

# Graduation Pathways



**DEMOTTE  
CHRISTIAN  
HIGH SCHOOL**

2024-2025

# Overview



DEMOTTE CHRISTIAN SCHOOLS  
PROVIDE A BIBLICALLY-BASED  
EDUCATION FROM A REFORMED  
PERSPECTIVE AND ARE  
DEDICATED TO ACADEMIC  
EXCELLENCE, SPIRITUAL  
GROWTH, AND SERVICE TO  
GOD AND OTHERS.

## What

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Indiana and the federal government have been evaluating the portrait of a graduate and reframing what the goals for high school should be. Instead of a one size fits all for credits and standardized testing, there's now pathways.

## Why

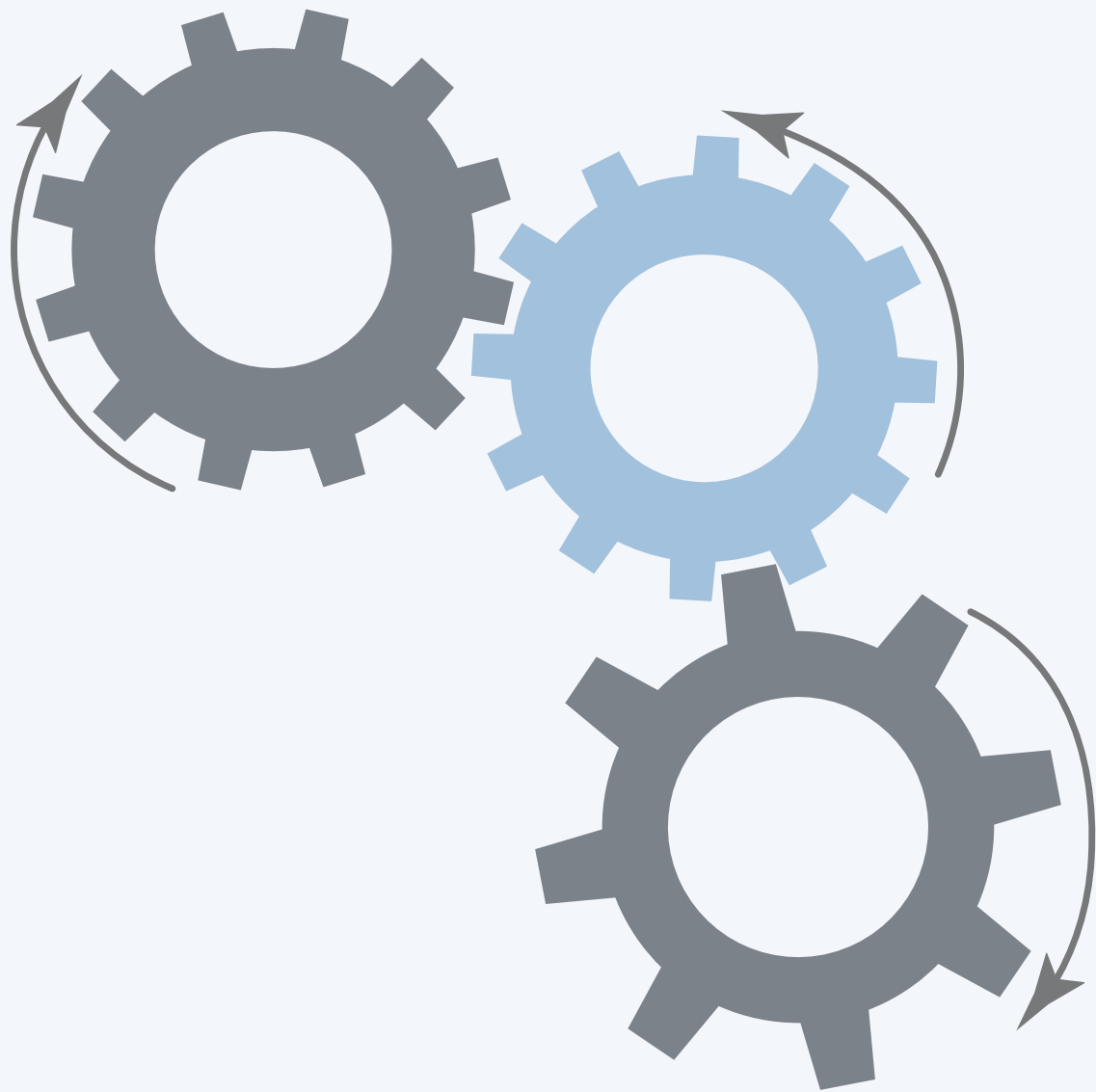
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We believe God's path for students is unique to each of them. We look forward to helping students truly prepare for a variety of post HS opportunities and careers.

