Hobart High School

Strategic Plan for

Continuous School Improvement

Building College and Career Ready Brickies!

2016-2017

Hobart High School's District Strategic Plan

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Hobart High School
Strategic Plan

For

Continuous School Improvement

Introduction

This section provides a narrative overview of the Vision and Profile steps of the School Improvement Process completed by the Hobart High School Continuous School Improvement Team and Stakeholders. The key actions in the vision stage of the school improvement process requested stakeholders to participate in examining research-based factors related to student performance, determine beliefs, examine the expectations that stakeholders have for student learning, develop a shared vision to focus school improvement, and fulfill the mission of the Board of School Trustees and the School City of Hobart. The key actions in the profile stage of the school improvement process led stakeholders to describe students and their performance, school effectiveness, the school and community contexts, and to determine the target areas for improvement.

Research-Based Practices and Organizational Conditions of Improving Schools

Ensure desired results
- Our district has high expectations for student achievement that are communicated with students and parents.
- Our district implements a vision for student learning through goals and strategies.

Improve teaching and learning
- Our district uses multiple assessments to provide feedback for improvement in instructional practices and student performance.
- Our district uses data to inform decision-making about teaching and learning.
- Our district delivers on these expectations for student learning through a curriculum that is coherent and rigorous.
- Our district uses instructional strategies that provide students with focus, feedback, and sufficient opportunities to master skills.
- Our district creates classroom environments that are conducive to learning.
- Our district optimizes technology and multimedia as learning tools.

Foster a culture for improvement
- Our district uses technology to assist families with student learning.
- Our district improves performance by coming together regularly for learning, decision-making, problem-solving, and celebration as a professional learning community.
- Our district engages in research and best practices that support the ongoing improvement of teaching and learning.

Quality teachers
- All teachers are certified and trained in their teaching areas.
- Our district designs and delivers quality staff development to address the individual needs of teachers with skills that can be directly applied to the classroom.

Effective leadership
- The sharing of leadership for the improvement of teaching and learning occurs throughout the district.
- The leadership articulates a compelling need for improvement and provides meaningful ways for the professional learning community to focus on its performance.

Quality information
- Our district collects data from state and local assessments and other vital areas that contribute to the quality of excellent schools. Our district strives for data that is free from

errors.
- Our district warehouses data that delivers student data to target strengths and weaknesses.

Policies and procedures

- Our Board of School Trustees regularly meets to create and update bylaws and policies.
- Our Superintendent develops administrative guidelines to implement Board policy.
- Our district communicates policy in annual notices and student handbooks.
- Our district has emergency response and crisis teams for school safety.
- The district maintains and practices continuous school improvement planning with a relentless focus on student learning.

Resources and support systems

- Our district ensures that leadership supports the vision for student learning.
- Our district allocates technological resources to target areas for improvement.
- Our district allocates time for improvement efforts.

Our School District's Beliefs

- Learning is the shared responsibility of the school, student, parent and community.

- Learning occurs best in a safe, secure environment.

- Our schools value and respect diversity, creating an equal opportunity for all children to learn.

- Successful learners, whether students or adults, set goals and monitor progress in achieving them.

- Motivation to learn is influenced by a student's emotional state, beliefs, interests, and goals.

- Students learn best when they are actively engaged in meaningful, challenging work.

- Students learn best when the staff maintains high expectations for learning.

- Successful students create and use a variety of thinking and reasoning strategies and can communicate ideas.

- Interactions with adults, who serve as role models and mentors, contribute to student learning and achievement.

- Effective educators engage in learning communities that use research and best practices that support the ongoing improvement of teaching and student performance.

Vision for Student Learning:

The School City of Hobart Community will foster intellectual curiosity, natural abilities, critical thinking, and literacy in students while developing respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

School City of Hobart and the Board of School Trustees Mission:

The primary mission of the School City of Hobart and the Board of School Trustees is to continually provide effective community schools.

A. Our Schools Equip Children for Adulthood
Effective Community Schools adequately equip young people for adulthood in the 21st century. Our students must be prepared both for employment and for day-to-day living in a complicated and rapidly changing world. This necessitates that our schools provide students with the intellectual tools necessary for life-long learning. Among these tools must be: skills to facilitate participation in a democracy, communication skills, critical thinking, and other flexible learning skills as well as the ability to work both individually and in a team situation. It is expected that these skills be developed through all curricular areas.

B. Our Schools Address the Needs of Individual Students
Effective Community Schools address the needs of individual students and focus on individual development. Students bring to the schools a great diversity of interest, aptitudes, motivations and learning styles. Our schools must be able to address this diversity by identifying individual needs, responding with appropriate teaching strategies, flexibly meeting these needs and recognizing each individual student's ability to contribute to the school community.

C. Our Schools Are Community Schools
Effective Community Schools are necessary to a healthy community. Our schools must always recognize their affirmative duty to the entire community, including families, government, business and industry, other institutions, civic groups and individual citizens. Our schools must draw from the strengths of this community to identify and accomplish their goals.

D. Our Schools Are Committed to Success
Effective Community Schools fully utilize the resources of the entire school community (administration, teachers, support personnel, families and students) in all aspects of school life. Our schools cannot succeed without the committed involvement of all.

Hobart High School Mission Statement:

The primary mission of Hobart High School is to provide a safe, positive learning environment in which all students have the opportunity to acquire skills, knowledge and behaviors needed to be productive citizens in an ever-changing world.

Learning Areas and High-Priority Expectations for Student Learning

Learning Area - Language Arts
Expectations for Student Learning

All students will read and comprehend a variety of genres and informational text, as well as communicate ideas through writing.

Learning Area – Problem Solving
Expectations for Student Learning

All students will use problem solving skills to think critically and apply knowledge and reason to solve problems.

Learning Area - Careers
Expectations for Student Learning

All students will demonstrate the skills and knowledge necessary for managing the dual role of productive and successful community member and wage earner by gaining employment in a career or by continuing education at the post-secondary level.

Learning Area - Citizenship
 Expectations for Student Learning

All students will develop an understanding and commitment to the democratic ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

Rationale for Learning Areas

Our district's vision for student learning envisions our students as respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

Language Arts, Problem Solving, Careers, and Citizenship are the focus of accountability requirements for our district.

Hobart High School mission:

    Hobart High School Equips Children for Adulthood

    Hobart High School Addresses the Needs of Individual Students

    Hobart High School is a Community School

    Hobart High School is Committed to Success

Hobart High School

Data Profile 2015-2016

Hobart High School

Students 2015-2016

Hobart High, 4305

Enrollment by Grade
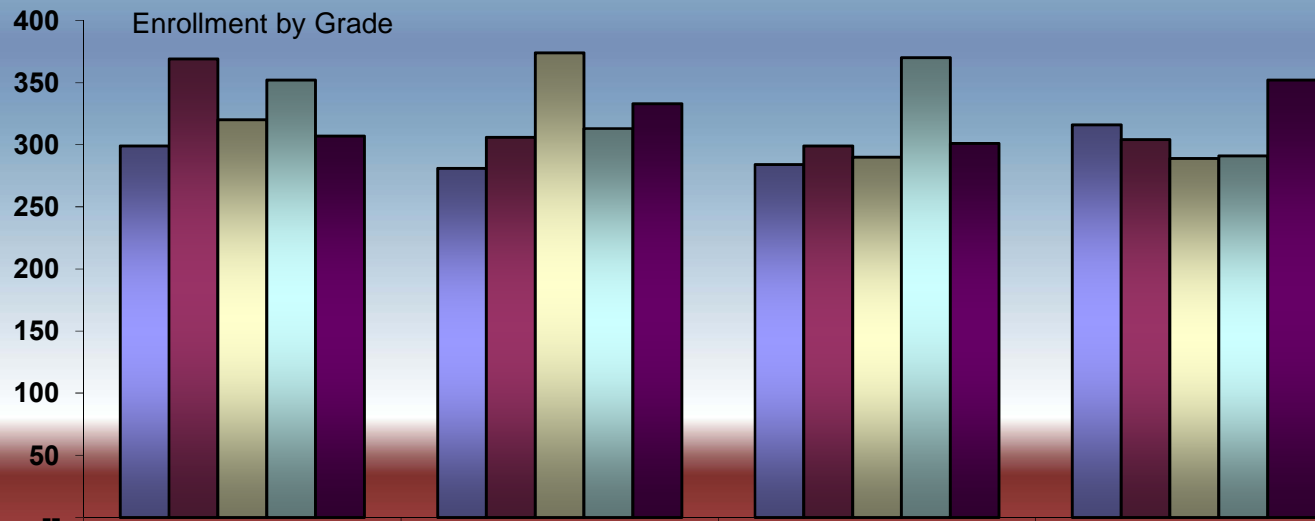
	9	10	11	12	Total
■2007-08	299	281	284	316	1180
■2012-13	369	306	299	304	1278
▫2013-14	320	374	290	289	1273
▫2014-15	352	313	370	291	1326
■2015-16	307	333	301	352	1293

Hobart High, 4305

	American Indian/Alaskan	Black	Asian/Pacific	Hispanic	Multi-Racial	White
2011-12	14	72	19	226	32	875
2012-13	12	81	21	273	21	870
2013-14	7	87	21	278	32	852
2014-15	9	92	11	301	35	878
2015-16	6	99	7	302	37	870
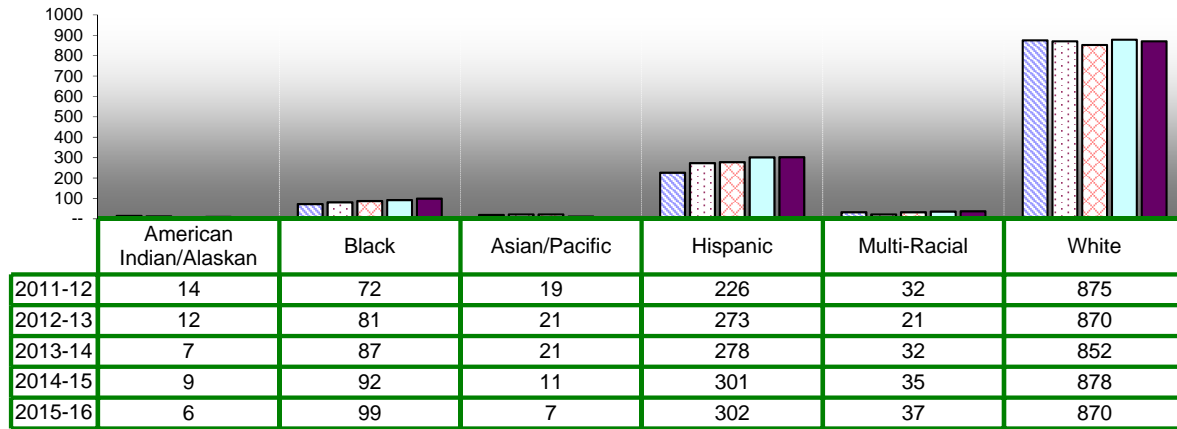
	American Indian/Alaskan	Black	Asian/Pacific	Hispanic	Multi-Racial	White
2011-12	1.1%	5.8%	1.5%	18.3%	2.6%	70.7%
2012-13	0.9%	6.3%	1.6%	21.4%	1.6%	68.1%
2013-14	0.5%	6.8%	1.6%	21.8%	2.5%	66.7%
2014-15	0.7%	6.9%	0.8%	22.7%	2.6%	66.2%
2015-16	0.5%	7.5%	0.5%	22.9%	2.8%	65.9%

	American Indian/Alaskan	Black	Asian/Pacific	Hispanic	Multi-Racial	White
2yr avg growth	-3.5	7.5	1.0	26.0	--	-11.5
3yr avg growth	-1.7	6.7	-2.7	25.0	1.0	1.0
4yr avg growth	-2.0	6.8	-3.0	19.0	1.3	-1.3

Hobart High, 4305
Free and Reduced Lunch

Count

School Year	2011-12	2012-13	2013-14	2014-15	2015-16
% Free	28.2%	28.3%	29.5%	31.6%	33.6%
% Reduced	9.5%	9.0%	8.2%	10.2%	8.1%
% Paid	62.3%	62.7%	62.3%	58.2%	58.3%
Free Count	333	362	376	419	434
Reduced Count	112	115	104	135	105
Paid Count	735	801	793	772	754
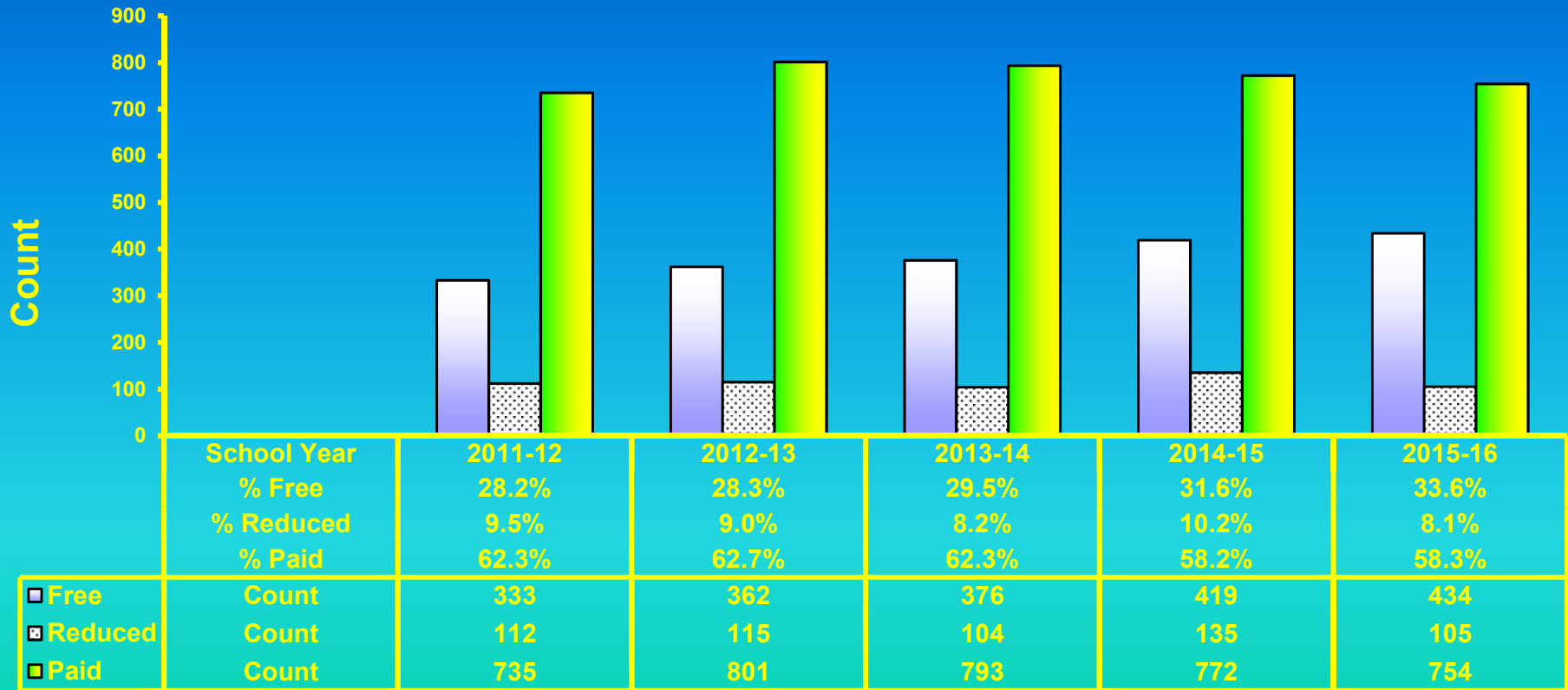
High School Special Ed and ELL Student Count

	Sch Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	SpEd% of Enroll	9.3%	9.5%	10.4%	11.0%	9.9%
	ELL% of Enroll	1.4%	2.2%	1.6%	1.4%	0.7%
	Total Enrollment	1239	1278	1273	1326	1323
Spec Ed	Count	115	122	133	146	131
ELL	Count	17	28	20	19	9
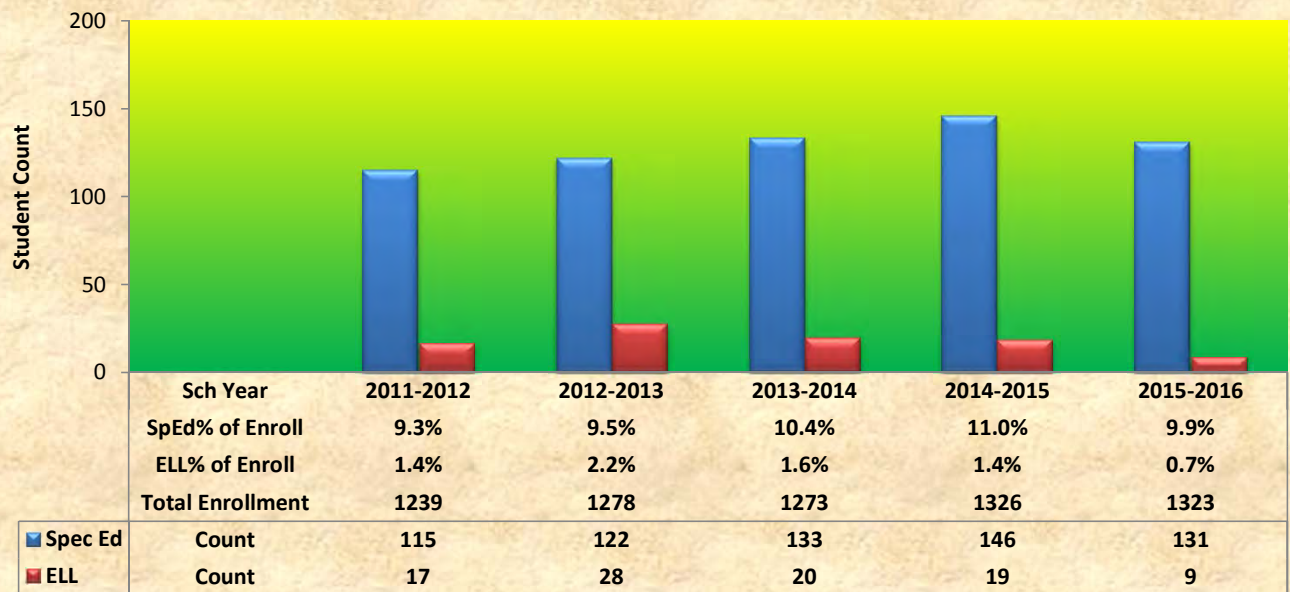
Hobart High School

Student Performance 2015-2016

Student Performance:

English/Language Arts

School City of Hobart, 4730

Language Arts
10th Grade

Comparison Between District and State
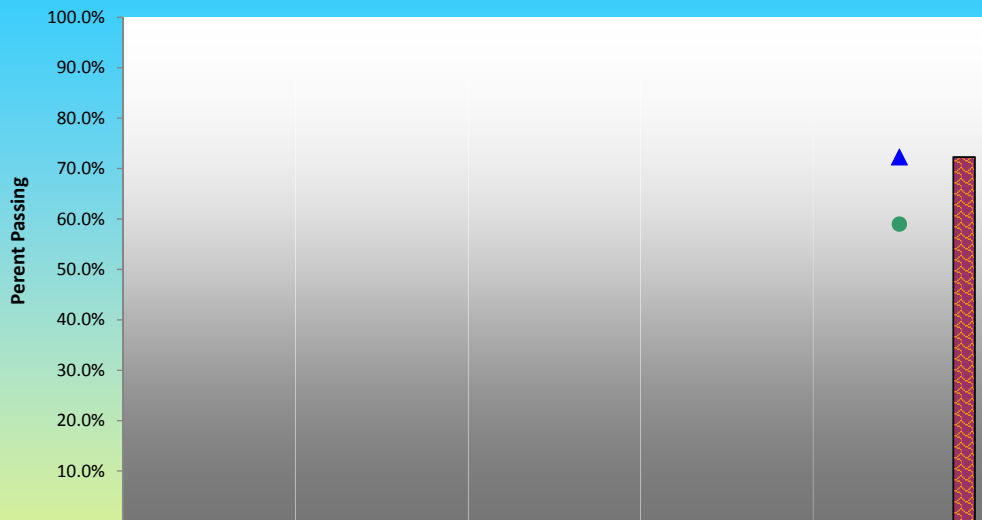
	11-2012sp	12-2013sp	13-2014sp	14-2015 nt	15-2016 nt
High School					72.3%
District					72.3%
State					59.0%

Location to State Difference

Language Arts
10th Grade

	11-2012sp	12-2013sp	13-2014sp	14-2015 nt	15-2016 nt
High School					13.3%
District					13.3%

Location to District Difference

Language Arts
10th Grade

	11-2012sp	12-2013sp	13-2014sp	14-2015 nt	15-2016 nt
High School					0.0%
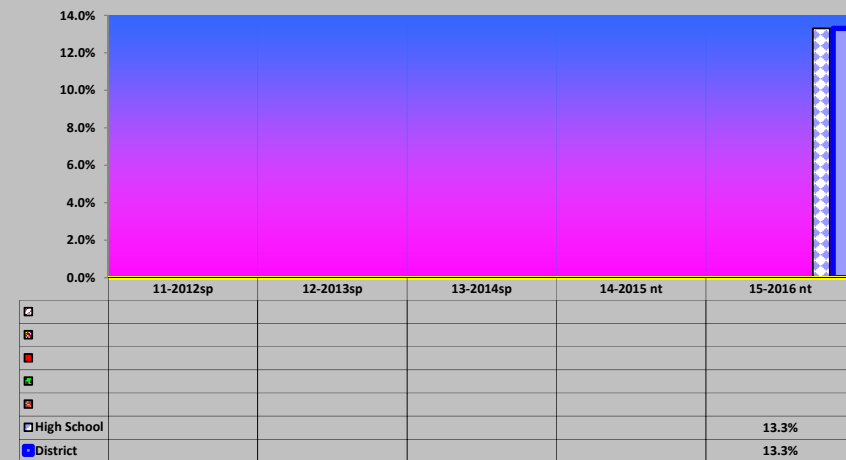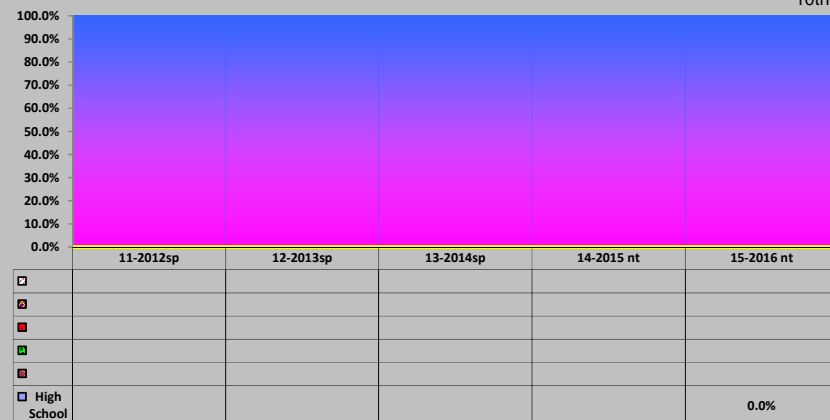
Hobart High School

AdvancED – English Strengths / Challenges

Strengths

- Better than the state average
- One of the top 15-20 in state
- Did better than many schools in area-all but Munster
- Better than state average in all areas
- Percent higher than state
- Percent mastered
- We are well above the state average in each of the components
- Above state average in several categories
- Writing process higher than state average
- Writing has improved
- Reading and writing-continued improvement

Challenges

- Above state average but barely
- Keep stressing vocabulary-still issues with it
- Lowest score on English 10
- Writing conventions of standard English only 1.64% higher than both the state average and target score
- Nonfiction is the biggest challenge
- Nonfiction vocab word-kids check out when they hear it
- Teachers spoon-feed non-fiction-perpetuate the problem
- We aren't as high in conventions of standard English (grammar)
- Comprehension is a problem due to vocab usage
- Inferencing not done-students are too literal

- Responses to questions are too shallow

Student Performance:

Mathematics

School City of Hobart, 4730

Mathematics
10th Grade

Comparison Between District and State
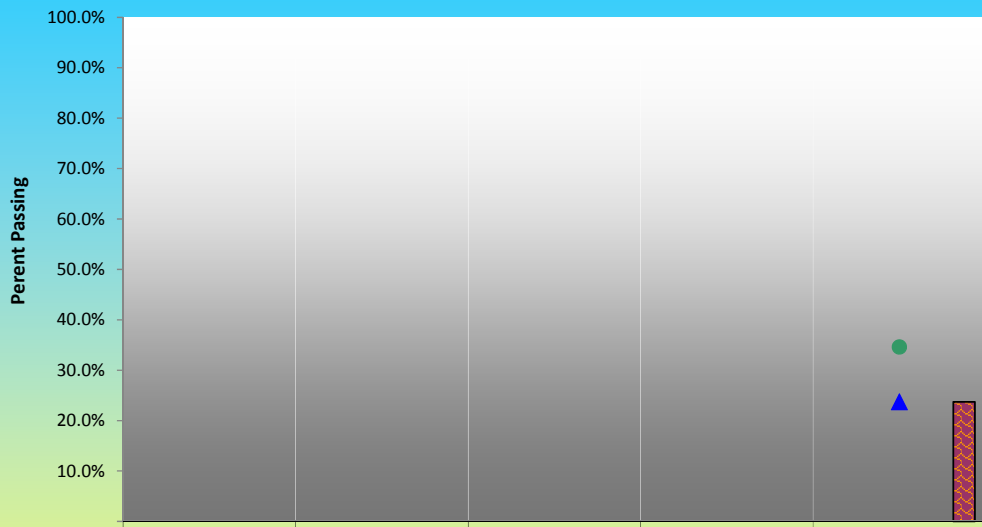
	11-2012sp	12-2013sp	13-2014sp	14-2015 nt	15-2016 nt
High School					23.7%
District					23.7%
State					34.6%

Location to State Difference

Mathematics
10th Grade
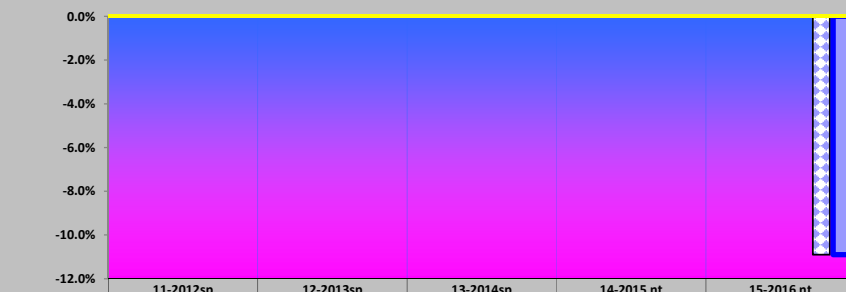
	11-2012sp	12-2013sp	13-2014sp	14-2015 nt	15-2016 nt
High School					-10.9%
District					-10.9%

Location to District Difference

Mathematics
10th Grade
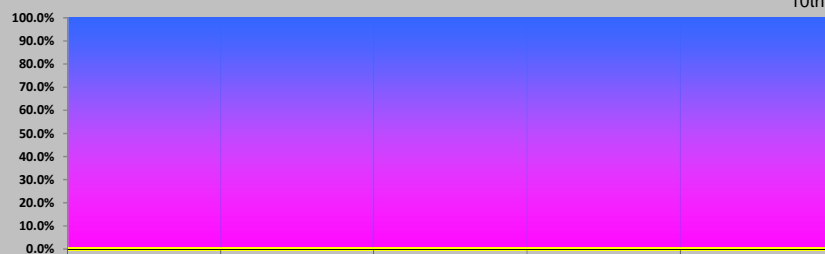
	11-2012sp	12-2013sp	13-2014sp	14-2015 nt	15-2016 nt
High School					0.0%

