

PART I - ELIGIBILITY CERTIFICATION

12IN5

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. 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.
8. 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.
9. 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.
10. 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

12IN5

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 2 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 8700

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	103	118	221
3	0	0	0		10	108	110	218
4	0	0	0		11	93	84	177
5	0	0	0		12	84	89	173
Total in Applying School:								789

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 6%

This rate is 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, 2010 until the end of the school year.	25
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	49
(4)	Total number of students in the school as of October 1, 2010	789
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 2%

Total number of ELL students in the school: 16

Number of non-English languages represented: 9

Specify non-English languages:

Bisaya, Chinese, Spanish, Xhosa, Farsi, Pushtu, Swahili, Portuguese, Thai

9. Percent of students eligible for free/reduced-priced meals: 24%

Total number of students who qualify: 193

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

Total number of students served: 81

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>7</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>49</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

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>3</u>	<u>0</u>
Classroom teachers	<u>39</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>13</u>	<u>7</u>
Total number	<u>59</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	95%	95%	96%
High school graduation rate	94%	95%	93%	91%	93%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>164</u>
Enrolled in a 4-year college or university	<u>62%</u>
Enrolled in a community college	<u>24%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>10%</u>
Military service	<u>2%</u>
Other	<u>1%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Yorktown is a community with high expectations. Traditionally, we are known for our excellence in academics and extracurricular offerings. Being located within 15 miles of three respectable institutes of higher education requires our diligence as it relates to an academic and career readiness focus. Such a focus is noted by our community and surrounding communities. Thus, despite economic hardships at the state and local levels, Yorktown High School continues to increase enrollment. As a community, Yorktown is focused on economic development. In the last five years, Yorktown has gone through a downtown revitalization, large-scale park development, and major road improvements. This attention to our community has supported our efforts to attract new students. Such purposeful and successful community development has allowed Yorktown High School to expand curricular offerings and program development. Yorktown High School has many strengths and accomplishments. We have a focused student body that understands our high expectations and works hard to meet them. Our student body is made up of diverse learners; thus, our school requires a much diversified approach to curricular and extracurricular offerings. Considering the size of our high school and our impressive number and array of offerings, it clearly requires a committed staff. Such a staff has been a long standing tradition at Yorktown High School. Such a tradition of high expectations coupled with a strong student focus from our staff has attributed to the strengths and accomplishments at Yorktown High School.

This is all accomplished by staying true to our school's motto, Every day; Every one; All it takes! In addition, Yorktown High School practices by upholding its commitment to the district's core beliefs. These core beliefs, as determined in partnership with stakeholders, include the following: (1) Students will learn and perform best when stakeholders maintain high expectations; (2) Curriculum & Instruction will be research or evidence-based with student achievement being measured to ensure continuous progress; (3) Students will be provided opportunities to learn and achieve to their highest potential; and (4) School leaders will expect and support ongoing improvement of teaching and student performance. The district's core beliefs along with Yorktown High School's mission statement guide Yorktown High School's direction. Yorktown High School's mission states, "Yorktown High School provides all students rigorous academics and cultural experiences to develop life-long learners who will be ethical citizens of the world." Interestingly, the strengths and accomplishments of the school have resulted in the application and acceptance of 73 transfer tuition students and their families choosing to become part of the Yorktown High School family for the 2011-2012 school year. In addition, the strengths have been recognized at the local, state, and national levels. Such accomplishments include being named a Star Performer by the local Chamber of Commerce. This is based on the attributes made toward our community successes. Furthermore, Yorktown High School was named a Four-Star school by Indiana in 2009-2010 and 2010-2011 school year. This is based on attendance rate, math performance levels, English performance levels, and graduation rates. Our school also received a grade of an "A" by the Indiana Department of Education and made our Indiana's AYP, Adequate Yearly Progress.