# The Three Buckets

## #1: Credits

Take required classes which could include CTE (Career and Technical Education) courses in a variety of subject areas.



## #2: Employability Skills

The goal is to equip students to become employable regardless of what the Lord is calling them to post HS. This bucket has two parts: 1) A learning experience they are evaluated on for employability skills and 2) A reflective work product about said experience.

## #3: Postsecondary-Ready Competencies

A completion of one item in this category is required to help graduates be equipped for post HS career options.

# Timeline

- Electives earned in 8th grade can count for bucket #1 (credits) for Pathways.
- Working towards your buckets may begin July 1 of the summer before starting HS.
- All 3 buckets must be complete by the week of graduation.

# Bucket #1

Understanding Your Credits



# Credits

*The class of 2026 is less one in this category ~ The class of 2027 is less one in this category	<b>Academic Honors Diploma</b>	<b>Core 40 Diploma</b>	<b>General Diploma</b>
English	8	8	8
Math	8	8	6
Science	6	6	4
Social Science	7 ~	7 ~	6 ~

# Credits

*The class of 2026 is less one in this category ~ The class of 2027 is less one in this category	<b>Academic Honors Diploma</b>	<b>Core 40 Diploma</b>	<b>General Diploma</b>
Religion	4	4	4
World Language	6	4	2
Fine Arts	2	2	2
PE	2	2	2
Health & Wellness	1	1	1



# Credits

*The class of 2026 is less one in this category ~ The class of 2027 is less one in this category	<b>Academic Honors Diploma</b>	<b>Core 40 Diploma</b>	<b>General Diploma</b>
<b>College &amp; Career Readiness</b>	1 *	1 *	1 *
<b>Required Subtotal</b>	45 ~*	43 ~*	36 ~*
<b>Elective Subtotal</b>	7	5	8
<b>TOTAL</b>	52 ~*	48 ~*	44 ~*



# Bucket #2

## Employability Skills

2 Parts

1. Experience & Evaluation
2. Reflective Work Product



# Employability Skills

## When

Experiences can be during the school day, after school, and during breaks!

## What

- They need to have quality, scope, and value for the student.
- It's not about a number of hours for all experiences.

## How

- Students pursue experiences through extracurriculars and employment.
- They are then evaluated on employability skills by their coach, sponsor, or supervisor.
- Students complete work products that align with their experience which will be evaluated.

# Employability Skills

"Demonstrations of employability skills include experiences that enable students to apply essential academic, technical, and professional skills and find engagement and relevancy in their academic careers.

Through a Project-based, Service-based, or Work-based learning experience, students must demonstrate the Department of Workforce Development's Employability Skills Benchmarks (or similar character development benchmarks).

The development of the student product must satisfy the four categories of employability skills:

1. Mindsets
2. Learning Strategies
3. Social & Emotional Skills
4. Work Ethic"

*Consider a students' maturity and ability to show these skills- junior and senior year are ideal!*

# Options for Bucket #2

1.

**Project-based learning** allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

2.

**Service-based learning** integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities. SBL can be classified by three core indicators:

1. Integrating academic study with service experience;
2. Reflecting larger social, economic, and societal issues; and
3. Collaborative efforts between students, schools, and community partners.

3.

**Work-based learning (WBL)** is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals.

WBL includes activities that occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. It supports entry or advancement in any particular career field and can serve as the culminating course or event in a student's chosen career pathway.

# Experience Options

- 75+ hours
- Supervisor completes the Employer Evaluation and returns it to the school.
- Student needs to receive a minimum score on the evaluation.

