



The Future

The future is so dependent on the actions of the past and present. As adults, we look back and wish we would have done some things differently. No doubt, college and career opportunities are some of the decisions that are the most pondered with statements such as “I wish I would have done...” It is critical that we help our youth value education and take advantage of the opportunities their K-12 education plays in their future! College/Careers!

Now is the time to ensure that our youth do the work and make the most of every opportunity in K-12 education that will provide them with the requirements to go to college or apprenticeship/certification programs.

This Issue:

What is My Child's Job?

Progress Monitoring Works!

Asking Questions!

How to Get HELP!

EARLY LEARNING!

READING! WRITING! MATHEMATICS!

What Do Colleges and Employers Look For?

Complete One Year of College While at HHS!

Family/Community Learning and Fun!

According to research from the Lumina Foundation, the knowledge economy requires Americans to develop the skills that are demanded in a globally competitive environment. As a result, increasing higher education attainment is critical to the U.S. economy. The implications of this shift toward a more highly skilled workforce cannot be overstated. For generations, the American economy created large numbers of middle class jobs that did not require high levels of skill or knowledge.

Senior Citizen Beat!

*Because of global competition, these jobs are rapidly disappearing. It is not that low-skill jobs do not exist in the U.S.; it is that the Americans who hold them are not likely to enter or remain in the middle class. They are not likely to have access to quality health care, save for retirement or assure their children access to higher education. **Completing some form of higher education is now critical for reaching the middle-class.***

Every child has desires and knows how to get what he/she wants. They must really want to do well in school. Their future is dependent on how well they do now! As parents and guardians, we must have high expectations and never settle for less than what children are capable of accomplishing.



What is My Child's Job?



There is no doubt that young children benefit from understanding the importance of responsibility. There are numerous skills that enhance a child's ability to be responsible such as: perseverance, task commitment, time management, motivation, communication, and decision making. It is critical for children to understand early on that attending school is their job and a vital responsibility. When students are responsible, they are learning to be accountable, show self-restraint, and pursue excellence. Furthermore, when children see the connection between school expectations and future employer expectations, they are likely to see that taking responsibility now will help prepare them for the future.



- ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
- ★ **School & Work Requirements:** ★
- ★ * Arrive on-time
 - ★ * Follow directions
 - ★ * Dress appropriately
 - ★ * Be responsible
 - ★ * Complete assigned tasks
 - ★ * Get along with others
- ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★



Elementary School	Middle School	High School
<ol style="list-style-type: none"> Follow all classroom rules and procedures. Be able to work with others and be kind to everyone. Learn to set goals, monitor progress, and celebrate success. Complete all school work on time. Dress appropriately for the weather. Have good attendance. Accept responsibility for good and bad choices. 	<ol style="list-style-type: none"> Be aware of what is required to complete middle school. Create goals. Complete all school work and monitor progress in all classes. Prepare for high school and decided on a career pathway. Know how to utilize technology and communicate professionally and academically. Map out college and career interests. Make healthy choices. 	<ol style="list-style-type: none"> Set goals & develop a plan to reach them. Be on time for all classes. Build a network of people to advise you. Complete school work and monitor progress towards graduation. Prepare for College / Careers Choose a career pathway, take appropriate classes and ensure graduation requirements are met. Complete the college cost estimator and be aware of scholarships and grants.

*Building
Blocks to
Success!*

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

★ WORK EXPECTATIONS and SCHOOL EXPECTATIONS go hand in hand. ★

★ Students who start demonstrating these important skills early on, are more ★

★ likely to continue when they are adults. ★

★ (See page 8 for the Employer Expectations Poster.) ★

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

*A Love
for
Learning...*

College / Career



High School

Middle School

Elementary

★ As adults, we inspire and encourage a love of learning in our students each and everyday. We motivate them to be the best they can be and teach them to never give up. In preparing them for the future, it is our ultimate goal that they will be college and career ready, as well as appreciate and value the educational journey that allowed them to be successful. ★



Asking Questions!

YOUNG VOICES: Math helped me solve for more than X



Published by The Times of Northwest Indiana with permission to reprint

Meet The Times Of Northwest Indiana Guest Commentary, Alex Miskus, a senior at Lake Central High School. Why is Alex being featured in the School City of Hobart's *Focus on Education*? She has ultimately uncovered one of the keys to being successful in life-Asking Questions! Her story is an important lesson in life about not being intimidated or embarrassed about asking questions. She uncovers the truth about not asking questions —the unknown—which leads to loss of learning and the opportunity to advance in knowledge and information for a successful future. Her story is worthy of discussion with all learners! Way to go Alex! "*Asking Questions*" is critical for achieving!

I do not have a desire to find what "X" equals or to use the quadratic equation to find the sum of how many watermelons a person purchased. When I look at a math equation, all the letters are just letters and nothing makes the littlest bit of sense. I would rather write a 20-page essay on a random topic versus solve a math problem.

Through my years of struggling with proofs, solving for "X," and anything math related, I have learned the idea of asking for help.

Before I grew accustomed to this idea of help, I was reluctant to ask the teacher to repeat the steps of solving a problem or to even attend after-school tutoring. I am growing up in a generation where succeeding in education is one of the most important tasks until one graduates high school. I also have the most intelligent peers in my grade, intimidating me more to raise my hand with the fear of being frowned upon.

As the high school years slowly went on, I forced myself to ask for help. I made myself go get the help I needed while trying to diminish the fear of accepting that if I am wrong, then I am wrong. I soon learned that being wrong is not so much as a sign of stupidity but a sign of where improvement is needed.

Asking for assistance does not make one weak but instead prepares oneself with the idea that not all things will be understood the first time and with help the unknown can be the known.

Even entering middle school, it was hard to grasp the thought that I was actually weak in a subject; I wanted to be one of those kids who understand the material the first time and who seemed like they can solve a problem with their eyes closed.

Struggling in math gave me the courage to reach out for help instead of asking for no help at all. In any situation, people will help and guide you if you simply just ask.

