



# PART I - ELIGIBILITY CERTIFICATION

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12IN6

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

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 3 Elementary schools (includes K-8)  
 (per district designation): 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
5 Total schools in district
2. District per-pupil expenditure: 8770

## 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: 1
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	134	119	253
3	0	0	0		10	153	144	297
4	0	0	0		11	153	114	267
5	0	0	0		12	121	139	260
<b>Total in Applying School:</b>								1077

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
95 % White  
1 % 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: 5%  
 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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	50
(3)	Total of all transferred students [sum of rows (1) and (2)].	58
(4)	Total number of students in the school as of October 1, 2010	1077
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 0%  
 Total number of ELL students in the school: 2  
 Number of non-English languages represented: 2  
 Specify non-English languages:

Spanish and Ukraine

9. Percent of students eligible for free/reduced-priced meals: 13%

Total number of students who qualify: 140

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: 12%

Total number of students served: 133

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>12</u> Autism	<u>2</u> Orthopedic Impairment
<u>1</u> Deafness	<u>33</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>60</u> Specific Learning Disability
<u>16</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</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>45</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>27</u>
Total number	<u>59</u>	<u>31</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:

23:1

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%	97%	97%	97%	97%
High school graduation rate	94%	92%	96%	97%	94%

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>233</u>
Enrolled in a 4-year college or university	<u>68%</u>
Enrolled in a community college	<u>11%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>16%</u>
Military service	<u>3%</u>
Other	<u>1%</u>
<b>Total</b>	<b><u>100%</u></b>

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?

New Palestine High School (NPHS) is located 16 miles southeast of Indianapolis and its student body is a mixture of suburban and rural lifestyles. New Palestine High School, a part of the Community School Corporation of Southern Hancock County, is one of the top-performing high schools in the state of Indiana. This is evidenced by data collected and provided by the Indiana Department of Education ([www.doe.in.gov](http://www.doe.in.gov)). New Palestine High School succeeds in meeting the needs of its students as recognized by national, state, and local assessments, participation in extra-curricular activities, attendance rates, graduation rates, college attendance rates, and parental and community support. New Palestine High School is also dedicated to improving quality of instruction and the academic environment by continually revising and revamping the curriculum, encouraging faculty members to attend on and off site staff development opportunities, and fostering innovation using all means available.

The strength and success of NPHS is a combination of administrators, teachers, students, parents, and the community as a whole working toward making New Palestine High School a place of safety, learning, and achievement. The mission of NPHS is to provide an environment in which knowledge and skills are developed so every student will achieve his or her personal best. Graduates are expected to be ethical, responsible citizens who participate, communicate, and think critically in order to solve problems and make informed decisions. Community input has resulted in a list of “Expected Results of a Southern Hancock Graduate” that has been a driving force behind curriculum development. These “expected results” have been incorporated by New Palestine High School students into portfolios of their best work over their four year stay. Senior students are given the opportunity to present a sample of their favorite project or activity to community members during Senior Exit Interview Day. Nearly 80% of seniors choose to share their work with the community.

Credit for the success of NPHS and its graduates can be given to its exceptional and dedicated administrative and teaching staff, plus support from corporation administrators and community. Many administrators, teachers and support staff live in and around the community, and participate actively in the life of the town as members of churches, fraternal organizations, and social clubs, and their children either currently attend or have graduated from New Palestine High School. Over half of the teaching staff at NPHS have been teaching here at least 15 years, and over two-thirds possess a Master’s degree or higher.

The success at NPHS is not limited to the academic excellence that is expected from the administration, staff and students, but is enhanced by the broad spectrum of extra curricular activities, athletics, and opportunities offered by and for the students and the community as a whole. New Palestine High School has become a center of community learning not only during the regular school day, but during after school hours as well. A brief sampling of what NPHS offers the community would include adult learning courses and fitness classes, toddler and adult swimming lessons, drivers’ education, SAT Preparation classes, athletic clinics, Relay for Life, and intramural sports programs.

New Palestine High School’s list of accomplishments can be summarized as follows:

- Awarded Indiana Four Star School status nine of the last ten years
- Met AYP benchmarks nine of the last ten years
- Achieved State standardized test passing rates at up to 20 percentage points above state and county averages
- Maintains a 97% daily attendance rate
- Averages approximately a 94.5% graduation rate

- Enrolls 29% of the student body in at least one Advanced Placement or Dual Credit course. 45% of students taking the national AP exam earn a 3 or higher.
- Participation by 50% of the student body in extra-curricular and co-curricular activities

In addition, 67% of students take the SAT, and 78 % of NPHS graduates participate in post high school educational opportunities.

