

Cranking Up Our Communication

Continued From Cover

the way. Within the next month, you will receive a letter explaining how you can sign up to indicate just how you would like to receive school notifications. You will have three options from which to choose, phone, email or text. You will even be able to select several phone options as well as the multiple ways of being notified. At the present time, we are only using the school messenger service to notify parents about attendance concerns and any emergencies that may occur.

The second new way of keeping you in touch with the district will be through the superintendent's blog. Our principals have already created blogs which they are using to communicate. I am pleased to share that now, I too, have a blog. I will be making additions to the blog to inform you about district happenings, legislative concerns, and any updates that may be necessary.

Communicating with you to clarify, inform and share exciting educational news is always a top priority for us. If there are additional ways to communicate that you would like us to explore, please be in touch.

Your support is greatly appreciated.

Barbara A. Rupp



School Board Meetings

School Board meetings are conducted at 7:00 PM on the second and fourth Wednesdays of the month in the Administrative Conference Room, unless otherwise announced. Residents are invited to attend. Requests to formally address the Board should be made in writing to the Superintendent's office ten days in advance of public meetings.

PSSA Update

Dr. Barbara Kehr
Assistant Superintendent

In the spring of 2011, all students in grades 3–8 and 11 were assessed in reading and mathematics through the Pennsylvania System of School Assessment (PSSA). Students in grades 5, 8, and 11 were also assessed in writing. Students in grade 4, 8, and 11 were tested in science. This yearly assessment helps us to monitor student progress and to ensure that students graduate from high school with the skills they need to be successful in college and in the workplace. School and grade level scores provide information that helps us to continually improve our curriculum and instructional practices.

Our AYP (Adequate Yearly Progress) status is determined from our scores on the PSSA reading and math assessments as well as on our graduation and attendance rates. For 2011, schools were required to have at least 72% of our students proficient or advanced in reading and at least 67% of students proficient in math. We are pleased to report that South Western School District made adequate yearly progress (AYP), both at the district level and in each of our six schools, and in all subgroups, with the exception of the economically disadvantaged sub-group at the high school.

The table below indicates the percentage of students who were either proficient or advanced in reading, math, writing, and science at each grade level. The number in parenthesis following our district score is the state average for that grade level and subject area.

2011 Scores	Grade	Reading	Math	Writing	Science
	3	77.7 (76.8)	87.0 (82.9)		
	4	82.1 (72.8)	84.7 (84.1)		89.3 (82.3)
	5	70.0 (66.8)	81.9 (75.2)	82.1 (67.1)	
	6	74.2 (69.3)	90.3 (77.7)		
	7	78.6 (74.9)	85.5 (77.1)		
	8	88.1 (80.5)	83.2 (75.4)	85.9 (73.1)	66.8 (57.9)
	11	72.7 (68.4)	73.6 (59.4)	88.5 (84.7)	48.3 (40.9)

In addition to looking at our single year scores, we also like to view progress over time. A five-year history of reading and math scores with the percentage of proficient students is summarized below.

Five-Year History

School Year	Math Advanced & Proficient					Reading Advanced & Proficient				
	2011	2010	2009	2008	2007	2011	2010	2009	2008	2007
Baresville	89.4	90.1	88.4	82.6	77.1	79.6	79.8	75.5	68.5	63.6
Manheim	81.7	90.5	89.1	90.2	86.5	77.8	90.5	85.4	80.2	85.4
Park Hills	81.2	81.5	78.3	79.4	76.8	70.4	71.6	72.9	64.5	67.3
W. Manheim	86.1	86.6	80.2	84	79.8	79.9	77.2	70.6	75.5	66.2
EHMIS	86.2	89.3	83.2	78.9	71.2	80.9	82.3	77.7	77	73.7
SWHS	75.2	66.2	59.4	59.4	54.2	72.5	70.0	74.3	74.3	73.1

As a district, we are continually looking at individual student scores on the PSSA as well as other local assessments to help us identify students who may be in need of additional educational opportunities. Each of our schools has interventions in place to help students who are not demonstrating proficiency in reading and math. Certified reading specialists at each level use research-based interventions to support students who are not reading at grade level. In addition to support from teachers, we are also using the Study Island program as a way to help students who are not meeting state standards in math.

No Child Left Behind continues to raise the bar for student achievement. By the spring of 2012 we are required to have 81% of students proficient in reading and 78% of students proficient in math. Although we are pleased that our students continue to show strong performance in most grade levels, we know we have work to do to meet those performance targets and to meet our ultimate goal of having all students achieve proficiency prior to their graduation from South Western High School.