I might never fully appreciate math for giving me the knowledge of finding the circumference of a circle or giving me the tools to determine the width of a random shape, but I do appreciate math for making me ask for guidance when I need it. My academic struggle has made me more versatile and more accepting that I do not have the "math sense" like some.

In the end, I still envy those who can write a perfect essay while breezing through math simultaneously. But if anything, my "math sense" has given me the courage to find help, not only in math, when I need it.

Asking Questions Ticket

1. Do not worry about being judged.
2. Write your questions down.
3. Ask as many questions as you can.
4. Continue to ask questions if you are still confused.
5. Do not give up until you understand.



How to Get HELP!



The School City of Hobart is committed to the success of all students. If your child is struggling academically or would benefit from additional assistance, check out some ways to get help below.

K-12 RESOURCES

COMPASS LEARNING

Students can complete activities at home via the school webpage. These activities vary by grade, but provide students additional practice to reach their academic goals.



Go to www.hobart.k12.in.us. Once at the homepage, go to the right hand side under COOL TOOLS and click on Compass Learning Odyssey.

KHAN ACADEMY

Khan's library of videos covers K-12 math & science topics such as biology, chemistry, and physics, and even reaches into the humanities with play-lists on finance and history.

This is an excellent way for student to reinforce a concept or get online tutoring!

Visit the Khan Academy at www.khanacademy.org



HOMEWORK HOTLINE

Rose-Hulman Institute of Technology's Homework Hotline provides FREE math and science homework help to Indiana students.

TOLL FREE
1-877-ASK-ROSE
www.askrose.org

ELEMENTARY

OPEN COMPUTER LABS

Several of the elementary schools offer their computer labs to families in the evening to work on homework or just play games. Evenings vary by building.

MASTERY CLUB

In several classrooms, students stay after to retake tests, complete missing work, and reinforce skills / class material.

DISTRICT WIDE TUTOR LIST

Parents can hire a certified teacher to tutor during the school year or summer. Contact the district office for more information at 942-8885.

For additional information, please contact your child's school!

MIDDLE SCHOOL

TEACHER ASSISTANCE

Numerous HMS teachers have times that they volunteer to stay after and offer students additional assistance.

OPEN LABS

HMS students can stay after school Monday—Thursday to utilize the computer lab.

HIGH SCHOOL TUTOR LIST

For a minimal price, middle school students can pay a high school student to tutor them after school hours.

For additional information, please contact Hobart Middle School at 219-942-8541.

HIGH SCHOOL

STUDY TABLES

Many athletic teams have study tables scheduled throughout the year. In addition, students volunteer to tutor after school hours. These study tables are held after school on Mondays in the Board Room. If you would like to attend, sign up for a day in the HHS main office!

PEER TUTORING PROGRAM—STEP

The Student Tutoring Educational Program is available to high school students who need extra help in class. Sign up in the HHS Student Services office.



SCALES AND RUBRICS HELP STUDENTS TRACK THEIR OWN PROGRESS

School City of Hobart recently started utilizing scales & rubrics so that students could assess their understanding. These are a fantastic way for students to measure their understanding, and if needed, get additional help in class.

Below are some examples of the scales and rubrics being utilized:

★	Learning Goal:		
4		I can help a friend!	
3		I can do it!	
2		I can do it with help!	
1		I am confused!	

Student Self-Assessment Rubric

DO YOU UNDERSTAND THE LEARNING GOAL?

4 – Expert Exceeds	<ul style="list-style-type: none"> I understand completely! I can do it without making mistakes! I can make connections / go beyond what was taught! I can help others!
3 – Master Proficient	<ul style="list-style-type: none"> I understand the important ideas / the learning goal listed above. I can do it by myself! Once in awhile, I make a little mistake.
2 – Apprentice Developing	<ul style="list-style-type: none"> I'm getting there! My mistakes show I understand some of the important ideas. Sometimes I need help.
1 – Novice Beginning	<ul style="list-style-type: none"> I don't understand yet. I can't do it by myself. My mistakes show that I have trouble with the important ideas.
0 – Incomplete	<ul style="list-style-type: none"> Even with help, I don't know / can't do anything yet.

See the next page for the PARENT'S GUIDE to Scales and Rubrics! (Page 5)

Progress Monitoring Works!

It is as EASY as 1-2-3-4

PARENT'S GUIDE TO SCALES AND RUBRICS

What are "Scales and Rubrics," and why do we need them? Quite simply, scales and rubrics are tools that teachers, students, and parents can use to assess and track student progress on a "Learning Goal" throughout a unit of study. A scale is like a mini-progress report, in that students mark where they think they are in the learning process by giving themselves a 0, 1, 2, 3, or 4. A scale is more interactive than a progress report because it is not the past learning performance we are watching...it is the present! Students can seek extra help when they know they rated themselves a 0, 1, or 2 marking. They can feel confident they have it with a 3 or 4 marking!

See the previous page (page 4) for examples of scales.

How can you talk to your child about learning goals, scales and rubrics?

1. Ask your child what his/her learning goal is in any given subject. Even the littlest Bricks will be able to explain a learning goal!
2. Ask your child where s/he is on the scale for a particular learning goal. A "three" is proficient, and a "four" is above and beyond. Talk to your child about moving up the scale if they are a "one" or "two."
3. Ask your child to show you one of his learning scales. You will be amazed at some of the data tracking our students are doing. Learning is evident!
4. Parents may find scales useful at home in terms of chores and allowance or talking to a child about his behavior at a store or restaurant. See an example of a "Clean Room."

A Clean Room Scale for Parents—Try It!

<p>4</p> <ul style="list-style-type: none"> Entire room is sparkling and smells clean. The rug has been recently vacuumed. The clothes are folded and put away. Toys are on their designated shelves. Bed is made. 	<p>2</p> <ul style="list-style-type: none"> Some clothes are put away. Laundry is near the hamper. The bed covers are pulled up over the sheets, but there is a wet towel on top. It is hard to find a path between the toys on the floor.
<p>3</p> <ul style="list-style-type: none"> The room is generally clean. All clothes are put away and most are folded. The rug shows signs dust build up. The bedspread has been pulled up over the sheets. Most toys are where they belong. 	<p>1</p> <ul style="list-style-type: none"> There is an odor as you enter the room. In addition to toys on the floor there are dirty plates and food wrappers. A gym bag can be identified as the source of the odor, but the hamper is overflowing so the contents never make it into the laundry.

