

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Trent Lehman

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name South Adams High School

(As it should appear in the official records)

School Mailing Address 1000 Parkway Street

(If address is P.O. Box, also include street address.)

City Berne State IN Zip Code+4 (9 digits total) 46711-2020

County Adams County State School Code Number* 0023

Telephone 260-589-3131 Fax 260-589-3042

Web site/URL http://www.southadams.k12.in.us E-mail tlehman@southadams.k12.in.us

Twitter Handle <u>https://twitter.com/SA_Schools</u> <u>https://twitter.com/sahs_principal</u>	Facebook Page <u>https://www.facebook.com/pages/South-Adams-Schools/294729090699934?ref=hl</u>	Google+ <u>teachers have individual accounts</u>
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Other Social Media Link [My Big Campus; Gaggles; School Messenger; Remind 101](#)

YouTube/URL N/A Blog N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Scott Litwiller E-mail: slitwiller@southadams.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

Other)

District Name South Adams Tel. 260-589-3131

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	53	60	113
10	66	56	122
11	38	53	91
12	45	48	93
Total Students	202	217	419

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 11 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 14%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	43
(3) Total of all transferred students [sum of rows (1) and (2)]	60
(4) Total number of students in the school as of October 1	426
(5) Total transferred students in row (3) divided by total students in row (4)	0.141
(6) Amount in row (5) multiplied by 100	14

7. English Language Learners (ELL) in the school: 11 %
45 Total number ELL
 Number of non-English languages represented: 10
 Specify non-English languages: Portuguese, Japanese, Spanish, Dutch, Serbian, Slovak, Albanian, Cantonese, Tagalog, German
8. Students eligible for free/reduced-priced meals: 41 %
 Total number students who qualify: 157

Information for Public Schools Only - Data Provided by the State

The state has reported that 43 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 9 %
39 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>20</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>7</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>3</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	96%	96%	95%
High school graduation rate	96%	97%	93%	92%	87%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	97
Enrolled in a 4-year college or university	36%
Enrolled in a community college	42%
Enrolled in career/technical training program	11%
Found employment	9%
Joined the military or other public service	2%
Other	0%

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

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Since we are the "Starfires" and our goal is that students maximize their potential, our mission statement is "Inspiring Students to Reach for the Stars."

PART III – SUMMARY

The South Adams community, once a rural Midwest farming community, has diversified to include farm businesses, manufacturing companies, and service industries. Many of the first settlers, Mennonites who emigrated from Bern, Switzerland, established well-kept farms and residences while stressing church and educational activities. Many of our students are descendants of these first settlers. Also, every fall SAHS enrolls the children of several migrant families. Knowing that these migrant students will be with us for only a portion of each year, SA is proud to have the Region 6 Migrant Education Resource Center Coordinator as an integral part of our staff.

Established by the Adams County School Reorganization Committee and officially reorganized by a court order in July of 1963, the SA corporation encompasses approximately 103 square miles and includes the towns of Geneva, Ceylon and Linn Grove along with the city of Berne.

Focusing on our mission statement, “Inspiring Students to Reach for the Stars,” staff help students realize and maximize their unique potential and instill the courage to reach beyond perceived limitations.

SAHS posts goals on the school website, enabling students to understand our focus. In 2012, the Indiana Department of Education presented SAHS with its first ever Four Star Award, given to Indiana schools that achieve scores in the top 25% in the state. In 2014, 92% of our sophomore students passed the Algebra ECA and 87% passed the English 10 ECA. It is anticipated that these scores will earn us Four Star status again. Also in 2014, our seniors earned a 96% graduation rate and 79% of SAHS graduates demonstrated college and career readiness through dual credit courses, by scoring a 3 or higher on an AP exam, and/or earning Industry Certification.

Student presence is a key to our success. Through a positive culture of caring relationships, established guidelines, and high expectations, SAHS has achieved a 97% attendance rate. These examples of excellence have warranted a Silver Medal through U.S. News and World Report as a top 30 high school in Indiana. Along with this recognition, SAHS has earned an “A” rating with a 4.0 G.P.A. on the Indiana State’s School Accountability Model. Also, SAHS has earned North Central Accreditation through AdvancEd every four years since 1974.