Furthermore, Yorktown High Schools has been named or nominated as a Best Buy School by Indiana's Chamber of Commerce since 2006. Best Buy schools are named for the high level of student academic performance compared to the low funding per student. Also, the nomination for Blue Ribbon status is an honor based on state nomination. Yorktown High School's cafeteria has also been recognized for healthy attention to menu for two of the last five years. Nationally, Yorktown High School has been named to the National AP Honor Roll School list. This AP Honor Roll is based upon the percentage of students who pass the AP exams with a 3, 4, or 5 and the percentage of students who take AP exams. In 2010, Yorktown High School was ranked 9th in the state for percent of students passing with a 3, 4, or 5. In the same year, Yorktown High School was ranked 3rd in the state in percent of students taking the exams. In addition, Yorktown High School was nationally named one of the best of the best as one of America's Best High Schools by Newsweek. In 2011, the Washington Post touted Yorktown High School as one of the best schools in its High School Challenge. Both accolades were based upon on academic performance. In the last five years, extracurricular accomplishments have also been impressive. These range from a state placing band to state championship athletic programs. The recognized successes in the curricular and extracurricular areas clearly represent a high performing school. Yorktown High School has made significant and note worthy progress and is among Indiana's highest performing schools. Thus, Yorktown High School is worthy of Blue Ribbon Status.

1. Assessment Results:

The State of Indiana Department of Education adopted the goal of 90-25-90. This goal strives for 90% passage rate for students in the math and Language Arts statewide measures of assessment. For high school students, those assessments take place at the end of Algebra I and at the end of English 10. These tests are administered electronically in last spring and are a requirement for graduation in the State of Indiana. Students who do not pass the test are given multiple opportunities to retest throughout the remainder of their high school experience. Multiple remediation services are assigned to students based on their sub-section scores.

The second goal emphasizes college and career readiness. This goal aims for 25% of graduates to have earned a 3, 4, or 5 on at least one Advanced Placement course or to have earned college credit through dual credit offerings. This state goal aligns with a portion of College Board's Access and Success objective. However, Yorktown does not just focus on AP achievement scores. Increasing participation in rigorous college level courses is also important for our student success. For that reason, Yorktown strives to have at least 50% of all juniors and seniors take an AP course.

The final goal is to achieve a 90% on time graduation rate. Because Indiana offers three distinct diplomas, Yorktown strives for at least 50% of the graduates each year to earn the Academic Honors diploma and no more than 15% to earn a standard diploma, with the balance of graduates earning a Core 40. The 90-25-90 goals are ambitious goals for which Yorktown High School strives to not only meet but exceed.

Yorktown High School has made significant gains in the passage rate for the Algebra I end-of-course assessment. In 2006-07, 79% of all students taking Algebra passed the assessment during the first test administration. Although the scores remained close to that level for two subsequent years, with the implementation of a co-requisite math lab to support students taking Algebra, the passage rate is now at 95%. Additionally, the pass+ rate has increased from 7% to 35%. A contributing factor to the increase in percentage of students receiving an advanced passing score is derived from increasing high level math opportunities to students in the middle school. Student placement in math class is entirely dependent on readiness rather than traditional grade level offerings.

An achievement gap in math for special education students stands presently at a 15% difference. In 2007, that gap was 20%, however, the total passing rate for all students was substantially less than it is today. Yorktown is working to close this achievement gap by using the 1:1 initiative to better individualize instruction with standards-based software to supplement instruction.

The English Language Arts assessment has remained relatively constant for the last five years. In 2011, students taking the English 10 end-of-course assessment had an 84% passage rate. Special education students perform at 33% passage and students receiving free/reduced lunch perform at a 69% passage rate. Teachers have worked diligently this year to implement new strategies at Yorktown with the goal of moving the needle in English Language Arts. The first step will be to implement an English Language Lab as a co-requisite for all students in English 9 who demonstrate weaknesses in state standards preceding the English 10 end-of-course assessment standards. This co-requisite course will be taught by a special education teacher who brings a unique approach to individualizing instruction for every student in the classroom. Through the continued use of placement testing, students will receive intervention targeted at their specific weaknesses. Students having both English 9 and Language Lab essentially doubles the time students will have to master necessary content.