### 1. Assessment Results:

New Palestine High School administers the Indiana state-mandated End-of-Course Assessment (ECA) to students enrolled in Algebra 1, Biology, and English 10. The ECA is a criterion-referenced test developed to measure achievement among students completing their instruction in these subject areas. Algebra 1 and English 10 students must pass the ECA to earn their high school diploma. This requirement was first implemented by the state of Indiana during the 2008-2009 school year. The data obtained from the ECA is used to analyze student performance levels. NPHS maintains the expectation that all students pass the Algebra 1, Biology, and English 10 ECA.

Algebra 1 students must earn a score of 564 or higher in order to pass the ECA. During the 2008-2009 school year, 41% of Algebra 1 students passed the ECA while the Indiana state average was also 41%. During the 2009-2010 school year, 211 students took the Algebra 1 ECA and 71% earned a passing score. The state average passing rate for that year was 62%. During the 2010-2011 school year, 210 students took the Algebra 1 ECA and 87% earned a passing score. The 2010-2011 state passing rate was 71%. In the past three years, NPHS Algebra 1 students have shown improved proficiency on the ECA and exceeded the state average passing percentage.

English 10 students must earn a score of 360 or higher in order to pass the ECA. During the 2008-2009 school year, 78% of English 10 students passed the ECA while the state average was 61%. During the 2009-2010 school year, 266 students took the English 10 ECA and 82% earned a passing score. The state passing rate for that year was 63%. During the 2010-2011 school year, 266 students took the ECA and 86% earned a passing score. The state passing rate for that year was 73%. In the past three years, NPHS English 10 students have shown improved proficiency on the ECA and exceeded the state average passing percentage.

The 2010-2011 English 10 End-of-Course Assessment data shows an achievement gap between General Education students and the Special Education subgroup. The General Education students earned an 87% passing rate while the Special Education students earned a 64% passing rate. This shows an achievement gap of 23%. However, the English Department has implemented programs to ensure that this gap narrows in the future. Any student who does not pass the English 10 ECA is placed in an English Lab course. English Lab courses reinforce English state standards. English teachers are also available after school everyday from 2:20 until 3:00 to assist and remediate students. Special Education students utilize a program called Language! to improve English proficiency. This Language! program utilizes a research-based, multi-sensory approach to reading comprehension, phonics, sentence structure, and decoding. Special Education students who fall into the 35<sup>th</sup> percentile or lower are placed in a Response to Intervention (RTI) program where students' needs are met at an individualized level.

Biology students must take the End-of-Course Assessment, but it is not a graduation requirement. During the 2008-2009 school year, 75% of Biology students passed the ECA while the state average was 50%. During the 2009-2010 school year, 58% of Biology students passed the ECA while the state average was 37%. During the 2010-2011 school year, 58% of Biology students passed the ECA while the state average was 46%. In the past three years, NPHS Biology ECA scores have shown some decrease but have well exceeded the state average passing percentage each year.

A trend analysis of student assessment at NPHS shows significant growth in the percentage of students passing the Algebra 1 and English 10 ECA. This growth may be attributed to the effectiveness of NPHS's challenging curriculum and the implementation of varied programs to meet the needs of all students. There are numerous programs available to assist students in the areas of Algebra 1, English 10, and Biology. In

Algebra 1, students take the Acuity test three times per year. This test predicts the likelihood that a student will pass the Algebra 1 ECA. It also identifies strengths and weaknesses and assigns lessons to students based on their deficiencies. These lessons reinforce Indiana state standards. In addition, any students who do not pass the Algebra 1 or English 10 ECA are placed in remediation lab classes. In these labs, students receive individualized instruction and strengthen their skills through the use of a computer software program called Compass Learning. Also, students may participate in optional after-school study sessions that are designed to help them strengthen their Algebra 1, Biology, and English 10 skills. During the school day, students may opt to receive academic assistance through a peer tutoring program organized by the NPHS Guidance Department.

In recent years, NPHS students have shown significant gains on standardized assessments. These gains can be attributed to the implementation of numerous remediation programs that meet the needs of all students. It is also a result of the dedication of staff, students, and parents.

