

A Look Inside HILLSBORO SCHOOLS

Winter 2013

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Communications Department

CENTURY SCHOOL-BASED HEALTH CENTER OPENS THIS MONTH

Hillsboro's first school-based health center (SBHC), located on the Century High School campus, is finally ready to open. **Please join us for a public ribbon cutting on Friday, March 15, at 3:35 p.m. in the student parking lot just outside the center.** Appointments will begin the following Monday, March 18.

The SBHC is a healthcare facility similar to a doctor's office. It is staffed with an office health assistant—Aleli Vega—a licensed medical provider from Virginia Garcia—Ivan Wang, Physician's Assistant—and a licensed mental health counselor from LifeWorksNW—Sarah Crawford, PhD in Educational Psychology—who provide comprehensive physical, mental, and preventive health services including physical exams, treatment of minor injury and illness, lab tests, immunizations, mental health counseling, and more.* The center will also be providing dental services soon. (*District administration made the decision early on that contraceptive and family planning services would not be provided at the center.)

Through school-wide education initiatives, the SBHC promotes healthy lifestyle choices and teaches students how to take responsibility for their health and well-being. Its prevention-focused messaging aims to catch risky behaviors before they start. It encourages parent involvement to support successful health outcomes.

Appointments are recommended, however urgent health concerns will be seen on a walk-in basis. Before their first visit, it is recommended that students fill out the SBHC registration form, available on our website under Students/School-Based Health Center/

Resources, or from your school's front office.

The center will be open from 8:00 a.m. to 5:00 p.m. Monday through Friday on days when school is in session. All Hillsboro students and staff members can access the center and most health insurance, including the Oregon Health Plan (OHP), is accepted. There is even a sliding fee scale for families who do not have insurance and meet income guidelines.

For more information, see the materials available on our website or call Aleli at 503-844-2840.

The Century SBHC is a proj-



The stethoscope graphic was a common theme in the logo ideas submitted by Century students. Some of the winning slogans included: "Just for the Health of It," "We Care for Your Care," and "Rivalries Aside, We'll be by Your Side"—a nice touch for indicating that the Center is for all District students, not just those at Century.

ect four years in the making. In 2009, Hillsboro School District, in collaboration with the Washington County Commission on Children and Families, was awarded a school-based health center planning grant from the state of Oregon. Following that year of initial exploration and community meetings, it was determined that Hillsboro would seek to open a school-based health center, so year two of the planning grant was initiated with efforts focused on identifying a location—ultimately determined to be Century High School. At the same time, a federal grant application was submitted and awarded for the purchasing and siting of the building itself.

Throughout the 2011-12 school year, efforts were under way to secure proposals for the building and site work that would match our resources. After three rounds of RFPs the District finally received workable bids, and,

at their August 28, 2012, meeting, the Hillsboro School Board unanimously approved the bids, allowing the work to officially begin.

School-based health centers have a 25-year history in Oregon and there are currently 63 operating centers across the state. Centers are run independently of the school district and even of the school whose grounds they occupy, but schools and other community organizations are integral partners. Early on, Tuality Healthcare agreed to be a major benefactor, and since then we secured Virginia Garcia Memorial Health Center to serve as the medical sponsor. Virginia Garcia and LifeWorks Northwest will manage and staff the center, and handle all billing for services. Generous grants have also been received from the Kaiser Community Foundation at Northwest Health Foundation, and PacificSource Charitable Foundation. Washington County Mental Health is another partner, along with several others.

Shortly after school started last fall, Century High School students were brought into the fold to help strategize the marketing and promotion efforts. Students in Raya Nichols' Marketing 2 classes engaged in a project where they worked in teams to pitch their ideas, many of which included clever slogans and memorable videos. Meanwhile, students in Jeremy Conner's Graphic Design class crafted logo ideas, and four seniors from the Health Services Club (advised by Rachelle Carnes): Taylor Teng, Ruby Monterroso, Ghina Moyeen, and Riley McLeod decided to take on the initial promotion of the Center as their senior project (advised by Kristin Blomberg). Other students from Leadership and Health Services have participated in Advisory Council meetings, taken tours of the SBHC in Forest Grove, and have indicated interest in helping spread the word about the center to students at other schools throughout the spring.

From the Superintendent



Mike Scott

The second semester is in full swing and there are so many exciting things going on in our district. I am anxious for you to read through this newsletter and learn more about the wide variety of academic and extracurricular activities in which our students and staff are engaged.

Throughout this year, our team has been involved in three large visioning projects that seek to ensure we are deliberate and strategic about how we create future opportunities for our students. These projects have centered on the budget, technology, and facilities. We will share more about the work of our Long-Range Facilities Planning Team in the May newsletter, but in this issue we will talk about the work of the Budget Study Team and Technology Study Team.

You may remember that Hillsboro applied for a federal Race to the Top District Grant last fall. Our proposal—which sought over \$23 million for purchasing mobile learning devices for students and teachers, hiring coaches to assist teachers in building lesson plans around the digital capability, building out technology infrastructure, and expanding our online professional development system—was ultimately not selected, but that doesn't mean we've abandoned our quest to enhance our district's technology offerings.

In fact, parents, building staff, students, and even community members are pushing us in the same direction, saying the Hillsboro School District needs to invest in technology as one key strategy to increase students' engagement and achievement, and prepare them for opportunities beyond high school. How to do that in the best, most sustainable way given current economic constraints

Please see **SUPERINTENDENT**
on page 12



BUTTERNUT CREEK ELEMENTARY SCHOOL

Principal: Enedelia Schofield



Thanks to our dedicated staff and strong team of volunteers (spearheaded by our Parent Teacher Club), there are a lot of exciting educational and extracurricular opportunities for our students.

Our staff's Academic Seminar focus has been on developing ELL strategies for use in their classrooms, such as anchor charts and sentence frames. Grade level teams have formed PLC (Professional Learning Community) groups to plan and identify student needs, with the goal of meeting those needs with interventions and tracking data closely to assure student needs are being met. The staff has also been working toward integration of CCSS (Common Core State Standards) and thematic teaching, spearheaded by our first and fourth grade teams.

One of our academic goals this year is to improve student learning with our second language students. Sixteen second and third grade students participate two days a week in a 90-minute reading intervention focused on phonics, fluency and comprehension. It is exciting to track the growth of these students during our Data Team meetings each month!

Our Jump Rope for Heart event, organized by PE teacher Ms. Bartels, is in full swing with a goal of raising \$2,500. In addition to raising money and awareness for fighting heart disease, all students will jump rope in their PE classes and will be served juice and orange slices by parent volunteers.

Butternut Idol auditions are under way as we prepare for our annual talent show. Music teacher Mrs. Stuve organizes the auditions and will convene a panel of parent and student council leaders.

The PTC held two fantastic family events this winter: a Father/Daughter Dance and a Mother/Son Dance. These were new events for our school and a great time was had by all! The PTC also continues to raise funds for a new play structure for the playground.

We are very proud of sixth grade student Anna Shottenkirk! She was the First Prize winner of the Youth Tobacco Prevention Poster Contest, sponsored by the American

Lung Association. Being the First Prize winner, Anna will receive an iPod Touch with a \$50 gift card to the Apple Store AND Butternut Creek Elementary will receive \$250 to use towards tobacco prevention materials for the students.

Parent and community involvement, combined with our dedicated teaching staff, help to make Butternut Creek a great environment for learning and growth!

IMLAY ELEMENTARY SCHOOL

Principal: Molly Siebert

Artist Rodolfo Serna was sponsored by the Imlay Parent Club to serve as Artist in Residence this fall. His residency focused on weaving art, culture, and communication into a large mural that will hang in the halls of our school for years to come. Students were enthusiastic about expressing thinking and learning through sharing ideas, working together, exploring cultural experiences, and finally communicating through drawing and painting.

At Family Write Night, local author Rosanne Parry facilitated a family storytelling evening that encouraged families to look back into their own history and tell each other the stories that have shaped their lives. Families worked together to discuss and then select their favorite story to write. In this way, families learned how to preserve their stories for current and future generations to enjoy. This event was funded through our generous and hard-working parent club.

As a Right Brain Invitational School, Imlay has been able to send our principal and a couple of teachers to trainings this year. We will also be sending a team to visit other Right Brain schools as we prepare to become more and more involved in this exciting partnership. We are eager to explore and discover more connections with the arts and learning like the ones mentioned above. The mission of The Right Brain Initiative is to realize a measurable influence on students' educational experience by integrating the arts and cultural resources from our community into instruction and lesson delivery in school.

INDIAN HILLS ELEMENTARY SCHOOL

Principal: Bruce Bourget

Like all of the Hillsboro schools, a major goal at Indian Hills is to improve students' learning. In addition to the use of sound

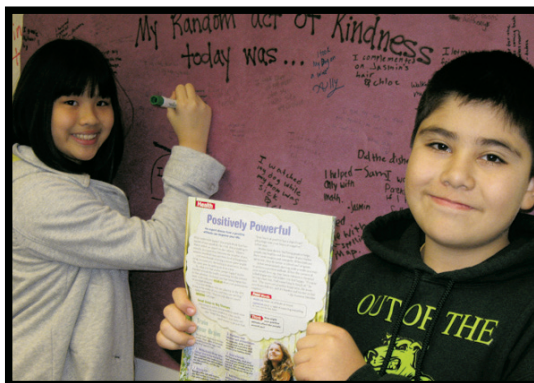
Century

teaching practices, there are other factors that affect students' capacity to learn. Our instructional efforts are affected by practical issues, social dynamics, and emotional impacts.

One important practical issue is attendance. When students are not ill, they should be at school on time each day in order for them to receive the instruction that they need. Our programs and instructional practices are designed to be delivered sequentially. As a result, activities and instruction build on the previous day's lessons. When students are absent or tardy, they miss important information that the teachers build upon during the next day's instruction. We have an attendance rate at Indian Hills of about 95%, approaching our goal of 96%. We appreciate the support of parents in helping us with our efforts to have children establish consistent attendance habits, and with continued parent involvement, we can achieve our 96% goal.

