

Brownstown Central High School

PROFILE



BROWNSTOWN CENTRAL HIGH SCHOOL

500 North Elm Street, Brownstown, Indiana 47220

(812) 358-3453 Fax (812) 358-5318

Table of Contents

- I. Mission and Vision** 3
- II. BCHS Background** 4
- III. Course Titles** 5
- IV. Committee Sheet** 6
- VI. School Goal** 7
 - a. Student Surveys** 8
 - b. Intervention #1** 9
 - i. Reasoning Data** 9
 - ii. Data Collection** 9
 - iii. Implementation** 10
 - iv. Conclusion of Data** 10
 - c. Intervention #2** 11
 - i. Reasoning Data** 11
 - ii. Data Collection** 11
 - iii. Implementation** 12
 - iv. Conclusion of Data** 12
 - d. Intervention #3** 13
 - i. Reasoning Data** 13
 - ii. Data Collection** 13
 - iii. Implementation** 14
 - iv. Conclusion of Data** 14

BROWNSTOWN CENTRAL HIGH SCHOOL

VISION STATEMENT

B.C.H.S.

Brownstown Central High School concludes that **B**oosting students' abilities while fostering their **C**haracter is key to life-long learning. Our school **H**elps students with their strengths to ensure **S**uccess for the challenges of tomorrow.

MISSION STATEMENT

P.R.I.D.E.

Promoting active student learning with teachers as **R**esponsible facilitators of knowledge is vital. Each **I**ndividual involved with our school strives to stimulate academic pursuit, personal **D**evelopment, and social growth through challenging and progressive **E**ducation.

Page 1 of 10

BROWNSTOWN CENTRAL HIGH SCHOOL

500 North Elm Street, Brownstown, Indiana 47220
(812) 358-3453 Fax (812) 358-5318

Community

Brownstown, Indiana is situated in rich farmland of Jackson County in south central Indiana. The school district, comprised of small, rural towns, has two elementary schools (K-5), one middle school (6-8), one high school (9-12), GED classes, and Adult Secondary Education Program. In addition, a Lutheran elementary offers educational programs within the district.

Brownstown Central High School

Brownstown Central High School is a four-year, comprehensive high school with an enrollment of 609 students. Brownstown is accredited by the North Central Association of Colleges and Schools and holds a special First Class Commission awarded by the state of Indiana.

Brownstown has a professional staff of 35. The pupil-teacher ratio is 1 to 19. A master's degree is held by 90% of the faculty. All administrators, counselors, and teachers are certified in their respective teaching or service area. Brownstown has two full time guidance counselors.

Over 135 courses are available in 13 departments. Fourteen vocational programs are available through Bedford North Lawrence Vocational School.

Schedule/GPA/Class Rank

Brownstown Central has a 3 x 5-trimester schedule. Students take 5 classes each trimester, allowing the student to earn a maximum of 15 credits each year. Grades are distributed three times a year at the end of each trimester. Grade Point Average (GPA) is figured on a 4.0 scale. All regular classes count equally in calculating class rank. Students taking AP courses will receive an additional 1.01 points toward calculating GPA.

Graduation Requirements 42 Credits

English	8 credits	Mathematics	4 credits
Physical Science	2 credits	Biology	2 credits
U.S. History	2 credits	Health	1 credit
Physical Education	1 credit	Government	1 credit
Economics, Psychology or Sociology	1 credit	Additional credits	20 credits

Class of 2011 Profile

36% of the class earned the Academic Honors Diploma (requires 47 credits with additional credits in foreign language, math, science, social studies, and fine arts), and an additional 38% earned the Core 40 Diploma (requires 42 credits with additional courses in math, science, and social studies).

ACT Scores

TOTAL		ENGLISH		MATH		READING		SCIENCE		COMPOSITE	
Local	State	Local	State	Local	State	Local	State	Local	State	Local	State
54	20,462	22.1	21.7	23.4	22.4	22.4	22.6	22.5	21.9	22.9	22.3

SAT Scores

BCHS CRITICAL READING MEAN	492	INDIANA CRITICAL READING MEAN	493
BCHS MATH MEAN	528	INDIANA MATH MEAN	501
BCHS WRITING MEAN	478	INDIANA WRITING MEAN	475

Further Education of BCHS Graduates 2011

Graduates	134
Attending four-year colleges or universities	48.50%
Attending two-year colleges/technical schools	23.00%
Military	0.30%

Supt.: Mr. Roger Bane	Principal: Joseph Sheffer	Asst. Principal: Mark DeHart
Athletic Dir: Mark DeHart	Counselors: Derrick Koch	e-mail dkoch@btownccs.k12.in.us jastuckwisch@btownccs.k12.in.us
Guidance Sec: Tina McKinney	Jami Stuckwisch	

Brownstown Central Course Titles

Agriculture

Agribusiness Management
 Agricultural Mechanization 1-2
 Animal Science
 Food Science
 Fundamentals of Agriculture
 Horticulture Science 1-2
 Plant & Soil Science
 Natural Resource Management

Business Technology Education

Accounting 1 & 2
 Business & Personal Law
 Business Foundations
 Computer Applications
 Entrepreneurship
 Marketing
 Web Design

Cadet Teaching

Cadet Teaching Experience

English

American Literature - 11
 Composition
 English 10 – 1 & 2
 English 10 – 1 & 2 Honors
 English 11 – 1 & 2
 English 11 – 1 & 2 Honors
 English 12 – 1 & 2
 English 12 -1 & 2 Honors
 English 9 – 1 & 2
 English 9 – 1 & 2 Honors
 English Lang & Composition - AP
 Language Arts Lab
 Life Skills English
 Speech