Through the Area 18 Career and Technical Education Region, SAHS partners with area schools to provide extensive CTE opportunities for our students. This consortium provides over a dozen opportunities such as Health Occupations, Criminal Justice, Graphic Design, and Computer Electronics.

SA’s thriving performing and visual arts programs are evidenced by a rich tradition of musical performance and an annual display of student art. The school’s Burkholder Auditorium is the hub for school and community performing arts events. One of the smallest schools in the Allen County Athletic Conference (ACAC), South Adams provides 20 varsity sports for student athletes, the largest number of sports offerings of any school in the conference.

Active Global Opportunities Club students earn a Global Education Certificate with their diploma. Members of SA’s chapter of the National Honor Society tutor HS and MS students. Our S.A.D.D. (Students Against Destructive Decisions) chapter leads numerous anti-drug events at athletic contests, presents convocations, and mentors middle and elementary students. Two Career and Technical Educational (CTE) programs at SA, Auto Mechanics and Machine Trades, have won state championships through SkillsUSA and have been touted as top programs nationally. Thousands of dollars of college scholarships are awarded to our CTE students annually through this program. Our FFA chapter has been ranked as a top 30 program in the state.

Dots in Blue Water (dibw), a student-initiated, project-based learning initiative, began in 2010 with the support of the high school Science Department. Through the support of the SA Board of Education and the community, the project culminated with a group of students and teachers traveling to Haiti in June of 2011 to deliver and set up water purification systems. Since 2010, involvement in dibw has spread throughout the

entire school campus. Teachers, k-12, are incorporating some aspect of water education into their lesson plans. Each year since its inception, dibw students and teachers have traveled to Haiti to provide clean drinking water to remote villages. Understandably, dibw has earned state and national recognition.

To further emphasize and develop successful life skills, SAHS focuses on the 5 B's of Being Successful with a grade level competition. Quarterly data is presented for each grade showing attendance rate (Be Here!), tardies (Be on Time!), discipline referrals (Behave!), honor roll vs number of F's (Be Responsible!), and level of extra-curricular involvement (Be Involved!). A scoring system is used to determine which grade level has the best results in these areas, with the winning grade earning ice cream sandwiches from one of our local ice cream shops. The research is clear that students who follow the 5 B's are successful.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum in language arts ranges widely, but all aspects of instruction are based on Indiana state academic standards. While reading literature text and informative text, our students connect various readings to universal themes. Teachers and students explore vocabulary daily using traditional methods (workbooks & exams) as well as using informal topical discussions. Writing is at the center of the English department's methodology. Writing allows students to explore a subject, discovering new insights independently. Our students write formally (essays, book reports, term papers) and informally (journals, observations, reflections). The writing process is addressed in multiple ways, not the least of which is preparing for an oral presentation. Working independently and collaboratively, students are exposed to the life skill of presenting information in a logical way. In preparation for a career or college, our students are exposed to communication via technology as well as in person. As seniors, students may elect to enroll in the dual credit composition class.

The science curriculum includes earth science, biology, chemistry, physics, and integrated chemistry/physics. All coursework is based on the Indiana Academic Standards. Much of the work in these classes involves hands on experiences.

The InSight/OnSite curricular program allows high school students to mentor and facilitate elementary students in small group, hands-on science activities tied to their grade level standards. HS students develop the age-appropriate lessons, reinforcing their own understanding of the science topic.

Biology students are offered a week-long trip to the Florida Keys where they snorkel, kayak in the mangrove swamps, and swim with dolphins. Students involved in this trip are able to earn one HS science credit through the school's advanced science (special topics) class. A dual credit biology class is also offered.

Earth & space students participate in nightly sky observations and sky mapping to complement their classwork. Following the meteorology unit, several students qualify as certified Storm Spotters with National Weather Service. Enrichment expeditions for whale watching and oceanography, mountain and watershed studies, dinosaur digs, and coal mining/environmental impact studies are also offered.

Chemistry and Integrated Chemistry/Physics (ICP) students have the opportunity to advance that knowledge in dual credit/AP Chemistry.

Physics students participate in cross-curricular activities with engineering in their annual Rube Goldberg competition, with music in studying acoustics and music theory, and with global studies by researching Chernobyl radioactivity data and interviewing Chernobyl survivors.