## **2. Using Assessment Results:**

Teachers at NPHS take pride in providing students with a wide variety of instructional strategies to support the Indiana Academic Standards, the national Common Core Standards (where applicable) and the Expected Results/Indicators of a Southern Hancock Education. These instructional strategies take into account the various learning styles of our student body. Additionally, various instructional programs are in place to meet the needs of members of students at all levels. Advanced Placement and Dual Credit courses, the Academic Study Lab/Mentoring program, and Math and English Lab courses are among the successful programs in place.

Teachers, administrators, and counselors analyze the student performance data from several different sources. Incoming 9th graders' North West Evaluation Association (NWEA), Indiana Statewide testing for Educational Progress (ISTEP), and classroom performance are evaluated for placement by teachers and counselors. Students found to be struggling are enrolled in English and Algebra labs to aid them with their skills and make a positive transition to high school. In addition, the students enrolled in Algebra, and 10<sup>th</sup> grade English classes are administered the Indiana State ECA (ECA) at the end of each year. Our administrators utilize their scores to make scheduling decisions to increase a student's chance of success. A student with failing marks on this standardized test will meet with the administrators, the student's parents are contacted, and the student will be placed in a class specifically designed to help them improve skills. These labs use computer-based training programs to individually accommodate a struggling student's needs and to improve weak skills. Algebra teachers also administer the Algebra One Acuity test to measure each student's strengths and weaknesses, and Acuity can assign additional problems to improve student's skills. Voluntary student preparation for the ECA is also available after school through study sessions and tutoring provided by the Algebra and English teachers.

NPHS also requires its 10<sup>th</sup> grade students to take the PSAT. After taking the test, the counselors share their scores with students, show them how to convert their score to the SAT scale, and discuss strategies on preparing for SAT. Due to the nature of the PSAT and the impact it may have, our counselors invite juniors who desire to retake it to compete for the Merit Scholar program. Through our community education program, an SAT preparation class is offered each 9 weeks to interested students. This class is always full due to the student body's substantial interest.

Students at NPHS have had considerable academic success, and we like to share our successes as much as possible. The most basic method of communication is through our web-based grade book, PowerSchool, where parents can monitor student grades via the online parent portal and teachers can leave comments about student performance. Counselors create a list of students who are not performing at the level we would expect, and they call those students in for a meeting and inform their parents. Report cards are mailed to parents at the end of each semester, but PowerSchool is always available online. Student scores on ECAs are posted on the IDOE website ([www.idoe.in.gov](http://www.idoe.in.gov)) for us to evaluate. That information is shared with the central office and the school board, and each parent receives a hard copy of their student's scores.

We use our e-mail newsletter *NPHS News and Notes* to announce student achievement. Our local newspapers, *The New Palestine Press* and *The Greenfield Daily Reporter*, are very good about communicating the academic successes of our students. They print the honor roll; write stories about our academic teams, our engineering teams, our Four Star School status, our graduation rate; recognize our students who receive academic scholarships; and publish our performance on state ECAs. We also reward students with high academic achievement by inviting them to our Academic “A “ Banquet . This includes students in grades 10 – 12 with a GPA of 3.7 or better. Our Academic Wall of Fame recognizes the top ten students in each graduating class.

### **3. Sharing Lessons Learned:**

The staff at NPHS is constantly trying to expand the resources we offer to our students and each other. Administration, counselors and teachers are actively involved in various professional organizations, and attend and present at various workshops, conferences, and area meetings.

The administrators have created an online forum through the “Learning Connection” which was developed by the Indiana Department of Education (IDOE) to provide data, resources and tools for school improvement. The forum titled “Hancock County Administrators Site” allows for various types of collaboration to take place. Administrators also attend district area meetings. Principals and assistant principals each have their own separate meetings. Most recently, our administrators attended a summit where “Four-star school” winners in the Indianapolis area met to share strategies with one another that allowed them to be recipients of this prestigious state award.

Counselors at NPHS belong to a listserv called “CounselorTalk”. The listserv is comprised of school counselors from around the state and allows for easy collaboration, information gathering, and distribution of “hot topics” in the counseling field. In addition, the counselors belong to ISCA (Indiana School Counselors Association) and attend the annual conference each year. Locally, school counselors and social workers meet once per year to collaborate on and share ideas, resources and concerns.

