

Bluffton High School

School Improvement Plan 2007-2008

Bluffton High School

#1 Tiger Trail

Bluffton, IN 46714

Tel: (260)824-3724 Fax: (260)824-6001

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Types of Assessment Instruments

Summary of Data

ISTEP+ Freshman

ISTEP+ Math Essential Skills-all freshman students

ISTEP+ Math Essential Skills-males

ISTEP+ Math Essential Skills-females

ISTEP+ Math Essential Skills-students participating in paid lunch program

ISTEP+ Math Essential Skills-students participating in free/reduced lunch program

ISTEP+ Math Essential Skills-students participating in special education program

ISTEP+ Math Disaggregation

GQE Sophomore

GQE Math Essential Skills-all sophomore students

GQE Math Essential Skills-males

GQE Math Essential Skills-females

GQE Math Essential Skills-students participating in paid lunch program

GQE Math Essential Skills-students participating in free/reduced lunch program

GQE Math Essential Skills-students participating in special education program

GQE Math Disaggregation

NWEA Math Results-all freshman students

NWEA Math Test Results- males

NWEA MathTest Results-females

NWEA Math Disaggregation

ISTEP + Language Arts Essential Skills-all freshman students

ISTEP + Language Arts Essential Skills-males

ISTEP + Language Arts Essential Skills -females

ISTEP + Language Arts Essential Skills -students participating in paid lunch program

ISTEP + Language Arts Essential Skills -students participating in free/reduced lunch program

ISTEP+ Language Arts Essential Skills- students participating in special education program

ISTEP + Language Arts Essential Skills - Language Arts Disaggregation

GQE Language Arts Essential Skills-all sophomore students

GQE Language Arts Essential Skills- males

GQE Language Arts Essential Skills-females

GQE Language Arts Essential Skills-students participating in paid lunch program

GQE Language Arts Essential Skills-students participating in free/reduced lunch program

GQE Language Arts Essential Skills-students participating in special education program

GQE Language Arts Dissagregation

NWEA English Test Results-all freshmen students

NWEA English Test Results-males

NWEA English Test Results-females

NWEA Language Arts Dissagregation

Academic Honors Diploma Data
Core 40 Diploma Data
Academic Honors Diploma and Core 40 Diploma
Percent of Seniors Taking SAT
SAT Composite Score for College Bound
Percent of Seniors taking ACT
ACT Composite Score for College Bound
Student Population
Post-Secondary Report-graduates
History of Advanced Placement Examinations
Graduation Rate
Graduation Objectives/Goals
Attendance Rate
Attendance Objectives/Goals
Enrollment Data

ACTION PLAN69

APPENDIX I73

Parental Strategies to Strengthen Students' Reading Comprehension
Departmental Activities for Reading Comprehension

NCA/P.L. 221 COMMITTEES

Steering Committee

Jill Bollenbacher, teacher
Terry Burns, librarian
Steve Baker, principal
Jackie Chaney, teacher
Stacy Morrison, teacher
Kathi Plummer, teacher
Vicki VanMatre, teacher
Katie Mettler, student representative
Phil Swain, community representative
Cindy Bates, parent representative

Community Data

Kathi Plummer (chair)
Wayne Barker
Jim Bueter
Susan Denney
Sue Harris
Mike Kracium
Kevin Leising
Brad Yates

Existing School Data

Jill Bollenbacher (chair)
Ken Ballinger
Jim Brown
Kristi Eicher
Becky Fenwick
Chad Grieser
Deb Johnson
Robert Kaylor
Jodie Leyse
Lisa McCune
Kevin Powell
John Price
Erin Schantz
Julie Tobias
Christine Zadylak

Instructional Data

Vicki VanMatre (chair)

Lenny Baierwalter

Susan Ballinger

Terry Burns

Nancy Fisher

Dale Gearheart

Stan Gilbert

Quinn Grubisich

Tami Wuest

Nan Yake

FACULTY AND STAFF
Educational Level and Experience

NAME	MASTER'S DEGREE	TOTAL YEARS EXPERIENCE	YEARS IN DISTRICT	2006-2007 SUBJECTS
Baierwalter, Lenny	Y	35	12	Industrial Tech
Baker, Steve	Y	22	22	Principal
Ballinger, Kenneth	Y	34	34	Guidance
Ballinger, Susan	Y	26	12	Science
Barker, Wayne	Y	18	12	Assistant Principal
Bollenbacher, Jill	Y	10	8	Mathematics
Brown, James	Y	39	39	Business
Bueter, James	Y	11	9	Band
Burns, Terry	Y	14	14	Librarian
Chaney, Jacqueline	Y	19	19	Language Arts
Denney, Susan		18	13	Choir
Eicher, Kristi		3	3	Special Education
Fenwick, Becky		0	0	Special Education
Fisher, Nancy		9	8	Spanish
Gearheart, Dale	Y	12	5	Health/Physical Education
Gilbert, Stan	Y	41	41	Social Studies
Grieser, Chad		0	0	Language Arts
Grubisich, Quinn		2	2	German/Language Arts
Harris, Sue	Y	29	28	Family & Consumer Science
Johnson, Debra	Y	24	19	Language Arts
Kaylor, Robert	Y	41	41	Mathematics
Kracium, Michael	Y	39	38	Social Studies
Leas, Jodi	Y	8	8	Guidance
Leising, Kevin	Y	24	2	Mathematics
Ley, Teresa		25	10	RN
Leyse, Jodie		2	1	Physics/Mathematics
McCune, Lisa	Y	12	8	Special Education
Morrison, Stacy		11	11	Business
Plummer, Kathi	Y	22	22	Health Sciences
Powell, Kevin		2	2	Industrial Tech
Price, John	Y	14.5	12	Biology
Schantz, Erin		7	7	Language Arts/Journalism
Tobias, Julia	Y	20	20	Health, Physical Education
Thompson, Steve	Y	6	6	Athletic Director
Van Matre, Vicki	Y	11	11	Art and Visual
Wuest, Tami	Y	12	12	Social Studies/Language Arts
Yake, Nan	Y	22	22	Language Arts
Yates, Brad		1	1	Vocational/Business
Zadylak, Christine	Y	13	13	Mathematics

OBJECTIVES AND MISSION STATEMENT

The objectives of Bluffton High School will be to

1. Provide students with a general, basic education that would include developing students' skills in reading, writing, speaking, listening, and using numbers.
2. Develop in students the ability to examine and use information.
3. Develop within each student a positive self-concept.
4. Develop within each student an understanding of the individual competencies needed to assume a contributing role in furthering the concepts of a democratic society.
5. Develop in each student an appreciation of fine arts.
6. Provide vocational opportunities to students to learn basic career skills in both the classroom and related on-the-job activities.
7. Prepare college-bound students for advanced study.
8. Help each student acquire good health habits and an understanding of physical and emotional well-being.
9. Coordinate curricular, co-curricular, and extracurricular programs to provide for the fullest development of the individual.
10. Students will improve in reading comprehension.

The mission that evolved from a synthesis of the above established goals and objectives:

The mission of Bluffton High School is to promote lifelong learning by guiding students toward their maximum potential.

COMMUNITY AND SCHOOL DATA

History and Location

Bluffton High School serves approximately 475 students in grades 9-12 in Bluffton, Indiana. It is part of a district that includes one elementary school (K-4), one middle school (5-8), and one high school (9-12). The school district is composed primarily of students from town with a small percentage of students from outlying rural areas. The ethnicity of the student population is 94 percent Caucasian, 3 percent Hispanic, 1 percent Asian, 1 percent African American, and 0 percent American Indian. For Bluffton-Harrison M.S.D., the free lunches/books averages 20 percent of the student population, and the reduced lunches/books averages 9 percent of the student population.

The present building which opened for the 2000/01 school year, replaced an older structure that was in use from 1923 to 1999. Bluffton-Harrison's present boundaries trace back to the late 1950s and early 1960s when the state was experiencing school consolidation. Three plans were advanced during the early stages of debate. One of these plans was to create a county-wide plan. The argument offered for such a plan was to be savings in not having duplication of school administration. The second plan was simply to consolidate a few of the smaller schools but basically remain the same. The final plan was to divide the county into three separate school systems – one representing the northern township schools, the second presenting the southern township schools, and the third representing the city of Bluffton and Harrison township. With Superintendent Ed Prible of Bluffton-Harrison representing the third plan, it was ultimately accepted. The public's major argument was that some attempt should be made to preserve some rivalry in athletic teams within the county.

A small town of 9,463 in Wells County, Bluffton is located twenty miles south of Fort Wayne on Highway 1 in northeast Indiana. For numerous educational and recreational facilities, Bluffton has a central location. There are several two- and four-year colleges within a 50 mile radius, such as Ivy Tech State College, Indiana Business College, Indiana University-Purdue University at Fort Wayne, Indiana Tech, Indiana Wesleyan College, University of Saint Francis, Huntington University, Ball State University, and Taylor University. For recreational facilities, Bluffton has a Creative Arts Council, Wells County Public Library, and several civic and philanthropic organizations. The Wells County Public Library recently completed an expansion project. This expansion project increased the size of the library by 77%, allowing for additional growth and technology. The city of Bluffton has an award winning Parks Department that offers over fifty programs and events for all ages throughout the year. The Parks Department also provides several well-used parks and a River Greenway that are in constant use throughout the year. Ouabache State Park is just a few miles to the east of Bluffton and offers camping, swimming, fishing, and hiking trails.

Bluffton is also the center of county government with its statuesque limestone courthouse dominating the downtown area. The Wells County Chamber of Commerce, working closely with the county government, is located just a block from the courthouse.

Population Trends and Economic Base

According to the IBRC (Indiana Business Research Center/ Indiana University/Kelley School of Business) in 2006, Bluffton's population is 9,463, and Wells County's population is 28,199. In examining the age of Bluffton's population, the percentages are as follows: 6.1% (0-4 years old), 18.4% (5-17 years old), 8.8% (18-24 years old), 25.4% (25-44 years old), 26.4% (45-64 years old), and 14.8% (65 years and older). According to the **Profile of General Demographic Characteristics (2000)**, approximately 98.6% is white, 1.7% is Hispanic or Latino, 0.3% is Asian, 0.2% is African American, and 0.2% is American Indian.

Bluffton has fifteen major employers, which provide employment of 4,110 people. However some of these businesses are outside of the Bluffton-Harrison School District.

<u>Employer</u>	<u>Product/Service</u>	<u>Employees</u>
Peyton's Northern	Distribution Center	1,310
Bluffton Regional Medical Center	Hospital	400
Bluffton Motor Works	Manufacturing	325
Wal-mart	Discount Grocery	317
Pretzels, Inc.	Snack Food	252
Franklin Electric	Corporate Office	225
Bluffton-Harrison M.S.D.	School Corporation	200
Metaldyne	Manufactured Tooled Auto Parts	194
Caylor-Nickel Professional Corporation	Medical Clinic	150
First Fleet	Transportation - Trucking	141
Bluffton Rubber Co.	Manufactured Rubber Products	140
Buckhorn	Manufactured Plastic	130
Christian Care	Retirement Community	118
Lowe's	Home Improvement	108
Almco Steel Products	Automotive Stamping	100

The county's unemployment rate has been below six percent since 1986. In September 2007, the unemployment rate was 4%. The report states "the diversity of the local economy supported job growth, as 2,740 jobs have been added to Wells County since 1980." Furthermore, the report describes our population as increasing by 2.2 percent between April 1, 2000 and July 1, 2006.

Finally, the report clarifies the median household incomes from 1989 to 2006:

<u>1989</u>	<u>2002</u>	<u>2006</u>
\$25,769	\$35,693	\$45,645

According to the IBRC (Indiana Business Research Center/Indiana University/ Kelley School of Business), Wells County has 81.6% of the workforce having a high school or more education, and 14.2% earning a bachelor's degree or higher.

Housing Trends

As reported in the 2000 census, the city of Bluffton has 4,197 housing units. Approximately 93% were occupied at the time of the census taking. Seven percent (7%) were unoccupied. Of the 3,922 occupied housing units, 2,776 were owner-occupied, and 1,146 were renter-occupied.

Bluffton-Harrison Metropolitan School District extends from the south side of State Road 124 to the north side of State Road 218; in addition, it extends from the west side of Division Road to the east side of Meridian Road, including the towns of Vera Cruz, portions of Poneto, and Reiffsburg, as well as the rural areas in between.

According to the March 19, 1997, report on the study done by Community Targeting Associates, there is a need for additional rental properties in our school district, but this project has not been initiated.

Even though there are two small housing developments underway, we have a need to expand housing southward; however, our county does not have sewage capabilities for southern expansion. This may be one cause for our declining enrollment, since newer housing is not available.

Health Concerns

Bluffton-Harrison schools face the typical health problems that most schools of the 21st century face. The primary concerns for health officials dealing with students at the high school level are students who are overweight, students who smoke, and students who have sexually transmitted diseases. These concerns, while not immediately life-threatening, lead to more serious problems for those students later in life. Exact percentages of students falling into each of these categories are difficult to determine, yet county health experts estimate that approximately 25% of high school age students are infected with some type of sexually transmitted disease. Health Department officials cite growing problems with overweight students and STDs.

During the warm season, there is definite concern for the spread of West Nile Virus. The city of Bluffton provides bug control spraying throughout the city during the time mosquitoes are most active.

A growing number of families in our community lack adequate health insurance for a variety of reasons. The Panos Free Clinic provides acute and basic medical care for uninsured or under-insured individuals meeting set economic guidelines. The clinic is staffed by volunteer health care professionals including physicians, nurses, pharmacists, and medical assistants. School social workers often refer students and families to the clinic.

Business and Community Trends

Bluffton is a rural, conservative community of about 9,536. The population has remained very steady over the past decade. The majority of the workforce is in the retail/service sector. There are a significant number of manufacturing jobs, and the Chamber of Commerce is working to attract new businesses to the area, such as Indiana Bio-Energy. The unemployment rate is relatively low. According to the Chamber of Commerce, the current unemployment rate is 4%. In addition, our city's ethnic population is gradually changing. While the minority population is still quite small, their numbers are increasing. The majority of the population is local with

residents having lived here all of their lives. Growth seems to be in the areas: 45-64 age group and 65 and older.

School Safety

Students have reason to feel very safe while in the Bluffton High School facility. The reasons include the following: (1) Bluffton-Harrison M.S.D. has a full-time school resource officer, Mr. Bruce Holland, whose office is located in the high school facility; Mr. Holland was just named the 2007 National D.A.R.E. Officer of the Year; (2) Bluffton High School has a door lock-down procedure during school hours with all visitors entering the building through the main entrance where the principal and assistant principal have offices; these visitors sign in and are given "Visitor Identification Badges" to wear while in the building; (3) Bluffton High School has implemented an updated crisis plan each school year; (4) Bluffton High School participates in the D.A.R.E program for all sophomores; (5) Canine searches take place at Bluffton High School and in its parking lots at least twice per school year; (6) All verbal threats are taken seriously by the assistant principal; students are confronted and there is zero tolerance for such behavior; (7) During the 2006-2007 school year, only three expulsions occurred; (8) There is an excellent working relationship between Bluffton High School and the Bluffton Police Department, Child Protective Services, Wells County Probation Department, and Family-Centered Services; (9) The city of Bluffton continues to receive federal grant money to help combat illegal drug selling and use. The Bluffton Police Department works in cooperation with the area law enforcement agencies; (10) Bluffton High School has seven video surveillance cameras that provide recorded video documentation on both the inside and outside of the school; (11) Building and central office administrators are available via radio or phone at all times; (12) State mandated emergency drills are practiced on a regular basis; (13) Bluffton High School administrators and School Resource Officer Holland participate in the Wells County School Safety Commission on a semi-annual basis; (14) The assistant principal and school resource officer are certified by the Indiana School Safety Specialists Academy as School Safety Specialists; (15) Parent/Student Handbook is issued to all students with the code of conduct and discipline policies incorporated; and (16) The Bluffton Police Department has compiled individualized crisis plan books from the law enforcement perspective. These crisis plan books are updated each year. The school resource officer and all command officers have these crisis plan books readily available.

Religious Base

Bluffton receives influence from its religious community. The city has about twenty churches located within or close to its city limits. The influence of denominations gives Bluffton a variety of choices, such as Apostolic, Baptist, Brethren, Catholic, Church of God, Jehovah's Witness, Lutheran, Methodist, Missionary, Nazarene, and Presbyterian.

The ministers of this community have an organization entitled the Pastors' Fellowship Group which meets once per month. The organization's goal is to help meet the needs of the community via community service. The House of Hope is a national organization in Bluffton which offers a group home to troubled teens, and A Friend's House is a residential facility for at-risk women. This non profit organization offers an intense educational program assisting women to return independently to society.

Religious organizations are directly involved with our school's students. Approximately 25% of the student body participates in Youth for Christ activities which include planned open

meetings, leader meetings, group activities, weekly prayer meetings, service trips, and spring break trips.

Many of the churches have mid-week services. This consequently affects our athletic contests and club activities. It has been common practice not to schedule school events on Wednesday nights. This allows families to participate in Wednesday evening church activities.

Communication

Bluffton High School and its surrounding community currently have several modes of communication. The school provides several of these.

High School Insights is a monthly publication that showcases important events taking place in a given month. It includes sections containing information from the principal and various departments. This publication provides information for parents or guardians and is mailed directly to students' homes.

The Comet is a scholastic newspaper created by the students under the direction of an adviser. It is usually 8 to 12 pages in length and is distributed twice per month. It includes news, features, editorials, and sports articles, along with advertisements from local businesses.

Staff at Bluffton High School can also send communication through its web site and the student management software system for report cards. Some faculty members have their agendas on their professional web sites. Furthermore, Bluffton High School has an electronic message board in front of the school on Wayne Street relating current information concerning the school.

The public relations committee is a group of faculty members who write articles about school activities to be published in the local newspaper, the *News-Banner*. It currently consists of three faculty members from various departments who write articles about interesting or noteworthy endeavors at Bluffton High School.

As another mode of communication, Bluffton's local radio station, WNUY, announces local and school news. In addition, it broadcasts several home football and basketball games.

The *News-Banner* is a daily publication based in Bluffton. The newspaper contains approximately 12 to 15 articles per week during the school year related to Bluffton High School and other area schools. *The Comet* staff subscribes to the publication and uses it for weekly assignments. An additional copy of the paper is kept in the library for all members of the Bluffton High School community.

INSTRUCTIONAL DATA

Introduction

Bluffton High School curriculum maps and Indiana Standards are located in the principal's office, teachers' lounge, and each classroom. The faculty recognizes that curriculum consistently evolves; however, our intention is to align curriculum to the Indiana Standards. In addition, team leader meetings, team meetings, and classroom instruction focus on implementing, assessing, and evaluating standards within our curriculum. Vertical and horizontal articulations enable the instructional material to be complete and appropriate for each grade level.

Pretests and posttests have been developed in several departments as a means of determining students' academic growth. Many teachers send home a classroom instruction sheet, a syllabus, a booklet, a letter, homework policy form, or other type of information concerning their classes. These items must be read and signed by not only the students but also the parents and returned to the teachers. A few teachers have created informative websites about their classes which have contact information for the students and parents. The high school also has a website with several different links to information about staff for contact purposes.

Parent/School Communication

Teachers interact with parents concerning student performing in the following ways:

- Telephone
- E-mail
- Letter
- Progress report
- Post card
- Conference

During the Parent-Teacher Conference held in October 2006, 53% of our students were represented by one or more parent / caregiver.

Parental support in curriculum and extra-curricular activities is encouraged. For instance, Bluffton High School has booster organizations for band, choir, and athletics, which reinforce the expectations and achievements of our students. Extended field trips, especially in choir and band, utilize parental support. In addition, parents are encouraged and welcomed to visit classrooms and to meet with teachers during their preparation periods. Parents are encouraged to call, E-mail, send a note, or contact a teacher if a teacher's preparation period is an inconvenient time to meet. Students, parents, and faculty members work together to reinforce student learning.