ISTEP Strengths and Challenges

Math Department- 10/23

Strengths:

- ECA scores were high which can be translated to ISTEP

Challenges:

- Scores for Geometry students were much lower than Algebra II students
- Students do not have an understanding of the scoring system
- Students have difficulty reading the entire question
- Vocabulary differences between coursework and test
- Graphing on devices as opposed to paper and pencil
- Easy for students to just "click" an answer

Student Performance:

Science

School City of Hobart, 4730

Science
10th Grade

Comparison Between District and State
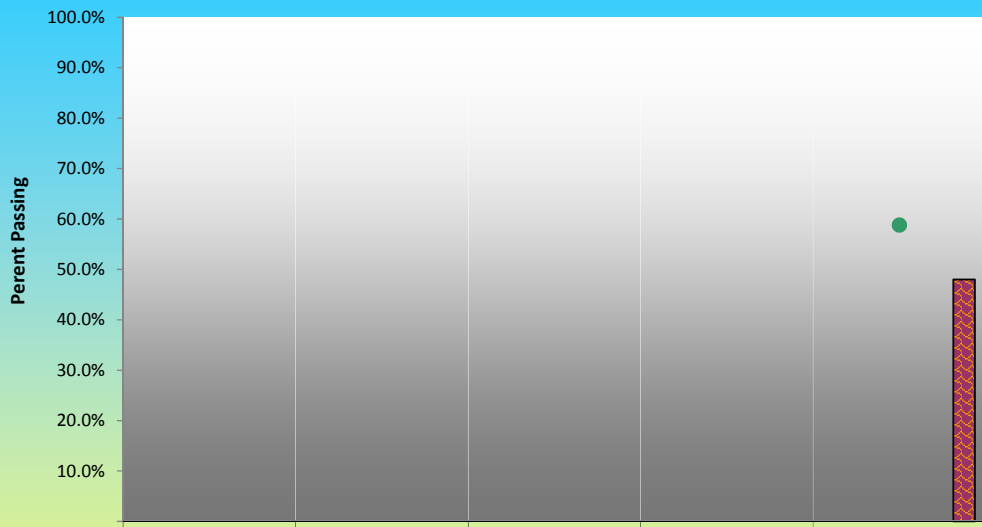
	11-2012sp	12-2013sp	13-2014sp	14-2015 nt	15-2016 nt
High School					48.0%
District					
State					58.8%

Location to State Difference
Science
10th Grade
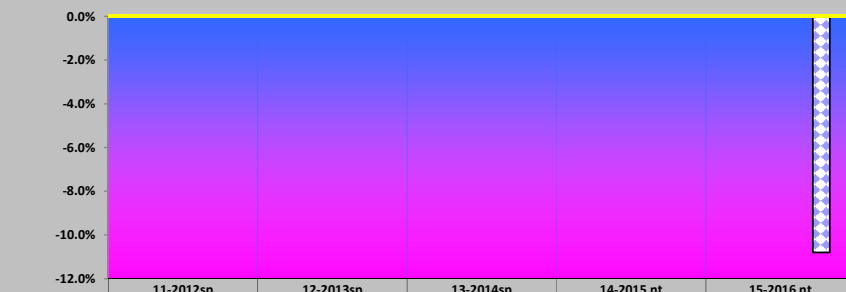
	11-2012sp	12-2013sp	13-2014sp	14-2015 nt	15-2016 nt
High School					-10.8%
District					

Location to District Difference
Science
10th Grade
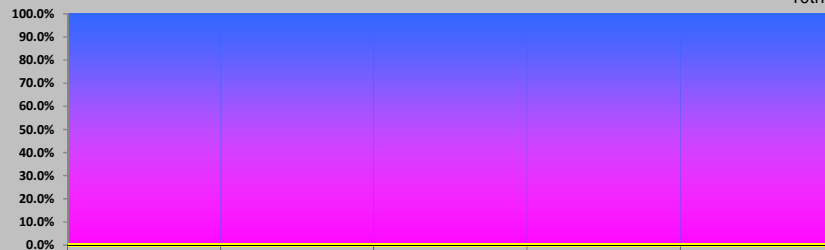
	11-2012sp	12-2013sp	13-2014sp	14-2015 nt	15-2016 nt
High School					

Hobart High School

Academic Interventions 2015-2016

Gains Analysis

School City of Hobart

READ 180 and System 44
End of Year Summary Report

Results Based On Program Data

08/20/2015 to 05/27/2016

Academic Planning & Analysis

Executive Summary

In partnership with the district, Houghton Mifflin Harcourt has analyzed data from six sites that implemented the *READ 180* & *System 44* reading intervention programs this school year.

Preliminary Analysis Observations

- The analysis includes data from 397 *READ 180* and 124 *System 44* students.

- 392 students enrolled in *READ 180* completed 20+ sessions of software usage and had 2+ Reading Inventory (8+ weeks apart).

- 77 students enrolled in *System 44* completed 20+ sessions of software usage and had 2+ Reading Inventory (8+ weeks apart).

- End of Year 2015-2016 data export indicates evidence of strong growth with good software use in *READ 180* and evidence of strong growth with good software use in *System 44.*

Academic Planning & Analysis

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Analysis Sample Selection Overview
How Many Student Records Had Sufficient Data for Analysis?

READ 180 Sample

	Students
Students in Program	397
w/ Reading Invt. Pre-Test	397
...& w/ 20 Software Sessions	392
...& Reading Invt. Post-Test	392
8+ Weeks Between Reading Invt.	392

System 44 Sample

	Students
Students in Program	124
w/ Phonics Invt. Pre-Test	122
...& w/ 20 Software Sessions	96
...& Phonics Invt. Post-Test	78
8+ Weeks Between Phonics Invt.	77
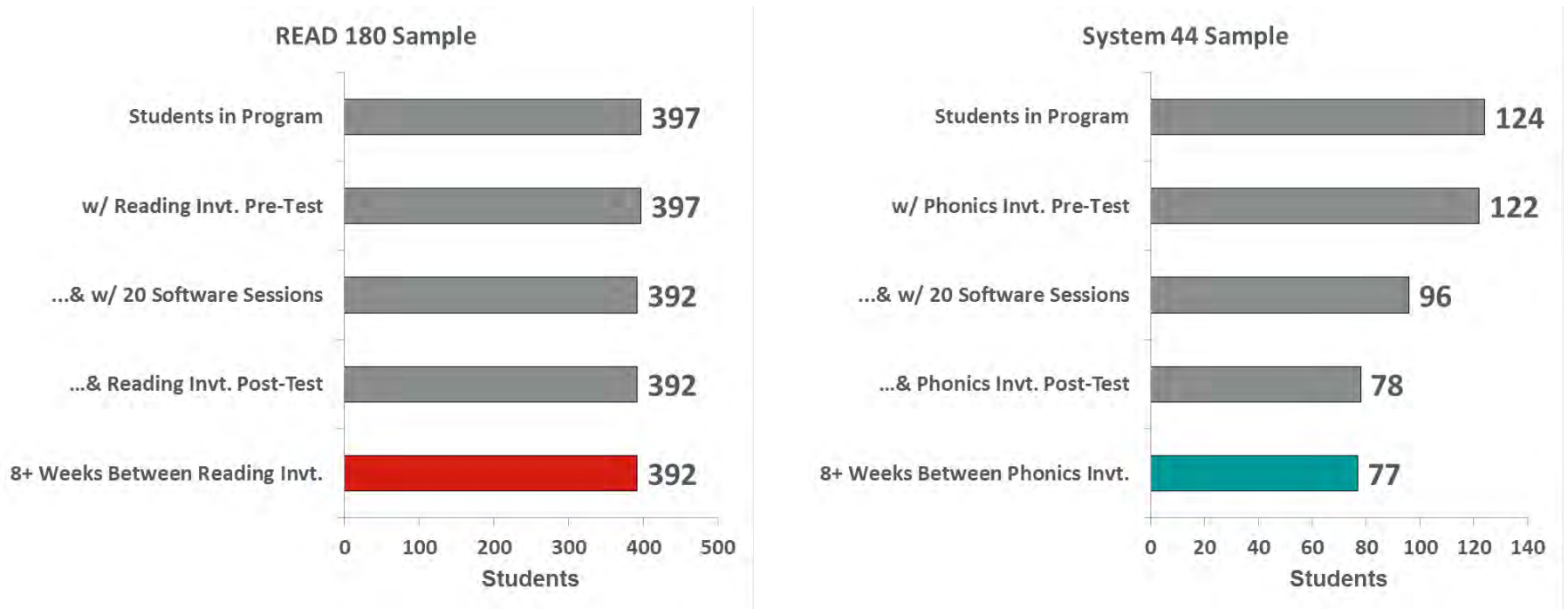
Gains analysis inclusion criteria was set to include students in *READ 180* and *System 44* who had a minimum of 20 software sessions and a minimum of two test administrations at least eight weeks apart (Reading Inventory for *READ 180* students and Phonics Inventory for *System 44* students).

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Placement Reading Inventory Overview
Were Students Appropriately Placed in READ 180 & System 44?

KEY

- ■ BR to 199L
- ■ 200L to 399L
- ■ 400L to 599L
- ■ 600L to 799L
- ■ 800L to 999L
- ■ 1000L to 1199L
- □ 1200L or More
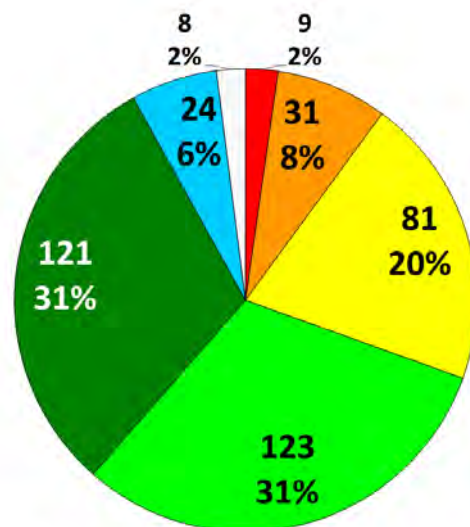
READ 180 Students at Placement

- 8 — 2%
- 9 — 2%
- 31 — 8%
- 24 — 6%
- 81 — 20%
- 121 — 31%
- 123 — 31%
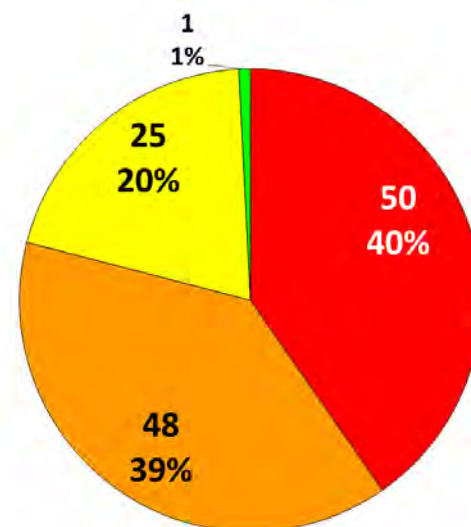
System 44 Students at Placement

- 1 — 1%
- 25 — 20%
- 50 — 40%
- 48 — 39%

Students with **low Lexiles** (BR to 400L in grades three to five & BR to 600L in grades six & up) should be screened with HMH Phonics Inventory. Pre-Decoder, Beginning or Developing Decoder status students should be placed in *System 44* but Advancing Decoders belong in *READ 180.*

Students with limited phonemic awareness may not sustain higher Lexiles without Tier 3 intervention.

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Summary Program Usage

Software Sessions

End of Year Ideal = 100+ (Daily, 90 Minute Model) & 60+ w/ A-B Schedule (2-3 sessions per week)

System 44: **74**

READ 180: **79**

(axis: 0, 50, 100, 150)

Minutes per Session

HIGH

GOOD

LOW

READ 180: **16**

System 44: **12**

(axis: 0, 5, 10, 15, 20, 25)
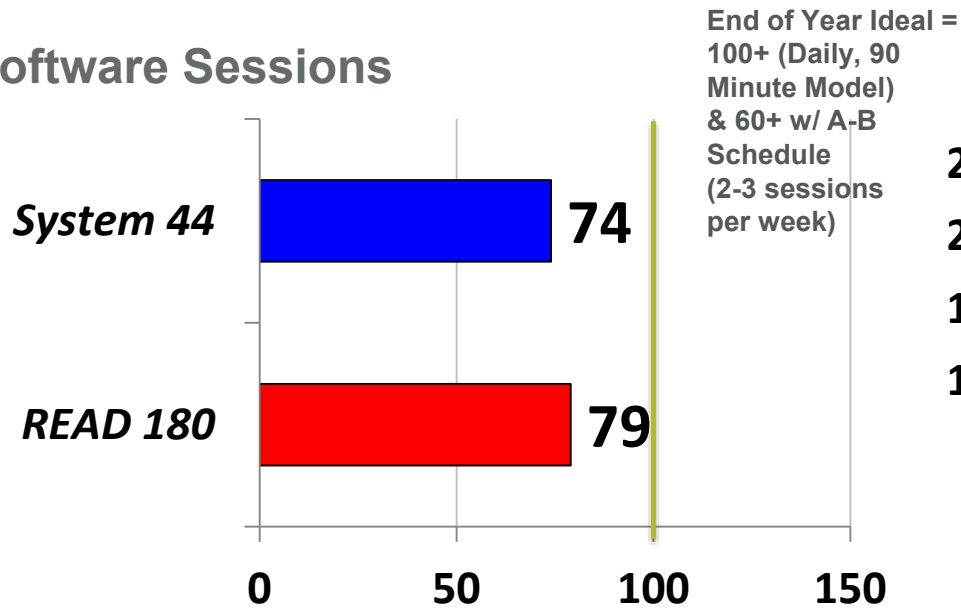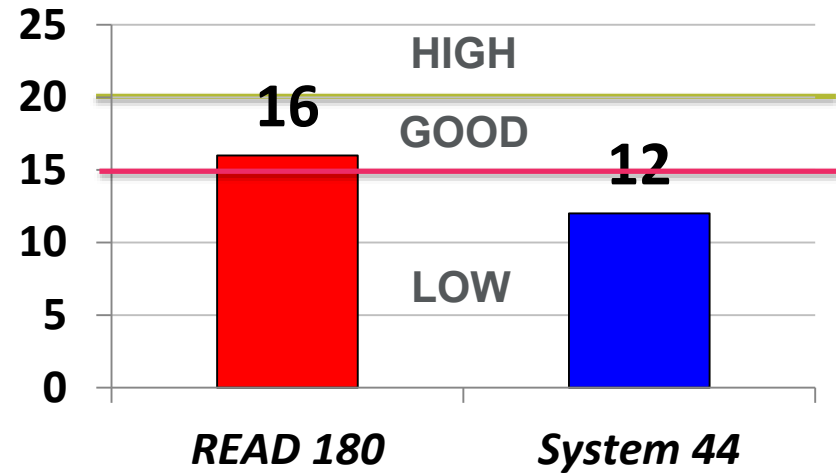
Software Content Units

System 44 Series: **12**

READ 180 Segments: **11**

(axis: 0, 5, 10, 12, 15, 20, 25)

End of Year Ideal = 10 to 12 (Daily Model) or 6+ (A-B Schedule)

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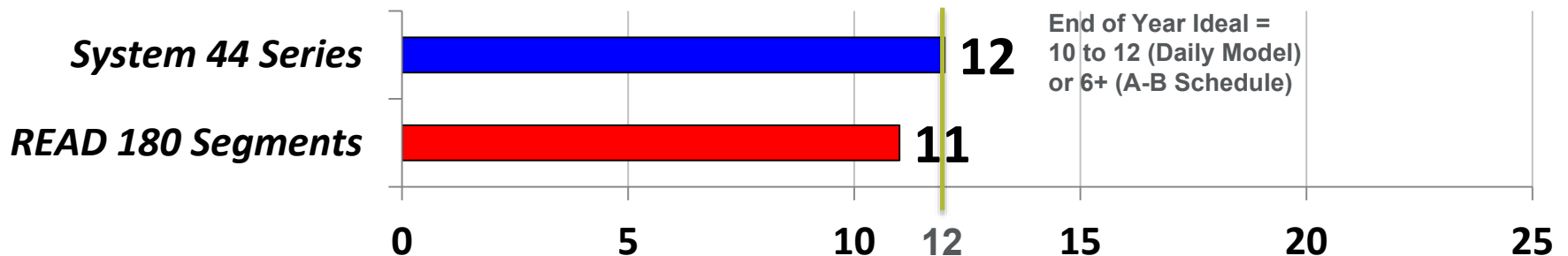
Summary End of Year Reading Inventory Growth Metrics

Legend: ■ READ 180 Record ■ System 44 Record

Chart — Percent of Students:

- Students With Lexile Gains: READ 180 83%, System 44 82%
- Students Who Met EOY Goal: READ 180 62%, System 44 40%
- Students Who Met 2x Goal: READ 180 35%, System 44 5%
- Students Who Improved CCR Level: READ 180 40%, System 44 43%
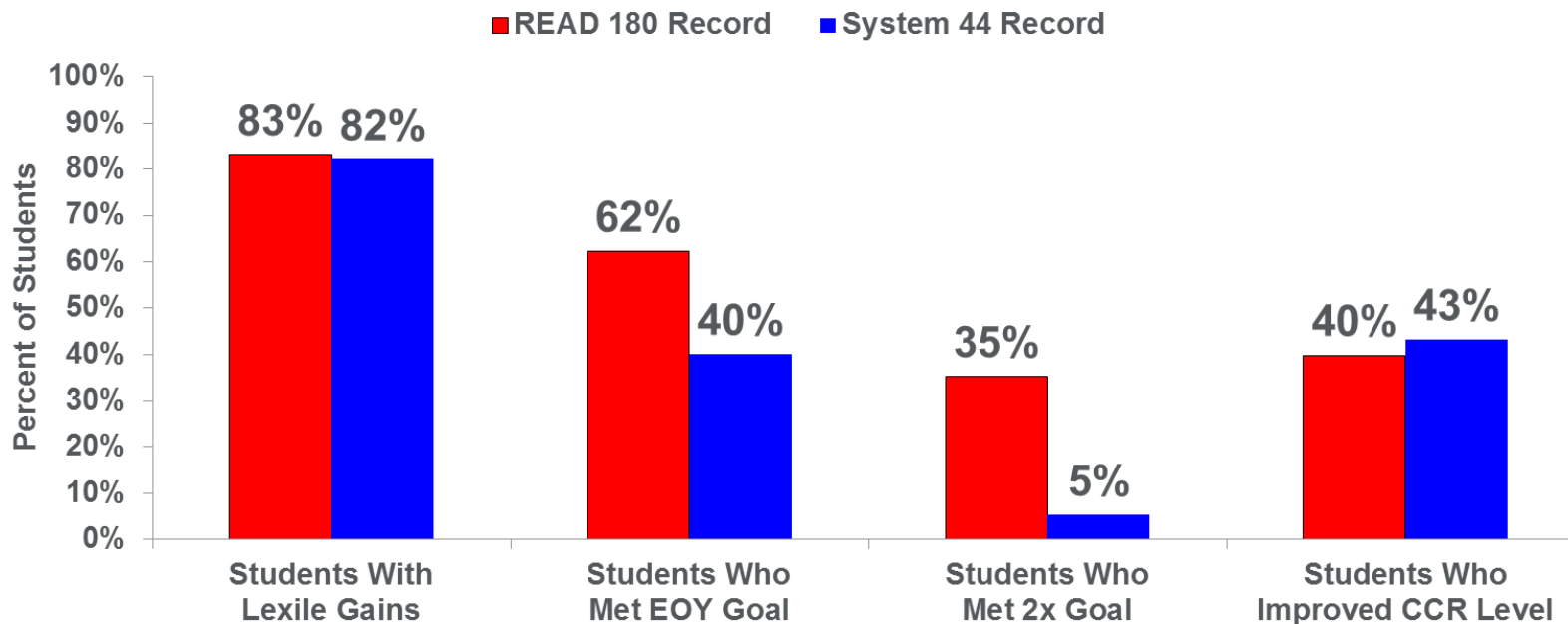
Total Students in Reading Inventory Sample →

392 Students w/ Reading Inventory (READ 180 NEXT GENERATION)

95 Students w/ Reading Inventory (SYSTEM 44 NEXT GENERATION)

These results are from students with 20+ software sessions and Reading Inventory tests that were at least eight weeks apart. Numbers for *System 44* on subsequent slides may vary because they are based on Phonics Inventory rather than Reading Inventory results.

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Implementation Reports

READ 180 Super Stars
A Selection of Students with Notable Growth and Program Use

Student	Grade Level	School	READ 180 Segments Completed	READ 180 Software Sessions	First Reading Invt. Test Date	First Lexile Score	Current Reading Invt. Test Date	Current Lexile Score	Low End Annual Goal	High End Annual Goal	2x Annual Goal	Change in Lexile	Normal Growth Rate
Student #1	8	Hobart Middle School	14	108	9/2/2015	813	5/10/2016	1043	45	70	90	230	4.0
Student #2	7	Hobart Middle School	7	61	9/8/2015	910	5/10/2016	1089	30	60	60	179	4.0
Student #3	8	Hobart Middle School	10	112	9/9/2015	780	5/12/2016	1048	55	80	110	268	4.0
Student #4	6	Hobart Middle School	8	48	9/4/2015	801	5/12/2016	998	35	65	70	197	3.9
Student #5	8	Hobart Middle School	20	107	9/10/2015	814	5/11/2016	1036	45	70	90	222	3.9
Student #6	9	Hobart High School	13	50	9/17/2015	1018	3/15/2016	1156	25	50	50	138	3.7
Student #7	9	Hobart High School	8	50	9/17/2015	789	3/15/2016	988	40	70	80	199	3.6
Student #8	9	Hobart High School	8	42	9/17/2015	785	3/15/2016	975	40	70	80	190	3.5
Student #9	6	Hobart Middle School	6	52	9/4/2015	637	5/12/2016	886	55	90	110	249	3.4
Student #10	8	Hobart Middle School	21	107	9/10/2015	1046	5/11/2016	1191	30	55	60	145	3.4

There were **207 *READ 180* Super Stars,** with evidence of both strong participation and Lexile gains. The students with the most growth relative to expectations are displayed above.

To reach "Reading Super Star" status, students must have:

- **At least 20 sessions** (days) of software usage
- **At least one Segment completed** in the *READ 180* software
- **A growth rate between 1.0 and 4.0***
- Pre-Test Reading Inventory Lexile score of **over 100L**.

*Students with greater than four times the normal growth rate may have had inappropriately low initial Lexile scores and are excluded from the Super Stars list.

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Mean Lexile Gain and Goal by Site
Mean Change in Lexile and Low End Growth Goal by School
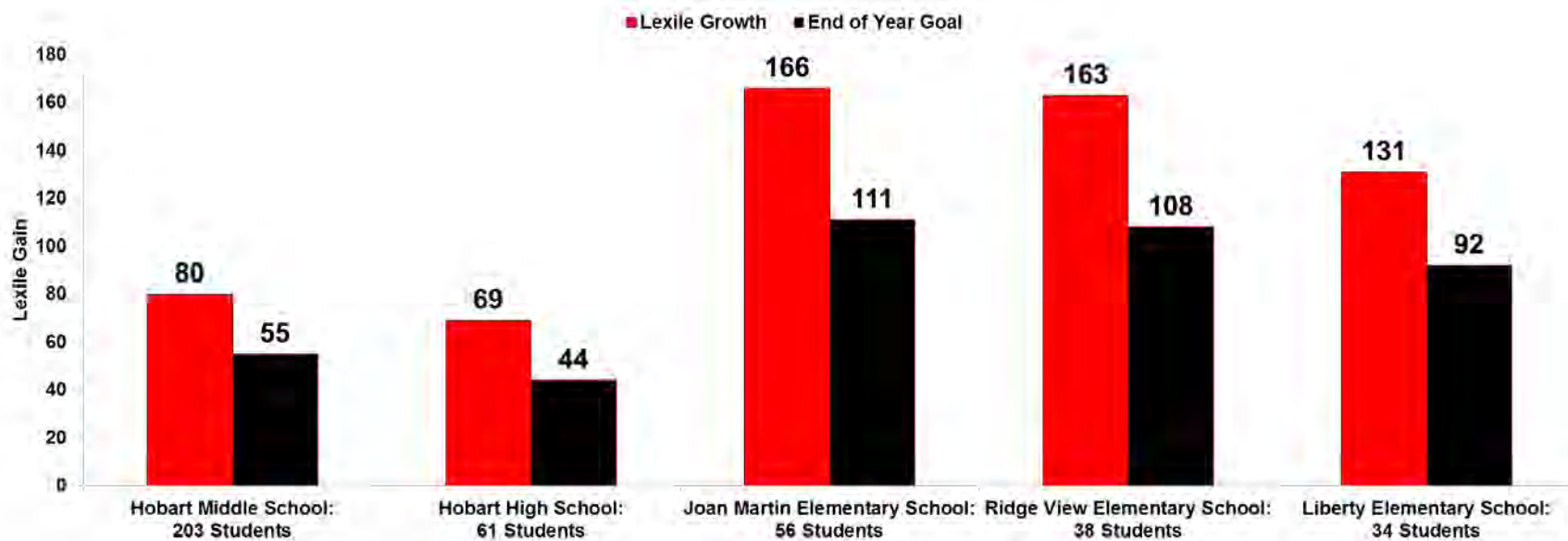
This analysis is based on students who completed **at least two** Reading Inventory tests a minimum of eight weeks apart. **Review the Reading Inventory Growth Summary Report for more information.**

(Analysis Note: Sites with fewer than 10 students or a negative change in average Lexile are not shown above)

9   Academic Planning & Analysis

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READ 180 Usage and Reading Inventory Metrics

School	Number of Students	Grade Range	*Reading Inventory* Lexile Metrics							*READ 180* Metrics			
			Mean Starting Lexile	Mean Current Lexile	Change in Lexile	Low End Annual Growth Goal	High End Annual Growth Goal	Average Annual Growth Rate	% of Students Exceeding Average Growth	Mean *READ 180* Sessions & [Max]	Sessions Per Week	Minutes Per Session	Mean Segments Completed
Ridge View Elementary School	38	4 to 5	559	722	163	108	153	1.3	68%	96 [119]	3.1	16	11
Joan Martin Elementary School	56	4 to 5	539	705	166	111	158	1.2	73%	107 [122]	3.4	18	15
Hobart High School	61	9 to 10	864	933	69	44	76	1.2	62%	48 [99]	1.9	15	7
Liberty Elementary School	34	4 to 5	627	758	131	92	135	1.2	68%	61 [112]	2.6	16	8
Hobart Middle School	203	6 to 8	757	837	80	55	90	1.1	57%	81 [142]	3.1	16	11
READ 180 Totals	392	4 to 10	712	815	103	70	108	1.2	62%	79 [142]	2.9	16	11

HMH recommends that *READ 180* students complete the Reading Inventory three to five times a year for screening, monitoring progress, and making instructional decisions. Strongest results are typically achieved when students follow the *READ 180* Instructional Model daily, and when care is taken to ensure a positive testing environment.