A social factor that affects students' ability to learn is how well they interact with each other. Positive interactions yield supportive learning partners. Negative interactions distract students from learning as time and effort is spent on settling disputes. When students respect and support each other, they help us to create powerful learning environments. At Indian Hills, we continue to encourage students to be respectful of each other through incentives in our Positive Behavior Intervention Support (PBIS) program, through individual lessons delivered by teachers and our counselor, and through our work with parents.

The emotional element of confidence plays a large role in student success in school. Students have a better chance of improving when they believe that they can be successful. Confidence is influenced by effective



Ladd Acres students Thanh-Nha Trinh and Juan Ruiz take their turn writing goals to teach their brains to be more positive!

FEEDER GROUP

teaching practices, attendance, and a positive social climate all operating at the same time. The combination of these factors working effectively together provides an environment that supports success for all students.

LADD ACRES ELEMENTARY SCHOOL

Principal: David Cox

Second semester finds Ladd Acres Astros engrossed in new academic pursuits and activities while continuing their commitment to maintaining a positive learning environment.

Sixth graders in Erin Lowther's class read an article in their *Time for Kids* magazine about positive thinking called "Positively Powerful." Students discussed the article's assertion that happiness "... has more to do with your mind-set than your possessions or accomplishments."

The article listed these five ways to change your thinking and to become more positive: 1) smile more; 2) perform random acts of kindness; 3) take a 2-minute quiet break; 4) list three things you are grateful for; and 5) exercise.

The article further stated that "the more you practice happiness, the more your brain follows, and it's harder and harder to feel negative." As a class, students decided to put these ideas into practice. They created a class poster so students could record their daily random acts of kindness.

As the days pass quickly into spring, there's still so much to learn. Impressively, a group of kindergarteners is learning to recite the names of all 50 states.

Using brain research on learning, kindergarten teachers Shelley Bishop and Stacy Dezellem combine the daunting memorization task with music, putting the state names into a song. When more parts of the brain are engaged in the learning process, the stronger and easier retention becomes.

Science is on everyone's mind with the Ninth Annual Science O'Rama scheduled for April 18. Once just a fifth grade activity, the science fair has grown into an all-school event in which over 300 students K-6 submit projects. It is sponsored in part by a grant from Synopsys and our PTA. Science O'Rama co-captains are fifth grade teachers Amy Washam and Crystal Ferrante.

"We would love to have more community members volunteer to interview students about their projects," said Mrs. Ferrante. "No training is required, and there's no judging involved," she said.



The inaugural Reedville Rambots robotics team, pictured left to right: 5th grader Peter Nguyen, and 6th graders Isaak Chin Prom, Tai Saephanh, and Eric Nop.

Questions are provided for volunteers to ask students. The purpose is to give students an opportunity to share their projects and demonstrate their learning." To volunteer for the Science O'Rama please contact Mrs. Ferrante at ferrante@hds.k12.or.us.

Our active and generous PTA is funding several exciting assemblies this semester including Mad Science's "Fire & Ice," Oregon Zoo's "Predators of the Sky," and Portland Taiko (Japanese drums).

REEDVILLE ELEMENTARY SCHOOL

Principal: Robin Romero

Reedville is proud to highlight the Reedville Rambots. This year an inaugural team of four select fifth and sixth grade students - mentored by Team AFOOFA (All For One, One For All) from the Beaverton area, and Pastor Shane Fookes of Westport Church along with his son Ben, and led by Coach Shannon Whitaker - met two times a week since September to prepare for the FIRST LEGO League's Robotics tournament held at Intel's Jones Farm Campus on December 8, 2012.

During the tournament, the team had to complete and show proficiency for three major components: plan, build, and program a robot to complete certain tasks focused on the tournament's theme of Senior Solutions; identify a need in the senior community through partnering and research, and find a solution; and exhibit core values as set forth by the FIRST LEGO League. The team met all the challenges with vigor and enthusiasm and had an amazing showing.

The Reedville Rambots are particularly proud of their solution to the challenge's second component. They discovered that many senior citizens battle loneliness; and to resolve this, the team came up with the concept of "Huglace," which is an idea for a simple device that seniors worldwide could use to stay in contact with family members. Look for Huglace in the future!

The Rambots are looking forward to mentoring third through sixth graders during the spring in preparation for adding numbers and knowledge to next fall's team.

TOBIAS ELEMENTARY SCHOOL

Principal: Steve Callaway

The school shooting at Sandy Hook Elementary in December was shocking and stunning. All of us were horrified by what occurred. In the aftermath, the questions that so many of us asked were:

- Why did it happen?
- How could it happen? and
- Could it happen here?

In some ways I think the last question really is, "Will it happen here?"

As a school, we take many measures to make sure it doesn't.

Since Sandy Hook, we have reviewed our security procedures with Casey Waletich, Hillsboro School District Director of Safety and Operations, Hillsboro Police Department, and Washington County Sheriff's Department. We now only have one door for entering at the beginning of the day so whether students are going to the gym, the cafeteria, or to their classroom, all students enter the main front door. In fact, it's the only door that is opened during the day. The service door to the kitchen is locked and all other outside doors are locked except during recess time so children can have access to the building. But even then, all school playground gates are locked so only students have access to the building.

In addition, Principal Callaway has observed and participated in several live shooter drills. Sgt. Craig Allen (HPD) observed our January containment drill and gave us very positive feedback. Last spring Sgt. Allen also led an in-service for Tobias staff on school security measures and event responses. We were also reminded that parents play an im-

portant role in school security by reporting suspicious or unfamiliar people and making sure they observe all security measures.

Principal Callaway has discussed school security with State Sen. Bruce Starr and State Representative Ben Unger, and shared with Mr. Waletich and elected officials the security suggestions that parents brought to him. School security and keeping your children safe is a priority at Tobias. Our goal is to not only create lifelong learners but to make sure every learner enjoys a long life.

BROWN MIDDLE SCHOOL

Principal: Don Brown

In the spring of 2013, Brown Middle School staff, students, and parents ventured out on the fourth annual 8th grade overnigher to Seattle, Washington. Originated by former science teacher and OMSI staff member Lynette Schamber, now of South Meadows Middle School, the trip has since been taken over by other BMS staff members who see the value in keeping the tradition alive.

The event starts each fall with a small group of dedicated staff volunteering their time to begin the arduous planning process. Reservations are made, itineraries built, and parent volunteers solicited to ensure the overnigher is a success. The thirty-six hour jam-packed trip includes visits to the city's most renowned attractions, including the Pacific Science Center Museum, Pike's Market and Pier, SAFECO Field, and the University of Washington. Each stop is designed to reinforce content standards learned throughout the school year. This once in a lifetime opportunity allows students to experience firsthand science, history, culture, and math fundamentals in a real world setting. Hands-on learning at its finest!

Without a doubt, such a trip could not happen without the commitment and dedication from school personnel and parent chaperones. For the planning team, being able to witness the excitement and enthusiasm generated from this experience is a very rewarding feeling. Furthermore, for many of our students, this is a trip of firsts: first major league baseball game, first trip out of the state, even the first night spent away from their parents. For as many firsts as there are,



Former Brown Middle School students, now Century High School students, Kelsey Kangiser, Riley Mattson, and Alexa Ferry getting 'hands-on' experience at the Seattle Pacific Science Center

CENTURY HIGH SCHOOL

Principal: Ted Zehr

Century High School's science department is delighted to offer AP Environmental Science in the 2013-2014 school year. This is a new AP class that will expand options

for students who are interested in challenging science courses. Teacher Rachelle Carnes said, "I think we will better prepare our students for college science. I am excited."

Overall, the department feels strongly that AP classes offer students an opportunity to extend themselves beyond their academic comfort zone. While these classes require increased investments of time and effort, students who want to go on to a four-year college are much better prepared for the rigor and demands after taking them. AP Physics teacher Joel Matykowski notes that his students who go to universities with interests in engineering and other STEM-related fields come back and tell him that because of their AP courses, they are more prepared than their peers to succeed in college science courses. They have a better grasp of key concepts and vocabulary than peers who did not take AP.

The College Board is also changing the science curriculum in some courses, to focus more on inquiry-based learning. AP Biology has recently gone through a comprehensive curriculum restructuring in an effort to provide a more genuine science experience for students. A larger emphasis on labs and inquiry has been incorporated. The students are asked to apply concepts and experiment "outside the box," which allows them practice interpreting unexpected scientific results. While the class still has significant reading and memorization requirements, this new emphasis will better prepare the students for college level science classes. AP Environmental Science has also undergone this restructuring.

AP Chemistry is another course that will see changes next year, as it organizes around six "big ideas" in chemistry, which will serve to structure the course. It will include a set of learning objectives that describe the knowledge and thinking skills students should demonstrate for success on the exam. Each learning objective combines content and one or more of the thinking skills spelled out in the science practices. Reduced breadth of content will enable teachers to focus on developing conceptual understanding. Also, teachers will gain the time and flexibility they need to explore key concepts of chemistry through the science practices and hands-on inquiry-based labs.

The following year, 2014-2015, AP Physics will restructure, including a title change to AP Physics 1 and AP Physics 2. The goal is to move from an overly broad and surface coverage of important concepts in physics to a full treatment of Newtonian mechanics, including rotational dynamics and angular momentum, topics not covered currently. There will also be an emphasis on inquiry-based instruction and in-depth exploration of topics. AP Physics 1 and AP Physics 2 will both be algebra-based.



FREE ORCHARDS ELEMENTARY SCHOOL

Principal: Becky Brauer

Free Orchards students in kindergarten through fourth grade answered the question, "Who am I?" in an artistic way. Working with Right Brain artist Karie Oakes, the students first sketched their self-portrait and then created relief tiles of their faces. The project is currently at the midway point.

The artist will return after the clay has been fired in the kiln, and students will glaze their work. Each student will orally or in writing describe their project using art vocabulary and will explain their thinking in the creative process.

The school hosted its first Family Math Night in February. Parents learned about Bridges math curriculum across the grade levels. They also had a chance to play math games with their children.

The goal of the evening was to help parents support their kids' math success in the home. The evening ended with a drawing where students won math games or books.

