

2016 Hoosier Star Awards

NEWSPAPER



Division I

NEWSPAPER

Winner

DIVISION I

PAOLI HIGH SCHOOL PAOLITE



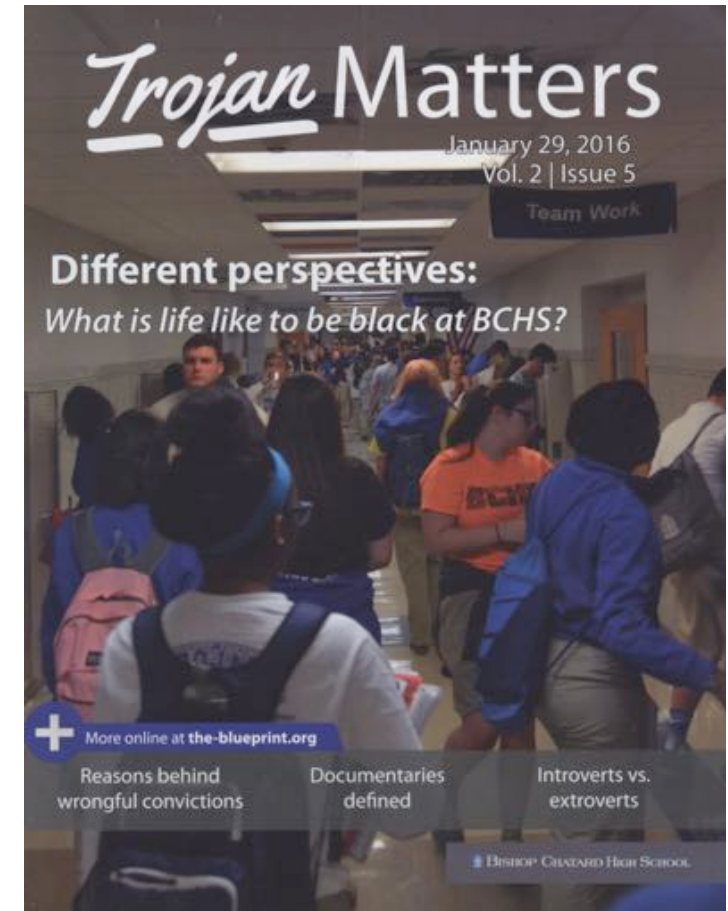
The Paolite had the right combination of good stories and good design. The paper is designed in a way that makes it easy to follow but still has some fun, as every student publication should. I appreciated the story about the possibility of virtual snow days and one about synthetic marijuana. Additionally, the paper is full of nice photos and some good illustrations.



Honorable Mentions

DIVISION I

BISHOP CHATARD HIGH SCHOOL
TROJAN MATTERS



Division II

NEWSPAPER

Winner

DIVISION II

MUNSTER HIGH SCHOOL CRIER



This paper tackled some tough issues, including stories about commuter rail service in northwest Indiana and mental illness. But I especially liked the piece about cheating, which should have been eye opener for teachers and administrators. Additionally, the Crier benefits from a clean design and very nice graphics. The paper has a nice variety of story styles and topics and has a modern look without straying too far from the traditional newspaper. The use of spot color is well done.



Honorable Mentions

DIVISION II

CATHEDRAL HIGH SCHOOL MEGAPHONE

MEGAPHONE

CATHEDRAL HIGH SCHOOL • A DUAL CREDIT SCHOOL • OCT. 16, 2015 • VOLUME 95, ISSUE 4 • 5225 E. 36TH STREET INDIANAPOLIS, IN 46226

Requirements for Dual Credit Teachers Change, Higher Standards to be Certified

WHAT'S NEW?
18 CREDIT HOURS REQUIRED IN MASTER'S LEVEL COURSES IN SUBJECT AREA TO BE TAUGHT
AS WELL AS
A MASTER'S DEGREE IN SUBJECT TAUGHT
NEW POLICY TO TAKE EFFECT BY SEPTEMBER 2017

BY SEAN MCKINNEY

High school seems to be, well, high school. Classes are tailored for high school students at a high school level. The curriculum of a sophomore English class will focus on material that is determined to be suitable for learning at a sophomore student's level.