Yorktown High School has had impressive gains towards meeting the "25" portion of the state's 90-25-90 vision. Within seven years, Yorktown has almost doubled the number of students taking AP courses. The

number of students taking AP courses has grown proportionately. In 2008, Yorktown had approximately 39% of the graduates taking an AP course at some point during high school. This past year, that percent has reached 60%. What makes this growth worthy of celebration is the accompanying growth rate of students receiving a 3,4, or 5 on the AP exam. In 2007, only 12% of graduates had earned a meritorious AP score. In 2011, that rate has now exceed the state goal of 25% and presently stands at 30%. The success of the college and career readiness initiatives at Yorktown High School is a direct result of vertically aligning the curriculum with classes beginning in middle school and creating strategic cross-over points each year to allow students who are developmentally ready to accept a greater challenge through Advanced Placement. Yorktown also utilizes the PSAT with all students in grades 9, 10, and 11. This not only better informs students, parents, and teachers of appropriate AP course placement options. It also provides teachers with meaningful data to better target student needs.

The final state goal addresses graduation rates. Yorktown High School uses a freshmen mentoring program called Kick Off Mentors which pairs every freshmen with a trained upperclassmen to mentor the 9th grader during their first year of high school. This mentoring program ensures that students begin their high school experience forging healthy relationships and setting ambitious college and career goals. This program entails a freshmen start day that happens prior to the official start of school. On this day, the mentors and mentees come together to begin the process of acclimating freshmen to the building. Students engage in goal setting, run through their first high school schedule, meet their teachers, receive their netbook, and get acquainted with one another. The first day for freshmen is significantly less intimidating for the new students and results in a strong foundation for their high school experience.

2. Using Assessment Results:

Yorktown High School works closely with Yorktown Middle School in our district's efforts to systemically use and analyze data to improve student and school performance. The lines of communication between the two schools at all levels are strong. We work closely at starting to educate students and parents of high school expectations starting in the 5th grade. Parent forums, student meetings, and staff professional collaboration time increase with a high school focus at this time to prepare all stakeholders of expectations and best map out students' goals, needs, and curricular demands. The approach is a true backward build from post K-12 goals down to 5th grade. Our curriculum, including course offerings, have all been aligned based on the highest level of course work; such as, AP, Dual Credit, and other career readiness offerings, which is deemed appropriate based on student data, interest, and initiative. Student performance data is examined and analyzed to better help students select challenging courses, placement into appropriate courses, and/or receive assistance in content areas of need. Student performance data is also examined to help us determine professional development needs and prepare professional development sessions and meet the demands of our professional and non-certified staff. Data is also used to help determine the use of our Title II monies as it pertains to Yorktown High School. This, too, is also aligned systemically with our K-12 efforts. In addition, data is used at the high school level to develop student goals, address student needs, develop classroom learning objectives, and determine course revisions and/or course offerings. Content departments continue to work closely with the counseling department and administration to modify course syllabi and/or course offerings based on student data. Student assessment data also drives teacher course assignment linking data to teacher instructional and personal strengths. Classroom teachers, counselors, and support personnel also use performance data to guide our response to instruction services at Tier I, II, and III. Parents and students are included in team meetings where such data is shared and used to develop a plan to meet student academic and/or behavioral needs. This data is systemically shared to avoid gaps in services and aid in progress monitoring efforts. In addition, student self-assessments; such as, the Gregoric are used to help determine student career readiness paths and learning styles. Teachers also are provided such data to help them adjust instructional styles to better meet their classroom needs. Also, administration tracks data on discipline, attendance, and individual teacher D/F rates to help address student needs and teacher instructional methods and classroom practices; thus, impacting student achievement. Administration also monitors Yorktown High School alumni data. An example of this data includes student input regarding their high school experience as it relates to the level of preparedness for life after Yorktown High School. Much of the aforementioned data is also shared with the Indiana Department of Education through the

required state reports. Such reports include the following: Suspension and Expulsion, End of Course Completion, Real Time, Attendance Report, Special Education Report, Graduate Rate, Homebound, Enrollment and Mobility, and English Language Learner Results. Much of this reporting requires assessment data that we follow closely and appropriately share as it relates particular student cohort groups, identified populations, and/or individual teacher performance. The community of Yorktown and the surrounding communities are also made aware of our school-wide assessment results through the annual publishing of our Annual Performance Report. In addition to such a report, we also submit any additional school-wide assessment performance related accomplishments and accolades to the local paper. Our district's website is also a source for information regarding assessment performance results. Furthermore, our local school board of trustees and all K-12 administrators, faculty, and staff have been included at many of the school-wide celebrations related to performance recognition. Our high school students have also been included in our student achievement celebrations.