Students entering kindergarten in the fall will have the option of entering the Dual Language program. Free Orchards parents were invited to attend an information session on January 14.

School Board members Janeen Sollman and Adriana Cañas were in attendance as school staff and Dual Language program parents explained the benefits of learning in two languages.

More information will be coming out to kindergarten parents through the registration process. At that time, parents will have the choice to request enrollment for their children in this new program.



Free Orchards students create self-portrait clay tiles - working their "right" brains.

Glencoe

JACKSON ELEMENTARY SCHOOL

Principal: David Lee

Teachers at Jackson Elementary School believe that every student should be deeply engaged with his/her learning, and should not have an opportunity to 'opt out' of meaningful learning moments. With that as our creed, the staff at Jackson have been busy implementing new engagement techniques to keep kids involved and promote equity in our classrooms.

One technique centers around the use of mini-whiteboards in the classroom. Students use these whiteboards to answer math questions, rate their classmates' speaking projects, share thoughts on stories, and answer questions the teacher has asked them.

When the class holds up their whiteboards, the teacher receives immediate feedback from the students, and can adjust the lesson accordingly. All students are expected to participate, and the teacher can see who is not participating very quickly. Every classroom at Jackson has a set of mini-whiteboards, and uses them daily.

Another way we promote engagement is through the use of strategies from the Right Brain Initiative.

The Right Brain Initiative promotes arts in the classroom in a variety of different ways. At Jackson, we use a lot of the techniques we have learned from Right Brain, most notably one called "Tableau," a technique rooted in drama. Tableau is a great strategy, and involves students working in small groups to develop and act out a 'frozen group picture,' comprised of scenes from literature, definitions of vocabulary words, or anything under study.

Every student is engaged and has a part to play. Students can tailor their parts to their ability levels, and the teacher can assess quickly which students understood the concepts and which did not.

Jackson continues to move toward the goal of engaging every student under our care every day.

LINCOLN STREET ELEMENTARY SCHOOL

Principal: Sonta Thompson

Our community is very kind to us. Over the past six months, Lincoln Street Elementary has received an outpouring of donations. These donations range from monetary gifts, to volunteering of time, to providing charitable items for students.

FEEDER GROUP

Local churches contribute much to our school. At the start of school, the First Baptist Church and Sonrise Church sent volunteers to beautify the grounds. The First Baptist Church also pulled together to make a special dinner for the staff during fall conferences. To spoil us even further, the United Methodist Church contributed funds from their Winter Cookie Sale to purchase items for our school's literacy program. They also provide backpacks full of food to many of our families through their Backpack Project. What an involved faith-based community!

Additionally, many community groups, businesses, and citizens contribute to our school. Dairy Queen sent free coupons for ice cream for our students. Sonic made a matching gift to our school after learning that one of our teachers received a grant to apply toward technology for her classroom. Ironically, Sonic made this matching gift on our "Mismatch" spirit day! Albertson's is another local business that continues to give. They donated a \$500 gift card to the school and regularly contribute food and other items for parent events. We received free bikes from the Washington County Bicycle Transportation Coalition and backpacks and school supplies from Intel. Starbucks helped teachers set up their classrooms at the start of the year, SMART volunteers read to students every Tuesday and Thursday, and countless parents and other community members volunteer in our classrooms. Families and businesses provided gifts and food during the holidays. And, most recently, a Hillsboro resident donated 50 instruments to our music program!

It is impressive that our school continues to benefit from such generosity!

W. VERNE MCKINNEY ELEMENTARY SCHOOL

Principal: Ricardo LeBlanc-Esparza

Goals are set in reading and math to reach new heights!

Using the height of Mount Hood, 11,244 feet, our students' goal is to reach that target number in total books read. Once the goal is reached, a team of McKinney Elementary educators will hike up Mt. Hood and students will be rewarded with improving their reading skills and a field trip.

For math, the goal has been set to solve one million math problems using Moby Math as an assessment and tracking tool. So far, students are over a quarter of the way to attaining that goal.

The math and reading tools used at McK-

inney are accessible from both school and home. By making these available from home we are enabling our parents to stay connected, too.

NORTH PLAINS ELEMENTARY SCHOOL

Principal: Craig Harlow

Before the arrival of spring, North Plains Elementary PTO will host BINGO Night. This is a community event sponsored by our parent group that is a lot of fun for the entire family. Food prizes can be won and laughter will be had by all. Proceeds from this event in the past have helped our school fund technology improvements, school supplies and classroom field trips.

Fifth and sixth grade students at North Plains Elementary will be piloting a new state assessment based on national standards known as the Common Core State Standards this spring. This assessment, currently referred to as Smarter Balanced, will give our students and teachers hands-on experience with the assessment that will be given to all students in Oregon in the 2014-15 school year.

Perhaps nothing is more paramount in our minds right now than the safety of our children at school.

Recently, I conducted school safety meetings at both North Plains and West Union Elementaries. The input I received from our parents was invaluable in striving to make our schools safer for students, staff and parents. In conjunction with our Staff Safety Team and ongoing staff development, we have been conferring with local law enforcement to enhance our school safety plans.

Without question a vital strength at North Plains and West Union is our sense of community. I appreciate your concern and input to assist in keeping our schools a safe place for children to learn.

PATTERSON ELEMENTARY SCHOOL

Principal: Jonathan Pahukula

Patterson Elementary set our School Improvement Goals around the themes: Inspire, Elevate, and Collaborate! At the midpoint of the school year, we are proud of our collective efforts to meet our school goals, and want to briefly share our progress in each area.

INSPIRE – We will provide enrichment learning opportunities through enhanced co- and extra-curricular activities to extend learning beyond the regular school curriculum and structures. To date, ten



Patterson's school improvement mantra

clubs or activities have been offered with over 300 student participants. Three new clubs were started this year, and an overwhelming response to re-starting our LEGO Robotics program forced us to start a second club. We look forward to our Chess, Battle of the Books, and Math Olympiad teams participating in their upcoming competitions. Additionally, about 25 students have served on two different committees in our Student Voices program, and all of our sixth graders participate in Patterson PLUS, our service learning program.

COLLABORATION - Patterson will enhance our collaborative work structures by implementing the Professional Learning Communities (PLC) model. We committed three of our Wednesday academic seminar professional development days to learning about PLCs. Teachers have been encouraged to use the PLC model to focus on math instruction and improve student achievement. Our second grade team deserves special recognition for their initial implementation of this strategy to ensure student success. In addition, we continue to meet in our data and EBISS teams to analyze data and support students who are below grade level in reading. We are encouraged by the growth that our students are making across the board.

ELEVATE - Teachers will utilize effective teaching strategies that improve achievement for all students. Our Equity Team developed a three-year plan to close the achievement gap at Patterson, and central to that goal is the implementation of our Academic Language Development (ALD) model. The process started last school year when a group of our teachers received formal training and then worked collaboratively to pilot the implementation this fall. Last month we began the school-wide implementation, which will continue through a committed professional development process this spring.

We are excited about the direction of our school as we work to enhance the student learning experience at Patterson Elementary. We strongly encourage you to follow our progress through our website at schools.hsd.k12.or.us/patterson.

EVERGREEN MIDDLE SCHOOL

Principal: Rian Petrick

So far, 2013 has seen students and staff at Evergreen busy at work improving our school.

Our Leadership students sponsored an anti-bullying campaign with the assistance of Glencoe High School students. The culminating activity was an assembly with a video montage of pictures of students photographed with something they love. Later this month, Evergreen will be welcoming Washington County Internet safety specialist, Michael Buttice, to present information to our students on cyber bullying and online safety, as we continue to educate students on making good choices.

Evergreen is proud of our more than 130 students who stay after school multiple times a week to get academic support in one of our various programs. We are offering Math support four days a week after school, and homework help three days a week. We have 16 staff members who stay after school each week to facilitate or assist in academic support services. Evergreen students have also been the recipients of the generosity of the Hillsboro Water Department, who has partnered with the school to create an after-school STEM enrichment club, working on the Will Crandall Reservoir. In February, Evergreen's STEM club was profiled in *The Oregonian*.

Evergreen has developed an AVID site team for implementation next school year. AVID (Advancement Via Individual Determination) is a nationally-recognized support system that targets average students (2.0 to 3.0 GPA) and puts them on a pathway toward Advance Placement courses in high school. AVID will be offered as an Eighth Grade elective class next school year. For more information on AVID check out our website at www.hsd.k12.or.us - click on schools and Evergreen. An AVID informational night will be held prior to Seventh Grade forecasting in mid-March.

Congratulations are in order for Evergreen teachers Mrs. Kathy Grant and Mr. Sean Fishback, who were both nominated for Crystal Apple Awards. The Crystal Apple Award is an annual award whose objective is to recognize outstanding efforts by Hillsboro School District staff members. Mrs. Grant is a 22-year teaching veteran at Evergreen who re-created the Evergreen Website this past summer as a service project example for her students. She has also led the AVID site team while doing a great job in the classroom. Mr. Fishback, a fourth year teacher, is Evergreen's TAG coordinator and has been instrumental in providing several enrichment opportunities for EMS students. He is also a coach for Glencoe youth Lacrosse. Congratulations to both Mrs. Grant

and Mr. Fishback.

Finally, Evergreen is thankful for the fundraising support of our community. Evergreen purchased a lap top lab at the end of last school year with fundraising dollars and this year we have added an iPad Mini lab, which some students will begin using during the second semester of this school year. As always, we are grateful for the generosity of our many volunteers, parent club members and Evergreen community at large.

GLENCOE HIGH SCHOOL

Principal: Robert Macauley

Though not officially designated as one of the District's STEM—science, technology, engineering and math—schools, Glencoe certainly has its share of STEM opportunities for students.

Got Robots?

There are three robotics teams currently active at the school. Two are FIRST Tech Challenge teams (FTC) and the other is a FIRST Robotics Challenge team (FRC). FTC and FRC are the two high school-level competitions available to students through FIRST (For Inspiration and Recognition of Science and Technology), a non-profit organization dedicated to providing STEM opportunities for students. For more information, visit www.usfirst.org.

