

Initial Impression of Needs for Noblesville High School

Kaylee Miller

Ball State University

School Description

Name of School..... Noblesville High School

School Level..... Secondary (Grades 9-12)

Setting..... Suburban

Number of Students..... 2,685

Number of School Counselors..... 8

Number of SC Interns (per year)..... 1

Description of Student Population..... predominately white, middle income/SES

Noblesville High School Vision Statement

Our students are engaged in intellectual pursuits, inspired to challenge the present, empowered to adapt, innovate and succeed today and tomorrow. (NHS School Improvement Plan, 2014)

Noblesville High School Mission Statement

Inspired by our students' infinite potential, Noblesville Schools ensures student-centered learning that seamlessly integrates inquiry learning, 21st Century Skills, and technology in an interdisciplinary, authentic approach to learning. (NHS School Improvement Plan, 2014)

Noblesville High School Belief Statement

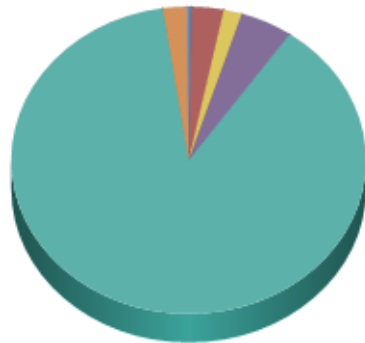
We believe that all individuals have equal value. People should treat others with dignity. People are responsible for their choices they make. Learning is important, and all people can learn.

Noblesville High School Data

Unless otherwise noted, all data presented below was gathered from the Indiana Department of Education's Compass website for the 2013-2014 school year. Most data for the 2014-2015 school year has yet to be posted.

Demographic/Enrollment Data

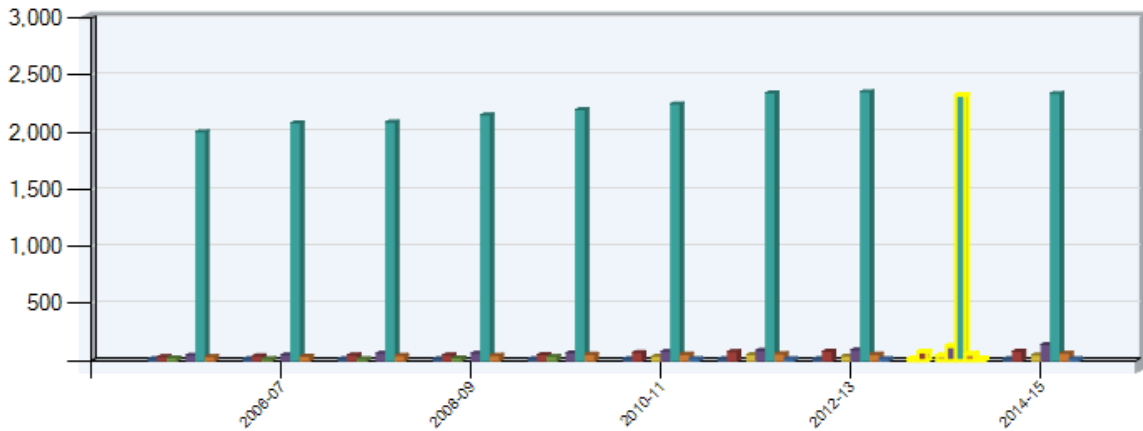
Enrollment 2013-14 by Ethnicity



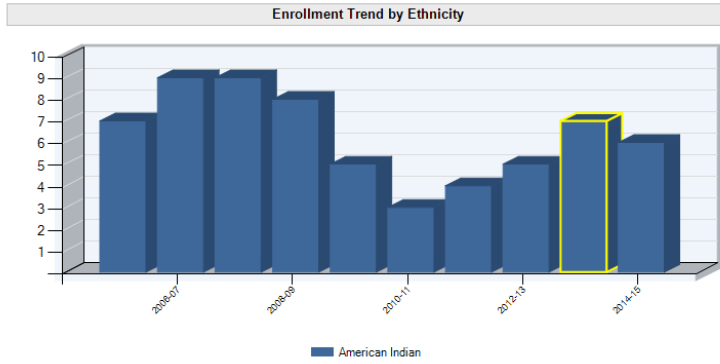
American Indian Hispanic Multiracial
 Black White Native Hawaiian or Other Pacific Islander
 Asian

	% of student popln.	# of students
White	88.0%	2,325
Hispanic	4.8%	127
Black	2.9%	77
Multiracial	2.2%	58
Asian	1.7%	44
American Indian	0.3%	7
Native Hawaiian/Other	0.2%	4

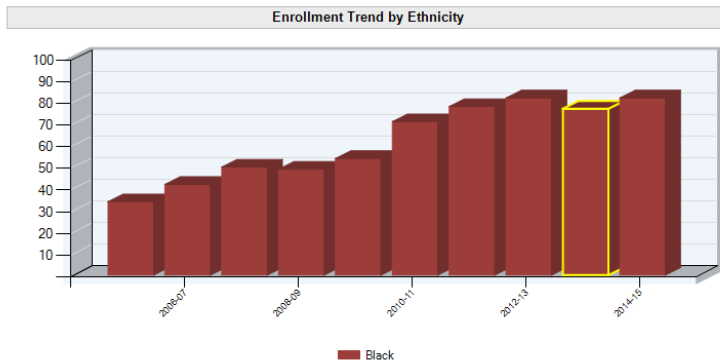
Enrollment Trend by Ethnicity



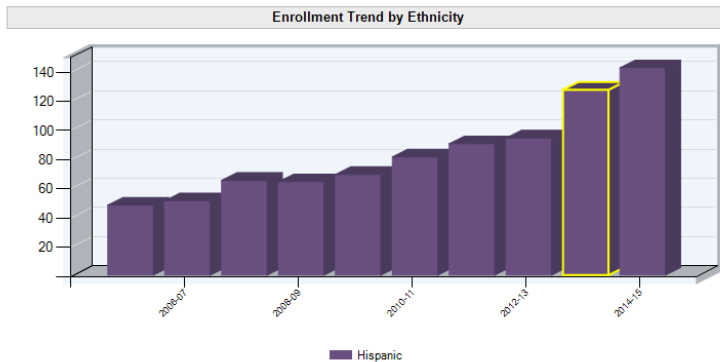
American Indian Asian or Pacific Islander Hispanic White Multiracial Native Hawaiian or Other Pacific Islander
 Black Asian



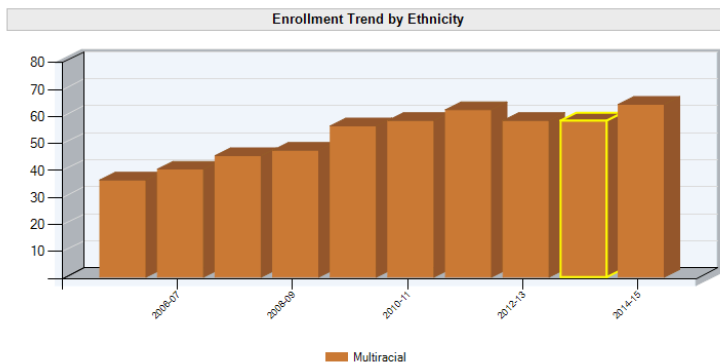
Enrollment trends show a decrease in the American Indian student population from 2006-2010, followed by an increase since then.



Enrollment trends show an increase in the Black student population that has leveled off since approximately 2010.



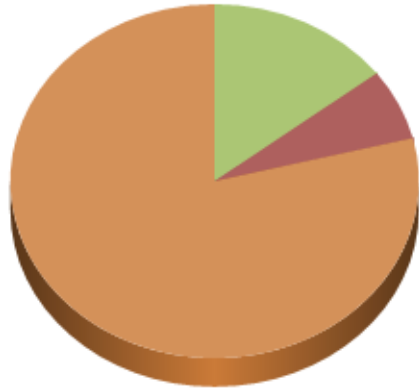
Enrollment trends show a steady increase in the Hispanic student population.



Enrollment trends show an increase in the Multiracial student population that has leveled off since approximately 2010.