PROGRESS MONITORING TOOLS

Here are some Progress Monitoring Tools that parents can use in order to assist their child with extra support.

On a Daily Basis:

Check your Child's Planner. If your child is not writing his assignments in it, encourage and require him to do so! Many parents require their children to write their assignments down, and this type of accountability is quite helpful!

On a Daily or at Least a Weekly Basis:

Log into Harmony. Logging into Harmony each week will keep you updated on grades recorded in a teacher's grade book and provide you with an overall percentage of your child's progress in each content area. Please check all of the tabs in Harmony, such as "Attendance" and "Discipline." Many parents check Harmony on Thursday or Friday so that they know their child's grades going into the weekend. This type of accountability works well.

On a Quarterly Basis:

Progress Report: You will receive a progress report at the 4th week of each quarter. It is a great way to monitor your child's overall progress and a time that you may want to contact a teacher with questions about further support at home.

Report Card: You will receive a report card at the end of each nine week grading period. There will be 4 report cards each year. It is a great way to monitor your child's overall progress and a time that you may want to contact the teacher with questions about further support at home.

SRI (Scholastic Reading Inventory): Your child will take the SRI test at the end of every nine week quarter. This test gives students their Lexile numbers (reading levels). Ask your child what his/her current SRI score is. Students have their scores, and if they forget them, they can ask their teachers. The goal is to raise the Lexile reading level every quarter.

Three Times a Year:

mCLASS (K-2) and Acuity Test Grades (3-10): These tests are administered three times a year. They are utilized by our teachers to help students with skills they will need in order to grow, and pass the ISTEP or ECA. Ask your child or teacher about his/her mCLASS or Acuity scores. Make a goal to improve each time the test is given.

Annually:

NWEA, ISTEP, ECA, and ACT—Standardized Tests: These tests are given as a summary of learning for the year. Passing these tests or being at or above the college and career benchmark is critical.

Forever:

Transcripts are records of grades, test scores, and citizenship.

Raise a Reader to be a Leader

An important ingredient to **raising a reader** is to surround him or her with reading and thinking everyday. Reading and talking about books has to become the normal. Whether it be recognizing and reading signs as a toddler or reading websites/online newspapers and commenting on blogs as a teen, reading and thinking has to become part of the everyday world.

The answer to finding the “perfect” book for your child is to tap into the non-book things they love. Having a connection or purpose when reading makes it enjoyable. Books are not the only thing a child can read. There are lots of options—magazines, newspapers, articles, websites, blogs, and more.

- Consider getting your child a magazine subscription they look forward to getting.
- Read sections of the newspaper that interest them and talk about it together.

-Allow your child to help research topics of interest.

-Tap into electronic versions of reading such as books online, journals, newspapers, websites, blogs. Many newspapers, journals, and “apps” are FREE online.

It is the thinking that happens while reading that teaches us and inspires us to read more, so how do we help our children to think while they read? See the question ideas below for your child to think and discuss when reading.

WRITING

Reading and writing go hand in hand. Students should be able to write about what they read and for other purposes. Help your child write for real purposes. Journaling, jot notes/thoughts about a book, share articles with friends and write own opinions about the article.



Cue Cards for Use at Home

Reading aloud builds a child's "want" to read.

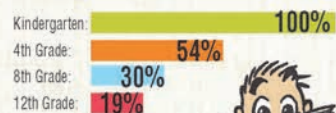
READ ALOUD TO A CHILD TODAY

Where your child spends the most time annually



Which teacher has the biggest influence?

Interest in reading a book outside of school



What changed in 4th grade?

Parents stopped reading to their kids.



Too much time Spent with Screen Media is Associated with:



Children who have 100 pieces of printed material in their homes have higher reading scores than those with less.

THE THREE B's:

The three best places to keep a box of books for your children to read:



1,500+ children's books available through Usborne Books & More.



www.usborneUSA.com Nancy Ann Wartman

VOCABULARY

- What does the author mean when he says ____?
- What clues in the reading can help you figure out the meaning of unknown words?
- What does the author imply by saying “____”?

MAIN IDEA

- What would be another good title for this story?
- Which sentence from the article tells the author's main message?
- What information does the author use to support the main topic of this article?
- What is the best lesson that can be learned from this passage?

SEQUENCE/ CHRONOLOGICAL ORDER

- What happens AFTER ____ but BEFORE ____?
- Retell the events leading up to/following ____.
- What would happen if ____ had been changed to ____?

ELEMENTS OF A STORY

- What is the MAIN problem in the story?
- What problem did the character face?
- What happens when the character has a problem?
- How is the problem solved in the story?
- What in the story indicates the problem is solved?
- What events lead to the resolution of the problem?
- What happens to the character to change from the beginning to the end of the story?
- Which sentence first lets the reader know how the character feels about ____?

AUTHOR'S PURPOSE

- Why did the authors of ____ and ____ write these stories/articles?
- The author of ____ would most likely want to read which of the following articles/stories?
- Explain what the author thinks is most important about ____.
- Why does the author compare (something) to (someone)?
- Describe how the author creates mood of ____.



TEXT FEATURES

- Which sentence from the story best describes the illustration on page ____?
- The purpose of the illustration on page ____, is to show the reader ____.
- According to the information given (including the chart, graph, etc) about ____, which pair of ____ would ____?
- Explain what the author does to make the information easier to understand.
- Why did the author begin the article/story with ____?
- How does the Table of Contents help you better understand the organization?

