

Focus On Education



Message from the Superintendent . . . Dr. Jack Leach

Ground Breaking Ceremony for the New Hobart High

You are invited to attend
the ground breaking ceremony
for the new Hobart High School.

- Who:** Community members
- When:** Wednesday, April 19, 2006
- Where:** The new Hobart High School site
2211 East 10th Street,
Hobart, IN 46342
- How:** Buses will shuttle attendees
to the site from Joan Martin's
back parking lot starting at 4:30 p.m.
Please park in the front lot
at Joan Martin.
- Time:** 5:00 p.m. at the new Hobart
High School site
- Refreshments:** Following the
ceremony, hors d'oeuvres and desserts
will be served in the Joan Martin café.



(Aerial view of the new Hobart High School site on 10th Street)

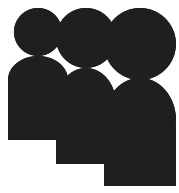
New Site for the New Hobart High School

Web Address: <http://www.newhobarthighschool.com> OR

Visit the Link at The School City of Hobart's Web Site: <http://www.hobart.k12.in.us>

Attractions: Live Web Cam for Construction Updates and Interesting Project News





The World of *Blogging* MySpace.com



By Chris King, Technology Department

MySpace is just one of the many online blogging communities available to teens and young adults. As a virtual community, MySpace serves to connect people and provide an outlet for all sorts of ideas and talents. Many parents have expressed concern lately about the use of MySpace and other similar websites. Should parents be worried about their teens using MySpace? Are online blogging communities dangerous?

Online blogging communities are interconnected networks that allow users to create their own personal homepage and profile. Each user can provide personal information including name, age, and interests. However, that's not what people spend most of their time doing in these communities. MySpace itself reached 47.3 million members in 2005 according to founders Chris DeWolfe and Tom Anderson. The members spend many hours wandering the network looking for people with similar interests and 'tag' them as friends, creating a link from their homepage to each 'friend's' homepage. This has become known as 'friending' and has changed the way young people meet and communicate.

Though these places can offer a wider social outlet, **there are still risks that accompany the use of an online blogging community.** Many young people provide personal information about themselves that could put them at risk of online stalkers, pedophiles, and identity thieves. Some members provide more than personal information. Some choose to offer provocative and often explicit photographs of themselves and friends. These pictures can be copied and printed and are commonly distributed around the Internet.

Schools all around America are talking about the new trend in online blogs and child safety. **Online blogging websites are not allowed in the Hobart school system and are blocked by the N2H2 Internet Filtering Service in an attempt to help protect our students.** However, this doesn't prevent students from using home or alternative computers to access their blogging homepages. We encourage parents and guardians to monitor their children's use of these blogs to maintain the safety of the students and the community. The School City of Hobart will continue to promote safe and educational Internet practice, as well as digital citizenship in the online world.

<http://stihome.hobart.k12.in.us>

STIHome allows parents and students from home to:

- Check grades
- Note attendance
- Review class schedules
- Confirm assignments
- Inspect discipline reports
- Enter course requests (in high school)

The web site for this terrific connection is

<http://stihome.hobart.k12.in.us>

OR simply click on this link from our home page.

<http://www.hobart.k12.in.us>



Did you know that every school in the School City of Hobart is accredited by the North Central Association Commission on Accreditation and School Improvement (NCA CASI)?

NCA challenges schools to prepare all students for success as they move from home to school to higher education and/or careers.

To achieve accreditation, schools must meet NCA CASI's high standards, be evaluated by a team of professionals from outside the school, and implement a continuous school improvement plan focused on increasing student performance. The accreditation process is quite rigorous. We are proud of our accredited schools, their dedication to the evaluation process, and their ongoing pursuit of quality and excellence in education.



The School City of Hobart is committed to becoming district accredited. Very few districts are eligible to qualify for this prestigious accreditation because not all of their schools are accredited. We are focused on raising student achievement, providing a safe and enriching learning environment, and maintaining efficient and effective operations staffed by highly qualified educators. District accreditation is an assurance that the schools are meeting regionally and nationally accepted standards for quality and success.

Your Opinion Counts!