But frequently, high school begins to intermingle with college — without the student even having to leave Loosie or Kelly Hall.

This is due to classes that are dual credit. High school? Check. College? Check.

While students remain in their classrooms, they can still receive an education that will be challenging and will reward them with college credits. A successful performance in a dual credit class can result in lowered college tuition costs and a bypass of certain prerequisite courses when a student enrolls in college.

Mr. Dennis Thomas, vice principal of academics, said "Dual credit alleviates some financial burden along the way and gives you a head start."

However, a student first needs a teacher capable of instructing in the given area of study. And currently, the Indiana commission responsible for accrediting dual credit teachers could make teaching dual credit significantly more difficult and therefore potentially limit the chances for high school students to take these courses. But that is not the case here.

"The number of students taking dual credit courses has increased across Indiana 12,000 in 2011 to nearly 30,000 in 2014. The potential change in the current dual credit teaching structure would require a master's degree in order to teach these students.

Many teachers across the state already have a master's degree, yet some do not meet a new stipulation education officials are proposing: 18 credit hours in master's level courses specific to the discipline they plan to teach.

This proposition could be frightening to some would-be dual credit teachers. However, there are ways to provide financial support for an in-service

teacher hoping to pursue their master's for dual credit. Thomas notes that a proposed concept of loan forgiveness could allow financially struggling teachers to earn a master's without going further into debt. Thomas said, "I think it's a good incentive."

The principle behind the new proposition is that a master's and 18 credit hours will provide a teacher with ample background to thoroughly teach a dual credit class. Teachers who have received higher education in less specific fields could be denied the ability to teach dual credit.

"We hire great teachers who know their content very well, so quite a few already meet the new criteria."

**Vice Principal for Academics
Mr. Dennis Thomas**



For instance, Thomas said that a well-qualified candidate for a teaching position who also went to law school might be restricted from teaching a dual credit class even though he would possess great knowledge of history as well as judicial and governmental workings.

Sister Mary Ann Stewart, who teaches IB History of America and U.S. History, said she received her credit hours by attending a workshop at Notre Dame.

About the difficulty in becoming a dual credit teacher, she said, "It was quite a process to get approved to do."

"We see the time and effort that go into the pursuit of a master's is worth it in the long run, as it gives a teacher more depth in his or her respective subject area but also qualifies that teacher to instruct dual credit classes.

St. Mary's is just one example of an already-qualified teacher who would not be affected by the potential policy change. However, across the state many teachers could be squashed out of their current

Sister Mary Ann Stewart, an IB and dual credit history teacher, is one of the teachers here that already meets the new requirements. Photos by J.R. Hill

positions as dual credit teachers due to the new requirements.

Jay Tech Community College, a partner in dual credit programs at many Indiana high schools, including Cathedral, would face having nearly 400 of the high school teachers with whom it works fall short of meeting the new standards.

"The possible effect this could have on students across the state is unclear, as both the supporting and opposing sides to the policy shift cheer the advantages of their respective camps. If the policy change occurs, it will not have a tremendous impact on this school's dual credit teachers who already meet the new criteria.

Thomas said, "We hire great teachers who know their content very well, so quite a few already meet the new criteria."

Honorable Mentions

DIVISION II

FLOYD CENTRAL HIGH SCHOOL

BAGPIPER



Division III

NEWSPAPER

Winners

DIVISION III

COLUMBUS NORTH HIGH SCHOOL THE TRIANGLE

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The Triangle is the complete package. Extremely informative, well-designed, good photos and outstanding graphics. Most importantly, the paper takes on great issues. One edition alone included stories about illicit drugs, a transgender teen and saving the lives of at-risk teens. Other good stories were about shaming and college loans and financial aid – all relevant to the lives of high school students. A true standout.