COMPARE/CONTRAST

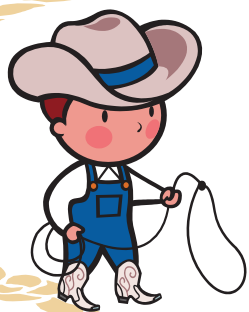
- What are the SIMILARITIES between ____ and ____?
- What are the DIFFERENCES between ____ and ____?
- How is ____ both SIMILAR and DIFFERENT?
- What advantages does ____ have over ____?

VALIDITY & RELIABILITY

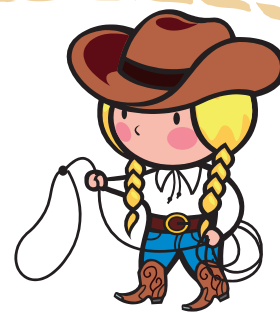
- On which facts are the opinions about ____ based?
- For what could the information in the article best be used?
- What information from the article supports the conclusion that ____?
- What evidence supports ____?

SUPPORTING DETAILS

- Which detail from the article helps show how ____?
- What are the events that caused ____?
- What effect did ____ have on ____?
- How does ____ support the idea that ____?



Rounding Up Our Littlest Brickies



The Early Learning Center at George Earle

The Early Learning Center is home to Full-day Kindergarten, Parents as Teachers (PAT), and Early Childhood Development classes. All kindergarten students in the School City of Hobart attend The Early Learning Center for full-day kindergarten. It is the beginning for our youngest Brickies!



Kindergarten KICK OFF

for the 2013-2014 school year!

Who: Future Kindergarteners and Parents

When: Monday, April 15 from 6:00 pm - 7:15 pm

Where: The ELC Gym and Classrooms

Why: To Meet the ELC Staff



Learn about curriculum. Prepare for registration. Learn about transportation, food services, and after school childcare. Participate in fun Dr. Seuss activities!

Bring your child for some early learning fun!

Kindergarten Registration

School City of Hobart parents may enroll their child if they are five years old on or before August 1, 2013.

Where: The Early Learning Center

When: Please attend 1 session:

- April 16 5-7 pm
- April 18 8:30-11:30 am or 1-4 pm
- April 19 8:30-11:30 am or 1-4 pm

Enrollment Requirements:

Parent/Guardian will need to provide the following documents:

- IN Driver's License or State ID listing current Hobart address
- Mortgage or Lease Agreement
- Utility Bill or Cable
- Child's original birth certificate
- Immunization Records
- Custody papers, if necessary



The ELC Helping Hands Club

Celebrate Week of the Young Child - April 14-20, 2013

The School City of Hobart and area preschools are pleased to announce *Week of the Young Child*. This week will focus on our youngest citizens in Hobart. Join us in celebrating children by participating in activities at home or attend one of the participating local preschools. Registration is required to participate and attend local preschools. Please visit hobart.schoolwires.com/woyc for more about Week of the Young Child and participating schools.

WOYC Schedule

Bubble Making Monday

Promote creative arts and play to support your child's social and emotional development, including their interpersonal skills. Go for a nature walk and talk about what you see, hear, smell, and feel. Write or draw pictures together.

Turn Off TV Tuesday

Have a play date with your child without the TV. Make it a game night and play your favorite board games together. Enjoy "Lap-time" with your child where you talk, sing, rhyme, and read together.

Workout Wednesday

Promote good health! Stress the importance of exercising everyday. Go to the park, play sports, run or even go for a walk. Keep the body moving and set a positive example for your child!

Thankful Thursday

Practice using good manners by saying please and thank you. Everyone loves compliments! Tell your child what you love about him/her and what makes him/her special. Let each family member share!

Fun with Food Friday

Teach your child healthy eating habits. Show him/her what makes a healthy plate when eating (protein, fruit, vegetable, dairy, grain). Find fun recipes to try or make healthy snacks such as ants on a log.

Does my child need preschool?

Research shows that children who attend preschool start kindergarten with better vocabularies, understanding of number concepts, knowledge of the alphabet, and problem-solving skills. If your child is behind at the start of school, it may be hard for him to catch up with the other children. Early childhood education also will give your child practice in following directions and waiting his turn.

Preschoolers learn differently from older children and teenagers. They learn best by active exploration and play, and they learn at their own pace. Young children may be able to sing the alphabet song, but they need to know how letters are used to make words. Young children who attend preschools where they have opportunities to play tend to do better in kindergarten. Another reason to send your child to preschool is to give him/her the chance to play with children his/her own age.

Research shows children who attend preschool and who spend time playing with others their same age adjust better to kindergarten. Attending preschool will give your child experience separating from you and spending time in a classroom. He/she will be used to having a teacher and to following school rules. If your child's experiences have taught him/her that school is a fun, exciting place to be, he/she will start kindergarten eager to learn.

Visit hobart.schoolwires.com/woyc for a list of Hobart preschools.



"When we treat children's play as seriously as it deserves, we are helping them feel the joy that's to be found in the creative spirit. It's the things we play with and the people who help us play that make a great difference in our lives." — Fred Rogers

Parents as Teachers - Your Perfect Early Childhood Partner!

Being a parent is the hardest job on earth, and Parents as Teachers is here for you! PAT strengthens our Hobart families from pregnancy until kindergarten entry, by empowering parents as their child's first and best teacher through research-based home visits, playgroups, developmental screenings, and community resources. Parents as Teachers is free to all School City of Hobart families with children ages prenatal through kindergarten entry. Sign up today and join us at our next playgroup. Contact Ms. Laura at 219-942-7263 ext 8662 or lkovats@hobart.k12.in.us. For Parents as Teachers information in School City of Hobart, visit hobart.schoolwires.com/PAT. Come out and join in the Early Childhood and Parents as Teachers fun!

Problem Solving and Mathematics Tips for Families

Keep in mind with Math, “If you don’t use it, you’ll loose it.” Mathematics is critical for success in school and for preparing for a career and/or college. Below are samples of grade level standards and tips that families can practice at home.

For additional resources: *Common Core Mathematics Road Maps for Parents*—<http://www.cgcs.org/site/Default.aspx?PageID=366> for additional mathematical tips.