The White student population has held steady for years, and other student population data were suppressed due to low numbers of students identifying as other ethnicities.

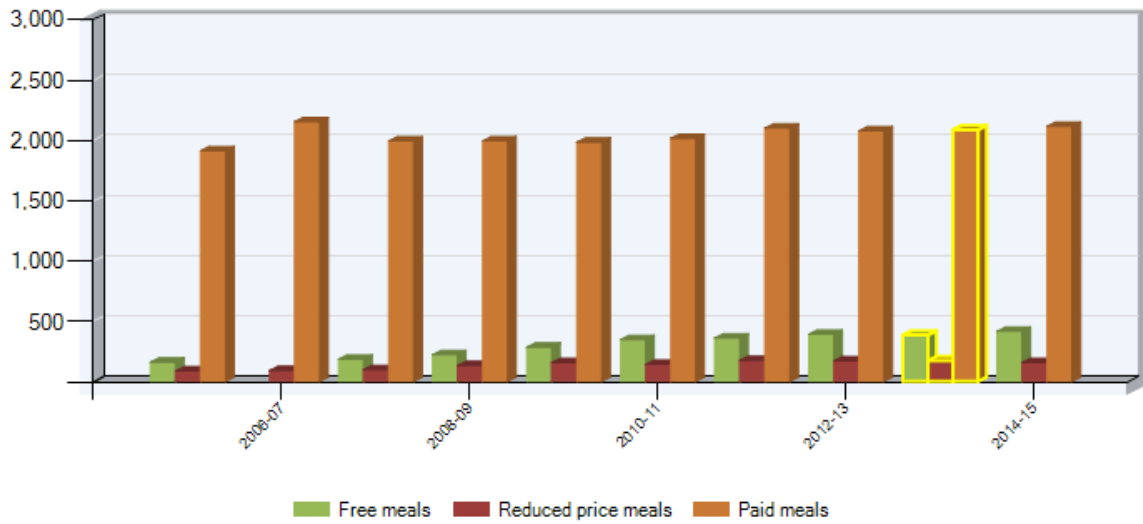
Enrollment 2013-14 by Free/Reduced Price Meals



	% of student popln.	# of students
Paid meals	78.9%	2,085
Free meals	14.6%	385
Reduced meals	6.5%	172

Free meals Reduced price meals Paid meals

Enrollment Trend by Free/Reduced Price Meals



Enrollment Trend by Free/Reduced Price Meals

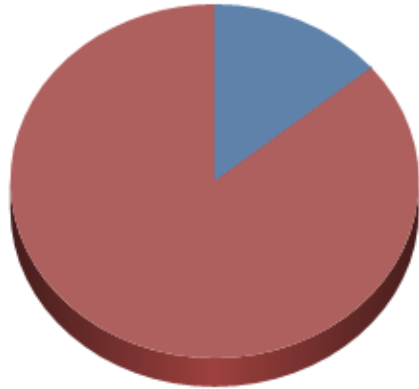


Enrollment Trend by Free/Reduced Price Meals



Enrollment trends show an increase in both free and reduced price meals.

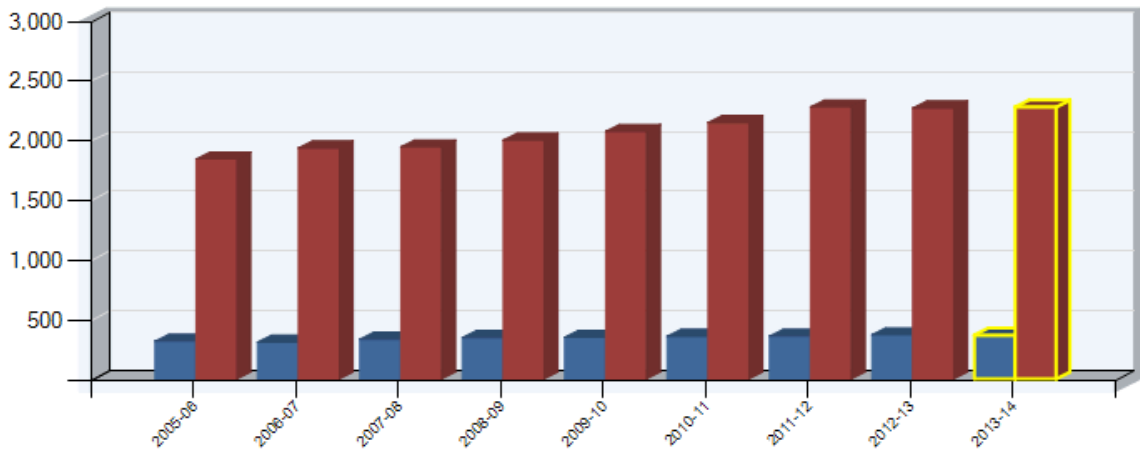
Enrollment 2013-14 by Special Education



	% of student popln.	# of students
General Education	86.1%	2,275
Special Education	13.9%	367

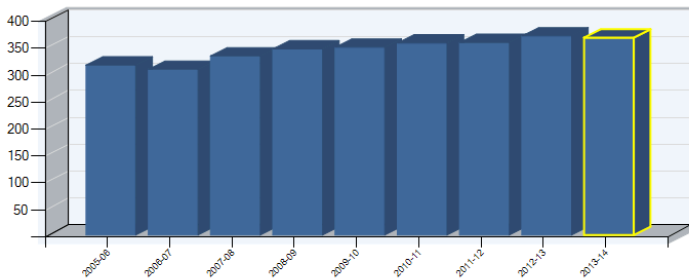
■ Special Education ■ General Education

Enrollment Trend by Special Education



■ Special Education ■ General Education

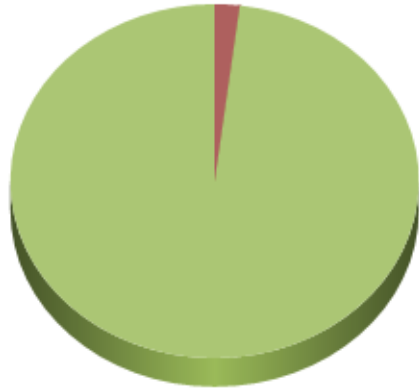
Enrollment Trend by Special Education



■ Special Education

Enrollment trends show a steady Special Education student population around 14%.

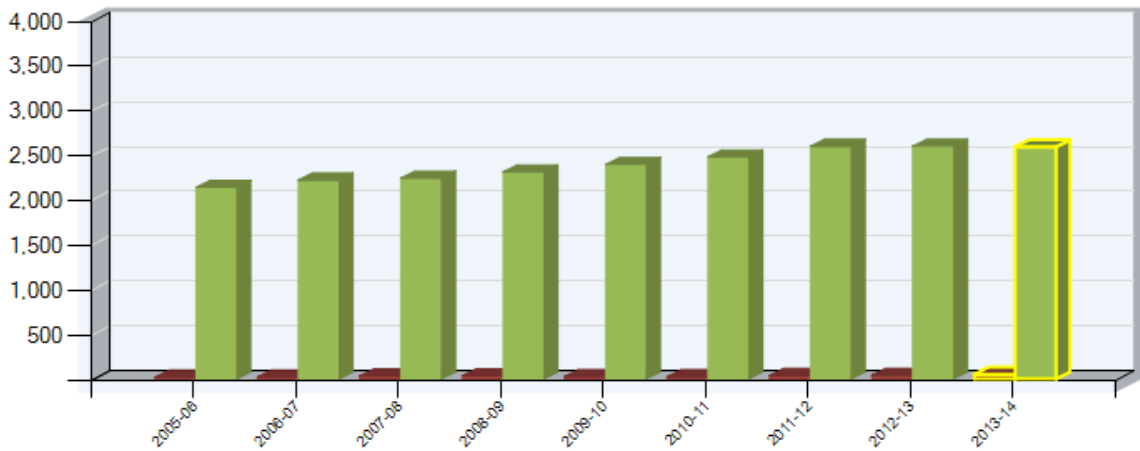
Enrollment 2013-14 by English Language Learners