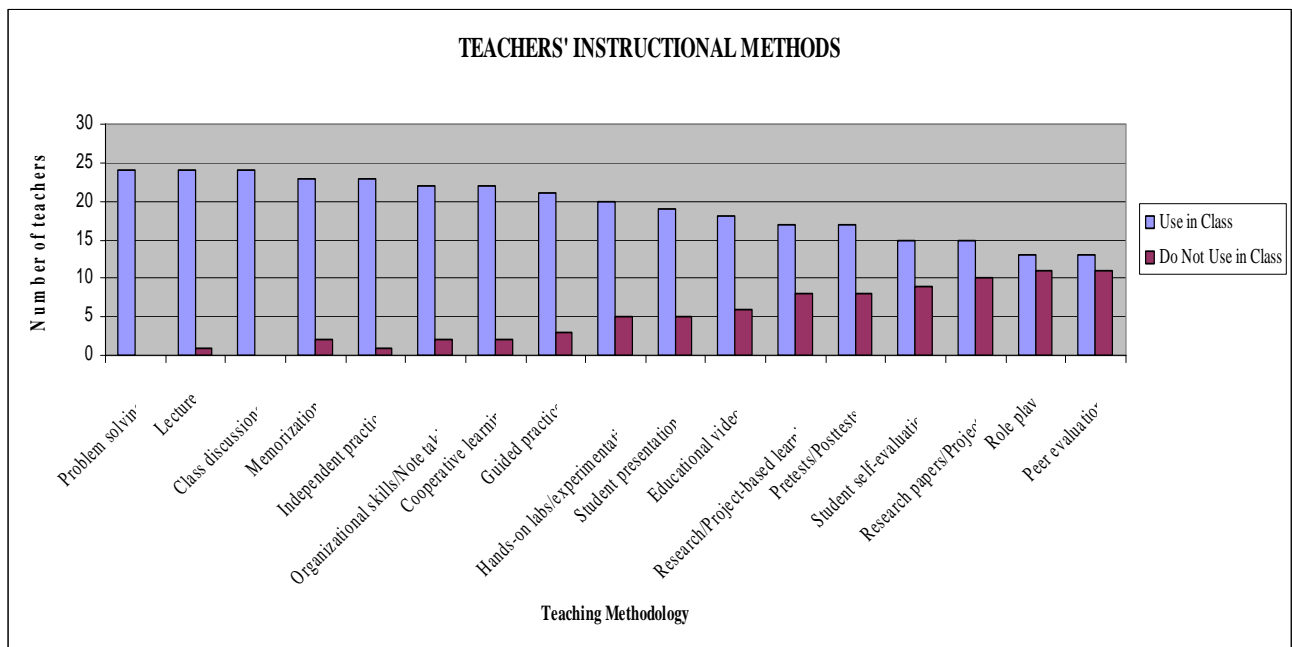
Conference and Continuing Education

Teachers value attending workshops and conferences to strengthen and improve teaching methods and instruction when monies are available. Because several teachers do not have life-licenses, continuing education is required.

Teachers' Instructional Methodology

26 teachers surveyed

Teaching Methodology	Use in Class	Do Not Use in Class
Problem solving	24	0
Lecture	24	1
Class discussions	24	0
Memorization	23	2
Independent practice	23	1
Organizational skills/Note taking	22	2
Cooperative learning	22	2
Guided practice	21	3
Hands-on labs/experimentation	20	5
Student presentations	19	5
Educational videos	18	6
Research/Project-based learning	17	8
Pretests/Posttests	17	8
Student self-evaluation	15	9
Research papers/Projects	15	10
Role play	13	11
Peer evaluation	13	11



Instructional Methodology

A variety of assessment tools are employed by teachers before choosing a method of instruction that will best fit the students in each class. These assessments include:

- NWEA
- STAR
- ISTEP
- Core 40 Exams
- Individual course pre-tests

Twenty-six teachers responded to the survey concerning the method of instruction used within the classroom. Strategies utilized, which support the Indiana Academic Standards, include the following:

- Classroom discussion
- Hands-on projects
- Cooperative learning
- Investigation
- Problem-solving
- Research projects
- Writing

In our effort to promote student achievement, teachers provide support for students.

- Group tutoring sessions before and after school and during home room
- Individualized tutoring sessions during home room
- ISTEP+ remediation
- Communication with parents
- Required study tables for failing students
- Research skills enrichment program
- Teachers are available before and after school for students seeking additional help or assistance.

Technology as a Learning Tool

Bluffton High School has one computer lab in the Business Department, one in the Technology Department, a third shared by all departments, and a fourth designed and ready to implement for the Language Arts Department as soon as funding is available. There are currently 220 computers networked within this building for Internet and E-mail. Teachers utilize Integrate Pro and Class XP to record student progress, attendance, and tardies. Microsoft Office 2003 is our standard presentation application.

Examples of other technology being used as a learning tool include the following:

Business Department:

- OneNote software for note manipulation
- Dragon Naturally Speaking for text dictation
- Tablet PC's
- Scanner
- PDA's

Health Careers:

- Tablet PC for class presentations

Language Arts Department:

Journalism and yearbook classes:

- PhotoShop CS
- Digital cameras

Yearbook class:

- Adobe InDesign CS desktop
- Publishing software

Math Department:

- Graphing calculators

Science Department:

- Sixteen laptop computers with the PASCO software package for experimentation and data collection.

Library:

- Instruct with online resources
- Provide online card catalog
- Use online circulation and cataloging
- Projection units are used to make presentations on large screens.
- Supplemental materials are integrated into departments with textbook adoption.
- Television with cable and DVD/VCR access is available in every classroom.
- TVators are utilized for viewing information on the teacher computer by the entire classroom.
- Web sites have been implemented by several teachers for their classes.
- Distance learning capabilities are utilized through Vision Athena

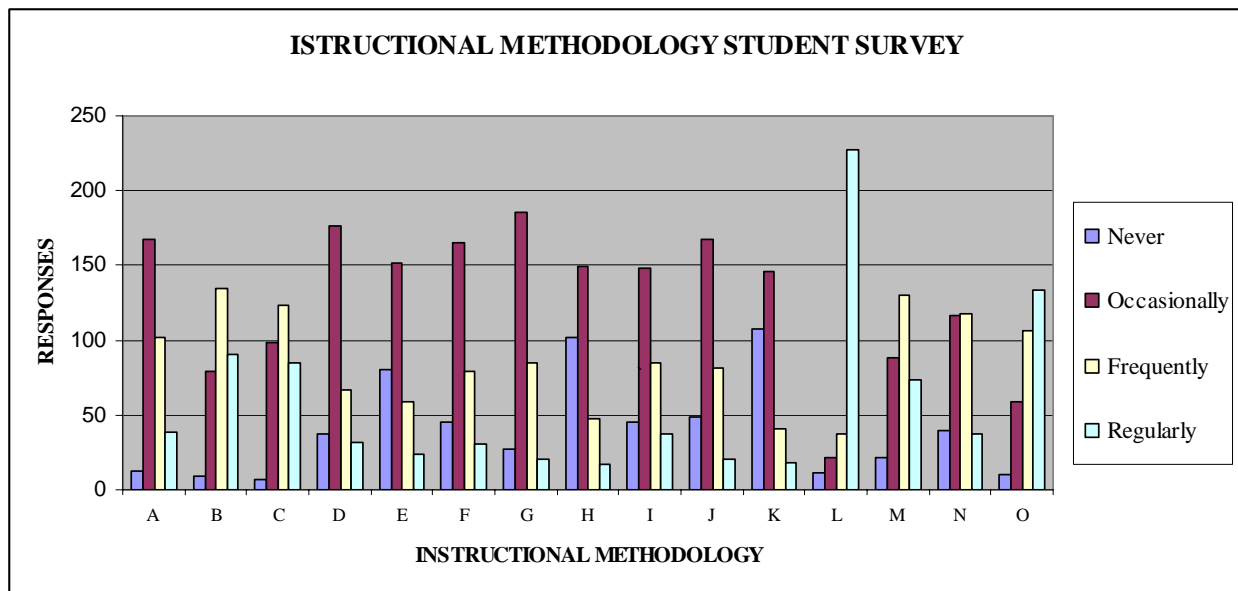
Curriculum Mapping

Bluffton-Harrison MSD began the curriculum mapping process in the fall of 2001. A curriculum map is a calendar-based outline of materials taught for each class or course within the system. The map outlines content, skills, assessments, and any essential questions that the students should be able to answer after learning the material. Maps are updated as needed and a compilation of these maps is available for viewing by all teachers, student teachers, substitute teachers, families new to the system, and the general public.

Student Survey on Instructional Methodology

342 high school students surveyed

Do your teachers use the following in their classes:		Never	Occasionally	Frequently	Regularly
A	Various teaching methods	13	167	102	39
B	Examples of homework questions or problems	9	79	135	91
C	Student discussion	7	98	123	85
D	Technology in the classroom	37	176	67	32
E	Pretest and posttest	80	152	59	24
F	Research papers/projects	45	165	79	30
G	Small group learning	27	185	85	20
H	Peer evaluation	102	149	47	17
I	Assign computer use in class or computer lab	45	148	85	37
J	Hands-on activities/projects	49	167	81	20
K	Assign you to make a presentation	107	146	41	18
L	Assign homework	11	21	37	227
M	Problem solving	21	88	130	74
N	Interpret/understand graphs, charts, maps, or pictures	40	117	118	37
O	Memorization	10	59	106	133



CULTURAL COMPETENCY INTERVENTIONS

The faculty has the following interventions in effect to enhance all students' cultural competency.

- Two foreign language programs, offering 1-4+ years
- Spanish teacher (a native speaker)
- Incorporation of conversational language, music, art, architecture, cuisine, dress, holidays/festival awareness, history, folk tales, and folklore
- Academic Bowl's students studying a different culture and/or time period each year
- Language Arts Department's curriculum of various cultures, represented in literature, Daybook, awareness, and vocabulary study
- Social Studies Department's Native American guest speaker and Vietnamese culture guest speaker
- Choir/Music Department's use of the National Music Standards #8 and #9, which focus on relationships between music, cultures, and style
- Band/Music Department's music addressing of various celebrations (primarily Hanukkah and Kwanzaa) and discussion of cultural aspects of music
- Family and Consumer Science Department's curriculum focusing on cultural study of foods with one-fourth of the nutrition course focusing on foods with other cultures
- Science Department's providing scientists' ethnical backgrounds
- Faculty members' working with special groups (Holocaust Museum in Washington, D.C.) and bringing information from those experiences back to the school
- Participation in the National Mix-It-Up Day since 2002
- Leadership Conference in Washington, D.C. and Indiana Girls' and Boys' State
- Words of Wisdom during daily morning announcements
- Book and word of the day during daily morning announcements
- Foreign language teachers' responsibility for showcase display in the main hallway
- Teachers' international travel experiences
- December awareness of celebrations in addition to the Christian Christmas
- Library displays (with the library and a hallway showcase) focusing on multicultural themes
- Cooperation with Wells County Public Library (classroom sets of various books)
- Blackford County's Civil War Reenactment
- Field trips to museums, libraries, bookstores, and restaurants
- International evening
- Art Department's use of various Eastern and Western cultural connections: Medieval, Celtic, Greek, African, and artistic movements throughout history
- Opportunity to tour Washington, D.C.
- Opportunity to tour Chicago, Illinois
- Opportunity to attend the German Christmas Market in Chicago, Illinois
- Visitation by Holocaust survivor (fall 2002 and fall 2007)
- Hosting of many foreign exchange students (10 in 2006-2007; 11 in 2007-2008)
- In 2006, Bluffton High School was given the "School of the Year Award" by EF Foundation for Foreign Study. Bluffton High School was one of 16 such schools nationwide.
- Ruby Payne's training to help students in poverty: A Framework for Understanding Poverty (2005 edition)

- Phil Devol's training: Bridges out of Poverty (2006 edition)
- Health and science education students identify methods that can be used to show respect for cultural diversity
- Choir trip to tour New York City – museums, musicals, and historical locations
- Novel selections in language arts (i.e. Night and Touching Spirit Bear)
- Current events in German and Spanish languages
- Social Studies Department's use of current issues (i.e. Newsweek, News Currents, BBC America, Internet, and the taping of CNN Student News)
- The study of world news and current events in newspaper class
- The study of heredity factors for different ethnic groups in health classes
- Distance learning programs on diversity

UNIQUE LOCAL INSIGHTS

Former Student Survey

In November of 2007, a survey was conducted during a graduate open house return day; a total of 25 returned and completed a survey. The survey proposed a number of questions concerning the following general areas:

- General environment and atmosphere
- Perception of teachers and classroom management
- Preparation for the real world

Those statements receiving the highest average ratings, using the Likert Scale, include:

- I felt safe at Bluffton High School. (4.8)
- I felt like I belonged at Bluffton High School. (4.4)
- Participating in extracurricular activities was important to me. (4.4)
- My teachers helped me gain confidence in my ability to learn. (4.4)
- My teachers gave me individual attention when I needed it. (4.4)
- My teachers expected me to do my best. (4.3)
- I felt ready for the real world, with reference to my ability to write. (4.3)
- I felt ready for the real world, with reference to my ability to read. (4.3)
- My class time was spent listening to the teacher talk. (4.3)

Those statements receiving the lowest average ratings include:

- In my classes, time was spent working in small groups. (3.4)
- I felt challenged at Bluffton High School. (3.4)
- The curriculum at Bluffton High School was challenging. (3.5)
- Students treated me fairly at Bluffton High School. (3.6)
- I find what I have learned at Bluffton High School is relevant in real life. (3.6)
- I did my best at Bluffton High School. (3.6)
- I felt ready for the real world, with reference to my ability with mathematics. (3.6)
- In my classes, time was spent working on projects or research. (3.6)

Parent Survey

In the winter of 2007, a parent survey was made available through the school's website. A total of 40 surveys were taken, representing approximately 10% of the families. The survey proposed a number of questions concerning the following general areas:

- School Safety
- Public Image
- Assessment practices
- Student/teacher relationships
- Preparation for post secondary employment and schooling

The survey used was the Likert Scale form 1-5: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree.

Those statements receiving the highest average ratings include:

- I feel my child is ready for the real world, with reference to their ability to read. (4.39)
- My child is safe at school. (4.37)
- The school expects quality work of students. (4.26)
- I am informed about my child's progress. (4.24)
- The school has a good public image. (4.24)

Those statements receiving the lowest average rating include:

- I know what my child's teachers expect from my child. (3.63)
- I think parent teacher conferences are worthwhile. (3.84)
- The amount of assigned homework is appropriate. (3.84)
- The school succeeds at preparing children for future work and/or education. (3.87)
- Teachers give my child individual attention when needed. (3.89)

Summary of Unique Local Insights

The results of the surveys were generally positive. Among the strengths stated, all those surveyed expressed a sense of safety and well-being throughout the school. Notable was that both groups felt that the students are ready for the real world with their ability to read.

Concerns range from how time is spent in class and how challenging the curriculum is (students), to knowing what the teachers expect from the student and the importance of parent/teacher conferences. However, it should be noted that even the areas of concern were rated in the 3 point range on the Likert Scale.

EXISTING SCHOOL DATA

The following assessment instruments are used at Bluffton High School. We incorporate this data when making decisions concerning student achievement, Indiana Standards, curriculum, and remediation.

Types of Assessment Instruments

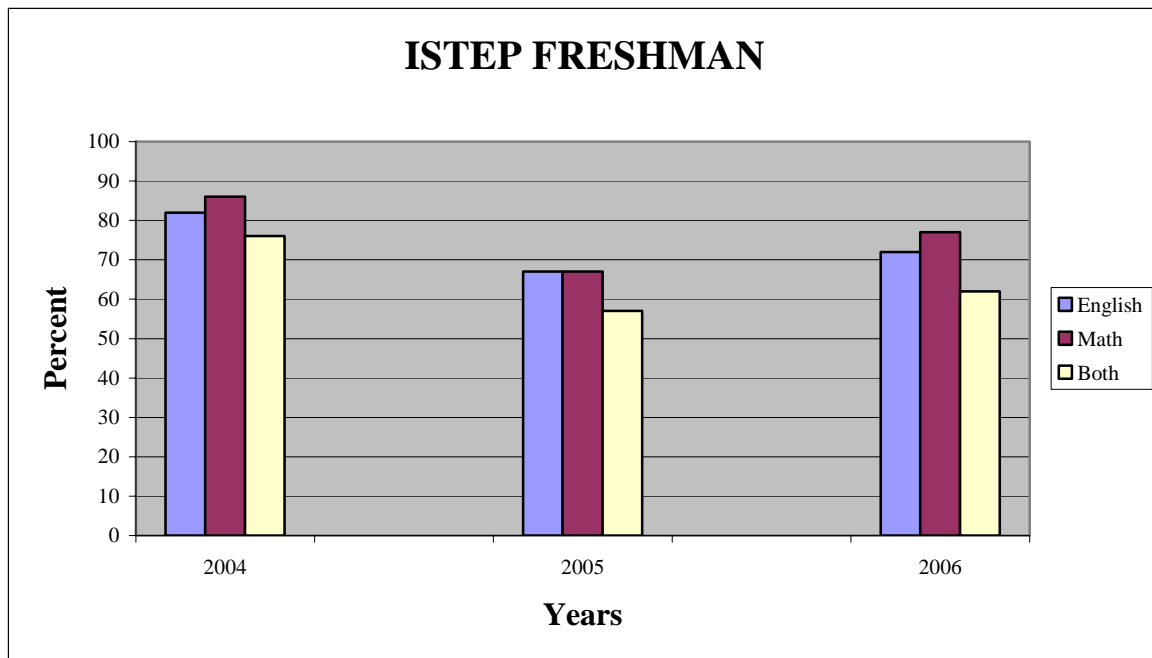
ISTEP + Indiana test
NWEA National test alignment to Indiana Standards
Core 40 Diploma Data
SAT I and ACT National tests for college-bound students
AP exams: chemistry, physics, and calculus tests
Pretest/Posttest standardized and departmental tests
Graduation rates
Attendance rates
Guidance statistics
Academic Honors Diploma Data

Summary of Data

Bluffton High School students have shown a general trend of improvement over the course of three years in several areas of academia. Our benchmark for progress includes implementation of the Indiana Academic Standards in course curricula and measurement of individual and group student progress relative to those standards. Following are data relative to this benchmark in the form of charts, tables, and graphs.