The teaching staff at NPHS is outstanding! They are open to learning from others as well as sharing their vast knowledge with others. Each department leader attends a department head meeting once per month with the eight high schools in our conference. The purpose of the meeting is to discuss curriculum. The information shared at the meetings is brought back to NPHS and shared with the various members of the department. The English department’s staff members each belong to the National Council for Teachers of English (NCTE). These same staff members have attended several conferences including the AP Conference for Literature & Composition and the annual HECC (Hoosier Educators Conference). Members of our English department have presented at the Indiana Teachers of Writing Conference, Midwest Scholars Conference and has received the MIRA Award for using technology in Education. One member of the department is considered our IDOE “liaison” and was also the teacher in residence at IDOE.

Our math department sends representatives to the National Council of Teachers in Mathematics (NCTM) conference each year and also works closely with the Advanced Placement coordinators to be sure our AP courses are being taught to their standards. The science department has several staff members which have presented and attended the annual HASTI conference; belong to professional organizations such as NSTA, IABT and NABT. Science teachers participate in the Indiana modeling science initiative. This initiative was implemented to improve content delivery to students. The group is comprised of schools around the state and meets twice per year and during weeklong summer workshops. NPHS collaborates with Indiana University-Bloomington to ensure the dual credit chemistry class we offer meets their high standards.

The social studies department offers a dual credit psychology course through the University of Southern Indiana. This requires the teacher to communicate continuously with the university to improve material given to students. He attends training sessions in the summer at USI. In addition to this, our staff members belong to the National Council for the Social Studies (NCSS) and the Association for Supervision and Curriculum Development (ASCD).

All of these outside opportunities the staff is a part of allow them to be better teachers to our students. But the staff is also concerned about teaching and sharing information with other staff members in the building. In addition to collaborating with places outside the school, we also provide professional development opportunities within the school- for each other. Each year, teachers are invited to attend “Teacher Break-Out Sessions”. These sessions are designed to provide teachers with a voice in the daily processes of NPHS and to educate them on various topics. Teachers can attend up to six break-out sessions and substitutes are provided to cover their classes. Break-out sessions include topics such as “Common Assessments & all that Entails”, “Classroom Methods Refresher Course”, “Technology Integration” and “Bullying” to name just a few. We have found these sessions to be very beneficial to the staff.

At NPHS, we expect our students to continue to learn to broaden their knowledge base and the staff has the same expectation for ourselves. We have the philosophy that one’s education never stops, but continues. We never cease to learn from others and in turn, are glad to share what we’ve learned with others.

#### **4. Engaging Families and Communities:**

NPHS has worked to develop an environment that encourages family and community participation in the success that is experienced by our school community and our students. Parents are invited and encouraged to join the athletic and co-curricular booster groups that have formed to support our band, choir, and sports teams. Community members have provided job shadowing opportunities to our students, sit on various school and corporation committees, and participate in the evaluation process of our senior exit interviews. Parents are invited to chaperone field trips and after school functions, and to speak on their area of expertise for various classes like our Project Lead the Way and Adult Roles classes.

Our building is a community center and it is used for many activities that give people an opportunity to see our facilities in action. On any given night or weekend you might see youth sports teams practicing, young swimmers taking lessons, adults and students attending classes (from Zumba to Drivers Training) offered through our community education program, service clubs (like Best Buddies or Helping Hands) working on projects, cheerleaders providing a clinic for young students, or members of the show choir teaching routines to eager future performers.

Our students reach out to the community through their involvement in various activities. We have recently had several of our students earn their Eagle Scout status and their projects were designed to allow them to give back to the community. We have students who serve through a variety of organizations, the Hope House Youth Board, VOICE, and Relay for Life to name a few. Our technology classes organize an online auction, NPBay, in which they solicit colleges and universities to donate items for weekly auctions and the money raised from our community members is donated to a charity selected by the students.

Communication between home and school is essential to a strong working relationship. The use of both traditional methods of communication (examples include: Open House and Parent-Teacher Conferences) and the use of technology (examples include voice mail, Honeywell alert system, and e-mail) continue to be invaluable. We have an e-mail newsletter, *NPHS News and Notes*, which is organized by a parent and received by over 800 households. The NPHS website is a popular and useful resource. Parents have access to the Moodle Virtual Classroom environment used by many teachers, and parents can monitor student grades via PowerSchool parent portal which is part of our gradebook software program. We now do our student scheduling online after parents have had an opportunity to attend a parent information night and view an informational video that is available on the school website.