## Part Time Job

- School Based Enterprises
- Needs to be an approved creation and sale of items or services (Art items, Small Engine repairs, Construction creations, Agriculture products)

## Enterprise

- Semester Long Internship that includes the DMCHS requirements.
- Cadet Teaching can also fall in this category.

## Internship

# Experience Options

- Completion of a sports season and the coach completes the Extracurricular Evaluation to the school.
- Student needs to receive a minimum score on the evaluation.

## Athletics

- Full year of active membership in a club or committee that is approved, tracked, and reflected on.
- Extracurricular Evaluation is completed by the sponsor and student must receive a minimum score.

## Club & Committee

- Full participation in a single theatre production.
- Extracurricular Evaluation is completed by the director and student must receive a minimum score.
- Some levels of participation in theatre are not involved enough to get a full and accurate evaluation.

## Theatre

Share about your experience:

- How does your experience apply to your future endeavors?
- What skills did you learn about working and being an employee?
- How has it impacted your faith journey?
- 7-10 minutes long

**Video**

# Reflective Work Product Options

Share about your experience:

- How does your experience apply to your future endeavors?
- What skills did you learn about working and being an employee?
- How has it impacted your faith journey?
- 3 pages long double spaced

**Paper**

- Make sure it is in a professional format and has your high school information (activities, jobs, awards, pending graduation date).
- Make sure the experience you used for this bucket is listed on the resume.

**Resume**



Share about your experience through products:

- How does your experience apply to your future endeavors?
- What skills did you learn about working and being an employee?
- How has it impacted your faith journey?
- Must include 15 items

## Portfolio

# Reflective Work Product Options

Share about your experience:

- How does your experience apply to your future endeavors?
- What skills did you learn about working and being an employee?
- How has it impacted your faith journey?
- Presented to Guidance Counselor. Minimum of 7 minutes long with 10 slides of content or a visual of your choice.

## Presentation

- Make sure it is in a professional format and should include educational, professional, and personal goals.
- Must include a section about how planning for your future assists with your post HS readiness and connect it to your experience.

## Five Year Goal Plan

# Bucket #3

Postsecondary Ready

Competencies



# ACT

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Must earn College Ready Benchmark scores in 2 of 4 subjects:

- 18 in English or 22 in reading

AND

- 22 in Math or 23 in Science

We host the ACT every summer in early June.

This year it is on June 8. Sign up at [www.act.org](http://www.act.org)

# ASVAB

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Yes, this is the military entrance test. However, their test has evolved to include a Career Exploration piece and assesses technical and mechanical knowledge which a lot of our students traditionally do well in.

However, it now requires an Intent to Enlist form to sign in order to use it for this bucket.

Because of this, we will now only host the ASVAB if I have students interested in enlisting.

Need an AFQT score of 31 to use it for this bucket.

# SAT

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Must earn College Ready Benchmark scores in both sections:

- 480 in Evidence Based Reading & Writing (EBW)

AND

- 530 in Math

We host the SAT every March for just Juniors.

Sign up for other test dates at [www.collegeboard.org](http://www.collegeboard.org)

# Honors Diploma

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- All DMCHS credit requirements.
- "C" or better in those classes. Two C-'s has been allowed.
- GPA of 3.0 or higher.
- One of the following:
  - Two full Dual Credit classes with C or higher grade.
  - SAT score of 1250 or higher (560 Math, 590 EBW).
  - ACT score of 26 or higher.

# Classes

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- Must complete 3 AP or Dual Credit classes.
- C average or higher across the classes.
- Need to have a 3.0 GPA for Dordt and Trine and a 2.6 GPA for Ivy Tech.
- We currently offer 23 credits of Dual Credit and 1 AP.

# Others outside of school:

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- Apprenticeship- needs to be a federally recognized option.
- Industry Certification- needs to be approved by the Dept of Workforce Development. Will have to use outside entity on your own time and with own funds at this time.
- Examples are:
  - CDL License
  - Saint Joseph's College in Rensselaer: potentially one of their Medical Assistant or Vet Assistant programs.

# CTE Concentrator

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How do you know if you need a concentrator?