ISTEP FRESHMAN

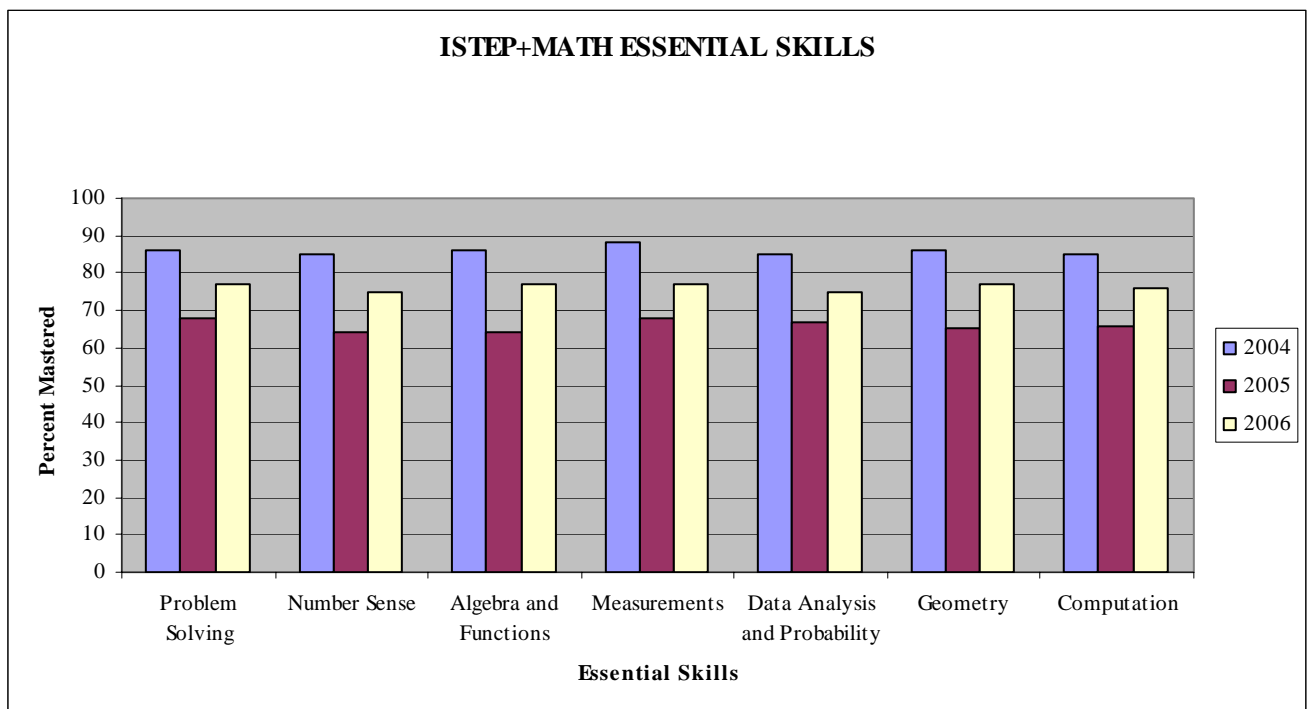
	2004	2005	2006
English	82	67	72
Math	86	67	77
Both	76	57	62



ISTEP+ MATH ESSENTIAL SKILLS

All freshman students

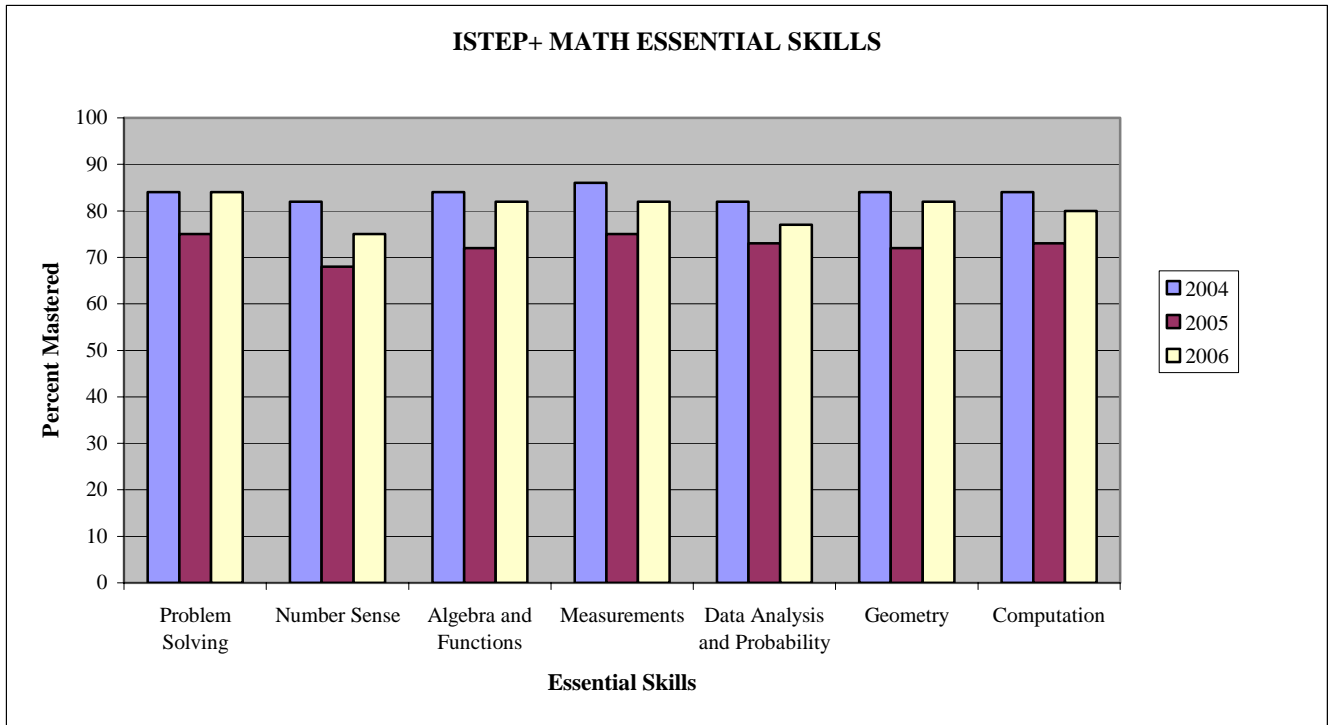
	2004	2005	2006
Problem Solving	86	68	77
Number Sense	85	64	75
Algebra and Functions	86	64	77
Measurements	88	68	77
Data Analysis and Probability	85	67	75
Geometry	86	65	77
Computation	85	66	76



ISTEP+ MATH ESSENTIAL SKILLS

Freshman males

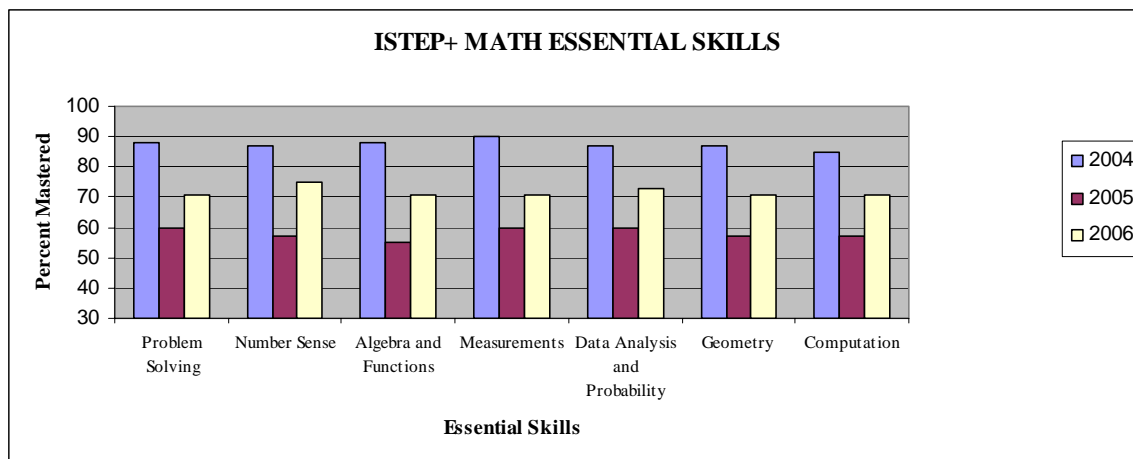
	2004	2005	2006
Problem Solving	84	75	84
Number Sense	82	68	75
Algebra and Functions	84	72	82
Measurements	86	75	82
Data Analysis and Probability	82	73	77
Geometry	84	72	82
Computation	84	73	80



ISTEP+ MATH ESSENTIAL SKILLS

Freshman females

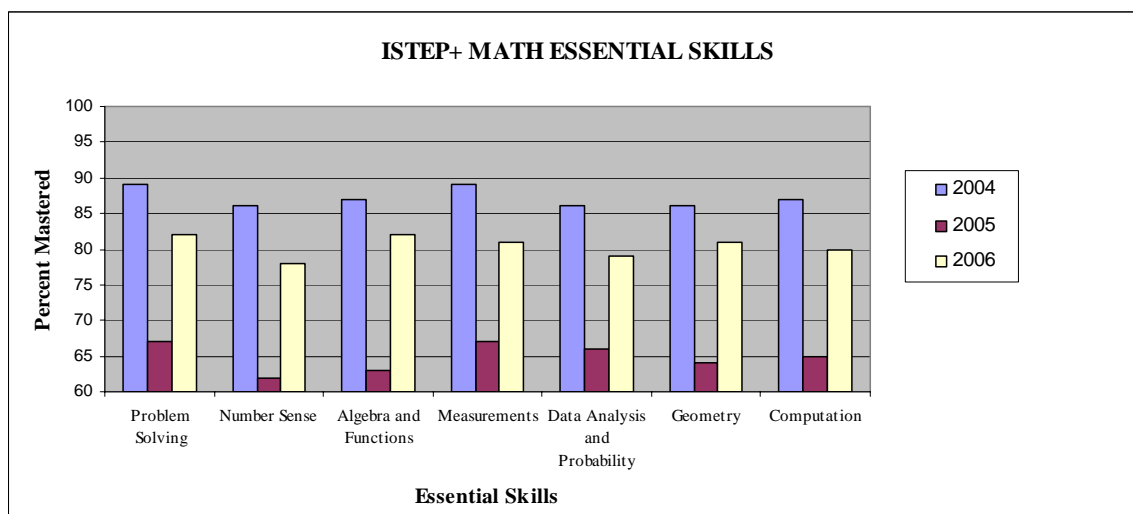
	2004	2005	2006
Problem Solving	88	60	71
Number Sense	87	57	75
Algebra and Functions	88	55	71
Measurements	90	60	71
Data Analysis and Probability	87	60	73
Geometry	87	57	71
Computation	85	57	71



ISTEP+ MATH ESSENTIAL SKILLS

Freshman students participating in paid lunch program

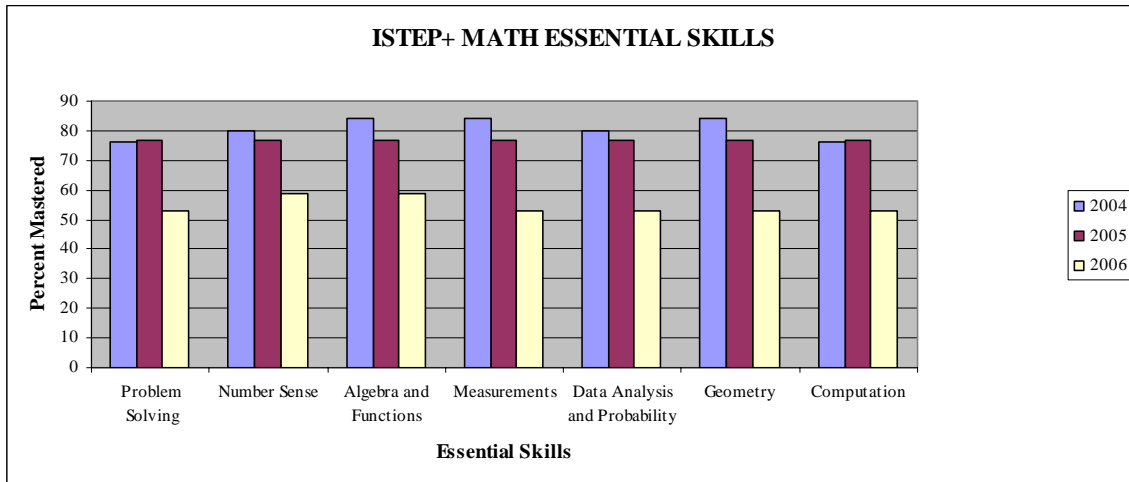
	2004	2005	2006
Problem Solving	89	67	82
Number Sense	86	62	78
Algebra and Functions	87	63	82
Measurements	89	67	81
Data Analysis and Probability	86	66	79
Geometry	86	64	81
Computation	87	65	80



ISTEP+ MATH ESSENTIAL SKILLS

Freshman students participating in free/reduced lunch program

	2004	2005	2006
Problem Solving	76	77	53
Number Sense	80	77	59
Algebra and Functions	84	77	59
Measurements	84	77	53
Data Analysis and Probability	80	77	53
Geometry	84	77	53
Computation	76	77	53

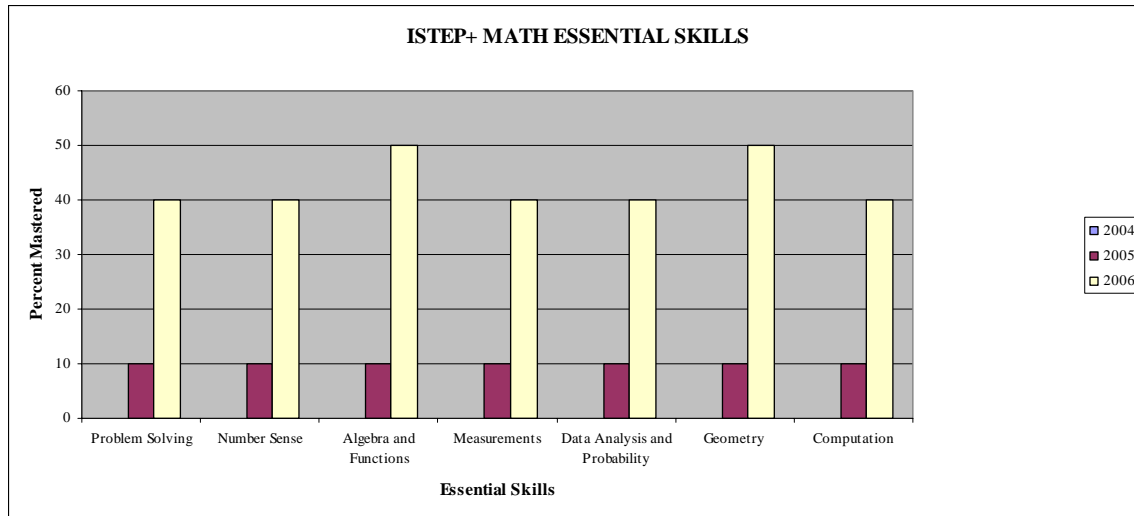


ISTEP+ MATH ESSENTIAL SKILLS

Freshman students participating in special education program

	2004	2005	2006
Problem Solving		10	40
Number Sense		10	40
Algebra and Functions		10	50
Measurements		10	40
Data Analysis and Probability		10	40
Geometry		10	50
Computation		10	40

In 2004, there were fewer than 10 students tested; therefore, no results are available.

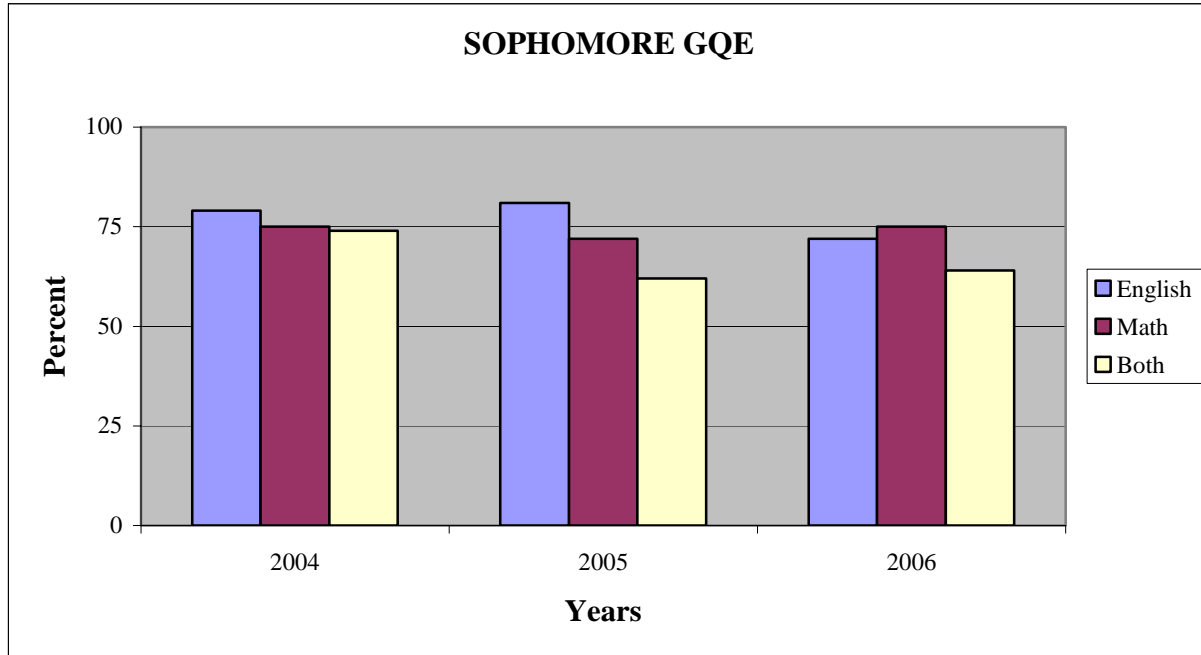


Freshman ISTEP+ Math Disaggregation

A consistency in the math results is evident in the data. During all three years, students scored strongly in measurement, while number sense was an area of weakness. Once disaggregated, number sense can be identified as a standard that needs improvement. In averaging the three years' results, males scored high in measurement and problem solving and consistently scored lower in the area of number sense. The females' averaged scores were higher in measurement and data analysis while lower in computation and algebra and functions. The results in strengths and weaknesses for students who participated in the paid lunch program are high in probability and measurements and low in number sense. Students participating in the free/reduced lunch program scored higher in the three-year average in algebra and functions, and they struggled in probability and computation. Based on these results, there is a clear need for emphasis concerning the number sense and computation standards.

GQE SOPHOMORE

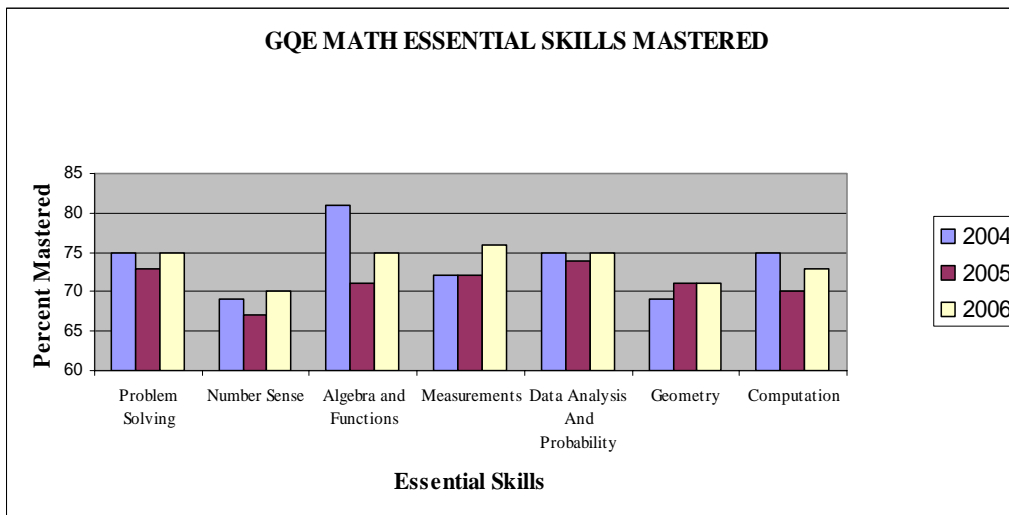
	2004	2005	2006
English	79	81	72
Math	75	72	75
Both	74	62	64



GQE MATH ESSENTIAL SKILLS

All sophomore students

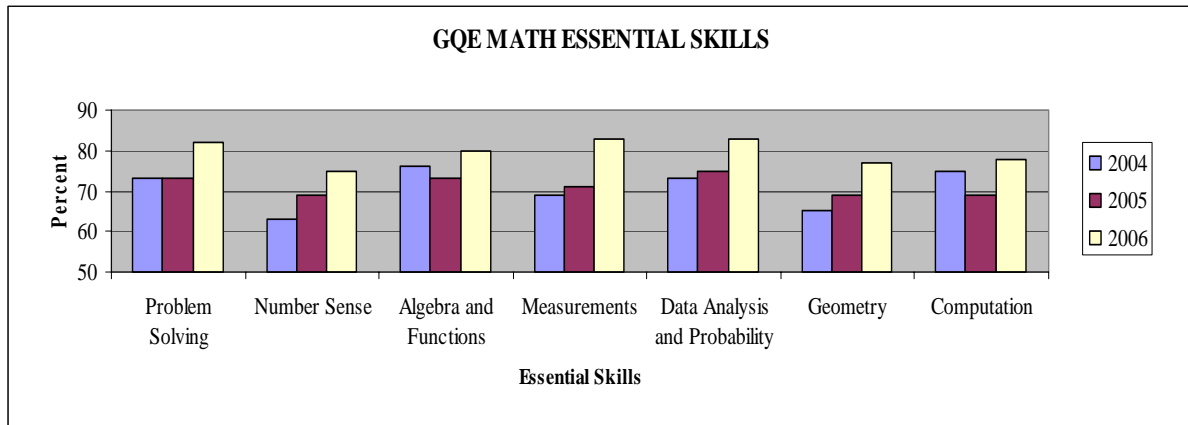
	2004	2005	2006
Problem Solving	75	73	75
Number Sense	69	67	70
Algebra and Functions	81	71	75
Measurements	72	72	76
Data Analysis And Probability	75	74	75
Geometry	69	71	71
Computation	75	70	73