It is important to us to make sure that the decisions we make about school improvement take into account the perspectives and opinions of parents and other members of our community. We invite you to participate in an online survey. The responses we receive from the survey will be maintained on a confidential basis. You do not need to identify yourself in any way. The survey can be completed in approximately 15 minutes.

A summary of the results of the survey will be provided to you in an upcoming issue of our school newsletter and will be posted on our website.

Ways to participate in the survey include the following:

Parents/Guardians will be randomly chosen by their school in a systematic sampling and will receive notification in the mail during the month of March. **OR**

Parents/Guardians, who are not randomly selected during the month of March and want to participate in the opinion survey, please contact the School City of Hobart Service Center at 942-1388 X305 to receive the online instructions for the survey before April 20th. If you do not have a computer and would like to participate in the opinion survey, please call the number above for assistance. You will be notified of the closest location to use a school computer in order to participate. **OR**

Community members and groups may call Peggy Buffington at 942-8885 before April 20th if they would like to participate in the survey. She will arrange for access codes and passwords in order to login on the website to take the survey.

Join a School Improvement Team!

How can I get involved?

Become informed.

- Talk with a central office administrator or your school principal about accreditation and school improvement efforts.

Volunteer.

- Volunteer to assist the district, school administration and faculty with school improvement efforts by becoming part of an NCA team.

Contact Us.

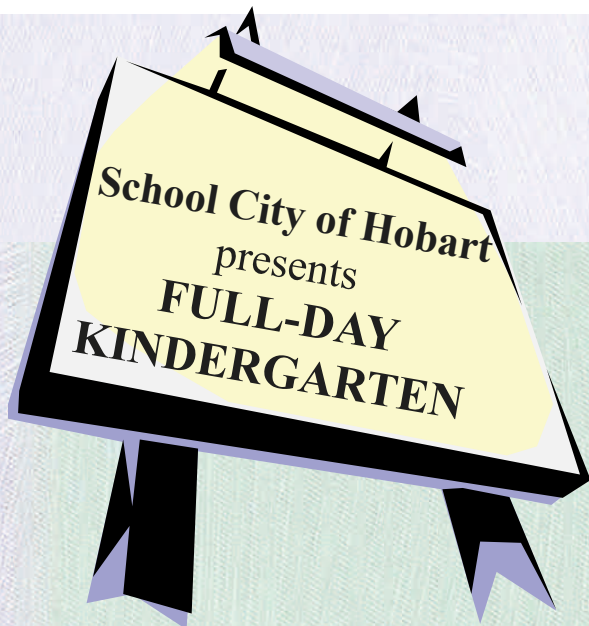
- There is a directory of contact information on the back page of this newsletter.



Learn More.

- To learn more about NCA CASI accreditation, visit www.ncacasi.org, or talk with staff from the NCA CASI state office at (800) 468-7405.

Thank you in advance for your sense of community and pride in our schools!



Join Us in Our Efforts to Provide Full Day Kindergarten for All Students

Contact your state legislators
to encourage funding
for this important program.

Indiana Senate
1-800-382-9467

Indiana House of Representatives
1-800-382-9841

OR
www.IN.gov



Joan Martin full day kindergartner



"I can write a sentence all by myself."

Joan Martin full day kindergartner

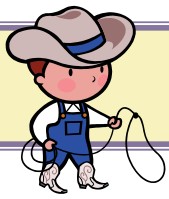


"I can make words and read them."

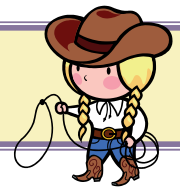
Background Information

The School City of Hobart strives to be a high achieving school district. For various reasons, some students enter our schools needing more academic learning time to be successful. These students continue to lag in achievement throughout their school careers. Full day kindergarten boosts the acquisition of early literacy skills, most notably among the neediest learners, by providing more learning time. This is an important element in the district's efforts to narrow the achievement gap. For the first time, the School City of Hobart is hosting two full day kindergarten classes this school year. All eligible kindergarten students from Hobart's four elementary schools attend full-day kindergarten at Joan Martin. They will attend their home school as better prepared first graders next school year.