	% of student popln.	# of students
Non-ELL	98.0%	2,590
English Language Learner	0.2%	52

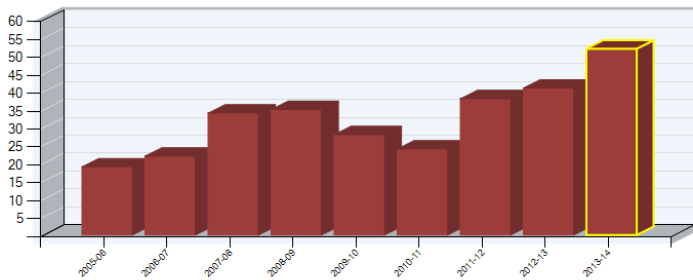
English Language Learner Non-English Language Learner

Enrollment Trend by English Language Learners



English Language Learner Non-English Language Learner

Enrollment Trend by English Language Learners

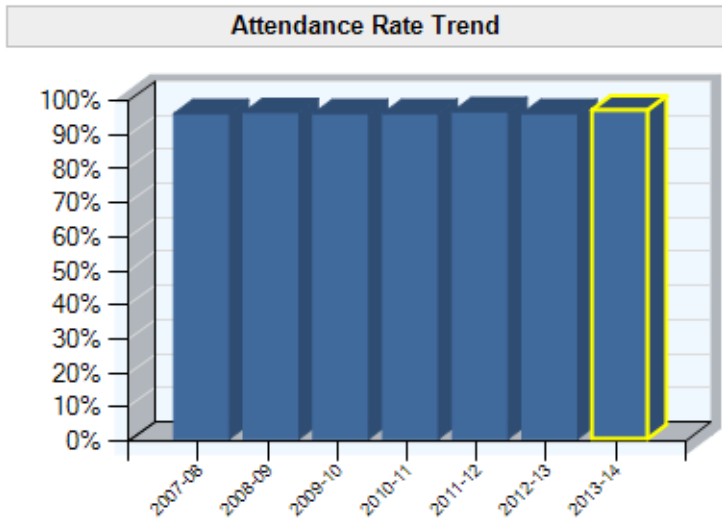


English Language Learner

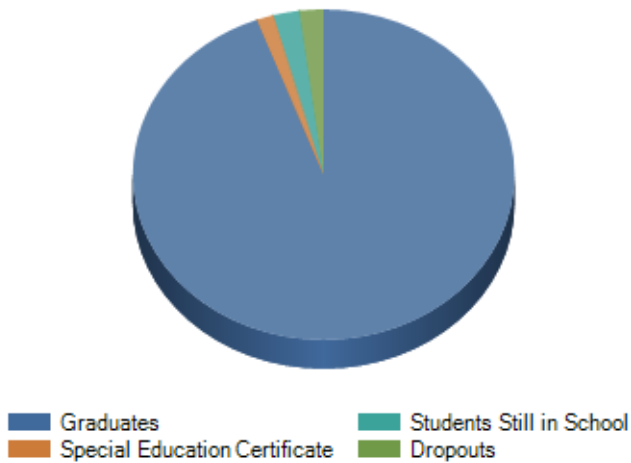
Enrollment trends show a varying English Language Learner student population with a recent increase.

Attendance and Graduation Data

As of the 2013-2014 school year, attendance at Noblesville High School has been above 95% for all grade levels for the past 7 years. No disaggregated data was provided on Compass for student attendance.

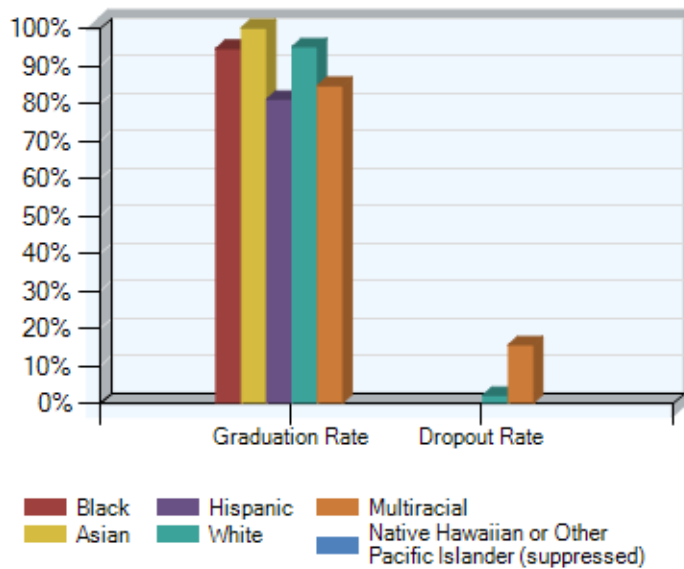


Four Year Cohort Status 2013-14



	% of student popln.	# of students
Graduates	94.3%	599
Students still in school	2.2%	14
Dropouts	2.0%	13
Special Education Certificate	1.4%	9

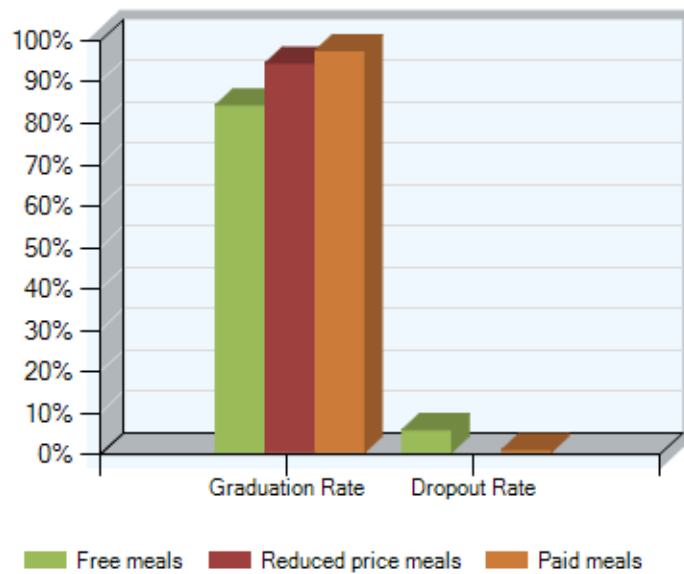
Four Year Cohort 2013-14 Graduation and Dropout Rates by Ethnicity



	% of specific Ethnicity student popln.	# of students
Asian	100%	10
White	94.9%	543
Black	94.4%	17
Multiracial	84.6%	11
Hispanic	81.0%	17

	% of specific Ethnicity student popln.	# of students
White dropouts	1.9%	11
Multiracial dropouts	15.4%	2

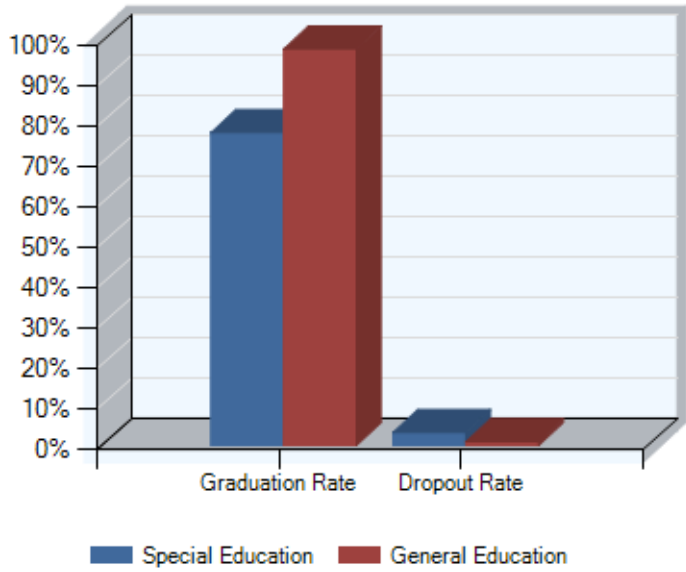
Four Year Cohort 2013-14 Graduation and Dropout Rates by Free/Reduced Price Meals



	% of specific student popln.	# of students
Paid meals	96.9%	504
Reduced meals	93.9%	31
Free meals	83.8%	62