Family & Consumer Sciences

Adult Roles & Responsibilities
 Advanced Nutrition & Foods
 Child Development & Parenting
 Consumer Economics w/Clothing
 Family Issues
 Housing & Interiors
 Interpersonal Relations
 Nutrition & Wellness
 Fashions/Textiles Foundations

Fine Arts

Ceramics
 Concert Band – 1, 2, 3
 Drawing
 Beginning Chorus – 1 & 2
 Advanced Chorus – 1, 2, 3
 Painting
 Sculpture
 Technical Theatre
 Theatre Productions
 Visual Communications

Foreign Language

German I
 German II
 German III
 German IV
 Spanish I
 Spanish II
 Spanish III
 Spanish IV

Health & Physical Education

Advanced Health Education
 Elective Physical Education – 1, 2
 Elective Physical Education WT
 Physical Education I & II
 Health & Wellness Education

Industrial Technology

Construction Processes I & II
 Construction Systems (woods)
 Design Process I & II
 Manufacturing Process (metals)
 Manufacturing Systems

Mathematics

Life Skills Math 1 - 8
 Basic Skills Development
 Algebra I
 Algebra I Honors
 Algebra *
 Geometry
 Geometry Honors
 Algebra II
 Algebra II Honors
 Pre-Calculus
 Calculus – AP

Science

Biology I
 Biology - AP
 Chemistry I
 Chemistry Honors I
 Chemistry - AP
 Earth Science I
 Physics

Social Studies

World History/Modern World Civilization
 Economics
 Geography and History of the World I
 Geography and History of the World II
 Psychology
 Sociology
 U.S. Government
 U.S. Government – Honors
 U.S. History
 U.S. History – AP

I.C.E.

Interdisciplinary Cooperative
 Education

Additional Classes

Study Hall

Bedford Vocational School

Auto Repair Collision
 Auto Services Tech
 Building Trades
 Computer Network
 Cosmetology
 Early Childhood Education
 Electronics Technology
 Graphic Imaging Tech
 Health Careers
 Machine Technology
 Welding Technology

Project Lead the Way

Intro to Engineering Design
 Principles of Engineering
 Principles of Biomedical Science
 Principles of Biomedical Human Body
 Systems

Brownstown Central High School
North Central Association
Standard Committees

Vision & Purpose (Standard 1):

- | | | |
|------------------------------|----------------|----------------|
| 1. Richard Branaman | | |
| 2. Jerry Brown - Chairperson | Support Staff: | Sheryl Jackson |
| 3. Tim Perry | Community: | Margo Brewer |
| 4. Kasey Proehl | Student: | Jake Brown |
| 5. Dan Schwartz | | |

Governance & Leadership (Standard 2):

- | | | |
|-------------------------------|----------------|------------------|
| 1. Randy Greene | | |
| 2. Reed May | Support Staff: | Bill Edwards |
| 3. Deb Schwartz - Chairperson | Community: | Stephanie Pullen |
| 4. Kortnie Soladine | Student: | Kelsey Pullen |
| 5. Jan Willey | | |

Teaching & Learning (Standard 3):

- | | | |
|----------------------------------|----------------|-------------|
| 1. Shelly Burnside - Chairperson | | |
| 2. Sharon DeHart | Support Staff: | Karen Acker |
| 3. Robin Perry | Community: | Jodi Meyers |
| 4. Sandra Warren | Student: | |
| 5. Paula Workman | | |

Documenting & Using Results (Standard 4):

- | | | |
|-----------------------------------|----------------|----------------|
| 1. Mark DeHart | | |
| 2. Amanda Dennis | Support Staff: | Tawyna Ollman |
| 3. Carolyn Ira | Community: | Matt Persinger |
| 4. Andrea Pendleton - Chairperson | Student: | Zach Wehmiller |
| 5. Melanie Preston | | |
| 6. Jamie Walker | | |

Resource & Support Systems (Standard 5):

- | | | |
|--------------------------------|----------------|----------------|
| 1. Barry Cutter | | |
| 2. Blake Hackman - Chairperson | Support Staff: | Kim Underwood |
| 3. Rock Hurley | Community: | Debbie Hackman |
| 4. Kristi Samples | Student: | |
| 5. Angie Sibrel | | |

Stakeholder Communication & Relationships (Standard 6):

- | | | |
|----------------------------------|----------------|---------------|
| 1. Stephanie Hackman | | |
| 2. Peggy Kovert | Support Staff: | Tina McKinney |
| 3. Rex Kovert | Community: | Ron Slaton |
| 4. Jami Stuckwisch - Chairperson | Student: | Rachel Rogers |
| 5. Maria Weigel | | |

Commitment to Continuous Improvement (Standard 7):

- | | | |
|------------------------------|----------------|----------------|
| 1. Dave Benter | | |
| 2. Kevin Gwin | Support Staff: | Joyce McKinney |
| 3. Susan Harrison | Community: | Sharon Koch |
| 4. Derrick Koch | Student: | |
| 5. Jade Peters - Chairperson | | |