- PSAT Scores
- Final Grades/GPA
- Dual Credit
- Honors Diploma

Concentrator Options

- Agri-Science: Plants/Animals
- Business Administration
- Journey Towards Employability (capped at 5% of a cohort so this is by invitation only)

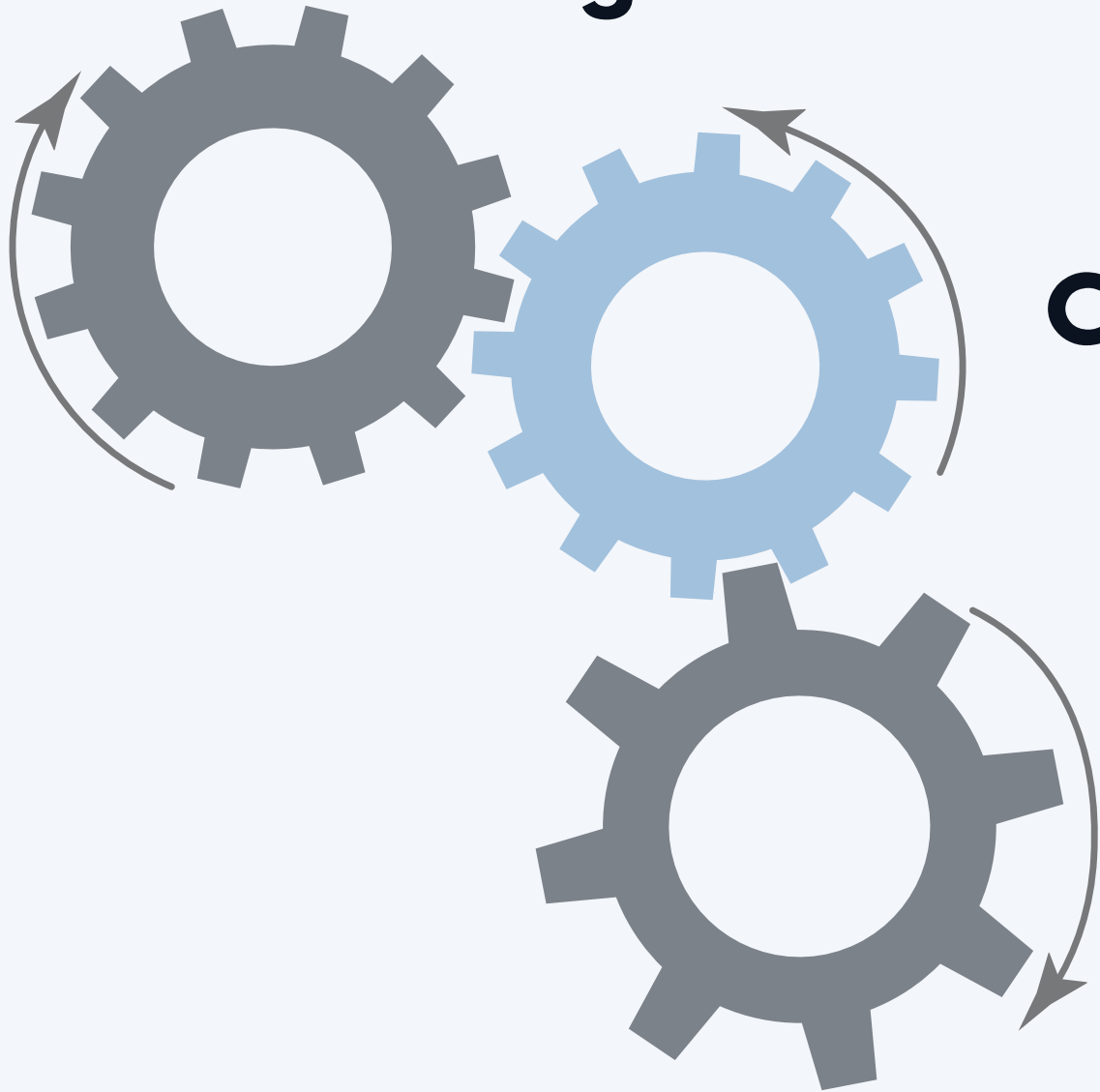
Concentrator Path: 2 credits each for a total of 6 credits

- Principles
- Concentrator A
- Concentrator B
- Need a C average across all the Concentrator classes.