FTC works with robots that are limited to 18"x18"x18" in size. Teams of five or six work over a period of four months in a very agile environment that allows them to test multiple designs. Team members shift roles as necessary as they share design and fabrication tasks. This year, both of Glencoe's FTC teams advanced to state and will be competing for a chance to go to nationals in

Atlanta.

FRC is described as the 'varsity sport for the mind,' combining the excitement of sport with the rigors of science and technology. FRC robots are much larger and each weigh up to 120 pounds. Under strict rules, limited resources, and time constraints, teams of 20 students or more are challenged to raise funds, design a team "brand," hone teamwork skills, and build and program robots to perform prescribed tasks against a field of competitors. Volunteer professional mentors lend their time and talents to guide each team.

Glencoe's rookie FRC team Shockwave will be competing against 60 other FRC teams at the Autodesk Oregon Tournament at the Memorial Coliseum March 7-9, 2013. **ChickTech**

On Friday and Saturday, January 26 & 27, ten Glencoe students who were nominated by their teachers traveled to Portland State University to participate in the first-ever ChickTech: High School event. ChickTech is a non-profit organization dedicated to retaining women in the technology workforce and increasing the number of girls pursuing technology-based careers by facilitating hands-on technology-centric events to empower, support, and increase the confidence of women and girls. Workshops at the event included robotics, microcontrollers, computer games, website design and creation, smartphone apps, and designing experiences. For more information, visit www.chicktech.org.

Two of the ChickTech participants, Marlo Eckert and Lauren Voepel, are being honored at Pacific University by the local chapter of Association of American University Women (AAUW) for their outstanding work in the STEM fields at Glencoe.

Miller EDUCATION CENTER (MEC)

MEC MIDDLE SCHOOL (6-8)

MEC HIGH SCHOOL (9-12)

MEC OPTIONS

Principal: Stan Esselstrom

Congratulations to our winter 2013 graduates Daniella Refugio and Daniela Deras.

Let's celebrate! Miller Education Center West will be graduating its largest high school class ever! We anticipate thirty graduates will be ready to hit the real world after they graduate on June 5th. In preparation for the big event, we have intensified our focus on each of our students making a successful transition to life after high school.

We have aligned our senior project class to post-secondary transition, emphasizing internships and networking with professionals in the fields our students intend to enter. Our expectation is that you could ask any one of the graduates what is next and

they would identify not only what their hopes are but the steps they have already taken to get there.

To support this increased emphasis on post-secondary preparation, we took a group of eighteen graduating seniors to the PCC technical preview day at the Rock Creek Campus. Students were able to check out the campus, get valuable information of admissions, and meet with professionals from many technical programs. When queried after the event, each student shared insightful knowledge they had learned about admissions, campus life and specific programs. For many of our students this will be their campus next year.

Some of the technical programs MEC students intend to enter are: dental hygiene, nursing, and computer science, among others. We are very proud of our graduating class and all of their hard work in organizing the transition to their next steps in life. Congratulations to the Class of 2013!



COMMUNITY TRANSITION SERVICES PROGRAM MARKS 25TH ANNIVERSARY

Hillsboro School District's Community Transition Services (CTS) program, which provides "real-world" integration opportunities and support for students with special needs, celebrates its 25th anniversary this year.

Conceptualized as a partnership project between K-12 districts and the local community college, the program was the first of its kind in Oregon back in 1988. Peter FitzGerald and David Brewer, special educators in Beaverton and Hillsboro, respectively, wrote the proposal for the program in the summer of 1987 while both were on a 10-day professional enhancement grant-funded leave.

For those unfamiliar with special education law, a bit of history might be helpful; and Peter's words provide an interesting perspective:

"I started teaching in 1972, around the first year that PL 94-142 was implemented (the Education for All Handicapped Children Act) [the law actually took effect in 1975 and is now codified as the Individuals with Disabilities Act, or IDEA]. I only had a B.A. in Psychology, had never taught in a classroom, but somehow was hired to be a middle school teacher to serve a classroom of students from all over Washington County (as far out as Banks, Timber, etc.). I had no idea what I was doing as I looked at my classroom of mixed ages and severity of disability. After a reasonable period of panic, I decided that one thing I needed to teach these students was 'how to be in the world,' as many of them had never been in a public school prior to 94-142, had been home-schooled in churches and the basements of homes, etc."

In those first years after the new law was passed, Hillsboro Union High School District contracted with the Education Service District (ESD) to provide services to students

District Updates

with disabilities. Then in 1981, one year after Glencoe High School was built, an in-house program called the Community Training Center (CTC) was established at the school for students aged 15-21.

Dave Reiter, a special educator at Glencoe at the time and continuing CTS teacher today, recalls that over the course of the first few years at Glencoe as the program grew, it became clearer that having students spend six years in the high school setting was not allowing them to progress as they should. They needed to learn the behaviors and skills they would require to transition to life beyond high school.

Several educators, including Peter, David, Dave, and others, were already taking their students out in the community—to restaurants, movies, stores, workplaces for job experiences, and so on—to begin preparing them for the next phase of their lives. But there was a missing piece that would really pull the program together.

David noticed that as special education programs were evolving to the point where they were not as segregated as they once were, special education students were developing more general education peers and friends. As the general education students moved out of high school and into college, their special education student counterparts were still stuck in a high school setting.

The idea was formed to create a partnership between Hillsboro School District and Portland Community College – Rock Creek Campus, where students could physically make that transition to a more adult setting, yet still receive the specialized services they needed to be successful.

Because of David and Peter's work, as well as the help and support of their colleagues and the ally they found in PCC Rock Creek's Associate Dean Sherry Robinson, a memorandum of understanding was signed between Hillsboro and PCC in 1988 and the program began.

This in David's words: "We named the program Community Placement Services because we believed the point of the program was to demonstrate that these students had something to offer the community. They were emerging citizens with talents and skills that were useful. The goal of the program was paid employment—a job. We partnered with local employers and relied on public transportation mostly, which was also part of the education program."

Today, Hillsboro's slightly renamed program (from Community Placement Services to Community Transition Services) continues, operating out of four locations in Hill-

sboro; some of the more skilled students also travel to PCC on Tuesday and Thursday mornings for additional opportunities and instruction. The program has helped hundreds of students with special needs over the years to gain the confidence and skills needed to move into adult life.

Our district is still viewed as a leader around the state in its provision of transition services to students, for which we owe debts of gratitude to the people who worked hard to implement the program as well as to those who dedicate themselves to it now.

DISTRICT FOCUSES ON LEGISLATIVE ADVOCACY EFFORTS

Although the State Legislature now goes into session every year, it's still those odd-year (full) sessions that are the biggest and the longest, and ones where the most decisions are made.

That's why our School Board, and most school boards around the state, develop and adopt a set of legislative priorities in advance. This allows the Board to speak with a common voice to our elected officials when explaining the realities in our district and the positions we would like to see them support.

For the 2013 session, the Hillsboro School Board adopted five Legislative Priorities:

- Support stable and adequate funding for education.
- Support Public Employee Retirement System (PERS) reforms that are deemed constitutional, lead to long-term stability of the system, and value current, former, and future public employees.
- Oppose or modify laws, mandates, or reporting requirements that do not come with the corresponding funding for their implementation.
- Revise legislation that places and undue or unreasonable burden on public schools.
- Support education funding at the federal level that aligns with mandated program delivery.

Each of the priorities in one way or another involves funding, which is why that's probably the hottest topic of this session.

The percentage of the state's budget that is allocated to K-12 education has been decreasing for the past several years. Ten years ago, K-12 received 44.8% of the state's general fund budget; the Governor's proposal for the 2013-15 biennium of \$6.15 billion equates to just

37.6% of the state's general fund budget.

At this funding level, Hillsboro would face a shortfall of \$18.6 million in the 2013-14 school year. For comparison's sake, that's equivalent to 39 school days **OR** 266 teachers **OR** an increase in class size from around 30:1 to around 41:1.

If K-12 were once again slated to receive 44% of the state's general fund budget, it would equate to a 2013-15 biennial allocation of \$7.2 billion. At this level, Hillsboro would face a shortfall of just \$943,000 in the 2013-14 school year, which would allow us to employ some strategy in deciding whether to reduce school days, use reserves, or devise another logical plan to bridge the gap.

Four main components are putting us in a very difficult spot heading into the 2013-15 biennium:

- **PERS costs are unsustainable.** PERS employer rates (basically a tax on payroll expenses that we are required by law to pay) are set to increase by more than 7% on July 1, 2013 to approximately 26%. In Hillsboro, every 1% of PERS employer costs equates to around \$1 million, which means we lose \$25 million right off the top of our approximate \$170 million annual general fund budget.
- **We have reduced \$61.3 million from our general fund budget since 2008-09,** including 20 school days and over 230 staff positions; class size average is now at 30:1. The 'belt tightening' has long since been over, and now we are just in the squeeze—with staff and students feeling the effects of the continued reductions.
- **We have just \$6.5 million remaining in reserve** accounts to help mitigate shortfalls. We have been using approximately \$5 million in reserves each year as one way to bridge budget gaps. If we keep spending them at that rate, we will be out of reserves by December 2014.
- **Requirements and expectations for students keep increasing** along with our desire to continually enhance their achievement, and we need to have the tools and training to support them. Technology is a key area where investment needs to occur, which leads to even more difficult budgetary decisions.

One voice can make a difference, and many voices with a common and sustained message are even more powerful. Legislators

want to hear from their constituents about what matters to them, so please take a few minutes to **contact your elected officials and tell them your personal story.** If you have interest in taking a trip down to Salem to meet with legislators in person or testify at a hearing, let us know as there are others who are already involved and would be happy to go down with you.

Much information is available on the Budget Matters page of our website (About HSD/Budget Matters), including the full text of the Board's legislative priorities, one page information sheets on funding issues, lobbying tips, a calendar of upcoming events, and more. Please review these materials and contact Communications Director Beth Graser (graserbe@hsd.k12.or.us or 503-844-1772) if you have questions or would like to get involved.