## 1. Curriculum:

The foundations of the New Palestine High School curriculum are the Indiana Academic Standards and the Common Core Content Standards. These standards provide the specific learning targets for each subject and grade level. In addition to these state and national standards, at the local level we have developed the “Expected Results of a Southern Hancock Education”. These local standards were developed and adopted on a district level and are the result of collaboration among school personnel, students and community members. Every year, students demonstrate mastery of these “Expected Results” by completing an electronic portfolio and a Senior Exit Interview. This process has become a hallmark of a New Palestine High School education.

New Palestine High School offers a variety of opportunities to meet the needs of all learners. Currently, there are numerous dual credit and advanced placement courses offered, with many more coming in the near future. It is our goal that every New Palestine High School graduate will have had the opportunity to earn at least three college credits prior to high school graduation. In addition to the rigorous college preparatory curriculum, vocational classes are offered through a partnership with Walker Career Center in the Metropolitan School District of Warren Township, a neighboring district. These programs complete a full spectrum of opportunities and help us to meet our mission of supporting all students as they achieve at high levels.

**Language Arts:** Reading, writing, speaking, listening, word study, conventions, and research skills are taught through whole class and collaborative instruction. The New Palestine High School English Department is a leader in 1:1 instruction. Each classroom is outfitted with laptop computers, and through the use of Moodle, most teachers have moved toward a digital curriculum. The English Department offers three dual credit/advanced placement courses, giving students the opportunity to earn twelve college credits prior to their high school graduation.

**Mathematics:** Algebra, geometry, Advanced Placement statistics, trigonometry, and Advanced Placement calculus are some of the courses offered at New Palestine High School. To assist those students who are in need of extra support, algebra is offered over a two-year period. Mathematics courses focus on “real world” applications of the course content and attempt to demonstrate these mathematical applications in other disciplines.

**Science:** Courses in physical, life, and chemical sciences focus on scientific inquiry, critical thinking, problem solving skills. Collaboration among staff members is key to ensuring consistency across the science curriculum. The science department leads the school in the move to digital curricula. All science classrooms are outfitted with state of the art Macintosh computers, and a set of iPads is also available for use in science classrooms. As part of the Advanced College Project through Indiana University, students are able to earn ten college credits in chemistry prior to graduating from high school. Additionally, advanced placement courses in biology and physics are available.

**Social Studies:** Social studies integrates history, geography, economics, and civics in order to prepare students to be culturally aware and participating citizens in an increasingly global community. Advanced Placement US History course is also available to interested students.

**World Languages:** Students have the option to take Spanish or French. Both courses include written and oral expression and understanding of the cultural aspect of the language.

Technology: Computer Applications is an introductory course required of all freshmen. Additionally, students may take multi-media productions, an upper level computer course available to all students. Through the Project Lead the Way program, students may take introduction to engineering design, civil engineering, and robotics. Through these courses, students gain real world skills and have the opportunity for advanced college credit.

Health/Physical Education: Making sound lifestyle choices is emphasized through a focus on drug and alcohol use/abuse, nutrition, and fitness.

Visual and Performing Arts: Award winning band and choir programs offer students the opportunity for performance and personal expression. The nationally recognized "Fine Arts Connection" class is a favorite among the student body.

## **2. Reading/English:**

The NPHS English department offers a comprehensive curriculum which includes both AP and Dual Credit coursework as well as courses intended to build students' basic skills in reading, writing, and speaking. In the classroom, teachers implement a one:one teaching model where students have access to computers during class. This allows the teacher to integrate writing, speaking, listening, reading and research skills throughout the class period. This structure has also enabled the English Department to extend the boundaries of their classrooms to the home as students are able to connect to their English classrooms from anywhere that there is an Internet-enabled computer. This connectivity has become a key feature of our summer reading program and our efforts to expand course offerings.

We are currently in the process of reorganizing the English curriculum to meet the requirements of the Common Core standards and provide students with more opportunities to earn college credit and challenge themselves. This process will include the creation of online assessments designed to measure student growth throughout the year and provide feedback to instructors so that individual student needs can best be identified and addressed. This format will also allow instructors to create and modify existing projects and assignments to ensure that students are challenged in the instructional areas where they are most in need as well as recommend students for placement in several of the programs we utilize to close the learning gap in our students; English Lab support, team-taught English class, peer tutoring, and Odyssey online remediation. Eventually online credit recovery programs created by the English Department which addresses both curricular and community standards for NPHS graduates will be a part of this framework as well.

The English Department is committed to assessing students through a variety of project-based assessments which students create as part of a school-wide portfolio system. These assessments require students to utilize a variety of curricular skills and form their own learning communities in order to effectively complete the projects.