3. Sharing Lessons Learned:

Yorktown High School has been instrumental in sharing lessons learned regarding student successes. We have been the sight of many school visits from various school districts. Schools have visited to observe teaching strategies, learn about our 1:1 laptop initiative, review our scheduling strategies, shadow recommended staff members and examine our programs; such as, Kick Off Mentor and Collaboration Time programs. In addition, Yorktown High School has been invited to present at various local, state, and national conferences. Our school leaders have presented on many of the aforementioned programs. The audiences at such conferences include K-12 educators and higher education folks. Yorktown High School teaching staff members have also presented at school safety conferences regarding effective communication. Such audiences include both educational professionals and law enforcement. Administrators and teachers have also teamed to present to K-12 educators at AdvancEd conferences. The topics presented at AdvancEd include effective collaboration time, freshmen mentor programs, and motivating staff. Teachers have also presented at content related national conventions. Our science department has led the way in this area by presenting on dyad teaching and use of technology in the classroom. Our technology department has also presented on our 1:1 efforts. Furthermore, Yorktown administrators have also presented at the Indiana School Principal Association conferences. The high school administration teamed with other in-house district administrators to discuss K-12 alignment with other state-wide administrators. Locally, Yorktown High School has been the source of many internal district training initiatives. These initiatives have included our new teacher mentor program called PERC, Professional Excellence through Research and Collaboration; echalk training, wellness initiatives, and effective use of collaboration time. Proudly, Yorktown High School has also been selected to host many East Central Indiana trainings and programs. Examples of such include RISE evaluation training, student of poverty training, and an American Teacher community screening event. The RISE training has included audience members making up K-12 and higher education professionals. Student of poverty and American Teacher screening audiences included educators and community members.

4. Engaging Families and Communities:

Student success at Yorktown High School can be attributed to key family and community partnerships. Several strategies have been used to accomplish such partnerships. Our most successful strategy is listening to our families and community regarding the establishment and upholding of our core beliefs and identification of priorities surrounding our student needs. Forums, student achievement and programming committees, surveys, conferences, and team meetings have all been used to listen attentively to parents and community members. In addition, we have built collaborative partnerships with our community and families by providing opportunities for students to serve in internship situations and provide intense community service to better connect with our stakeholders; thus, increasing student achievement and bettering our overall community. In addition, Yorktown High School's principal, has been heavily involved in the local Chamber. Those partnerships have also been nurtured through educational opportunities offered at Yorktown High School open to parents and community members. Our outreach partnerships also result in many social services for our students and families. These services include various health and wellness services. For example, Yorktown High School sponsors

echocardiogram screening for all 7-12 graders, family counseling referrals and connecting programs, and homeless student services coordination. Our families and community members are also included in many of our classroom experiences as guest speakers, educational specialist vocational teachers, and volunteers. Yorktown High School also proudly houses numerous family and community volunteers in the instructional and extracurricular arenas. Being a small, interdependent community, Yorktown families rely on the schools to provide families with guidance and direction regarding many student and family needs. Students are successful at Yorktown High School due to our aggressive approach with families to connect them to sources of food, clothing, and comfortable shelter options. Our homeless liaison and the district's three-year behavior plan maps out such efforts. Our local community businesses are very cooperative in such efforts. Furthermore, Yorktown High School has also sponsored several community leadership development events; such as, Gary Marx's presentation of his 16 Trends. In addition, Yorktown High School has been recognized for its support of state programs as well. An example of such is the Riley Dance Marathon, which our high school students have been a top five recognized high school by raising over \$46,000 in three years.

1. Curriculum:

Yorktown High School bases all curricular development decisions on student needs stemming from assessment data in conjunction with the learning standards which have been adopted by the Indiana Department of Education. The cycle of curriculum development and program deployment begins with teacher collaboration. Each fall, teachers begin analyzing the performance assessments from the prior school year. These departmentally based professional discussions result in recommendations on individual course curricula as well as building structures such as time and schedule. These recommendations go through a myriad of refinements, including input from students, parents and feeder schools. Often times, a proposed change will impact multiple departments and require extended discussion opportunities for staff. Proposed changes are all examined within the context of current educational research and best practices. Whenever possible, school in other districts are visited or consulted to garner additional information with which to frame the proposed curricular or structural change. Curricular recommendations are made to the Yorktown Community Schools Board of Trustees in December of the year preceding when then proposal will be implemented.