Kindergarten Mathematics	Grade One Mathematics	Grade Two Mathematics
<ul style="list-style-type: none"> Count to 100 by ones and tens Understand that numbers from 11 to 19 contain a ten and some leftover ones. (for example, $14 = 10 + 4$) Play board games, practice flash cards, find ways math is used each day. 	<ul style="list-style-type: none"> Understand that 10 can be thought of as a bundle of ten ones—called a “ten” Understand that the two digits of a two –digit number represent amounts of tens and ones (place value) Add and subtract numbers through 100 using what students have learned about place value. 	<ul style="list-style-type: none"> Understand that 100 can be thought of as a bundle of ten tens—called a “hundred” Understand that the three digit of a three-digit number represent amounts of hundreds, tens, and ones. Add/Subtract through 1000

Tips to practice at home:

- Use everyday objects to allow your child to count and group a collection of objects. Sort, by different characteristics, add and subtract the objects.
- Practice word problems. Have your child create story problem to represent addition and subtraction of small numbers. For example, “ Ann had eight balloons. Then she gave three away, so she only had five left.”

Grade Three Mathematics	Grade Four Mathematics	Grade Five Mathematics
<ul style="list-style-type: none"> Multiply and divide numbers to 100. Quickly and accurately add & subtract numbers through 1000. Identify geometric shapes, lines of symmetry, rotations/flips of figures. 	<ul style="list-style-type: none"> Round multi-digit whole numbers to any place. Compare two multi-digit numbers based on meanings of the digits in each place, using symbols $>$ (more than), $=$ (equal to), and $<$ (less than) Add/subtract fractions. 	<ul style="list-style-type: none"> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in place to its left. Read, write and compare decimals.

Tips to practice at home:

- Cook and bake with students of all ages. Use measuring cups and measuring spoons so kids can see how fractions work in real life. For example, take a $1/4$ cup and see how many times it takes to fill a cup and a $1/2$ cup. This can be done with all ages.
- Have your child write or describe fractions in different ways. For example, what are some different ways to make $3/4$? Answers could include $1/4 + 1/4 + 1/4$ or $3 \times 1/4$. **Continue to practice addition, subtraction, multiplication and division facts.**



Grade Five Mathematics	Grade Six Mathematics	Grade Seven Mathematics
<ul style="list-style-type: none"> Add & subtract fractions with different denominators (bottom number) Multiply and divide whole numbers by fractions. Use charts and graphs to represent data and explain the data. 	<ul style="list-style-type: none"> Divide fractions by fractions using models and equations to represent the problem. Solve word problems and justify answers. Solve word problems using ratios. 	<ul style="list-style-type: none"> Add, subtract, multiply, and divide rational numbers in any form, including whole numbers, fractions, and decimals. Solve multi-step problems involving positive and negative rational numbers.

Ratio Problem: A slime mixture is made by mixing glue and liquid laundry starch in a ratio of 3 to 2. How much glue & how much starch are needed to make 90 cups of slime?



Parts	Quantities
5 parts	90 cups
1 part	$90/5 = 18$ cups
2 parts	$2 \times 18 = 36$ cups
3 parts	$3 \times 18 = 54$ cups

Using knowledge of ratios and proportions, students see that if each cup of slime is made up of 3 parts of glue & 2 parts of starch, there are 5 parts in each cup. They can then compute the quantity of one, two, and three parts of 90 cups to determine the exact amounts of glue and starch needed.

Grade Seven Mathematics	Grade Eight Mathematics	Grade High School Mathematics
<ul style="list-style-type: none"> Rewrite an expression in different forms to show how quantities relate. Understand that solving an inequality or an equation such as $1/4(x+5)=21$ means answering the questions, <i>what number does x have to be to make this statement true?</i> 	<ul style="list-style-type: none"> Understand connections between proportional relationships, lines and linear equations. Know & apply the properties of integer exponents (positive & negative numbers, or 0) to write equivalent expressions. 	<ul style="list-style-type: none"> Solve quadratic equations (equations that include the square of a variable) Use the structure of an expression to identify ways to rewrite it. Student interpret & compare linear relationships making connections between equations, tables & graphs.

Tips to practice at home:

- Ask your child to do an Internet search to determine how mathematics is used in specific careers. Weblink:<http://hobart.schoolwires.com/Page/5980>.
- Use Khan Academy or ASK ROSE. (see page 4)



- Use the College/Career Areas on the SCOH website. The ACT information provide careers and skills.
- Use the ACT Problem of the Day App to keep math skill sharp. <http://www.act.org/mobileapps/>

What Do Colleges and Employers Look For?

Computer Technology



Career Opportunities

Computer Support Specialist
Telecommunication Installers/ Repairs
Network System Administrators

Average Wages
Computer Support Specialist
\$46,250

Telecommunication Installers/ Repairs
\$54,710

Network System Administrator
\$60,160

Job Outlook
Employment in the field of Computer Technology is expected to grow slightly faster than the average for all occupations through 2020.

Schooling / License

Computer Support Specialist
Bachelor's degree is required for some computer support specialist positions, but an associate's degree or postsecondary classes may be enough for others. After being hired, many workers enter a training program that lasts for several months.

Telecommunication Installers / Repairs
Certificate or 2-year associate's degree program in electronics repair, computer science, or related subject. Equipment and software manufacturers also offer educational and training programs on specific products.

Network System Administrator
Bachelor's degree in fields related to computer or information science is most common. However, because administrators work with computer hardware and equipment, a degree in computer engineering or electrical engineering usually is acceptable as well.



Sign up for The CISCO Networking Academy through Porter County!

COLLEGE INFORMATION



West Lafayette, IN

97% of incoming freshmen are ranked in the top half of their graduating class.

Average First Year Financial Aid Package
\$11,411

Admissions
Purdue rated the relative importance of these factors in their admission decisions.
Very Important
Rigor of secondary school record

Important Academic GPA
Application Essay
Standardized Test Scores

Purdue is considered **SOMEWHAT SELECTIVE**
68% of applicants are admitted.