	% of specific student popln.	# of students
Paid meals dropouts	0.6%	3
Free meals dropouts	5.4%	4

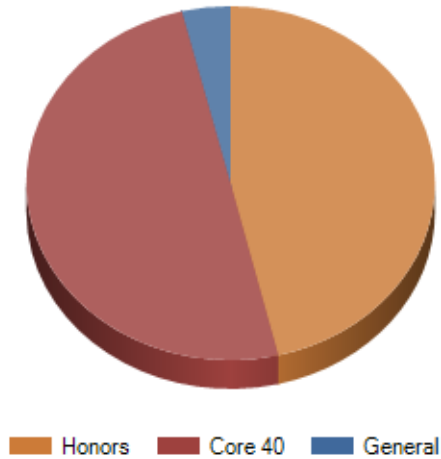
Four Year Cohort 2013-14 Graduation and Dropout Rates by Special Education



	% of specific student popln.	# of students
General Education	98.1%	526
Special Education	77.4%	72

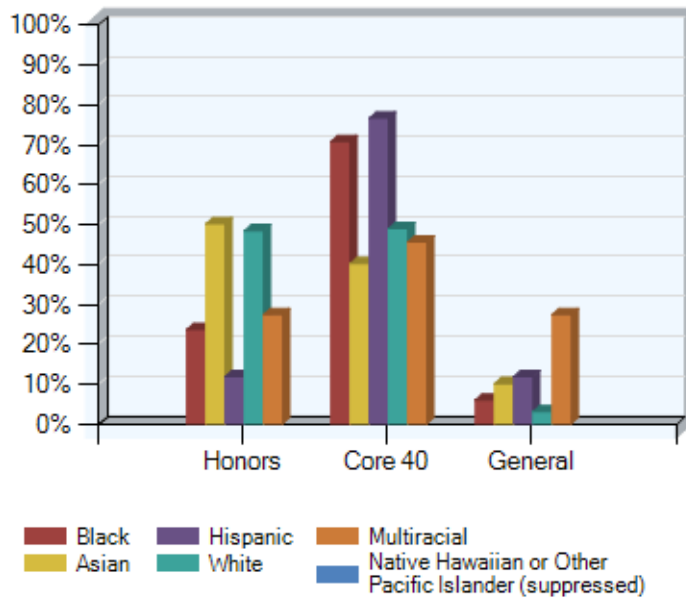
	% of specific student popln.	# of students
General Education dropouts	0.9%	5
Special Education dropouts	3.2%	3

Four Year Cohort Diploma Types 2013-14



	% of specific student popln.	# of students
Core 40	49.9%	299
Honors	46.2%	277
General	3.8%	23

Four Year Cohort Diploma Types 2013-14 by Ethnicity



	% of Black student popln.	# of students
Honors	23.5%	4
Core 40	70.6%	12
General	5.9%	1

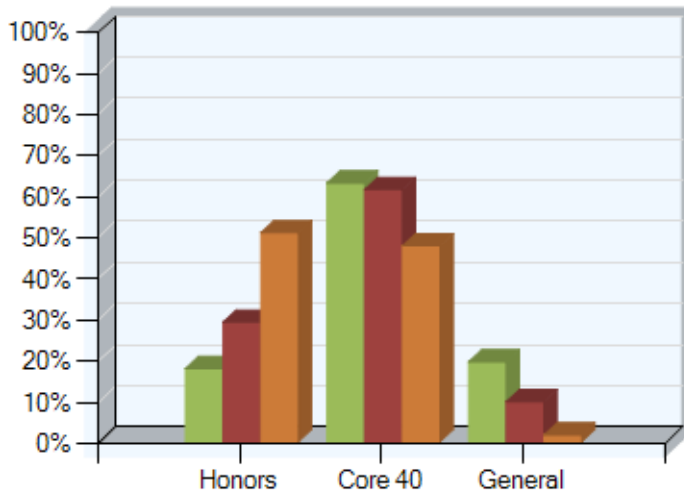
	% of Asian student popln.	# of students
Honors	50.0%	5
Core 40	40.0%	4
General	10.0%	1

	% of Hispanic student popln.	# of students
Honors	11.8%	2
Core 40	76.5%	13
General	11.8%	2

	% of White student popln.	# of students
Honors	48.3%	262
Core 40	48.8%	265
General	2.6%	16

	% of Multiracial student popln.	# of students
Honors	27.3%	3
Core 40	45.5%	5
General	27.3%	3

Four Year Cohort Diploma Types 2013-14 by Free/Reduced Price Meals



Free meals Reduced price meals Paid meals

	% of Free meals student popln.	# of students
Honors	17.7%	11
Core 40	62.9%	39
General	19.4%	12

	% of Reduced meals student popln.	# of students
Honors	29.0%	9
Core 40	61.3%	19
General	9.7%	3

	% of Paid meals student popln.	# of students
Honors	50.8%	256
Core 40	47.6%	240
General	1.6%	8

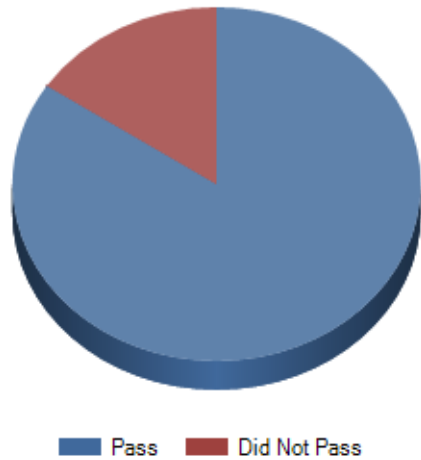
Testing Data

The graphs below represents the percentage of NHS 9th graders who passed the Algebra I ECA.

All comparisons showed NHS students exceeding state averages and therefore are not reported.

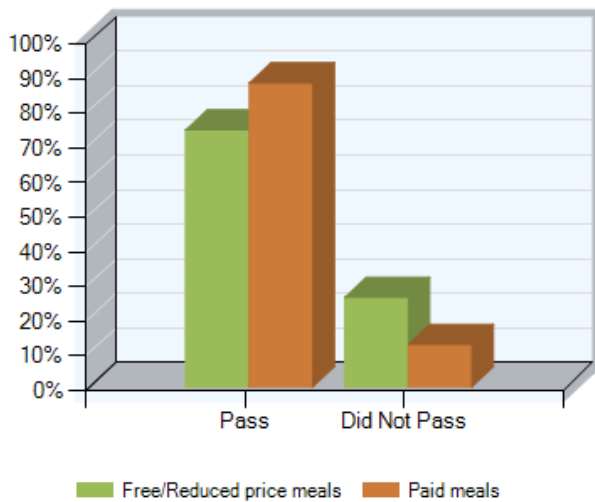
The data presented in the graphs below may be slightly different from that presented in the SIP because the current data was gathered from Compass.

End of Course Assessments 2013-14



	% of student popln.	# of students
Pass	84.4%	411
Did Not Pass	15.6%	76

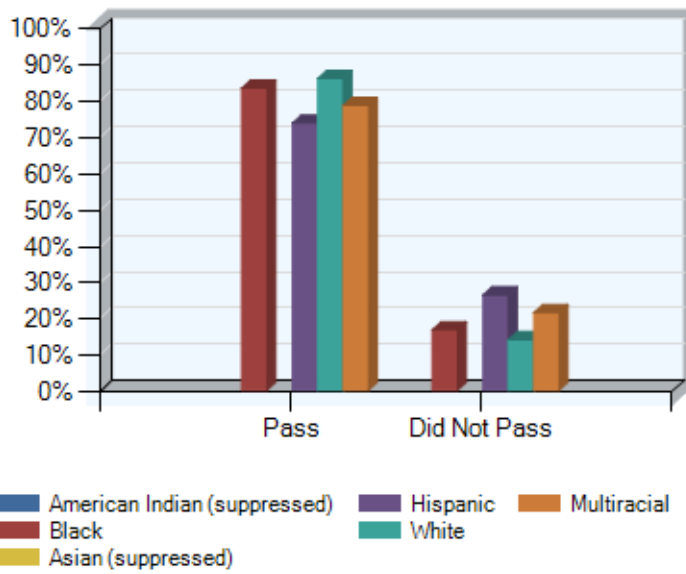
End of Course Assessments 2013-14 Results by Free/Reduced Price Meals