Full-day kindergarten for at-risk learners in the School City of Hobart incorporates the components of what research has shown to be an effective program.



We Are Rounding Up Kindergartners for Next School Year and Screening for the Full Day Kindergarten Program



KINDERGARTEN ROUND-UP & FULL DAY SCREENING

When: The School City of Hobart's Kindergarten Registration will be held April 18, 19 and 20 at all of the elementary schools.

Times: Times for registration will be 9:00 a.m. to 11:00 a.m. and 1:00 p.m. to 3:00 p.m. at all elementary schools.

Enrollment Requirements: Parents may enroll their child if they are five years old before August 1, 2006.

What to Bring: Three (3) proofs of residency, original birth certificate, immunization record and custody papers if appropriate.



Please bring a calendar to pick a day for full day kindergarten screening.



Mrs. Peterman's kindergartners from Liberty know Geometry.



Our kindergartners are computer savvy.

Selection Criteria for Full Day Kindergarten

Using testing tools, a team of teachers follow a comprehensive screening process to select children most likely to benefit from a full day kindergarten program. In general, children selected will display some or all of the following :

- Delayed language skills
- Limited literacy experiences
- Phonemic awareness difficulties
- Difficulties with rhyming words and concept words
- Delayed development of fine motor skills
- Documented low achievement on pre-screening tests

"Top Ten" Skills for

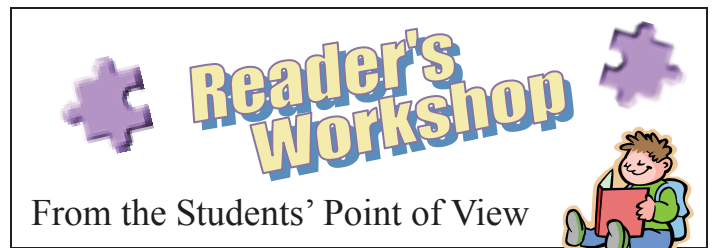
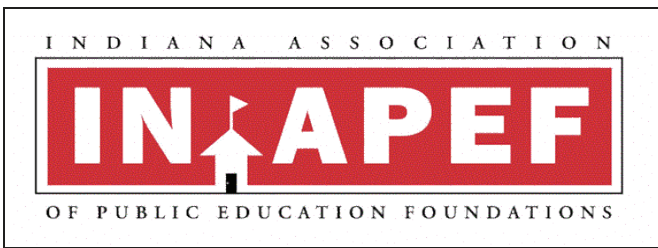
Incoming Kindergarten Students

This assessment will assist you in preparing your child for kindergarten entry. Use this document as a pre-test. If your child has a deficiency, use the "Tips" to assist you in helping your child master the skill. Periodically throughout the summer reassess your child on these skills.

1. Your child can recognize and state his/her first and last name.
2. Your child can discuss simple thoughts and ideas about what they see and hear. Tip: Question your child while playing, reading, and doing chores. Questions that begin with who, what, where, when or why will get your child talking.
3. Your child can write his/her first name holding a pencil or crayons correctly and using proper letter formation for upper case (first letter of name) and lower case letters.
4. Your child can recognize some upper case letters. Tip: Randomly point to an upper case letter and the child names the letter.
5. Your child can recognize some lower case letters. Tip: Randomly point to a lower case letter and the child names the letter.
6. Your child can count and recognize numbers from 0-10. Tip: Give your child simple tasks that involve counting objects, sorting and matching.
7. Your child can recognize 8 basic colors. (Red, Blue, Green, Yellow, Orange, Black, Brown, Purple) Tip: Play the game I see something "red." Ask your child if there is something red in the room. Point at an object and ask what color it is. When reading, ask your child to describe the colors in a picture or on the cover.
8. Your child can recognize 4 common shapes. (Circle, Triangle, Square, Rectangle)
9. Your child can identify the front of a book.
10. Your child can be independent with shoe tying, zippers, and using the restroom.

These kindergartners can make words and read!





Mrs. Kasiak holding a "Reading Conference."
- "Conferring is testing you about the book you're reading. If you can't tell about the book, it's too hard."