BROWNSTOWN CENTRAL HIGH SCHOOL

NCA Strategies for School Improvement

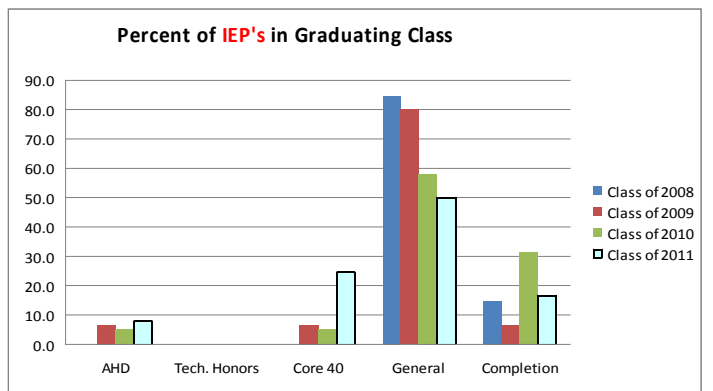
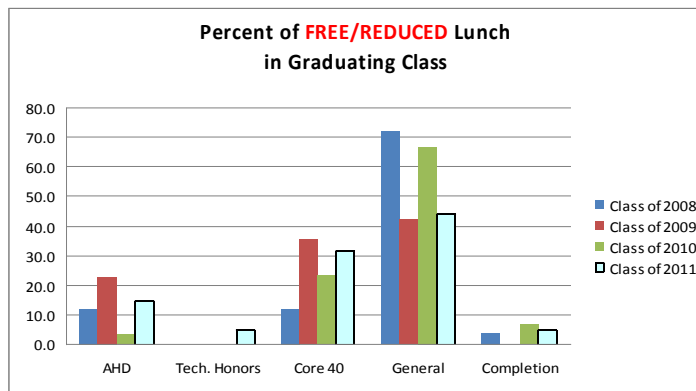
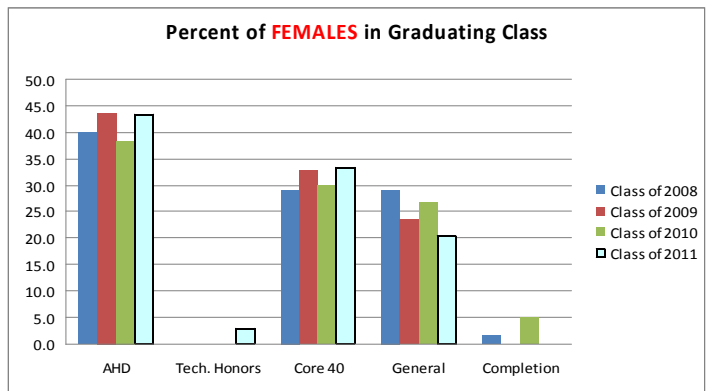
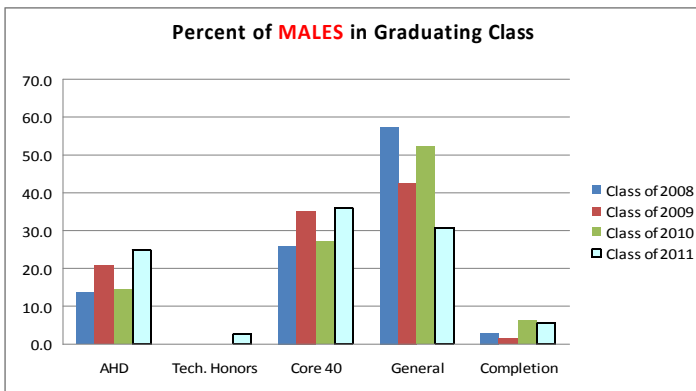
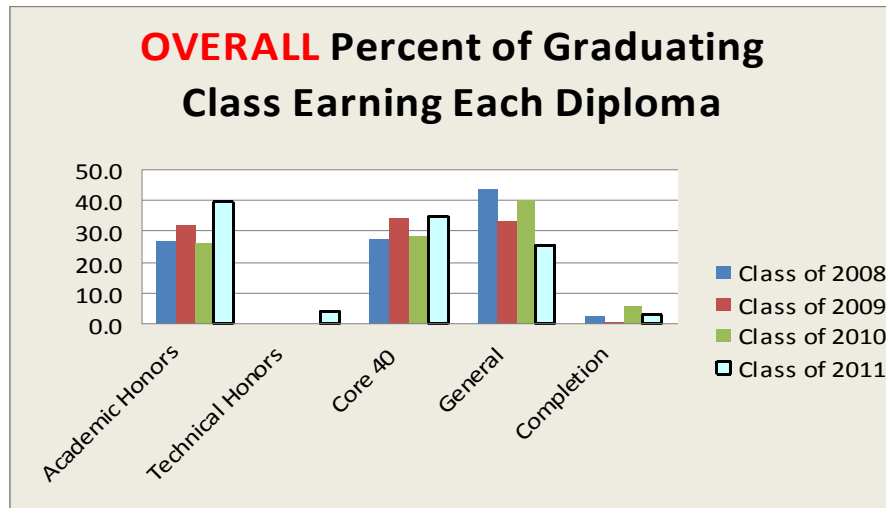
GOAL

BCHS will increase the percentage of students who receive Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors Diplomas.

BENCHMARK

Our goal is for at least 40% of students to earn a Core 40 with Academic Honors Diploma and at least 40% to earn a Core 40 or Core 40 with Technical Honors Diploma.

