- Illinois State Scholars - 31
- National Merit Commended Students – 3
- National Merit Semi-Finalists - 3
- National Merit Finalists – 3
- National Merit Scholarship winners – 2
- One student with perfect ACT from CCHS in both 2009 and 2010

CCHS Programs Currently Assisting At-Risk Students

Carbondale Community High School has implemented a number of programs in recent years to improve the academic achievement of all students. In particular, some programs address the needs of at-risk students emphasizing good attendance and behavior and providing additional educational support within the regular school day and through after school and summer programs. Parents are also involved in the programs through meetings and online communication.

Academic Support Programs:

- Co-Teaching is used in English, Math, and Science classes to address needs of at-risk students.
- Title 1 funded Reading and Mathematics classes provide additional support in those areas
- The daily Academic Review Period provides students with individual academic assistance in their classes.
- The Freshman Academy model is used to monitor student progress and provide interventions (RtI).
- The Freshman Placement Team and Freshman Monitoring Team analyze student data to provide correct placement and support.
- Terrier Tutoring is available four days a week after school for homework help, college readiness, and credit recovery.
- Free ACT/PSAE test prep classes are offered in the evenings and after school.
- Supplementary Educational Services is provided after school to improve achievement in reading and mathematics.
- Response to Intervention (RtI) has been implemented for both academic and behavioral interventions.
- CCHS participates in the College Readiness Program with John A. Logan College to minimize the number of non-credit college classes needed by at-risk students.
- The Summer Enrichment Program is held yearly and includes a wide variety of mini-courses that engage the students and provide a great introduction to CCHS for incoming freshmen.
- Summer Freshman Academy and Bridge programs set incoming freshmen on the correct academic path.
- Rebound offers credit recovery and an alternative program for students having difficulty in a regular high school setting.
- Special Education faculty is constantly monitoring student progress for those with IEPs.

Behavior & Attendance Programs:

- The CCHS Student Assistance Program provides a network of support and resources to identify students with potential needs and allows staff to take action before serious problems develop.
- Academic Support Class works with students to improve attendance and behavior as well as academics.
- The CARE Team meets regularly to identify at-risk students and provide interventions.
- The Social Worker is the contact person that many at-risk students will use to seek assistance.
- Anger Management Groups through the Guidance Office provide interventions.
- PBIS (Positive Behavior Intervention Strategies & Supports) is implemented school-wide with incentives for good attendance and behavior.
- PAWSE (Positive Alternatives With Social Skills Education) - provides therapeutic counseling rather than punitive measures for misbehavior.
- The freshman mentoring program is held in August to acclimate all new freshmen to CCHS with guidance from a team of student mentors.

Other CCHS Programs:

- Parents and students have access to grades, homework, attendance, and discipline through the Parent Portal CCHS website.
- Parents have many opportunities for involvement in school activities through booster clubs, parent advisory meetings, parent/teacher conferences, freshman parent meetings and orientations, and contact by phone or e-mail.
- Media Center and computer labs are available to students before and after school and during lunch.
- Terrier Care Health Services provides students with access to enhanced medical services on the CCHS campus that minimizes absenteeism.

Areas for Planned Improvement

Programs to be implemented or expanded during the 2011-2012 school year:

- **School Improvement Planning** – CCHS will continue to participate in Rising Star, the school improvement portal provided by RESPRO and ISBE to track progress toward improving student achievement.
- **Student Assessments** – Testing will continue and expand to monitor student progress in Reading, English, Mathematics, and Science and identify students in need of academic interventions. Results will be used for Response to Intervention (RtI) and to explore growth models.
- **College Readiness** – CCHS will continue participation in the College and Career Readiness Program with John A. Logan College which will include senior level classes in mathematics and English to enable students to begin in credited college programs. The successful after school tutoring program “Terrier Tutoring” will be expanded to four days per week to provide help to students as a college readiness intervention.
- **PBIS** – School-wide implementation will continue and Tier 2 interventions will be supported through the Care Team.
- **School-wide Title 1** – Due to the increased levels of low income students in the school, Title 1 funding will be used across the curriculum to improve academic achievement.
- **Tyler SISK12 Student Information System** – CCHS moved to a new student management system during the summer of 2011. Additional features of the system for parents, students, and teachers will be instrumental in tracking student progress, attendance, and other factors related to student achievement.
- **Administrative changes:** Superintendent Steve Sabens retired at the end of 2010-2011. Former Principal Stephen Murphy is now the Superintendent and former Assistant Principal Daniel Booth is the new CCHS Principal.
- **Continue Restructuring Plan:** During the fall of 2007, CCHS formulated a Restructuring Plan which was approved by the ISBE. CCHS met AYP with the 2008 testing, and as a result, the improvement status remained at Restructuring Planning for the 2008-2009 school year. The framework for executing the plan was already in place, so CCHS proceeded with implementation in the fall of 2008.

Restructuring Plan Description:

The CCHS District plans to improve achievement levels for our targeted subgroups with particular emphasis on students with disabilities, freshmen students, and at-risk students. At the same time, the District plans to maintain the high standards and programs that have proven to be successful for all of our students.

1. **Change in Governance:**

The Carbondale Community High School administration has determined that increased emphasis should be placed on the academic achievement of all students. As part of restructuring, a new administrative position was created and NCLB teams were formed to monitor at-risk students.

2. **Special Education Focus:**

The restructuring plan addresses the achievement gap between students with disabilities and those without disabilities. The key concepts addressed are Access & Equity – assuring that students with IEPs have access to the regular curriculum.

3. **Freshman Academy:**

The goal of the Freshman Academy is to define a specific collection of courses, programs and support systems to assure success at the freshman level. The academy eases the transition of incoming freshmen from the multiple feeder schools, monitors student academic progress, provides support to students in order to succeed in the regular curriculum, and increases the connection between home and school.

4. **Continue Corrective Action Programs – *The Terrier Way:***

During the past few years, a number of programs have been developed or expanded to improve our school. These include support programs for students, test prep options both in and out of the classroom, improved communication with parents, and professional development opportunities for faculty including an extensive new teacher academy and a mentoring program. Although our PSAE results may not reflect success in all subgroups, we have found improvement in the ACT scores of our targeted students.