GQE MATH ESSENTIAL SKILLS

Sophomore males

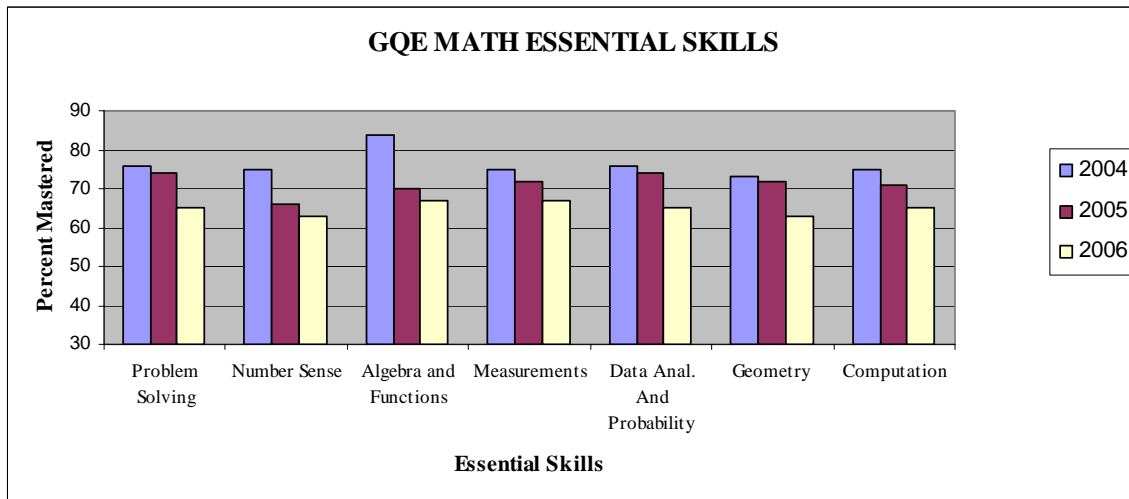
	2004	2005	2006
Problem Solving	73	73	82
Number Sense	63	69	75
Algebra and Functions	76	73	80
Measurements	69	71	83
Data Analysis and Probability	73	75	83
Geometry	65	69	77
Computation	75	69	78



GQE MATH ESSENTIAL SKILLS

Sophomore females

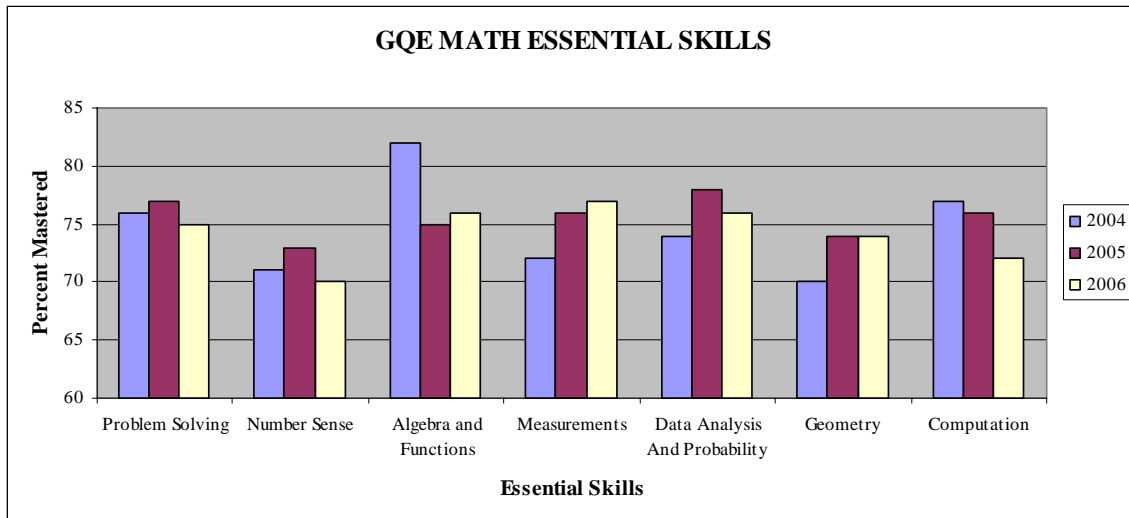
	2004	2005	2006
Problem Solving	76	74	65
Number Sense	75	66	63
Algebra and Functions	84	70	67
Measurements	75	72	67
Data Analysis and Probability	76	74	65
Geometry	73	72	63
Computation	75	71	65



GQE MATH ESSENTIAL SKILLS

Sophomore students participating in paid lunch program

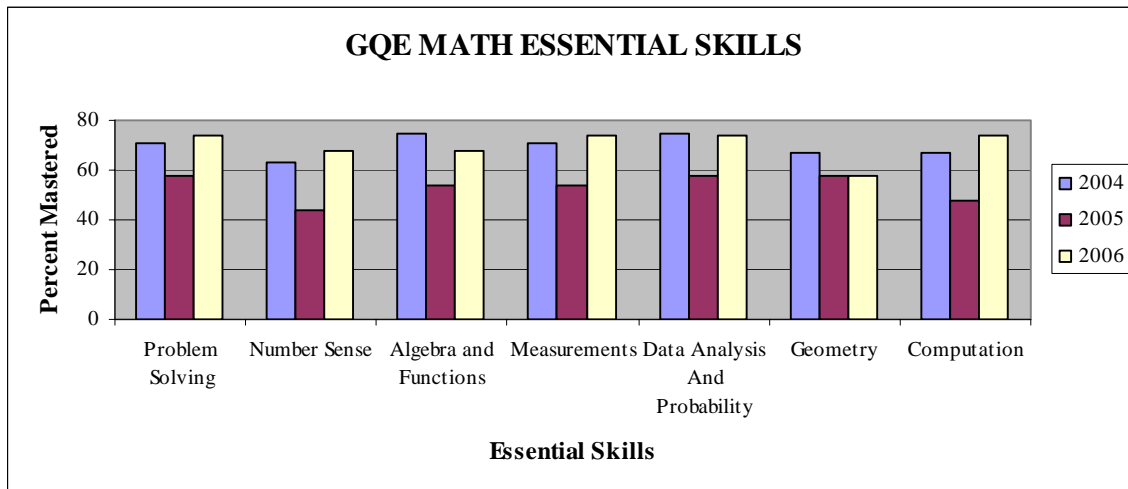
	2004	2005	2006
Problem Solving	76	77	75
Number Sense	71	73	70
Algebra and Functions	82	75	76
Measurements	72	76	77
Data Analysis and Probability	74	78	76
Geometry	70	74	74
Computation	77	76	72



GQE MATH ESSENTIAL SKILLS

Sophomore students participating in free/reduced lunch program

	2004	2005	2006
Problem Solving	71	58	74
Number Sense	63	44	68
Algebra and Functions	75	54	68
Measurements	71	54	74
Data Analysis and Probability	75	58	74
Geometry	67	58	58
Computation	67	48	74

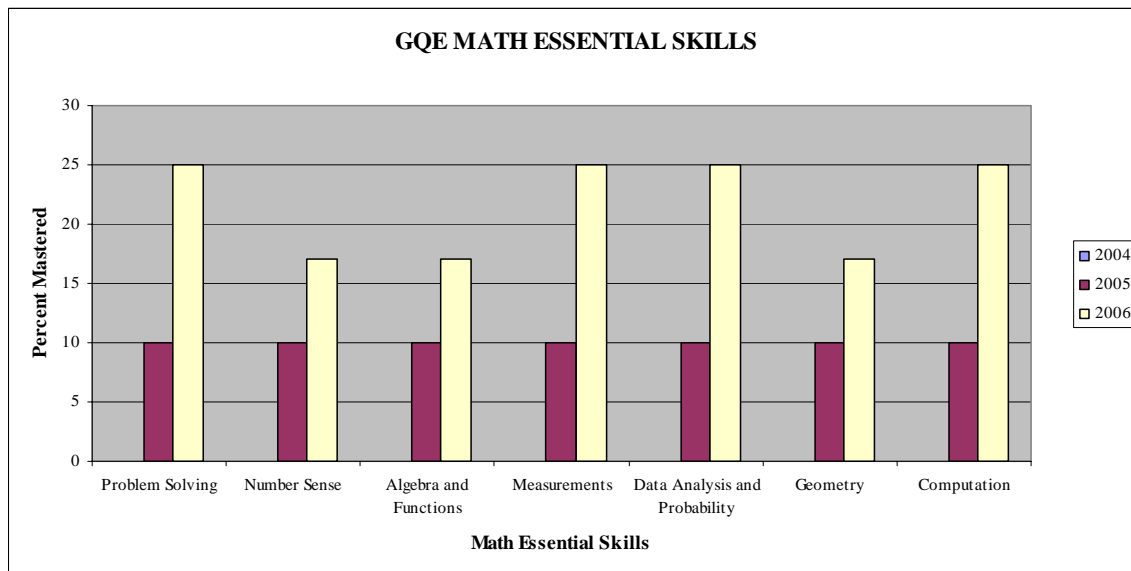


GQE MATH ESSENTIAL SKILLS

Sophomore students participating in special education program

	2004	2005	2006
Problem Solving		10	25
Number Sense		10	17
Algebra and Functions		10	17
Measurements		10	25
Data Analysis and Probability		10	25
Geometry		10	17
Computation		10	25

In 2004, there were fewer than 10 students tested; therefore, no results are available.



GQE Math Disaggregation

A consistency in the math results is evident in the data. During all three years, students scored strongly in data analysis and probability, while algebra and functions and number sense were areas of weakness. Once disaggregated, number sense can be identified as a standard that needs improvement. In averaging the three years' results, males scored high in data analysis and algebra and functions and consistently scored lower in the areas of number sense and geometry. The females' averaged scores were higher in algebra and functions while lower in number sense. The results in strengths and weaknesses for students who participated in the paid lunch program are comparable to the females' results. Students participating in the free/reduced lunch program scored higher in the three-year average in data analysis and probability, and they struggled in number sense. Based on these results, there is a clear need for emphasis concerning the number sense standard.

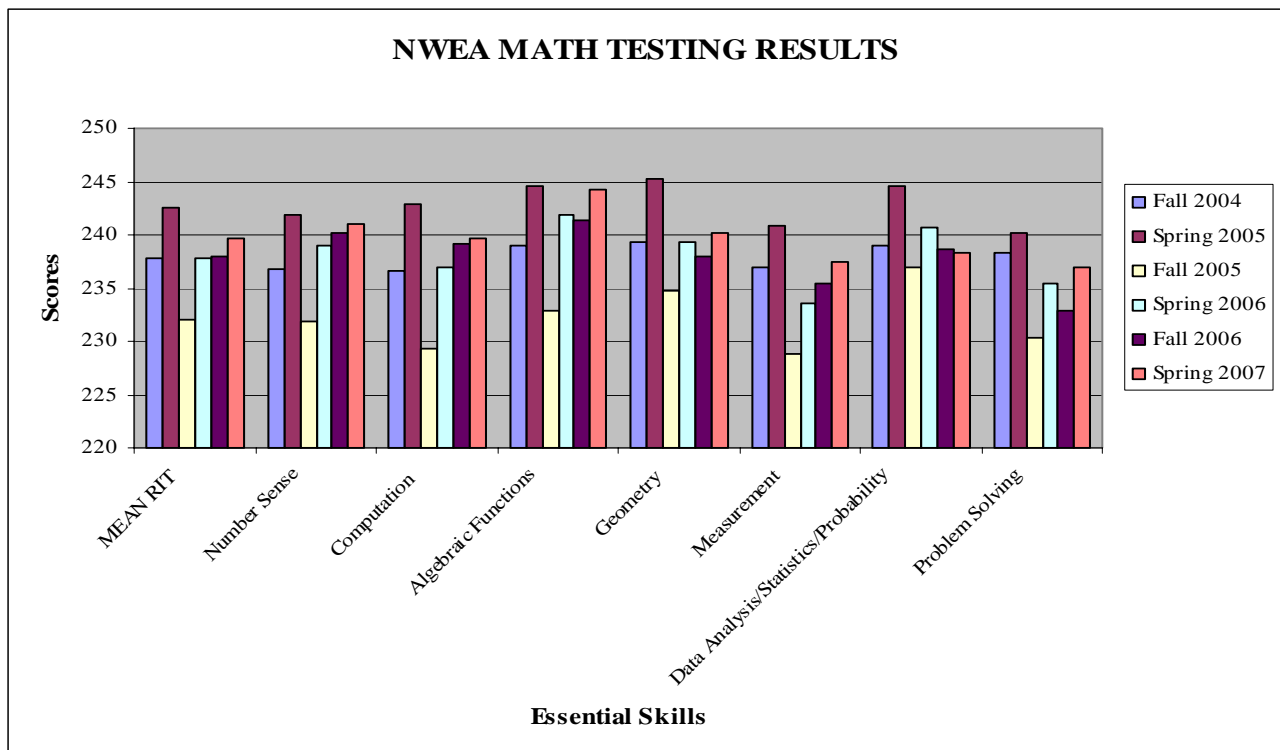
NWEA MATH TEST RESULTS

All freshman students

	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
MEAN RIT	237.8	242.5	232.1	237.8	237.9	239.7
Number Sense	236.8	241.8	231.9	239.0	240.1	241.0
Computation	236.6	242.8	229.4	237.0	239.1	239.7
Algebraic Functions	238.9	244.5	232.9	241.9	241.4	244.2
Geometry	239.3	245.2	234.7	239.3	237.9	240.2
Measurement	236.9	240.9	<u>228.8</u>	<u>233.6</u>	235.5	237.4
Data Analysis/Statistics/Probability	239.0	244.6	237.0	240.7	238.7	238.3
Problem Solving	238.3	240.2	230.4	235.4	<u>232.9</u>	237.0

Bold face represents scores over the mean RIT.

Underline represents scores under the mean RIT.



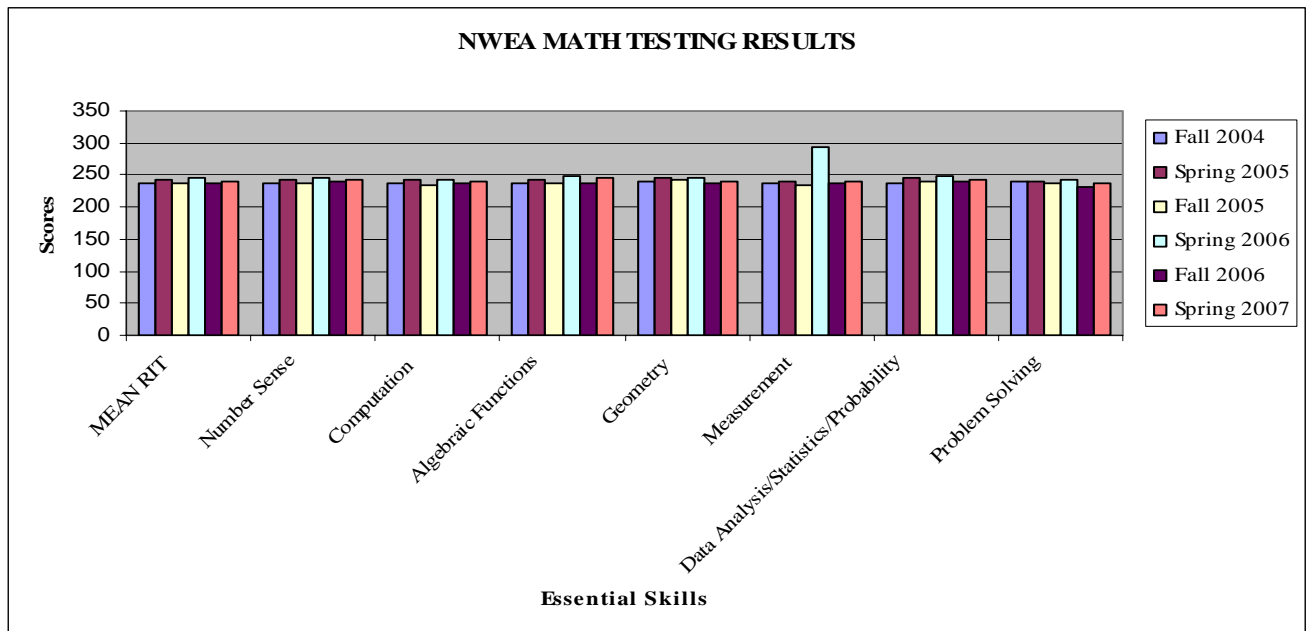
NWEA MATH TEST RESULTS

Freshman Males

	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
MEAN RIT	237.7	241.9	237.1	244.3	237.0	240.8
Number Sense	238.5	242.5	236.6	246.6	240.5	242.8
Computation	235.8	241.5	235.0	243.9	237.5	240.8
Algebraic Functions	236.1	243.1	236.2	247.3	238.0	245.2
Geometry	240.5	244.2	242.2	244.7	237.2	239.7
Measurement	237.4	240.1	<u>233.2</u>	293.9	235.7	238.9
Data Analysis/Statistics/Probability	237.4	244.6	<u>240.9</u>	248.6	238.9	242.0
Problem Solving	239.0	239.2	236.5	242.8	<u>232.0</u>	<u>237.4</u>

Bold face represents scores over the mean RIT.

Underline represents scores under the mean RIT.

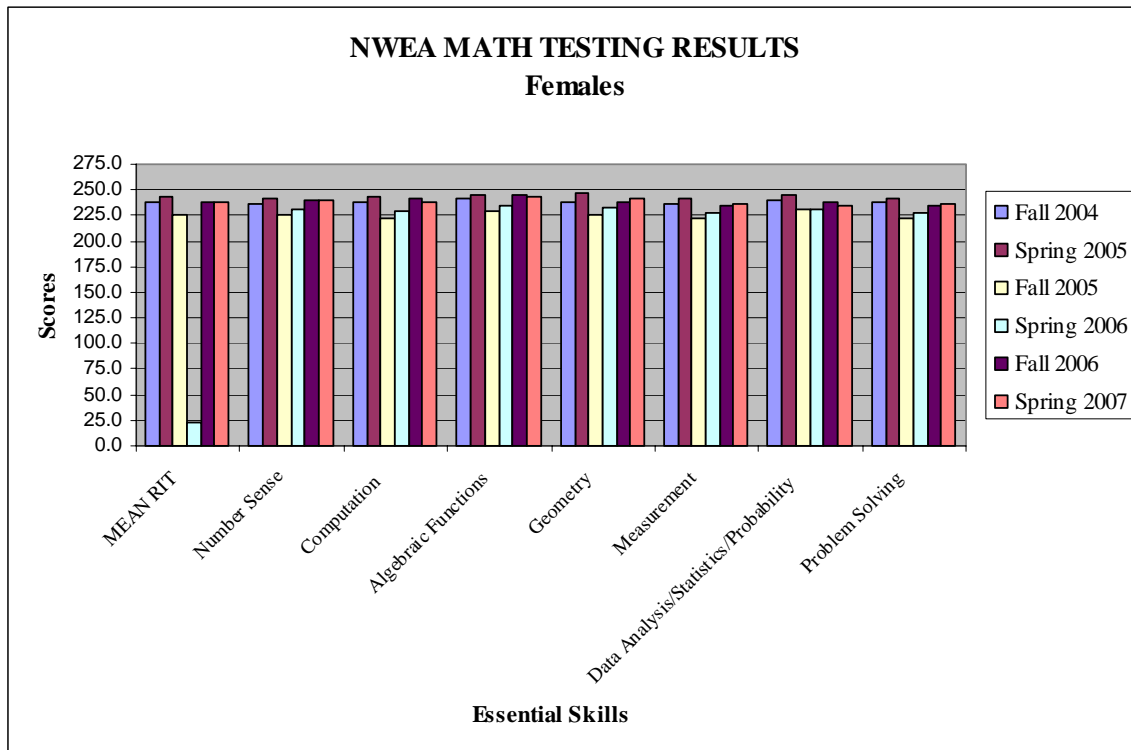


NWEA MATH TEST RESULTS

Freshman Females

	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
MEAN RIT	237.9	243.0	225.5	23.5	238.7	238.6
Number Sense	235.5	241.2	225.6	231.1	239.7	239.4
Computation	237.1	243.9	<u>222.0</u>	229.3	240.7	238.7
Algebraic Functions	241.0	245.7	228.3	234.7	244.8	243.3
Geometry	238.5	246.0	224.8	233.2	238.6	240.7
Measurement	236.5	241.5	222.9	<u>226.6</u>	<u>235.3</u>	236.2
Data Analysis/Statistics/Probability	240.5	244.6	231.7	231.7	238.5	<u>235.1</u>
Problem Solving	237.8	241.0	<u>222.3</u>	<u>227.1</u>	<u>233.7</u>	236.7

Bold face represents scores over the mean RIT.
Underline represents scores under the mean RIT.