The School City of Hobart Educational Foundation supports the school district with monetary gifts, scholarships and grants. Because Hobart's Educational Foundation is a member of the Indiana Association of Public Education Foundations (INAPEF), the School City was eligible for the Professional Development Grant program. INAPEF serves as a resource to public education foundations and makes it possible to combine efforts on a statewide level for the benefit of Indiana's kids.

Having received an INAPEF grant for the third year, Hobart will use its award to continue to improve reading. Hobart teachers will continue to receive local training (modeling and coaching) in the Reader's Workshop from Teacher's College at Columbia University in New York.

This year, Hobart teachers have worked with a staff developer who models the teaching of reading with students as Hobart teachers watch. Then the staff developer debriefs the lesson with teachers.

Students not only grow from the instruction they receive, they learn that reading is social and fun!

Listen in as George Earle students share their experiences with Reader's Workshop!

"Writing" about "Reading"



- "I like using sticky notes to write about the story and list questions you want to ask your partner. We also write about the characters."
- "Post-It notes help me keep track of what I'm reading and write about what's going on in the book."
- "We complete partner discussion sheets by writing pages, reading, and discussing something you should know about your book."

"Mini-lesson" on how to use Post-Its to mark important parts of a book



- "During mini-lessons this year, I've learned: how to take notes; how to mark my spot when reading; how to get back into the story when I haven't read my book for a while."
- "We have a mini-lesson every day. It helps us understand reading better."
- "Mini-lessons teach strategies we need to use when reading."

What Can **YÖÜ** Do To **Support** the Goal of Providing the **Best Reading Instruction** possible?

A Word from
Shana Frazin and Regina Hurh
Staff Developers
Reading and Writing Project
Teachers College, NY

Since October we have had the pleasure of working with the third, fourth and fifth grade teachers in the Hobart district. We share a common goal: providing the best reading instruction possible to our students. Both Shana and Regina have really enjoyed their time in the schools and believe that the students and teachers at Hobart are sincerely wonderful.

Partner Reading



- "Sometimes when we read, we sit back to back with a partner."
- "We sit back to back during independent reading – we have our own space."
- "I like "turn and talk" because you get to describe what your book is about to a partner."
- "During partner reading, you and your partner read the same book. You discuss your favorite parts and parts you don't like."

Reading workshop is about creating lifelong readers through explicit instruction, choice and independence. This explicit teaching occurs within a highly predictable structure including a mini-lesson, about ten minutes of thoughtfully-planned instruction, workshop time where readers read just-right books for about 30 minutes, and conferring when teachers meet one-on-one with readers or implement small group instruction. Workshop concludes with a teaching share, a time when the teacher highlights smart reading behaviors with the class. Reading workshop is also about choice. Readers choose just-right books that hold their interest, encourage fluent reading and comprehension. Teachers support choice by building classroom libraries that are vibrant, varied and plentiful, making reading appealing for all types of readers.

Above all else, reading workshop is about independence. Our ultimate goal is to foster readers who want to read. To this end, our focus is to teach the reader, not the book.

So whether at home or school, what can you do to support the goal of providing the best reading instruction possible? Read, read, and read some more! You are a role model and can encourage the joy of reading! Happy Reading!

Learn about how to help your child with reading comprehension on page 8 in the book review of *The 7 Keys to Comprehension*. In addition, learn how to keep reading skills sharp during those summer months with *Practice Makes Perfect* on page 9.



Reading chapter books during "Independent Reading"

- "It's quiet during reader's workshop. We get to experience more stories that have exciting parts, sad parts, mad parts."
- "A "break book" is a book you can read if you need a break from the book you're reading."
- "I like to read a lot. Independent reading time gives me time to read a lot of books."

- "I like reader's workshop because I read chapter books. There aren't any pictures, so I can make pictures inside my head. I can make up what I want the characters to look like."
- "Book shopping – when you book shop you look for a book at your lexile level. You look at the colored dot on the side of the book and that matches the lexile number. Look for your books in the basket and sign the card in the back of the book to check it out."
- "Reader's Workshop is a good time to learn how to read. It helps you understand words."