# Agri-Science

## Principles of Agriculture

- Will need 2 credits which is why students are starting with a full year of this next year as sophomores and juniors.
- Cannot use Introduction to Ag as it's a (non required) pre-requisite with different content and standards.



### Concentrator A

- Two credits of EITHER Plant and Soil Science OR Animal Science.
- Cannot combine credits of both.
- We can use the credits from the 2023-2024 school year.

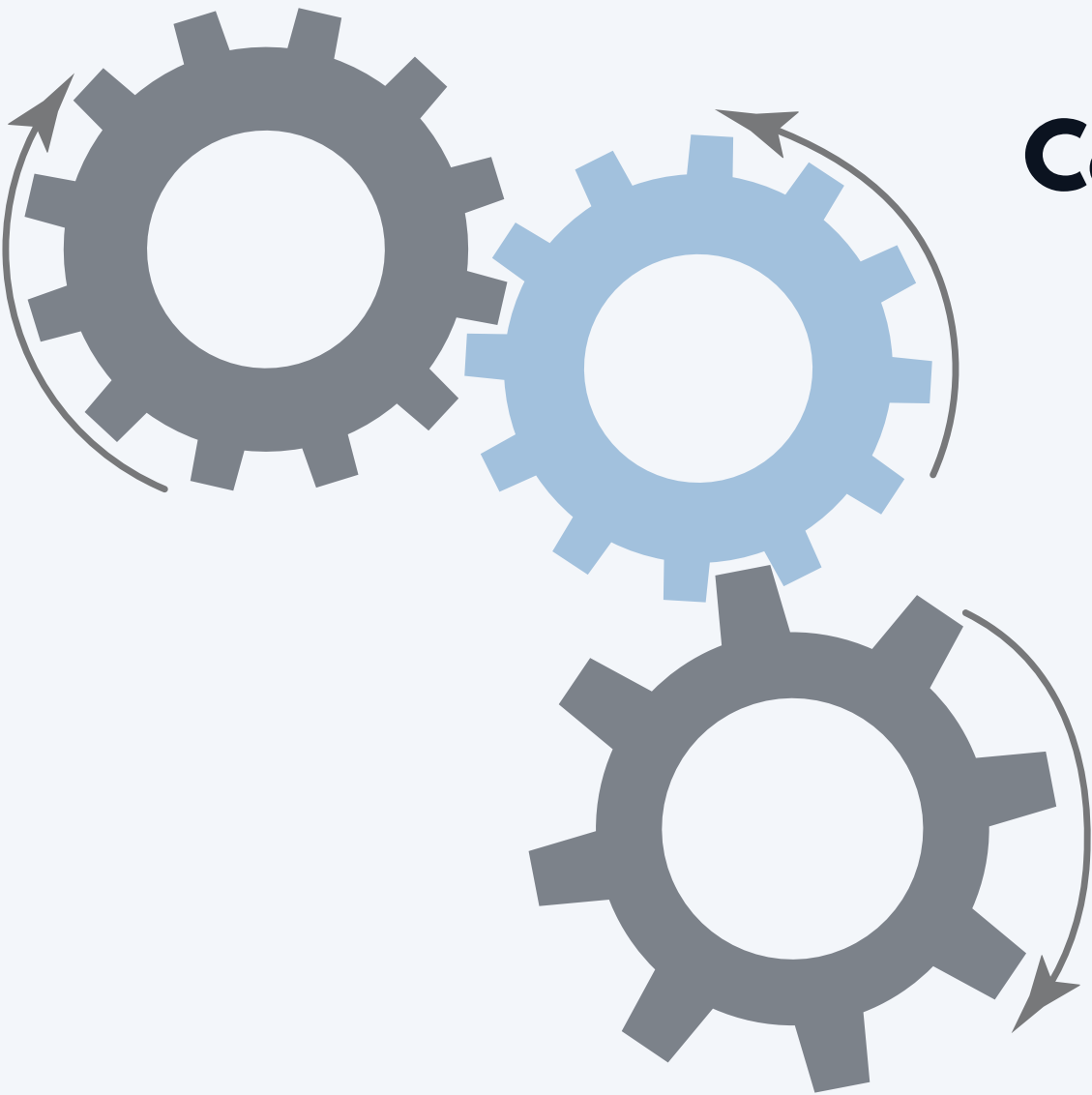
### Concentrator B

- Two credits of Food Science.
- We can use the credit from the 2023-2024 school year.