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Potential Impact of Large Lexile Declines
Highlighted Change in Lexile That Could Reflect Test Motivation
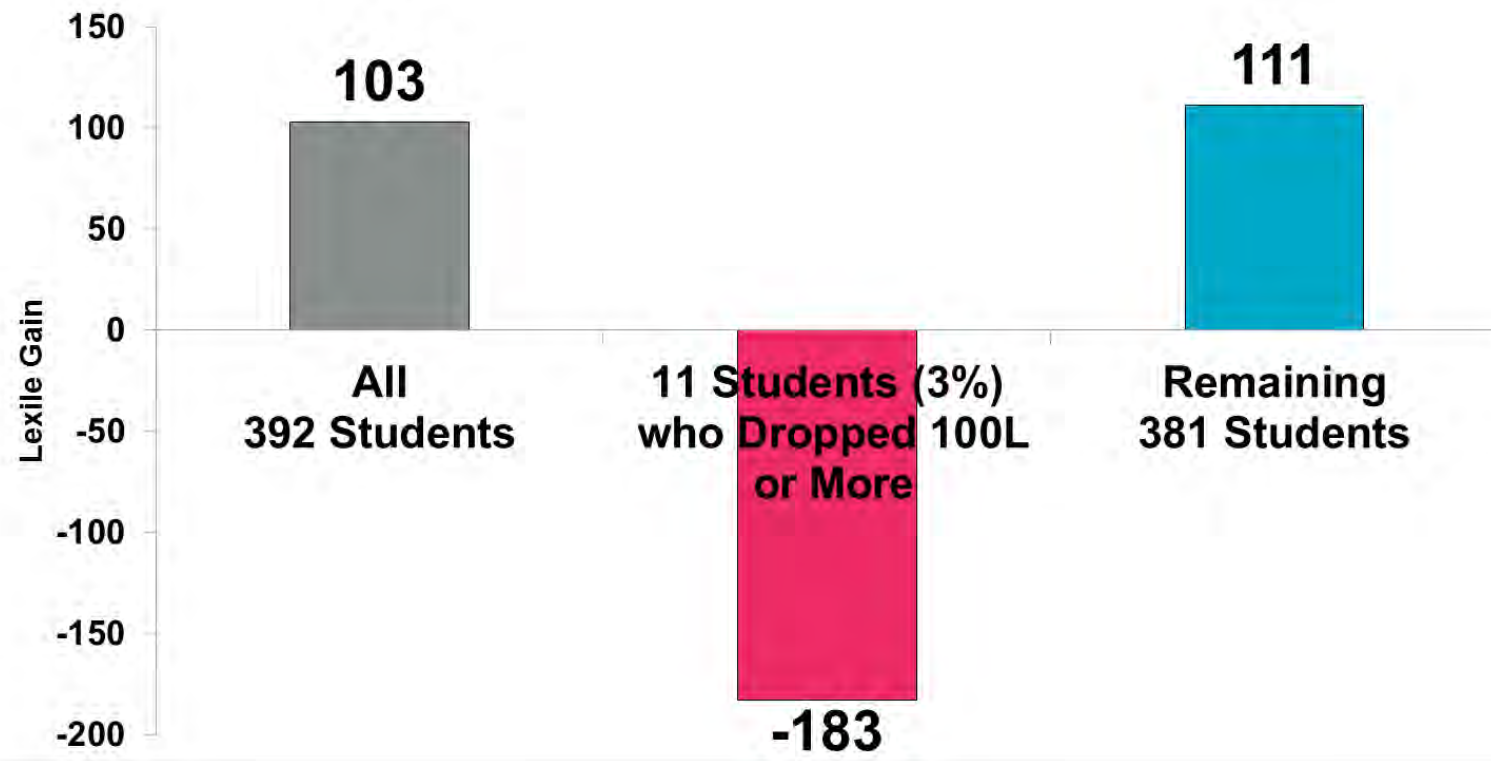
Assuming a student was targeted, Reading Inventory can provide an accurate measure of reading comprehension ability. A drop in Lexile of 100L or more might indicate that the student was not focused and attentive and did not do as well as possible. Even when best practices are in place, expect nearly 2% to 5% of students to drop 100L or more. When challenges are present, the percentage of decliners can climb to 30%.

Academic Planning & Analysis

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Revised *READ 180* Results
School Level Results without 100L Decliners

School	Number of Students	Grade Range	Reading Inventory Lexile Metrics							READ 180 Metrics			
			Mean Starting Lexile	Mean Current Lexile	Change in Lexile	Low End Annual Growth Goal	High End Annual Growth Goal	Average Annual Growth Rate	% of Students Exceeding Average Growth	Mean READ 180 Sessions & [Max]	Sessions Per Week	Minutes Per Session	Mean Segments Completed
Ridge View Elementary School	38	4 to 5	559	722	163	108	153	1.3	68%	96 [119]	3.1	16	11
Hobart Middle School	194	6 to 8	750	842	92	56	91	1.2	60%	81 [142]	3.1	16	11
Joan Martin Elementary School	56	4 to 5	539	705	166	111	158	1.2	73%	107 [122]	3.4	18	15
Hobart High School	60	9 to 10	868	941	73	44	76	1.2	63%	47 [99]	1.9	15	7
Liberty Elementary School	33	4 to 5	620	759	139	93	137	1.2	70%	61 [112]	2.6	16	8
READ 180 Totals	**381**	**4 to 10**	**707**	**818**	**111**	**70**	**109**	**1.2**	**64%**	**80 [142]**	**2.9**	**16**	**11**

When students see scores drop by 100 Lexiles or more, it often means they are being impacted by factors outside the program. Their scores, meanwhile, affect the overall averages negatively. The table above shows what the *READ 180* results would have been apart from students who dropped by 100L or more.

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READ 180 Student Progress along Reading Inventory College & Career Ready Lexile Performance Levels
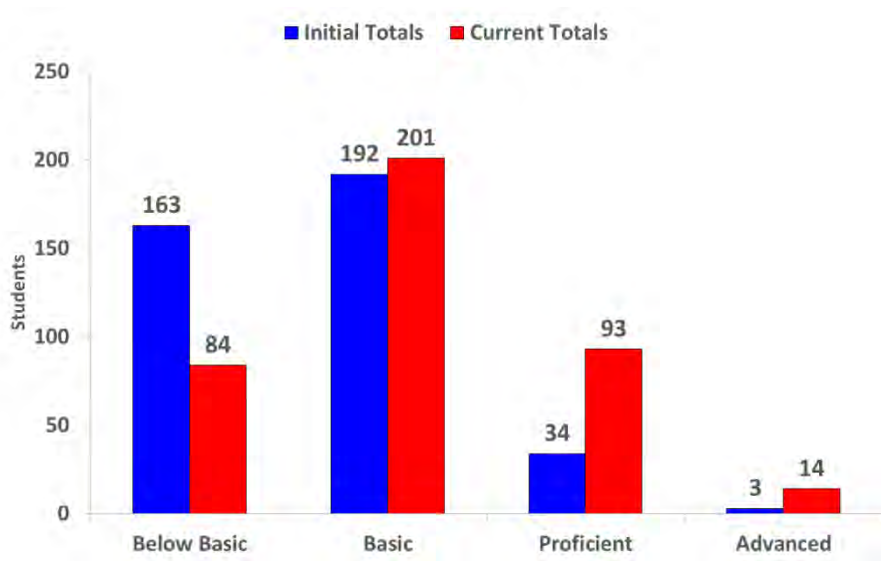
Initial Totals / Current Totals (bar chart)

	Below Basic	Basic	Proficient	Advanced
Initial Totals	163	192	34	3
Current Totals	84	201	93	14

Initial Reading Invt. Performance Levels	Current Reading Invt. Performance Levels				
	Below Basic	Basic	Proficient	Advanced	Initial Totals
Below Basic	77	71	15		163
Basic	7	122	58	5	192
Proficient		8	19	7	34
Advanced			1	2	3
Current Totals	84	201	93	14	392

156	(40%)	Students Moved UP
220	(56%)	Students Stayed in Level
16	(4%)	Students Moved Down

The above results show students' Reading Inventory scores aligned to the Lexile Performance Levels set by MetaMetrics. As students move through the program, lower, non-proficient reader populations should decrease and higher, proficient reader populations should increase.

Lexile performance bands used in this analysis can be found in the Appendix.

Analysis Note: Charts above reflect Lexile data aligned to the Reading Inventory College & Career performance levels, regardless of whether students were administered Reading Inventory EE or Reading Inventory CC.

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Students who Maintained Performance Level
Lexile Results for Students Who Did Not Move Up/Down a Level
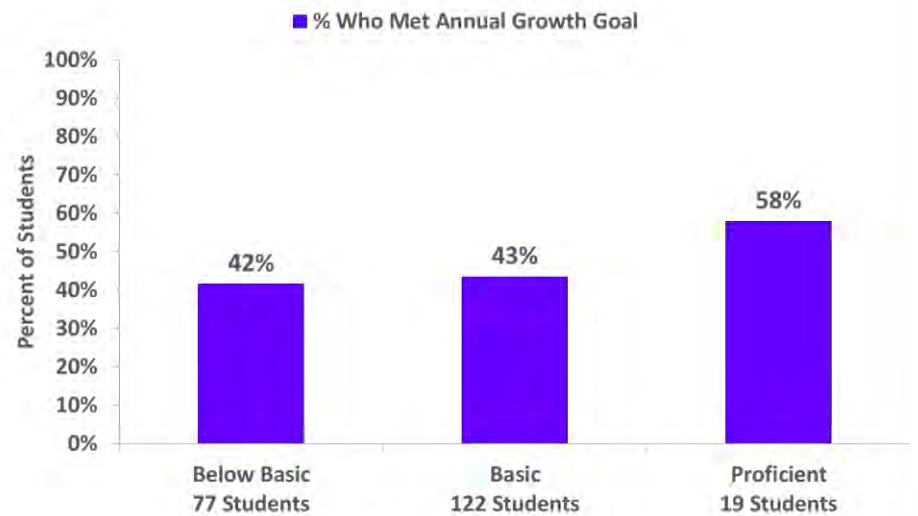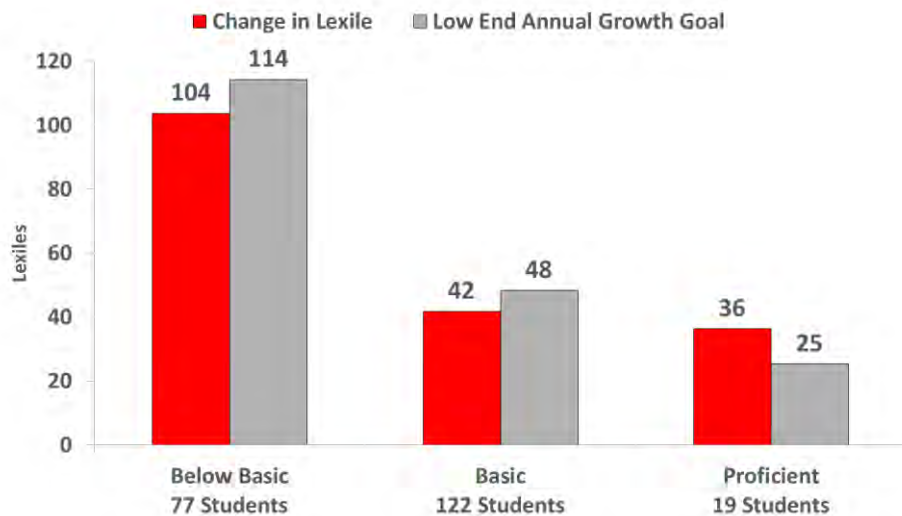
Students who maintained their performance levels demonstrated Lexile growth on average; these charts show the average advances they made towards growth goals. Below Basic students may need phonics instruction in order to demonstrate significant Lexile growth.

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Below Basic *READ 180* Student Results
Summary Movement Between 200L Ranges of Below Basic Readers
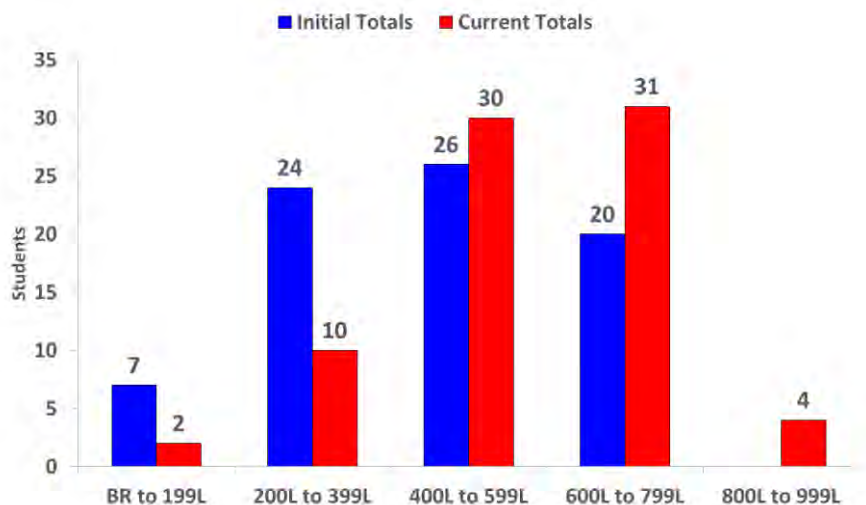
	Current Reading Invt. 200L Band					Initial Totals
	BR to 199L	200L to 399L	400L to 599L	600L to 799L	800L to 999L	
BR to 199L	2	4	1			7
200L to 399L		4	15	5		24
400L to 599L		2	13	11		26
600L to 799L			1	15	4	20
800L to 999L						
Current Totals	2	10	30	31	4	77

(Left axis: Initial Reading Invt. 200L Band)

40	(52%)	Students Moved UP
34	(44%)	Students Stayed in Level
3	(4%)	Students Moved Down

Unlike other levels, the Below Basic College and Career Ready Range is 600L+ wide.

These reports show the progress of students who stayed in the Below Basic range by tracking their pre-test and post-test Reading Inventory results along 200-Lexile bands.

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Implementation Reports

System 44 Student Progress and Use
Overview of Students' Current Location in Program
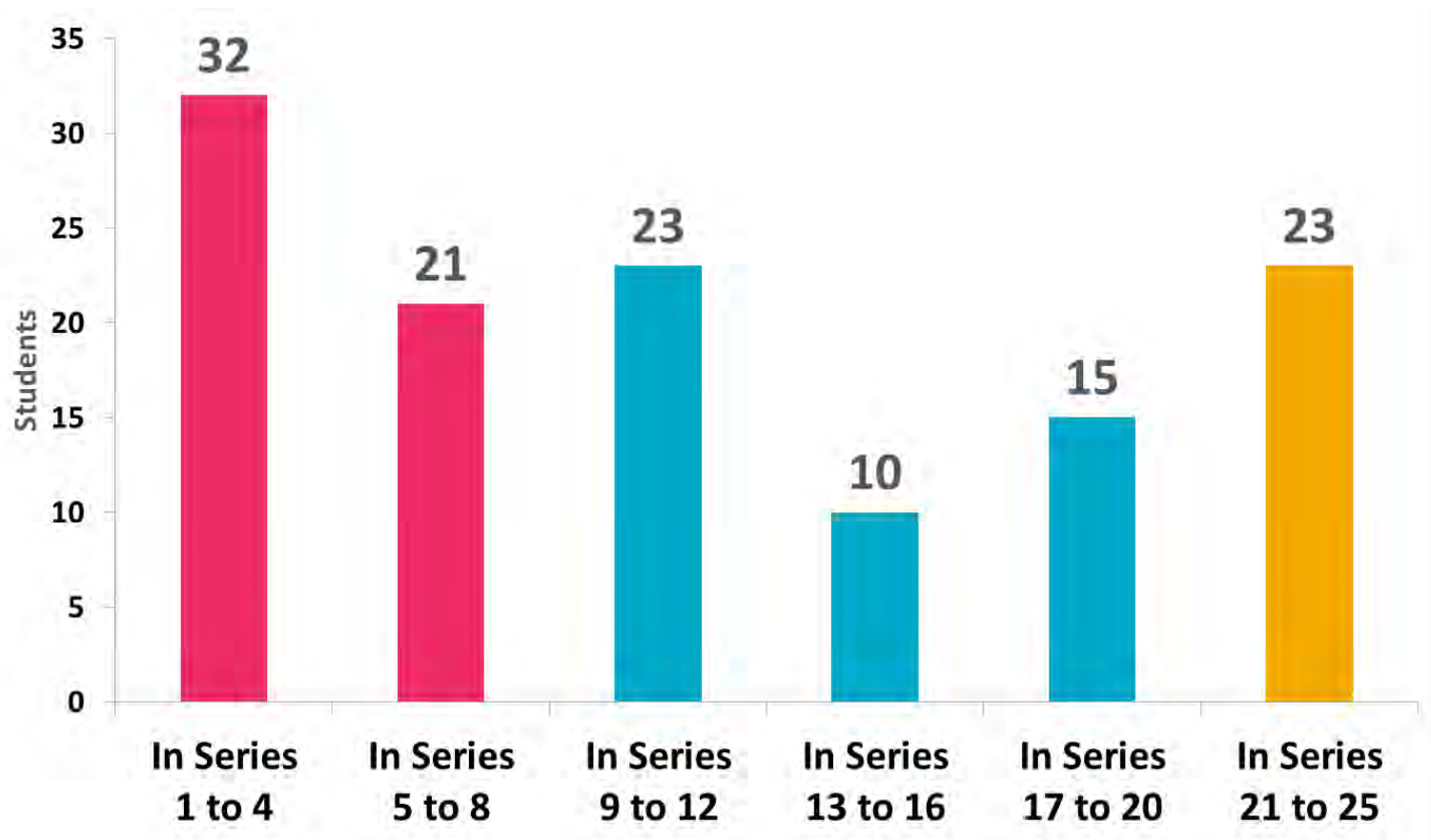
The chart above shows how much content *System 44* students have completed. Students should strive to complete **at least** 10 Series in a year, and to complete all 25 during their time in *System 44*.

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System 44 Summary Implementation Metrics
Student Content Completion as a Measure of Growth

On a standard daily implementation of *System 44*, schools can achieve 100 sessions of usage in a school year. In the standard implementation model, students should use the software for 15-20 minutes each day (or session). Regular use of software helps students complete the Topics more quickly; when all 160 Topics have been completed, the student is ready to exit *System 44*. **Review the results here to identify successes as well as schools that may need additional support. Use the *System 44* Response to Intervention Summary Report for more information.**

| School | Number of Students | Software Metrics | | | Content Progress | | | |
		Mean Sessions	Mean Sessions Per Week (NG)	Mean Minutes per Session	Mean Topics Completed	Mean Fast Tracked Topics	Mean Minutes per Topic	Mean Current Series
Hobart Middle School	24	72	0.0	13	45	12	37	18
Joan Martin Elementary School	30	96	0.0	15	79	22	33	12
Liberty Elementary School	44	46	0.0	11	47	19	29	7
Ridge View Elementary School	26	99	0.0	10	55	9	39	11
Students Placed in Series 1	93	84	0.0	10	57	12	34	12
Students Placed in Series 4	31	45	0.0	17	52	29	34	11
Students Using System 44	124	74	0.0	12	56	16	34	12

Analysis Note: Because Phonics Inventory and Reading Inventory use varies greatly, this chart shows software use for ALL System 44-enrolled students to avoid skewing usage results based on test administration. If students were manually placed in a specific Series other than #1 or #4 then they are reported in the total and school-level results but cannot be reported by initial placement Series.

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System 44 Student Phonics Inventory Results
Total Students by Initial and Current Decoding Level
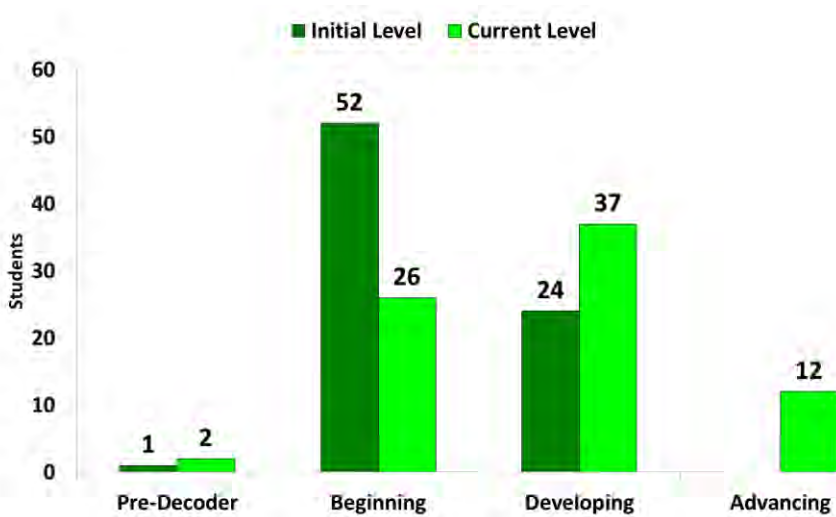
	Current Phonics Inventory Decoding Levels				
	Pre-Decoder	Beginning	Developing	Advancing	Initial Level
Pre-Decoder			1		1
Beginning	1	22	25	4	52
Developing	1	4	11	8	24
Advancing					
Current Level	2	26	37	12	77

(Left axis label: Initial Phonics Inventory Decoding Levels)

38	(49%)	Students Moved UP
33	(43%)	Students Stayed in Level
6	(8%)	Students Moved Down

HMH recommends that *System 44* students complete the Phonics Inventory three times a year for screening and monitoring progress. Students should be moving into higher levels of decoding as they progress through the program. Strongest results are typically achieved when students follow the *System 44* Instructional Model daily and when care is taken to ensure a positive testing environment. **Compare pre-test and post-test results to spotlight successes and identify areas that need additional focus. Review the Phonics Inventory Summary Progress Report for more information.**

Analysis Note: Above data reflects ONLY those students with sufficient software usage and Phonics Inventory test administrations to meet the "Gains Analysis Sample" criteria.

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Summary Phonics Inventory Results
Accuracy and Fluency Metrics by School

School	Number of Students	Initial Phonics Invt. Accuracy of 60	Current Phonics Invt. Accuracy of 60	Change in Accuracy	% of Students with Improved Accuracy	Initial Phonics Invt. Fluency of 60	Current Phonics Invt. Fluency of 60	Change in Fluency	% of Students with 4+ Points Gain in Fluency	% of Students with Advancing Decoder Status
Hobart Middle School	20	40	44	4	60%	11	16	5	60%	20%
Joan Martin Elementary School	15	36	38	2	67%	10	14	4	47%	27%
Liberty Elementary School	19	36	39	3	74%	7	11	4	47%	5%
Ridge View Elementary School	23	33	38	6	78%	7	14	7	65%	22%
System 44 Phonics Invt. Gains Sample	**77**	**36**	**40**	**4**	**70%**	**9**	**14**	**5**	**56%**	**18%**

Results for *System 44* students with two or more Phonics Inventory administrations are displayed above with the initial and most recent tests providing metrics. Students with limited Series completion between Phonics Inventory administrations tend not to demonstrate changes in Accuracy and Fluency.

- Accuracy growth indicates students have improved their ability to recognize and decode words—a prerequisite skill for fluent reading.
- Fluency growth indicates students have improved their ability to recognize and decode words with automaticity—a prerequisite skill for reading comprehension.
- Fluency growth of four points is one year of growth.
- Students with Advancing Phonics Inventory decoding levels tend to demonstrate the greatest Lexile growth by end of year Reading Inventory administration.

Analysis Note: Above data includes ONLY those students with sufficient software usage and Phonics Inventory test administrations to meet the "Gains Analysis Sample" criteria.

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Phonics and Reading Inventory Results
Overview of Test Results for *System 44* Students

Bar chart showing percentages:
- PI: Improved Accuracy — 70%
- PI: Had Fluency Growth of 4+ Points — 56%
- PI: Advancing Decoder — 18%
- RI: Improved Lexile Score — 82%
- RI: Exceeded Annual Growth Goal — 40%

77 students w/ 2+ Phonics Inventory

95 students w/ 2+ Reading Inventory
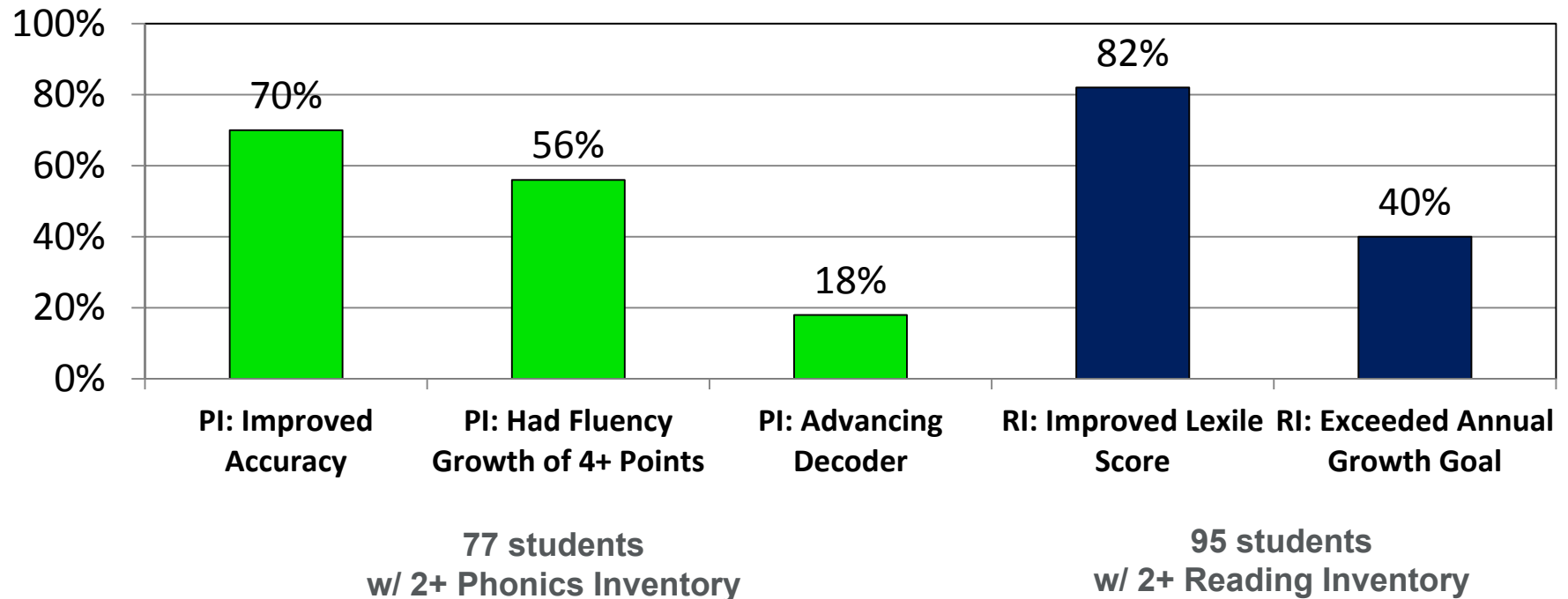
This chart shows that foundational reading skills are improving; reading comprehension results often depend upon foundational reading skills.

Meeting annual goals for Lexile growth goal is more likely when students reach Series 20 to 25 or when students demonstrate Advancing Decoder status on Phonics Inventory.

Analysis Note: Above data reflects ONLY those students with sufficient software usage to meet the "Gains Analysis Sample" criteria and Phonics Inventory/Reading Inventory tests at least 8 weeks apart.