Yorktown High School presents a college preparatory curriculum. The school espouses the philosophy that a rising tide lifts all ships in the harbor. Therefore, setting high expectations and employing a rigorous course selection results in more opportunities for all students.

Indiana has three types of diplomas. The most challenging high school diploma to attain is the Academic Honors diploma or the Technical Honors diploma. It consists of additional credits in core academic areas, a minimum of a 3.0 grade point average, no grade of less than a C- on their high school transcript, and two Advanced Placement courses or dual credit courses. The second diploma in Indiana is the Core 40 diploma. It is considered college preparatory and is required by four-year colleges for admission. This diploma maintains high standards in core academic areas. The final diploma for the State of Indiana is a general diploma. This diploma requires less math and slightly fewer credits. It is accepted for admissions by community colleges.

The English Language Arts Department consists of a variety of coursework including: English 9, English 9 Honors, English 9 Pre-AP, English 10, English 10 Honors, English 10 Pre-AP, English 11, English 12, AP English Language & Composition, AP English Literature & Composition, American Literature, Technical Communication, Creative Writing, Literary Movements, Mass Media, Speech, Publications. These course offerings provide ample opportunity for students of various academic needs to grow and develop in preparation for any college or career pathway chosen.

The Science Department consists of Biology, Botany & Zoology, Chemistry, Chemistry Honors, AP Chemistry, Environmental Science, AP Environmental Science, Integrated Chemistry & Physics, Anatomy & Physiology, AP Biology, and Physics. The Physics course is delivered on-line to a class using a professor from a local institution of higher learning. This is a powerful transition experience for students who plan to attend college where increasingly more course options are available online.

Yorktown High School begins the math sequence with Algebra I. It is entirely dependent on student readiness. Students in middle school grades are able to begin the math sequence for high school credit. This allows students to move through the high school curriculum and allow for college level math courses within the structure of high school. All students take Algebra, Algebra II, and Geometry as part of a Core 40 or an Academic Honors diploma. High level math classes include Pre-Calculus, Trigonometry, AP Calculus AB, AP Calculus BC, AP Statistics, Discrete Math, and Probability & Statistics. Honors versions of Geometry and Algebra II are available for students desiring more of a challenge.

The Social Studies course sequence includes required classes of World History Civilization, US History, Government, and Economics. Elective offerings include Current Events Honors, Geography, Humanities Leadership, Sociology, and Psychology. Several Advanced Placement courses in this department are available including AP Government, AP Micro Economics, AP Macro Economics, AP US History, and AP Psychology.

Yorktown High School has a very strong visual and performing arts program. During the 2010-11 school year, the Yorktown Concert Band received its 3rd consecutive rating of gold at the Indiana State Music Association competition. Ensemble group competitions this year netted 12 gold ratings and one silver. With offerings in Beginning Choir, Advanced Choir, Concert Band, Jazz Band, and Piano, Yorktown students have many opportunities to demonstrate their musical talents. Our visual arts program is equally strong. Each year, students conduct an art show for the community. The art pieces developed in four levels each of Ceramics, Painting, and Drawing along with artwork from Printmaking and Sculpture are put on display for students, parents, and the community to enjoy.

Two world languages are offered at Yorktown High School, each having four years of available coursework. Spanish, however, also has dual credit availability in the third year which can allow a student to earn as many as eight college credits. Each year, Yorktown graduates test out of college world language courses upon admission to their university of choice.

Over the last four years, Yorktown High School has moved the bar with respect to college level course work during high school. In 2008, 39% of graduates had taken an AP course during high school. In 2011, the percentage grew to 60%. Not only has participation grown, but achievement has also. In 2008, 13% of seniors had earned a 3, 4, or 5 on at least one AP exam during high school. In 2011, that number more than doubled to 30%, exceeding the state goal of 25% for the first time in school history.

2. Reading/English:

Yorktown High School has made tremendous inroads in creating a plethora of Language Arts courses that meet individual needs of students. Teachers first aligned honors level courses with the capstone Advanced Placement English classes at grades 11 and 12. This vertical alignment allowed our students who wished to pursue greater challenges in Language Arts to begin scaffolding skills and develop both a deeper and more enriched exploration of literature. Yorktown saw almost an immediate increase in percentage of students achieving passing scores on the AP English Language and Composition exam.