The 'Real Secrets' to Children Loving Reading

"Brilliantly conceived, clearly organized, wisely (and often lyrically) written—this book is destined to be an indispensable classic for parents and teachers."

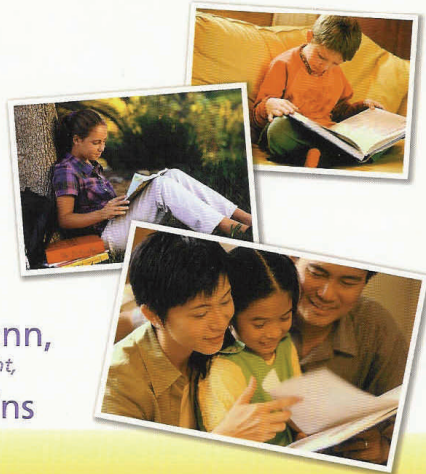
—T. A. BARRON, author, *The Ancient One* and *THE LOST YEARS OF MERLIN* series

7 Keys to Comprehension

For
Parents
and
Teachers

How to Help
Your Kids
Read It
and Get It!

Susan Zimmermann,
coauthor of *Mosaic of Thought*,
and Chryse Hutchins



Talk, read, and share your thoughts with a child and you will have a reader for life.

Good readers use the following 7 Keys to unlock meaning:

- Create mental images. (Make movies in your mind – pictures, smells, tastes, sounds.)
- Use background knowledge. (Share stories from your background knowledge—"Oh that reminds me of. . .")
- Ask questions. (Model what it means to be curious by sharing the questions you have when you read.)
- Make inferences. (Go beyond the words on the page.)
- Determine the most important ideas or themes. (Separate the nonessential from the essential.)
- Synthesize information. (Adding your own thinking to what is important.)
- Use "fix-up" strategies. (Reread, stop, think, and read on.)

Each of these "keys" is described in detail in this book. In addition, there is a wonderful list of suggested books for children of all ages.

The book is published by www.randonhouse.com or you can borrow the book from any elementary school library in Hobart.

Please come in and check one out!

Staff members from Joan Martin just completed a "must read" book for parents: *7 Keys to Comprehension*, by Susan Zimmermann and Chryse Hutchins. This book empowers parents by teaching them to take an active role in their child's learning. It is an easy to read book for parents to help their children understand and enjoy reading.

The authors stated that if parents do some simple things they will help their child develop the foundation needed to become an avid reader.

Some of those parent strategies are reading daily to their child, sharing their thinking about what was read, and telling their child stories. By using the **7 Keys** that great readers use, children learn that reading is not a chore but a lifetime adventure.

*"The most powerful predictor of a child's school achievement was the amount of time spent listening to stories."
Study in Britain: *Language, Learning, and Education.**



Practice Makes Perfect!

The many faces of summer reading include reading clubs, websites and audiobooks.



It's difficult to imagine a professional musician or athlete whose performance would not suffer from a three month vacation from practice each year. Musicians who only practiced for nine months of the year and never touched their instruments during the remaining 25% of the year would be at a considerable disadvantage compared to those who used their skills year-round. Similarly, it's reasonable to assume that professional athletes who completely abstained from exercise during the off-season would be unable to compete at optimal levels. While it's clear that everyone should experience periodic breaks from their daily routines, it's also true that prolonged periods of time without practice affects performance. Common sense suggests that consistency in training and practice is a key to achieving and maintaining high levels of performance.

For far too many young people, summer vacation results in a three-month holiday from constructive learning activities and valuable opportunities to practice the skills they need to be successful in school and in life. Research demonstrates that all students experience significant learning losses in procedural and factual knowledge during the summer months. Studies have shown that students in a summer reading program are more likely to read at or above their grade level than nonparticipating students, and those reading above grade level are more likely to retain those skills into the next school year. Students should treat themselves to some good books this summer whether you read to them or they listen to them.

Let's make sure to take time to read. Good books can be contagious!