	% of Free/reduced meals student popln.	# of students
Pass	74.2%	89
Did Not Pass	25.8%	31

	% of Paid meals student popln.	# of students
Pass	25.8%	89
Did Not Pass	87.7%	45

End of Course Assessments 2013-14 Results by Ethnicity



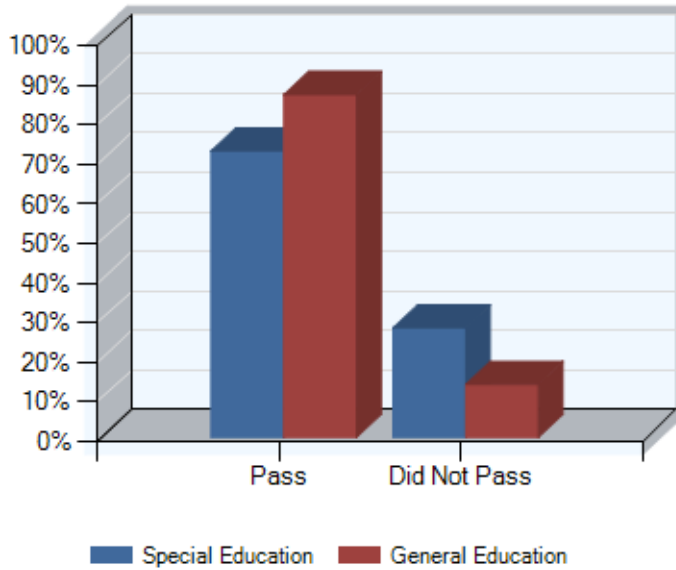
	% of Black student popln.	# of students
Pass	83.3%	10
Did Not Pass	16.7%	2

	% of Hispanic student popln.	# of students
Pass	73.7%	28
Did Not Pass	26.3%	10

	% of White student popln.	# of students
Pass	86.0%	357
Did Not Pass	14.0%	58

	% of Multiracial student popln.	# of students
Pass	78.6%	11
Did Not Pass	21.4%	3

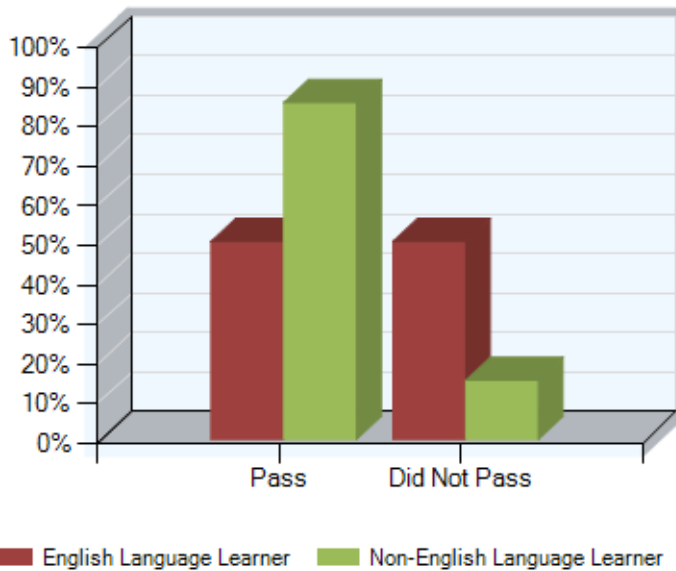
End of Course Assessments 2013-14 Results by Special Education



	% of Special Education student popln.	# of students
Pass	72.4%	55
Did Not Pass	27.6%	21

	% of General Education student popln.	# of students
Pass	86.6%	356
Did Not Pass	13.4%	55

End of Course Assessments 2013-14 Results by English Language Learners

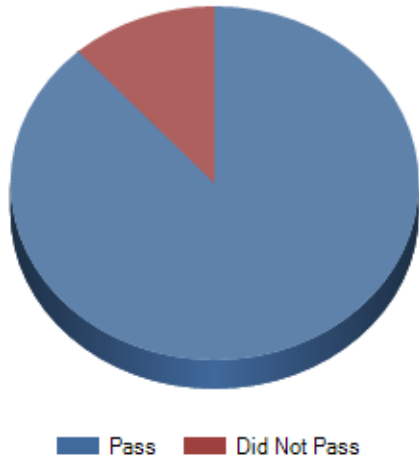


	% of English Language Learner student popln.	# of students
Pass	50.0%	5
Did Not Pass	50.0%	5

	% of Non-ELL student popln.	# of students
Pass	85.1%	406
Did Not Pass	14.9%	71

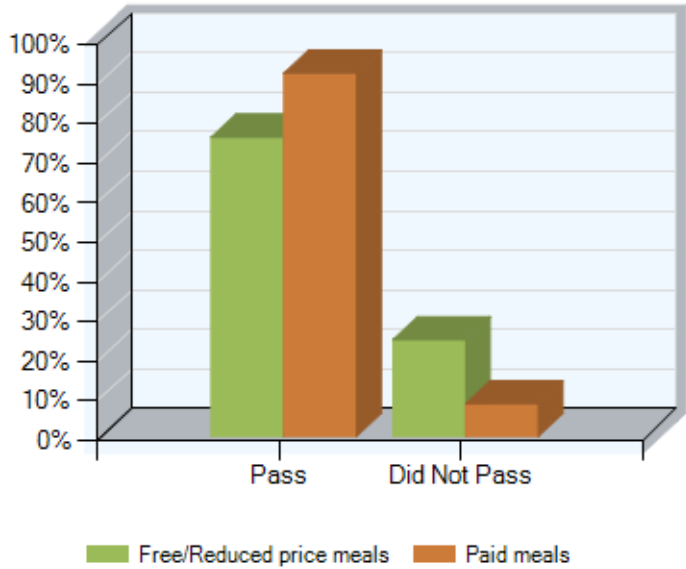
The graphs below represents the percentage of NHS 10th graders who passed the English 10 ECA. All comparisons showed NHS students exceeding state averages and therefore are not reported.

End of Course Assessments 2013-14



	% of student popln.	# of students
Pass	88.4%	556
Did Not Pass	11.6%	73

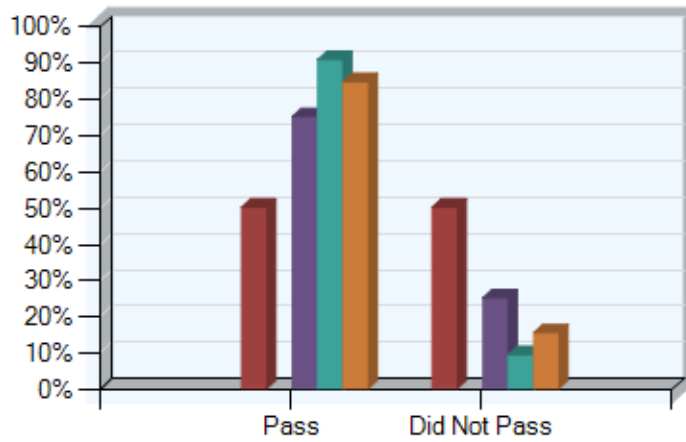
End of Course Assessments 2013-14 Results by Free/Reduced Price Meals



	% of Free/reduced meals student popln.	# of students
Pass	75.6%	99
Did Not Pass	24.4%	32

	% of Paid meals student popln.	# of students
Pass	24.4%	32
Did Not Pass	75.6%	99

End of Course Assessments 2013-14 Results by Ethnicity



■ American Indian (suppressed) ■ Hispanic ■ Multiracial
■ Black ■ White
■ Asian (suppressed)