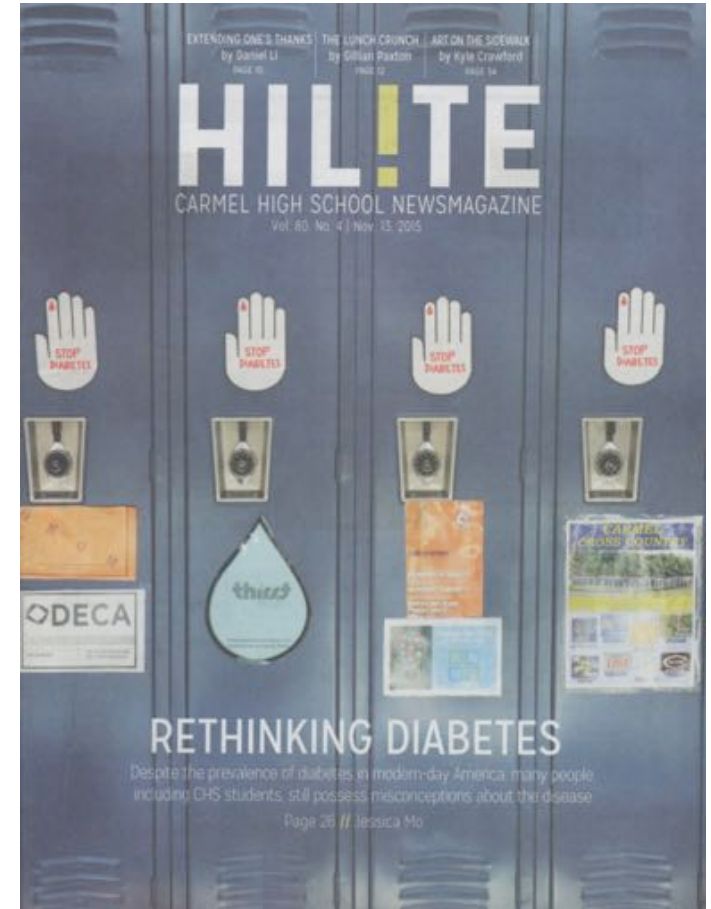
Winners

DIVISION III

CARMEL HIGH SCHOOL HiLite

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The HiLite is notable for its breadth of coverage, including stories about students and the school as well as stories about the local community. I appreciated the emphasis on politics, the nice photography, the excellent graphics and strong sports coverage. The design gives every story several points of entry and provides snippets of information that even a scanning reader will remember. Overall, very well done.



Honorable Mentions

DIVISION III

CROWN POINT HIGH SCHOOL INKKLINGS

ink LINGOS
Crown Point High School | @CPSchools |
July 2013 | 100 pages

Read about the volleyball team's victory over LC on page 13

FADING FAST
Indiana among leaders in teacher shortage

Quick Facts
59% of college graduates in the nation with education degrees are not working in the education field

Decrease in teacher training program enrollment in Indiana
comparative from 2008-2013

State	Enrollment (2008-2013)
Ball State	~1000
IU Purdue	~1000
Indiana	~1000
WVU	~1000

News
Krauspein Company
Grothers strive towards a cleaner world
page 3

Feature
Haunted Attractions
Visit nearby attractions for a Halloween scare
page 9

ASE
The Martians
The Martian lands among the stars
page 14

Honorable Mentions

DIVISION III

LAWRENCE CENTRAL HIGH SCHOOL
CUB REPORTER



Honorable Mentions

DIVISION III

the Journal
 Volume XXIV - Southport High School - 871 E. Buena Road, Indianapolis, IN 46227 - www.thejournalrevised.com - 11/8/15

Mastery vs. performance: defining a grade

Performance
 37% Both 23% Performance 40%

Mastery
 59% Both 11% Performance 30%

Guiding the next wave: Outdoor education

Camp Alleandale allows students to gain leadership experience

Senior Meacham assists a Mary Bryan 8th grader with her fishing pole. This was Meacham's first time volunteering as a counselor. (Photo by Stacy Hays)

SOUTHPORT HIGH SCHOOL THE JOURNAL

Honorable Mentions

DIVISION III

WARREN CENTRAL HIGH SCHOOL
OWL