## **3. Mathematics:**

NPHS offers a variety of mathematics courses for students. Our curriculum offerings include Algebra I, Algebra II, Honors Algebra I, Honors Algebra II, Geometry, Honors Geometry, Integrated Math I, II, and III, Discrete Mathematics, Precalculus and Trigonometry, AP Calculus AB and BC, and AP Statistics.

Students in our school district are able to take Algebra I as early as the seventh grade level and Algebra II is offered at the eighth grade level. All incoming freshmen are enrolled in Algebra I if they haven't already taken it at the middle school level. In addition to taking Algebra I, freshmen students who have struggled with mathematics at the middle school level may also enroll in a Math Lab class for additional support in Algebra I.

Indiana requires that all of our students pass an end-of-course assessment in Algebra I. If any of our students do not pass this test, they are assigned to an Algebra I teacher for remediation and will then retake the test at the next offered date. Over eighty percent of our students pass the test the first time they take it.

All NPHS students take required math courses Algebra I, Algebra II, and Geometry, but many voluntarily choose to take four or more years of mathematics courses at the high school level. We typically see at least fifteen percent of our student body enrolled in Precalculus or Discrete Mathematics, and approximately ten more percent of our students will take AP Calculus AB or AP Statistics.

For students struggling to meet the requirements for Algebra II, NPHS has developed a two-year program for this class. In this manner, students can complete the course at a pace that better fits their learning style.

To provide mathematical challenges for our advanced students, NPHS offers AP Calculus AB and AP Statistics. Three years ago, we recognized that some of our students could benefit from adding another level of AP Calculus, so AP Calculus BC became part of our curriculum offerings as well.

For students who have questions or who are in need of any extra help, our mathematics teachers are available after school from 2:20 pm until at least 3:00 pm every day of the school week except for Thursday. We also offer two, forty-five minute, Academic Lab periods on Wednesday during the school day so that students can meet with any teacher for extra instruction if needed.

The NPHS Mathematics Department strives to meet the needs of all students at every level by offering a variety of mathematics courses. Our teachers align their lessons and instruction to the Indiana State Standards for Mathematics. We collaborate as a department to provide a challenging and comprehensive mathematics curriculum for our students.

#### **4. Additional Curriculum Area:**

The NPHS Science department requires that all students successfully complete three years of science to graduate. The department works to meet the needs of all levels of students by offering a wide range of courses to address different areas of science. Freshmen are enrolled in Biology 1 and take the End of Course Assessment (ECA) required by the state of Indiana. Currently, 8<sup>th</sup> graders are eligible to complete the Biology requirement. Sophomores are then placed into Chemistry 1, Integrated Physics/Chemistry, or Physics 1. Courses that may be taken to fulfill the third year are Dual Credit Chemistry, Advanced Placement (AP) Chemistry, Advanced Environmental Science, Anatomy and Physiology, Genetics, Microbiology, AP Biology, Earth Science, Physics, and AP Physics.

Students are not required by the state of Indiana to pass the Biology ECA, but our department does include the student's score in the final exam grade. Prior to the exam date, help sessions are available. Teachers collaborate to align lessons and instruction to follow the Indiana Content Standards and guide students. NPHS teachers are involved in developing standards for advanced biology for the state.

Enrollment in AP/Dual credit Science courses has continued to increase. AP Physics is offered in alternating years. Many students elect to take four or more years of science courses offered at NPHS.

Teachers assist students in developing essential science skills. During Academic Lab students are routinely found in science rooms. Teachers are available every day after school for additional help in any science course, and office hours have been established once a week after school for students seeking additional help in Biology. Educators collaborate weekly to plan activities that demonstrate best practices and develop assessments to show students' growth. Teachers recognize science as a process that students routinely practice through hands-on learning and inquiry laboratory activities. Teachers participate in workshops throughout the year that address delivery of content such as modeling which is a common vision of science instruction that integrates curriculum and pedagogy.

The NPHS science classrooms became one-to-one with classroom sets of Macintosh computers in 2011. Throughout the school year, teachers attend training sessions on implementing computers to support the science content. NPHS science teachers implement current scientific instrumentation through our affiliation with the Science Express instrument loan project through Purdue University.

We partner continually to engage and challenge our students with the science curriculum while instilling an appreciation of science for all students.

## **5. Instructional Methods:**

To meet the needs of all learners, New Palestine High School teachers utilize a variety of instructional methods. Teachers seek to make their lessons relevant and rigorous, providing students with real world skills that they will use long after leaving the high school setting.