# Business Management

## Principles of Business Management

- Will need 2 credits which is why students are starting with a full year of this next year as sophomores and juniors.



### Concentrator A

- Two credits of EITHER Management Fundamentals OR Marketing Fundamentals.
- Cannot combine credits of both.
- For right now, we will need to use Indiana Online for these classes as we do not have enough teachers in house.

### Concentrator B

- Two credits of Accounting Fundamentals.
- We will be having the cohort of 2026 take this next year so that the online options are their senior year giving them more flexible scheduling for potential internships.

# Journey Towards Employability

- Invitation only based on MAP, PSAT, class grades.
- 5% cap per cohort
- Required classes:
  - Prep for C & C
  - Speech
  - Personal Finance
  - Choice of Principles of Business Management, Psychology, or Interpersonal Relationships.
- Required Tasks:
  - 1:1 Mentorship/Internship
  - Annual Guidance meetings
  - Guidance sessions with Ivy Tech connection coaches
  - Employment trainings: Bloodborne pathogens, bullying, suicide prevention, seizures, child abuse reporting
  - Career Fair



# Waiver- Bucket #3



## 5% Cap

- This is a back up plan for a select few.
- Because of the cap, we start everyone on a Concentrator.
- Student needs to make 3 separate attempts at a PRC.
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## Requirements

- C Average across all required classes
- 95% attendance across all of HS
- Postsecondary Planning
  - College Acceptance
  - Occupational Training Program Acceptance
  - Workforce Entry
  - Military Enlistment
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# Why these Concentrators?

After extensive research and investigating the options, these two pathways give us the opportunity to:

- use our current classes taught,
- utilize our in house staff in areas they're experienced in,
- provide a variety to meet student needs and interests,
- align with our local job market.

# Examples

1.

Completed all required Core 40 class credits with a GPA of 2.4

- Played soccer full season junior year.
- Asked soccer coach to complete the Extracurricular Evaluation.
- Received a qualifying score and it was turned in to Mrs. Rodriquez.
- Submitted a 3 page paper to Mrs. Rodriquez answering the questions and connected it to his soccer season effectively as a reflective work product.

2.

Earned a 530 Math and 480 EBW score on their junior year SAT.

3.

# Examples

1.

Completed all required Academic Honor diploma credits with a GPA of 3.6

- Participated in Yearbook all of Junior year.
- Asked Yearbook sponsor to complete the Extracurricular Evaluation.
- Received a qualifying score and it was turned in to Mrs. Rodriquez.
- Completed a slideshow with pictures answering the questions and connected it to her Yearbook work effectively as a reflective work product and presented it to Mrs. Rodriquez.

2.

Took a full year of Dual Credit US History Junior Year and Dual Credit Government Senior year (all in house with Mr. Dunham) and earned a C average across the three.

3.

# Examples

1.

Completed all required General diploma credits with a GPA of 2.1

- Worked a summer job between junior and senior year for over 75 hours.
- Asked their supervisor to complete the Employer Evaluation.
- Received a qualifying score and it was turned in to Mrs. Rodriguez.
- Completed their resume with this job information included using a professional Google Drive template and turned it in.

2.

Started their Agriculture Concentrator as a junior and completed all 6 credits by graduation with a C average.


3.

# Additional Graduation Req's



1. FAFSA completion senior year.

However a waiver can be filed if you choose to not file.



2. Career Discovery Meetings: one for junior and senior year.

Will be conducted in house or a student can utilize outside resources IF they complete the required submission of the event in ScholarTrack.



3. Junior year SAT for all juniors- replaced the ISTEP for state and federal accountability.



# Thank You

For your patience,  
questions, and  
partnering with us!