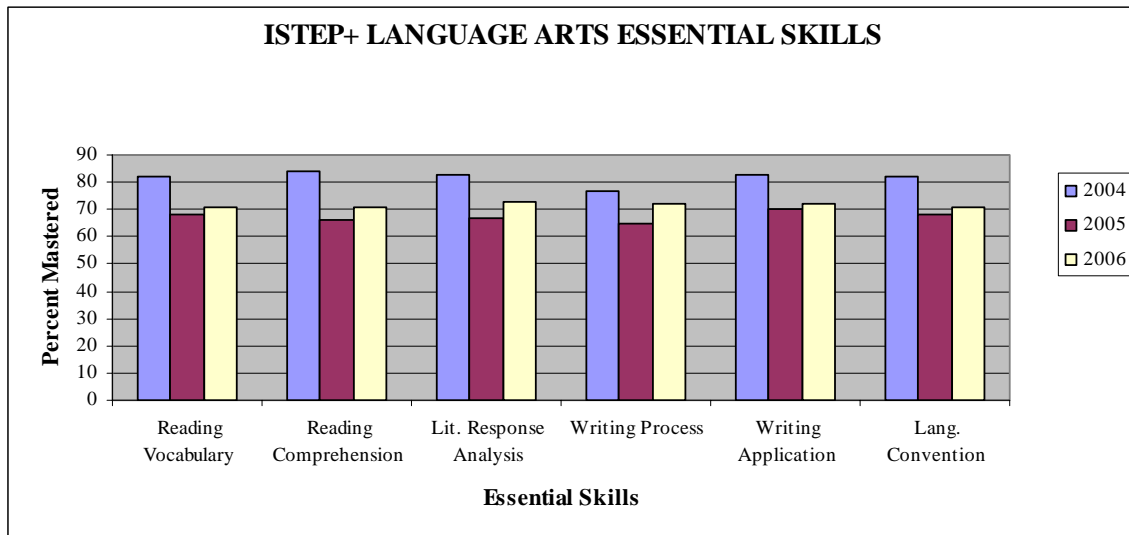
NWEA Math Disaggregation

In the last 4 testing cycles, we see scores above average in the algebra and function standard with a weakness in the standards of measurements and problem solving. This is also consistent with the females and males. Females tend to score higher in algebra and functions than their male counterparts.

ISTEP+ LANGUAGE ARTS ESSENTIAL SKILLS

All freshman students

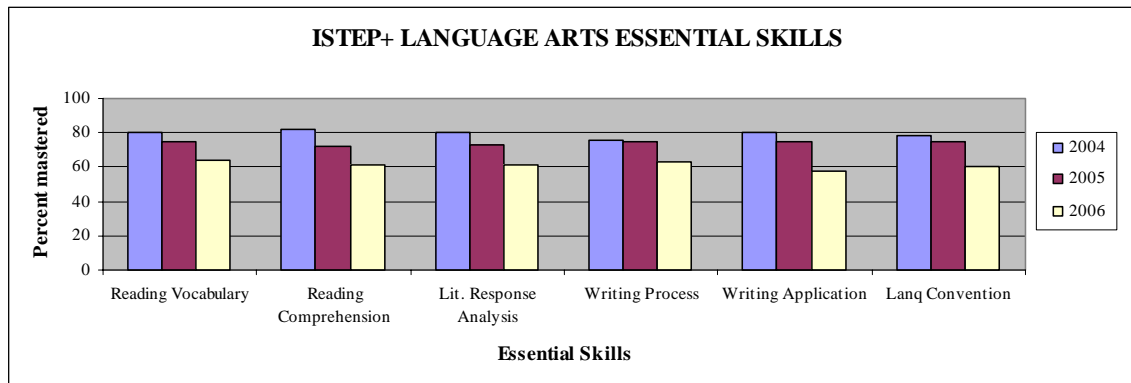
	2004	2005	2006
Reading Vocabulary	82	68	71
Reading Comprehension	84	66	71
Lit. Response Analysis	83	67	73
Writing Process	77	65	72
Writing Application	83	70	72
Lang. Convention	82	68	71



ISTEP+ LANGUAGE ARTS ESSENTIAL SKILLS

Freshman males

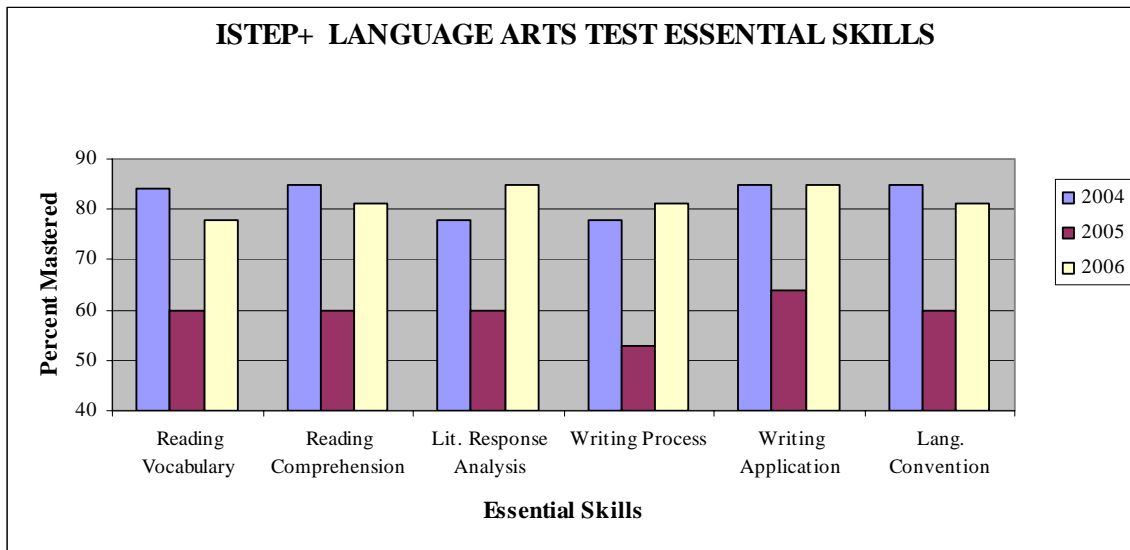
	2004	2005	2006
Reading Vocabulary	80	75	64
Reading Comprehension	82	72	61
Lit. Response Analysis	80	73	61
Writing Process	76	75	63
Writing Application	80	75	58
Lang. Convention	78	75	60



ISTEP+ LANGUAGE ARTS ESSENTIAL SKILLS

Freshman females

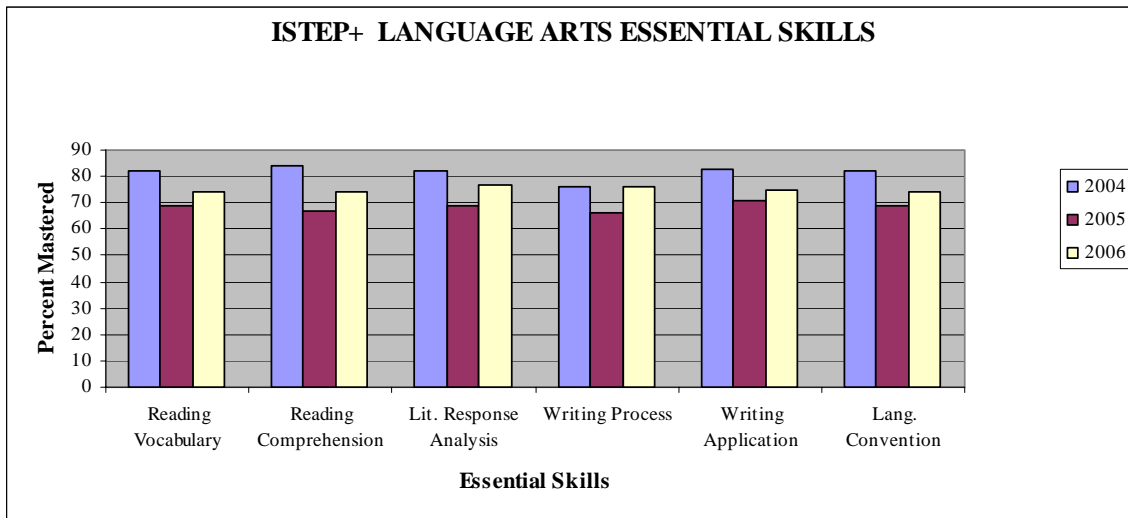
	2004	2005	2006
Reading Vocabulary	84	60	78
Reading Comprehension	85	60	81
Lit. Response Analysis	78	60	85
Writing Process	78	53	81
Writing Application	85	64	85
Lang. Convention	85	60	81



ISTEP+ LANGUAGE ARTS ESSENTIAL SKILLS

Freshman students participating in paid lunch program

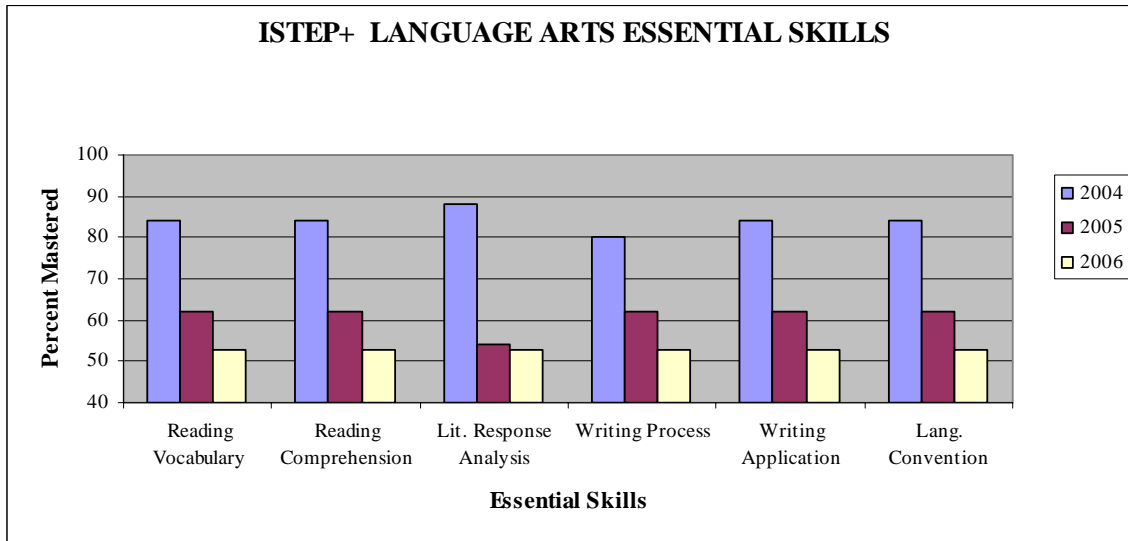
	2004	2005	2006
Reading Vocabulary	82	69	74
Reading Comprehension	84	67	74
Lit. Response Analysis	82	69	77
Writing Process	76	66	76
Writing Application	83	71	75
Lang. Convention	82	69	74



ISTEP+ LANGUAGE ARTS ESSENTIAL SKILLS

Freshman students participating in free/reduced lunch program

	2004	2005	2006
Reading Vocabulary	84	62	53
Reading Comprehension	84	62	53
Lit. Response Analysis	88	54	53
Writing Process	80	62	53
Writing Application	84	62	53
Lang. Convention	84	62	53

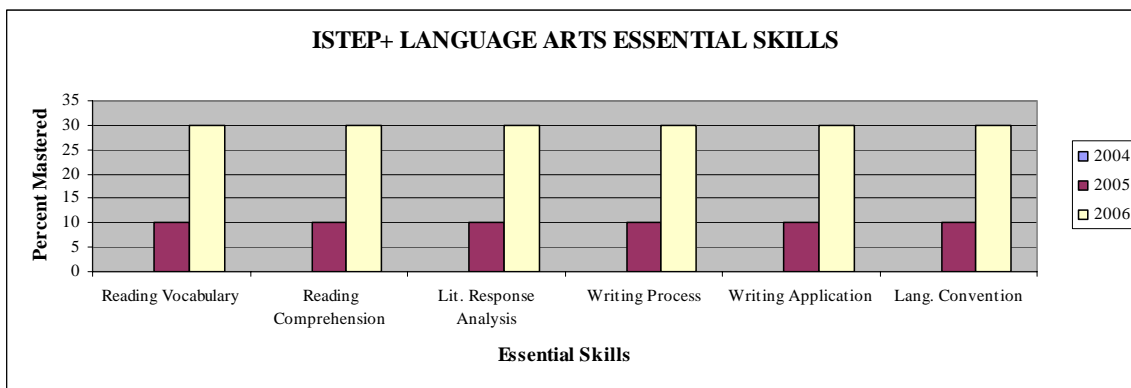


ISTEP+ LANGUAGE ARTS ESSENTIAL SKILLS

Freshman students participating in special education program

	2004	2005	2006
Reading Vocabulary		10	30
Reading Comprehension		10	30
Lit. Response Analysis		10	30
Writing Process		10	30
Writing Application		10	30
Lang. Convention		10	30

In 2004, there were fewer than 10 students tested; therefore, no results are available.



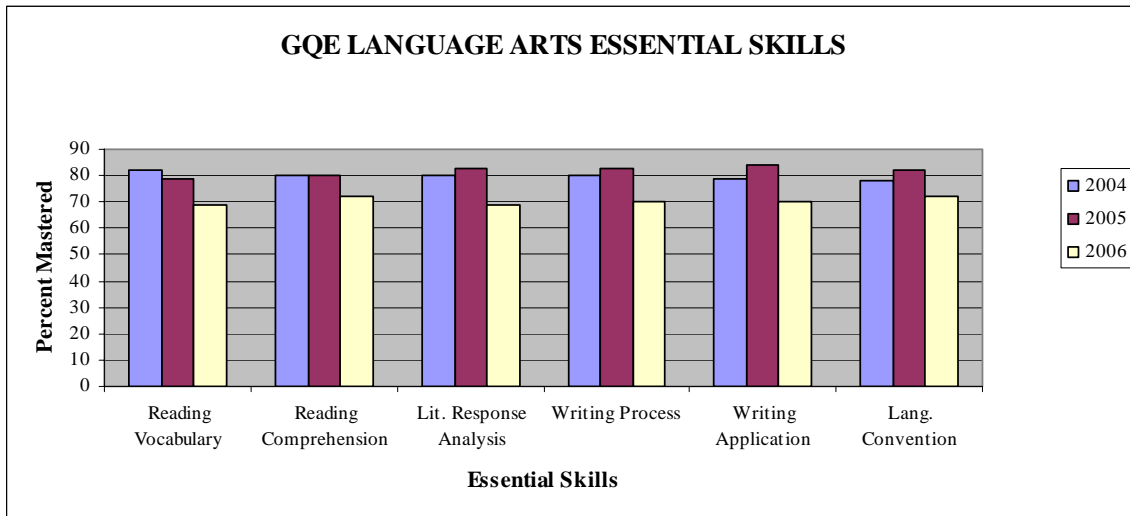
Freshman ISTEP+ LANGUAGE ARTS Disaggregation

A consistency in the English results is evident in the data; one prominent standard did not appear to be a strength or weakness. When disaggregated, females' scores showed more strength in the language writing process and writing applications compared to males. The male students' scores show a slight decrease from 2004 through 2006. Likewise, a slight decrease from 2004 through 2006 occurred in the free/reduced lunch program. Students with paid lunches exhibited a slight decrease in 2005, but increased as a whole in 2006. Overall, this data indicated that an emphasis on the writing process standard would be beneficial to our students.

GQE LANGUAGE ARTS ESSENTIAL SKILLS

All sophomore students

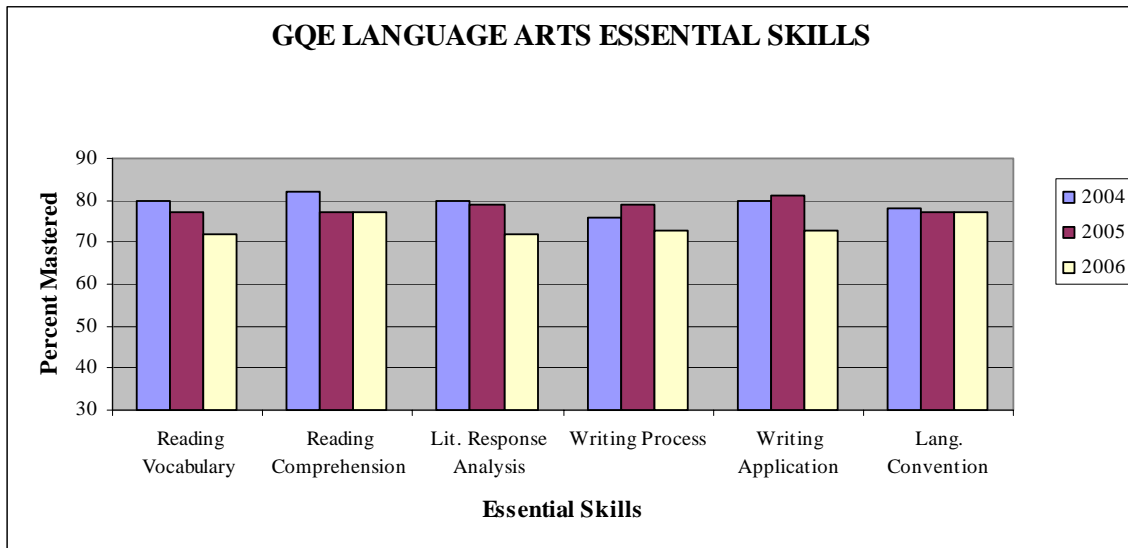
	2004	2005	2006
Reading Vocabulary	82	79	69
Reading Comprehension	80	80	72
Lit. Response Analysis	80	83	69
Writing Process	80	83	70
Writing Application	79	84	70
Lang. Convention	78	82	72



GQE LANGUAGE ARTS ESSENTIAL SKILLS

Sophomore males

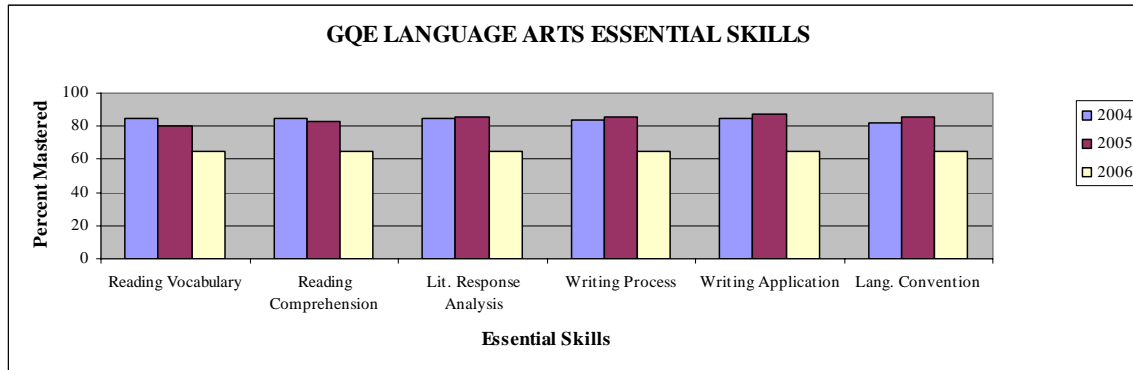
	2004	2005	2006
Reading Vocabulary	80	77	72
Reading Comprehension	82	77	77
Lit. Response Analysis	80	79	72
Writing Process	76	79	73
Writing Application	80	81	73
Lang. Convention	78	77	77