Welcome!

Welcome the New Faces at South Western! *Meet the Latest Additions to the Mustang Family*



PICTURED (Left to Right): FIRST ROW, SEATED: Lisa Miller, Karen Sheely, Rosalinda Staples, Ryan Quinn. SECOND ROW, STANDING: Chad Riddle, Jacob Kump, Molly Berwager, Nikki Lehr, Ronnie Bull, Sarah Kuhn, Maria Landi.

South Western welcomes 11 new Mustangs to the faculty and staff for the 2011-2012 school year. This summer, they all took a moment from orientation for this first year photo. Best wishes for a long and happy career at South Western!

A graduate of Eastern Illinois University and Millersville University with degrees in fine arts and art education, **Lisa Miller** joins the faculty at Park Hills Elementary as long-term substitute for art.

Formerly employed as an administrator in

the Conewago Valley School District, **Karen Sheely** joins the South Western School District as the Director of Data and Instructional Technology. She is a graduate of York College, Penn State and is currently a doctoral candidate in educational leadership from Immaculata University.

With a master's degree from the University of Maryland, **Rosalinda Staples** joins South Western High School as a Spanish teacher.

New to EHMIS, we welcome **Ryan Quinn** as a learning support teacher. He

is a graduate of York College with a bachelor's degree in elementary and special education.

Chad Riddle joins the faculty at Manheim Elementary as a kindergarten teacher. He is a graduate of York College with a bachelor's degree in elementary education.

A graduate of Shippensburg University with a bachelor's degree in elementary education, **Jacob Kump** is a new kindergarten teacher at West Manheim Elementary.

Molly Berwager is a new eighth grade math and learning support teacher at EHMIS. She is a recent graduate from Lebanon Valley College with a bachelor's degree in elementary education and certification in special education.

Nikki Lehr joins South Western High School as a geometry teacher. She holds a bachelor's degree in mathematics education.

Welcome **Ronnie Bull** to the High School as the new Latin teacher. He is a graduate of Penn State University, University Park, with a bachelor's degree in Classics.

A graduate of Kutztown University with a bachelor's degree in special education, **Sarah Kuhn** is a new 4th and 5th grade learning support teacher at Baresville Elementary.

Maria Landi is a new 3rd grade teacher at Baresville Elementary. With long-term substitute experience in the district, she is a graduate of Penn State University, University Park, with a bachelor's degree in elementary education.

REPORT CARDS

Continued From Cover

Reading levels will also be reported each marking period to give parents a clearer understanding of the level at which their child is reading compared to grade level expectations.

Fountas & Pinnell Continuum (shaded column=end of year target) * = indicates reading level obtained	
	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Sept.	
1	
2	
3	
	Kdg. 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade

A final change at the elementary level is in the way achievement in the specialty subjects of art, music, physical education, and library are reported. For these classes, students will receive two grades: one grade representing achievement, and the other reflecting citizenship.

Citizenship Grading Scale

4	<i>Student consistently demonstrates expected habits and behaviors, participates in all activities, and shows great effort.</i>
3	<i>Student demonstrates, with occasional exception, expected habits and behaviors, participates in most classroom activities, and shows good effort.</i>
2	<i>Student occasionally demonstrates unacceptable habits and behaviors, and/or limited participation in some classroom activities, and/or limited effort.</i>
1	<i>Student frequently demonstrates unacceptable habits and behaviors, and/or does not actively participate in classroom activities, and/or shows minimal effort.</i>

Intermediate School & High School Changes

The method of reporting grades at the middle school and high school levels remains very similar to how it has been reported in previous years. Students will continue to be graded on a quarterly basis with the first report cards for students issued on November 11th. Students will continue to receive an academic grade representing their academic achievement each marking period. Beginning this year they will also receive numeric grades for habits and behaviors that support student learning. The categories of motivation, cooperation, communication, and responsibility are defined as follows:



- **Motivation:** *Self-directed learning; high level of engagement; effort with difficult or complex activities; stays on task and maintains attentiveness*
- **Cooperation:** *Self-control; respect for others; collaborative teamwork; positive attitude*
- **Communication:** *Initiates and sustains conversations; participates in discussions; listens and provides appropriate responses; asks questions*
- **Responsibility:** *Brings learning materials; completes assignments on time; arrives on time; is organized*

Behavioral Grading Scale

4	COMMENDABLE: <i>demonstrates behaviors consistently and takes initiative.</i>
3	EFFECTIVE: <i>demonstrates behaviors consistently.</i>
2	DEVELOPING: <i>demonstrates behaviors inconsistently.</i>
1	LIMITED: <i>demonstrates behaviors rarely</i>