This curricular shift also generated urgency with our middle school to align their program for high abilities to the high school AP vertical team. The middle school began teaching 9th grade high school Language Arts standards which encouraged more students to seek out challenging Language Arts course options in the high school.

As Language Arts course offerings expanded, the department established a data driven process to assess students entering Yorktown High School. More course offerings created the need to give teachers, students, and parents better information upon which to base the appropriate course selection. All 8th graders and new enrollees for 9th and 10th grade are given rigorous Language Arts course options based upon their individual ability and target academic goals as determined in placement tests. Once a student enters Yorktown High School's Language Arts program, cross-over points are established to move students to different course sequences based on performance and preference.

Yorktown High School's 1:1 initiative has significantly altered the delivery of course content and structure of student assessment. Through the use of web-based applications like eChalk and Turnitin.com, blogging and peer editing have become a frequent learning experience. Team teaching with other department, like Science, has given students a relevant framework to master reading and writing skills. Research and speaking skills are prioritized within the context of state standards. Students are expected to read a variety of genre's and synthesize the material to higher levels of Bloom's Taxonomy.

3. Mathematics:

There are few academic subjects more inclined to vary from student to student with respect to readiness than math. For many years, middle school students who had advanced high enough in content mastery to warrant Algebra or Geometry would have to travel to the high school to take those courses. The numbers of students so inclined have increased steadily over the last five years to the point that sections of Algebra and Geometry are now routinely taught at Yorktown Middle School. Anticipating this growth in student math readiness, Yorktown High School teachers began expanding math course offerings to handle students who earned two years of high school math in middle school but would need four years while in high school. Prior to Indiana changing graduation requirements to include four years of math, Yorktown had as much as 94% of seniors enrolled in math courses. When graduation requirements changes this past year to include four years of math or quantitative reasoning courses as a high school expectation, Yorktown was already positioned to carry this out. Our students were already expected to complete a rigorous high school experience rich in math content.

To support the increased rigor of math at the high school level, AP Statistics was added and an honor track vertically aligned to support AP Calculus was articulated. This more challenging math track greatly benefits our students who show early math competency. To supplement this realignment of course options, students in grades 5 and 9 participate in the 1:1 netbook initiative which specifically includes a web-based math program which allows for individualization of instruction.

Using assessment data, the Yorktown High School Math Department proactively offers co-requisite course in to support mastery of Algebra I. The use of additional time to master foundational math concepts is directly responsible for our standardized assessment results in the solid 90+% range.

4. Additional Curriculum Area:

An unfortunate consequence of No Child Left Behind is the propensity for schools to focus primarily on those students who fail or the “bubble kids” who are close to the cut off score. Yorktown, while still addressing the needs of students who struggle on standardized tests, decided to not leave behind the students with academic potential. Eleven years ago, Yorktown High School offered only seven Advanced Placement courses with sporadic vertical alignment in feeder courses. In a concerted effort to increase opportunities for all students and to raise the expectations of academic rigor focused on college and career readiness, this has dramatically changed. Today Yorktown High School offers 13 Advanced Placement courses with the opportunity for students to select other college level courses to take online. Additionally, the staff has worked to develop vertical alignment in math, science, English, social studies, and Spanish courses designated as honors or pre-AP as a way to scaffold learning outcomes which better prepare students for college level work.

To assist students in making appropriate AP course selection, students in grades 9, 10, and 11 began taking the PSAT exam each fall. This test produces an AP potential letter for every student which makes suggestions on which AP course(s) would be a great fit for the student in future years of high school. The test also provides a rich source of data on math, writing, and reading comprehension for teachers in every class.

This higher expectation of rigor is also reflected in our change in expectations with respect to the Advanced Placement exams. In 2005, students in Advanced Placement classes were not required to take the AP exam, nor were students given adequate opportunity to self-select this path of academic challenge. In 2001-02, only 33 AP exams were administered across five different AP courses. In 2005-06 Yorktown implemented the policy that all students who would take an AP course would also be required to sit for the exam. That year, 224 exams were given across seven different AP courses. Due to the AP expansion of available classes combined with the alignment of feeder programs to better prepare students, 412 AP exams were administered in the spring of 2012 across 13 different course options. This represents greater opportunity for success and stronger preparation for college or career pathways our students will seek after graduating from Yorktown.