GQE LANGUAGE ARTS ESSENTIAL SKILLS

Sophomore females

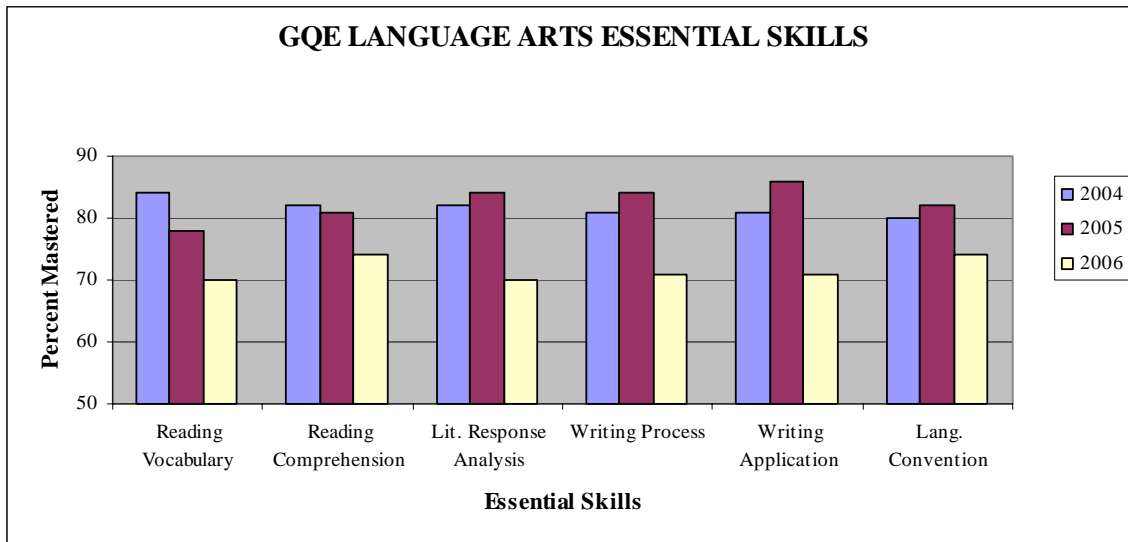
	2004	2005	2006
Reading Vocabulary	85	80	65
Reading Comprehension	85	83	65
Lit. Response Analysis	85	86	65
Writing Process	84	86	65
Writing Application	85	87	65
Lang. Convention	82	86	65



GQE LANGUAGE ARTS ESSENTIAL SKILLS

Sophomore students participating in paid lunch program

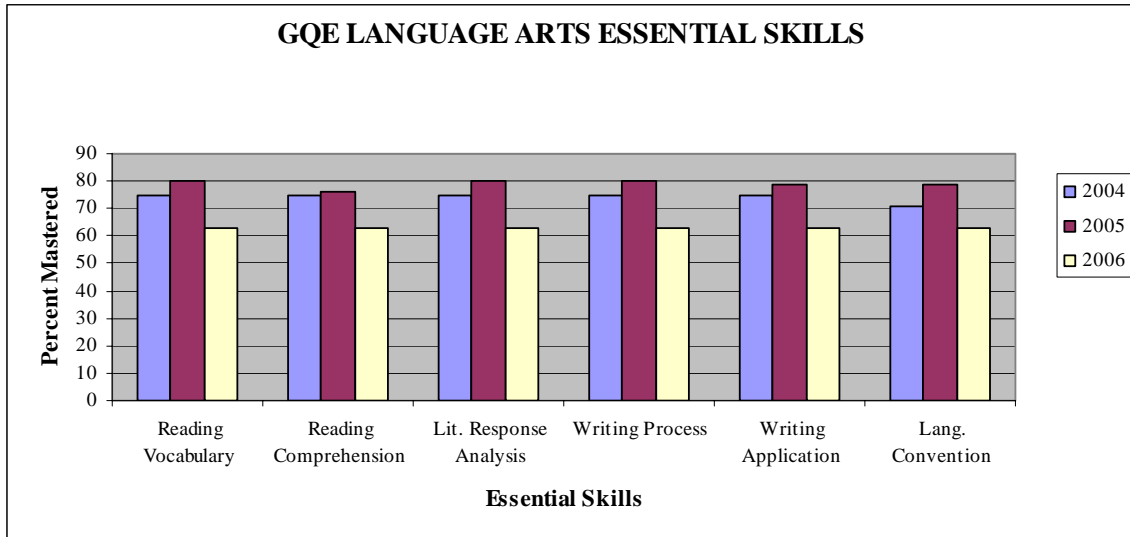
	2004	2005	2006
Reading Vocabulary	84	78	70
Reading Comprehension	82	81	74
Lit. Response Analysis	82	84	70
Writing Process	81	84	71
Writing Application	81	86	71
Lang. Convention	80	82	74



GQE LANGUAGE ARTS ESSENTIAL SKILLS

Sophomore students participating in free/reduced lunch program

	2004	2005	2006
Reading Vocabulary	75	80	63
Reading Comprehension	75	76	63
Lit. Response Analysis	75	80	63
Writing Process	75	80	63
Writing Application	75	79	63
Lang. Convention	71	79	63

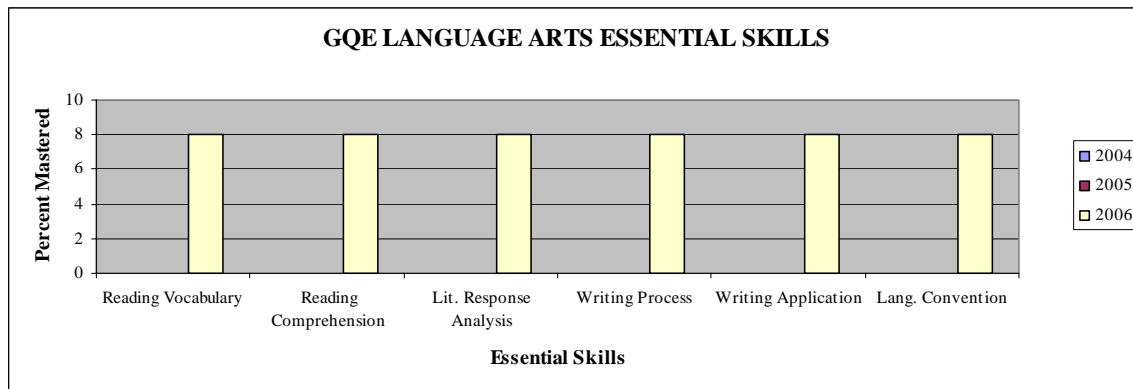


GQE LANGUAGE ARTS ESSENTIAL SKILLS

Sophomore students participating in special education program

	2004	2005	2006
Reading Vocabulary			8
Reading Comprehension			8
Lit. Response Analysis			8
Writing Process			8
Writing Application			8
Lang. Convention			8

In 2004 and 2005, there were fewer than 10 students tested; therefore, no results are available.



GQE Language Arts Disaggregation

A consistency in the Language Arts results is evident in the data; no prominent standard appeared to be a strength or a weakness. Likewise, when disaggregated, females' scores showed no specific strength or weakness in any standard. The males students' scores also revealed no major strength or weakness. Similarly, no single strength or weakness surfaced in the scores of students participating in the free/reduced lunch program. Students with paid lunches exhibited no significant strengths or weaknesses either. The only trend in the data was from the 2005 year to the 2006 year, when scores dropped dramatically. Scores for 2004 and 2005 were comparable, but the 2006 scores showed a marked decrease. Overall, this data indicated an overall weakness in all standards for the sophomores of 2006 and that equal emphasis on all of the standards would be most beneficial to our students.

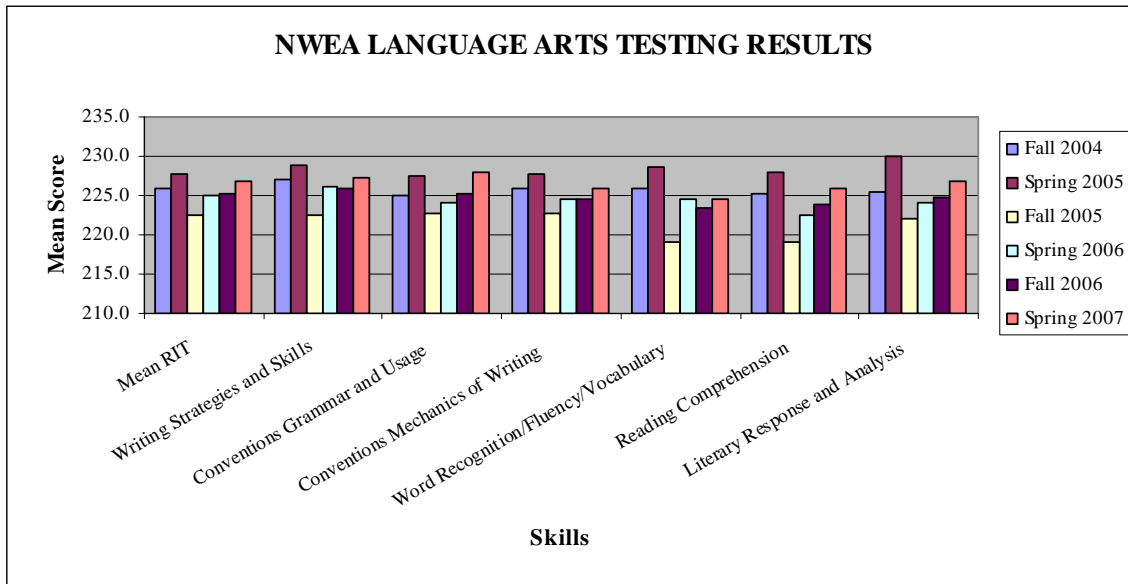
NWEA LANGUAGE ARTS TEST RESULTS

All freshman students

	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Mean RIT	225.9	227.8	222.6	224.9	225.2	226.8
Writing Strategies and Skills	227.0	228.8	222.6	226.1	226.0	227.3
Conventions Grammar and Usage	225.0	227.5	222.7	224.2	225.2	227.9
Conventions Mechanics of Writing	226.0	227.7	222.7	224.5	224.5	225.8
Word Recognition/Fluency/Vocabulary	226.0	228.6	219.0	224.6	223.5	224.6
Reading Comprehension	225.2	227.9	219.1	222.6	223.9	225.9
Literary Response and Analysis	225.5	230.1	222.0	224.1	224.7	226.8

Bold face represents scores over the mean RIT.

Underline represents scores under the mean RIT.



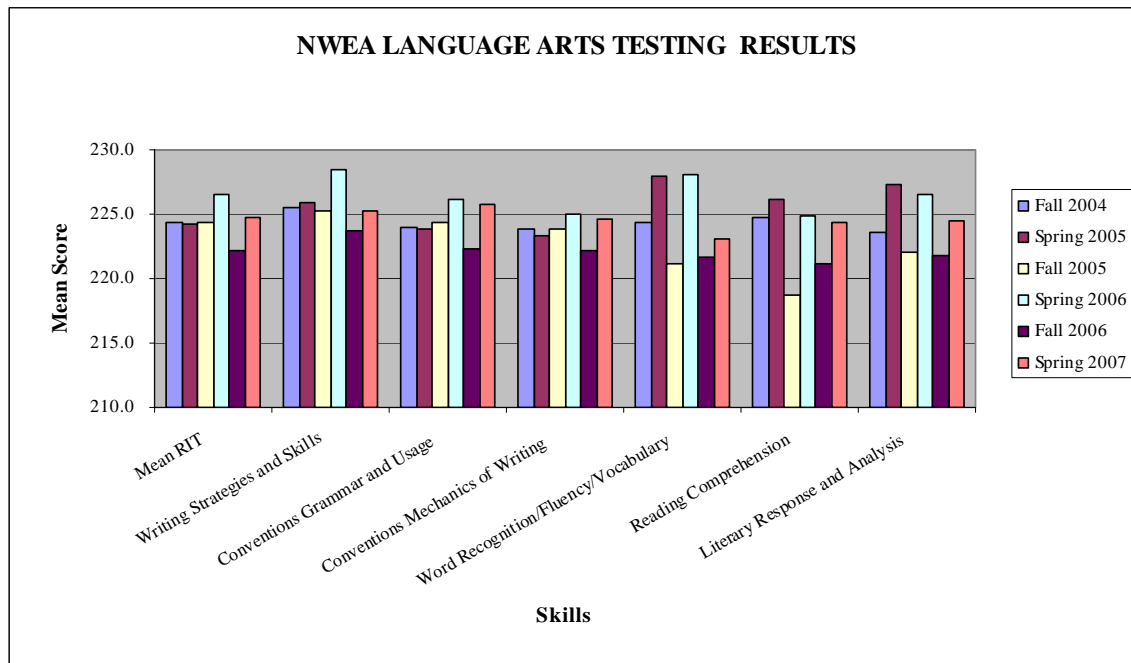
NWEA LANGUAGE ARTS TEST RESULTS

Freshman Males

	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Mean RIT	224.4	224.2	224.3	226.5	222.2	224.8
Writing Strategies and Skills	225.5	225.9	225.2	228.4	223.7	225.3
Conventions Grammar and Usage	224.0	223.9	224.3	226.2	222.3	225.8
Conventions Mechanics of Writing	223.9	223.3	223.8	225.0	222.2	224.6
Word Recognition/Fluency/Vocabulary	224.3	228.0	221.2	228.1	221.7	223.1
Reading Comprehension	224.7	226.1	218.7	224.9	221.2	224.4
Literary Response and Analysis	223.6	227.3	222.0	226.5	221.8	224.5

Bold face represents scores over the mean RIT.

Underline represents scores under the mean RIT.



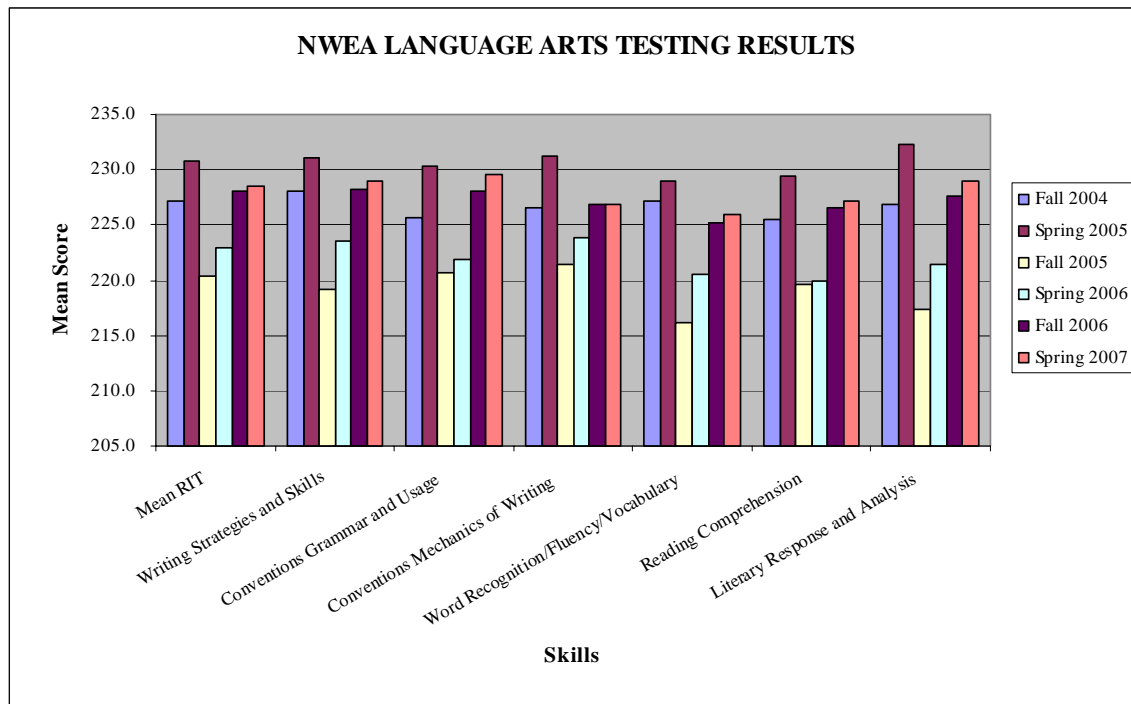
NWEA LANGUAGE ARTS TEST RESULTS

Freshman Females

	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Mean RIT	227.1	230.8	220.4	223.0	228.1	228.5
Writing Strategies and Skills	228.1	231.1	219.1	223.5	228.2	229.0
Conventions Grammar and Usage	225.7	230.3	220.7	221.9	228.0	229.6
Conventions Mechanics of Writing	226.6	231.3	221.4	223.8	226.8	226.9
Word Recognition/Fluency/Vocabulary	227.2	229.0	216.2	220.6	225.2	226.0
Reading Comprehension	225.5	229.4	219.6	220.0	226.6	227.2
Literary Response and Analysis	226.9	232.3	217.4	221.5	227.6	228.9

Bold face represents scores over the mean RIT.

Underline represents scores under the mean RIT.



NWEA Language Arts Disaggregation

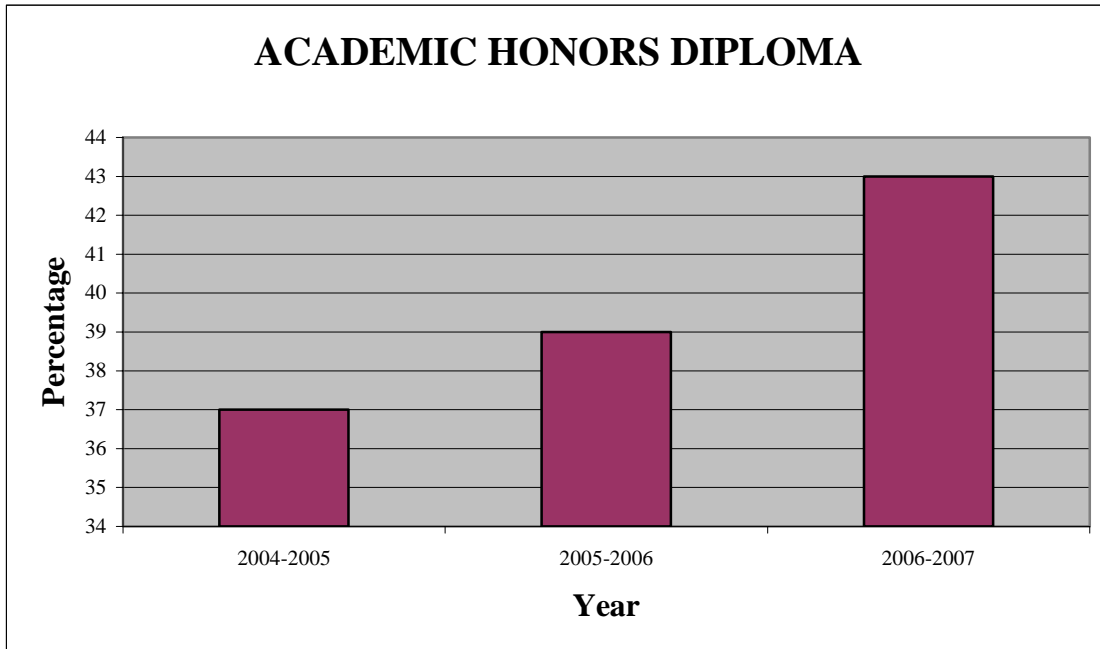
The NWEA testing results prove that all scores fall within the accepted range of scores for each year. No obvious strengths or weaknesses can be seen in the data. With the data broken down, one can see that both males and females achieved scores in the desired range for all standards. Students would benefit from a continued emphasis on each of the standards.