KINDERGARTEN COMMUNITY FAIR COMING APRIL 4

Spring is an exciting time in the District when we prepare to say farewell to our graduating seniors and hello to our newest students—incoming kindergartners!

Hillsboro's District Kindergarten Community Fair has become a popular tradition where hundreds of families gather at Lincoln Street Elementary School (801 NE Lincoln St., Hillsboro 97124) to experience a real school lunch, participate in fun literacy and math activities, receive a free book for their child, and interact with representatives from the Hillsboro Soccer Club, Hillsboro Police and Fire, OMSI, Scouts, Hillsboro Soccer Club, and much more.

The event is offered free of charge and takes place from 5:00 to 7:00 p.m.

Please join us for this fun community event and get our leaders of tomorrow inspired about the journey they are about to begin!



HILLSBORO SCHOOLS FOUNDATION HOLDS NINTH ANNUAL PHONE-A-THON APRIL 15-18

During the week of April 15-18, 2013, area high school clubs will be competing and raising money for their activity programs and innovative grants from your Hillsboro Schools Foundation. Over 280 students will be dialing for dollars and they need your support. Money earned through the phone-a-thon provides needed funds to continue important programs like Band, Choir, School Newspapers, Theater, Dance, and more.

Our Community Partners

Donations may range from \$10 to \$1000 and these kids really light up when you are able to give. With your help, HSF was able to donate over \$100,000 last year to programs in the Hillsboro School District. Support our schools and students - answer the call!!



WHAT CAN YOU DO AT THE HILLSBORO LIBRARY?

Construction is well under way on the second floor of the main library. When finished, there will be additional seating, shelving, meeting space, and study rooms. The library will remain open during construction and completion is scheduled for May 2013.

If you have a Kindle Fire, a device running Android, an Apple device like an iPad, iPhone or iPod Touch, or an e-reader like a Nook or Kindle, you can download library e-books. Get step-by-step instructions for downloading e-books and audio-books by visiting wccls.org/library2gohelp.



JACKSON BOTTOM WETLAND PRESERVE

Jackson Bottom Wetlands Preserve invites community members to support its mission of connecting water, wildlife and people through a native plant sale and fair.

The event features educational workshops, kids' activities, informational booths, and trail walks, and will take place on **Saturday, April 14 from 9:00 a.m. – 4:00 p.m.** at 2600 SW Hillsboro Highway, Hillsboro, OR.

For more information, please visit jacksonbottom.org or call 503-681-6206.



HILLSBORO PARKS & RECREATION WORKS FOR KIDS IN THE COMMUNITY

Hillsboro Parks & Recreation is proud to partner with the Hillsboro School District for an even more well-rounded educational experience for all of Hillsboro's youth.

Getting back to nature - Jackson Bottom Wetlands Preserve offers nature programs for children from kindergarten through high school. The Preserve works closely with several schools, providing environmental education such as identification of flora and fauna, animal tracking, food web discovery and bird watching. Farmington View Elementary, for example, takes advantage of the field programs, traveling programs and the Learn to Be a Naturalist program. The Preserve offers programs on no-school days, particularly summer break, including summer camps for children from age 4 to 12. Teens may join Green Teens, a program focusing on stewardship of natural resources, education and leadership training. If you would like information on these or other programs at Jackson Bottom Wetlands preserve, call 503-681-6206.

After School Sports, Enrichment and Homework Help Programs - Hillsboro Parks & Recreation, in partnership with the Hillsboro School District, the Hillsboro Schools Foundation and the Washington County Commission on Children & Families, offers exciting after school opportunities throughout the district's elementary and middle schools. This year's offerings are expected to serve more than 4,000 Hillsboro children. They include BLAST (Bringing Leadership, Arts and Sports Together), a comprehensive after-school youth enrichment program for grades 1-6 and serving 18 elementary schools, The ZONE after-school youth enrichment and sports programs at all four middle schools, and After-School Homework Help Clubs at six schools.

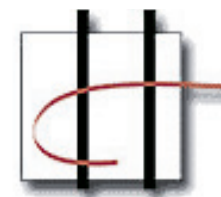
We've got you covered for no-school days - We're offering Spring Break science and arts camps as well as special recreation swim times from 1:00 – 3:00 pm at SHARC on every no-school day. Science camps from Mad Science include a Space Camp series focused on space and flight, and a Building

Blocks of Science series. Arts camps feature everything from clay and other 3-D crafts to drawing, cartooning, music and rhythm, and Take the Stage performance camp. One new, fun class for kids is the Duct Tape Creations Class at SHARC on April 12 at 10:30 am.

Great spring events for the family - SHARC is once again offering the Underwater EGGstravaganza for kids from ages 1-12 on March 30. Kids get in the pool to search for eggs and other treasures. The second All Comers Family 5K takes place on Saturday, May 18. Join other families and individuals at Noble Woods Park to run or walk the paved paths and packed trails of this beautiful nature park. Volunteer events also abound in the springtime, especially in the parks. Call or check our website for details and more events. Getting outdoors and having this type of experience helps children get active and build their interest in the world around them. That's good for everyone!

Contact Hillsboro Parks & Recreation at 503-681-6120 or visit www.hillsboro-oregon.gov for a park map and more details.

HILLSBORO CHAMBER OF COMMERCE



On Sunday, April 21, from noon to 5:00 p.m., the Hillsboro Chamber of Commerce will hold its 9th Annual Latino Cultural Festival in the streets of downtown Hillsboro.

This free event has become one of the most heavily attended of the year, featuring food, entertainment, art, culture, sports, and fun for the whole family. The festival is designed to connect, embrace, and engage the Latino community while providing an opportunity for families of all ethnicities to celebrate Washington County's diverse cultures, rich with tradition and heritage. With an improved and expanded program, the festival will include a parade, arts village, and street soccer tournament.

Sponsors, exhibitors, non-profit service providers and volunteers are actively being sought for the event. If you are interested in participating or would like more information, please contact Alonso Leiva at 503-726-2150 or alonsol@hillchamber.org.



BROOKWOOD ELEMENTARY SCHOOL

Principal: Ken McCoy

Great things are happening at Brookwood Elementary School! Our hardworking staff, wonderful families, and great students have reached the half-way point of a year filled with a renewed focus on excellence and exciting opportunities for students.

As an Oregon Focus School, much work has gone into the development of a school improvement plan for the Oregon Department of Education. Though the process has been very involved, the results are proving to be promising as we've begun implementing our plan. In the remaining months of the school year, we will be working hard to keep our focus on great instruction and student achievement.

Brookwood students continue to impress our community with their involvement in some of our extra-curricular programs. The Brookwood Chess club is enjoying success with over 50 students learning and playing chess twice a week.

On a smaller scale, but no less impressive, a handful of students have been learning to play the violin – even treating our third grade to a recital. Our school band is thriving with over thirty students meeting regularly to hone their skills and learn new arrangements.

Several students have participated in multiple book clubs where they read and discuss new books, and our Homework Club remains a staple for students who want assistance with their studies.

The Brookwood Booster Club carries on their work of helping our families remain a vibrant, involved part of our school com-

Hilhi

FEEDER GROUP

munity, with monthly Spirit Days and Restaurant Nights, a Family Movie Night in February and a Spring Bazaar & Book Fair in March.

Our Watch D.O.G.S. program is going strong as well, with a recent work day that brought together twenty-one dads, kids and staff members to get our school science garden ready for spring planting. With the hard work of these two parent-based groups, the Brookwood community remains solid in its support of our kids.

Many wonderful things are happening at Brookwood, making our school a great place to be!

FARMINGTON VIEW ELEMENTARY SCHOOL

Principal: Roger Will

Sheltered Instructional Observational Protocol (SIOP) Making a Difference

When the teachers at Farmington View Elementary reviewed their OAKS testing data from the 2011-2012 school year, they noted an achievement disparity between English language learners and native English speakers. As they discussed a variety of methods to improve student achievement for all students, it became apparent that being trained in Sheltered Instructional Observational Protocol (SIOP) could be an instructional intervention that enhanced learning. Some of the benefits of a SIOP classroom include: increased student achievement, improved academic content and language skills, and increased preparation for students to become college and career ready.

In October, the Farmington View teachers began a rigorous four-week, 11-session web-based learning program on SIOP. SIOP consists of eight components: Lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment. Teachers participated in a live webinar each Monday and then completed additional lessons on their own. For the final, each teach-

er developed a full SIOP lesson plan incorporating the eight components and 30 features of the SIOP model.

Since completing their training in mid-November, all teachers have been implementing SIOP features in their daily lesson plans. One of the primary focus areas after being SIOP trained is to increase student engagement. Teachers are using a wider variety of techniques to ensure that all students are fully participating in their learning. Some examples include think-pair-share, interactive white boards, classroom seating arrangement, hands-on activities, activating prior knowledge, increasing wait time, and sticks of opportunity. These strategies will give all students better access and understanding to the daily content.

Farmington View teachers will spend additional professional development time over the next few years deepening their knowledge of SIOP and using its content to support student learning. As the principal of Farmington View, I'm both grateful and thankful to work with a staff that is driven to provide the best learning experiences for all students.

GRONER ELEMENTARY SCHOOL

Principal: Scott Schinderle

At Groner Elementary School, we have a variety of after-school programs that are organized by outside groups, teachers, parents, and volunteers. Opportunities this year include: LEGO Robotics, Mad Science, Read Naturally Lab, Math Gamers, Talented and Gifted (TAG), Migrant Extended Day Program, Spring Musical, French Club, and American Sign Language (ASL).

LEGO Robotics was led by parents Christi Dodge, Jen Whitmore, and Allison Crace. Two teams represented Groner in competitions this past fall. We are currently in our second of three sessions of Mad Science, which runs after school for six weeks on Mondays and is facilitated by Mad Science staff. Read Naturally is an after-school reading program to assist with literacy skills, which is run by Mr. Merrill, Ms. Easley, and volunteer Kirsten VanLoo, on Mondays and Tuesdays. Math Gamers, is a 6-week program that offers additional practice for students to apply their math skills in interactive ways. A new partnership with Pacific University will allow us to offer French Club for 11 weeks; students will receive an introduc-

tion to French culture and some of the basics of the language through songs, stories, crafts, and fun.