Curriculum and instruction in math follow the Indiana Academic Standards, with Algebra I students being required to demonstrate 80% mastery of each identified standard. This course is taught with a combination of traditional teacher instruction, directed in-class activities, and on-line student work. Classes in geometry, Algebra II, pre-calculus, and calculus are standard and textbook driven while supplemented by technology. Teacher instruction, guided student discovery, and spiraling are used throughout the courses. Students in AP math courses teach concepts, complete fully developed projects, give oral presentations, and participate in small group work as part of the curriculum.

Our social studies department offers a wide range of classes that will help students discern material and events in their adult lives. Outside of the Core 40 required subjects, our department currently offers Current Issues, Geography and History of the World, Leadership, Dual Credit Economics, AP World History, and AP U.S. History. For enrichment, each semester guest speakers such as an Indiana State Representative, an insurance lobbyist, and a small business owner visit the classes. The students engage in projects that force

them to tackle political, economic, and social issues head on. These experiences help the students to gain new perspectives and simulate life situations.

Each of our core curricular areas provides advanced level courses to prepare our students for college and careers. If a student enrolls in each AP and Dual Credit course offered in our core areas, he could accumulate a minimum of 39 college credits. This college level curriculum and instruction not only saves our students thousands of dollars in college expenses, but also provides a strong foundation for the rigors of college and careers.

Students needing more individualized instruction to reach state mastery levels in math and English are placed in remediation classes where key concepts are re-taught and students receive individual help via one-on-one teacher assistance, regular classroom work, internet work sites, and extra practice on specific needs. In addition to class time, teachers are available to help students before and after school, during our school-wide homeroom time that meets daily, and also during study halls. SAHS has an established after school tutoring and study time for all students and a mandatory after school study table on Mondays and Wednesdays for students that are failing courses.

2. Other Curriculum Areas:

The fine arts at South Adams High School continue a long tradition of excellence. Each year, 60% of high school students enroll in the numerous fine arts courses available. In addition, extra-curricular ensembles include Marching Band, Pep Band, Pit Orchestra, Jazz Band, and chamber ensembles.

Excellence in visual arts is also evidenced by the large number of students who win awards at local and regional art shows. Music students achieve a very high level of excellence, with more than 50% of all music students advancing beyond district competition to compete at the state level. Music students also perform with college level guest conductors and nationally recognized guest artists each year.

Physical education at South Adams is a required course that exposes students to team sports, individual sports, lifetime fitness activities and recreational games. Also included in the curriculum are units on body composition, healthy choices, and multiple project based learning units requiring 21st Century skills to create and demonstrate/teach the project to the class.

The aim of Physical Education at South Adams is not only to develop enjoyment in physical activity but to focus on affective development of the person. In building the whole person, physical education at SA hopes to produce students that will take healthy choices into their future. In addition to the requirements, an average of 80 students participates in an elective weight training and fitness course each semester.

Health education provides students with the skills and knowledge they will need to live a life full of wellness, to prevent injury and premature death, and to live life with healthy social relationships. The primary focus of the health education curriculum at South Adams deals with mental and emotional health. All freshmen students undergo training in CPR and AED for adult, child, and infant from trained nurses, emergency medical technicians, and paramedics. We focus on living a healthy life at South Adams.

World Languages include three years of traditional Spanish instruction. An individualized fourth year is available for students to increase their proficiency and prepare for college placement tests. The Rosetta Stone program is used by high school students to study many common and less common languages. Our world language curriculum extends beyond the walls of the high school. Rosetta Stone is also used for enrichment with high ability elementary students, as a rotation class for middle school students, by migrant parents learning English, and by adults from the Berne Public Library as part of the Swiss Heritage Society.

Our school is also the regional center for the migrant assistance program. We have protocols in place that allow non-native English speaking students to earn credit for demonstrating ability in their native language. Additionally, we have a vibrant ELL program that assists exchange students and emigrant students with their acquisition of English as a second language.

The business department offers two required classes for freshmen and several electives available to all students. These classes focus on project based learning and incorporate businessmen and women from the community as guest speakers. The overall goal of the South Adams business department is to motivate and prepare students for their future career pathway.

