

The District uses **Key Academic Achievement Indicators** to measure students' progress and to determine how well students are prepared for college and careers upon graduation. Each Indicator represents a *snapshot* of student achievement. Using the information presented by these *snapshots*, as well as data from OAKS testing and other sources, we create a more meaningful evaluation of how well we serve our students and reach our local and state objectives.

The Hillsboro School District's mission is to engage and challenge all learners to ensure academic excellence. As part of that mission, the District is committed to providing a quality education to every student. One of the challenges in meeting that commitment is the disparity, or gap, between our English language learners and white students. It is the goal of this district to implement programs and services that ensure our English language learners are making sufficient progress toward on-time high school graduation.




## Closing the Gap

Parity in achievement between white students and English language learners has been identified as a strategic priority of the District over the remaining years of its strategic plan.

Each year, students who are English language users continue to lag behind their white, English-speaking peers in academic performance. The District is committed to implementing programs and services to ensure this achievement gap disappears.

*Key Indicators are:*

- *The growth in reading and math scores*
- *The four-year cohort graduation rate.*

		School Year		
		2010-11	2011-12	2012-13
Math		28.3	22.8	19.5
Reading		26.7	23.3	19.7
4-Year Cohort Graduation		63.1	51.3	57.3



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# 2012-13 Report of Student Achievement





# Academic Achievement Indicators

## Ready for Kindergarten

Kindergarten marks the beginning of formal education, and probably the most critical period in your child's education. It is the grade that sets the foundation for the rest of your child's primary school years.

The academic requirements of kindergarten are different from those you may remember as a child. Students entering kindergarten face new responsibilities in school including homework and formal lesson instruction in reading, math, writing, and science to name a few. The Oregon Kindergarten Assessment allows us to see what student's know upon entering school. This information can then be used to guide instructional practices that will best serve the student's needs.

*A Key Indicator is the participation rate in the Oregon Kindergarten Assessment. In subsequent years, targets of academic achievement will be identified for this assessment.*



School Year  
2010-11 2011-12 2012-13

K	NA	NA	100.0
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## Benchmark Reading

Throughout the entire K-12 experience, reading is the essential skill upon which all other academic learning relies.

Starting in kindergarten with basic literacy skills, successful students develop a joy and commitment to reading. A student who knows how to read can educate themselves on any topic. Proficient readers are better equipped to grasp the fundamentals of language and abstract concepts, apply logic in various scenarios, recognize cause and effect, and utilize good judgment.

Data from OAKS testing provides the basis and history for these scores. Our District goal is to achieve annual growth.

*A Key Indicator is the reading achievement score at 3rd grade.*

School Year  
2010-11 2011-12 2012-13

3rd	65.0	70.0	62.2
4th	67.5	73.3	69.8
5th	65.2	69.8	67.1
6th	61.2	66.5	65.9
7th	71.7	72.1	71.1
8th	62.1	61.3	64.2
11th	83.6	84.4	84.7

## Benchmark Math

Students who are prepared for a high-wage career after high school demonstrate advanced aptitude in mathematics, creative problem solving and critical thinking.

Success in mathematics no longer means just solving an equation; rather, successful students seek multiple solutions and explore all of the options. Many of the jobs of the future will require competencies in math, science, technology and engineering. These skills are essential for students hoping to succeed in today's innovation economy.

Data from OAKS testing provides the basis and history for these scores. Our District goal is to achieve annual growth.

*A Key Indicator is the math achievement score at 5th and 8th grades.*

School Year  
2010-11 2011-12 2012-13

3rd	71.3	63.2	57.2
4th	69.1	67.6	62.8
5th	56.6	60.3	56.6
6th	58.8	55.3	59.2
7th	54.9	53.7	51.5
8th	58.7	59.3	57.0
11th	71.3	70.8	70.8

## Strong Attendance

Being in school every day ready to learn is an essential characteristic of a successful student.

Research has shown that a student's attendance record may be the biggest factor influencing how well he or she does in school. Attendance monitoring is ongoing at all schools. Incentives as well as messaging help reinforce the importance of good attendance.

*A Key Indicator is the achievement of more than 95% attendance at 6th and 9th grades.*

School Year  
2010-11 2011-12 2012-13

K	94.2	94.2	94.0
1st	95.1	94.8	94.8
2nd	95.5	95.5	95.3
3rd	95.7	95.5	95.6
4th	95.9	95.9	95.5
5th	95.6	95.7	95.8
6th	95.6	95.5	95.5
7th	94.5	94.4	94.3
8th	93.2	93.3	93.7
9th	93.3	93.4	93.8
11th	91.7	91.7	92.3

## Advanced Coursework

Students taking accelerated or advanced coursework put themselves in a more advantageous position for college acceptance, success and career advancement.

The District's accelerated and advanced coursework programs give students the opportunity to focus at a higher degree on a particular subject matter, receive credits toward college, take internationally recognized courses that emphasize critical thinking and intercultural understanding, and/or pursue a career-focused pathway, putting them ahead at graduation.

*Key Indicators are the percentage of students completing:*

- Algebra I at 8th grade
- Six high school credits at 9th grade
- At least one college credit course, AP or IB Program course between 10th and 12th grade.

School Year  
2010-11 2011-12 2012-13

8th	35.0	21.4	20.2
9th	NA	81.0	78.8
10th	NA	15.2	16.7
11th	NA	36.1	26.7
12th	NA	32.2	25.9

## Academic Extensions

College preparatory exams, career-technical programs, and real-life job experience are academic "extensions" of the high school curriculum.

The District tracks the percentage of students who have met college readiness benchmarks.

*Key Indicators are the percentage of students completing:*

- ACT Explore testing at 8th grade
- ACT Plan testing at 10th grade
- PSAT/ACT testing at 11th grade
- ACT/SAT testing at 12th grade
- Free Application for Federal Student Aid (FAFSA) at 12 grade
- Nine or more college credit hours before graduation.

School Year  
2010-11 2011-12 2012-13

Explore English 8th	NA	NA	59.0
Explore Math 8th	NA	NA	32.0
Plan English 10th	NA	NA	60.0
Plan Math 10th	NA	NA	25.0
PSAT/ACT 11th	NA	NA	27.0
ACT/SAT 12th	NA	NA	52.0
FAFSA 12th	NA	59.0	59.0
Credits 12th	NA	NA	19.0

## High School Graduation

Successful students not only commit to high school completion, they do so with detailed plans for post-graduation. College and career-bound students begin planning for their futures when they start school.

Four-year cohort graduation and five-year completion rates not only provide data on the percentage of students who finish, but also on how well prepared they are for planning their futures. Achievement is also measured in how many students pursue postsecondary education or career training.

*Key Indicators are the rates at which students take part in:*

- A four-year cohort graduation
- Five-year high school completion
- Enrollment in post-secondary education within 16 months of graduation.

School Year  
2010-11 2011-12 2012-13

4-Year Cohort	78.2	75.5	79.8
5-Year Completion	78.0	87.0	86.7
Post-Secondary Enrollment	59.7	59.6	