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Implementation Reports

Reading Inventory Test Administration
Test Administration as a Measure of Screening Completion

Grade Level	Number of Students	Total Students w/ 1+ RI Score	Total Students w/ 2+ RI Scores	Total Students w/ 3+ RI Scores	Total Students w/ 4+ RI Scores	Total Students w/ 5+ RI Scores	Total Students w/ 6+ RI Scores
Kindergarten	19	19					
Grade 1	192	192	89	37			
Grade 2	291	291	249	170	5		
Grade 3	296	296	290	270	47	1	
Grade 4	220	220	216	186	3		
Grade 5	217	217	216	203	4		
Grade 6	12	12	11	9	3		
Grade 7	249	249	247	225			
Grade 8	264	264	261	248			
Grade 9	229	229	206				
Grade 10	321	321	297	3			
Grade 11	274	274	204	2			
Grade 12	300	300	232	3			
Reading Invt. Admin Totals	**2884**	**2884**	**2518**	**1356**	**62**	**1**	

HMH recommends that districts administer the Reading Inventory to students three to five times per year. By End of Year, students should have completed two to three Reading Inventory tests.

Reading Inventory report above does not include *READ 180* or *System 44* student records.

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Reading Inventory Cohorts
Intervention Need Estimate and Growth Report Sample Sizes

Cohorts for Reading Inventory Analyses
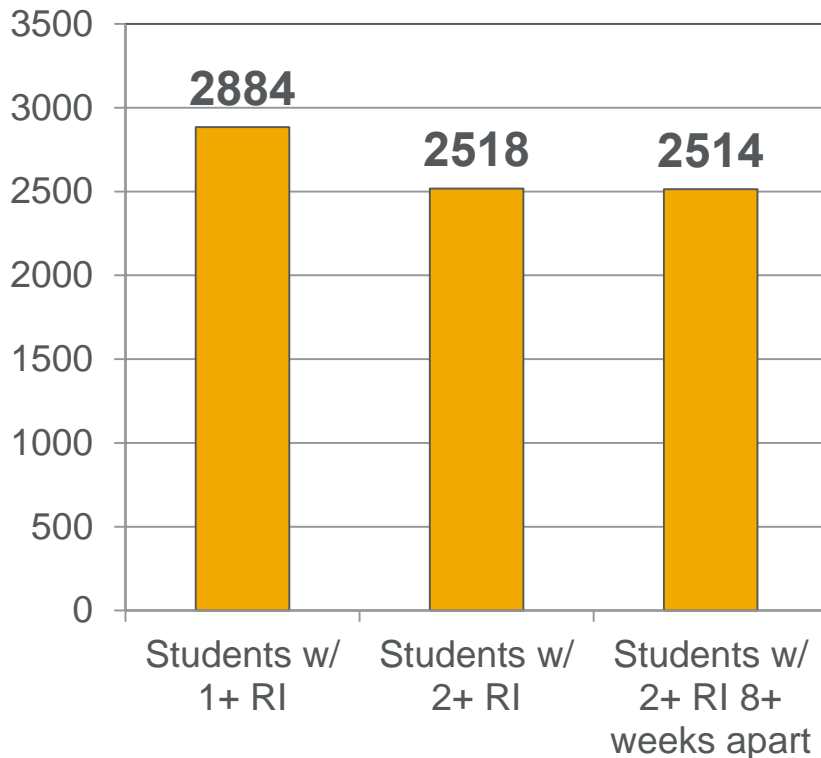
Reading Inventory summary reports serve two functions:

1. Summarize whether students need intervention. These measurements can be based on single Reading Inventory score. 2884 students have a recent Lexile for this.

1. Measure Lexile growth. This requires two Reading Inventory test administrations at least eight weeks apart. 2514 students met this standard.

Reading Inventory report above does not include *READ 180* or *System 44* student records.

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Reading Inventory Screening Results
Total Students by College and Career Ready Performance Level

Grade Level	Number of Students	Minimum Proficient Lexile for Grade Level	Below Basic	Basic	Proficient	Advanced
Kindergarten	19	0			16	3
Grade 1	192	190		94	89	9
Grade 2	291	420	51	73	102	65
Grade 3	296	520	19	58	146	73
Grade 4	220	740	10	26	116	68
Grade 5	217	830	10	25	81	101
Grade 6	12	925	11			1
Grade 7	249	970	9	51	80	109
Grade 8	264	1010	6	33	116	109
Grade 9	229	1050	7	47	106	69
Grade 10	321	1080	24	59	189	49
Grade 11	274	1185	34	72	129	39
Grade 12	300	1185	53	73	127	47
RI Only Student Totals	**2884**		**234**	**611**	**1297**	**742**

The above results represent the most recent Lexile score for all non-intervention students with at least one Reading Inventory. 611 students in the Basic Reading Inventory CC range could need Tier 2 intervention and that 234 students in the Below Basic range could need either Tier 2 or Tier 3 support.

Reading Inventory report above does not include *READ 180* or *System 44* student records.

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Reading Inventory Summary Metrics
Summary Lexile Metrics by Grade Level

Grade Level	Number of Students	Current Lexile Range	Reading Invt. Lexile Metrics						
			Mean Starting Lexile	Mean Current Lexile	Change in Lexile	Low End Annual Growth Goal	High End Annual Growth Goal	Average Annual Growth Rate	% of Students Exceeding Average Growth
Grade 1	89	0L to 797L	91	264	172	271	287	0.6	33%
Grade 2	249	0L to 994L	269	486	218	226	242	0.9	49%
Grade 3	288	0L to 1205L	532	662	130	111	155	1.0	57%
Grade 4	215	0L to 1329L	784	877	93	64	95	1.2	65%
Grade 5	216	0L to 1353L	910	979	69	42	84	1.1	60%
Grade 6	11	0L to 1085L	279	274	-4	149	224	0.0	9%
Grade 7	247	0L to 1536L	1056	1088	32	22	51	0.9	56%
Grade 8	260	0L to 1470L	1109	1146	37	24	53	1.0	57%
Grade 9	206	734L to 1816L	1145	1174	30	16	41	1.0	56%
Grade 10	297	156L to 1728L	1157	1174	17	23	57	0.4	45%
Grade 11	204	299L to 1606L	1201	1223	22	19	53	0.6	55%
Grade 12	232	169L to 1792L	1225	1185	-41	17	50	0.0	42%
RI Screening Totals	2514	0L to 1816L	897	963	66	66	98	0.8	53%

HMH recommends that students complete the Reading Inventory three to five times a year for screening, monitoring progress and making instructional decisions. Strongest results are typically achieved when care is taken to ensure a positive testing environment and when student targeting is used for the first Reading Inventory administration.

Reading Inventory report above does not include *READ 180* or *System 44* student records.

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Achieving Personal Lexile Growth Goals
Percent of Universal Screening Students Who Exceeded Low End Goal
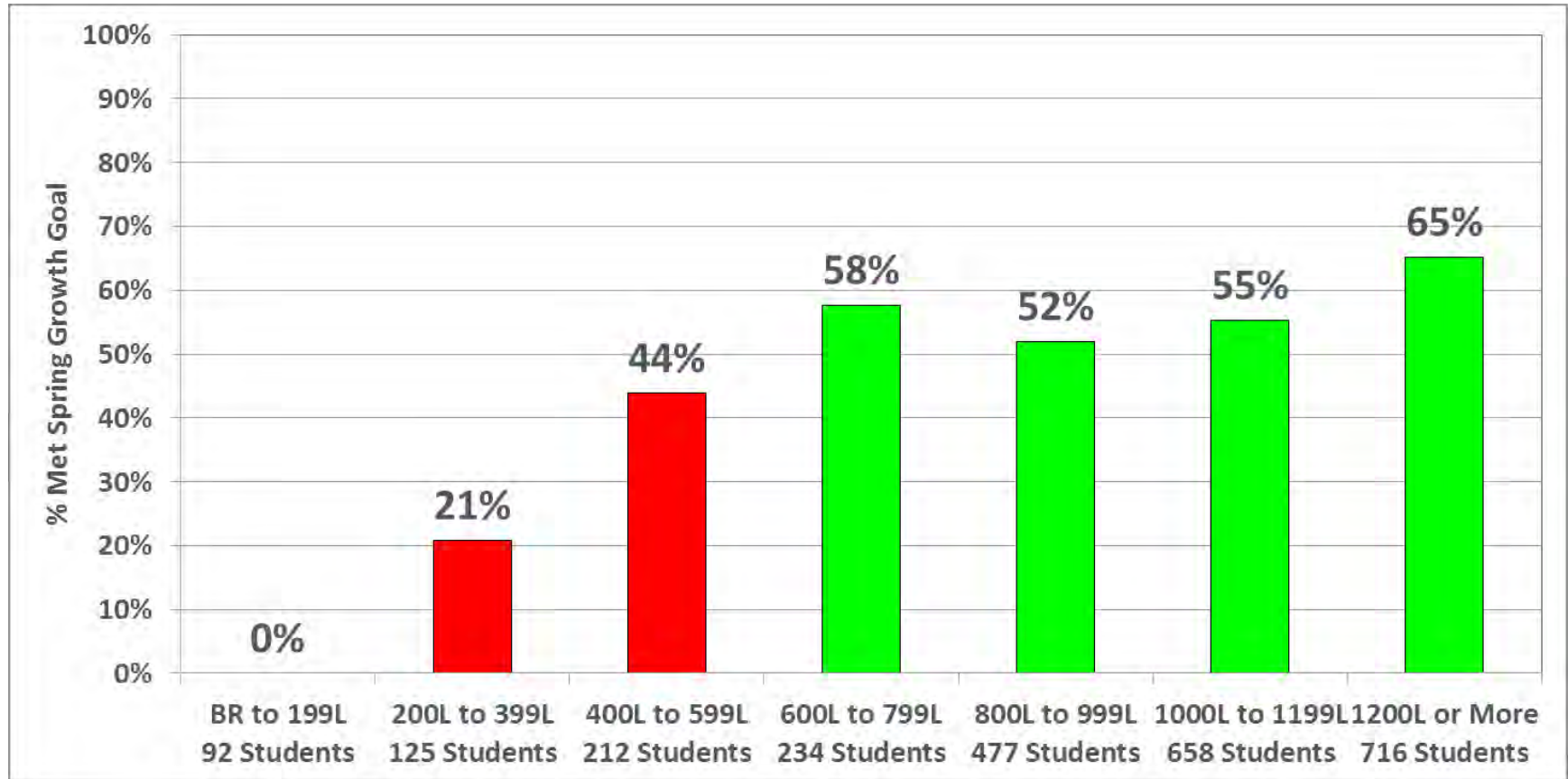
Reading Inventory report above does not include *READ 180* or *System 44* student records.

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Reading Inventory Screening Lexile Results
Reading Inventory Screened Students per 200L Range

Grade Level	Grand Total	CCR Proficient Reader Lexile Spring Cut-Score	BR to 199L	200L to 399L	400L to 599L	600L to 799L	800L to 999L	1000L to 1199L	1200L or More
Kindergarten	19	0	14	4	1				
Grade 1	192	190	95	60	31	6			
Grade 2	291	420	48	66	93	59	25		
Grade 3	296	520	10	25	83	90	76	11	1
Grade 4	220	740	3	2	8	49	106	43	9
Grade 5	217	830	2	3	5	13	88	80	26
Grade 6	12	925	6	4	1			1	
Grade 7	249	970	1	2	1	6	67	102	70
Grade 8	264	1010	3		1	2	27	129	102
Grade 9	229	1050				1	35	83	110
Grade 10	321	1080	2	1	8	3	30	113	164
Grade 11	274	1185	1	1	5	6	22	80	159
Grade 12	300	1185	1	1	8	20	28	74	168
Total Students in Each 200L Range	**2884**		**186**	**169**	**245**	**255**	**504**	**716**	**809**

- The above results reflect the most recent Lexile score for all non-intervention students with at least one Reading Inventory.
- Students with low Lexile scores may have gaps in phonemic awareness (0L to 400L in grades three to five & 0L to 600L in grades six & up). Left unaddressed, these gaps will limit potential Lexile growth each year.
- Use the HMH Phonics Inventory to determine whether such gaps exist.
- Red cells above indicate students scoring in the range where phonemic awareness could be limited.
- Green cells indicate students near the low-end cut-score for a proficient Lexile under Reading Inventory CCR bands.

Reading Inventory report above does not include *READ 180* or *System 44* student records.

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Student Progress along Reading Inventory College Career Ready Lexile Performance Levels
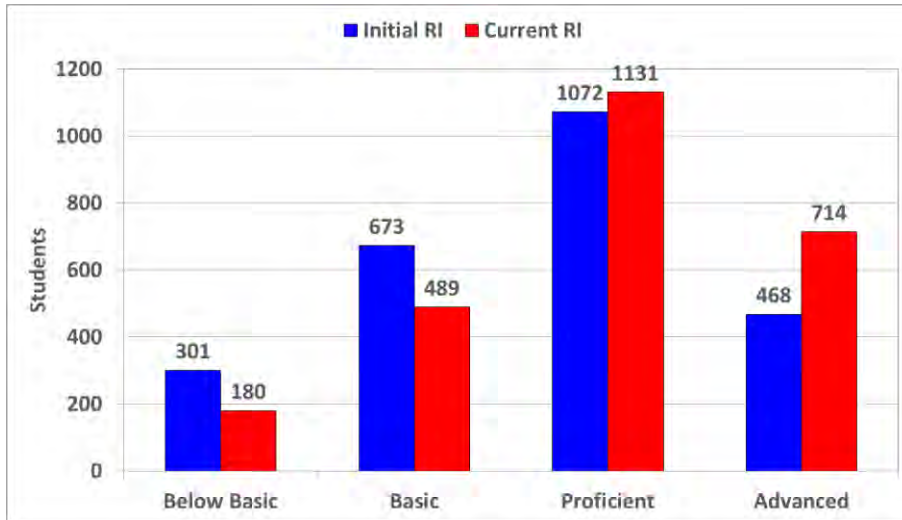
		Current Reading Invt. Performance Levels				
		Below Basic	Basic	Proficient	Advanced	Initial Totals
Initial Reading Invt. Performance Levels	Below Basic	142	110	47	2	301
	Basic	23	282	337	31	673
	Proficient	15	95	669	293	1072
	Advanced		2	78	388	468
	Current Totals	180	489	1131	714	2514

820	(33%)	Students Moved UP
1481	(59%)	Students Stayed in Level
213	(8%)	Students Moved Down

Results above indicate how students' Reading Inventory scores aligned to Lexile Performance Levels as determined by Meta Metrics. Results are positive when lower, non-proficient reader populations decline and higher, proficient reader populations increase. **Lexile performance bands used in this report can be found in the Appendix.**

Reading Inventory report above does not include *READ 180* or *System 44* student records.

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Appendix

READ 180 License Utilization
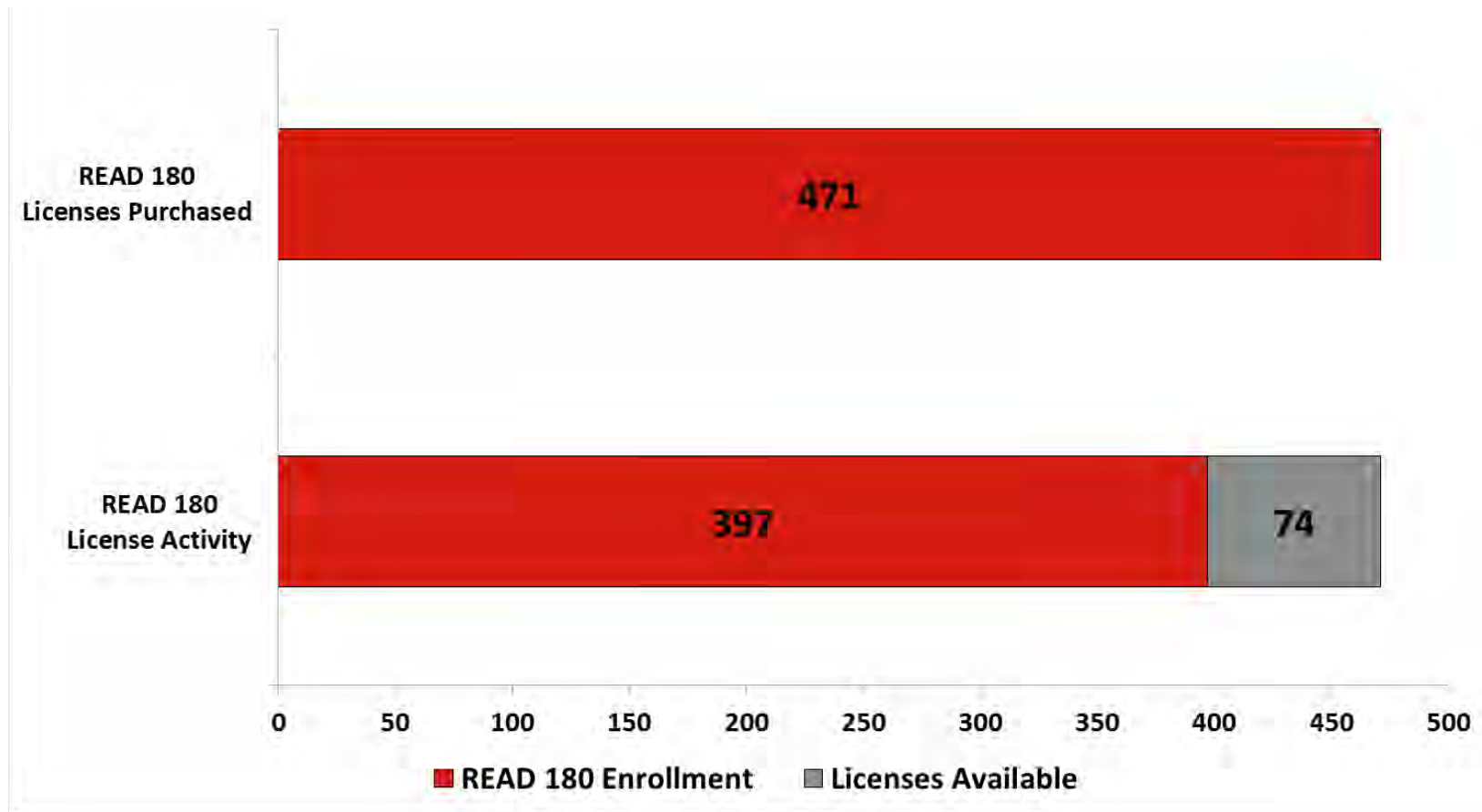
Enrolled student counts come directly from the export and are the most accurate reflection of current license utilization. Available license counts reflect total purchased licenses. For more detailed license availability counts, including number of activated licenses, please work with your Account Executive and Customer Service reps.

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READ 180 Data Inclusion Process by School

School	Students Who Used READ 180 Software	Students with Pre-Test Reading Inventory Data	Students with 20 or More READ 180 Software Sessions	Students with Post-Test Reading Inventory Data	Students with 8 or More Weeks Between Tests
Hobart High School	62	62	61	61	61
Hobart Middle School	206	206	203	203	203
Joan Martin Elementary School	56	56	56	56	56
Liberty Elementary School	35	35	34	34	34
Ridge View Elementary School	38	38	38	38	38
READ 180 Student Totals	**397**	**397**	**392**	**392**	**392**

Yellow highlights show where large numbers of students were lost from a site sample. Orange highlights show smaller losses and progressive losses stretching over multiple criteria at the same site.

To be in the Gains Analysis, students need to have at least two Reading Inventory tests a minimum of eight weeks apart and must have at least 10 software sessions **per semester** (20 per year). This table shows how many students from each site met each of the criteria for analysis. As you go from left to right, the number shows how many students met that criterion and **all others to the left**.

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Implementation Model Affects *READ 180* Usage Metrics

Metric	Mid-Year @ 90 Minutes per Day (Daily)	End of Year @ 90 Minutes per Day (Daily)	Mid-Year @ 45-50 Minutes per Day (Daily)	End of Year @ 45-50 Minutes per Day (Daily)
Days (Sessions)	~50	100+	~30	60+
Sessions per Week	3 to 5	3 to 5	2 to 3	2 to 3
Minutes per Session	16 to 20	16 to 20	16 to 20	16 to 20
Segments	5	10	3	6

Whole Group (20 Min) → READ 180 Software / Independent Reading / Small Group Instruction → Wrap - Up (10 Min)

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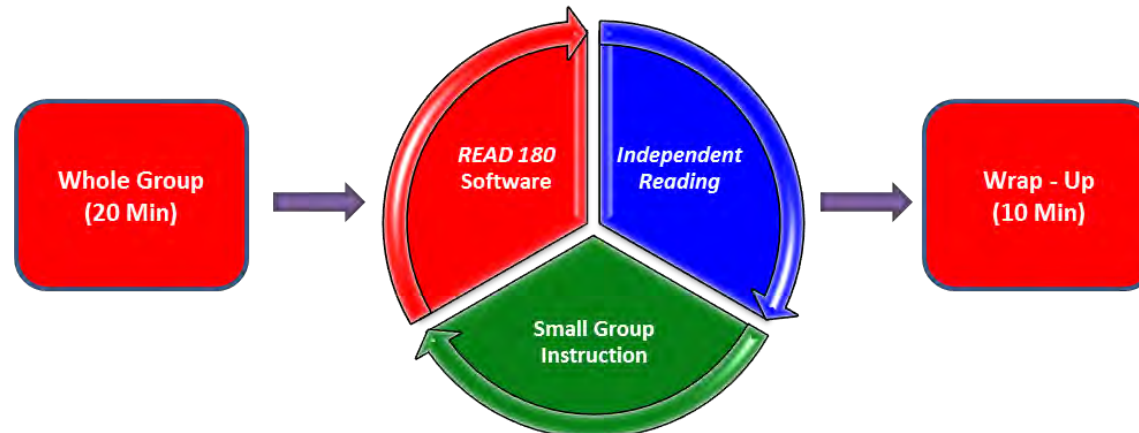
READ 180, *rSkills* and *Reading Counts* Users
Compare Total Students Using Programs Associated with Each Rotation

READ 180 software usage indicates that part of the *READ 180* Intervention Solution is happening…

- *rSkills* tests indicate Small Group Instruction occurs

- *Reading Counts* tests passed indicate students read books during Independent Reading.

397 Students Enrolled in READ 180

Three slices of the pie are equal when ALL rotations occur.

276
397
317

■ Using RC!
■ Using rSkills
■ Using READ 180
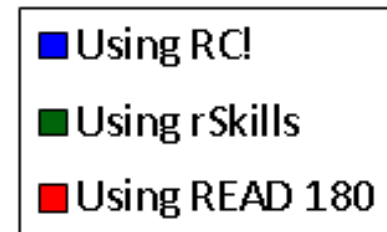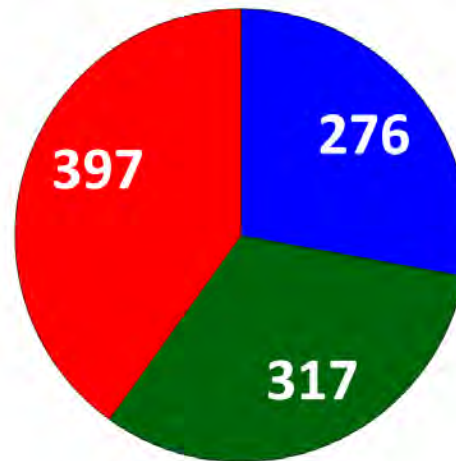
257 students in *READ 180* have completed work in all three rotations.

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READ 180, *rSkills* and *Reading Counts*
Total Participants by School

School	Number of Students Participated in READ 180	Students Using READ 180 (1+ Session)	Students Using RC! (1+ Test Taken)	Students Using rSkills (1+ Test Taken)
Hobart High School	62	62	0	4
Hobart Middle School	206	206	197	191
Joan Martin Elementary School	56	56	13	56
Liberty Elementary School	35	35	28	31
Ridge View Elementary School	38	38	38	35
Total READ 180 Students	**397**	**397**	**276**	**317**

READ 180 Software

Independent Reading

Small Group Instruction

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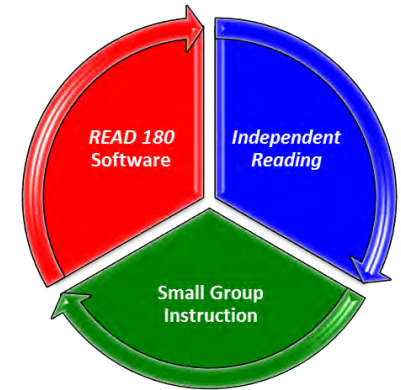
READ 180 Sub Group Results
Student Sub-Group Data Cohort Results

SAM Demographic Group	Number of Students	Grade Range	Mean Starting Lexile	Mean Current Lexile	Change in Lexile	Low End Annual Growth Goal	High End Annual Growth Goal	Average Annual Growth Rate	% of Students Exceeding Average Growth	Mean READ 180 Sessions	Sessions Per Week	Minutes Per Session	Mean Segments Completed
Female	179	4 to 9	726	822	96	66	102	1.1	60%	80	2.9	16	11
Male	203	4 to 10	708	816	108	71	111	1.2	65%	80	2.9	16	11
African American	14	5 to 9	746	832	86	65	103	1.0	50%	94	3.0	17	14
Alaska-Native American	2	Gr. 5	602	703	101	103	153	0.8	50%	77	2.7	17	15
Asian	2	6 to 7	848	967	119	38	65	2.3	100%	77	3.2	17	15
Caucasian	144	4 to 9	784	863	79	54	89	1.1	59%	79	2.9	16	11
Hispanic	28	4 to 9	723	812	89	65	105	1.0	57%	75	2.8	15	9
Not Available	202	4 to 10	657	780	123	81	122	1.2	66%	80	2.9	16	11
Grand Total	392	4 to 10	712	815	103	70	108	1.2	62%	79	2.9	16	11

Sub-group data can either be imported into the SAM database or manually entered at the record level. Above results indicate student alignments as is – anomalous student counts indicate sub-group data is incomplete.

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READ 180 Classroom Summary
Export Data Aligned Software and Test Results[1]

Class Name in Export	Number of Students	Grade Range	*Reading Inventory* Lexile Metrics							*READ 180* Metrics			
			Mean Starting Lexile	Mean Current Lexile	Change in Lexile	Low End Annual Growth Goal	High End Annual Growth Goal	Average Annual Growth Rate	% of Students Exceeding Average Growth	Mean *READ 180* Sessions & [MAX]	Sessions Per Week	Minutes Per Session	Mean Segments Completed
Hobart High School	61	9 to 10	864	933	69	44	76	1.2	62%	48 [99]	1.9	15	7
R180_HHS_James_Eng 9_P1	20	Gr. 9	876	944	69	43	73	1.2	60%	47 [56]	1.8	16	7
R180_HHS_James_Eng 9_P2	12	Gr. 9	965	1027	62	27	55	1.5	58%	47 [52]	1.8	16	8
R180_HHS_James_Eng 9_P4	21	Gr. 9	951	1009	58	30	58	1.3	71%	41 [58]	1.7	15	7
R180_HHS_Lute_9th_P1	8	9 to 10	455	564	109	106	161	0.8	50%	71 [99]	2.6	14	8
Hobart Middle School	203	6 to 8	757	837	80	55	90	1.1	57%	81 [142]	3.1	16	11
R180_HMS_kanich_P3	1	Gr. 8	604	1095	491	65	100	6.0	100%	46 [46]	2.0	14	3
R180_HMS_Kanich_8_P1	3	Gr. 8	574	841	266	97	142	2.2	100%	123 [134]	3.5	17	15
R180_HMS_kanich_P2	3	Gr. 7	541	855	314	108	180	2.2	67%	112 [142]	3.6	20	20
R180_HMS_Hill_6th_3	24	Gr. 6	792	886	93	42	73	1.6	67%	66 [86]	2.3	17	10
R180_HMS_Clemmons_8th_6	16	Gr. 8	747	874	127	62	95	1.6	81%	103 [112]	3.0	16	13
R180_HMS_Winland_7_P4	17	Gr. 7	760	857	97	49	82	1.5	71%	104 [114]	3.1	15	10
R180_HMS_RINAS_6th_4	15	Gr. 6	684	782	98	53	86	1.4	60%	88 [107]	2.7	15	12
R180_HMS_Gray_8th_5	17	Gr. 8	822	887	65	48	75	1.1	47%	111 [120]	3.2	18	17
R180_HMS_Henderson_6th_P3	10	Gr. 6	620	705	85	64	102	1.0	60%	57 [72]	2.5	14	9
R180/S44_HMS_Doege_resource_2	11	7 to 8	467	595	129	112	170	0.9	45%	93 [102]	2.8	15	13
R180_HMS_Gawthrop_8th_P4	4	Gr. 8	483	600	117	109	159	0.9	50%	125 [132]	3.6	16	14
Orphaned Records	53	6 to 8	919	957	38	34	63	0.8	55%	52 [72]	3.6	16	8
S44_HMS_morin_all_resource2	7	Gr. 7	340	462	122	140	216	0.7	57%	72 [112]	3.1	18	17
R180_HMS_Albertin_7th_5th	14	Gr. 7	802	811	9	40	71	0.2	36%	98 [103]	3.1	16	12
R180/S44_HMS_morin_all_resource6	3	Gr. 6	722	636	-86	50	83	0.0	33%	110 [114]	3.2	19	16
R180_HMS_MCKEE_7th_4	5	Gr. 7	774	764	-10	48	83	0.0	0%	103 [113]	3.1	16	13

1 The *READ 180* class alignment for each student is drawn from the SAM export; if classes are not properly aligned to the program, then unexpected values will appear in the export and results above.