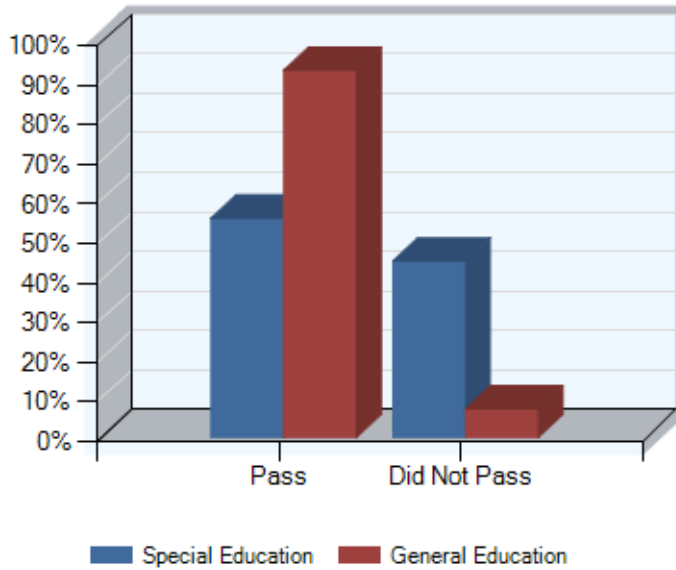
	% of Black student popln.	# of students
Pass	50.0%	9
Did Not Pass	50.0%	9

	% of Hispanic student popln.	# of students
Pass	75.0%	21
Did Not Pass	25.0%	7

	% of White student popln.	# of students
Pass	90.7%	504
Did Not Pass	9.3%	52

	% of Multiracial student popln.	# of students
Pass	84.6%	11
Did Not Pass	15.4%	2

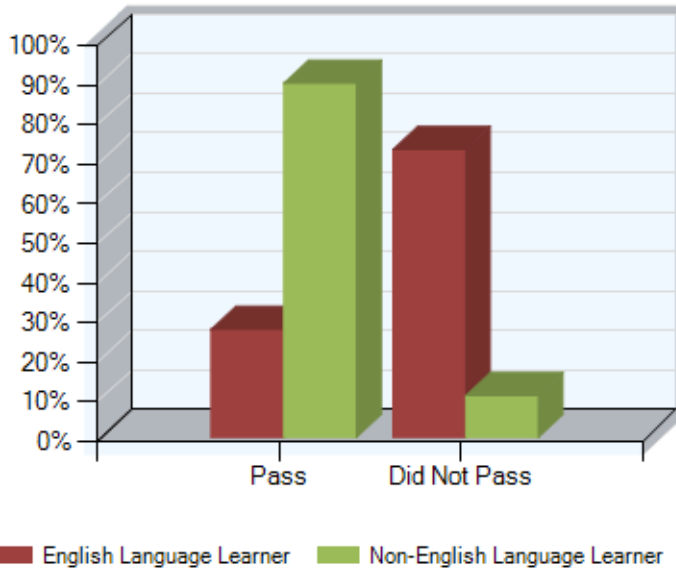
End of Course Assessments 2013-14 Results by Special Education



	% of Special Education student popln.	# of students
Pass	55.4%	41
Did Not Pass	44.6%	33

	% of General Education student popln.	# of students
Pass	92.8%	515
Did Not Pass	7.2%	40

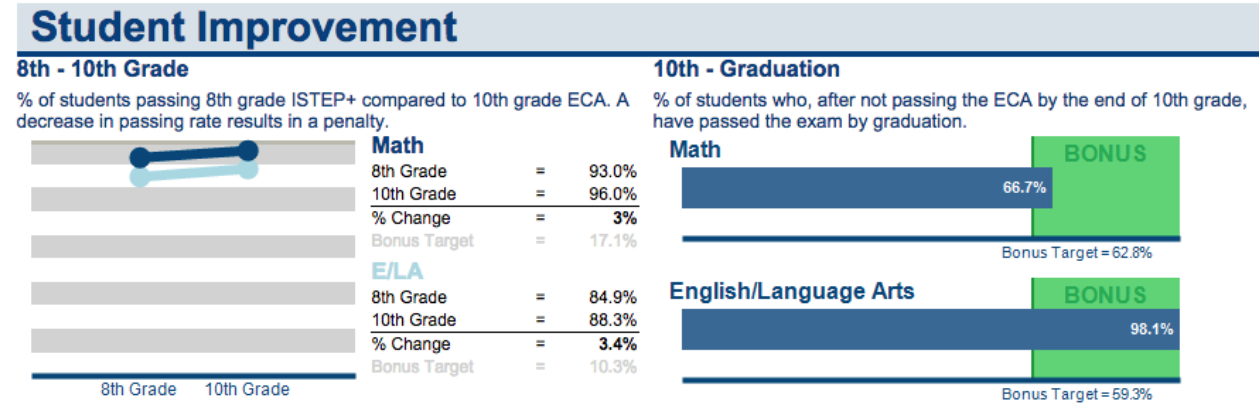
End of Course Assessments 2013-14 Results by English Language Learners



	% of English Language Learner student popln.	# of students
Pass	27.3%	3
Did Not Pass	72.7%	8

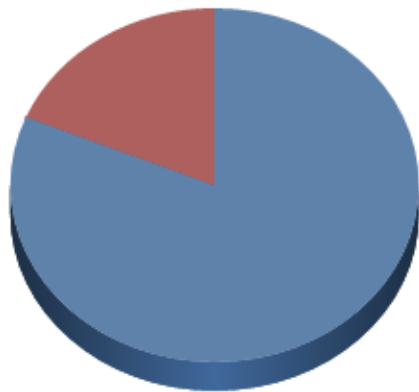
	% of Non-ELL student popln.	# of students
Pass	89.5%	553
Did Not Pass	10.5%	65

According to NHS’s report card on Compass, 66.7% of those students who did not pass the Algebra I ECA did eventually pass the test by graduation. For the English 10 ECA, almost all students who did not previously pass (98.1%), passed by graduation.



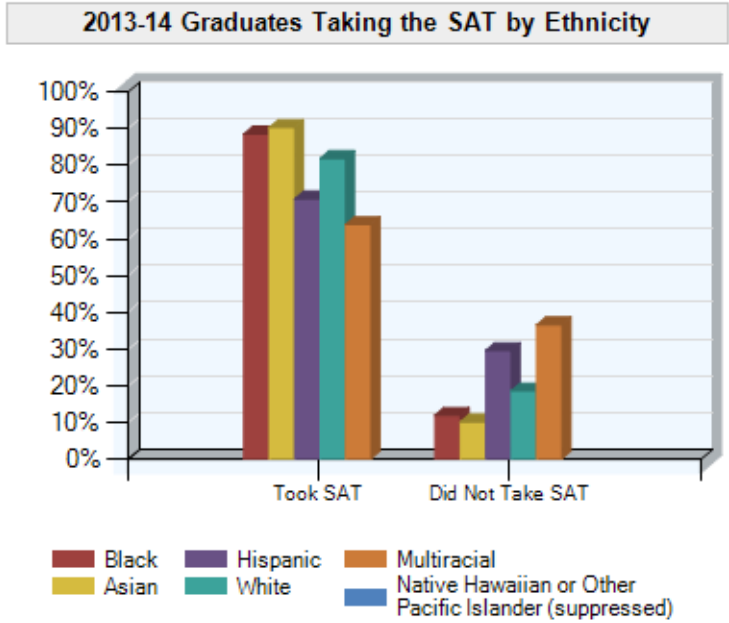
The graphs below represent the average SAT scores of NHS 12th graders. All comparisons showed NHS students exceeding state averages.