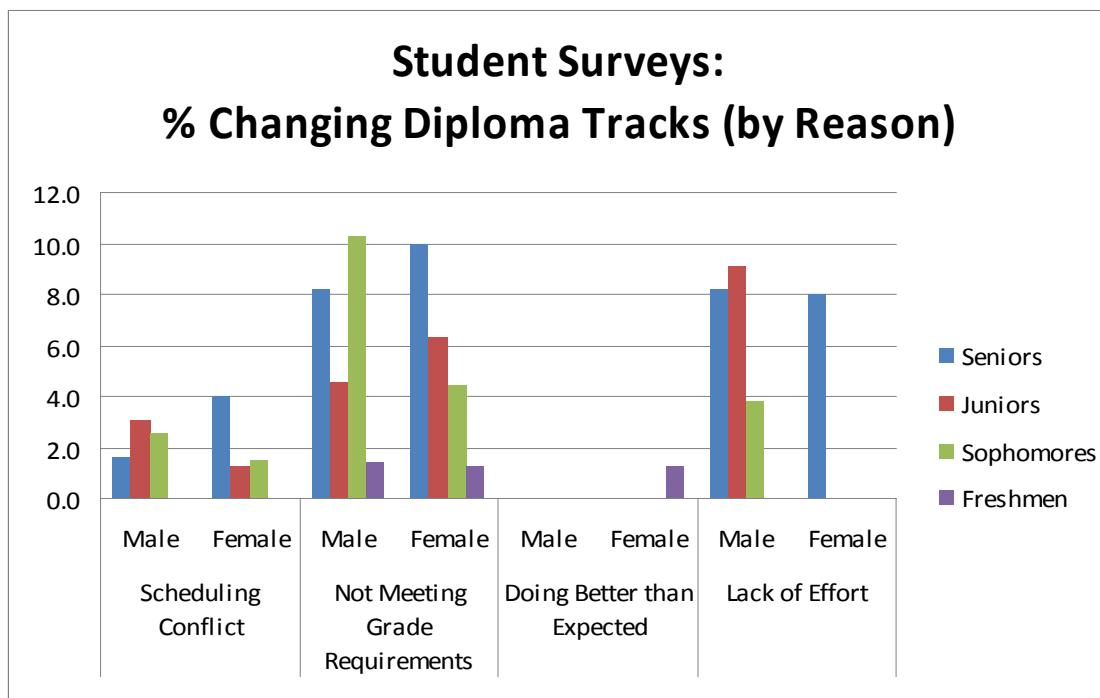
DATA



Student Surveys: Reasons for Changing Diploma Tracks

Reasoning: All students were given surveys to gather qualitative data and to gain insight from the students' perspectives as to why they were changing diploma tracks.

Data Collection: % of each gender in each grade level that changed diploma tracks sorted by reasons for change.



Implementation:

- Students were given surveys to complete in April during first period classes.
- Students involved in vocational or school-to-work programs were sought out individually to complete the surveys so that every student was included.
- In the future, we plan to put the survey on scheduling forms used when students meet with their guidance counselor to plan their next year's classes.

Conclusion from Data:

- The senior year is when the students are most likely to have a change in diploma track.
- Most students that indicated a change in diploma track listed either lack of effort on their part or not meeting grade requirements as the reason for the change.
- Only 1% of females in one class and 0% of all males indicated that they changed their diploma track because they were doing better than expected. This may be because we encourage students to start out challenging themselves.
- Very few students indicated that a scheduling conflict resulted in a change in diploma track. Administration and the guidance department work hard to create a schedule that will meet the needs of almost every student. Many times the scheduling conflict revolves around vocational programs.

Intervention #1:

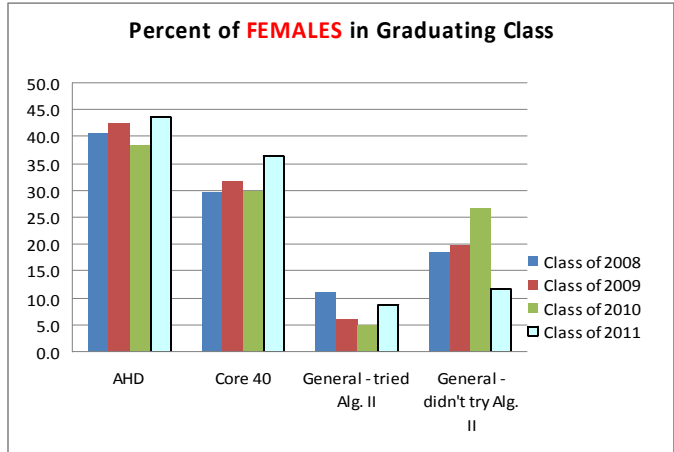
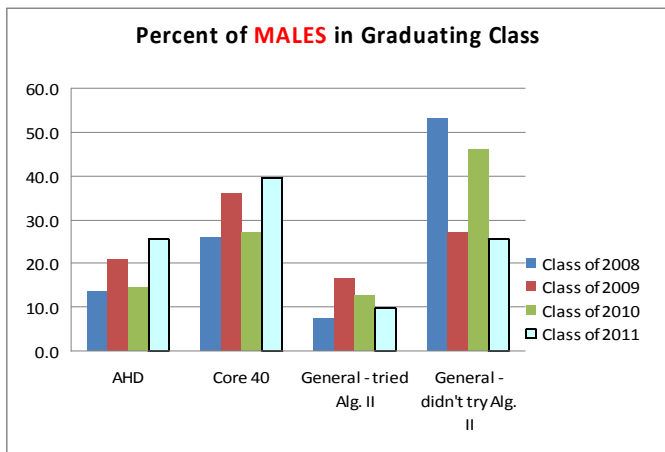
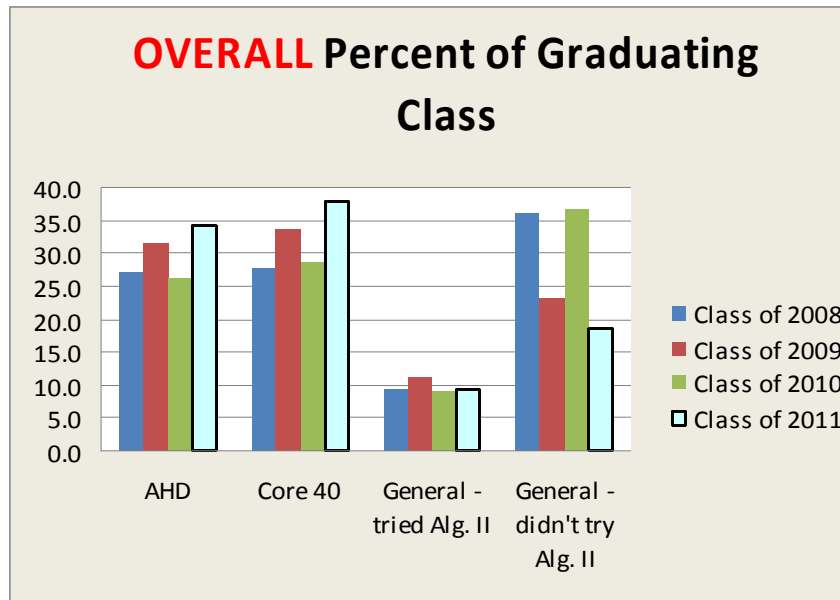
Create an Algebra II Honors class and an Algebra II regular class.