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READ 180 Classroom Summary
Export Data Aligned Software and Test Results[1]

Class Name in Export	Number of Students	Grade Range	*Reading Inventory* Lexile Metrics							*READ 180* Metrics			
			Mean Starting Lexile	Mean Current Lexile	Change in Lexile	Low End Annual Growth Goal	High End Annual Growth Goal	Average Annual Growth Rate	% of Students Exceeding Average Growth	Mean *READ 180* Sessions & [MAX]	Sessions Per Week	Minutes Per Session	Mean Segments Completed
Joan Martin Elementary School	56	4 to 5	539	705	166	111	158	1.2	73%	107 [122]	3.4	18	15
Orphaned Records	4	4 to 5	669	862	192	74	116	2.0	100%	78 [93]	3.6	17	10
R180_JM_Crouch_5th_1:30	6	Gr. 5	580	788	208	99	147	1.7	100%	110 [115]	3.3	18	17
R180_JM_York_4th_9:10	13	Gr. 4	553	736	182	101	141	1.5	77%	109 [118]	3.4	18	15
R180_JM_Doyle_5th_1:30	5	Gr. 5	463	659	196	129	189	1.2	80%	117 [122]	3.4	18	14
R180_JM_York_5th_1:30	11	Gr. 5	710	813	103	72	118	1.1	64%	114 [121]	3.4	18	19
R180_JM_Crouch_4th_9:10	7	Gr. 4	471	631	159	130	175	1.0	71%	110 [115]	3.3	18	20
R180_JM_Doyle_4th_9:05	10	Gr. 4	342	512	169	166	222	0.9	50%	102 [119]	3.3	19	10
Liberty Elementary School	34	4 to 5	627	758	131	92	135	1.2	68%	61 [112]	2.6	16	8
Orphaned Records	3	Gr. 4	560	792	232	100	140	1.9	67%	35 [37]	3.2	17	4
R180_LE_Polomchak_4th	13	Gr. 4	573	712	139	103	142	1.1	77%	72 [83]	2.8	19	9
R180_LE_Casko_5th	15	Gr. 5	689	801	113	80	125	1.1	67%	46 [65]	2.2	12	4
R180_LE_LaHart_5th_LRE	3	Gr. 5	619	703	84	100	147	0.7	33%	111 [112]	3.2	18	24
Ridge View Elementary School	38	4 to 5	559	722	163	108	153	1.3	68%	96 [119]	3.1	16	11
Orphaned Records	1	Gr. 5	688	859	171	85	130	1.6	100%	76 [76]	3.3	16	15
R180_RV_ALLAN_5TH_P1	12	Gr. 5	709	852	143	74	119	1.5	67%	92 [104]	3.0	14	9
R180_RV_CARDEN_4TH_P1	16	Gr. 4	511	709	198	117	159	1.4	88%	103 [119]	3.1	13	7
R180_RV_Bourne_4th	9	4 to 5	430	558	128	139	189	0.8	33%	92 [97]	3.1	22	20
READ 180 Totals	392	4 to 10	712	815	103	70	108	1.2	62%	79 [142]	2.9	16	11

1 The *READ 180* class alignment for each student is drawn from the SAM export; if classes are not properly aligned to the program, then unexpected values will appear in the export and results above.

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System 44 Usage Metrics Expectations:
Blended or Stand-Alone Model Implementations

Metric	Mid-Year	End of Year
Days (Sessions)	50	100+
Sessions per Week	3+	3+
Minutes per Session	16 to 20	16 to 20
Topics Completed	40+	80+
Series Completed	5 to 10	10 to 25
Current Series	10 to 12	10 to 25

Stand-Alone Model

Introduction (5 Min) → Small Group Instruction | *System 44* Software

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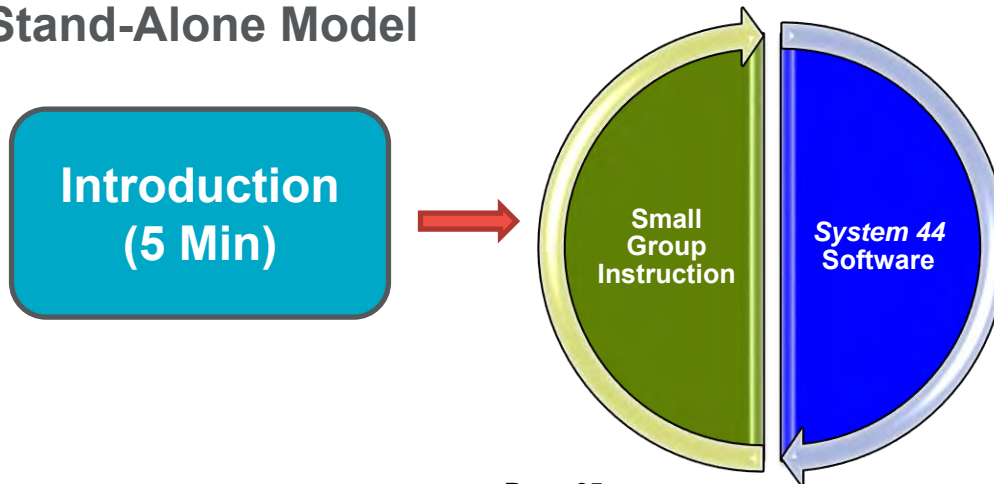
System 44 Data Inclusion Process by School

School	Students Who Used System 44 Software	Students with Pre-Test Phonics Inventory Data	Students with 20 or More System 44 Software Sessions	Students with Post-Test Phonics Inventory Data	Students with 8 or More Weeks Between Tests
Hobart Middle School	24	23	22	20	20
Joan Martin Elementary School	30	29	27	15	15
Liberty Elementary School	44	44	23	20	19
Ridge View Elementary School	26	26	24	23	23
System 44 Student Totals	**124**	**122**	**96**	**78**	**77**

Yellow highlights show where large numbers of students were lost from a site sample. Orange highlights show smaller losses and progressive losses stretching over multiple criteria at the same site.

To be in the Gains Analysis, students need to have at least two Phonics Inventory tests a minimum of eight weeks apart and must have at least 10 software sessions **per semester** (20 per year). This table shows how many students from each site met each of the criteria for analysis. As you go from left to right, the number shows how many students met that criterion and **all others to the left**.

Also, 95 students in *System 44* had necessary software sessions and 8+ weeks between Reading Inventory test administrations.

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System 44 License Utilization
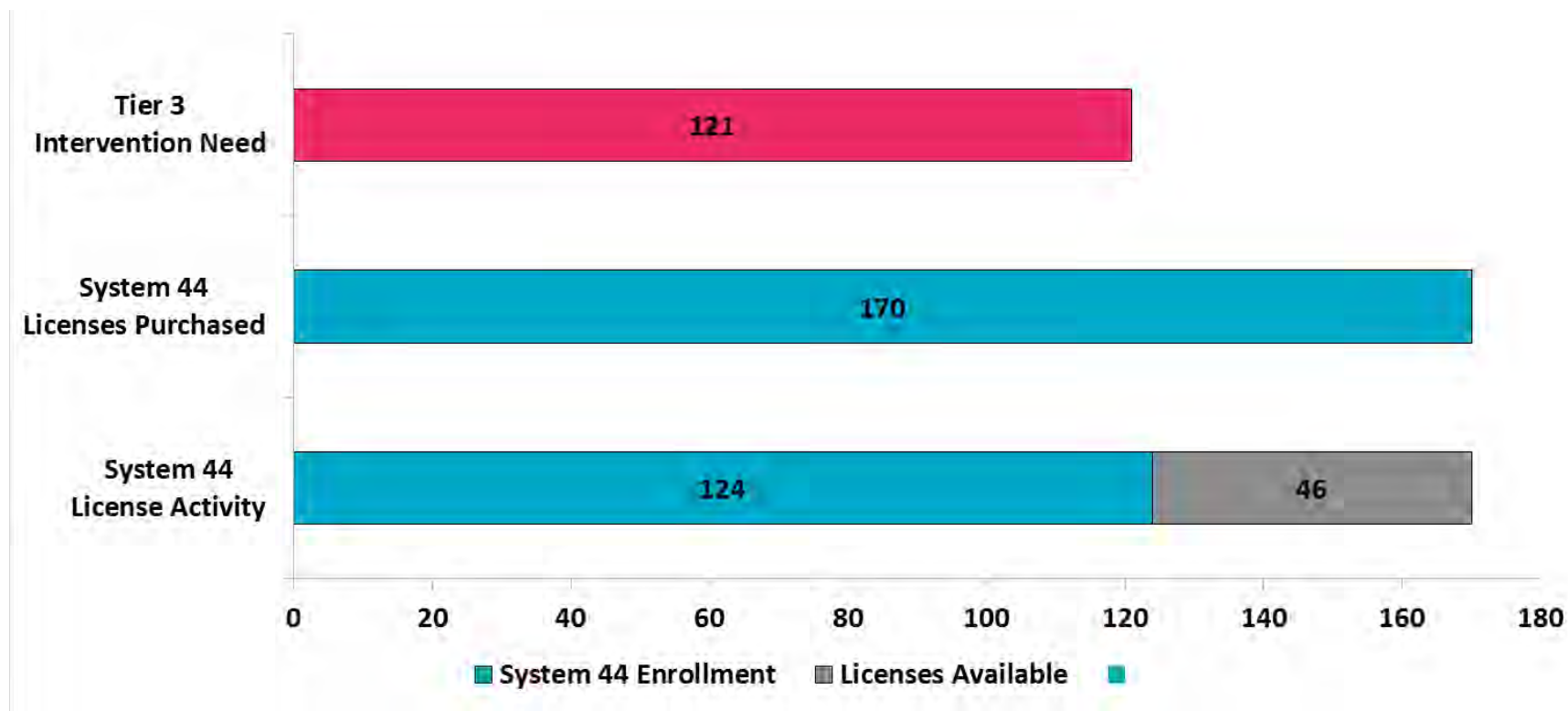
Enrolled student counts come directly from the export and are the most accurate reflection of current license utilization. Available license counts reflect total purchased licenses. For more detailed license availability counts, including number of activated licenses, please work with your Account Executive and Customer Service reps.

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Low and High End Lexile Growth Goals
Using Student's Fall Lexile & Grade Level to Set Goals for Students

- HMH Reading Inventory can be used to set reading goals and to compare students' response to instruction to growth expectations from fall to spring.

- Monitoring growth helps educators to determine if students are on track to meet achievement standards.

- Expected growth is determined by fall Reading Inventory Lexile and grade level. For more on using fall Lexiles to set growth goals consult the professional paper *Growth Expectations – Setting Achievable Goals*

- **Tier III reading intervention students are unlikely to reach personal growth goals without a firm grasp of phonemic principles.**

- HMH recommends that *System 44* students receive three Phonics Inventory Tests to monitor emerging skills.

- Without knowledge of a student beyond data in the export, Gains Analysts assign student records with personal Lexile growth goals derived from tables similar to the one at the right.

Grade 7 Lexile-Based Normal Growth Bands		
Fall Lexile Range	**Low End of Normal Growth Range**	**High End of Normal Growth Range**
BR to 199L	220	350
200L to 299L	165	240
300L to 399L	125	185
400L to 499L	90	145
500L to 599L	70	115
600L to 699L	55	90
700L to 799L	45	75
800L to 899L	35	65
900L to 999L	30	60
1000L to 1099L	25	55
1100L to 1199L	15	45
1200L to 1299L	0	35

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College and Career Ready Proficiency Levels
Spring Proficiency Targets for Students to Meet Rigorous Demands

Grade	Below Basic	Basic	Proficient	Advanced
K	N/A	BR	0 to 279L	280 & Above
1	BR	0L to 189L	190L to 534L	535L & Above
2	BR to 219L	220L to 419L	420L to 654L	655L & Above
3	BR to 329L	330L to 519L	520L to 824L	825L & Above
4	BR to 539L	540L to 739L	740L to 944L	945L & Above
5	BR to 619L	620L to 829L	830L to 1014L	1015L & Above
6	BR to 729L	730L to 924L	925L to 1074L	1075L & Above
7	BR to 769L	770L to 969L	970L to 1124L	1125L & Above
8	BR to 789L	790L to 1009L	1010L to 1189L	1190L & Above
9	BR to 849L	850L to 1049L	1050L to 1264L	1265L & Above
10	BR to 889L	890L to 1079L	1080L to 1339L	1340L & Above
11 / 12	BR to 984L	985L to 1184L	1185L to 1389L	1390L & Above

With the release of Reading Inventory College & Career, HMH and MetaMetrics (creator of the Lexile Framework) updated the Lexile ranges that comprise Below Basic, Basic, Proficient, and Advanced performance levels for each grade. To establish the new performance levels, MetaMetrics conducted an extensive study of college and career texts. The new score ranges more accurately reflect the increased expectations for college and career readiness and indicate whether students are on track to comprehend college and career level texts by the end of high school.

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Alternative School - High School Challenge -2015-2016
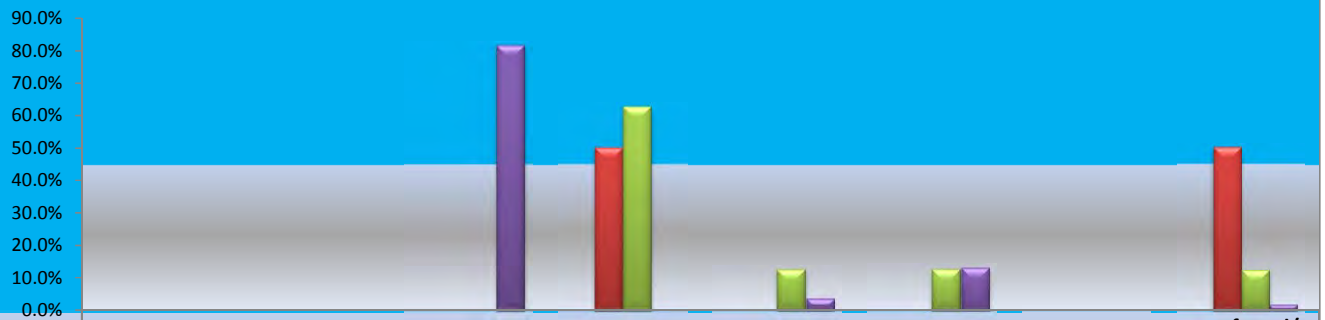
		graduate	obtained goals	made 1/2 goals	did not make goals	earned GED	transferred/ returned to other school setting
3 credits	no. 9th gr	0	0	0	0	0	0
108 credits	no. 10th gr	0	1	0	0	0	1
644 credits	no. 11th gr	0	5	1	1	0	1
1417 credits	no. 12th gr	44	0	2	7	0	1
% 9th		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% 10th		0.0%	50.0%	0.0%	0.0%	0.0%	50.0%
% 11th		0.0%	62.5%	12.5%	12.5%	0.0%	12.5%
% 12th		81.5%	0.0%	3.7%	13.0%	0.0%	1.9%

Alternative School - High School Challenge Eligibility - 2015-2016

	intend to withdraw/ has withdrawn	failed academically/ benefit from other than traditional	pregnant/ parent	employment for family	disruptive student
3 credits	0	0	0	0	0
108 credits	0	1	1	0	0
644 credits	0	8	0	0	0
1417 credits	4	47	2	0	1
% 9th	0.0%	0.0%	0.0%	0.0%	0.0%
% 10th	0.0%	50.0%	50.0%	0.0%	0.0%
% 11th	0.0%	100.0%	0.0%	0.0%	0.0%
% 12th	7.4%	87.0%	3.7%	0.0%	1.9%
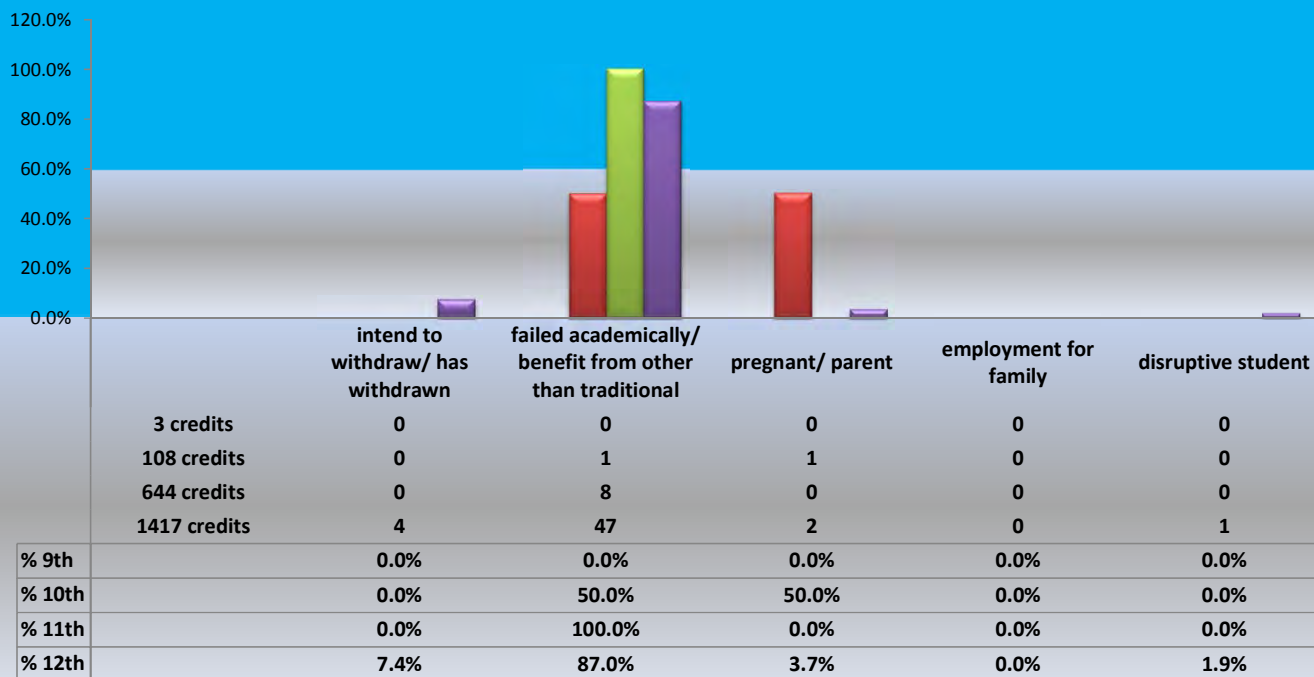
Student Performance:

College and Career Readiness

School City of Hobart Core 40 and Honors Diplomas
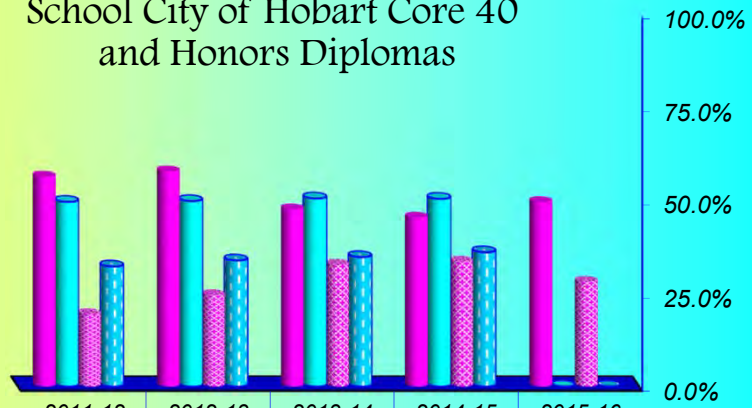
	2011-12	2012-13	2013-14	2014-15	2015-16
■ Hobart High, 4305 Core 40	56.4%	57.8%	47.6%	45.4%	49.6%
□ State Average Core 40	49.6%	49.8%	50.5%	50.4%	0.0%
▦ Hobart High, 4305 Honors	19.5%	24.6%	32.8%	33.6%	28.2%
□ State Average Honors	32.3%	33.9%	34.8%	36.1%	0.0%

Five-Year School Score Summary (2016)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✔ Data Updated Jun 26, 2016, Report Run Jul 13, 2016

Hobart High School (151545)

% of Total AP Students with Scores 3+

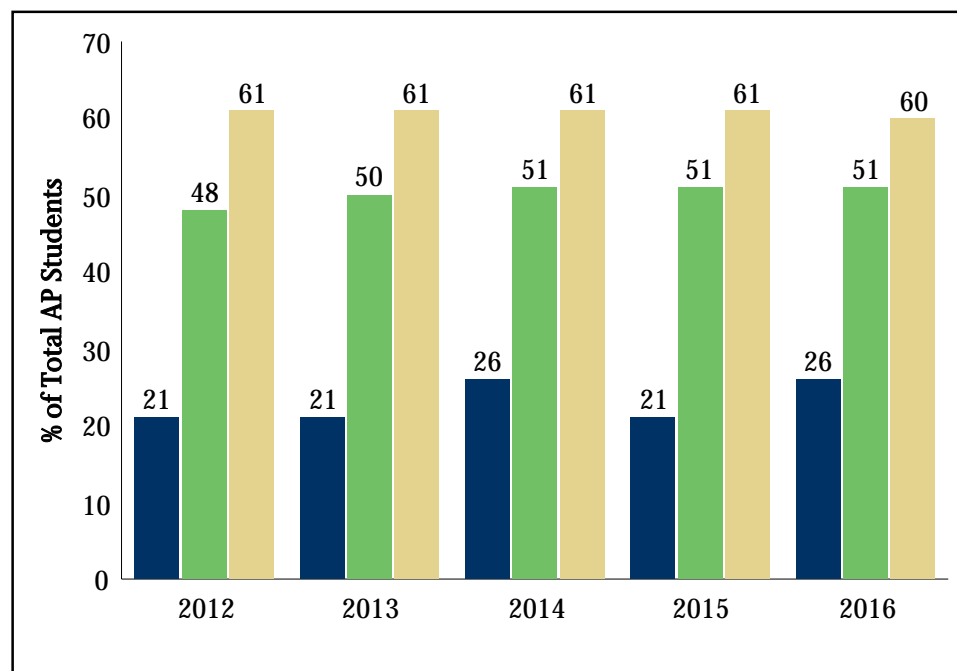|	2012	2013	2014	2015	2016
Hobart High School (151545)					
Total AP Students	121	153	185	237	189
Number of Exams	188	235	339	393	295
AP Students with Scores 3+	26	32	48	49	50
% of Total AP Students with Scores 3+	21.5	20.9	25.9	20.7	26.5
Indiana					
Total AP Students	41,512	42,354	44,491	46,625	48,841
Number of Exams	66,385	68,030	73,202	77,516	82,074
AP Students with Scores 3+	19,775	20,977	22,716	23,964	24,873
% of Total AP Students with Scores 3+	47.6	49.5	51.1	51.4	50.9
Global					
Total AP Students	2,106,843	2,225,625	2,352,026	2,497,164	2,613,264
Number of Exams	3,714,079	3,955,410	4,199,454	4,516,044	4,711,915
AP Students with Scores 3+	1,295,051	1,354,800	1,442,136	1,515,264	1,573,240
% of Total AP Students with Scores 3+	61.5	60.9	61.3	60.7	60.2

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.