A few longstanding after-school programs include TAG and the Spring Musical, both led by Mrs. Paulson. Additionally, American Sign Language has returned based on high interest among our students. The instructor, Linda Cornely, is an Interpreter for the students attending the Deaf/Hard of Hearing (DHH) program at Groner. We are thankful she is willing to share her skills as a means to increase communication among all of our students.

After-school programs offer enrichment to the daily educational program. They provide opportunities for students to explore



W.L. Henry students performing Ballet Folklórico during the second annual Enchilada Night, January 24, 2013.

areas of interest and to develop new skills. We appreciate the outside organizations, teachers, and parents who provide the direction and leadership for these after-school programs, and we are grateful for those who volunteer their time supporting these programs, too.

W. L. HENRY ELEMENTARY SCHOOL

Principal: Alison Paulus

W.L. Henry Enchilada Night & Ballet Folklórico Performance

To recognize and celebrate Latino culture, W.L. Henry Elementary School hosted their second annual Enchilada Night community festival on Thursday, January 24.

A group of moms worked together to get ingredients donated; the preparation took three separate evenings of cooking in the school's kitchen. On the night of the event, several volunteers from the Hillsboro Optimist Club were on hand to help sell tickets and serve meals.

A highlight of the evening was a performance by the school's Ballet Folklórico dancing group, led by Manuel Ramos, a teacher in the Forest Grove School District. The group began last year with 15 girls and has grown this year to include over 50 students, both boys and girls. They have been practicing



Brookwood Watch D.O.G.S. prepare the grounds for the science garden!

once a week since October and will have one more performance at Henry in May.

In the end, \$1,000 was raised for the school, which will be used for student field trips and assemblies.

MINTER BRIDGE ELEMENTARY SCHOOL

Principal: Mary Mendez

When asked what makes Minter Bridge such a strong school, Bilingual Coach Arce-ma Tovar says, "It's a place where teachers and students feel safe and can learn together." Collaboration is a common theme at Minter Bridge. Students work frequently in cooperative groupings, sharing ideas and explaining their understanding of a topic with other students. As a Dual Immersion School, language development in Spanish and English is a big focus for everyone. "It's through language that we construct ideas and better understand what we are learning," says Brent Saxton, the Speech Pathologist. Students practice speaking in a variety of ways. The development of academic language is incorporated into every subject. Teachers post language objectives and sentence frames to guide students in their partner conversations. Working together using language to exchange ideas about learning is an essential part of the learning process for both students and staff.

Teachers at Minter Bridge work in Professional Learning Communities (PLCs) composed of two grade levels every Wednesday to plan a lesson. After planning the lesson, one teacher in the group teaches the lesson to a class and the other teachers take notes on assigned topics, such as how often students have an opportunity to talk or what students are communicating when they talk. After the lesson, teachers debrief and talk about how the lesson went and what they could change or improve the next time. Lindsay Garcia, Third Grade Dual Language teacher describes this collaboration as "a unique and powerful opportunity to share and learn from supportive colleagues in an authentic way, inviting each other into our classrooms as we study our craft of teaching and reflect on the results of student achievement."

Students as well as teachers are collaborating. In Ms. Rinck's classroom students can be seen working on a "tableau," a frozen scene depicting an idea from a story or a math or science concept. This strategy that she learned about during a training offered by The Right Brain Initiative, is just one of the many ways students work together in her class to deepen their understanding.

Parents are an essential part of the community at Minter Bridge. Collaborating with classroom teachers, parents like PTA president Irma Groshong prepare and teach an art lesson through the school's ART SMART program. It is an opportunity for teachers and parents to work together to benefit all students in an area that sometimes gets overlooked with the current budget situation.

Learning together at Minter Bridge has created a community of learners that values what each individual brings to the group. It gives students, staff and parents an opportunity to expand ideas and learn from each other, all while perfecting the valuable collaborative skills necessary to succeed in life.



Rosedale's Head Custodian Sara Cotten and Principal Greg Zinn show off the certificate they received on Friday, February 15.

ROSEDALE ELEMENTARY SCHOOL

Principal: Greg Zinn

Rosedale Elementary School has earned an ENERGY STAR award for its outstanding energy efficiency.

The school was the first in Hillsboro built to the U.S. Green Building Council's LEED Gold (Leadership in Energy and Environmental Design) standard back in 2009. Indeed, evidence of environmental stewardship can be seen throughout the building and its grounds.

However, it still takes the deliberate efforts of *people* to ensure that natural resources aren't wasted during the course of the day. That's where head custodian Sara Cotten comes in; with determination and signature Rosedale PRIDE, Ms. Cotten has ensured that lights are minimized and energy saved wherever possible.

WITCH HAZEL ELEMENTARY SCHOOL

Principal: Grant Corliss

Thanks to a grant from Yahoo!, Witch Hazel has been able to purchase 18 iPads for classroom use along with a rolling storage cart that charges them.

Students are able to access the Internet to do class research as well as utilize several highly engaging applications that focus on learning. Everything from vocabulary to math is made available with the applications.

In the future, using dollars from our PTA Fall Fundraiser, an additional eight iPads will be ordered. Our goal is to accumulate a class set of at least 30 units. Students and staff have been incredibly excited about the availability of this new technology!

The Witch Hazel PTA also recently purchased several banners and entry rugs for the building. Using our school rules of being safe, respectful, responsible, and kind, we now have six beautiful bright blue banners on the walls throughout the building and a brand new rug in each foyer! Our hope is to

create a more visual presence for our school behavior expectations while making Witch Hazel a welcoming environment for all!

In addition, we have the annual Science-O-Rama fast approaching. Sponsored by Synopsys and structured much like a traditional science fair, we have several grade levels that participate. Students develop their essential question using the scientific process, then test their hypothesis through their project. Students are then able to qualify for the District science fair held in late spring.

The Science project is a wonderful way to integrate both Science and Writing while engaging students in "hands-on" learning.

Go Wolves!

SOUTH MEADOWS MIDDLE SCHOOL

Interim Principal: Carlos Perez

Students at South Meadows demonstrate artistic and compassionate attributes by participating in the nationally recognized Scholastic Art Awards and through giving back to the community.

Seven South Meadows students earned awards or honorable mentions for recent submissions to the Portland Scholastic Art and Writing Awards. The event has encouraged more than 12 million student participants and recognized more than 2 million young artists over its 81-year history.

This year we have two honorable mentions, three Silver Key award winners, and two Gold Key champions. The Gold Key is the highest award given at the competition and our winners, Luis Barrera and Tin Huynh, had their art on display at the Pacific Northwest College of Art throughout February. The pieces earning the Gold Key award will now be sent to compete on a national level.

Last year, Social Studies teacher Lynette Schamber had an excellent idea: start a leadership club for students who aren't your typical leadership types. She was looking for students who could really benefit from opportunities to make a positive difference in their community, who demonstrated the

ability to work in face-to-face, hands-on, sometimes difficult situations.

She seeks three emotionally-charged locations to give the students very real, meaningful experiences. Students then visit each of the locations twice throughout the year during half-day field trips (six field trips total).



SMMS 8th Grader Tania Tavera gets kisses from Petunia during a trip to the Oregon Humane Society. Petunia has since been successfully adopted.

This year's group is visiting the Blanchet House in Portland to serve meals to the homeless and hungry, the Oregon Humane Society to help socialize dogs and cats to prepare them for adoption, and the Hillsboro Health Care and Rehabilitation Center to spend time with senior citizens.

In other news, South Meadows Middle School and Hillsboro High School are working together to develop a comprehensive College and Career Readiness Plan. As part of this plan, SMMS will be hosting a College and Career day followed by a Curiosity Fair. The morning of April 11, students will attend two sessions led by community professionals and Pacific University staff and students. Students will have the opportunity to hear what it takes to be successful in college, as well as find out about a possible career they may have interest in. In the afternoon, students will preview multiple creative businesses and have hands-on experiences with different vendors. This event will bring over 50 community members into the school and provide students an inside look at college and careers.

HILLSBORO HIGH SCHOOL

Principal: Arturo Lomeli

Because recycling is an important way for individuals and businesses to reduce the waste they generate and decrease the negative impact of that waste, Hilhi is taking the challenge head-on, serving as the pilot high school for a vital recycling program with support from the District Facilities department.

Recycling conserves our natural resources, saves landfill space, conserves energy, and reduces water pollution, air pollution and the greenhouse gas emissions that cause global warming. According to Greenstar Recycling, Americans use by far the most resources per capita in the world. If everybody used as many resources as Americans, we'd need more than five planets to sustain ourselves.

Hilhi rolled out the program with drastic changes to the commons, removing 40 garbage cans and replacing them with two recycling centers. Various student groups volunteer to oversee the stations, helping to educate students and staff on how to properly use the receptacles, and how to rinse recyclable items like milk cartons, assorted cans, and bottles.

The goal was to reduce garbage collection by 25 percent this year, but that goal has already been far surpassed. Additional stations have been added for indoor sporting events and, over the course of the next school year, the aim is to expand this effort campus-wide by adding recycling to the outside breezeways, common areas, and classrooms.



EASTWOOD ELEMENTARY SCHOOL

Principal: Kona Williams

"Can I eat lunch with Mr. Ratzke today?" is a common question asked by many Eastwood students.

This year we have had the wonderful opportunity to add Andrew Ratzke, an AmeriCorps volunteer, to our staff here at Eastwood. He decided to apply as an AmeriCorps volunteer in the spring of 2012 to gain school experience prior to enrolling in grad school and to give back to the community. Andrew comes to us from Washington.

The mission of AmeriCorps is to support critical needs in communities across America. Some of the many goals of AmeriCorps are to tutor and mentor students, build volunteerism in schools, and support after-school programs. We have been lucky to have Andrew join the Eastwood team in accomplishing these lofty goals as well as many other tasks.

Every day, Andrew can be seen eating breakfast with students in the morning, having one-on-one conversations and learning more about what makes each student an individual. Building these important relationships with Eastwood students has allowed him to support their learning because they trust and respect him. He is often able to present new or challenging material to struggling students in a way that allows them to connect, and most importantly, be successful with the lesson.