As a result of the committee's work, a list of best practices was developed that is being implemented this school year in conjunction with the report card changes. Some of these best practices are as follows:

- *Behavior, effort, and participation will be reported separately from academic achievement.*
- *No extra credit will be given.*
- *Homework and practice will be reported separately from academic achievement.*
- *Students will be given multiple opportunities to show understanding, after re-teaching and/or remediation.*
- *Late work will be graded for achievement, not punctuality, which will be scored separately.*
- *Incomplete work will be recorded as incomplete until it is made up.*
- *Students should be involved in the grading and assessment process.*

The grading and assessment committee believes the changes we are making to our reporting system and to our grading practices will have benefits for both students and their parents.

Benefits for Students

The new report card will help to ensure that the grades they receive reflect what students know, understand, and are able to do. It will also provide

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REPORT CARDS

Continued From pg. 4

feedback and recognition for non-academic behaviors:

- **Effort**
- **Participation**
- **Attitude**
- **Behavior**
- **Homework**
- **Attendance**
- **Citizenship**

Homework will be a risk-free chance for students to experiment and practice with newly learned skills.

Benefits for Parents

The new report card will ensure that grades reflect what their child knows, understands, and is able to do. It eliminates the mixing of achievement and effort, giving parents a distorted picture of both.

Through the new report card and grading practices we hope to provide all students with more opportunities to achieve and succeed in our schools.

Literacy in Our Elementary Schools



ress is built on the performance from previous lessons. All children enrolled in this program are regularly engaged in whole-group reading instruction. That instruction is then enhanced through three specific, small-group stations: direct reading skill instruction/differentiation with the reading specialist, computer-based word-work programs, and independent reading opportunities.

Other programs available for struggling students are Wilson Reading and Wilson Foundations. Wilson Foundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System which serves a similar purpose for older elementary-aged students. Both Wilson Reading and Wilson Foundations are used to help reduce reading and spelling failure.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as the "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts." The elementary schools of South Western: Baresville, Manheim, Park Hills and West Manheim continue to implement new programs and strategies to ensure that we are giving students the literacy skills they need as 21st Century citizens.

Every elementary student reaps the benefits of our Comprehensive Literacy Program. Students receive reading at grade level and at their instructional levels every day. In addition, Writer's Workshop is being conducted in all buildings. Teachers use interactive read-alouds to help students listen to stories for a specific purpose and then give students the opportunity to discuss with their peers. Word work and self-selected reading are also an integral part of the elementary literacy program.



Another fantastic model used at all elementary schools is literature circles. These are student run, teacher facilitated groups in which students discuss a piece of literature they have read. Similar to adult book clubs, this reading format motivates many students, promotes the joy of reading, and increases independence and responsibility.

The look of literature circles varies from room to room. While some teachers require response journals others use think note bookmarks or student role cards to facilitate discussion. The key to a successful literature circle is that it is run by the students. In addition to sharing their questions, predictions, and connections, they also reflect on interesting passages, the author's craft, and difficult vocabulary. This model helps students to be cognizant of the strategies they are using to comprehend the text and fosters independence since all are expected to participate in the discussion. It also improves comprehension of difficult text since they are able to build upon their understanding through peer collaboration.

Intervention/Enrichment periods continue to enhance our program as well. This year, all four schools have implemented the **Read 180** after a successful pilot program in Park Hills during the 2010-2011. **READ 180** is a research-based system and its implementation in many school settings around the country has suggested encouraging results with regard to reading improvement. Students involved in the program are assessed through standard school-wide reading assessments as well as the Scholastic Reading Inventory and classroom teacher input.

READ 180 classes are very fast-paced. Texts in the **READ 180** program include current, high-interest topics and student prog-

Baresville, Manheim, Park Hills, and West Manheim are proud of the strides we have made with our Comprehensive Literacy Program and the progress of our students in each building. We hold high expectations for students and staff and this becomes obvious when walking through our hallowed hallways. We look forward to learning and growing together throughout the school year!



Community Swim

The pool at EHMIS is open to the public **Monday and Wednesday evenings from 7:00 - 8:45 PM** for a minimal fee. Lifeguards and access to locker rooms are provided. Please note: the building and natatorium close by 8:45 PM.



Sports Schedules in Print & Online

Printed sports calendars are available **FREE** at the district's main office & also on our website: swsd.k12.pa.us/SW_sp-act.htm



Just click on the "Boy's Schedule" or "Girl's Schedule" button.