Reading Clubs <i>(local connections)</i>	Websites <i>(reading lists)</i>	Audiobooks <i>(listening & strengthening)</i>
<p><u>Lake County Public Library</u> <u>Hobart Branch</u> <u>Registration is required-call 942-2243</u> Teen Summer Program Creature Feature @ Your Library June 5-July 29, 2006</p> <p>Teens/preteens: 11 & older can enter to win weekly and grand prize drawings. One entry for every item borrowed (books, magazines, compact discs and or movies) or for every 100 pages read.</p> <p>Summer Reading Programs!</p> <p>Toddlers 18-36 months-8 week lap-sit program will include stories, songs, fingerplays and crafts. June 6, 13, 20, 27, July 11, 18, 25 @ 10:30 a.m.</p> <p>Preschool 3-5 years-Weekly programs include books, music, fingerplays, & crafts. June 6, 13, 20, 27, July 11, 18, 25 @ 1:30 a.m. or June 7, 14, 21, 28 or July 5, 12, 19 & 26 @ 10:30 p.m. or 1:30 p.m.</p> <p>Children who completed Gr. K & up- June 15th @ 2:00 p.m. Mmmmm! Strawberry - Hands on appreciation for the little red berry. June 22nd @ 2:00 p.m. -Frogs - Make a frog to take home with you! June 29th @ 2:00 p.m. - Pet Leashes - All invisible pets will get to go home with a special collar & leash. July 13th @ 2:00 p.m. - Pet Show - Show off your pet! Must register to participate. July 20th @ 2:00 p.m. - Animal Rescue - Bring a can of dog food & meet a wildlife rehabilitator & some of the animals that live in his house. July 27th @ 2:00 p.m. - Animal Tales and Tunes - Legends & lore of animals from the Midwest to Australia.</p> <p>Don't forget to register at 942-2243!</p>	<p>Education World, at www.educationworld.com/summer_reading/ uses readers' contributions to create summer reading lists by grade, along with reviews of new books, interviews with favorite authors and lots of ideas for summer projects to extend reading projects for kids to do with friends or on their own and projects for families to do together.</p> <p>From the Department of Education, the Read*Write*Now program at www.ed.gov/inits/americanreads/kids_rwn.html can help children get the most out of summer reading. The program suggests that during the summer, children read and write five days a week, at least 30 minutes each day and that at least one day a week they read with a learning partner. This partner could be a caring adult, parent, grandparent, an older sibling or teacher.</p> <p>From the Hennepin County Library, Minnetonka, MN, found online at www.hcplib.org/kid/ click on "Kids Read," then "Good Reads" to access current annotated lists of reading suggestions by topics as diverse as adventure, biography, historical fiction, classics, "If you like Harry Potter...", "If you like Lemony Snicket...", etc.</p> <p>The New York Public Library's website at www2.nysl.org/home/branch/kids/reading/summerread.cfm contains seven years of themed summer reading lists that include titles for preK through sixth grade.</p> <p>For additional book lists, try the Bank Street College Foundation. Some of our suggestions for summer reading can be found in pdf files at http://streetcat.bnkst.edu/html/schoollib.html Lists include "30 Picture Books You Don't Want to Miss" (for our preschool and first grade students and their parents), which also features tips on reading aloud; "Early Chapter Books" (for first, second and third graders) and, for young adults, a list of "skinny" books under 200 pages. You may also want to look at Bank Street Corner, at www.bankstreetcorner.com/reading.shtml which presents themed book lists on a variety of topics such as Fractured Fairy Tales.</p>	<ul style="list-style-type: none"> * What Would Joey Do? by Jack Gantos, read by Jack Gantos, from Listening Library. * Little Women by Louisa May Alcott, read by Barbara Caruso, from Recorded Books. * 26 Fairmount Avenue: Books 1-4 by Tomie dePaola, read by Tomie dePaola, from Listening Library. * Mr. Popper's Penguins by Richard Atwater, read by Paul Hecht, from Recorded Books. * Maniac Magee by Jerry Spinelli, read by S. Epatha Merkerson, from Listening Library. * How Do Dinosaurs Say Good Night? by Jane Yolen, read by Jane Yolen, from Weston Woods. * Coraline by Neu Gaiman, read by Neil Gaiman, from Harper Children's Audio. * Pictures of Hollis Woods by Patricia Reilly Giff, read by Hope Davis, from Listening Library. * Love, Ruby Lavender by Deborah Wiles, read by Judith Ivey, from Listening Library. * Harry Potter books by J. K. Rowling, from Random House.

