

**NR 012419**

**Gladstone graduation rate hits historic high**

Gladstone’s class of 2018 had a district graduation rate of over 88 percent, up nearly 3 percent from the previous year. The rate, a historic high, is more than 9 percent above the state average. In the past five years, the district raised the graduation rate over 9 percent.

“I have to give a lot of the credit to our teachers, who work so hard to personalize instruction. Because our school is smaller, they can really connect with their students and get to know them, offering early interventions when kids need extra help,” said Principal Kevin Taylor. “One new strategy is online course options and development of individual graduation plans and schedules to help our at-risk students find success and graduate on time.”

Gladstone students with disabilities made a dramatic improvement, with over 83 percent graduating on time, up 7 percent from the previous year. These students surpassed the state average by over 22 percent.

Gladstone’s Latino and Hispanic students had an on-time graduation rate of over 90 percent, surpassing the state average by nearly 17 percent. Their graduation rate in Gladstone increased by over 18 percent in the past five years.

Economically disadvantaged students in Gladstone improved 24 percent over the past five years, with more than 88 percent graduating on time.

“We are proud of the strong gains we’ve made, and plan to continue working to improve graduation rates,” said Superintendent Bob Stewart. “Increasing career-technical programs like engineering is one way we’re engaging students to explore opportunities and plan for their future career.”

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**Wetten Elementary center calms student stress**

In an era when youths across Oregon are experiencing higher levels of stress, anxiety, and depression, Gladstone’s John Wetten Elementary has been a frontrunner in developing new strategies to help students learn to cope with strong emotions.

This fall, the school opened a new Student Learning Center [SLC], where children can work one-on-one with a teacher to build skills in self-regulation and self-calming. After teacher referral, a student is scheduled for a daily 20-minute visit to the center, which becomes part of their regular school routine.

The dimly lit room is an oasis of calmness, offering students a choice of seven stations from tactile therapy and painting to a light table, a reading corner, and an aquarium.

“Since launching the center this fall, we’ve seen a positive impact in the school,” said Nelson. “Children are learning to identify their emotions, and ways to transfer the skills they learn here

to the classroom, home, and other settings. Students have been more regulated in class, and that helps the whole class learn better.”

Wetten’s SLC was developed as part of a school wide approach. Zones of Regulation, a social-emotional learning curriculum, are taught to all students during daily morning meetings, and each classroom has a calming corner. The school developed a partnership with Western Psychological, where students can be referred when their needs are beyond what the school can provide.

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### **English students visit Oregon Jewish Museum**

Advanced sophomore English students from Gladstone High had the opportunity to learn about the Holocaust through a visit to the Oregon Jewish Museum in downtown Portland. The visit was tied to the class discussion of *Night*, a Holocaust memoir by Elie Wiesel.

“Museum docents shared personal stories, photography, and documents from Polish ghettos,” said teacher Siri Carlson. “This experience deepened our understanding of the impact of the Holocaust on Oregon’s Jewish community.”

**PHOTO: Advanced English students from Gladstone High visited the Oregon Jewish Museum as part of their study of Elie Wiesel’s Holocaust memoir.**