2013-14 Graduates Taking the SAT



■ Took SAT ■ Did Not Take SAT

	% of student popln.	# of students
Took SAT	81.3%	487
Did Not Take SAT	18.7%	112



	% of Black student popln.	# of students
Took SAT	88.2%	15
Did Not Take SAT	11.8%	2

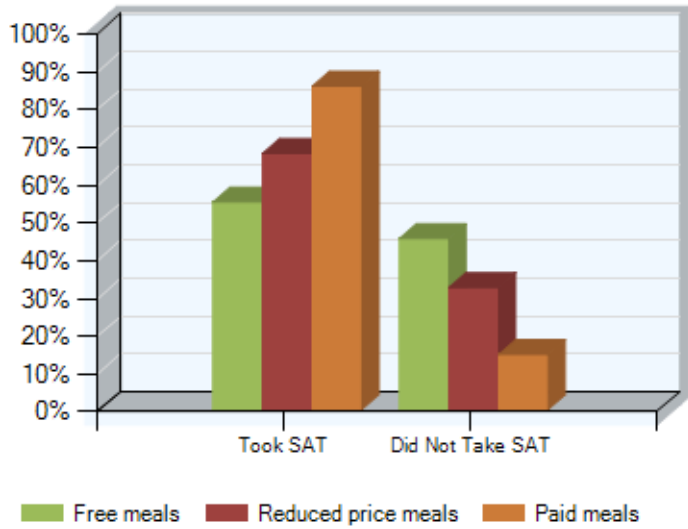
	% of Asian student popln.	# of students
Took SAT	90.0%	9
Did Not Take SAT	10.0%	1

	% of Hispanic student popln.	# of students
Took SAT	70.6%	12
Did Not Take SAT	29.4%	5

	% of White student popln.	# of students
Took SAT	81.6%	443
Did Not Take SAT	18.4%	100

	% of Multiracial student popln.	# of students
Took SAT	63.6%	7
Did Not Take SAT	36.4%	4

2013-14 Graduates Taking the SAT by Free/Reduced Price Meals

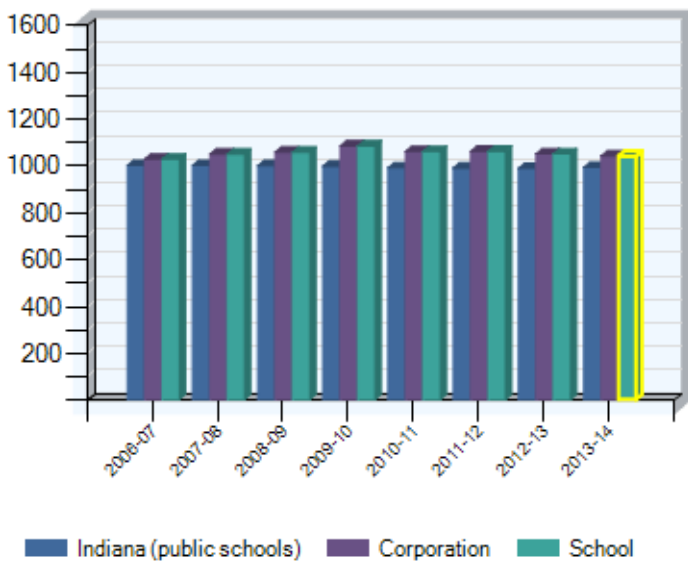


	% of Free meals student popln.	# of students
Took SAT	54.8%	34
Did Not Take SAT	45.2%	28

	% of Reduced meals student popln.	# of students
Took SAT	67.7%	21
Did Not Take SAT	32.3%	10

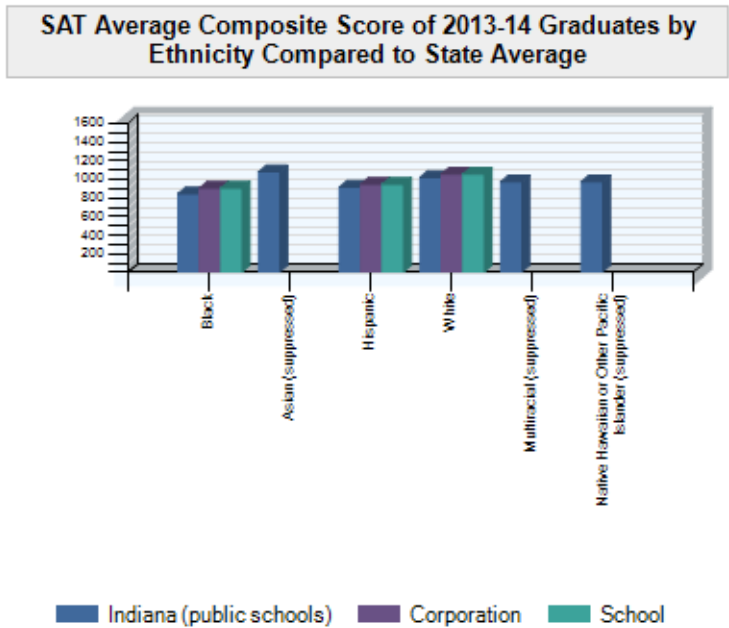
	% of Paid meals student popln.	# of students
Took SAT	85.5%	431
Did Not Take SAT	14.5%	73

SAT Average Composite Score of Graduates



SAT Average Composite Score of graduates for the 2013-2014 school year: 1040

NHS scores have slightly exceeded state averages for years.



Average score for Black students: 897

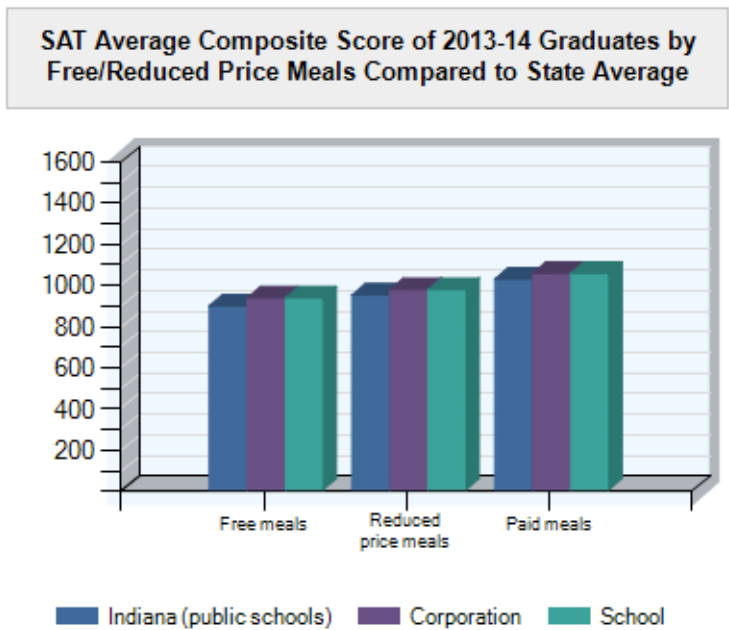
Average score for Hispanic students: 940

Average score for White students: 1048

All these scores slightly exceeded state averages.

There were too few students identifying with each of the other ethnicities to report scores.

*All SAT Math, Reading, and Writing scores by ethnicity were all similar to overall composite score data and therefore are not included in this report.



Average score for Free meals students: 931

Average score for Reduced meals students: 971

Average score for Paid meals students: 1051

All these scores slightly exceeded state averages.

According to the 2014 SIP, “The percentage of NHS seniors taking the ACT college entrance exams has increased in recent years with over 40% of NHS seniors now taking the ACT. Once again NHS students score higher than national and state averages. On these exams, however, scores in reading often approach or exceed scores in math. The makeup of the ACT, as well as the small proportion and the selection of NHS students who take the ACT exam, may account for the relative strength of scores in reading and math in comparison with SAT scores.” According to Compass data, only 4 students took the ACT during the 2013-2014 school year, which appears inaccurate as during the previous two years approximately 40-50% of students took the ACT. Due to the lower percentage of students taking the ACT than the SAT and the discrepancies in reported data, I will use the SAT for the purpose of this analysis and assessment of initial needs.

Additional Desired Data and Information

- Some additional data not found on Compass that would be beneficial in developing an assessment of needs at Noblesville High School would be more disaggregated enrollment data. This would help to determine if there is any disproportionate representation of certain ethnic groups within the special education and free/reduced price meals student populations. Including enrollment by...
 - Special Education disaggregated by Ethnicity
 - Special Education disaggregated by Free/Reduced Price Meals
 - Free/Reduced Price Meals disaggregated by Ethnicity
- Other beneficial disaggregated data would be Attendance data, as well as Graduation and Testing data based on the categories listed above. This would help to determine if there are any achievement gaps between the majority student population and these specific student populations.