Project based learning is prevalent in virtually all departments at New Palestine High School, with a wide variety of activities used to demonstrate mastery of state and local standards. In Spanish and business classes, students collaborate with elementary students to create children's books. In the science department, teachers utilize modeling and other instructional strategies, including digital learning, to "meet students where they are". English and math lab classes provide targeted instruction for students in need of remediation. In the special education department, an "apartment classroom" affords students numerous opportunities to develop life skills.

Technologies such as the Criterion Online Writing Evaluation are used to help all students improve their writing skills in all subject areas. Novanet and Compass Learning are available as credit recovery options for students who need to retake classes.

Specific departments have taken advantage of various opportunities to use technology. In the English department, seven full-time teachers have 1:1 access computer labs obtained through a grant from the State of Indiana. The 1:1 access labs host coursework via the Moodle Virtual Classroom.

In the Math department, classrooms are equipped with graphing and scientific calculators, and computer software allows teachers to show their calculator display on the classroom television monitors. In the technology department, the Project Lead the Way engineering course, Computer Aided Drafting (CAD) course, and Introduction to Engineering courses use a variety of software programs

The Science department has been completely outfitted with Macintosh computers and iPads, and has begun the process of transforming the curriculum to a digital format. In addition, the biotechnology course provides students with hands-on experience in that particular field.

All students are expected to develop a certain level of competence with technology. They are also required to take a course in Computer Applications, and are encouraged to design and complete an electronic portfolio showcasing and highlighting their best work over the course of four years at NPHS. In addition, in the summer of 2010, the NPHS technology department received an Enhancing Education through Technology grant for over \$50,000 to equip a computer lab with Macintosh computers, software, and equipment, to provide students an opportunity for high-level design work.

## **6. Professional Development:**

NPHS provides teachers with multiple layers of professional development initiated by both the administration and the teachers themselves. Each week, the staff attends a faculty meeting, a department meeting, or a professional development meeting. Because these meetings are regular and frequent occurrences, they allow staff and administration the flexibility to address topics of immediate concern in real time. In addition, NPHS teachers attend district-wide technology training as part of our one-to-one

technology program. Teachers attend content-area conferences including Advanced Placement training sponsored by the College Board, state-level workshops, and state and national level conferences.

Every year at the building level, the NPHS School Improvement Committee (SIC) hosts Break Out Sessions which take place over two school days in February. All teachers are invited to attend a session, and substitutes are provided. The goal is to generate teacher input on school-wide issues, concerns, and challenges. Teachers provide topics, lead discussions, and submit proposals to the SIC for possible inclusion in the School Improvement Plan and/or school procedures or policy. Past topics include technology integration, bullying, methodology, common core standards, Response-to-Intervention (RTI), and electronic portfolio/exit interview evaluation (our best practices model).

Professional Development activities support student learning by helping teachers combine available technologies, research-based methods, and the most recent academic standards to make lessons relevant and engaging. Our students perform above state averages on all state standardized assessments in part due to our professional development opportunities.

The Break Out Sessions spurred a redesign of our school day schedule and attendance policies. These modifications provide the opportunity for students with chronic attendance issues to make up work during the school day, encouraging them to remain on target for accruing credits toward graduation and for passing state standardized assessments. The redesign of the school day also supplied for our weekly staff meetings, department meetings and professional development meetings previously mentioned. The Break Out Sessions have also addressed project-based learning, using relevant life experiences and technology to enhance student learning; integration of various technologies; and integration of the newly adopted Common Core Standards.

## **7. School Leadership:**

The leadership team of NPHS consists of a Principal, one Assistant Principal, one Dean of Students/Athletic Director, and three Guidance Counselors. This team works collaboratively with teachers to support student learning and to share leadership with all staff members.

The Principal serves as the primary instructional leader of NPHS. He works collaboratively with the Assistant Principal and other members of the leadership team to ensure that the instructional program meets the diverse needs of the student body.

The Assistant Principal oversees student activities and is largely responsible for behavior interventions. In this role, he serves as a positive role model who seeks to provide students with numerous opportunities for success. The Athletic Director/Dean of Students oversees attendance and is responsible for the athletic program of NPHS. In this role, he ensures that students have opportunities to excel outside of the traditional classroom setting.

Department Chairpersons are an integral part of the leadership structure at NPHS. They have a clear understanding of the mission of the school and provide valuable leadership to staff members. They are instructional leaders in their content areas, stay well versed on best practice, and serve as liaisons between their department members and the administration.