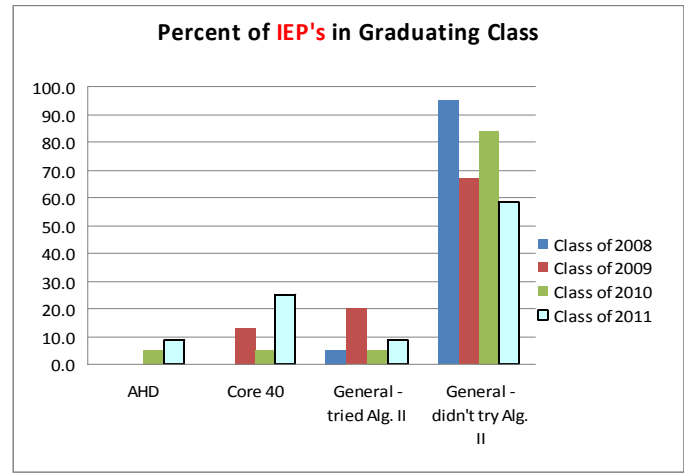
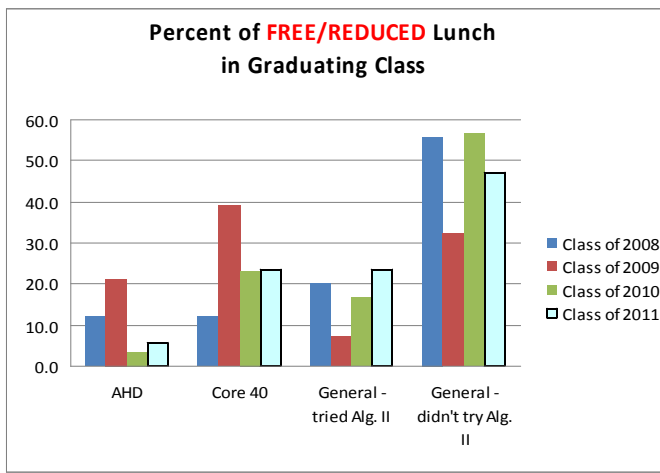
(Implemented 2008-2009 school year)

Reasoning: By separating the original Algebra II class into regular and honors classes, the regular class can focus on getting more students to pass the course. This will in turn increase the number of students receiving a Core 40 Diploma instead of a General Diploma.

The honors class can then challenge students and better prepare them for pre-calculus. More students passing pre-Calculus will lead to more students earning an Academic Honors Diploma.

Data Collection: % of students in graduating class enrolled in Algebra II-1 / Algebra II-1 Honors who received each type of Diploma.

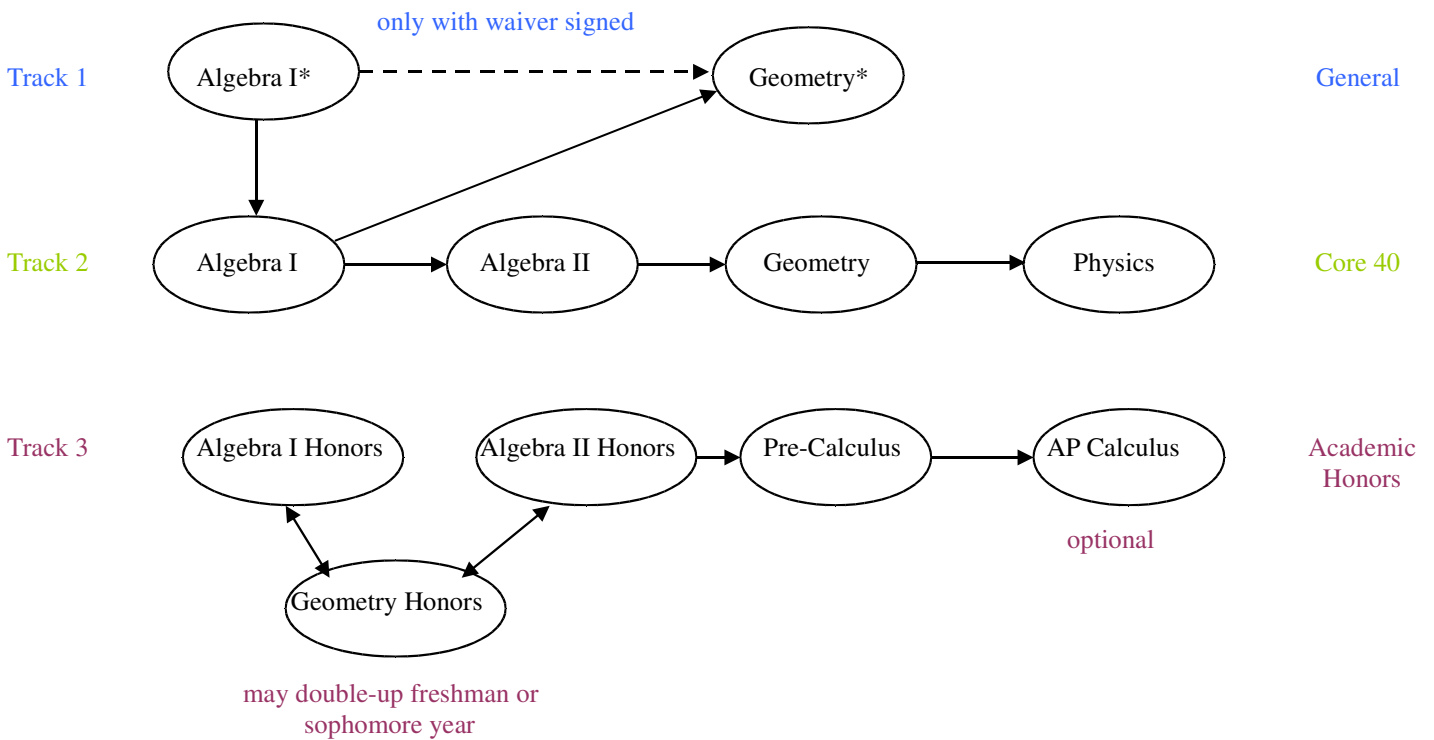




Implementation:

- The Math Department discussed the need for two levels of classes for the Algebra II course and took their concerns to administration.
- Administration and the Guidance office created separate classes in the master schedule.
- Guidance counselors made the options known to the students and advised them as to the direction each should take.
- Students selected their choice of regular or honors class based on rigor and projected diploma track.
- Algebra II teachers coordinated notes and shared ideas as to what should remain the same and what could differ between the two classes.
- Algebra II teachers met regularly throughout the year to discuss how the classes were going and what changes needed to be made.
- The Math Department used the differences in the two classes to make a decision for book adoption.

Diploma Tracks for Math Department Implemented with Algebra II Course Separation



Conclusion from Data:

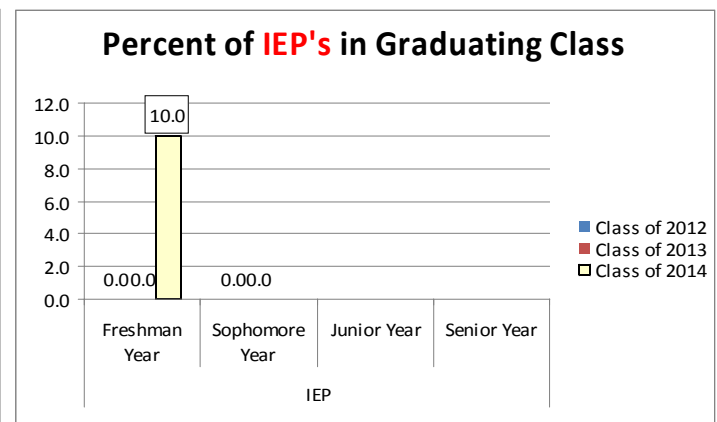
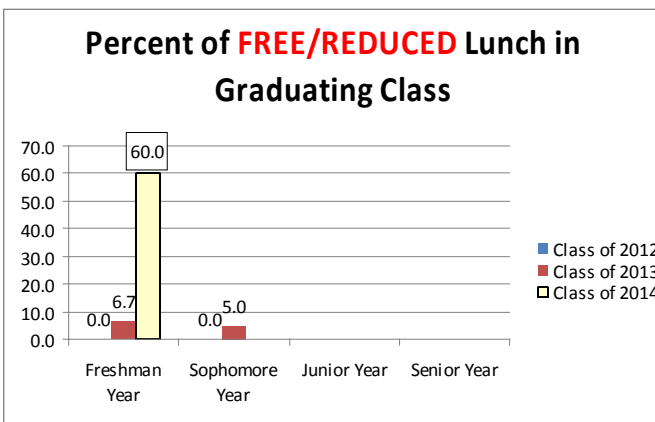
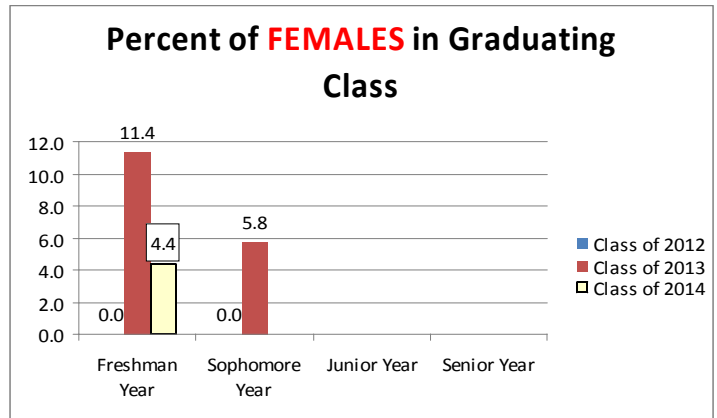
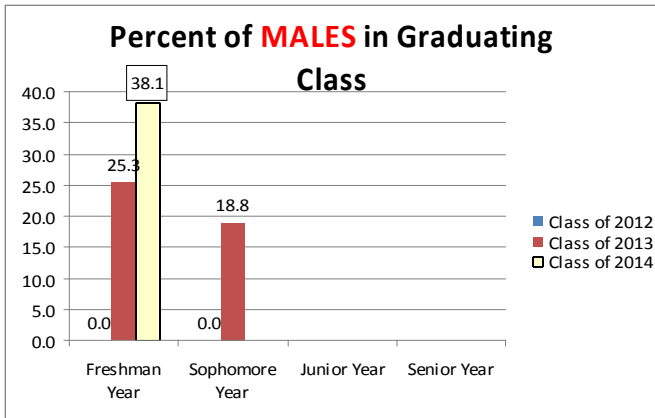
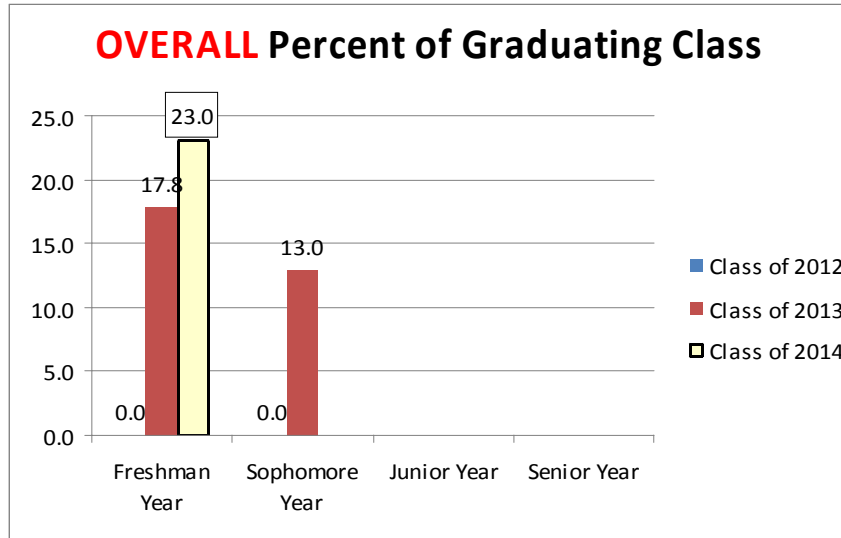
- The first year of implementation (Class of 2009) of these Algebra II classes showed large increases in the number of Academic Honors and Core 40 diplomas overall. However, the second year (Class of 2010) showed results similar to those of the baseline data year (Class of 2008). Therefore, we do not believe that this intervention has been in process long enough to gather sufficient data to make a solid conclusion as to its effectiveness. The differences, instead, could be attributed to diversity among graduating classes.
- We do, however, note that the total percentage of Academic Honors and Core 40 diplomas together has increased for the Free and Reduced Lunch group.
- There have also been a few students in the IEP group that have obtained an Academic Honors or Core 40 diploma since the Algebra II class has been separated into two levels. However, we notice that not very many in this group even attempt to take the Algebra II course.