Average Cost per year (including Housing)
\$23,298

AVERAGE ACT COMPOSITE 24-30
In 2011, 76% of incoming freshmen scored in this range or above.

AVERAGE SAT SCORES
Critical Reading- 550
Math- 620
Writing- 555

Total Undergraduate Students- 30,776
First-time degree-seeking freshmen- 6,684

69% Graduate within 6 years.

On average, 96% of incoming freshmen had a 3.0 GPA or higher in high school.

What Does an Employer Expect of Me as an Employee?



These 10 expectations represent survey responses of over 100 employers.

1. Have a positive attitude
2. Work well with others
3. Follow directions
4. Show up for work on time
5. Recognize problems and find solutions
6. Manage time effectively
7. Apply good listening skills
8. Be honest and dependable
9. Pass a drug or background test
10. Dress properly and practice good grooming



- Have goals and direction.
- Choose a career pathway and work at it.

- Classwork equals Grade Point Average (GPA).
- A GPA of 3.0 to 4.0 and above prepares one for college and careers.
- ACT college benchmarks are indicators of readiness if "at" or "above."
- Be competitive! Work now, play later! Colleges want high GPA and ACT scores.

- Employers have standards!
- It starts at school! Attendance, Citizenship, and Grades!
- Transcripts include academics, test scores, athletics, service, and citizenship.
- **TRANSCRIPTS FOLLOW YOU FOREVER!**
- Transcripts tell colleges and employers about the person they may hire/accept or reject.

HOBART HIGH SCHOOL

2211 East 10th Street
Hobart, IN 46342
Telephone: 219-942-4521
http://hobart.schooires.com

DOE, Jane
423 Main Street
Hobart, IN 46342

Par/Guardian: John and Jennifer Doe
Telephone: 219-942-0001
Birthdate: 01/23/94
Birthplace:
Principal: David D. Spitzer

STN: 473002563
Soc Sec #:
Counselor: J. Kammer
Sex: Female
Grade: 12

Diploma Track:
Core 40 Academic Honors

Cumulative Credits: 58
Cumulative GPA: 4.521
Unweighted GPA: 4.176

DOE	Course Title	Grade	Semester 1	Semester 2	AP	DOE	Course Title	Grade	Semester 1	Semester 2
7002	Eng English 9	B	A			7001	H Eng 5-6	11	A	
7010	Spanish II: 3-4	B	A			7007	Bio II	11	A	
7016	Advanced Choir	B	A			7007	HAP USH	12	A	
7019	Health & Safety	B	A			7048	Med Int	11	A	
7049	BioMed	B	A			7008	Psychology	11	A	
7005	Geometry - Enriched	B	A			7018	Acia Intern	11	A	
7006	World Geography	B	A			7010	HSpan IV-7-8	11	A	
7016	Advanced Choir	B	A			7020	Junior HGT	11	A	
7048	Keystone	B	A			7008	Summer School Govt.	11	A	
7005	Geometry - Enriched	B	A			7001	H Eng 5-6	11	A	
7008	World Geography	B	A			7007	Bio II	11	A	
7019	Health & Safety	B	A			7007	HAP USH	11	A	
7002	Eng English 9	B	A			7018	Acia Intern	11	A	
7006	Biology I	B	A			7020	Phys Ed 1-2	11	A	
7010	Spanish II: 3-4	B	A			7010	HSpan IV-7-8	11	A	
7016	Advanced Choir	B	A			7048	Med Int	11	A	
7049	BioMed	B	A			7006	AP Chemistry	12	A	
7219	SS P.E. Elective 1	B	A			7010	Spanish V	12	A	
7006	Chemistry I	10	A			8005	Precalculus	12	A	
7007	World Hist & Civ. WH	10	A			7020	GT Senior Honors	12	A	
7004	Alg II 3-4 Hon	10	A			7016	Chorus Advanced	12	A	
7003	Eng English 10	10	A			7005	AP Math Calculus	12	A	
7010	Spanish III: 5-6	10	A			7001	AP English Honors	12	A	
7016	Advanced Choir	10	A			7008	Economics I	12	A	
7021	Eng Sophomore GI	10	A							
7049	Human Body Systems	10	A							
7021	Eng Sophomore GI	10	A							
7003	Eng English 10	10	A							
7006	Chemistry I	10	A							
7007	World Hist & Civ. WH	10	A							
7010	Spanish III: 5-6	10	A							
7016	Advanced Choir	10	A							
7049	Human Body Systems	10	A							
7004	Alg II 3-4 Hon	10	A							

DOE, Jane 473002563

University Course Title	Univ Credit Institution	Grade	CTL	University Course Title	Univ Credit Institution	Grade	CTL
Anatomy & Physiology	3 Purdue NC		A				

Indiana Course Transfer Library

Attendance	Certification	Work Keys	21st Century Skills
School Year- Grade- Absences	Date- Grade- Certification	Date- Grade- Test- Score	Specific Skills- 4 = Highest Score
2011-2012- 12- 1.5		11/8/2011 - Gold	Sustained Effort - 4 Conduct - 4

Student Activity	Sports	Arts	Clubs
Activity - Grade(s)	Activity - Grade(s)	Activity - Grade(s)	Activity - Grade(s)
2011-2012 - Sept. Blood Drive	2010-2011 Girl's Swimming 2011-2012 Girl's Swimming		2010-2011 - Key Club 2011-2012 - Team Lead 2011-2012 - Wolfgang

Test Scores									
STEP ACT									
Date	Eng	Math	Date	Comp	Eng	Math	Read	Sci Reas	Writing
10/22/2011	30	32	28	30	31	29			

PSAT									
Date					SAT				
Date	Crit Read	Writing	Math	Date	Crit Read	Math	Writing	Essay	Mult Choice
10/13/2010	62	61	55	6/4/2011	630	600	740	08	77
10/17/2009	55	55	54	3/12/2011	600	580	600	08	61

Enrollment History									
Immunizations									
Immunization Record									
DTaP- 8/13/1999, 4/24/1995, 5/24/1994, 5/24/1994, 3/28/1994									
Tdap- 7/25/2006									
Polio- 8/13/1999, 2/14/1995, 5/24/1994, 3/23/1994									
Hep B- 10/24/1994, 3/4/1994, 1/23/1994									
MMR- 8/13/1999, 2/14/1995									
Varicella Dv - 11/2001									
Meningococcal- 8/23/2010									

Guidance Counselor Signature _____ Date _____

COMPLETE ONE YEAR OF COLLEGE WHILE AT HHS!