ACADEMIC HONORS DIPLOMA DATA

The state of Indiana provides for the completion of two college preparatory tracks, the Indiana Academic Honors Diploma and the Core 40 Diploma. The historical numbers and percentages of Bluffton High School graduates who have completed these diplomas are as follows:

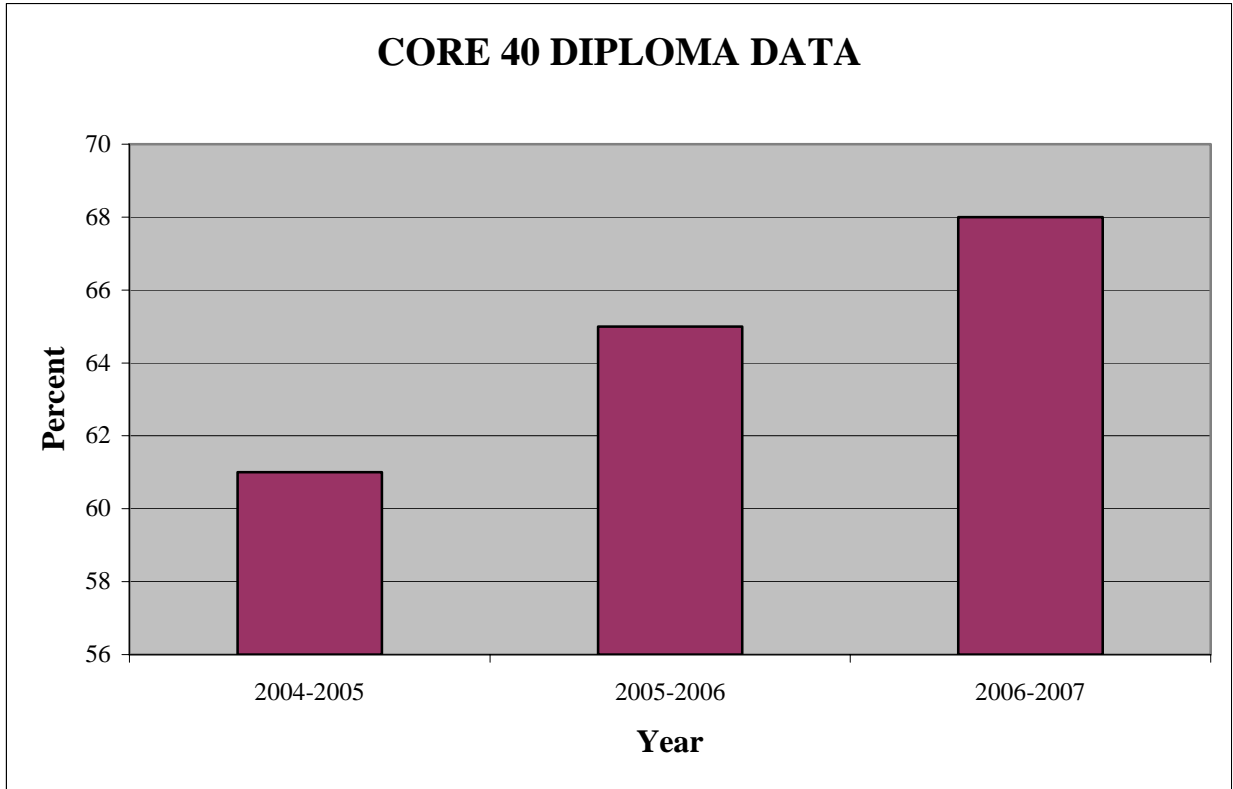
ACADEMIC HONORS DIPLOMA

	Seniors Earning Academic Honors Diploma	Percentage of Senior Class Earning Academic Honors Diploma
2004-2005	39	37
2005-2006	41	39
2006-2007	46	43



CORE 40 DIPLOMA DATA

	Seniors Earning Core 40 Diploma	Percentage of Senior Class Earning Core 40 Diploma
2004-2005	65	61
2005-2006	69	65
2006-2007	73	68

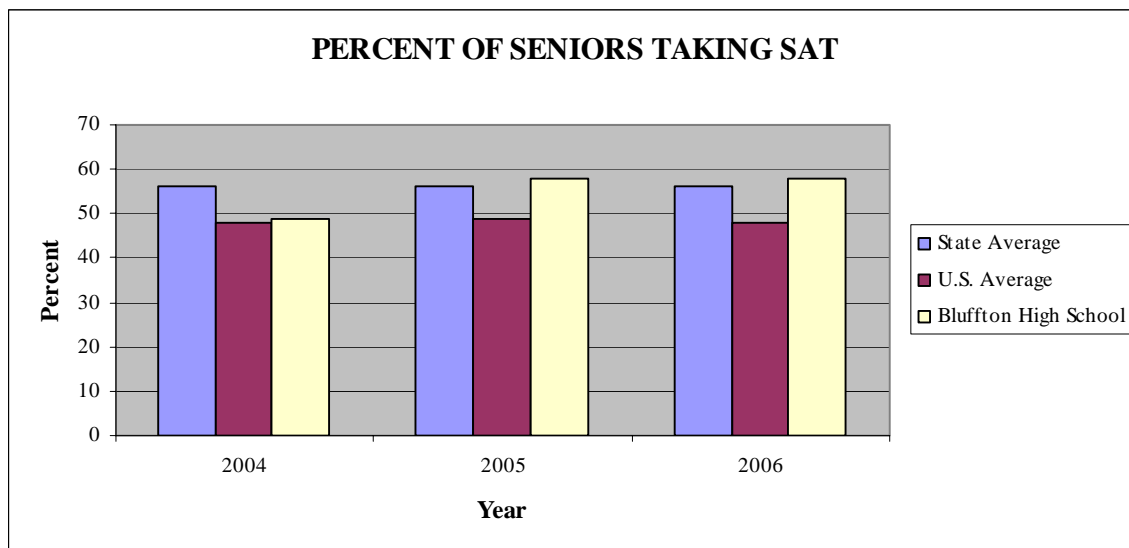


Academic Honors Diploma and Core 40 Diploma

The number of graduates earning the Academic Honors Diploma and the Core 40 Diploma steadily increased for the last three years. At the annual freshman orientation, all students are encouraged to pursue either the Academic Honors or Core 40 Diploma. The guidance counselors emphasize the need for early planning to achieve these diplomas; the importance of these diplomas is relative to the college admissions process. With the new requirements for these diplomas, the class of 2010 will see variations from these current numbers and percentages.

PERCENT OF SENIORS TAKING SAT

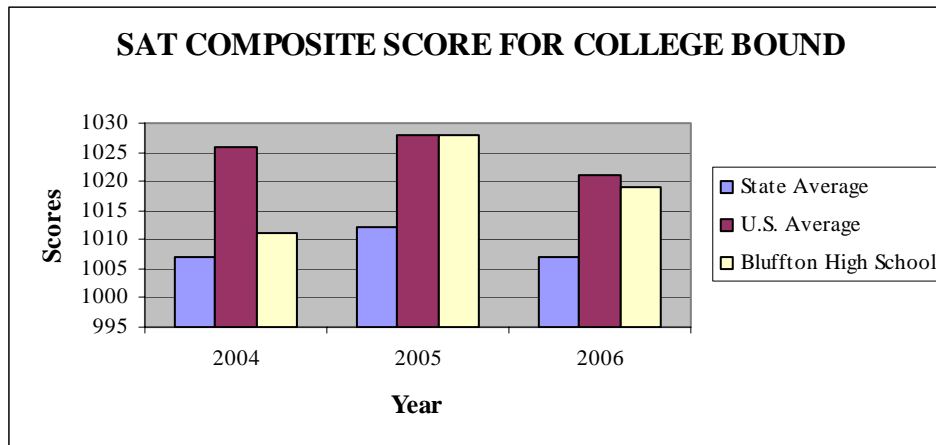
	2004	2005	2006
State Average	56	56	56
U.S. Average	48	49	48
Bluffton High School	49	58	58



SAT COMPOSITE SCORE FOR COLLEGE BOUND

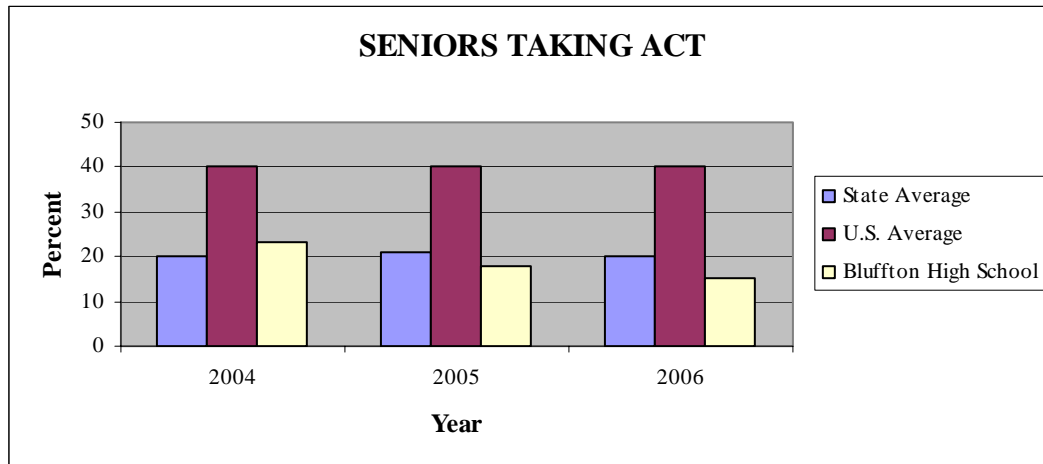
Seniors

	2004	2005	2006
State Average	1007	1012	1007
U.S. Average	1026	1028	1021
Bluffton High School	1011	1028	1019



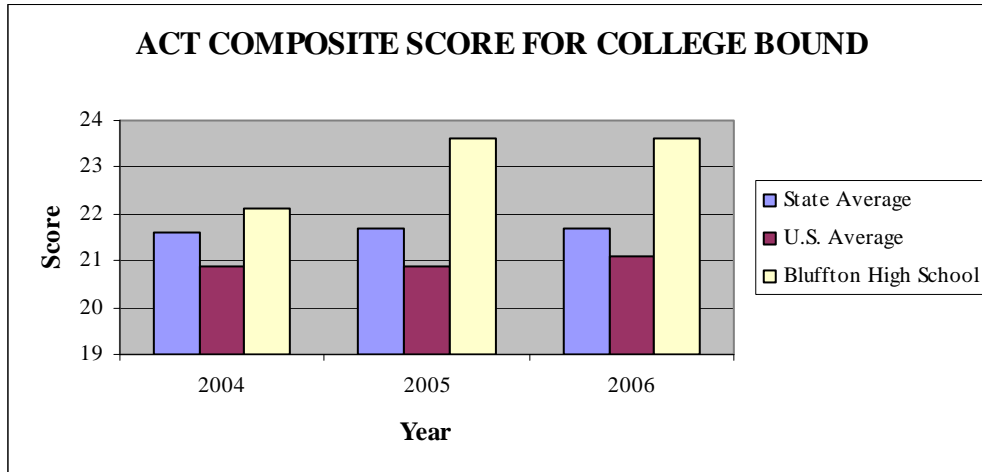
PERCENT OF SENIORS TAKING ACT

	2004	2005	2006
State Average	20	21	20
U.S. Average	40	40	40
Bluffton High School	23	18	15



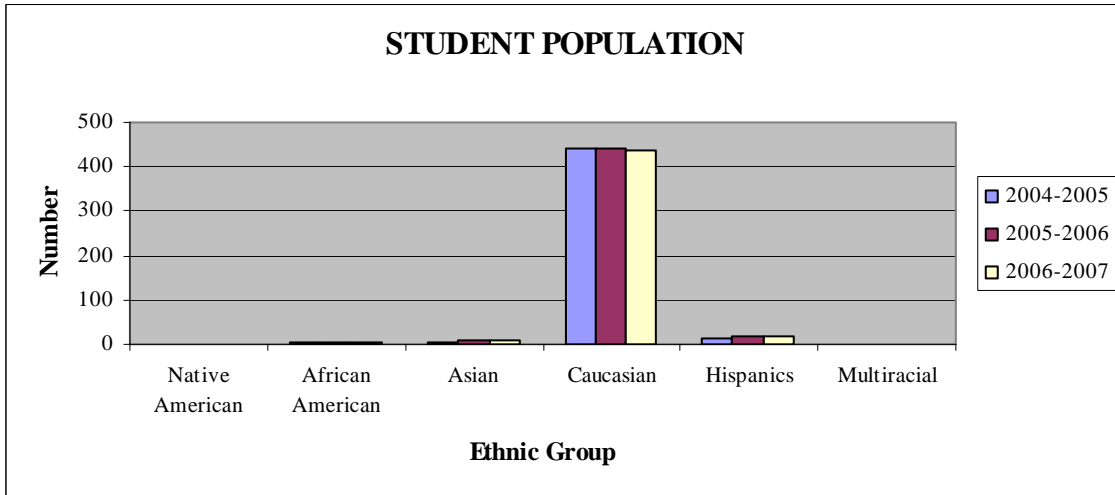
ACT COMPOSITE SCORE FOR COLLEGE BOUND

	2004	2005	2006
State Average	21.6	21.7	21.7
U.S. Average	20.9	20.9	21.1
Bluffton High School	22.1	23.6	23.6



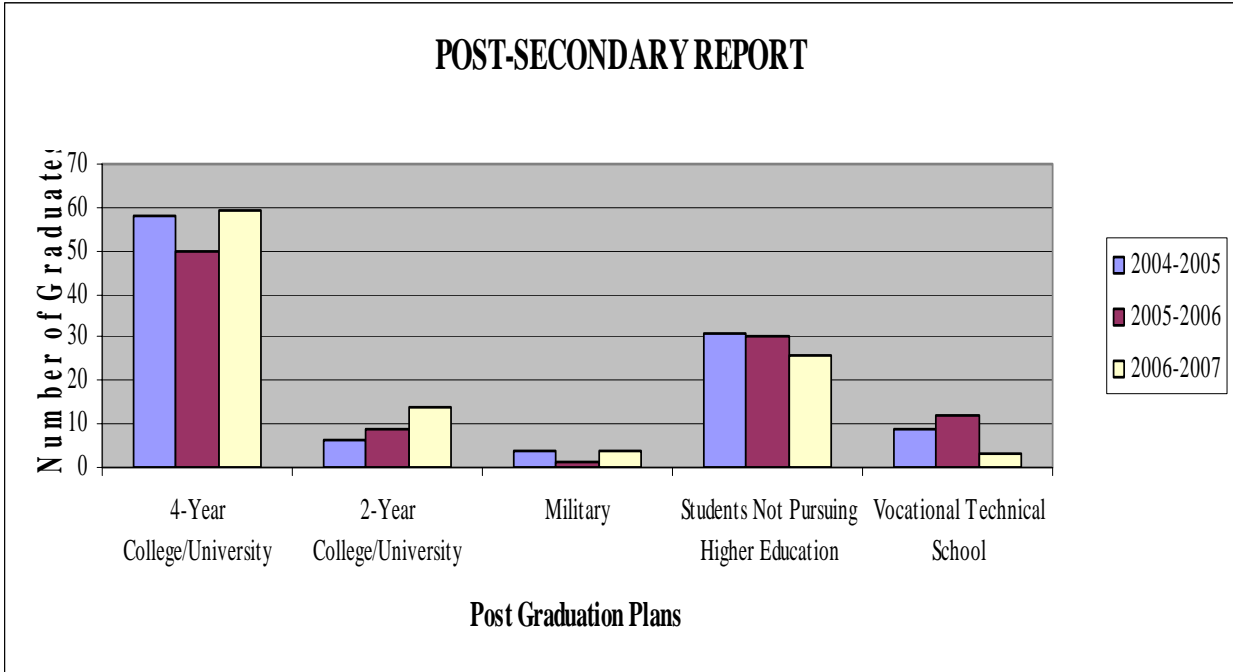
STUDENT POPULATION

	2004-2005	2005-2006	2006-2007
Native American	1	2	2
African American	5	5	4
Asian	6	7	7
Caucasian	443	441	438
Hispanic	13	20	16
Multiracial	0	0	2
Total	468	475	469



POST-SECONDARY REPORT

	2004-2005	2005-2006	2006-2007
4-Year College/University	58	50	59
2-Year College/University	6	9	14
Military	4	1	4
Students Not Pursuing Higher Education	31	30	26
Vocational Technical School	9	12	3



HISTORY OF ADVANCED PLACEMENT EXAMINATIONS

Advanced placement courses and testing have been offered at Bluffton High School since 1994. AP Offerings and testing have varied according to student demand and teacher availability. Historical results are as follows:

Number of AP test examinees/number of exams taken:

2004	2005	2006	2007
26/31	22/27	21/27	34/39

2007

AP Grade	Chemistry	Calculus AB	US HISTORY	Total	%
5	1	0	0	1	2.6
4	1	0	1	2	5.1
3	5	1	0	4	10.2
2	5	2	5	12	30.8
1	1	11	8	20	51.3
Total	11	14	14	39	100

2006

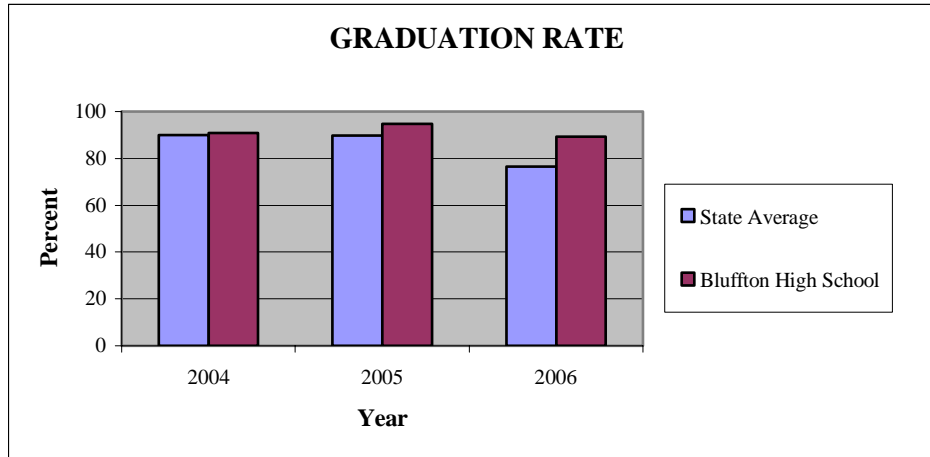
AP Grade	Chemistry	Calculus AB	Physics B	Total	%
5	1	0	0	1	4
4	0	1	0	1	4
3	5	1	2	8	30
2	7	2	2	11	41
1	0	5	1	6	22
Total	13	9	5	27	100

2005

AP Grade	Chemistry	Calculus AB	Physics B	Total	%
5	2	1	1	4	14.8
4	1	1	1	3	11.1
3	2	1	0	3	11.1
2	1	3	4	8	29.6
1	1	6	2	9	33.3
Total	7	12	8	27	100

GRADUATION RATE

	2004	2005	2006
State Average	90.0	89.8	76.5
Bluffton High School	91.0	94.8	89.2

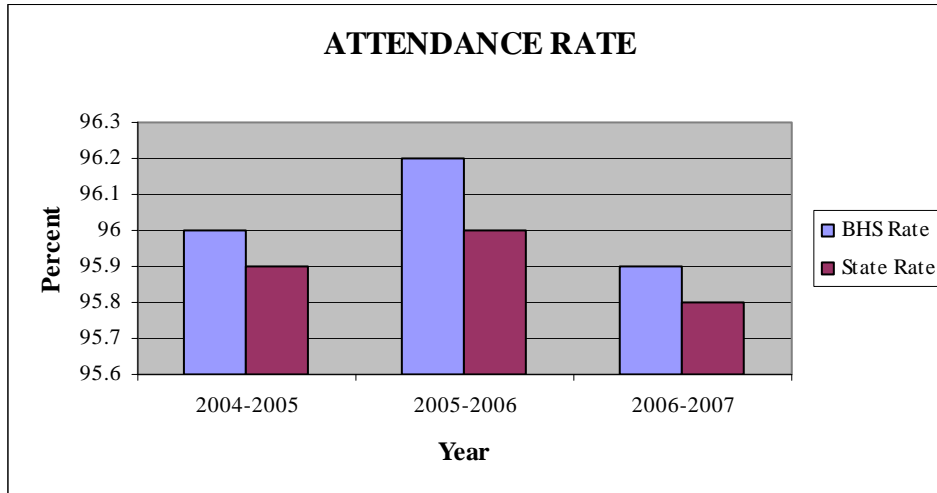


GRADUATION OBJECTIVES/GOALS

- Community service incentives
- Alternative school
- Study tables
- STAT(Students and Teachers Achieving Together)
- Exit interviews
- Personal counseling
- Tracking dropouts
- GED information
- Parent communication
- ISTEP+ remediation

ATTENDANCE RATE

School Year	BHS Rate	State Rate
2004-2005	96.0	95.9
2005-2006	96.2	96.0
2006-2007	95.9	95.8

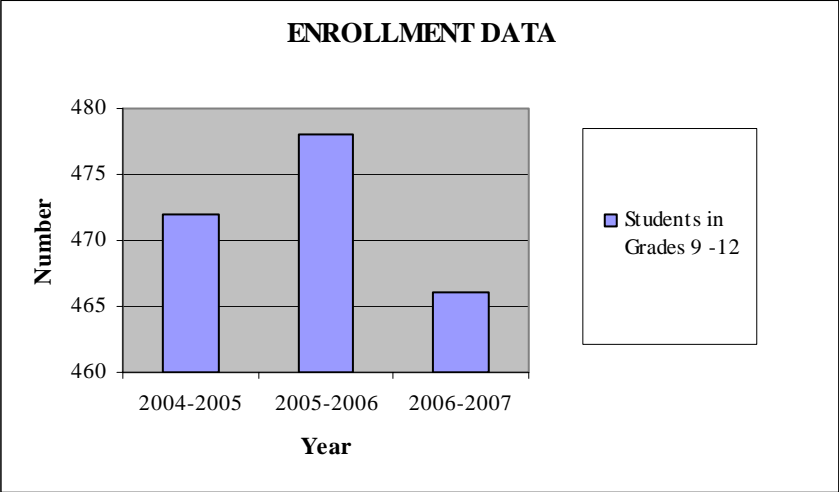


ATTENDANCE OBJECTIVES/GOALS

- Perfect attendance awards
- Phone calls home concerning absent students
- Home visits
- Truant officer
- Consistent enforcement of attendance policy
- Technological daily attendance program
- Detention
- In-school suspension
- Weekly attendance update letters
- Parent and student conferences
- Saturday school

ENROLLMENT DATA

School Year	Students in Grades 9 -12
2004-2005	472
2005-2006	478
2006-2007	466



**Action Plan
Bluffton High School**

Goal: All students will improve in reading comprehension across the curriculum.