Intervention #2:
Create and implement the PLTW (Project Lead The Way) Program.
 (Implemented 2009-2010 school year)

Reasoning: This strategy will give the students a chance for hands-on, project-based learning. They will be able to earn the eight technical credits needed to receive a Core 40 with Technical Honors Diploma.

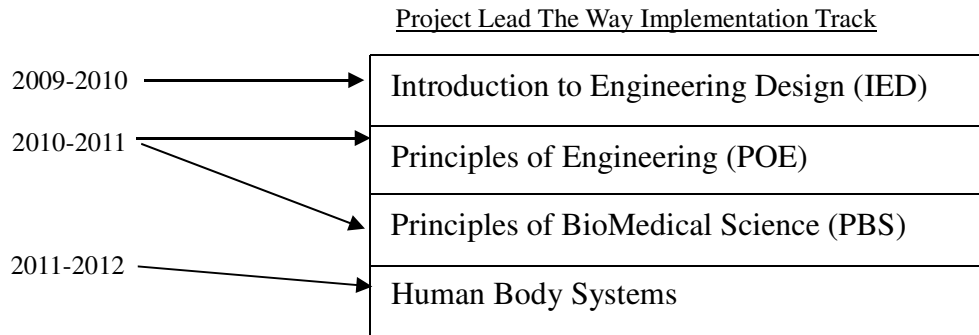
Data Collection: % of each graduating class on track to earn a Technical Honors Diploma (On track means starting as a freshman and continuing PLTW classes.)

NOTE: Beginning with the Class of 2013, we plan on tracking the percentage of each graduating class that actually graduates with a Technical Honors Diploma. However, the program is too new to collect this data now.



Implementation:

- Economic Opportunities through Education by 2015 (ECO15) was formed through Jackson County Industrial Development Corporation who received a Lilly Grant for approximately 600,000.
- Community leaders discussed the need for students to be more prepared for industrial jobs
- BCHS received 270,000 to implement PLTW.
- Project Lead The Way teacher went to summer classes to receive training.
- With Project Lead The Way students will earn Dual Credit through partnership with Ivy Tech.
- To fully implement Project Lead The Way BCHS will add one course per year until 2013.