- NHS publications provide repeated mention of community involvement, so it would be helpful to see some data on the high school internship program as well as other ways the community gives to Noblesville Schools.
 - “The City of Noblesville knows that high achievement in educating tomorrow’s workforce is a key competitive advantage for attracting and retaining businesses and maintaining a healthy local economy. The city highlights Noblesville Schools as an essential ingredient in its economic development mission, and other experts agree that the high performance of our schools leads to increased property values, national recognition of the Noblesville community, and ultimately a higher quality of living for Noblesville residents.” (We are Noblesville Schools publication, 2014)
- Additional information on the impact of various projects on student achievement would be beneficial in determining their effectiveness. These projects/programs include:
 - technology/innovative programs: Miller Shift, 1:1 student/iPad ratios, eLearning
 - Project Work and Project Lead the Way
 - parent involvement

Analysis of Student and School Strengths and Needs

- Having an attendance rate of above 95% for all grade levels for the past 7 years is most certainly a great strength of Noblesville High School.
 - However, as mentioned in the previous section, it would be helpful to see this data disaggregated by ethnicity, special/general education status, and free/reduced price meals status to determine if any gaps exist.
- The current data show a 94% graduation rate for all students for the 2013-2014 school year, another clear strength of the school.
 - However, when examined deeper, there are a number of gaps in this rate for different minority populations. Multiracial and Hispanic students graduated at rates slightly lower than the general student population, 84.6% and 81.0%

respectively. Students receiving free meals graduated at 83.8% and students in special education graduated at 77.4%, suggesting gaps based on SES/income level and education status.

- The current data shows that 46% of NHS students achieved an Honors diploma in the 2013-2014 school year, which certainly suggests a strength of the school's rigorous level of coursework.
 - However, some minority ethnic student populations (i.e. Black and Hispanic) are underrepresented in this Honors diploma category (i.e. only about 25-30% of students achieved this diploma) and overrepresented in the Core 40 diploma category (approximately 70-75% of students). Although the Core 40 diploma is certainly still a notable achievement, this discrepancy suggests some sort of gap in either the achievement or rigor of course work for these students. In addition, among the Multiracial student population, about half of these students achieved a Core 40 diploma and about half received only the general diploma. Research has found evidence in some high schools of a discrepancy in equal access to rigorous curricula (Perna et al., 2015). Based on the data presented here, this issue should be considered and evaluated at NHS.
 - In addition, there appears to be a gap based on SES/income level, with approximately 60% of students from both the free meals category and the reduced price meals category earning Core 40 diplomas. Only 17.7% of students receiving free meals earned an Honors diploma and only 29.0% of students receiving reduced price meals.

- In regards to academic achievement, the school as a whole exceeded the state averages on the Algebra I ECA, English 10 ECA, and SAT scores.
 - While the general Algebra I ECA passing rate was 84.4%, there were some suggested achievement gaps based on ethnicity, SES/income, and special/general education status.
 - Student group passing rates below the school average: Hispanic 73.7%, Multiracial 78.6%, Special Education 72.4%, English Language Learners 50%. For the ELL student population, while this 50% rate only represents 5 students who did not pass, it is still a concern and should be addressed.
 - Similar to the previous point, the English 10 passing rate of 88.4% also hides some achievement gaps related to all the aforementioned categories.
 - Student group passing rates below the school average: Black 50% (9 students did not pass), Hispanic 75%, Free and reduced price meals 75.6%, Special Education 55.4%, ELL 27.3% (8 students did not pass).
 - Granted 66.7% of those students who didn't pass the Algebra I ECA and 98.1% of those who didn't pass the English 10 ECA did eventually pass before graduation, it may still be beneficial to consider and address these achievement gaps.
 - Of the general student population of 12th graders at NHS in the 2013-2014 school year, 18.7% of students (112) did not take the SAT. This is a number that could be improved upon and should be addressed.
 - Within this group of students who did not take the SAT included:

- 5 Hispanic students (29.4%), 4 Multiracial students (36.4%), 28 students receiving Free meals (45.2%), and 10 students receiving reduced price meals (32.3%).
- These high percentages of minority and low-income students suggest some sort of gap that should be explored, potentially an access or achievement gap.
- Finally, although the general 12th grade population taking the SAT scored an average of 1040 on the composite score, there are discrepancies among different groups within this population.
 - White students and students receiving Paid meals exceeded the school average, while the following groups scored lower than this average:
 - Black students (897), Hispanic students (940), students receiving Free meals (931), and Reduced price meals (971).

Suggested Interventions/Strategies

- As suggested by Dollarhide, Gibson, and Saginak (2008), as a beginning school counselor, and certainly as an intern, I want to set goals that are manageable and focus on specific, school-level change rather than broad, district-wide change. I will discuss two manageable goals to assist two specific groups and a plan for accomplishing those goals.
- My primary goal would be to focus improving graduation rates, pursuit of Honors diplomas, and test scores among the increasing Hispanic student population, which has fallen into many of the gaps listed above. I believe students from this ethnic group could benefit from a counseling group focusing on the barriers to their education that they feel they are experiencing, as well as some additional tutoring/academic support whether that

be from staff or peers through some sort of mentoring program. I believe staff members could also benefit from some training bringing awareness of the gaps experienced by this group. I would plan to evaluate the effectiveness of the counseling group and tutoring/academic support program through comparisons of grades pre-group and post-group, as well as qualitative data on the students' experiences in the group, experiences in school, and confidence in their academic performance.

- In addition, I would also want to work to improve graduation rates, pursuit of Honors diplomas, and test scores among students receiving Free/Reduced price meals. I would want to follow a similar strategy as stated for the previous population, including forming a counseling group specifically including students from this category who are experiencing significant academic struggles, along with additional tutoring/academic support. Further, I would like to attempt to incorporate the community's assistance with this group. As previously mentioned, NHS has a strong relationship with the Noblesville community, and I think bringing this information on the achievement gap related to this population would spur some valuable community involvement and resources to give these students better access to tools needed to foster their academic success. I believe this partnership would also foster their college and career readiness as related to increasing the number of students from this population who are taking the SAT.
- General student needs assessments and social skills surveys can also provide a starting point for specific areas of need for school counseling interventions.
- School Counseling Program Review for staff (attached below)
 - This assessment would allow us to determine the effectiveness of the current school counseling program according to teachers and staff. Analyzing the results

of this assessment would allow us to discover potential areas for improvement within the current program in order to better serve both teachers and students.

- Finally, I see my specific role as a School Counseling Intern being one of leadership and drive. I want to collaborate with my superiors and school counseling team in order to figure out how to best help our students. However, I do not want to overstep my bounds as an intern. Rather, I want to provide ideas and suggestions for my team to consider, support my team, and support all of our students at Noblesville High School.

School Counseling Program Review

Thank you for taking the time to answer the questions in this survey. Your honest response to all questions will assist in the review of the School Counseling Program. All responses will be kept confidential and will be used to improve how the School Counseling Program helps our students, parents, teachers, and administrators.

What is your job position?

(Elementary, Middle, Admin, Staff)

How much contact have you had with the School Counselor this year?

(Daily, Weekly, Monthly, Very Little)

I have a clear understanding of the School Counselor's role in the school.

The School Counselor works cooperatively with administrators, teachers, and other staff.

Teachers, parents, and community are informed about the School Counseling Program.

The School Counselor helps students to develop socially and emotionally.

The School Counseling program helps to enhance the academic achievement of all students.

I believe students feel comfortable meeting with the School Counselor.

The School Counselor provides important services to the students of our school.

The School Counselor has worked with teachers to provide classroom guidance.

I feel comfortable collaborating with the School Counselor to help students.

Please list the strengths that currently exist within the School Counseling Program.

Please list the weaknesses that currently exist within the School Counseling Program. What would you change?

References and Resources

Indiana Department of Education COMPASS: <http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=2517>

Noblesville High School: <http://www.noblesvilleschools.org/Domain/8>

Perna, L. W., Yee, A., Ransom, T., Rodriguez, A., Fester, R., & May, H. (2015). Unequal access

to rigorous high school curricula: An exploration of the opportunity to benefit from the

International Baccalaureate Diploma Programme (IBDP). *Educational Policy*, 29(2),

402-425. doi:10.1177/0895904813492383