Reading at the Mustang Club

This September, the High School kicked off its first ever Mustang Book Club for 9th graders. Teachers Mrs. Looman and Mrs. Brodbeck organized the details of the Book Club where every day, six students meet with their book club advisors to discuss a high-interest book. The discussions focus on how literature imitates life, thereby providing opportunities for students to discuss and debate social issues. More importantly, the book club eases 9th graders into our high school culture by fostering a sense of community and belonging.



This year's kick-off introduced students to Veronica Roth, a newcomer to the Young Adult Literature community, whose action-packed science fiction novel, *Divergent*, is creating a sensation. A trilogy with book two soon to be released, *Divergent* places readers in a world where 16 year-old Beatrice Prior is compelled to lead a rag-tag team of teens to correct the social-political mistakes of well-meaning, but misguided adults. Parents are encouraged to ask students about the book, as such discussions help to promote the reading community model even more.

Freshmen are enrolled into the Mustang Book Club only in the semester during which they do not have an English class. Otherwise, students participate in regular clubs with the rest of the school.

Congratulations to Our AP Scholars!

Advanced Placement courses are offered at the high school level to interested students, yet they feature college level material and instructional practices. The students who participate in the AP course may choose to take the exam at the end of the course and if they earn a 3,4,5 on the test, they earn college credits, too. This is a nationally recognized program, paid for by students themselves, and the district must adjust its curriculum to match college level curriculum. The students below were recognized for their exceptional performance on the AP tests.



- **Tanzirul M. Hoque, Thomas S. Nicklas, and Benjamin M. Zimmerman, AP Scholars**

Granted to students who receive scores of 3 or higher on three or more AP Exams

- **Jordan A. Saltmarsh, Evan R. Sterrett, and Hamid T. Syed, AP Scholar with Honor**

Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams

- **E. Charles Jubb IV, AP Scholar with Distinction**

Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams

"Learning By Doing" Earns Tech & Engineering Program TEEAP Award



EHMIS Technology and Engineering Program father/daughter teaching team Mrs. Jana Z. Bonds & Mr. David Zinn.

The Technology & Engineering Education Program at EHMIS has been selected as the recipient of the **2011 Middle School Program Excellence Award** by the Technology & Engineering Education Association of Pennsylvania (TEEAP)

The Program Excellence Award is one of the highest honors that is given to Technology and Engineering Education classroom teachers on the elementary, middle, or high school levels. It is presented in recognition of the outstanding contributions to the profession by a Technology & Engineering program in Pennsylvania. The Program Excellence Award provides public recognition on a local state level through TEEAP. If the recipient meets the criteria to be forwarded to ITEEA, these programs also receive recognition on a national and international level.

The Technology and Engineering Program at EHMIS is taught by the father/daughter team of Mr. David Zinn and Mrs. Jana Z. Bonds, and was nominated for the award by another educator last March. The curriculum is based on the Pennsylvania Standards for Science, Technology and Engineering Education, and ITEEA's Standards for Technological Literacy. The courses of the program offer students the opportunity to explore several areas of technology and engineering, including many systems, tools, materials, and processes. The technological design process is employed throughout, encouraging research and development of student designed prototypes, problem solving, critical thinking, invention and innovation.

Expectations are high as activities are designed to challenge and meet the needs of all students. Partnerships with local business and industry helps to provide support for the extensive project-based learning - learning by doing. This focus is what earned the program its TEEAP honor!

FOR MORE USEFUL INFO
VISIT US ONLINE AT
WWW.SWSD.K12.PA.US



community^{*}info

Weather Closings

In the event of school delays or closings, announcements will appear on the following media:

Radio

WHP 580AM	WGET 1320AM	WYCR 98.5FM
WSBA 910AM	WPOC 93.1FM	KISS 99.3FM
WBAL 1090AM	BOB 94.9FM	WARM 103FM
WHVR 1280AM	WRVV 97.3FM	WGTY 107.7FM

Television

WGAL TV 8	WHP-CBS 21	WPMT FOX 43
WLYH TV 15	WHTM TV 27	

Internet

www.cancellations.com www.wgal.com/closings

A Special Holiday Show for All!

This year, the South Western Drama Department is presenting *A Carol for Tiny Tim*, under the direction of Duane Bull. The story begins fifteen years after Ebenezer Scrooge had been visited



by the Christmas ghosts. Tiny Tim is a man now, and he is the one in need of some guidance from the Christmas ghosts. Jacob Marley feels a visit by the spirits of Christmas Present, Past and Future is just what Tim needs to learn how to truly stand on his own two feet.