The special education department at South Adams High School is comprised of three programs: the resource room for students pursuing a high school diploma; the Life Skills program which focuses on community based experiences, real world activities, and interpersonal training; and the Intense Interventions program focused on social skills. All accommodations for these students are aligned with each student's particular Individual Education Program (IEP). Students also access the Resource Room for assistance on assignments, tests, quizzes, and projects for all classes.

PLTW (Project Lead the Way) is a nationwide engineering program developed to educate, expose, and recruit future engineers. PLTW at SAHS offers two dual-credit engineering courses. Numerous engineering and inventor projects and activities spur an interest in engineering with our PLTW students. Students visit manufacturing facilities and meet with their engineering and management staff. Approximately 30 high school students are involved in PLTW each semester.

Agriculture offers seven regular and advanced courses, including one dual credit class. Curriculum follows IDOE standards and is aligned with Purdue University School of Agriculture expectations. Our FFA (Future Farmers of America) is a Top 30 Chapter in Indiana. Our FFA chapter is service oriented and has been responsible for raising the funds to enable SA Schools to be named as a Riley Children's Hospital School Corporation since 2009. These students also conduct an annual Bone Marrow Registry. Other service projects include encouraging Childhood Cancer Awareness and managing a canned food drive for a local food bank, collecting over 19,000 pounds of food since 2007.

Machine Trades is open to all sophomores, juniors and seniors at SA and Area 18 schools. Students gain the technical knowledge and hands-on, project-oriented experience to allow them to enter directly into an entry level position in the machining, mold making, and tool and die industries.

Since 1983, Auto Service Technology at SA has served students in three counties. The instructor is Automotive Service Excellence (ASE) Master Certified in auto and diesel. National Automotive Technicians Education Foundation (NATEF) curriculum is followed. A diesel program for third year students is also offered. This year 80% of the students have received their ASE student certification. College dual credit is an additional benefit of the course.

In addition to the two CTE courses offered at SAHS, students have the opportunity to choose ten additional career tracks at Area 18 schools. Most of these career tracks provide dual credit opportunities and/or certifications.

3. Instructional Methods and Interventions:

Believing that not all learn in the same ways, South Adams is concerned with each student as an individual learner. SA teachers incorporate multiple instructional strategies to reach the diversity of learning styles of their students.

Part of the art in teaching is identifying which instructional strategies are best for each lesson and also for individual students. SA uses classic models such as the 'I do', 'We do', and 'You do' philosophy but also uses discovery lessons where the 'You do' is first. Teachers post and state learning objectives for each class to give focus and direction for each lesson. Many class periods begin with a review of the previous day's work prior to introduction of the new material. Varied learning activities are used to apply and reinforce new concepts. The class period ends with a summary of the lesson and a tie in to the next day's lesson and material.

Other specific instructional strategies utilized at SA include the flipped classroom model, project based learning (Several teachers are trained in PBL through the Buck Institute.), cooperative learning, on-line

curriculum and instruction through Plato, and individualized instruction. All students and teachers at SAHS have school laptops and classrooms have LCD projectors with screens. To enhance learning, all teachers use some form of on-line instructional and curriculum supports such as My Big Campus, Moodle, Gaggle, and class websites.

Collaboration within departments fosters vertical alignment and cross curriculum planning. Departments communicate frequently and effectively with one another to assure SA is doing everything possible to help students be successful. Our English and math remediation specialists are in frequent communication with classroom teachers regarding student performance and methods of instruction. All departments meet to discuss changes in standards, monitor curriculum topics, and align curriculum. Individual student needs are discussed openly with the goal of helping each student succeed.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Indiana high schools receive school grades annually from the Indiana Department of Education based on End of Course Assessment results of the sophomore cohorts in Algebra I and English 10, graduation rates, and college and career readiness. Our goals and summary of the last five years' data in these areas are listed below:

Goal 1: Ninety percent or better of all SAHS students will consistently pass the Algebra 1 and English 10 End of Course Assessments by the end of their sophomore year.

Progress:	2010	2011	2012	2013	2014
English 10:	67.4%	79.8%	86.6%	73.2%	87.2%
Algebra 1:	81.7%	92.3%	91.8%	80.2%	92.3%
% Average:	74.6%	86.1%	89.2%	76.7%	89.8%
% Pass Both:	60.0%	75.3%	80.2%	64.8%	84.6%

Goal 2: SAHS will achieve a 95% or greater graduation rate and maintain this rate on a consistent basis.