Success with a capital S! HHS Students take Advantage of the Porter County Career and Technical Center in a BIG WAY

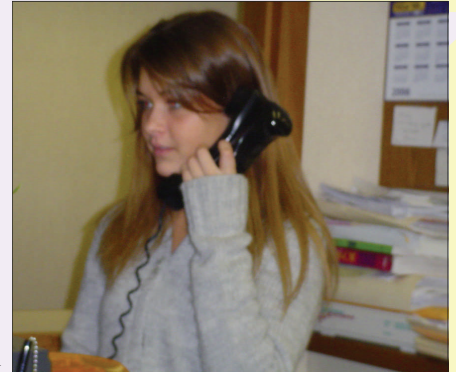
When Hobart High School sophomores and juniors make their schedules for the upcoming school year they will have a rewarding option in choosing the Porter County Career and Technical Center. This option will provide students with an alternative to the traditional schedule by choosing to take part in one of the many programs offered through the Career Center. The goal of the Career Center is to allow students to explore career opportunities and develop advanced technical skills that are in demand. With today's economy and labor market becoming more driven by highly advanced technology and employers placing a great deal of emphasis on the applications of educational, technical and communication skills, students have the chance to develop these skills in the Career Center.

The 2005-2006 school year brought about a number of success stories with Hobart High School senior students in the Career Center. Paul Stover, who is enrolled in the Industrial Mechanics Program, has been hired by the Linco Equipment and Restoration Services. This will serve as an on the job training situation as well as gainful employment for Paul.

Hollie Claussen works for Dr. Donald Phillips through her Advanced Marketing class. Hollie has enjoyed working with customers, answering phones, filing, bookkeeping and even some insurance work.



Chris Schnabel's involvement in the Cabinet and Furniture Making program has led to an opportunity to work with Champlon Inc. of Valparaiso. Chris will help in the design of training rooms for sports facilities and in the future he will be involved with the actual production of this furniture.



In addition to providing a great work opportunity for the students, the Career Center also believes in integrating academics with technical programs. The intention is to help all students who are in pursuit of various academic achievements. In fact, 45% of the Career Center students are working toward their Core 40 diploma while 21% are working toward their Academic Honors Diploma.

The School City of Hobart provides bus transportation to all Porter Career Center programs.

The following is a list of one and two-year programs offered through the Career Center: (An * indicates a program taught at Hobart High School)

- Auto Technology
- Business Technology Lab/Field Experience
- Cabinet & Furniture Making*
- Cisco Networking Academy*
- Computer Aided Drafting & Animation
- Construction Technology
- Cosmetology
- Criminal Investigations
- Criminal Justice Systems
- Culinary Sciences
- Dental Health
- Diesel Mechanics
- Education & Early Childhood Careers
- Electronics & Computer Tech
- Fundamentals of Sports Medicine
- Health Careers
- Health Occupations
- Industrial Mechanics
- Landscaping/Horticulture
- Marketing Education Field Experience*
- Marketing Internship*
- Medical Terminology / Anatomy/ Physiology
- Modern Machining
- Printing Technology
- Sports & Entertainment Marketing / Business Ownership
- TV Productions*
- Welding

HHS Set to Graduate the



Pre-Engineering and Pre-Engineering Technology Class

By Gina Whetstone
PLTW Senior HHS



2006 PLTW HHS Graduates: Back row: Mr. Drew Martin, Jake Sullivan, Taylor Allen, Aaron Foster, Brad Durbin, Justin Fugate, Mr. Hank Jarvis Front Row: Jake Seeley, Chris Schnabel, Gina Whetstone, Steve Einikis, Will Kamizeles

The first class to go through PLTW as the graduating eighth grade class of Hobart Middle School in 2001 are now graduating Hobart High School as the class of 2006. This first class has been an inspiration in every way. They are also recruiters for incoming freshmen with their enthusiasm and savvy. Every year, the program grows. *This year's freshmen class of Introduction to Engineering Design (IED) boasts seventy-two students.* It is no wonder the numbers are climbing.