After two days of auditions, the cast was put in place. The interest of the students at the high school in participating in the shows is growing. Duane Bull is the main reason for this surge in interest. He finds ways to help the students not only develop their talents in theater arts, but he also encourages them to make friendships with each other, push themselves to try new things and go beyond their comfort level. Duane is able to bring out the best in the students. He wanted to incorporate writing, which the school district is stressing, into the preparation of the show this year. He asked the students to write a letter to a pen pal, from the perspective of their character, explaining who they are and what they do.

The students began practice for the show during the last week of September, and rehearsals will continue until December. The drama department also reaches out to the retirement homes in the area and invites them to the show.

Come out to South Western High School Auditorium on December 8, 9, and 10 at 7:30 p.m. to see *A Carol for Tiny Tim* and support our students. The ticket prices are \$8 Reserved seating, \$6 Adult, and \$5 Student and Senior Citizen. Tickets can be purchased in advance by contacting Mrs. Judy Martin at judy_martin@sbsd.k12.pa.us.

Welcome to South Western New Support Staff



PICTURED (Left to Right): FIRST ROW, SEATED: Kayla Heiner, Joelle Martin, Susan Nichol, Jennifer Matthews, Leann Brammer. FIRST ROW, STANDING: Tenna Ruby, Alison Giampietro, Allen Altland, Denise Eichorn, Wendy Eckard. SECOND ROW, STANDING: Amanda Dusman, Michelle Tully, Jeffrey Toal, Gregory Wentz.

Dates to Note

November 4

*School Closed (K-5 Only)
Teacher Conference Day*

November 16

School Board Meeting, 7 PM

November 18

School Closed (6-8 Only)

November 23 - 28

*School Closed
THANKSGIVING BREAK*

December 7

*School Board Reorganization
Meeting, 6:30 PM*

December 21

School Board Meeting, 7 PM

December 23 - January 2, 2012

*School Closed
HOLIDAY BREAK*

January 3, 2012

Return to School

January 11, 2012

*School Board Planning
Meeting, 7 PM*

January 12, 2012

*Early Dismissal
Elem 12:30 PM; MS/HS 1:30*

January 13, 2012

*Early Dismissal
Elem 12:30 PM; MS/HS 1:30*

January 16, 2012

*School Closed
Teacher Inservice*

January 17, 2012

School Closed (9-12 Only)

January 25, 2012

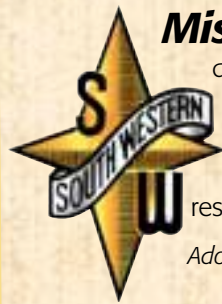
School Board Meeting, 7 PM

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Mission Statement



Mission Statement

The South Western School District is dedicated to providing a continually improving educational environment, through a cooperative effort with the family and the entire community, in which all students are encouraged and expected to achieve their full potential, to express themselves clearly, to think reflectively, and to interact responsibly in preparation for lifelong personal growth.

Adopted by the Board of School Directors October 24, 1990; Revised March 25, 2002

19 Retire
from South
Western
in '10-'11 with a

combined

595

**years of service
to education**

Jack Billman
Social Studies Teacher, High School

Jane Blevins
Spanish Teacher, High School

Jan Fritz
Learning Support Teacher, EHMIS

Pamela Mosher
Language Arts Teacher, EHMIS

Macklyn Warner
6th Grade Teacher, EHMIS

Debra Cromer
Kindergarten Teacher, Manheim

Andrea Mikos
Kindergarten Teacher, West Manheim

Debra Smith
Kindergarten Teacher, West Manheim

Carolyn Miller
Library Assistant, Manheim

Janice Peck
Library Assistant, Park Hills

Jean Timmins
Secretary to the Principal, EHMIS

Kathi Laurence
Latin Teacher, High School

Thomas Hoover
*Director of School
Facilities*

Jil Manga
Supervisor of Reading

Steve Kozlak
School Bus Driver

Amy Debnam
Building Aide, West Manheim

Randy Kline
Mathematics Teacher, High School

Jeannie Baran
Learning Support Teacher, Baresville

Ann Meckley
Mathematics Teacher, High School

The South Western School District complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Public Law 90-202 which prohibits discrimination on the basis of race, color, national origin, religion, sex, age or physical handicap.

Any questions concerning South Western School District's programs and policies should be addressed to: Administration Office, 225 Bowman Road, Hanover, PA 17331, 717-632-2500.