Progress: 2010=86.7% 2011=91.6% 2012=92.7% 2013= 96.7% 2014 = 96.1%

Goal 3: Seventy percent or more of graduates will be college and career ready by earning college credit through Dual Credit courses, by scoring a 3 or higher on an AP Exam, and/or earning Industry Certification.

Progress: 2010=62% 2011=51% 2012=63% 2013=71% 2014=79%

School Grade: 2010=Academic Watch (D) 2011=Exemplary Progress (A)
2012= 3.85gpa (A) 2013 = 3.04 (B) 2014 = 4.0 (A)

South Adams High School has experienced a positive data trend in the last five years. The Algebra I and English 10 percent passing are the highest in the school's history of standardized assessments. Even though there was a dip in scores in 2013, we have seen a positive trend line in our achievement levels over the last five years. This dip motivated our staff and administration to discuss and closely analyze individual student data to prevent this from happening in the future.

Our staff and administration teams have continued to work together to analyze achievement data on each student and student groups to determine strengths and weaknesses. Strategies are established and implemented to address areas of concerns. This teamwork and close analysis of standard mastery for each student and student groups have enhanced our school's performance levels in all areas but most specifically, math and language arts.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

In the SAHS classroom, students are assessed formally through exams and quizzes and informally through discussions and conversations to discover our students' strengths and weaknesses. Thus, lessons and assessments can be adapted for individual students. For example, SAHS has a student who demonstrates a strong auditory propensity. This student is allowed to receive oral instruction, and our staff has sought technology that will enhance her auditory learning style in addition to addressing techniques to enhance her reading comprehension. Listening to students as well as looking at formative assessments allows us to adapt to student's needs.

Tests and quizzes in traditional classes include pencil and paper tests, on-line tests, and oral presentations. Plato and Rosetta Stone classes are tested on-line throughout the term. All classes have a comprehensive pencil and paper final exam at the end of each term.

Each department assesses student readiness coming out of middle school--disaggregating Math and LA ISTEP+ scores, Acuity scores, and anecdotal records from 8th grade teachers--to predict high school success and proper placement. After initial placement, student achievement results from Acuity, PSAT's, Accuplacer, and in class formative assessments continue to be analyzed to determine student placement, individualized instruction needs, and student need for academic support through remediation and/or tutoring.

One on one, student led, and parent conferences are established to communicate student academic goals and progress. Parents and students have access to PowerSchool 24/7 which shows the students' overall grade and scores on specific assignments and tests. Parents and students receive report cards quarterly and standardized test printouts of End of Course Assessments, PSATS, Acuity, Accuplacer, and ACT/SAT results. School-wide collective scores and results of these standardized assessments are communicated on our website and the DOE's website, through monthly school newsletters and daily bulletins, and through community meetings.

Part VI School Support

1. School Climate/Culture

South Adams High School supports a school climate that encourages and empowers students to set high personal academic standards and to lead ethical lives. We want to graduate students who have ability and conviction. Our school culture promotes positive student growth academically, socially, and emotionally because we recognize that learning and maturity happen in all these areas.

One example of this holistic approach to learning is the previously mentioned dots in blue water program. In addition to developing water purification systems, SA students train Haitian families in sanitation, hygiene, and water purification. Measuring the impact of this program on the climate of SA is impossible. Dibw provides real life science application and provides a framework to view the world beyond our small town. Stepping outside the walls of SA in this way has definitely impacted students and staff by empowering them to realize their potential to make a difference in the world. There is a sense of school pride that is apparent to visitors to our school. This year, dibw has expanded and coordinated with the non-profit organization, Feed My Starving Children. This April, the SA community will pack 100,000 meals for distribution to malnourished children around the world.

Students' academic, social, and emotional learning is enhanced through a sense of community and responsibility for one another. We have the traditional sports, music, theatre, and clubs. These activities definitely promote emotional and social health. However, we also have additional opportunities for students and teachers to build community. On Mondays, all staff are invited to participate in a brief meeting of support and connection before starting the work week. Once a week, students have the opportunity during their lunch to do the same thing. Various teachers eat lunch with students and allow for sharing and connection. During these times, the SA "family" celebrate personal and corporate victories and struggles.