College Credit, Concurrent Enrollment, and Dual Credit all refer to a high school student completing a college course in high school.

What if you have dual credit? Look at the potential financial savings below:

Indiana students who are eligible for free and reduced lunch will have their tuition fee waived.

SEMESTER 1			SEMESTER 2		
Course	Credit	Fee	Course	Credit	Fee
Psychology 101	3	\$606.90	Chemistry	3	\$606.90
English 101	3	\$606.90	English 102	3	\$606.90
Pre-Calculus	3	\$606.90	Calculus	3	\$606.90
History	3	\$606.90	Government	3	\$606.90
Intro to Engineering and Design	3	\$606.90	Civil Engineering	3	\$606.90
TOTAL	15	\$3034.50	TOTAL	15	\$3034.50



Total Savings— 2 Semesters—\$6069.00

Hobart Academic Partnerships for College Credit

**COMING SOON TO HHS
1 + 3 Program**

PURDUE
UNIVERSITY
NORTH CENTRAL



IUPUI

Hobart High School and Purdue University North Central are partnering up in the 2013-2014 school year in an effort to help high school students earn one year of college credits while at HHS! The program, called "1+3", will be designed to help college-bound students complete some course requirements and upon arrival at PNC, students will only need 3 more years of courses, **saving students both time and money!** Students will meet with their high school guidance counselor to develop a high school course plan that will allow the courses to be completed prior to graduation. In the senior year, students will work with PNC advisors to determine what the remaining three years of college will look like. Currently, students will be able to use the "1+3" program to obtain degrees in General Studies, Human Resource Management, Biology, and Business. Details are being worked out and further information will be available at the College/Dual Credit Meeting on April 23, 2013.



BENEFITS OF EARNING COLLEGE CREDITS IN HIGH SCHOOL

- *Financial advantage.
- *Accelerated start in college.
- *Increased rate of success after high school.
- *Familiar environment with teachers you know.
- *Experience with university registration, policies, and procedures.

Dual Credit Parent Night

Please join us at Hobart High School on April 23rd to learn more about earning college credit while still in high school. The workshop will be held from 6:00 to 7:00 p.m. in the Great Hall!

FAMILY/COMMUNITY LEARNING & FUN!

Spring Fest

Hobart High School
Door #21

March 22nd from 5-9 pm

Open to the Public

Food

Fun for all age groups!

Games

Prizes

4th & 5th Grade Parents

GROWING UP:

Puberty Just Around the Corner

Puberty is just around the corner for your child. Need help talking? The Social Health Association of IN will be here to help. Come learn about the stages of development and how you can help your child as he/she develops and grows. This is what every parent should know. This is an important preview for parents as S.H.I. will be here to educate your child on their development the following day during school.

When: March 20th at 6:30 pm

Where: HHS Board Room
Door #1

Hobart High School

College/Dual Credit Meeting

April 23, 2013, from 6:00-7:00 pm

HHS Great Hall-Door #1

The College/Dual Credit Meeting for 10th and 11th Grade Parents is an informational meeting to discuss various opportunities for students to earn college credit while taking high school courses at a discounted rate. We will provide a list of college course options that will be offered at Hobart High School during the 2013-2014 school year.

Details discussed will be qualifications, cost of the course, and the registration process.

Mann Spitler Keynotes on Fighting the Addiction Beast



Dr. Mann Spitler and his wife Phyllis lost their daughter Manda when she injected herself with a lethal dose of heroin.

Who: Students and Parents

What: D.A.R.E. Graduation and Fighting the Addiction Beast

When: April 24th

Time: 6:00-8:00 p.m.

Where: Hobart High School
Door #18

Why: Celebrate the choice to be drug free and listen to keynote speaker Mann Spitler.

Freshman Orientation for 8th Grade Parents and Students

This is an opportunity to see the high school and to meet with counselors, teachers, and administrators, in order to help prepare for the transition from middle school to high school. Many topics will be discussed at the orientation, including career pathways, 8 block schedule, athletics, career and technical education, graduation requirements, and dual college credit opportunities.

WHERE: HHS Great Hall-Door #1

WHEN: March 12th from 6:00 - 7:30 pm

Hobart High School College Fair

Hobart High School will be hosting a College Fair on April 16th from 6:00 to 7:30 p.m. in the Frank Kurth Fieldhouse.

This College Fair is expected to be larger than the fair held in October and is open to all students and parents. Juniors should plan to attend in preparation for their senior year!

Senior Citizens Beat!



The School City of Hobart (SCOH) invites senior citizens from the community of Hobart to join us for some entertainment, health, and educational events!

Entertainment events for Hobart's Senior Citizens are made possible by the generous support of the Maria M. Reiner Senior Citizens Trust, a fund of the Legacy Foundation, Lake County's Community Foundation and the students of SCOH.



EDUCATION

The Brickie Cove Book Club, which consists of community senior citizens and HHS students, will meet every month from September through May on the 3rd Wednesday of the month from 2:45 pm-3:45 pm. See the complete schedule on our website at [http://www.hobart.k12.in.us/Community/Senior Citizen Corner](http://www.hobart.k12.in.us/Community/SeniorCitizenCorner).

To register call Alice Cope at 219-942-8521 extension 8028.