Five-Year School Score Summary (2016)

Data Updated Jun 26, 2016, Report Run Jul 13, 2016

Hobart High School (151545)

Biology	Hobart High School (151545)					Indiana					Global				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						479	145	185	221	224	37,875	11,188	14,169	14,351	15,712
4		3		3	2	515	590	823	837	798	32,512	44,035	47,989	49,708	50,073
3		4		5	6	469	1,428	1,514	1,495	1,633	27,513	73,865	75,312	80,744	80,088
2		21		7	6	669	1,689	1,471	1,536	1,578	27,896	59,665	58,024	61,741	68,579
1		6		3	4	2,118	448	550	467	712	66,153	15,149	18,770	18,384	24,075
Total Exams		34		18	18	4,250	4,300	4,543	4,556	4,945	191,949	203,902	214,264	224,928	238,527
Mean Score		2.12		2.44	2.33	2.19	2.60	2.70	2.74	2.64	2.73	2.88	2.91	2.91	2.85

Calculus AB	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1					1,152	1,150	1,245	1,135	1,281	67,630	67,783	72,511	66,411	76,658
4	1					913	1,071	982	1,073	1,110	45,705	51,440	48,984	51,769	53,535
3	5	5	5			1,202	1,117	1,239	1,367	1,228	46,711	49,101	52,076	56,482	53,603
2	3	1	3		1	875	947	868	874	821	27,309	31,833	31,360	31,371	30,053
1	29	27	33	24	26	3,294	3,213	3,270	3,078	3,038	80,731	83,261	89,775	98,285	94,831
Total Exams	39	33	41	24	27	7,436	7,498	7,604	7,527	7,478	268,086	283,418	294,706	304,318	308,680
Mean Score	1.51	1.33	1.32	1.00	1.04	2.43	2.47	2.48	2.51	2.57	2.97	2.96	2.94	2.86	2.96

Chemistry	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						267	346	169	208	210	21,735	26,535	15,047	14,178	16,184
4	1					391	551	412	383	406	25,674	30,081	25,155	24,703	23,960
3	2	3	3			634	626	729	930	883	26,714	26,318	38,533	43,084	42,285
2	4	1	9	7	11	626	642	1,068	1,062	1,028	19,874	20,841	38,359	38,033	38,057
1	26	29	45	43	32	1,714	1,369	1,054	1,143	1,005	38,786	36,403	31,946	33,277	33,279
Total Exams	33	33	57	50	43	3,632	3,534	3,432	3,726	3,532	132,783	140,178	149,040	153,275	153,765
Mean Score	1.33	1.21	1.26	1.14	1.26	2.14	2.40	2.29	2.32	2.37	2.79	2.93	2.68	2.66	2.69

CollegeBoard

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AP Five-Year School Score Summary (2016)

✓ Data Updated Jun 26, 2016, Report Run Jul 13, 2016

Hobart High School (151545)

English Language and Composition	Hobart High School (151545)					Indiana					Global				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5		1		1	2	670	720	725	815	859	48,795	48,927	48,497	52,434	58,410
4		4	5	1	7	1,358	1,173	1,495	1,593	1,540	90,100	77,548	90,548	97,172	96,198
3		4	10	10	9	2,220	2,215	2,541	2,566	2,653	128,834	136,438	143,859	144,613	148,622
2		27	19	31	13	2,454	2,553	2,999	3,073	3,891	124,286	142,270	152,507	157,552	175,669
1		5	12	8	10	1,006	1,177	1,291	1,414	1,646	53,157	72,552	71,713	78,604	68,897
Total Exams		41	46	51	41	7,708	7,838	9,051	9,461	10,589	445,172	477,735	507,124	530,375	547,796
Mean Score		2.24	2.17	2.14	2.46	2.77	2.71	2.71	2.72	2.63	2.90	2.77	2.79	2.79	2.82

English Literature and Composition	Hobart High School (151545)					Indiana					Global				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1				1	422	444	434	397	410	31,628	29,387	30,531	30,460	30,160
4	3	1	3	6	2	1,046	1,064	1,167	1,208	1,211	68,478	72,663	70,802	73,125	72,244
3	15	5	17	15	21	2,191	2,285	2,323	2,442	2,545	115,711	121,601	118,081	122,631	119,302
2	13	10	26	48	36	2,951	2,910	3,074	3,045	3,656	122,977	122,374	131,572	131,534	135,408
1	1		12	14	13	888	783	882	746	987	42,279	40,506	47,745	45,004	48,604
Total Exams	33	16	58	83	73	7,498	7,486	7,880	7,838	8,809	381,073	386,531	398,731	402,754	405,718
Mean Score	2.70	2.44	2.19	2.16	2.21	2.62	2.66	2.64	2.68	2.59	2.80	2.81	2.76	2.78	2.75

European History	Hobart High School (151545)					Indiana					Global				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						153	168	140	145	151	11,488	11,439	9,557	11,177	8,027
4				1	1	275	267	240	244	225	20,936	20,678	18,661	18,770	17,466
3				7	1	440	442	429	487	436	39,289	38,307	37,602	38,484	31,834
2				6	4	106	169	156	162	512	11,717	12,116	13,011	11,535	38,338
1				34	2	257	325	313	372	192	25,553	27,564	31,877	28,363	13,402
Total Exams				48	8	1,231	1,371	1,278	1,410	1,516	108,983	110,104	110,708	108,329	109,067
Mean Score				1.48	2.13	2.97	2.84	2.79	2.74	2.76	2.83	2.78	2.65	2.75	2.71

CollegeBoard

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AP Five-Year School Score Summary (2016)

Data Updated Jun 26, 2016, Report Run Jul 13, 2016

Hobart High School (151545)

Psychology	Hobart High School (151545)					Indiana					Global				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	2			1		423	528	554	654	745	45,811	50,833	48,766	56,123	56,032
4	8	3	5	3	3	794	881	1,042	1,068	1,121	57,351	63,606	69,937	73,009	76,504
3	4	5	10	2	6	648	770	937	1,025	979	42,944	46,778	51,953	55,148	55,999
2	8	12	11	11	8	516	561	733	708	820	29,832	31,026	35,206	36,423	41,605
1	17	28	57	43	31	834	842	1,195	1,194	1,168	44,942	47,277	54,608	57,657	63,533
Total Exams	39	48	83	60	48	3,215	3,582	4,461	4,649	4,833	220,880	239,520	260,470	278,360	293,673
Mean Score	2.23	1.65	1.55	1.47	1.60	2.83	2.91	2.78	2.85	2.89	3.13	3.17	3.09	3.12	3.07

Studio Art: 2-D Design Portfolio	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						33	40	52	79	70	3,391	3,411	3,795	4,892	4,453
4						99	118	129	118	128	6,776	7,931	8,055	8,177	10,202
3		3		5		132	140	177	149	151	7,681	8,757	9,646	9,200	10,831
2		2		3		110	116	97	98	110	5,134	4,553	5,039	5,077	4,779
1				1		27	16	14	28	7	1,062	893	969	1,385	672
Total Exams		5		9		401	430	469	472	466	24,044	25,545	27,504	28,731	30,937
Mean Score		2.60		2.44		3.00	3.12	3.23	3.26	3.31	3.26	3.33	3.32	3.35	3.42

United States Government and Politics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5			1			316	326	384	261	386	30,048	28,845	32,336	27,546	36,481
4						393	475	468	483	463	35,792	36,550	33,898	38,345	40,111
3			1	1		744	933	1,069	908	894	59,352	66,864	71,829	70,019	73,873
2			5		2	930	1,038	1,087	1,004	937	58,820	63,612	67,126	70,847	71,147
1			14	5	6	1,188	1,203	1,161	1,065	1,028	55,892	60,346	66,996	76,566	74,750
Total Exams			21	6	8	3,571	3,975	4,169	3,721	3,708	239,904	256,217	272,185	283,323	296,362
Mean Score			1.52	1.33	1.25	2.36	2.42	2.48	2.43	2.53	2.69	2.65	2.62	2.54	2.64

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4

AP Five-Year School Score Summary (2016)

✔ Data Updated Jun 26, 2016, Report Run Jul 13, 2016

Hobart High School (151545)

United States History	Hobart High School (151545)					Indiana					Global				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5			1			513	528	523	438	720	50,106	47,306	50,976	44,897	58,717
4	1	1	1			1,182	1,227	1,326	1,049	1,234	91,098	95,758	98,927	85,806	88,262
3			1	4	1	1,586	1,635	1,543	1,651	1,839	92,766	96,020	93,548	112,701	110,928
2	11	12	12	3	2	2,821	2,653	2,656	2,277	2,303	114,111	120,095	130,143	118,045	114,475
1	32	12	18	37	26	2,897	2,538	2,138	2,526	2,545	80,636	85,449	91,384	115,077	119,726
Total Exams	44	25	33	44	29	8,999	8,581	8,186	7,941	8,641	428,717	444,628	464,978	476,526	492,108
Mean Score	1.32	1.60	1.64	1.25	1.14	2.29	2.37	2.44	2.32	2.45	2.80	2.77	2.76	2.64	2.70

CollegeBoard

Indiana College Readiness Reports

2014 High School Graduates
School City of Hobart

College Going (within a year of high school graduation)

High School Graduates Enrolling in College			
Breakdown	**# of HS Graduates**	**# Enrolled in College**	**% Enrolled in College**
High School Diploma Type			
Honors	83	75	90%
Core 40	136	78	57%
General	55	11	20%
High School Graduation Waiver Status			
Graduated with Waiver	25	5	20%
Graduated without Waiver	249	159	64%
Advanced Placement Status			
Took and Passed an AP Test	23	19	83%
Took but Did Not Pass an AP Test	74	66	89%
Did Not Take an AP Test	177	79	45%
Dual Credit Status			
Earned Dual Credit from an Indiana Public College	162	121	75%
Did Not Earn Dual Credit from an Indiana Public College	112	43	38%
ACT/SAT College Readiness Benchmark			
Met ACT/SAT College Readiness Benchmark	76	72	95%
Did Not Meet ACT/SAT College Readiness Benchmark	43	33	77%
Did Not Take ACT/SAT	155	59	38%
21st Century Scholar Status			
21st Century Scholar	39	33	85%
Non 21st Century Scholar	235	131	56%
Socioeconomic Status			
Free or Reduced Lunch	97	54	56%
Non Free or Reduced Lunch	177	110	62%
Race/Ethnicity			
White	194	117	60%
Black	16	10	63%
Hispanic	47	25	53%
Asian	11	***	***
Other	6	***	***
All Students	**274**	**164**	**60%**

Indiana College Readiness Reports

2014 High School Graduates
School City of Hobart

High School Graduate Enrollment by College Type

College Type	# of HS Graduates	% of Total HS Graduates
Indiana Public College	136	49.6%
Indiana Private College (non-profit)	11	4.0%
Indiana Private College (for-profit)	0	0.0%
Out-of-State Public College	10	3.6%
Out-of-State Private College (non-profit)	6	2.2%
Out-of-State Private College (for-profit)	1	0.4%
Non-degree Granting School	0	0.0%
Did Not Enroll in College	**110**	**40.1%**

Indiana Public College Enrollment

Indiana Public College Enrollment by College

College	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Ball State University	9	6.6%
Indiana State University	2	1.5%
University of Southern Indiana	0	0.0%
Indiana University-Bloomington	10	7.4%
Indiana University-East	0	0.0%
Indiana University-Kokomo	0	0.0%
Indiana University-Northwest	39	28.7%
Indiana University-Purdue University-Indianapolis	9	6.6%
Indiana University-South Bend	0	0.0%
Indiana University-Southeast	0	0.0%
Indiana University-Purdue University-Fort Wayne	0	0.0%
Purdue University-Calumet Campus	14	10.3%
Purdue University-North Central Campus	8	5.9%
Purdue University-Statewide Technology	0	0.0%
Purdue University-West Lafayette	7	5.1%
Ivy Tech Community College	36	26.5%
Vincennes University	2	1.5%

Indiana College Readiness Reports

2014 High School Graduates
School City of Hobart

Indiana Public College Enrollment by Degree Type

Degree Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Bachelor's Degree (four-year)	97	71.3%
Associate Degree (two-year)	39	28.7%
Award of at least 1 but less than 2 academic years	0	0.0%
Award of less than 1 academic year	0	0.0%
Unclassified undergraduate	0	0.0%

Indiana Public College Enrollment by Program Type

Program Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Arts and Humanities	13	10%
Business and Communication	20	15%
Education	8	6%
Health	42	31%
Science, Technology, Engineering, and Math (STEM)	30	22%
Social and Behavioral Sciences and Human Services	9	7%
Trades	3	2%
Undecided	11	8%

Indiana Public College Enrollment by Status

Status	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Full-Time Students	107	79%
Part-Time Students	29	21%

Academic Preparation

Indiana Public College Remediation by Subject

Subject	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	# Earning Remedial Credits	% Earning Remedial Credits
Math Only	10	7%	8	80%
English/Language Arts Only	6	4%	***	***
Both Math and English/Language	4	3%	***	***
No Remediation	**116**	**85%**	**--**	**--**

Indiana College Readiness Reports

2014 High School Graduates
School City of Hobart

Indiana Public College Students **Needing Remediation**					
Breakdown	**# Enrolled in IN Public College**	**# Needing Remediation**	**% Needing Remediation**	**# Earning Remedial Credits**	**% Earning Remedial Credits**
High School Diploma Type					
Honors	60	1	2%	***	***
Core 40	65	16	25%	12	75%
General	11	3	27%	***	***
High School Graduation Waiver Status					
Graduated with Waiver	***	***	***	***	***
Graduated without Waiver	***	***	***	***	***
Advanced Placement Status					
Took and Passed an AP Test	14	1	7%	***	***
Took but Did Not Pass an AP Test	54	1	2%	***	***
Did Not Take an AP Test	68	18	26%	12	67%
Dual Credit Status					
Earned Dual Credit from an Indiana Public College	100	10	10%	7	70%
Did Not Earn Dual Credit from an Indiana Public College	36	10	28%	7	70%
ACT/SAT College Readiness Benchmark					
Met ACT/SAT College Readiness Benchmark	55	2	4%	***	***
Did Not Meet ACT/SAT College Readiness Benchmark	29	5	17%	***	***
Did Not Take ACT/SAT	52	13	25%	8	62%
21st Century Scholar Status					
21st Century Scholar	31	1	3%	***	***
Non 21st Century Scholar	105	19	18%	***	***
Socioeconomic Status					
Free or Reduced Lunch	52	7	13%	***	***
Non Free or Reduced Lunch	84	13	15%	***	***
Race/Ethnicity					
White	94	10	11%	7	70%
Black	8	***	***	***	***
Hispanic	23	5	22%	***	***
Asian	***	***	***	***	***
Other	***	***	***	***	***
All Students	**136**	**20**	**15%**	**14**	**70%**

Indiana College Readiness Reports

2014 High School Graduates
School City of Hobart

Student Performance

Indiana Public College Student Performance

Breakdown	# Enrolled in IN Public College	Average Freshman Year GPA	Average Freshman Credit Hours Earned
High School Diploma Type			
Honors	60	3.1	27.11
Core 40	65	2.0	16.35
General	11	1.4	4.45
High School Graduation Waiver Status			
Graduated with Waiver	***	***	***
Graduated without Waiver	***	***	***
Advanced Placement Status			
Took and Passed an AP Test	14	3.2	29.50
Took but Did Not Pass an AP Test	54	2.9	25.23
Did Not Take an AP Test	68	2.0	14.16
Dual Credit Status			
Earned Dual Credit from an Indiana Public College	100	2.6	22.97
Did Not Earn Dual Credit from an Indiana Public College	36	1.9	12.28
ACT/SAT College Readiness Benchmark			
Met ACT/SAT College Readiness Benchmark	55	3.0	25.66
Did Not Meet ACT/SAT College Readiness Benchmark	29	2.4	20.79
Did Not Take ACT/SAT	52	1.9	13.92
21st Century Scholar Status			
21st Century Scholar	31	2.6	23.53
Non 21st Century Scholar	105	2.4	19.13
Socioeconomic Status			
Free or Reduced Lunch	52	2.5	20.64
Non Free or Reduced Lunch	84	2.5	19.82
Race/Ethnicity			
White	94	2.5	20.15
Black	8	***	***
Hispanic	23	2.5	21.93
Asian	***	***	***
Other	***	***	***
Enrollment Status			
Full-Time Students	107	2.6	23.02
Part-Time Students	29	1.8	9.48
All Students	**136**	**2.5**	**20.14**

INDIANA COMMISSION for HIGHER EDUCATION

Data Sources: Indiana Commission for Higher Education (CHE); Indiana Department of Education (IDOE), National Student Clearinghouse (NSC)

NOTES:

High School Graduates ("Students"): Count of Indiana high school graduates and associated disaggregations are based on the total count of graduates reported on the IDOE-GR report for 2014. Graduate counts are not IDOE cohort graduate counts and thus may not match cohort graduate counts and associated disaggregations reported in other places, such as DOE Compass. SOURCE: IDOE

College Enrollment: Represents students reported as enrolled in postsecondary education, regardless of institution type, within the year following high school graduation (e.g., for 2014 high school graduates, postsecondary enrollment is counted for 2014-15 school year). A student was considered enrolled only if: a) s/he was enrolled as a degree or certificate-seeking undergraduate student and b) s/he was enrolled for the equivalent of at least one semester during the school year. SOURCES: NSC, CHE

Indiana Public College Enrollment: Represents students reported as enrolled in an Indiana public postsecondary institution. SOURCE: CHE

21st Century Scholar Status: Represents students who were eligible for affirmation and affirmed. Students who were enrolled in K-12 as Scholars but did not affirm, or students who affirmed but were not eligible, are not considered 21st Century Scholars for this report. SOURCE: CHE

AP Participation/Passing Exam Status: Represents students who sat for and/or passed (received score of 3 or higher) at least one Advanced Placement exam. SOURCE: IDOE

College Entrance Exam Readiness Benchmark: Represents students who passed/did not pass at least one college readiness benchmark score established by the testing agencies. The SAT benchmarks are 500 for both the Critical Reading and Mathematics sections. The ACT benchmarks are 18, 22, 22, and 23 for the English, Mathematics, Reading, and Science sections, respectively. If no SAT or ACT score was on file for student, s/he was reported as not taking a college entrance exam. Data available for 2012 high school graduate cohort onward. SOURCE: IDOE

Dual Credit Status: Represents students who earned/did not earn credit hours awarded by Indiana public colleges that were recognized by both the high school and the postsecondary institution. Dual credit calculations only include credits awarded by Indiana publics. SOURCE: CHE

Full-time/Part-time Enrollment Status: Full-time enrollment defined as enrolled in 12 or more credits in the semester of entry at an Indiana public college. Part-time enrollment defined as enrolled in fewer than 12 credits in the semester of entry at an Indiana public college. SOURCE: CHE

Remediation Enrollment: Represents Indiana public college students identified as deficient in the general competencies necessary for regular postsecondary curriculum in English/language arts and/or mathematics. Students enrolled in both credit and non-credit remedial coursework are included in remediation totals. SOURCE: CHE

Remediation Success: Represents Indiana public college students who successfully complete the subject(s) in which they were identified as needing remediation. Students who were identified as needing remediation in both English/language arts and math needed to successfully complete both English/language arts and math in order to be counted as earning remedial credit. SOURCE: CHE

Freshman GPA: Represents cumulative grade point average for the latest term of enrollment at an Indiana public college in the year following high school graduation. SOURCE: CHE

Freshman Credit Hours Earned: Represents average number of institutional credits earned during the year following high school graduation at an Indiana public college. SOURCE: CHE

***Not Applicable/Suppressed Data: Data may be missing either because no data were available or fewer than 10 students were in a group and the data had to be suppressed for privacy reasons. In some cases, at least two groups of student data had to be suppressed because of complementary suppression rules

The **ACT**®

College Readiness Letter for:
SCHOOL CITY OF HOBART

August 24, 2016
Code: 157296

SUPERINTENDENT
SCHOOL CITY OF HOBART
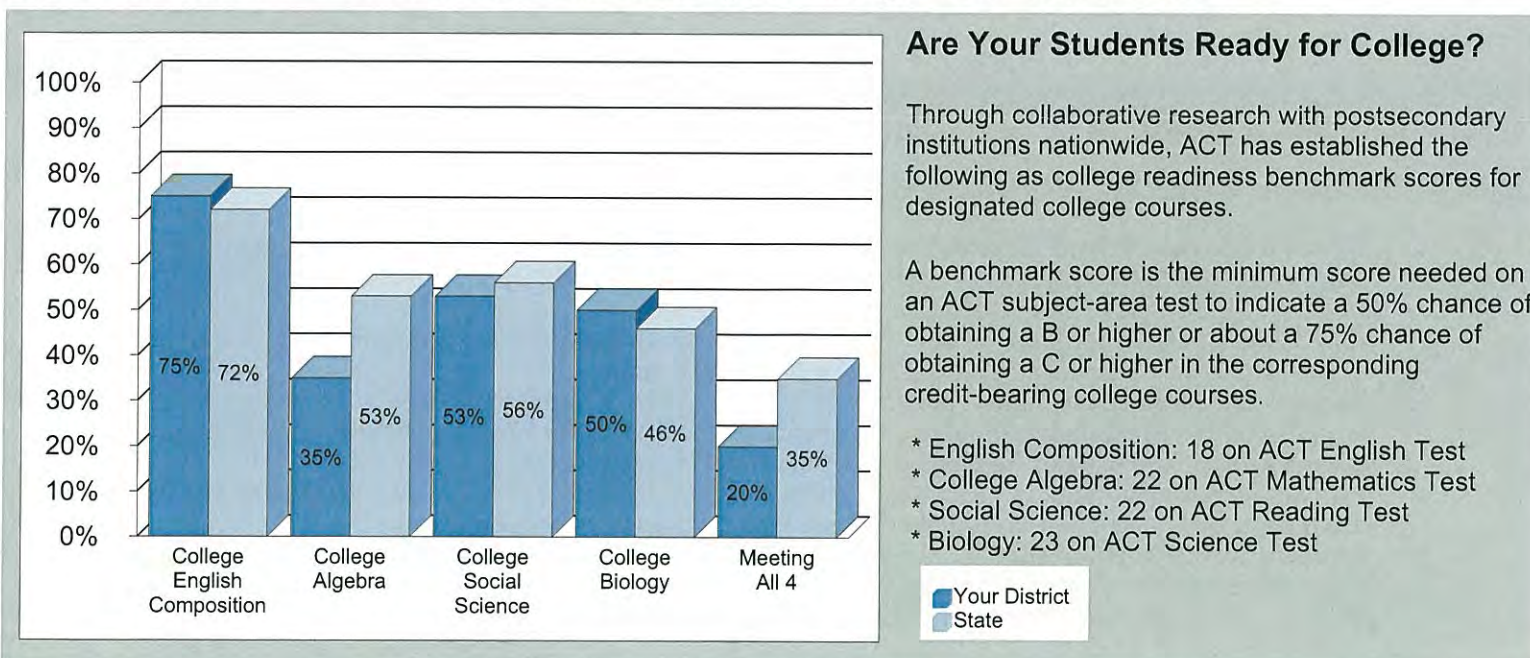32 E 7TH ST
HOBART, IN 46342

592470143

011062110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2012	39	22,372	20.7	21.7	20.7	22.5	22.4	22.6	21.3	21.9	21.3	22.3
2013	292	26,227	17.4	21.0	17.5	21.9	17.6	22.1	16.8	21.4	17.5	21.7
2014	254	27,226	18.7	21.1	18.9	21.9	19.5	22.3	19.2	21.6	19.2	21.9
2015	273	27,415	18.1	21.5	17.9	22.0	19.3	22.6	18.1	21.8	18.5	22.1
2016	**40**	**27,268**	**21.0**	**21.6**	**20.6**	**22.1**	**22.2**	**22.9**	**22.1**	**22.0**	**21.5**	**22.3**

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework

Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

* English Composition: 18 on ACT English Test
* College Algebra: 22 on ACT Mathematics Test
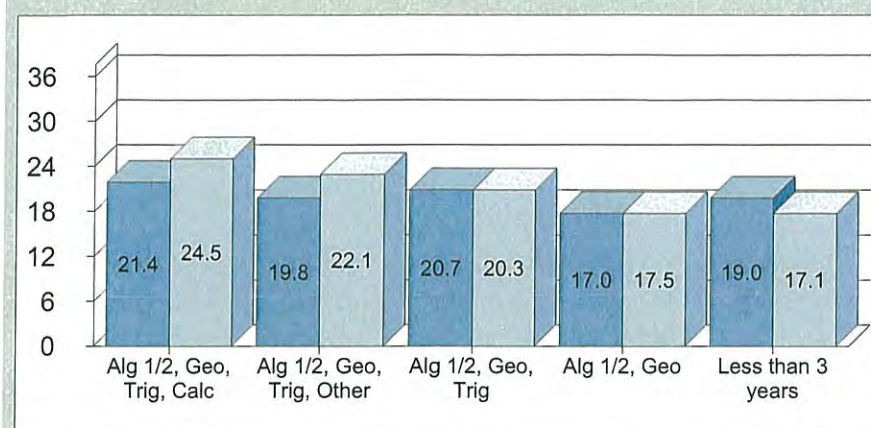* Social Science: 22 on ACT Reading Test
* Biology: 23 on ACT Science Test

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.
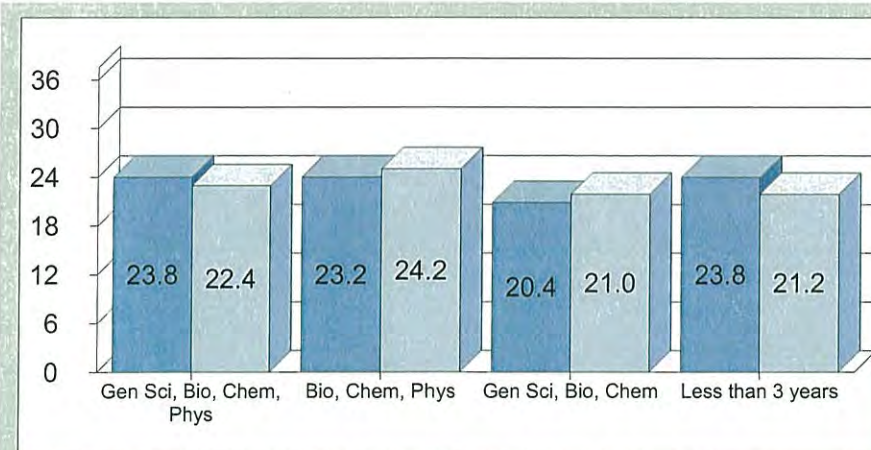
Figure 2. Average ACT Mathematics Scores by Course Sequence

Bars (Your District / State):
- Alg 1/2, Geo, Trig, Calc: 21.4 / 24.5
- Alg 1/2, Geo, Trig, Other: 19.8 / 22.1
- Alg 1/2, Geo, Trig: 20.7 / 20.3
- Alg 1/2, Geo: 17.0 / 17.5
- Less than 3 years: 19.0 / 17.1

Value Added by Mathematics Courses
Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence

Bars (Your District / State):
- Gen Sci, Bio, Chem, Phys: 23.8 / 22.4
- Bio, Chem, Phys: 23.2 / 24.2
- Gen Sci, Bio, Chem: 20.4 / 21.0
- Less than 3 years: 23.8 / 21.2

Value Added by Science Courses
Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

1. **Create a Common Focus**. Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
2. **Establish High Expectations for All**. Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
3. **Require a Rigorous Curriculum**. Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
4. **Provide Student Counseling**. Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
5. **Measure and Evaluate Progress**. Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1365 or customerservices@act.org.