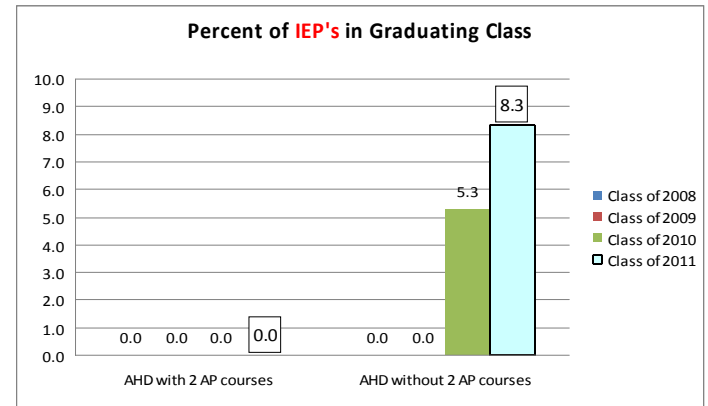
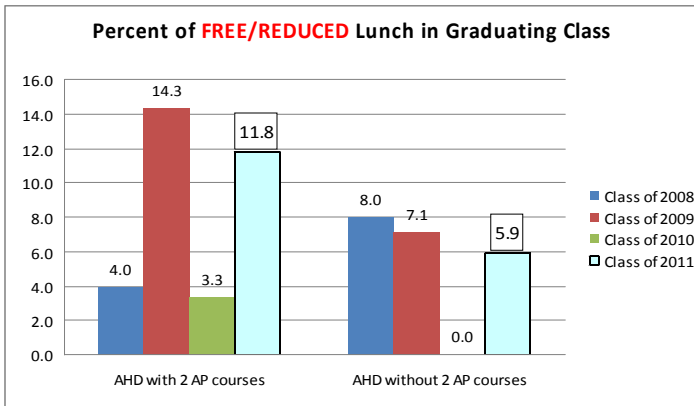
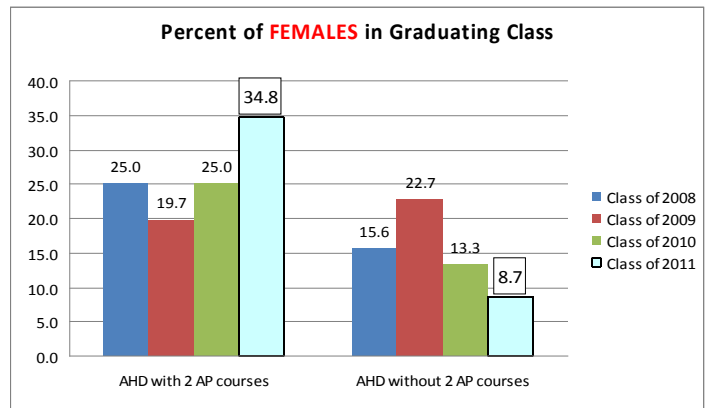
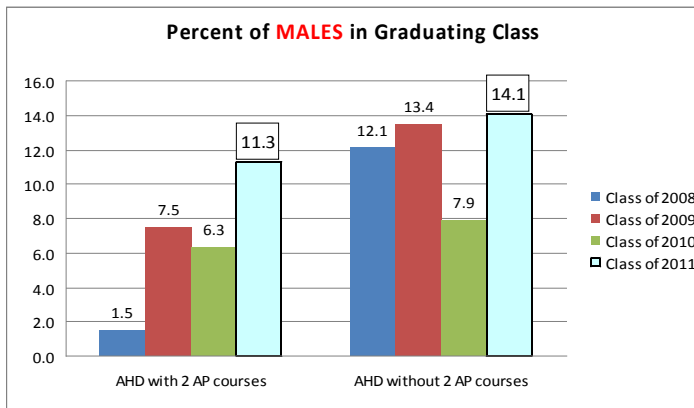
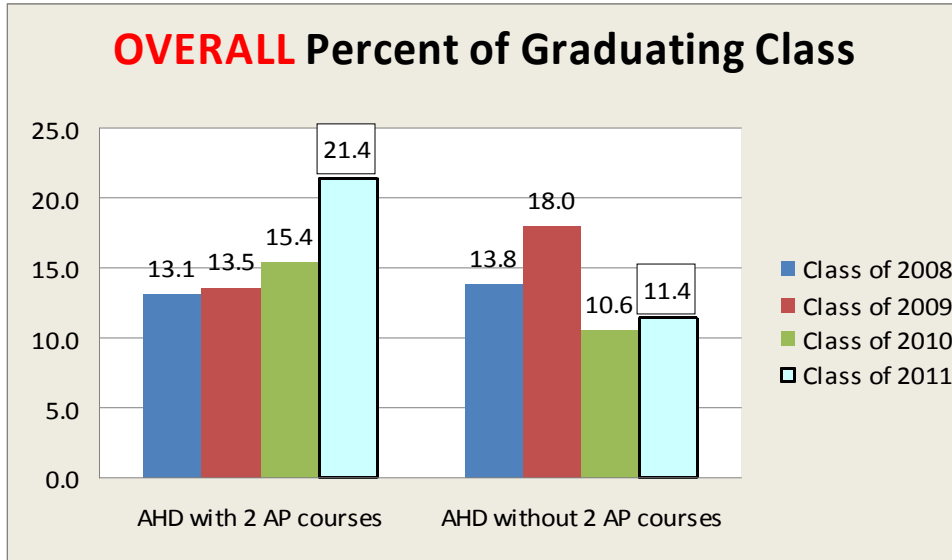
Conclusion from Data:

- Over 25% males of freshman class are on track to earn Tech Honors Diploma.
- Over 11% females of freshman class are on track to earn Tech Honors Diploma.
- We will continue to track class of 2013 that actually graduate with Tech Honors Diploma.
- Data will be continuously collected for each class following 2013.
- Looking at the data an effort will be made to increase the number of females enrolled in Project Lead The Way.

**Intervention #3:
Renovate the AP program.
(Implemented 2008-2009 school year)**

Reasoning: We changed to a weighted grading system so that more students would enroll in the AP courses. We also increased the number of AP course opportunities and altered the master schedule to make it possible for a student to take all 5 AP courses. These can be used to fulfill the Academic Honors Diploma requirements.

Data Collection: % of graduating class who earn a C- or better in at least 2 AP courses and earn an Academic Honors Diploma.



Implementation:

- Students expressed an interest in a weighted grading system via a student issues committee.
- Administration researched other schools that currently used the weighted grading system.
- BCHS implemented a weighted grading system for AP courses in the 2008-2009 school year. This enticed more students to enroll in AP courses to raise their GPA's.
- Students expressed an interest in taking AP courses, but wanted more options.
- Administration added new AP courses to bring the total to five.
- Administration and the guidance department rearranged the master schedule to make it possible for a student to take all five AP courses that we offer if he/she so desired.
- The guidance counselors promoted the AP courses during individual scheduling meetings with students.
- The guidance counselors meet with the graduating classes as a whole to discuss the importance of AP courses for college and college requirements for AP test results among other graduation topics.

Conclusion from Data:

- Since implementation in 2008, a bigger percentage of students are choosing to meet their Academic Honors Diploma requirements with two AP courses rather than with dual credit courses or a combination of the two.
- The number of males choosing to take two AP courses has definitely increased while the number of females has remained about the same or slightly less.
- One person in the IEP group has earned an Academic Honors Diploma in the past three years, and he/she did not take two AP courses.