Andrew has been active in creating a backpack program, a garden club, math clubs as well as a mentor program. Through the mentor program, eighth grade students from Poynter Middle School come to Eastwood once a week to work one-on-one with students in first through fifth grade. The goal of the mentor program is to provide students with both social and academic support.

It has been an amazing year so far at Eastwood, and Andrew has been a great addition to our staff. His commitment to serving students is obvious to all through his positive interactions with students and willingness to take on any new project.

"Andrew has brought a new energy to the building," stated Brooke Godfrey, sixth

Liberty

FEEDER GROUP

grade teacher. "He is an excellent male role model to students and builds academic and social connections with them."

LENOX ELEMENTARY SCHOOL

Principal: John Matsuo

Lenox Elementary School's Head Custodian Jayne Baker and Booster Club Member Randi Soot are spearheading the Terracycle program to add to the already successful recycling program.

The purpose of Terracycle is to eliminate the idea of waste. This is accomplished by creating national recycling systems for previously non-recyclable or hard-to-recycle items.

Terracycle converts the collected waste into a wide variety of new products and materials.

This effort not only allows the students to learn the importance of recycling for our environment, but also earns the school rewards. These rewards will be used to fund critical student needs.

The students collect everyday items such as:

- Chip or salty snack bags
- Glue bottles or sticks
- Writing utensils
- Flip flops
- Drink pouches and bottles
- Candy bar wrappers and bags
- Dairy tubs
- Tape dispensers

These items are then shipped off to the TerraCycle Brigade depository and turned into new products leveraging both the material it is made from and the original shape of the waste.

Last year, the recycling program resulted in a two-thirds reduction in waste pickup from Lenox. The goal this year with the addition of Terracycle is to cut that already reduced pickup in half.

MOOBERY ELEMENTARY SCHOOL

Principal: Brian Haats

We are very excited to announce that beginning with one kindergarten class in the fall of this year, Mooberry will be offering a Dual Language (Spanish/English) option for families interested in having their students become bilingual!

Overview of the Program:

- Students would spend 50% of their day being instructed in English and 50% of their day instructed in Spanish.
- Students don't just learn another lan-

guage, they learn *in* another language.

- Half the students in the classroom would be from families who speak Spanish at home and half from families who speak English at home.
- Students are exposed to the same curriculum as their English-only peers while having the opportunity to learn a second language.
- Research shows that students in Dual Language classrooms consistently outperform their English-only counterparts on a variety of assessments.
- The Hillsboro School District is committed to a full K-12 Dual Language option for students who begin the program in kindergarten or first grade.

Goals of the Program:

- Develop high levels of proficiency in Spanish and English.
- Help students achieve grade level academic performance.
- Raise self-esteem for all children.
- Take advantage of the optimal window for learning a second language during the students' primary years.
- Give students an edge in high school, college, and the workplace.
- Develop bilingualism, biliteracy and biculturalism.
- Develop positive cross-cultural attitudes and behavior.

Coming this spring, Mooberry will provide more opportunities to learn about Dual Language classrooms.

ORENCO ELEMENTARY SCHOOL

Principal: Tim Bishop

Orenco first graders have begun a new science unit studying weather. Students will learn about the water cycle, different types of clouds and how they are formed, as well as how to read thermometers. They will also create a number of weather experiments.

Second graders have begun a unit on habitats. They will study the temperate forest, rain forest, desert, ocean and polar habitats. They will study the animals that live in each habitat, what they need to survive, and the adapta-

tions that they make. Students will study an animal of their choice from one of the habitats.

Students will also be making a diorama, which is a shoe box that is decorated like a scene from one of the habitats.

Third graders have been busy learning about geometry. They are studying scalene, equilateral and isosceles triangles. Third graders also learned about Martin Luther King and his dream. They discussed how important his leadership was for a better world today.

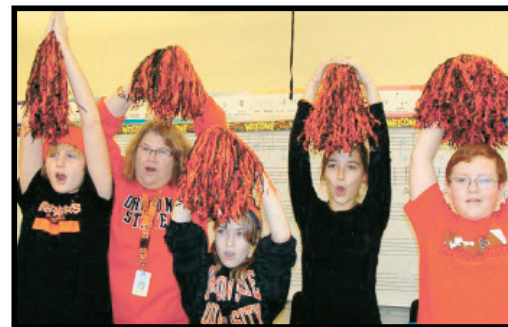
All of the fourth graders participate in a program we call "Class Economy" to help them learn about money. They earn money just for coming to school and being students. Every two weeks they get paid \$45. If they have an extra job in class, they are paid a little bit more. There are many possible jobs in the classroom, such as teacher helper, line leader, secretary, and gardener. At the end of each month they have a class auction where they get to buy fun things that other classmates don't want anymore. It is fun and a great opportunity to learn about money.

Fifth graders studied how humans used to mark the passage of time. We know that hundreds of years ago our ancestors did not rely on calendars, clocks, watches or computer screens to tell them the hour or the season. They marked time by the colors of the leaves, the feel of the wind, the growth of their crops, and the changing face of the moon.

In late October, sixth graders went to Outdoor School at Camp Cedar Ridge. They learned about animals, water, plants, and the Earth during each day's field study. They also enjoyed wonderful meals, making new friends, and nightly campfires. We know that life-long memories have been made. Thanks to all the parents for helping us get ready for Outdoor School, and to the Cedar Ridge staff for a great three days!!

Orenco's Booster Club has been busy this

year. Their "Pass the Hat" campaign has raised over \$3,600. They will continue to collect funds throughout the year. The Boosters also sponsored the Cocoa and Caring event which brought in over 250 toys that were donated to Doernbecher Children's Hospital.



Orenco students and staff show their enthusiasm during Ducks/Beavers Spirit Day!

Quatama Elementary (along with Tobias, Farmington View, and Groner) is exploring and developing STEM (Science, Technology, Engineering, and Mathematics) integrated lessons, for the purpose of engaging students in real world learning for the 21st century.

At Quatama, our work with the arts through the Right Brain Initiative is a natural for connecting diverse subjects into meaningful learning that engages students in deeper level understanding and results in higher achievement.

Recently, third grade Quatama students learned about making collagraph prints with artist Caitlin Shelman. Her residency was part of an arts integration project with science, technology, engineering and mathematics. Third graders focused on using this art form to expand their understanding of mathematical and scientific concepts during their study of Oregon.

Fourth graders learned the scientific inquiry process by studying erosion; they measured wind and rainfall, and their effects on different types of soil. Currently, they are working with artist Nicole Penoncello, creating with clay, and linking the art form to science and math.

A recent visit from Congresswoman Suzanne Bonamici gave students a chance to showcase how they "dance" their vocabulary, explain worm composting (from which they collect the compost tea to enhance the garden soil), and share illustrations of scientific and technological vocabulary related to the processes they use with the art form.

Even parents are getting involved. We are adding Family Engineering Projects to our Open House/Science Fair on April 18. Recently, parents and students attending a Las Familias night got to try one project out: creating roller coasters for marbles. Thank you to Lori Furrow for coordinating this evening event that definitely engaged families.

Sharon Angal, STEM TOSA for Quatama, worked with teachers to develop these and other STEM units, thanks in large part to a grant from the Hillsboro Schools Foundation that paid for teacher planning time.

Coming up in the spring are units on weather that will culminate in "kinetic sculptures" that move in the wind; bulbs (the plant kind), with student-created 3-D representations of bulbs inside and out; electricity, with

students "drawing" circuits that actually work.

The students are not just doing "cool things" but are learning higher level vocabulary, scientific understandings, perseverance, and they are solving problems that ask them to integrate and synthesize their learning. We look forward to sharing much of this work at our Open House on April 18.



Quatama 4th graders, Annielu, Mario, and Jules explore with clay.

WEST UNION ELEMENTARY SCHOOL

Principal: Craig Harlow

Students at West Union Elementary had permission from the principal and their teachers to do a little stargazing and dreaming during school. We had a planetarium at school for each class to spend time looking far into the night sky. This opportunity was part of a STEM (science, technology, education, and math) grant, made possible by Intel, that provides our students with learning options in math and science they would not otherwise have.

This spring, fifth and sixth grade students at West Union Elementary will pilot a new state assessment based on national standards known as the Common Core State Standards. This assessment, currently referred to as Smarter Balanced, will give our students and teachers hands-on experience with the assessment that will be given to all students in Oregon in the 2014-15 school year.

Perhaps nothing is more paramount in our minds right now than the safety of our children at school.

Recently I conducted a school safety meeting at both North Plains and West Union Elementaries. The input I received from our parents was invaluable as we strive to make our schools safer for students, staff and parents. In conjunction with our Staff Safety Team and ongoing staff development, we have been conferring with local law enforcement to enhance our school safety plans.

Without question a vital strength at North Plains and West Union is our sense of community. I appreciate your concern and input to assist in keeping our schools a safe place for children to learn.

POYNTER MIDDLE SCHOOL

Principal: Greg Timmons

By 8th grade leadership students Marlee Causton and Emma Johnson

At Poynter Middle School we had an annual Patriot Party to kick off the winter

break. This year at the Patriot Party we had a Hollywood-themed dance. We divided up the leadership class into three different groups: people making the Hollywood sign and stars, people making the red carpet, and people making silhouettes. It took us about a week to completely set up the dance. At the dance there was a concession stand selling candy, snow cones, and drinks. During the lunches preceding the dance, a clipboard for song requests was passed around the tables. Students wrote down songs they wanted to hear at the dance. Ms. Gustafson was the DJ of the dance and customized the play list.

A couple of times in the school year we have what is called "Be Connected Week". All students go through an anti-bullying lesson called "Be Connected," which teaches us how to help prevent bullying. Each student receives a bracelet that is white and says, "BE CONNECTED" in black letters. In that week we do different activities, such as Black Out day, where everyone wears black. Another activity is the Be Connected Lunch Chain, where students write one way they will "be connected" on a small piece of paper. Then we loop all the papers together and create a chain that is later hung up in the café. This chain symbolizes our school's commitment to being connected.