Benchmark: All students will improve in reading comprehension by one percent as measured by ISTEP+/GQE standards: reading vocabulary, reading comprehension, and literary response analysis.

Benchmark: All students will improve in reading comprehension by one percent as measured by NWEA skills: word recognition/fluency/vocabulary, reading comprehension, and literary response and analysis.

<p>SUPPORT DATA ISTEP+/GQE NWEA Department observation and data</p>	<p>STANDARDIZED ASSESSMENTS ISTEP+/GQE NWEA SAT I ACT</p>	<p>LOCAL ASSESSMENTS Student, parent, and teacher surveys Graduate survey Student grades IAHD/CORE 40 diploma awards Instructional methodology data Departmental pretest / posttest</p>
<p>INTERVENTIONS</p> <ol style="list-style-type: none"> 1. All disciplines will include reading comprehension skills as a part of instruction and intervention. 2. Provide 25 minutes of daily recreational reading. 3. Remediate students who fall below the English/language arts and math standards on the ISTEP+/GQE. 4. Remediate students who fall below the academic standards with study tables. 5. Departments will analyze ISTEP+/GQE, NWEA, and departmental pretest/posttest scores and implement curricular changes accordingly. 6. Provide STAR Reading Assessment. 7. Implement Wilson Reading. 8. Publish District Reading Committee's goals and recommendations. 9. Implement Kristina Smekens best practices. 10. Utilize the librarian's instruction and resources. 		<p>RESEARCH / BEST PRACTICES SOURCES</p> <ol style="list-style-type: none"> 1. <u>Results: The Key to Continuous Improvement</u> by Mike Schmoker 2. <u>Teaching Reading in the Content Areas</u> by Rachel Billmeyer and Mary Lee Barton 3. <u>What Every Principal Should Know about Teaching Reading</u> by Marie Carbo 4. Professional development through Distance Learning sessions 5. <u>A Framework for Understanding Poverty</u> by Ruby K. Payne 6. <u>Classroom Instruction that Works</u> by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock 7. <u>Best Practice: New Standards for Teaching and Learning in America's Schools</u> by Steven Zemelman, Harvey Daniels, and Arthur Hyde 8. <u>Raising Reading Achievement in Middle and High Schools</u> by Elaine K. McEwan 9. Documented educational research on the Internet concerning teaching reading in various disciplines 10. Variety of educational journals, such as <u>Educational Leadership</u>, <u>Principal Leadership</u>, <u>Journal of Reading</u>, and <u>Curriculum and Instruction</u> 11. <u>Mental Models</u> by Ruby Payne 12. <u>The Power of Reading</u> by Stephen Krashen 13. <u>Reading Don't Fix No Chevys: Literacy in the Lives of Young Men</u> by Michael W. Smith & Jeffrey D. Wilhelm

		<p>14. <u>But I'm Not a Reading Teacher: Strategies for Literacy Instruction in the Content Areas</u> by Amy Benjamin</p> <p>15. Each department's focus vocabulary words are available for cross-curricular reference.</p>			
ACTIVITIES TO IMPLEMENT THE INTERVENTION	PERSON(S) ACCOUNTABLE	TIMELINE BEG END		RESOURCES	STAFF DEVELOPMENT PLAN
<p>Teachers in all disciplines will use a variety of instructional methods to improve the following reading comprehension skills:</p> <ol style="list-style-type: none"> 1. Paraphrasing and summarizing 2. Outlining 3. Compare/contrast, cause/effect; recognition and writing 4. Following written directions 5. Defending written answers 6. Identifying essential elements of a written piece 7. Differentiating between fact and opinion 	Administration and teachers (items 1-7)	Fall 2008	Spring 2011	Instructional Methodology Data and funding for conferences and materials (items 1-7)	<p>Departmental meetings, in-service, conferences, and reference materials which address reading comprehension</p> <p>Curriculum mapping</p> <p>Alignment of curriculum to state standards</p>

<p>School-wide Reading Opportunities:</p> <ol style="list-style-type: none"> 1. Daily reading in homeroom for 25 minutes 2. Grant writing 3. Guest speakers 4. Display cases 5. District reading goal 6. Book list on website 7. Partnership with post-secondary institutions 8. Partnership with public library 9. Partnership with alumni 10. Reading English electives: Novels, Classics, Mythology, Developmental Reading, Literature of the Oppressed 11. Indiana Academic Bowl Competition 	<ol style="list-style-type: none"> 1. Librarian and teachers 2. Administration and staff 3. Staff and librarian 4. Teacher, students, and librarian 5. District Reading Committee 6. Technology personnel and librarian 7. Teachers and guidance 8. Librarian and teachers 9. Guidance and teachers 10. Language Arts Department and Guidance Department 11. Teachers 	<p>Fall 2008</p>	<p>Spring 2011</p>	<p>1. Money for books</p> <ol style="list-style-type: none"> 1. Homeroom period 2. Money for training 4. Money for supplies 	<p>Kristina Smekens- Reading Vocabulary Instruction and guidance of school librarian Collaboration with Wells County Public Library staff Instructional Development of Grant Writing</p>
<p>Remediation of All Students Falling below Standard:</p> <ol style="list-style-type: none"> 1. English prep and year-long algebra courses 2. Remediation before and after school 3. Study sessions before and after school 4. Resource room sessions for LD students 5. Study tables 6. Remediation homeroom 7. Language Arts Department: "Methods of Helping Students Who Read Below Grade Level" 8. Summer school 9. NovaNet 	<p>Administration, guidance counselors, librarian, and teachers (items 1-6)</p> <p>7. Teachers</p> <p>Administration, guidance, and teachers (items 8 and 9)</p>	<p>Fall 2008</p>	<p>Spring 2011</p>	<p>Teachers and funding for remediation materials (items 1-5)</p> <p>Money for resources and teachers (8and 9)</p>	<p>Ruby Payne Training</p>

<p>Library Opportunities/Interventions:</p> <ol style="list-style-type: none"> 1. Book/Word of the day on announcements 2. Book fair 3. Book Review Club 4. Reading comprehension assistance-Bluffton High School Information Center 5. Information skills 6. Research skills 	Librarian (items 1-6)	Fall 2008	Spring 2011	<ol style="list-style-type: none"> 2. Area Bookstore 3. Money for field trips 4. Money from technology fund Money for databases (items 5 and 6) 	
<p>Provide Departments with ISTEP+/GQE and NWEA Data</p> <ol style="list-style-type: none"> 1. Provide instruction for test score interpretation 2. Provide time for analysis of data and curriculum planning 	Principal and guidance counselors (items 1-2)	Fall 2008	Spring 2011	Testing data and funding for substitutes (items 1-2)	Training for ISTEP+/GQE scoring and interpretation of rubrics Departments meetings to discuss, analyze, and organize data
<p>Implement Wilson Reading Program</p> <ol style="list-style-type: none"> 1. Provide training for high school teachers 2. Share training with staff during an in-service 3. Work with students in small groups to improve at-risk students' reading levels 	Administration and teachers	Fall 2008	Spring 2011	<ol style="list-style-type: none"> 1-2. Money for training, supplies, and remediation 3. Flexible scheduling 	Training for Wilson Reading Program In-service training
<p>Implement Kristina Smekens' Best Practices</p> <ol style="list-style-type: none"> 1. All departments create vocabulary lists to be accessible to all faculty. 2. Implement core vocabulary in all departments 	Administration Team leaders	Spring 2007	Spring 2011	<ol style="list-style-type: none"> 1. Money for training, supplies, and remediation 2. Flexible scheduling 	Training for Kristina Smekens' Best Practices

PARENTAL STRATEGIES TO STRENGTHEN STUDENTS' READING COMPREHENSION

The importance of parents and family members providing a positive reading environment in the home has been recognized as paramount to educational success in school and is supported by evidence that there is a correlation between family support and reading success. According to the International Reading Association, adolescents entering the adult world will need reading skills more than at any other time in history. Reading is the foundation of a successful education. Students improve this all-important ability by reading, reading, and reading some more. People who are able to read quickly also understand more of what they read. Studies show that while most teens can read, a growing number choose not to do so. Parents can make a difference.

- Reading is a skill that gets better with practice. Research shows that students who spend as little as 30 minutes a day reading books, magazines, and newspapers are more likely to become good readers in school. Encourage your teen to spend some time reading every day.
- Read the same books your teen is reading. Once you finish a book, talk about it together.
- Be a reading role model. Let your student see you enjoying books, magazines, newspapers, and more.
- Provide a variety of reading material in the house so that your teen has choices.
- Visit the library, and check out books and magazines at the library weekly.
- Limit TV viewing and computer games. When the TV is off, your teen may read a book.
- Start a family library so your teen's favorite books can be enjoyed repeatedly.
- Schedule a family reading time, such as right before bed.
- Encourage your child to look at whole sentences or paragraphs, not single words. The eyes can take in much more than a word at a time.
- Encourage your student to form pictures in his or her head of what is being read.
- Provide a wide range of experiences that serve as a foundation for understanding what he or she reads.

DEPARTMENTAL ACTIVITIES FOR READING COMPREHENSION

Department: Business

- Read and study business scenarios to solve problems
- Read and analyze financial charts and tables
- Research financial data to complete projects
- Read real world case studies
- Read and report business information from today's current events
- Read and understand vocabulary and jargon as used in the business world
- Read business related books, magazines, newspapers, journals, and articles and be prepared to summarize and present research
- Apply other disciplines to help solve business problems
- Use the Internet as a resource for reading business related information
- Read textbook and complete chapter questions and workbook activities
- Research career and business information from reference materials, software programs, and the Internet
- Develop written business communication using proper formats
- Read and follow specific instructions when completing simulation based projects
- Review resume models and develop personal resumes and cover letters
- Introduce and develop effective interview skills

Department: Career and Technology Education

- Read chapters focusing on key terms and AutoCAD commands following Standard #1 of the Indiana Academic Standards for Language Arts; complete quizzes based on this knowledge
- Comprehend material in assigned chapters and write answers to chapter questions from the AutoCAD text following Standards #2 and #6 of the Indiana Academic Standards for Language Arts
- Use a computer-based multimedia curriculum in Project Lead the Way to read and complete various computer exercises in the seven lessons per mod, including true/false questions, fill in the blank questions, crossword problems, and matching
- Prepare a paper on a career that is related to one of the modular stations following Standards #5 and #6 of the Indiana Academic Standards for Language Arts
- Read articles related to construction, manufacturing, and transportation
- Discuss readings related to construction, manufacturing, and transportation
- Research a mode of transportation
- Organize research on mode of transportation
- Write research paper on mode of transportation
- Organize research concerning a career in construction
- Write research paper on career in construction

Department: Family and Consumer Sciences

- Read and analyze articles related to classes
- Research information to complete projects
- Read and study vocabulary and definitions needed to understand material
- Read scenarios to solve problems
- Read to differentiate fact and opinion and develop one's own opinion
- Read directions to complete a task and/or project
- Read recipes and follow the directions to completion
- Complete worksheets that require reading instructions

Department: Fine Arts

- Read the text to all choral literature
- Read the libretto to a Broadway musical
- Read information about the Broadway musical
- Read essays given in class about previous performances
- Read concert reviews
- Read and follow detailed directions for assignments
- Read artists' critiques or art history information to respond to orally or in writing
- Read quizzes and tests
- Use overhead projector and PowerPoint presentations from notes
- Use Internet to locate and research sites
- Read instructor's evaluation responses concerning projects
- Read art related articles and answer questions or write reviews
- Research artists or art styles/techniques
- Read text for art course

Department: Foreign Languages

- Use the target language in almost all cases to facilitate learning
- Use overhead to help students visualize language concepts
- Use video series to aid in language acquisition as well as cultural awareness of target language
- Question and answer practice in target language, both teacher-directed and student led
- Use flash cards to familiarize students with new vocabulary
- Create dialogs to reinforce new vocabulary and structural concepts
- Use the Internet to locate and research cities where target language is spoken
- Use real material, such as telephone books, railway and plane schedules, menus, grade cards and schedules from foreign schools, to facilitate learning from actual and current materials
- Contact students abroad through e-mail for teenage view of life in target countries
- Translate short passages
- Test orally vocabulary as well as short questions
- Use language-appropriate names for students in class
- Give situational responses to questions in written format
- Use listening comprehension tests for mastery of spoken word
- Use short stories and poems in the advanced levels, some at native speaker level
- Use current slides of target countries to show the culture

Department: Health Science

- Read the text and answer questions on study guides, quizzes, tests
- Read computer aided software and complete test on the computer
- Research a disease and write a report
- Read information and procedures and demonstrate those procedures
- Read a scenario and apply written instructions and solve problems
- Read and analyze charts, graphs, and diagrams
- Utilize information in the text, handouts, and the Internet to prepare a PowerPoint presentation
- Critique student clinical reports to become more aware of elements of a well-written report
- Study the vocabulary of each unit to enhance reading comprehension

Department: Language Arts

- Use literary works to practice writing reader's response, make connections between text and real-life experiences, read critically, annotate a text, examine different perspectives, analyze connections in literature, complete daily "writing to learn" activities, learn the craft and language of the text, and focus on authors
- Use daily assignments to teach interpretive questions, irony, mood, tone, point of view, and assumptions
- Study weekly vocabulary units to enhance reading comprehension
- Read to understand the meanings of words in context
- Read fictional and non-fictional materials to discern similarities and differences in writing styles, eras, themes, and genres
- Use the Internet as another source of critical reading
- Analyze authors of each piece to determine content's validity
- Analyze research materials (magazines, newspapers, books, reference materials, primary documents, Internet sites)
- Edit/critique a peer's writing to understand writer's purpose, language use, point of view, and audience awareness
- Differentiate between fact/opinion, inference/conclusion, and main idea/theme
- Read graphs, charts, tables, maps, diagrams
- Interpret visual works: photographs and art
- Read to identify elements of propaganda: ethos, logos, pathos
- Read to identify fallacy in written arguments
- Utilize reading strategies: KWL, scanning, skimming, underlining, annotating, paraphrasing, summarizing, outlining, and webbing
- Organize story elements by using the plot diagram: exposition, narrative hook, rising action, climax, falling action, and resolution
- Identify story elements, such as theme, symbol, conflict, figurative language, point of view, setting, irony, characterization, foreshadowing, flashback, flash-forward, tone, mood, allusions, and significance of title
- Read during homeroom (25 minutes available per day)
- Encourage reading novels beyond curriculum

Department: Library Information Center

- Develop our collection, within budget constraints, to provide as much variety in reading material as possible including eBooks, online databases, hi-low books, and graphic novels
- Continue our “Book/Word of the Day” program and encourage more student participation
- Work closely with content teachers to ensure relevant supplemental materials are available
- Provide for Book Fairs
- Partner with staff and students to support and encourage our reading home rooms
- Encourage the continuing use of classroom collections
- Analyze the activities/strategies of all departments to enable the library staff to support them wherever possible
- Expand the reading mentoring/tutoring efforts for struggling readers
- Support and encourage the “Book Review Club”
- Play an active role as a member of our district reading committee
- Provide a forum for readings of all kinds, including student writings (perhaps a “coffee house” format)
- “Book talk” in as many departments as will allow and encourage students to do so also
- Strengthen and expand the library skills classes
- Encourage student awareness and participation in national programs, such as “Teen Read Week,” “Read Across America Day,” and “National Library Week”
- Expand our collection of eBooks
- Use the distance learning equipment, the remote origination cart, and the in-house video system whenever possible
- Promote programs and services of the Wells County Public Library and consider a joint author visit

Department: Mathematics

- Give problems that require a written response to explain how a student reached a solution
- Learn subject specific vocabulary
- Use reading comprehension to improve story problem solving skills
- Create a story to fit a specific set of data
- Assign a reading to learn mathematics activity for each section
- Write a journal at the end of each chapter from a prompt

Department: Physical Education, Health, and Fitness

- Use the formulas for the following terms: resting heart rate, maximum heart rate, and target heart rate
- Solve story problems by reading, calculating, and interpreting the given information
- Utilize the circuit training test scores and figure fitness level by reading, calculating, interpreting test scores, and analyzing fitness levels
- Use various information for a specific sport and answer questions concerning the information
- Research sports and countries of the winter and summer Olympic games
- D.A.R.E. – in groups will read and summarize certain alcohol and drug related scenarios and present their findings in class
- C.P.R. and AED Training – watch CPR video and use of AED, perform proper skills in a given “accident scenario” and perform the proper skills on the manikin
- Current Events – read articles on current health related events and write summaries about the article
- Plan nutritious meals by using the food guide pyramid and reading and interpreting food labels
- Express thoughts in writing of certain health topics and share thoughts with the class
- Define and give examples of the following terms: ability, flexibility, muscular strength, muscular endurance, aerobic exercise, and anaerobic exercise
- List the correct order of the fifteen stations for daily circuit training
- Research the history and the rules of specific individual and team sports
- Work in groups using critical thinking skills and problem solving of real-life problems that involves critical thinking skills and problem solving of real-life problems of illnesses and diseases
- Express thoughts of certain health topics in writing and read orally to the class

Department: Science

- Use expository writing by creating insightful and intelligent papers, introductions, and research papers. We currently grade students on grammar, factual information, and intelligent thought
- Use expository and critical writing while discussing additional topics in science – i.e. origin of the earth and famous people in chemistry
- Write an article report each grading period in which Advanced Placement Chemistry students summarize an article from a scientific publication and provide a personal response evaluating what they have read
- Present laboratory investigations that rival the context of a real-world situation. The students must read the scenario, comprehend the information provided, and apply creative thinking to solve problems with available resources. On completion of the lab, students will write a business letter to their “client” explaining their results.
- Use technical and expository writing in completing laboratory reports in science classes. These reports are a means of communicating a student’s comprehension of written experimental procedures.
- Complete concept maps which summarize, organize, and relate patterns about what students read in their biology and chemistry textbooks

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- Form insightful questions using the chapter objectives that require the students to read the chapter and write their answers in a well-developed paragraph
- Read, research, and complete a project
- Assign extensive reading assignments
- Develop vocabulary specific to each class
- Read maps, charts, graphs, and diagrams
- Analyze primary documents for content
- Teach reading strategies using webbing and outlining
- Read for author bias and intent