ENTERTAINMENT

**Registration is required
for the following performances.
Please call 219-947-7777.**

**February 21, 2013-Midwinter Band Concert
and Dessert Night**
5:00 pm desserts and 6:00 pm concert

March 10, 2013
Theatrical Performance
***Do Black Patent Leather
Shoes Really Reflect Up?***
Appetizers at 2:00 pm
Performance at 3:00 pm



March 27, 2013-Spring Choral Concert
Appetizers at 5:00 pm and Concert at 6:00 pm

All programs are sponsored by the School City of Hobart in conjunction with the HHS Performing Arts Department, the HHS Emergency Rescue Technology Academy, the HHS Media Department, and the HHS Athletic Department. **Please join us for these FREE entertainment, health screening, and educational opportunities.**

HEALTH

Blood Pressure Screening at HHS will be held every Wednesday from 8-10 a.m. when school is in session. Enter through door #1 and proceed to room 1403.

Starting October 15th....

Residents of Hobart are invited to take advantage of the track at the Hobart High School Frank Kurth Fieldhouse. Simply show your driver's license or state ID as proof of residency.

Monday-Thursday 6:00 a.m.-7:15 a.m. and
5:30 p.m.-7:00 p.m. when school is in session.
Athletic competitions and inclement weather may force closing the fieldhouse. Please watch for signage.

Walk-ins welcome! No registration required.

ATHLETIC EVENTS

Hobart's senior citizens may stop by the HHS Athletic Office-Door #19 for FREE season passes to any SCOH sports event.



SCHOOL CITY OF HOBART
32 East Seventh Street
Hobart, Indiana 46342
(219) 942-8885
NEWSLETTER

NON-PROFIT ORGANIZATION
U.S. Postage
PAID
Hobart, IN
Permit No. 113

Dr. Peggy Buffington, Ph.D.
 Superintendent
Mr. Ted Zembala
 Business Manager
Mrs. Deborah Matthys
 Director of Curriculum & Instruction
Mrs. Sara Gutierrez
 Director of Curriculum & Instruction
Mr. Felix Perry
 Director of Support Services
Mr. Brent Martinson
 Principal, Hobart High School
Mrs. Angela Patrick
 Assistant Principal, Hobart High School
Mr. Nicholas Petralia
 Assistant Principal, Hobart High School
Mrs. Carolie Warren
 Principal, Hobart Middle School
Mr. Tom Martin
 Assistant Principal, Hobart Middle School
Mrs. Misty Scheuneman
 Assistant Principal, Hobart Middle School
Mrs. Sharon Blaszkiewicz
 Assistant Principal M.S. Alternative School
Mrs. Amy Turley
 Principal, Early Learning Center @ G.E.
Mrs. Debra Misecko
 Principal, Liberty Elementary
Mrs. Kacey Allen
 Principal, Joan Martin Elementary
Mrs. Lori Anderson
 Assistant Principal, Joan Martin Elementary
Miss Lisa Wilkison
 Principal, Ridge View Elementary
Mr. Russell Mellon
 Director of Information Technology Services
Mr. Christopher King
 Director of Technology
Mrs. Vicky Johnson
 Transportation Coordinator
Mrs. Nancy Smith
 Food Service Director
Mr. Larry Juzwicki
 Director of School Safety
BOARD OF SCHOOL TRUSTEES
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Mrs. Rikki Guthrie
 Member
Mr. Donald H. Rogers
 Member
Mr. Stuart B. Schultz
 Member

*****ECRWSS*****
POSTAL PATRON
HOBART, INDIANA 46342

The School City of Hobart is an Exemplary (A) School District

“Success for All Students”

Published by:
Dr. Peggy Buffington
 &
Rachel Nicoloff

MARK YOUR CALENDAR FOR THESE UPCOMING EVENTS!



February 20th 7:00 pm-MS 6th Grade Band Concert MS Auditorium	February 21st Senior Citizen Midwinter Band Concert (see page 11)	March 7th 7 pm-MS Choral Concert MS Auditorium	March 8th 5 pm- JM Fun Fair 7:30 pm-MS Musical HS Theatre	March 9th 7:30 pm-MS Musical HS Theatre	March 10th 3 pm-MS Musical HS Theatre Senior Citizens see page 11
March 12th 8th Graders & Parents- Freshmen Orientation at HHS-6-7:30 pm (see page 10)	March 14th 7 pm-7th & 8th Grade Band Concert MS Auditorium	March 15th 5-8 pm Liberty Elementary Fun Fair	March 15 & 16 7:30 pm-MS Musical HS Theatre	March 19th JM 5th Grade Musical 1:45 & 6:30 pm	March 20th 6:30 pm- HHS Board Room for 4th & 5th Graders Parents “Growing Up” (see page 10)
March 22nd 5-9 pm SPRING FEST at Hobart High School	March 26th 7 pm-MS Choir Spring Concert HS Theatre	March 27th Senior Citizen Spring Choral Concert and Appetizers see page 11	April 15th 6-7:15 pm-ELC Kindergarten Kick-Off! (see insert)	April 16th HS College Fair 6-7:30 in the HS Fieldhouse (see page 10)	Kdn. Registration Early Learning Cntr. April 16th—5-7 pm April 18th & 19th 8:30-11:30 am or 1:00-4:00 pm (see insert)
April 18th 6:30 pm-RV 4th & 5th graders perform The Nightingale @ the HS Theatre	April 23rd HS-6-7 pm College/Dual Credit Meeting (see page 10)	April 25 & 26 7 pm-MS Talent Show HS Theatre	May 7th 7 pm-MS Choral Concert MS Auditorium	May 9th 7 pm-MS Band Concert HS Theatre	May 16th 7 pm-7th & 8th Grade Band Awards Concert
May 17th HHS Hall of Scholars	May 20th 6-7 pm Future 1st Graders Ice Cream Social at 1st Grade School	May 21st 7 pm-Choral Awards Concert HS Theatre	May 30th 7 pm-MS Jazz Band at the Bandshell	June 5th 6-7 pm-HHS Kindergarten Graduation	June 7th HHS Graduation

The School City of Hobart does not discriminate on the basis of race, creed, sex, color, national origin, religion, age, sexual orientation, marital status, genetic information, or disability, including limited English proficiency.

Annual notices can be found on our website under the Information tab. Contact your school for more information.

School City of Hobart website: www.hobart.k12.in.us