South Adams provides mental health therapy on-site at school when necessary for any member of the SA community. Recognizing that mental health needs can interfere with the ability to focus on academics and can create challenges in the school culture, for over 6 years South Adams has contracted with a mental health therapist to break down the barriers, such as time, cost, and transportation, to constructive mental health care.

In addition, SAHS recognizes students of the month for each department, honoring them with a pizza lunch and displaying their pictures in our Academic Wall of Fame display. At our quarterly class competition meetings, examples of excellence for the school, students, and staff are celebrated. Honor roll and perfect attendance students are also rewarded and recognized. Each year SA hosts a Top 10% Breakfast for our top academic students in each grade and their families. An SA alumnus speaks at this breakfast and is inducted into the SA Academic Wall of Fame. Numerous Tweets, Facebook postings, SA website postings, daily bulletins, monthly newsletters, and local newspaper and radio stations celebrate and honor student, staff, and school achievements. Each year, numerous activities and social events allow for staff and student connections.

2. Engaging Families and Community

South Adams enjoys a partnership with The Crossing alternative school for students with extenuating circumstances that prevent academic success. A board of community leaders governs the local operation and consistently shares success stories with civic organizations and churches of students that are back on track through the support and guidance received. Students are able to dually benefit from core classroom instruction as well as access to our specialized career technical courses that prepare them for life and work.

Parental involvement is key to a successful partnership. With this in mind, South Adams offers 1:1 meetings for all 8th grade and senior parents to help them navigate the next phases and to provide support in the transitions. Each year, workshops are scheduled to aid financial planning for college. A meet and

greet night where parents follow an abbreviated school day to meet teachers and experience a typical day for their child is a well-attended event.

For college and career planning purposes, each freshman investigates career possibilities via a one-day job shadow experience off-site, culminating in a presentation to the class. Monthly, a representative from an area business is welcomed to a lunch meeting with students interested in that industry/career. The guidance department encourages freshmen and their parents to participate in student-led conferences where students present their educational and career goals and evidence of enjoyments and successes.

The student body is actively involved in internships with local businesses and teachers within the SA system. All graduates benefit from taking locally mandated classes: college & careers, digital citizenship and personal financial responsibility. Sophomore students are bused to area partner schools to observe and learn about their career-technical education offerings for consideration and freshmen visit a nearby technical college and learn about advantages and cost-saving measures. Juniors and seniors are allotted three days per year to job shadow or visit college campuses. It is strongly recommended that parents visit the campuses along with their child. Senior Awards Night brings the community together to honor seniors with specific scholarships (valued at approximately \$2 million) in memory of a loved one, prominent community member or former educator/athlete.

3. Professional Development

South Adams designs professional development around the needs of our students as they relate to our academic standards. Teachers and administrators meet to examine, discuss and prioritize the standards. How those standards translate instructionally into each classroom is then determined. Through this deconstruction of the standards, teachers generate true learning targets that accurately align to specific standards.

Throughout the year, teachers and administrators meet in half-day increments to review student work along with local and state assessment data. Determining the areas of strength and areas of concerns as they relate to the entire class as well as individual students enables specific instructional plans to be developed to address the needs evidenced.

Throughout these sessions, teachers and administrators delve deeply into the needs of individuals and groups of students to generate focused instructional plans, including benchmarks to measure progress and assessments to measure growth and more accurately measure student learning. This individualized approach that intentionally addresses specific standards allows teachers to plan for targeted instruction focusing not only on the standards but also on the needs of students. The impact that this very personalized professional development has had on both teachers and administrators is evidenced through the stronger relationships within teams and an increased capacity to readily discuss learning targets and the student needs related to those targets.

Title II funds have allowed administrators and teachers to attend professional conferences to enhance professional growth. In addition, these monies allow SAHS to bring specialists to campus to work with staff on specific focuses connected to our school improvement plan.

Collaboration time is allotted for staff each week. This time can be spent as a department to align curriculum or for two or more departments to collaborate and design cross-curricular activities. Approximately once a month, this collaboration time is used as a corporation to discuss particular topics or to impart information relevant to all grades, k-12.