5. Instructional Methods:

Yorktown High School has prided itself for being on the leading edge of educational innovation. As a result of extensive research, in 1994, Yorktown adopted a block schedule structure for learning when few schools in the state had considered the approach. This model worked seamlessly for more than a decade. However, as student needs grew with a changing demographic, staff found it necessary to move away from the traditional block 8 schedule to a unique hybrid. Fundamental to this systemic change is the belief that time is the variable in student learning. Some students take more time, some less, yet all students can and do learn given sufficient time combined with great teaching. It is a schools willingness and ability to manipulate time that creates opportunity for student learning.

The Yorktown staff researched best practices and evaluated student performance to begin selectively taking classes like Algebra, freshmen English, and Spanish I off block in order to allow for daily instruction. Support classes like math lab were developed as co-requisites to proactively offer extensions to the core class experience. These changes focused on student need based on performance data. The Yorktown High School schedule appears very different from the original block that was developed. Yet it does not resemble a traditional 7 period day either. Time has become the critical factor in differentiating instructional delivery and assessment practices to maximize student learning.

Another example of utilizing time differently for student learning is the Tiger DEN. The Tiger DEN (Dedicated to Educational Needs) is both a philosophy and a service at Yorktown High School. Students who need support services for learning are able to request a pass to the DEN. Here, paraprofessionals and peer tutors stand ready to provide support for learning that includes reading material aloud, providing extended time for tests and quizzes, reviewing notes, and re-teaching difficult concepts. Any student, regardless of ability level, may seek assistance through this service. Philosophically, however, the DEN is about teachers using Response to Instruction best practices to meet individual student needs. When students encounter difficulties in mastering content, teachers utilize the DEN as a Tier II service in providing strategic interventions.

Finally, the implementation of 1:1 has allowed for freshmen to have computer generated instructional support tailored to their level of academic need. Teachers utilize a eChalk as a web-based platform for creating a virtual classroom experience for students.

6. Professional Development:

At the heart of great teaching is a passion for personal learning and growth. This is deeply embedded in the culture of Yorktown High School where the majority of professional development occurs by staff for staff in support of student learning. Yes, Yorktown teachers attend conferences and workshops like most teachers in America. However, these professional development opportunities are only a springboard to the deeper learning which takes place in a school where professionals look to one another for new ideas and examples of educational best practices. Teachers routinely attend outside training with the expectation that shared learning experiences come from what they bring back to their colleagues.

Yorktown High School has for the last six years relied on teachers to identify professional development opportunities based on the educational needs of our students in alignment with established school goals. For example, during the 2011-12 school year, Yorktown High School began a 1:1 initiative with student netbooks. Each freshman received a netbook at the beginning of the school year that they will retain throughout their high school experience. This plan will ultimately establish 1:1 computing in grades 9 through 12 within four years. Critical to successfully launching this initiative was a staff willing to identify professional development needs related to a 1:1 method of educational delivery and to leverage the strength of a staff willing to support one another through a significant learning curve. To this end, teachers prioritized training needs and have implemented a professional development plan to help each teacher acquire those technology skills necessary to fundamentally alter the delivery system for a 21st century curriculum. Staff and students are using new on-line resources for delivery of content, assessment

of learning objectives, and communication within and outside of our learning community. Professional development conducted by the Yorktown staff continues to be pivotal in achieving student success.

7. School Leadership:

The school motto – Every One, Every Day, All it Takes – best describes the leadership style of Yorktown High School. Although the principal is ultimately accountable for the end results, the entire staff shares in the responsibility for how the school arrives at those outcomes and in prioritizing objectives toward student success. The structure of the school day was redesigned six years ago in order to provide staff with daily collaboration time, in addition to class preparation time, which is essential in creating a culture of shared leadership. The principal begins the school year by articulating the school priorities into a collaboration time calendar. Teachers then use this time throughout the year to meet departmentally, in committees, or as targeted professional learning communities focused on school-wide learning objectives.