PSAT 8/9 2015-Fall, 8th grade - Benchmarks by Institution

District
Met both benchmarks

43%

Mean Total Score = 818

State
Met both benchmarks

47%

Mean Total Score = 835

Total Group
Met both benchmarks

42%

Mean Total Score = 802

Institution	Mean Total Score (240-1440)	Met Both Benchmarks	Evidence-Based Reading and Writing Benchmark	Met Math Benchmark	Met No Benchmarks	# of Test Takers / Enrolled
Hobart Middle School 159038	**818**	**43%**	96% 3% 1%	43% 10% 47%	**4%**	**304/ 331**

PSAT 8/9 2015-Fall, 9th grade - Benchmarks by Institution

District
Met both benchmarks

30%

Mean Total Score = 861

State
Met both benchmarks

51%

Mean Total Score = 913

Total Group
Met both benchmarks

40%

Mean Total Score = 865

Institution	Mean Total Score (240-1440)	Met Both Benchmarks	Evidence-Based Reading and Writing Benchmark	Met Math Benchmark	Met No Benchmarks	# of Test Takers / Enrolled
Hobart High School 151545	861	30%	95% / 3% / 2%	30% / 23% / 46%	5%	299/ 320

PSAT/NMSQT 2015-Fall, 10th grade – Benchmarks by Institution

District	State	Total Group
Met both benchmarks	Met both benchmarks	Met both benchmarks
45%	**49%**	**47%**
Mean Total Score = 912	Mean Total Score = 932	Mean Total Score = 932

Institution	Mean Total Score (320-1520)	Met Both Benchmarks	Evidence-Based Reading and Writing Benchmark	Met Math Benchmark	Met No Benchmarks	# of Test Takers / Enrolled
Hobart High School 151545	**912**	**45%**	92% 4% 4%	46% 6% 48%	**7%**	**323/ 374**

PSAT/NMSQT 2015-Fall, 11th grade – Benchmarks by Institution

District
Met both benchmarks

22%

Mean Total Score = 950

State
Met both benchmarks

43%

Mean Total Score = 984

Total Group
Met both benchmarks

48%

Mean Total Score = 1009

Institution	Mean Total Score (320-1520)	Met Both Benchmarks	Evidence-Based Reading and Writing Benchmark	Met Math Benchmark	Met No Benchmarks	# of Test Takers / Enrolled
Hobart High School 151545	**950**	**29%**	85% 10% 5%	29% 20% 51%	**14%**	**290/ 290**

Old SAT School Day October 2015 (with essay), All Grades- Benchmarks by Institution

District
Met Composite Benchmark

19%

25%	Met Critical Reading (500)
26%	Met Math (500)
24%	Met Writing (500)

317	Test Takers
1,273	Enrolled
25%	Participation

State
Met Composite Benchmark

18%

25%	Met Critical Reading (500)
27%	Met Math (500)
22%	Met Writing (500)

405	Test Takers
311,014	Enrolled
0%	Participation

Total Group
Met Composite Benchmark

16%

22%	Met Critical Reading (500)
24%	Met Math (500)
18%	Met Writing (500)
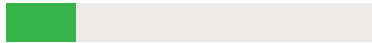
55,262	Test Takers
14,686,214	Enrolled
0%	Participation

Institution	Met Composite Benchmark (1550)	Met Critical Reading Benchmark (500)	Met Math Benchmark (500)	Met Writing Benchmark (500)	# of Test Takers / Enrolled
Hobart High School 151545	19%	25%	26%	24%	317/ 1,273

SAT School Day April 2016, All Grades- Benchmarks by Institution

District	State	Total Group
Met both benchmarks	Met both benchmarks	Met both benchmarks
23%	**31**%	**31**%
Mean Total Score = 966	Mean Total Score = 985	Mean Total Score = 980

Institution	Mean Total Score (400 - 1600)	Met Both Benchmarks	Evidence-based Reading and Writing Benchmark	Met Math Benchmark	Met No Benchmarks	# of Test Takers / Enrolled
Hobart High School 151545	**966**	**23%**	55% 11% 35%	25% 10% 65%	**43%**	**281/ 1,273**

SAT

CollegeBoard

2016 College-Bound Seniors

High School
Highlights Report

HOBART HIGH SCHOOL (H151545)

Included in This Report

Five-Year Trends for High School, State and Total Group:

SAT® Data

SAT Subject Tests™ Data

Demographic and Academic Information

College Plans

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CollegeBoard

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SAT

SAT® Takers: Critical Reading Mean Scores and Middle 50th Percent Range

Data in this report are for high school graduates in the year 2016. The College Board administered the first redesigned SAT in March 2016. While a majority of the Class of 2016 took only the pre-March 2016 SAT, a small percentage took the new SAT. The report includes senior test-takers in this class who took the SAT prior to March 2016. A small percentage of seniors take their first SAT between March and June of their senior years.
Results from the new SAT can be accessed from the SAT Suite of Assessments integrated score reporting portal. For more information see sat.org/k12-scores.
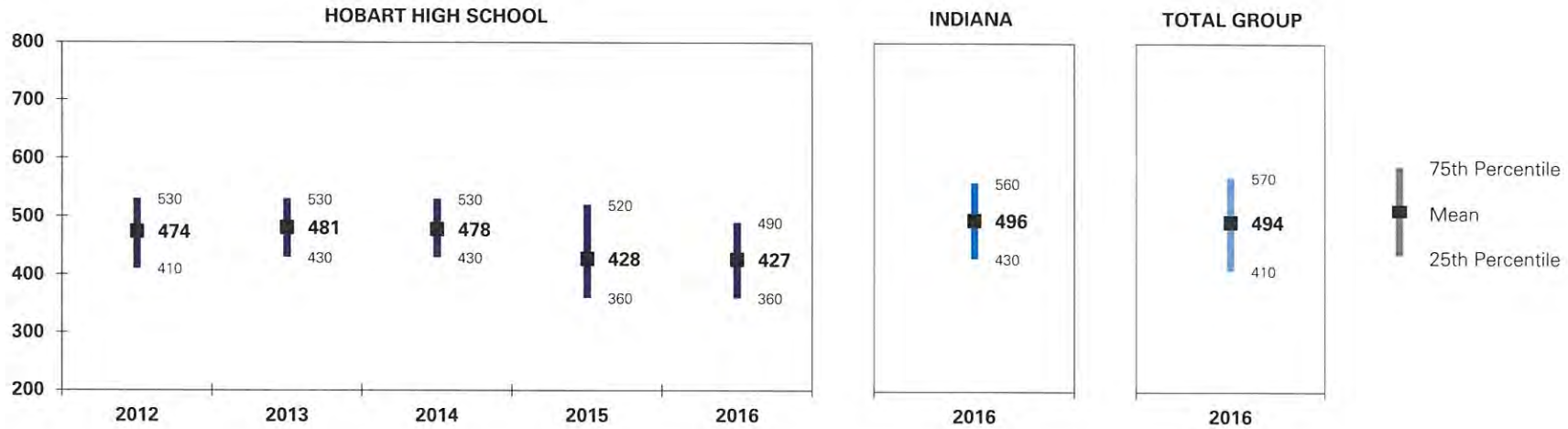
'Mean' and 'Middle 50th Percent Range': The mean is the arithmetic average of a set of scores. To calculate the mean, the scores are totaled and the sum is divided by the number of scores. Extreme scores on the high or low end of the distribution may skew the mean in smaller sets of scores. The middle 50th percent range shows the score range between the 25th and 75th percentiles.
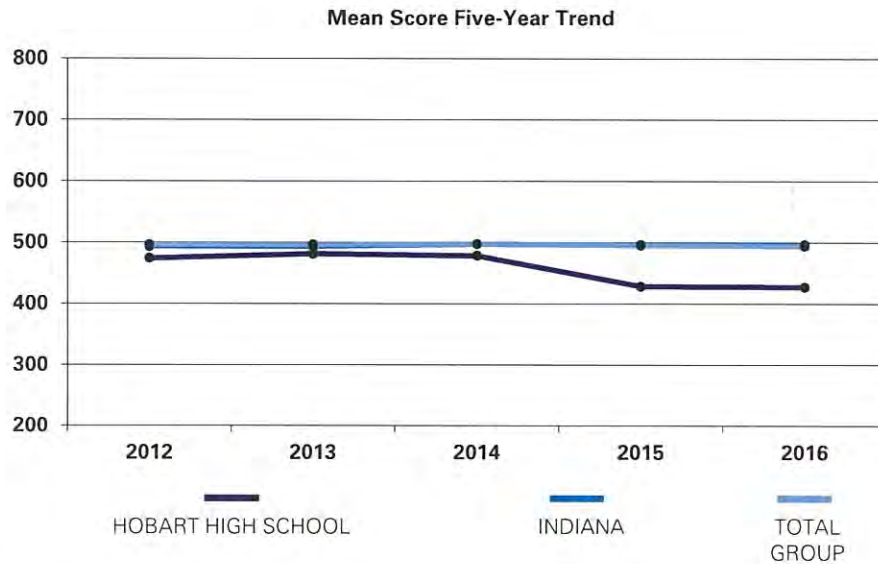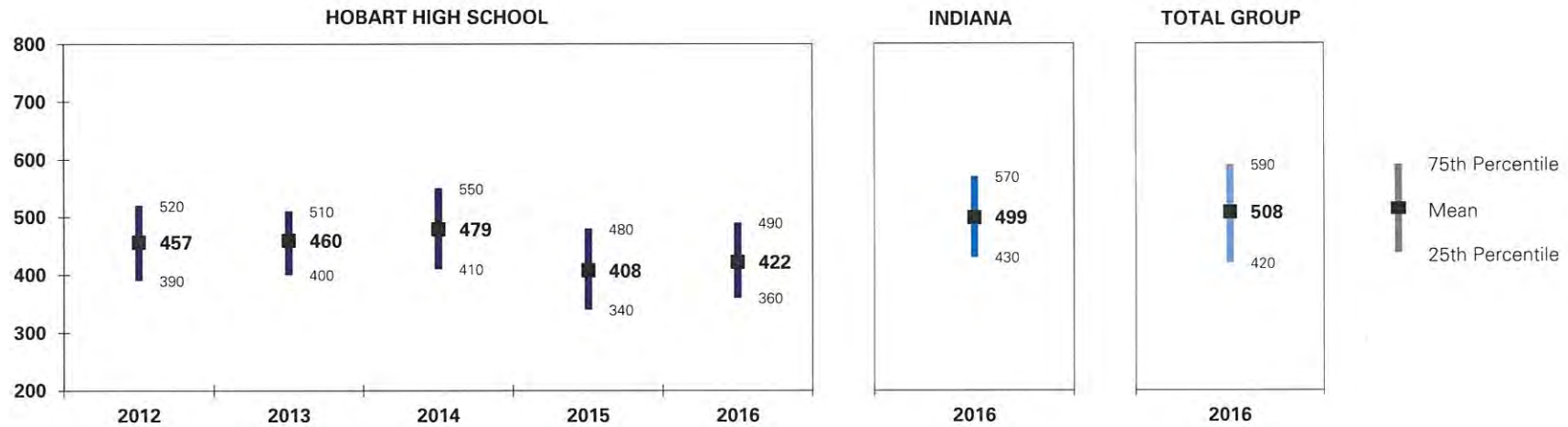
Mean Score Five-Year Trend

HOBART HIGH SCHOOL   INDIANA   TOTAL GROUP

Mean Scores and Point Change by Year

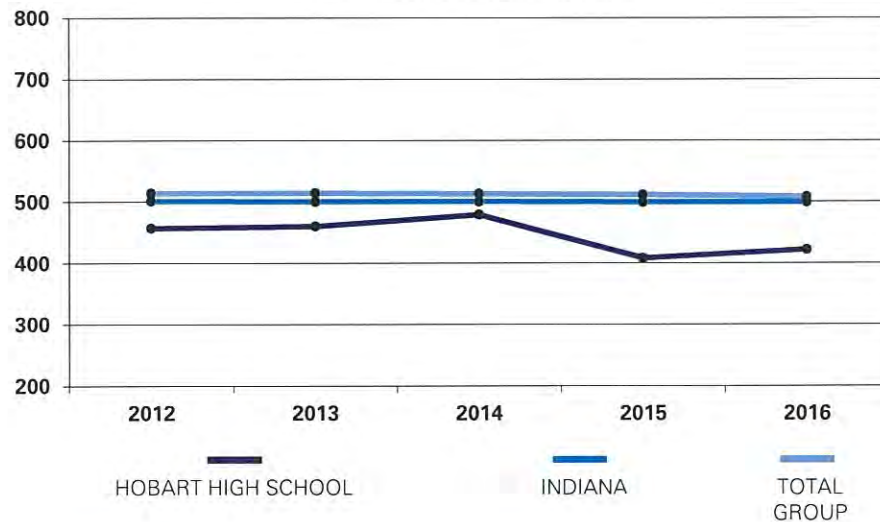|	2012	2013	2014	2015	2016	Five-Yr Change
HOBART HIGH SCHOOL	474	481	478	428	427	-47
Change:		+7	-3	-50	-1	
INDIANA	493	493	497	496	496	+3
Change:		0	+4	-1	0	
TOTAL GROUP	496	496	497	495	494	-2
Change:		0	+1	-2	-1	

'Mean Scores' and 'Point Change by Year': The change below each year reflects the point difference between the mean score of that year as compared to the mean score of the previous year. The 'Five-Year Change' in mean score reflects the point difference between the mean score in 2016 as compared to the mean score in 2012.

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SAT Takers: Mathematics Mean Scores and Middle 50th Percent Range

"Mean" and "Middle 50th Percent Range": The mean is the arithmetic average of a set of scores. To calculate the mean, the scores are totaled and the sum is divided by the number of scores. Extreme scores on the high or low end of the distribution may skew the mean in smaller sets of scores. The middle 50 percent range shows the score range between the 25th and 75th percentiles.

Mean Score Five-Year Trend

Mean Scores and Point Change by Year

	2012	2013	2014	2015	2016	Five-Yr Change
HOBART HIGH SCHOOL	457	460	479	408	422	-35
Change:		+3	+19	-71	+14	
INDIANA	501	500	500	499	499	-2
Change:		-1	0	-1	0	
TOTAL GROUP	514	514	513	511	508	-6
Change:		0	-1	-2	-3	

'Mean Scores' and 'Point Change by Year': The change below each year reflects the point difference between the mean score of that year as compared to the mean score of the previous year. The 'Five-Year Change' in mean score reflects the point difference between the mean score in 2016 as compared to the mean score in 2012.

SAT

SAT Takers: Writing Mean Scores and Middle 50th Percent Range

HOBART HIGH SCHOOL

	2012	2013	2014	2015	2016
75th	510	530	510	470	490
Mean	**452**	**469**	**464**	**412**	**422**
25th	390	420	410	340	360

INDIANA

2016: 540 / **477** / 410

TOTAL GROUP

2016: 560 / **482** / 400

Legend:
- 75th Percentile
- Mean
- 25th Percentile

'Mean' and 'Middle 50 Percent Range': The mean is the arithmetic average of a set of scores. To calculate the mean, the scores are totaled and the sum is divided by the number of scores. Extreme scores on the high or low end of the distribution may skew the mean in smaller sets of scores. The middle 50 percent range shows the score range between the 25th and 75th percentiles.
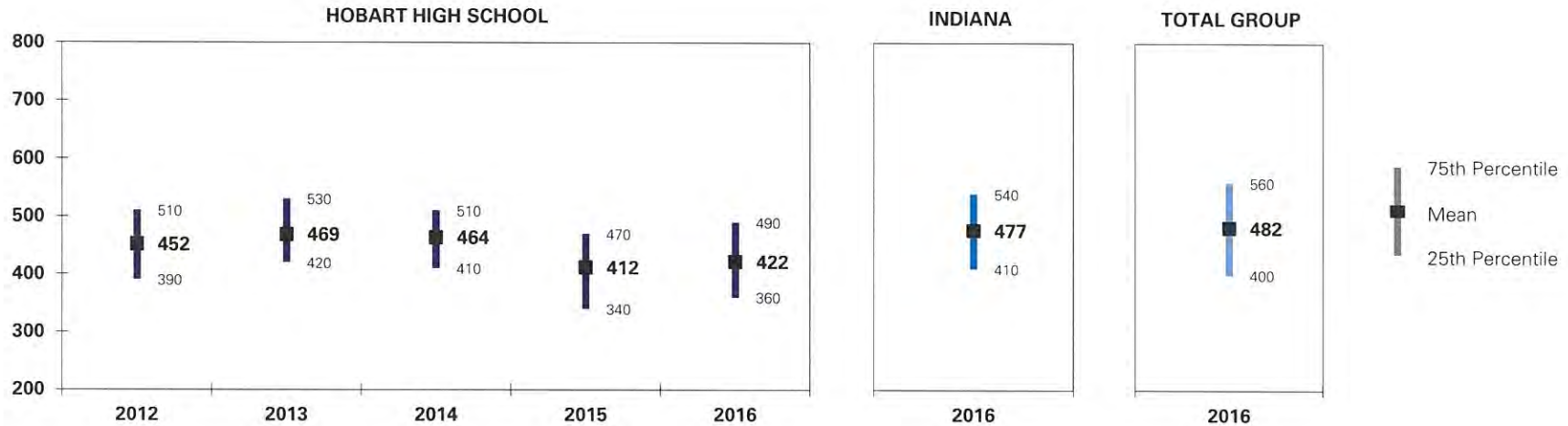
Mean Score Five-Year Trend

HOBART HIGH SCHOOL · INDIANA · TOTAL GROUP

Mean Scores and Point Change by Year

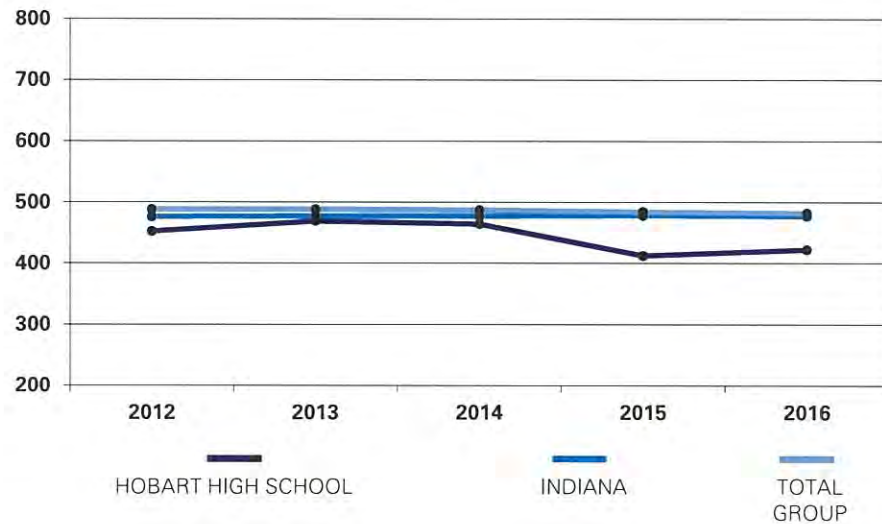|	2012	2013	2014	2015	2016	Five-Yr Change
HOBART HIGH SCHOOL	452	469	464	412	422	-30
Change:		+17	-5	-52	+10	
INDIANA	476	477	477	478	477	+1
Change:		+1	0	+1	-1	
TOTAL GROUP	488	488	487	484	482	-6
Change:		0	-1	-3	-2	

'Mean Scores' and 'Point Change by Year': The change below each year reflects the point difference between the mean score of that year as compared to the mean score of the previous year. The 'Five-Year Change' in mean score reflects the point difference between the mean score in 2016 as compared to the mean score in 2012.

SAT

SAT Takers: Critical Reading Mean Scores by Race/Ethnicity
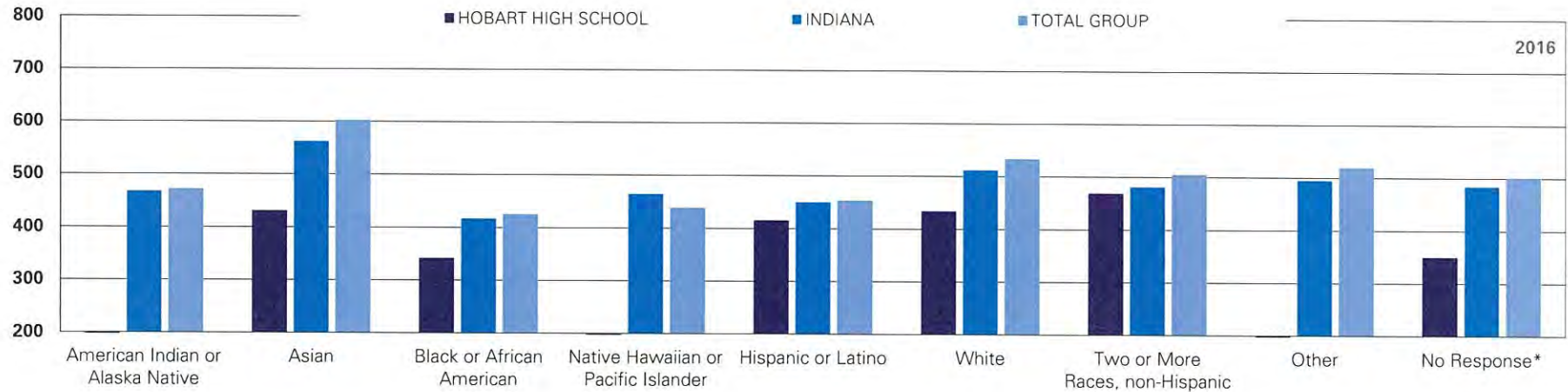

HOBART HIGH SCHOOL

		2012	2013	2014	2015	2016
American Indian or Alaska Native	Mean					
	N	1			2	2
Asian	Mean				449	437
	N	2	3	4	8	6
Black or African American	Mean	441		444	431	375
	N	10	3	5	15	25
Native Hawaiian or Pacific Islander	Mean					
	N					
Hispanic or Latino	Mean	441	467	442	408	425
	N	31	22	22	56	90
White	Mean	483	484	494	432	434
	N	125	82	69	159	210
Two or More Races, non-Hispanic	Mean					458
	N					12
Other	Mean				453	
	N	1	1	1	6	
No Response*	Mean					370
	N	1			3	5

INDIANA

		2012	2013	2014	2015	2016
American Indian or Alaska Native	Mean	486	478	496	497	468
	N	180	200	171	185	153
Asian	Mean	507	511	511	508	512
	N	1,341	1,417	1,425	1,539	1,374
Black or African American	Mean	420	425	427	426	424
	N	4,209	4,219	4,147	4,267	3,776
Native Hawaiian or Pacific Islander	Mean					446
	N					7
Hispanic or Latino	Mean	454	454	458	459	454
	N	2,561	2,813	2,832	3,144	3,513
White	Mean	504	504	507	507	508
	N	38,171	38,084	37,699	36,762	33,490
Two or More Races, non-Hispanic	Mean					490
	N					822
Other	Mean	486	489	494	487	497
	N	1,066	1,087	1,090	1,135	380
No Response*	Mean	479	485	494	483	498
	N	599	656	478	516	818

TOTAL GROUP

		2012	2013	2014	2015	2016
American Indian or Alaska Native	Mean	482	480	483	481	468
	N	9,716	9,818	9,767	10,031	7,778
Asian	Mean	518	521	523	525	529
	N	192,577	196,030	206,564	211,238	196,735
Black or African American	Mean	428	431	431	431	430
	N	217,656	210,151	212,524	219,018	199,306
Native Hawaiian or Pacific Islander	Mean					432
	N					2,371
Hispanic or Latino	Mean	448	450	451	449	448
	N	272,633	284,261	300,357	322,873	355,829
White	Mean	527	527	529	529	528
	N	852,144	834,933	822,821	800,236	742,436
Two or More Races, non-Hispanic	Mean					511
	N					28,460
Other	Mean	491	492	493	490	496
	N	62,340	62,251	64,774	65,063	20,604
No Response*	Mean	444	448	434	434	451
	N	57,413	62,603	55,588	70,062	84,070

In June 2015, the College Board changed the collection and reporting of race/ethnicity categories to reflect US Department of Education recommendations; trends may not be available for all race/ethnicity categories.

**"No Response" indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.
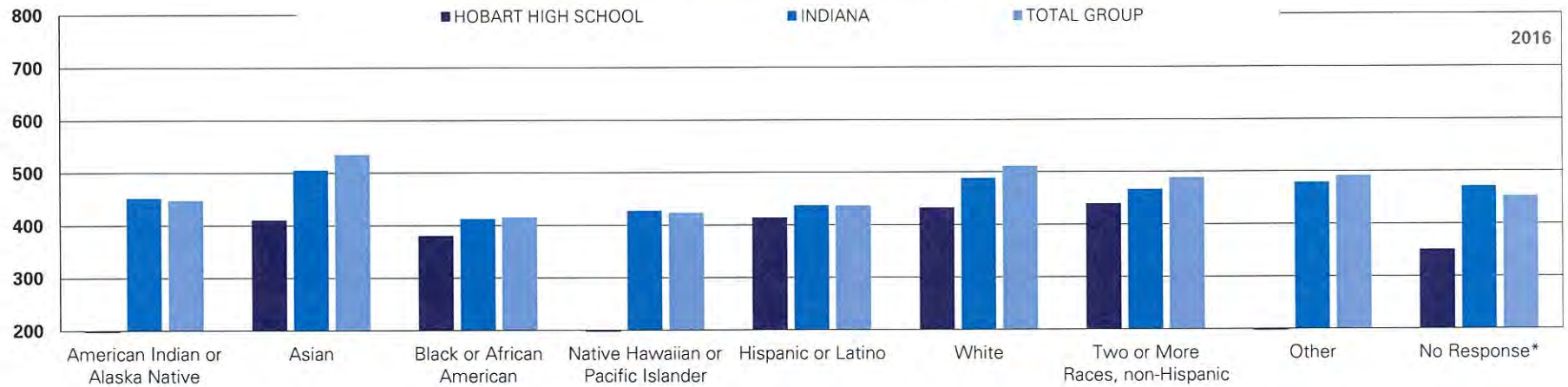
SAT

SAT Takers: Mathematics Mean Scores by Race/Ethnicity

HOBART HIGH SCHOOL

		2012	2013	2014	2015	2016
American Indian or Alaska Native	Mean					
	N	1			2	2
Asian	Mean				474	430
	N	2	3	4	8	6
Black or African American	Mean	374		426	373	341
	N	10	3	5	15	25
Native Hawaiian or Pacific Islander	Mean					
	N					
Hispanic or Latino	Mean	433	445	445	405	416
	N	31	22	22	56	90
White	Mean	468	465	494	410	434
	N	125	82	69	159	210
Two or More Races, non-Hispanic	Mean					469
	N					12
Other	Mean				378	
	N	1	1	1	6	
No Response*	Mean					350
	N	1			3	5

INDIANA

		2012	2013	2014	2015	2016
American Indian or Alaska Native	Mean	494	478	480	486	467
	N	180	200	171	185	153
Asian	Mean	561	564	561	558	562
	N	1,341	1,417	1,425	1,539	1,374
Black or African American	Mean	417	419	418	417	417
	N	4,209	4,219	4,147	4,267	3,776
Native Hawaiian or Pacific Islander	Mean					464
	N					7
Hispanic or Latino	Mean	459	457	458	457	450
	N	2,561	2,813	2,832	3,144	3,513
White	Mean	512	511	511	510	512
	N	38,171	38,084	37,699	36,762	33,490
Two or More Races, non-Hispanic	Mean					481
	N					822
Other	Mean	485	484	484	475	495
	N	1,066	1,087	1,090	1,135	380
No Response*	Mean	468	476	469	476	484
	N	599	656	478	516	818

TOTAL GROUP

		2012	2013	2014	2015	2016
American Indian or Alaska Native	Mean	489	486	484	482	471
	N	9,716	9,818	9,767	10,031	7,778
Asian	Mean	595	597	598	598	602
	N	192,577	196,030	206,564	211,238	196,735
Black or African American	Mean	428	429	429	428	425
	N	217,656	210,151	212,524	219,018	199,306
Native Hawaiian or Pacific Islander	Mean					438
	N					2,371
Hispanic or Latino	Mean	462	461	459	456	453
	N	272,633	284,261	300,357	322,873	355,829
White	Mean	536	534	534	534	533
	N	852,144	834,933	822,821	800,236	742,436
Two or More Races, non-Hispanic	Mean					505
	N					28,460
Other	Mean	516	519	520	519	519
	N	62,340	62,251	64,774	65,063	20,604
No Response*	Mean	502	508	499	492	501
	N	57,413	62,603	55,588	70,062	84,070

In June 2015, the College Board changed the collection and reporting of race/ethnicity categories to reflect US Department of Education recommendations; trends may not be available for all race/ethnicity categories.
*"No Response" indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.