✓ Check out the future of these PLTW graduates!

Taylor Allen has been accepted to Purdue West Lafayette's School of Engineering Technology. Ever since Taylor was little he enjoyed dismantling anything he could, so he thinks majoring in Mechanical Engineering Technology will come easy to him. He has always had a drive to mingle with anything that pertains to cars or anything that runs, which he adds his own special flare to, including the extreme mousetrap car he built in class.

Bradley Durbin is currently registered in the Marines and plans to attend Indiana University to pursue a degree in Criminal Justice and become a police officer. Brad stated that he has learned a variety of helpful traits that he will carry on through life from the PLTW classes including helpful techniques to giving presentations which he has acquired from the many presentations he has given throughout the four years of the PLTW classes.

Steven Einikis has been accepted to Purdue West Lafayette's School of Technology. In college he will apply everything he has learned in PLTW.

Aaron Foster plans to get a master's degree in Mechanical Engineering. He has been accepted to Purdue West Lafayette and Rose-Hulman Institute of Technology, but has decided to attend Purdue University. Aaron is grateful for the PLTW classes because they have given him a taste of what to expect in college. He also enjoyed the hands-on projects and research projects, which have shown him all the hard work that must be done before producing a product.

Justin Fugate is planning to attend Indiana University. He intends to pursue a career in technology engineering.

William Kamizeles has been accepted to Purdue West Lafayette, where he will pursue his interest for aircrafts and flying, by majoring in Aerospace Engineering.

Joshua Olson is planning to attend Indiana University for Business Management. After that, he wants to go to Purdue Calumet for basic engineering. One day he hopes to run his own business, where clients can come and hire any one of his partners for specific jobs.

Christopher Schnabel has been accepted to the Milwaukee School of Engineering and was offered a \$32,000 scholarship. Finding the PLTW classes as a major influence to becoming a Civil Engineer, he plans to use everything he has learned and apply it in college and throughout his career.

Jake Seeley was accepted to Purdue University West Lafayette's School of Engineering. He is uncertain if he wants to pursue a career in nuclear or electrical engineering. He thought that the classes provided experiences that engineers might have, and they also helped to improve his problem-solving skills.

Jacob Sullivan has also been accepted to Purdue University West Lafayette's School of Engineering. He plans to become a mechanical engineer. He feels that the PLTW classes will give him a head start on other engineering students in college.

Regina Whetstone has been accepted to Purdue University West Lafayette's School of Engineering. She plans to become a Civil Engineer. The PLTW classes influenced her greatly and have guided her through her choice for a career.

The **PLTW** curriculum has been a fun and interesting set of classes for the class of 2006. They have studied a variety of useful topics, including design processes and circuit boards, and they have the basic knowledge comparable to a college freshman. Most of the fourteen have acquired a minimum of one college credit offered through the PLTW classes. As the years progressed in high school, these students were fascinated with their classes and now take the education started at Hobart High School to college to become successful engineers. **Best wishes PLTW class of 2006!!**

SCHOOL CITY OF HOBART
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NEWSLETTER

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“Success for All Students”

Edited by:

*Dr. Peggy Buffington
 &
 Rachel Nicoloff*



MARK YOUR CALENDAR FOR THESE UPCOMING EVENTS!

March 27 - March 31 Spring Break	April 17 Easter Monday No School	April 20, 21, 22 HS Talent Show HS Auditorium 7:00 pm
April 26 GE 4th/5th Music Program HS Auditorium 6 - 8 pm	April 27 JM 1st Grade Musical	May 5 Professional Development Day Early Dismissal
May 18 MS Band Awards Concert HS Auditorium 7:00 pm	May 23 MS/HS Choral Awards Concert/HS Aud. 7 pm Liberty Grades K-2 Spring Performance	May 24 JM 4th Gr Musical
May 25 MS Jazz Band at the Band Shell Liberty Grades 3-5 Spring Performance	May 29 Memorial Day No School	June 7 Last Day of School for Students June 8 HS-Graduation

School City of Hobart web site: www.hobart.k12.in.us