The leadership class organizes and decorates for most events at Poynter Middle School. Next semester there will be a new group of students in the leadership class who will make new events and fun activities. They will be taught how to make creative posters and decorations for different events and activities for students.

Hillsboro

Principal: Linda Harrington

One hundred eight full-time 7th through 12th graders began the year and the number continues to grow. What was once the library of Peter Boscow Elementary is now home to Hillsboro Online, providing a local site for students to get assistance from teachers, help with technology, and to work with other students. The interior walls of the school display student art and parents and staff have worked together to make it warm and inviting.

Community and careers are central to the school, and each month students are invited to explore an aspect of our community. We started out the year by taking a look at agriculture and its influence and impact on our Hillsboro community.

The theme for November was the City of Hillsboro, with students learning about differ-

First semester was very busy at Liberty High School. All of our sophomores and freshman AVID students took the PLAN test, which is developed by ACT and is a college readiness exam. In addition, 8 students earned 15 different awards from Portland Metro Scholastic Art Awards, including four Gold Key awards: Selena Folkard - Mixed Media, Dorian Kershaw - Sculpture, Maryana Kuznetsova - Drawing, and Angela Martinez Carcamo - Painting.

Western Oregon University came for the third year, interviewed students for automatic acceptance, and accepted five students on the spot. Congratulations to Carlos Santos, Sheldon Pittman, Aislynn Clevidence, Janet Bucio and Ricardo Garcia!

Again this year, the Hillsboro/Forest Grove Branch of the American Association of University Women (AAUW), in conjunction with Pacific University's Center for Gender Equity, is proud to honor two junior girls from Liberty High School who are outstanding in math, science and technology.

AAUW is involved in programs on the national and local level that offer support and encouragement to young women who are interested in entering the sciences. They are part of the National Girls Collaborative Project.

The object of this project is to "strengthen the capacity, impact, and sustainability of existing and evolving girl-serving Science, Technology, Engineering, and Mathematics (STEM) projects." By honoring girls who are involved in these areas in their junior year in high school, we hope to encourage them to continue in these fields as they pursue their education. Please congratulate Maryana Kuznetsova and Alice Yan for being selected for this honor.

Go Falcons!

ONLINE ACADEMY

ent branches of the city, including the Public Works department, Parks and Recreation, Fire, Police and City government.

December's theme was Literacy, featuring a visit to Pacific University, to Jacobsen's Books and More where HOA students had the opportunity to read to elementary students.

In January, students traveled to the Washington County Courthouse, and the theme for February was Health and Fitness!

Additional activities planned include a visit to the Washington County Museum and attending an upcoming cultural event at the Glen and Viola Arts Center. Also in the works are service opportunities for students in our Hillsboro community.

Sessions for families interested in joining Hillsboro Online Academy and information can be found at: www.hillonlineacademy.org or by calling 503-844-1050.

has been the work of the Technology Study Team since last summer.

The budget has, unfortunately, been a recurring topic for us over the past five years. While we would prefer to only talk about our students, their enrichment and achievement, the reality is that a major factor in our ability to provide a robust educational system is money. Since the 2008-09 school year, Hillsboro has had to reduce \$61.3 million from its operating budget to address revenue shortfalls.

In Oregon, budgets are set on a biennial (two year) basis, and a new biennium will begin on July 1 of this year. That means the

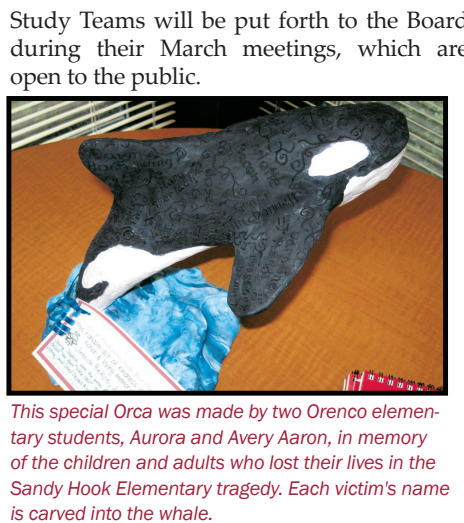
state legislature will be determining how much money will be given to K-12 school districts for the 2013-14 and 2014-15 school years this spring. As we looked ahead to that process last fall, we knew K-12 districts would likely once again be facing a revenue allocation that would fall short of expenditure needs. So rather than wait until the spring to get more information on the actual numbers, we decided to pull together a cross-functional Budget Study Team to examine three different areas: 1) Budget Detail; 2) Advocacy; and 3) Educational Futures.

The charge of the Budget Detail group was to dive deeply into our budget, learn how and why certain expenditures exist, and look for ways to both save money and budget strategically.

The Advocacy group was tasked with examining our needs as a district, facilitating discussions with the School Board, crafting legislative priorities, then using those priorities to develop an informational campaign and advocacy plan. See the article on page 6 for more about that group's work.

Finally, the Educational Futures group focused on two main and slightly different objectives: determining what we want education to look like in Hillsboro (what students' educational experience should include); and examining how we might use innovative instructional techniques and/or incorporate or expand structures or processes into our current system to mitigate the effects of budget reductions.

Reports from the Budget and Technology



This special Orca was made by two Orenco elementary students, Aurora and Avery Aaron, in memory of the children and adults who lost their lives in the Sandy Hook Elementary tragedy. Each victim's name is carved into the whale.

UNDERSTANDING GRADUATION RATES

Statewide graduation rates for the class of 2011-12 were recently released, showing decidedly unimpressive numbers. Because the method for calculating and reporting these rates was modified not long ago, we thought it would be helpful to provide some background information, as well as talk about the processes we have in place to increase our number of on-time graduates.

Since reporting requirements were implemented under No Child Left Behind, states calculated graduation rates using varying methods, creating inconsistent data from one state to the next. To address and rectify these inconsistencies and get a clearer picture of outcomes over time, the U.S. Department of Education (USDOE) announced its decision to begin reporting high school graduation rates using a more rigorous, uniform four-year adjusted cohort rate as of the 2010-11 school year. A cohort is defined as the set of students that enter ninth grade in a given school year; the cohort graduation rate is the percentage of students in that cohort that graduate in four years with a regular high school diploma—determined by dividing those graduates by the number of students who entered high school four years earlier, adjusted for transfers in and out.

Sample 4-year cohort graduation rate =

Number of students in the adjusted cohort who earn regular high school diplomas in 2010 (numerator)

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Number of first-time 9th graders in 2006-07 adjusted for transfers in and out (denominator)

Note that students who take longer than four school years to graduate, those earning adult high school diplomas, modified diplo-

Percentage of Students Graduating with a Standard or Chancellor's Diploma in Four Years
(Four-Year Cohort Graduation Rate)

School/ District	2008-09	2009-10	2010-11	2011-12	2011-12 Completer Rate	2011-12 Dropout Rate
HSD	75.60%	76.47%	78.20%	75.45%	84.03%	2.97%
Century	78.07%	83.24%	84.46%	84.85%	91.41%	0.24%
Glencoe	82.56%	82.66%	80.55%	77.14%	85.68%	0.86%
Hilhi	77.83%	75.3%	78.99%	71.57%	80.15%	1.79%
Liberty	74.25%	75.22%	82.67%	79.65%	88.79%	1.08%
Oregon	66.20%	66.38%	67.65%	68.44%	75.07%	3.37%

mas, extended diplomas, general educational development (GED) certificates or other high school credentials are included in the denominator only and are therefore considered non-graduates, along with students who drop out.

- Within the non-graduate category, there are both “completers” and “non-completers”:
- **Completers**—students in the cohort who receive something other than a Standard or Chancellor's diploma. Included in this category are students who receive Modified diplomas, GEDs, Adult High School diplomas, and Extended diplomas.
 - **Non-Completers**—Students in the cohort who do not complete any high school course of study during their four years. The students in this category either remain enrolled in school past the final day of their fourth year, or they have dropped out.

The table shows Hillsboro's data over the past four years, with some additional columns added for 2011-12 providing the completion rate (graduates plus others who count as “completers”) and the dropout rate.

Hillsboro schools have Four-Year Graduation and Four-Year Completer rates that are higher than most other similar neighboring

schools, and have lower dropout rates than neighborhood comparison schools. However, our high school principals and staff will not be satisfied until all students graduate career and college ready.

- Several strategies are in place or being designed at the school and District level to directly address this goal. Those strategies include:
- Continuing to align CARE team practices (supporting at-risk students).
 - Developing and implementing the College and Career Pathways Project.
 - Completing and utilizing the At-Risk Indicator Project.
 - Examining dropout recovery and alternative education systems.
 - Expanding the use of Hillsboro Online Academy.
 - Developing and implementing plans at each school to move students from a Modified diploma track to a Standard diploma track.
 - Establishing curriculum maps aligned to the Common Core State Standards.

Questions about your school's efforts to increase graduation rates should be directed to your school; questions about district-level efforts should be directed to the Office for School Performance at 503-844-1500.

PARTNERSHIP PROVIDES ONLINE AP EXAM REVIEW

As recently reported by the Oregon Department of Education (ODE), a new partnership between ODE and Apex Learning will provide students in Advanced Placement (AP) courses with access to online resources to assist their preparation for AP exams.

This statewide agreement will offer online AP exam review, including access to an online AP exam review teacher, in 12 subject areas to up to 15,000 Oregon students. Students can take advantage of the exam prep resources for as many of the subjects as they wish at no cost. The cost and management of the partnership are being provided by the Oregon Virtual School District, an online teaching and learning resource for Oregon schools and districts funded by the state Legislature and managed by ODE.

This online resource does not take the place of skilled classroom teachers or rigorous instruction. However, it adds an additional tool to school districts looking to help more students prepare for college.

“We know that when students take rigorous, college-level coursework while in high school, do well on the exams, and graduate with college credits already under their belts, they are more likely to go to, succeed in, and graduate from college,” notes Deputy Superintendent Rob Saxton.

Students interested in taking advantage of the online study opportunity should talk with their AP teacher about getting registered in the Apex system, and parents interested in learning more can speak with their child's AP teacher or principal.