The Leadership Team of NPHS believes strongly in a collaborative leadership process. Teachers are included and provide valuable input during the decision making process. There are a number of excellent teachers at NPHS and their expertise is valuable to all staff members. Teacher leaders provide professional development opportunities and lead numerous school improvement efforts.

Student leadership is another integral part of the NPHS culture. Student participation is solicited whenever possible, and has been a valuable part of numerous committees and initiatives.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: English 10 End of Course Assessment

Edition/Publication Year: 2010 Publisher: Indiana Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Pass/Pass Plus	86	75	81	86	87
Pass Plus	0	6	4	7	5
Number of students tested	266	266	209	231	226
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	22			
Percent of students alternatively assessed	0	8			
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass/Pass Plus	77	65	66	65	83
Pass Plus	0	0	0		
Number of students tested	31	23	35	26	29
<b>2. African American Students</b>					
Pass/Pass Plus	0	0			
Pass Plus	0	0			
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass/Pass Plus	0	0			
Pass Plus	0	0			
Number of students tested					
<b>4. Special Education Students</b>					
Pass/Pass Plus	67	50	33	44	54
Pass Plus	0	0			
Number of students tested	28	26	30	35	37
<b>5. English Language Learner Students</b>					
Pass/Pass Plus	0	0			
Pass Plus	0	0			
Number of students tested					
<b>6.</b>					
Pass/Pass Plus					
Pass Plus					
Number of students tested					
<b>NOTES:</b>					
The Indiana End of Course Assessment for English 10, in its current format, has been in place since the 2009-2010 school year. Data for 2006-2007, 2007-2008 and 2008-2009 reflects Indiana's ISTEP test.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 9 Test: Algebra 1 End of Course Assessment

Edition/Publication Year: 2011 Publisher: Indiana Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Pass/Pass Plus	87	71	76	78	78
Pass Plus	27	14	14	14	16
Number of students tested	210	211	198	205	215
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	6			
Percent of students alternatively assessed	0	3			
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass/Pass Plus	82	63	64	62	76
Pass Plus	18	11	10	12	5
Number of students tested	39	27	36	29	25
<b>2. African American Students</b>					
Pass/Pass Plus	0	0			
Pass Plus	0	0			
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass/Pass Plus	0	0			
Pass Plus	0	0			
Number of students tested					
<b>4. Special Education Students</b>					
Pass/Pass Plus	90	67	28	23	38
Pass Plus	25	13	0	0	0
Number of students tested	20	24	29	40	32
<b>5. English Language Learner Students</b>					
Pass/Pass Plus	0	0			
Pass Plus	0	0			
Number of students tested					
<b>6.</b>					
Pass/Pass Plus					
Pass Plus					
Number of students tested					
<b>NOTES:</b>					
The Indiana End of Course Assessment for Algebra 1, in its current format, has been in place since 2009-2010 school year. Data from 2006-2007, 2007-2008 and 2008-2009 reflect Indiana's ISTEP test.					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Pass/Pass Plus	87	71	76	78	78
Pass Plus	27	14	14	14	16
Number of students tested	210	211	198	205	215
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	6	0	0	0
Percent of students alternatively assessed	0	3	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass/Pass Plus	82	63	64	62	76
Pass Plus	18	11	10	12	5
Number of students tested	39	27	36	29	25
<b>2. African American Students</b>					
Pass/Pass Plus	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Pass/Pass Plus	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Pass/Pass Plus	90	67	28	23	38
Pass Plus	25	13	0	0	0
Number of students tested	20	24	29	40	32
<b>5. English Language Learner Students</b>					
Pass/Pass Plus	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Pass/Pass Plus	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12IN6

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Pass/Pass Plus	86	75	81	86	87
Pass Plus	0	6	4	7	5
Number of students tested	266	266	209	231	226
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	22	0	0	0
Percent of students alternatively assessed	0	8	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass/Pass Plus	77	65	66	65	83
Pass Plus	0	0	0	0	0
Number of students tested	31	23	35	26	29
<b>2. African American Students</b>					
Pass/Pass Plus	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Pass/Pass Plus	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Pass/Pass Plus	67	50	33	44	54
Pass Plus	0	0	0	0	0
Number of students tested	28	26	30	35	37
<b>5. English Language Learner Students</b>					
Pass/Pass Plus	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Pass/Pass Plus	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12IN6