4. School Leadership

The leadership philosophy and structure of South Adams Schools is focused on one objective – student development. This focus is set by the school board of trustees and is implemented by all employees whether they are administrators, teachers, or support staff members.

The chain of command starts with residents of the school district. Residents elect seven school board members to serve four-year terms. Then, the school board employs a superintendent and school administrators.

At South Adams High School, there is only one administrator, the high school principal. Even though there are no assistant administrators, the entire administrative team of the school board helps each other implement the board's directives. The administrative team includes the superintendent, high school principal, middle school principal, elementary principal, curriculum director, and an athletic director. This administrative team plays a critical role in student achievement by setting the expectations and providing the atmosphere where student achievement initiatives can occur. Logistically, this can be done because South Adams is a small school corporation of 1200 students and all students, teachers, and administrators are in the same school building.

The school board sets policies and goals, which tell what the board wants done. Then, the administrators develop guidelines, establish procedures, and implement strategies to reach the board's directives. The role of the high school principal and other school administrators is to "clear the path" or create the conditions so teachers can teach, parents can partner, and the community can collaborate, leading to the end result of students' learning. The high school principal is the primary instructional leader of the school. The principal leads all interviewing procedures to find the best teachers and support staff. By working with the curriculum director and teacher leaders, instructional decisions are made about course offerings. The principal then makes deliberate decisions about which teachers will teach which classes by keeping what is best for students in mind.

The primary method of ensuring that South Adams High School focuses on student achievement is by keeping a cadence of accountability in regards to goals designed to challenge the status quo. At every school board meeting, the board reviews the school's mission statement and core values. This reminds everyone that student development is the top priority and all decisions must be made in the best interest of students. The superintendent weekly meets with the school principals individually, and the administrative teams gather together almost weekly. Likewise, the high school principal meets regularly with his teacher leaders to discuss their progress toward the goals. These types of regular progress checks keep school goals alive and ensure the focus remains on student development.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Algebra I End of Course Assessment</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Indiana DOE Questar</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass and above	92	78	92	92	82
Pass+	27	28	25	36	17
Number of students tested	78	81	97	91	93
Percent of total students tested	100	99	99	98	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	1	1	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above	97	64	89	91	74
Pass+	13	28	7	24	15
Number of students tested	32	25	41	33	34
2. Students receiving Special Education					
Pass and above					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass and above					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested					
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	98	86	92	93	83
Pass+	29	31	27	34	18
Number of students tested	65	74	88	89	89
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: Even though our Hispanic and ELL population were at 11% for this October 2014, we have never had enough Hispanic and ELL students at testing time for this population to be monitored and counted as a subgroup by the state. More than half of our Hispanic and ELL populations are migrant students that are here from late August through October, but not during testing in May. The state said that FERPA laws would not allow them or us to publish this data because of the low number of students tested. In 2014, two of our special needs students were assessed by ISTAR per their IEP because they are not on the diploma track.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>English 10 End of Course Assessment</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Indiana DOE Questar</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass and above	87	73	87	80	67
Pass+	4	4	3	1	2
Number of students tested	78	82	97	89	89
Percent of total students tested	99	98	99	96	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	1	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass and above	84	52	90	69	61
Pass+	0	0	2	3	3
Number of students tested	32	25	41	32	31
2. Students receiving Special Education					
Pass and above					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass and above					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass and above					
Pass+					
Number of students tested					
5. African- American Students					
Pass and above					
Pass+					
Number of students tested					
6. Asian Students					
Pass and above					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass and above					
Pass+					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass and above					
Pass+					
Number of students tested					
9. White Students					
Pass and above	89	74	85	79	66
Pass+	5	3	3	1	2
Number of students tested	65	74	88	87	86
10. Two or More Races identified Students					
Pass and above					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass and above					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass and above					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass and above					
Pass+					
Number of students tested					

NOTES: Even though our Hispanic and ELL population were at 11% for this October 2014, we have never had enough Hispanic and ELL students at testing time for this population to be monitored and counted as a subgroup by the state. More than half of our Hispanic and ELL populations are migrant students that are here from late August through October, but not during testing in May. The state said that FERPA laws would not allow them or us to publish this data because of the low number of students tested. In 2014, two of our special needs students were assessed by ISTAR per their IEP because they are not on the diploma track.