Yorktown High School, like many public schools, has had to reduced budget expenses by trimming stipend positions for department chairs. To fill this leadership void, departmental duties are subdivided and rotated annually. These roles include facilitating department meetings, managing the budget, ordering supplies, and triangulating data from common student assessments. Not only does this create the expectation that leadership is a shared behavior, but it also helps to give teachers opportunity to grow professionally in the many tasks that are necessary for today’s educator.

Teachers determine annually which committees should serve as the engine for accomplishing academic and operational objectives. Committee assignments are then strategically determined to allow for a core academic person to serve on each committee allowing for cross-committee communication within academic departments. This structure allows for every academic department to be fully apprised of what is transpiring in committees and also helps committees make informed decisions based on the academic needs of each instructional department.

Teacher leaders serve in critical positions of mentorship with new staff and student teachers throughout the year. A structure of support consisting of bi-weekly meetings happens in the first year for any teacher who joins the Yorktown staff, regardless of prior teaching experience. These mentoring relationships are pivotal in providing support and direction to new staff as they acclimate to a culture of high expectations and student achievement at Yorktown High School.

Collaboration time has fundamentally changed how administration and staff work together from “me” to “we”. All staff truly feels compelled to do what is best and necessary in meeting the needs of Yorktown students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: ISTEP+: English 10

Edition/Publication Year: Year of Test Administration Publisher: Questar

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Sep	Mar	Mar
SCHOOL SCORES					
Total Passing	84	69	79	78	82
Pass+	2	4	6	8	3
Number of students tested	237	186	175	162	205
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	2	2	2	2	2
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Total Passing	69	58	67	71	63
Pass+	0	7	3	6	0
Number of students tested	39	57	39	34	24
2. African American Students					
Total Passing					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Total Passing					
Pass+					
Number of students tested					
4. Special Education Students					
Total Passing	33	31	36	21	36
Pass+	0	8	0	0	0
Number of students tested	27	13	22	19	28
5. English Language Learner Students					
Total Passing					
Pass+					
Number of students tested					
6.					
Total Passing					
Pass+					
Number of students tested					
NOTES:					
Indiana does not provide data for cohort subgroups of less than 30 students. Therefore, data is not available for African American, Hispanic or Latino, or English Language Learner Students.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: ISTEP+: Algebra I Graduation
9 Examination

Edition/Publication Year: Year of Test
Administration

Publisher: Questar

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Total Passing	95	83	75	75	79
Pass+	35	29	7	12	7
Number of students tested	133	153	175	162	203
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	1	2	2	2	2
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Total Passing	97	78	62	74	63
Pass+	37	25	3	9	8
Number of students tested	35	40	39	34	24
2. African American Students					
Total Passing					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Total Passing					
Pass+					
Number of students tested					
4. Special Education Students					
Total Passing	81	74	36	37	43
Pass+	14	22	0	0	0
Number of students tested	21	27	22	19	28
5. English Language Learner Students					
Total Passing					
Pass+					
Number of students tested					
6.					
Total Passing					
Pass+					
Number of students tested					
NOTES:					
Indiana does not provide data for cohort subgroups of less than 30 students. Therefore, data is not available for African American, Hispanic or Latino, or English Language Learner Students.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Total Passing	95	83	75	75	79
Pass+	35	29	7	12	7
Number of students tested	133	153	175	162	203
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	1	2	2	2	2
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Total Passing	97	78	62	74	63
Pass+	37	25	3	9	8
Number of students tested	35	40	39	34	24
2. African American Students					
Total Passing	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Total Passing	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Total Passing	81	74	36	37	43
Pass+	14	22	0	0	0
Number of students tested	21	27	22	19	28
5. English Language Learner Students					
Total Passing	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Total Passing	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12IN5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Total Passing	84	69	79	78	82
Pass+	2	4	6	8	3
Number of students tested	237	186	175	162	205
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	2	2	2	2	2
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Total Passing	69	58	67	71	63
Pass+	0	7	3	6	0
Number of students tested	39	57	39	34	24
2. African American Students					
Total Passing	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Total Passing	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Total Passing	33	31	36	21	36
Pass+	0	8	0	0	0
Number of students tested	27	13	22	19	28
5. English Language Learner Students					
Total Passing	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Total Passing	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12IN5