SAT

SAT Takers: Writing Mean Scores by Race/Ethnicity

HOBART HIGH SCHOOL

		2012	2013	2014	2015	2016
American Indian or Alaska Native	Mean					
	N	1			2	2
Asian	Mean				429	410
	N	2	3	4	8	6
Black or African American	Mean	411		422	394	380
	N	10	3	5	15	25
Native Hawaiian or Pacific Islander	Mean					
	N					
Hispanic or Latino	Mean	425	457	425	393	414
	N	31	22	22	56	90
White	Mean	460	470	480	418	432
	N	125	82	69	159	210
Two or More Races, non-Hispanic	Mean					439
	N					12
Other	Mean				425	
	N	1	1	1	6	
No Response*	Mean					350
	N	1			3	5

INDIANA

		2012	2013	2014	2015	2016
American Indian or Alaska Native	Mean	463	455	467	466	452
	N	180	200	171	185	153
Asian	Mean	504	505	508	499	505
	N	1,341	1,417	1,425	1,539	1,374
Black or African American	Mean	408	409	412	414	412
	N	4,209	4,219	4,147	4,267	3,776
Native Hawaiian or Pacific Islander	Mean					427
	N					7
Hispanic or Latino	Mean	440	441	442	440	437
	N	2,561	2,813	2,832	3,144	3,513
White	Mean	486	487	486	489	488
	N	38,171	38,084	37,699	36,762	33,490
Two or More Races, non-Hispanic	Mean					466
	N					822
Other	Mean	470	471	471	468	479
	N	1,066	1,087	1,090	1,135	380
No Response*	Mean	459	462	461	463	471
	N	599	656	478	516	818

TOTAL GROUP

		2012	2013	2014	2015	2016
American Indian or Alaska Native	Mean	462	461	461	460	447
	N	9,716	9,818	9,767	10,031	7,778
Asian	Mean	528	527	530	531	534
	N	192,577	196,030	206,564	211,238	196,735
Black or African American	Mean	417	418	418	418	415
	N	217,656	210,151	212,524	219,018	199,306
Native Hawaiian or Pacific Islander	Mean					423
	N					2,371
Hispanic or Latino	Mean	442	443	443	439	436
	N	272,633	284,261	300,357	322,873	355,829
White	Mean	515	515	513	513	511
	N	852,144	834,933	822,821	800,236	742,436
Two or More Races, non-Hispanic	Mean					488
	N					28,460
Other	Mean	491	490	491	487	491
	N	62,340	62,251	64,774	65,063	20,604
No Response*	Mean	448	453	438	436	452
	N	57,413	62,603	55,588	70,062	84,070

In June 2015, the College Board changed the collection and reporting of race/ethnicity categories to reflect US Department of Education recommendations; trends may not be available for all race/ethnicity categories.
*"No Response" indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not answer that question on their SAT Questionnaire.

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SAT

Demographic Summary of SAT Takers

	HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
SAT Takers	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Number of Test-Takers	171	111	101	249	350	48,127	48,476	47,842	47,548	44,333	1,664,479	1,660,047	1,672,395	1,698,521	1,637,589
Gender															
Male Test-Takers	41%	46%	35%	45%	50%	45%	45%	45%	44%	44%	47%	47%	47%	47%	47%
Critical Reading Mean	492	486	493	403	415	500	499	503	503	502	498	499	499	497	495
Mathematics Mean	483	486	516	397	420	522	519	520	519	518	532	531	530	527	524
Writing Mean	454	464	452	384	399	470	472	472	473	471	481	482	481	478	475
Female Test-Takers	59%	54%	65%	55%	50%	55%	55%	55%	56%	56%	53%	53%	53%	53%	53%
Critical Reading Mean	461	476	470	450	439	488	489	492	490	492	493	494	495	493	493
Mathematics Mean	439	439	459	417	425	483	484	484	483	485	499	499	499	496	494
Writing Mean	450	473	470	435	445	481	481	481	482	482	494	493	492	490	487
First Language															
English Only	95%	95%	90%	90%	91%	92%	92%	91%	91%	91%	72%	71%	70%	68%	68%
Critical Reading Mean	476	486	481	433	429	495	497	500	499	499	507	508	510	509	508
Mathematics Mean	458	461	479	410	424	502	501	502	500	501	514	512	512	510	508
Writing Mean	453	472	466	418	424	478	480	479	480	480	494	495	494	493	490
English and Another Language	4%	5%	5%	9%	8%	4%	5%	5%	5%	6%	16%	17%	17%	18%	19%
Critical Reading Mean	463	370	500	420	419	479	479	482	480	471	479	479	482	479	476
Mathematics Mean	440	448	516	400	422	488	491	487	486	477	509	509	508	505	499
Writing Mean	438	402	470	390	417	466	467	469	466	459	480	478	480	476	471
Another Language	2%	1%	5%	2%	1%	3%	4%	4%	4%	4%	12%	13%	13%	14%	13%
Critical Reading Mean			394			453	447	453	450	454	461	462	464	464	465
Mathematics Mean			438			493	490	489	487	486	526	526	526	524	525
Writing Mean			434			450	446	446	442	447	470	468	470	467	468

Demographic Summary of SAT Takers

	HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
SAT Takers	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Number of Test-Takers	171	111	101	249	350	48,127	48,476	47,842	47,548	44,333	1,664,479	1,660,047	1,672,395	1,698,521	1,637,589
Parental Education															
High school diploma or associate degree	63%	62%	55%	65%	62%	48%	46%	46%	45%	44%	38%	37%	37%	37%	37%
Critical Reading Mean	459	489	469	426	422	468	469	471	469	469	466	467	466	465	464
Mathematics Mean	449	466	474	402	413	475	473	472	469	470	479	479	476	473	471
Writing Mean	440	483	450	408	416	450	452	450	451	451	455	456	453	452	449
Bachelor's or four-year degree	25%	27%	23%	26%	28%	32%	33%	33%	34%	34%	31%	31%	32%	31%	31%
Critical Reading Mean	513	475	493	453	454	515	516	516	515	515	522	523	523	521	521
Mathematics Mean	496	462	493	438	460	526	524	522	521	521	540	540	539	537	535
Writing Mean	486	450	492	444	447	499	500	496	497	496	513	513	512	509	508
Graduate or professional degree	7%	10%	16%	6%	6%	18%	18%	18%	18%	18%	25%	25%	25%	25%	25%
Critical Reading Mean	475	501	506	496	473	547	549	551	551	550	560	560	560	560	558
Mathematics Mean	441	462	491	455	455	555	555	555	553	555	577	576	575	575	572
Writing Mean	460	470	495	465	469	531	533	532	533	530	555	553	551	550	547
Family Income															
Less than $40,000	30%	18%	23%	31%	29%	27%	26%	25%	25%	24%	31%	30%	29%	30%	29%
Critical Reading Mean	472	453	464	393	422	454	458	460	456	459	449	451	453	451	452
Mathematics Mean	443	422	475	382	401	456	458	457	452	456	472	473	471	468	466
Writing Mean	439	420	459	378	417	436	439	440	438	440	442	443	443	441	440
$40,000 to less than $60,000	22%	20%	8%	20%	16%	17%	17%	17%	16%	15%	14%	14%	14%	14%	14%
Critical Reading Mean	439	459	440	427	443	482	487	488	487	488	485	487	489	488	488
Mathematics Mean	447	456	452	410	439	488	488	487	487	486	500	500	500	497	495
Writing Mean	427	462	473	417	431	462	469	466	469	467	473	474	474	473	471
$60,000 to less than $100,000	35%	31%	45%	32%	33%	31%	30%	30%	30%	31%	24%	24%	24%	23%	24%
Critical Reading Mean	499	483	489	478	443	496	500	500	502	502	505	505	509	510	510
Mathematics Mean	489	453	480	451	447	506	509	505	505	506	518	517	518	518	518
Writing Mean	490	495	463	459	437	478	483	479	482	482	492	492	494	494	493
$100,000 and above	13%	31%	24%	17%	22%	25%	27%	28%	29%	30%	31%	32%	33%	33%	33%
Critical Reading Mean	493	487	514	444	433	521	523	527	526	528	538	537	542	543	544
Mathematics Mean	450	497	512	436	437	536	535	536	535	537	556	553	556	555	555
Writing Mean	456	474	498	447	434	506	508	508	509	510	531	529	531	531	531

SAT

Course-Taking Patterns of SAT Takers

	HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
SAT Takers	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Number of Test-Takers	171	111	101	249	350	48,127	48,476	47,842	47,548	44,333	1,664,479	1,660,047	1,672,395	1,698,521	1,637,589
Average Years of Study															
Arts and Music	1.7	1.7	1.7	1.4	1.8	2.3	2.3	2.3	2.3	2.3	2.2	2.2	2.2	2.2	2.2
English and Language Arts	3.8	4.0	3.8	3.8	3.4	3.9	3.9	3.9	3.9	3.8	3.9	3.9	3.9	3.9	3.8
Foreign and Classical Languages	2.6	2.9	3.0	2.3	2.3	2.9	2.9	2.9	2.9	2.9	2.8	2.8	2.8	2.8	2.9
Mathematics	3.9	3.9	3.8	3.8	3.3	3.9	3.9	3.9	3.9	3.8	3.9	3.9	3.9	3.9	3.8
Natural Sciences	3.4	3.3	3.3	3.2	3.1	3.4	3.4	3.4	3.3	3.4	3.6	3.6	3.6	3.6	3.6
Social Sciences and History	3.6	3.3	3.1	3.0	2.9	3.3	3.3	3.3	3.3	3.2	3.6	3.6	3.6	3.6	3.6
Total Average Years of Study	**19.0**	**19.1**	**18.7**	**17.5**	**16.8**	**19.7**	**19.7**	**19.7**	**19.6**	**19.4**	**20.0**	**20.0**	**20.0**	**20.0**	**19.9**
Years of Study (percent of test-takers)															
Arts and Music, 1 or More Years	66	83	86	67	76	87	88	89	89	87	84	84	84	84	84
English and Language Arts, 4 or More Years	82	90	89	88	75	85	86	86	85	84	82	83	84	83	83
Foreign Language, 3 or More Years	57	73	82	53	55	69	70	71	72	75	60	60	60	60	62
Mathematics, 4 or More Years	77	84	83	77	65	77	78	79	78	79	78	79	80	80	79
Calculus	23	34	40	21	15	22	27	29	29	28	26	33	35	34	34
Natural Sciences, 3 or More Years	85	86	85	83	83	87	86	87	86	89	89	88	89	88	90
Social Sciences and History, 3 or More Years	90	79	82	74	77	85	84	84	84	84	90	90	90	90	89

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

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SAT

High School Rank of SAT Takers

High School Rank (percent of test-takers)	HOBART HIGH SCHOOL 2012	2013	2014	2015	2016	INDIANA 2012	2013	2014	2015	2016	TOTAL GROUP 2012	2013	2014	2015	2016
Highest Tenth	27	37	29	33	25	29	31	28	28	29	36	36	35	35	35
Second Tenth	19	21	25	14	18	27	26	27	26	26	27	27	27	26	27
Second Fifth	23	21	23	16	23	20	20	21	20	21	17	18	18	18	19
Final Three-Fifths	31	21	23	37	35	24	24	25	25	24	20	20	20	21	20
Overall High School GPA	3.07	3.16	3.34	2.87	2.89	3.26	3.29	3.32	3.32	3.33	3.36	3.38	3.39	3.39	3.38

SAT Scores

Critical Reading Mean

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
All Students	474	481	478	428	427	493	493	497	496	496	496	496	497	495	494
Highest Tenth High School Rank	600	547	550	547	551	571	572	575	576	574	573	572	575	574	575
Second Tenth High School Rank	487	462	494	450	461	507	507	512	511	510	508	508	511	511	510
Second Fifth High School Rank	469	488	481	495	471	475	480	482	481	482	480	481	483	482	482
Final Three-Fifths High School Rank	424	466	433	404	395	435	434	440	437	439	435	436	439	438	438

Mathematics Mean

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
All Students	457	460	479	408	422	501	500	500	499	499	514	514	513	511	508
Highest Tenth High School Rank	586	543	539	532	544	592	590	590	590	589	606	606	606	605	603
Second Tenth High School Rank	469	480	516	406	468	523	522	524	522	520	534	534	534	532	528
Second Fifth High School Rank	445	428	496	462	463	487	489	487	486	489	498	497	497	494	491
Final Three-Fifths High School Rank	410	422	423	388	405	438	437	438	436	436	446	445	445	443	442

Writing Mean

	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
All Students	452	469	464	412	422	476	477	477	478	477	488	488	487	484	482
Highest Tenth High School Rank	590	520	538	535	560	561	562	560	562	558	571	569	569	568	566
Second Tenth High School Rank	449	468	470	445	465	491	493	494	496	492	500	499	500	499	496
Second Fifth High School Rank	442	487	451	484	455	459	462	459	462	463	467	468	469	467	465
Final Three-Fifths High School Rank	403	423	433	368	402	416	417	420	420	421	423	423	424	423	422

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SAT Subject Tests™: Mean Scores and Number of Test-Takers

SAT Subject Test-Takers		HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Number of SAT Subject Test-Takers		1		3	2		1,332	1,242	1,233	1,126	1,427	265,096	251,304	248,089	241,429	237,576
Percent of SAT Takers		1%		3%	1%		3%	3%	3%	2%	3%	16%	15%	15%	14%	15%
Literature	Mean						643	636	648	651	546	604	613	619	618	599
	N	1		2	1		493	404	408	356	585	79,925	67,132	62,195	56,594	57,761
United States History	Mean						671	674	656	663	542	640	651	643	645	624
	N	1					439	410	379	341	496	96,136	84,455	77,899	70,298	66,967
World History	Mean						680	687	673	662	639	619	624	626	618	615
	N						62	87	70	105	85	18,074	18,172	17,779	16,657	15,542
Mathematics Level 1	Mean						631	627	635	637	530	617	621	621	619	599
	N			3	1		402	407	373	334	584	78,461	72,828	69,119	65,319	66,058
Mathematics Level 2	Mean						707	702	716	707	692	677	686	691	690	690
	N				1		711	686	697	702	749	143,317	140,690	144,432	144,772	145,140
Biology - Ecological	Mean						654	635	668	645	559	623	626	627	625	616
	N						140	103	120	98	162	35,532	32,662	33,058	31,027	31,965
Biology - Molecular	Mean						685	678	669	680	652	654	655	653	652	647
	N			1			150	175	171	174	191	41,782	41,495	41,635	42,253	40,231
Chemistry	Mean						686	679	695	696	666	662	666	668	666	668
	N				1		370	331	391	357	370	72,488	72,250	74,591	73,551	71,173
Physics	Mean						675	670	678	683	677	662	667	665	667	667
	N				1		246	225	236	229	245	49,544	52,323	56,445	58,921	56,751

SAT

SAT Subject Tests: Mean Scores and Number of Test-Takers

		HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
SAT Subject Test-Takers		**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
Number of SAT Subject Test-Takers		1		3	2		1,332	1,242	1,233	1,126	1,427	265,096	251,304	248,089	241,429	237,576
Percent of SAT Takers		1%		3%	1%		3%	3%	3%	2%	3%	16%	15%	15%	14%	15%
Chinese with Listening	Mean						731	686	776	758	753	759	759	758	759	761
	N						18	12	9	9	12	6,585	6,167	5,682	5,204	4,925
French	Mean						615	616	614	641	622	631	635	635	636	634
	N						65	60	58	34	48	9,213	8,635	7,993	7,587	6,800
French with Listening	Mean						675	636	619	676	627	656	654	664	666	664
	N						34	17	16	16	25	2,288	1,972	1,870	1,621	1,533
German	Mean						602	619	630	552	550	628	622	640	644	636
	N						6	7	5	5	6	734	758	739	706	621
German with Listening	Mean						603	636	555	618	602	614	624	626	636	629
	N						10	11	6	5	6	710	675	620	438	479
Modern Hebrew	Mean											616	620	615	608	614
	N						2	1	1	1		436	412	368	330	344
Italian	Mean											691	684	694	695	677
	N						4	1	1	2	2	634	635	486	492	488
Japanese with Listening	Mean						465	663		620	630	692	688	695	694	704
	N						6	6	3	6	9	1,750	1,521	1,410	1,332	1,317
Korean with Listening	Mean						784	796		744		769	767	767	768	764
	N						10	7	4	5	4	3,552	2,986	2,453	2,110	1,891
Latin	Mean						534	620	574	599	558	616	615	626	613	632
	N						9	13	14	10	11	2,864	2,960	3,041	2,790	2,483
Spanish	Mean						630	630	637	617	620	649	656	651	651	653
	N						149	121	109	111	95	26,285	22,453	21,069	19,302	18,161
Spanish with Listening	Mean						648	632	645	643	604	670	668	664	665	660
	N						51	25	17	21	17	4,898	3,868	3,321	2,982	2,914

Intended College Major

	HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
Intended Major (percent of test-takers*)	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Arts or Humanities	9	10	7	12	10	11	10	10	10	10	12	11	11	10	10
Architecture and Related Services	2	1	2	1	2	2	1	1	1	1	2	2	2	1	1
Visual and Performing Arts	5	9	3	8	7	6	6	6	6	6	7	7	7	7	7
English Language and Literature/Letters	1			1	1	1	1	1	1	1	1	1	1	1	1
Foreign Lang., Literatures and Linguistics		1	1	1		1	1	1	1	1	1	1	1	1	1
Philosophy, Religion and Theology	1					1	1	1	1	1					
Biological Sciences or Related Areas	32	27	39	28	28	33	32	33	32	32	27	27	27	27	28
Agriculture or Natural Resources	1				1	2	2	2	2	2	1	1	2	2	2
Biological and Biomedical Sciences	7	3	10	3	4	5	5	5	5	6	7	7	7	7	7
Health Professions and Related Clinical Serv.	24	24	29	25	23	26	25	25	24	24	19	19	19	19	19
Business, Commerce or Communications	11	10	14	8	13	13	14	14	14	14	15	15	15	15	15
Business and Commerce	8	9	13	6	12	10	11	11	12	12	12	12	13	13	13
Communication, Journalism and Related Prog.	3	1	1	2	2	3	3	3	3	2	3	3	3	3	2
Physical Sciences or Related Areas	14	23	18	18	14	13	14	14	15	15	15	16	17	18	19
Computer and Info. Sci. and Support Services	3	7	3	4	2	3	3	3	3	3	2	3	3	3	4
Engineering	9	15	11	14	11	9	9	9	10	10	11	11	12	12	12
Mathematics and Statistics		1				1	1	1	1	1	1	1	1	1	1
Physical Sciences	1		3		1	1	1	1	1	1	2	2	2	1	2
Social Sciences or Related Areas	24	17	16	23	23	20	20	19	19	19	20	19	19	18	18
Education	11	3	8	8	5	7	6	6	6	6	5	4	4	4	4
Family and Consumer Sci./Human Sci.				1											
Library Science And Administration															
Military Technologies & Applied Sciences	1	1		1	1			1				1	1	1	
Public Affairs and Services	2	7	3	5	10	3	3	3	3	4	3	4	4	4	4
Social Sciences and History	10	7	5	8	7	9	9	9	8	8	11	10	10	10	10
General and Interdisciplinary	1				1	1	1	1	1	1	1	1	1	1	1
Technical and Vocational	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1
Undecided	6	10	2	4	5	6	6	6	6	5	7	7	7	7	7

* Due to rounding, percent totals may not add up to 100.

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SAT®

SAT Takers: Degree-Level Goal, Plans for Advanced Standing in College Courses

Degree-Level Goal (percent of test-takers*)	HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Certificate	1			3	7	1	1	1	1	1	1	1	1	1	1
Associate	2		1	6	5	3	3	2	2	2	1	1	1	1	1
Bachelor's	37	53	36	40	41	41	42	42	43	40	30	30	30	31	27
Master's	19	16	32	19	21	23	23	24	24	27	30	30	30	31	34
Doctorate	18	12	19	13	11	17	17	17	17	18	22	21	22	21	24
Other	1			1	1	1			1		1	1	1	1	1
Undecided	21	19	11	18	15	15	14	14	13	12	16	15	15	14	14
Applying for Financial Aid (percent of test-takers)	85	86	93	73	65	80	79	79	79	80	75	75	75	75	77

* Due to rounding, percent totals may not add up to 100.

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SAT

SAT Program Test-Takers: Institutions That Received the Highest Percentage of Score Reports from Your Students
The Percent of Score Senders Who Designated That Their Scores Be Sent to Each Institution

Institutions Designated by Score Senders*	HOBART HIGH SCHOOL 2012	2013	2014	2015	2016	One-Yr Change	Five-Yr Change	INDIANA 2016	One-Yr Change	Five-Yr Change	TOTAL GROUP 2016	One-Yr Change	Five-Yr Change
Indiana University Bloomington	29	32	48	30	46	+16	+17	42	0	+2	2	0	0
Indiana University Northwest	27	25	39	27	39	+12	+12	2	0	0	0	0	0
Indiana University-Purdue University Indianapolis	15	30	35	28	33	+5	+18	26	0	+5	1	0	0
Purdue University	42	52	48	27	29	+2	-13	33	+1	-4	3	0	+1
Ball State University	31	35	21	25	27	+2	-4	37	+2	+5	1	0	0
Purdue University Calumet	36	33	24	21	27	+6	-9	2	-1	-1	0	0	0
Ivy Tech Community College: Northwest	8	5	2	1	19	+18	+11	1	+1	0	0	0	0
Valparaiso University	22	29	27	21	18	-3	-4	5	+1	+1	0	0	0
Indiana State University	20	11	11	19	15	-4	-5	16	-1	+2	0	-1	0
Purdue University North Central	11	22	14	9	15	+6	+4	3	0	+1	0	0	0
Indiana University-Purdue University Columbus			2	1	12	+11	+12	2	+1	+1	0	0	0
Butler University	9	10	6	9	8	-1	-1	12	+1	-1	0	0	0
Indiana University-Purdue University Fort Wayne	3		3	3	5	+2	+2	7	0	0	0	0	0
Ivy Tech Community College					5	+5	+5	0	0	0	0	0	0
University of Chicago	2	3	2	1	3	+2	+1	2	0	0	2	0	0
University of Indianapolis	5	3	2	3	3	0	-2	9	+1	+1	0	0	0
American College Of Education					2	+2	+2	0	0	0	0	0	0
Anderson University					2	+2	+2	3	0	0	0	0	0
Arizona State University		2	3		2	+2	+2	1	0	0	2	0	0
Calumet College of St. Joseph	2	3			2	+2	0	0	0	0	0	0	0
Columbia College Chicago	3	2	3	3	2	-1	-1	1	0	0	0	0	0
Grace College			2	9	2	-7	+2	3	0	+1	0	0	0
Indiana Academy for Science, Math, and Humanities			2	1	2	+1	+2	0	0	0	0	0	0
Indiana University Kokomo	1				2	+2	+1	2	0	+1	0	0	0
Indiana University South Bend	1			3	2	-1	+1	4	0	+1	0	0	0

* Includes score senders who took the SAT and/or an SAT Subject Test.

'One-Year' and 'Five-Year Change': The 'One-Year Change' reflects the difference in the percent of score senders for 2016 as compared to 2015. The 'Five-Year Change' reflects the difference in the percent of score senders for 2016 as compared to 2012.

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GROUP SCORES ON THE SAT

How to Tell When a Difference Between Two Group Mean (Average) Scores Is Statistically Significant or Most Likely Just Chance

Difference Between Group Means (vertical axis, values 0, 3, 6, 9, 12, 15, 18)

Number of People in Each Group (horizontal axis, values 0, 100, 200, 300, 400, 500)

Statistically Significant

Most Likely Just Chance
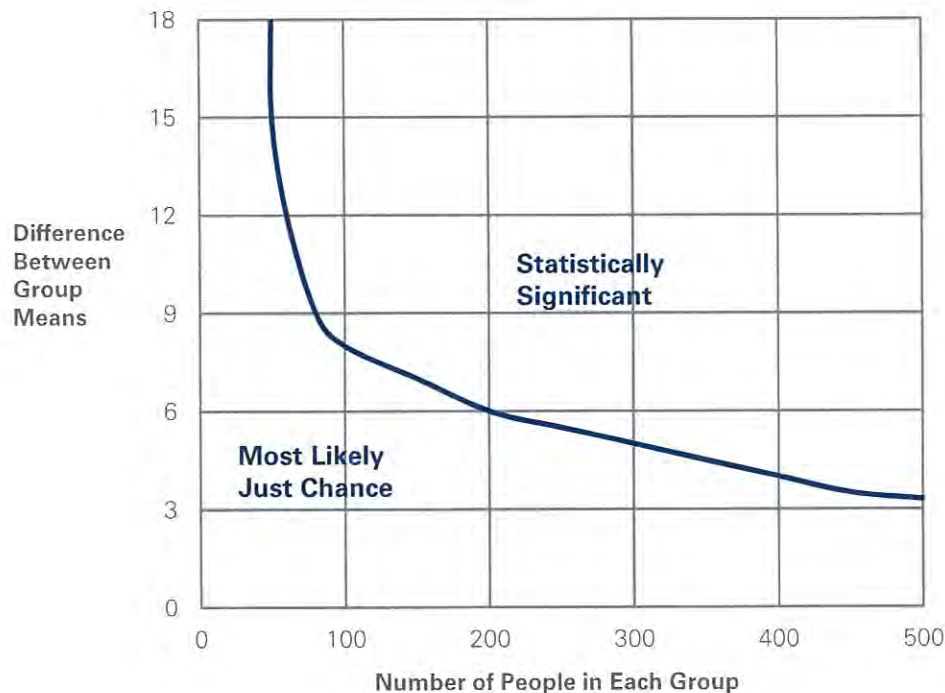
How to Use This Graph

> Use this graph when comparing the mean scores of similar groups across different years or within a given year.

> First, determine the average size of the two groups for which you are comparing scores, then locate that point on the horizontal axis.

> Next, locate the point on the vertical axis corresponding to the difference in the mean scores of the groups being compared.

> Locate the point where the two values intersect. Score differences that lie in the area to the left and beneath the curve are most likely to be due to chance; i.e., the chance of the two mean scores being different is 5 percent or less. Those that lie in the area to the right and above the curve are considered statistically significant.

Percentage of High Schools Experiencing Change in Mean (Average) Scores for College-Bound Seniors from 2015 and 2016

Critical Reading

Mean Change of at Least	Schools with 50–99 Test-Takers	Schools with 100–299 Test-Takers	Schools with 300+ Test-Takers	All Schools with 50+ Test-Takers
10	59%	44%	37%	49%
20	28%	13%	11%	19%
30	11%	4%	7%	7%
40	4%	1%	4%	3%
50	2%	1%	2%	1%

Mathematics

Mean Change of at Least	Schools with 50–99 Test-Takers	Schools with 100–299 Test-Takers	Schools with 300+ Test-Takers	All Schools with 50+ Test-Takers
10	60%	46%	39%	51%
20	29%	15%	13%	20%
30	12%	4%	8%	8%
40	4%	1%	5%	3%
50	2%	1%	3%	1%

Writing

Mean Change of at Least	Schools with 50–99 Test-Takers	Schools with 100–299 Test-Takers	Schools with 300+ Test-Takers	All Schools with 50+ Test-Takers
10	59%	45%	37%	49%
20	28%	14%	12%	19%
30	10%	4%	6%	7%
40	4%	1%	3%	2%
50	2%	0%	1%	1%

Points to Note

> More than half of all high schools experience mean score changes of at least 10 points up or down from one year to the next.

> Broken down by school size, mean changes are most likely at low-volume schools and least likely at high-volume schools.

> Mean scores are reported where there are five or more test-takers. Percentiles (75th, 50th and 25th) are reported when there are 20 or more test-takers.

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SAT

2016 College-Bound Seniors

High School
Profile
Report

CollegeBoard

HOBART HIGH SCHOOL H151545

Included in This Report

SAT® Data

SAT Subject Tests™ Data

Demographic and Academic Information

College Plans

DATA EMBARGO IN EFFECT. This report contains information on college-bound students in the class of 2016 who took the pre-March 2016 SAT or SAT Subject Tests at any time during high school. *Data and other information in this report are embargoed from dissemination to the media and general public until after the College Board makes state and total group-level data and information publically available. The embargo will be lifted no later than September 30, 2016.* Prior to that time, you may use the data and other information in this report for internal purposes. The College Board will post updated information in the coming weeks about the embargo at https://collegeboard.org/press; if you have questions, please contact the College Board communications department at communications@collegeboard.org.

The SAT® Program

The SAT® assesses student reasoning based on knowledge and skills developed by the students in their course work. The SAT Subject Tests™ (formerly known as SAT II: Subject Tests) are a series of one-hour, mostly multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. Most students also complete the optional SAT Questionnaire (formerly known as the Student Descriptive Questionnaire) when they register to take SAT Program tests, providing valuable contextual information to aid in interpreting and understanding individual and group scores. *College-Bound Seniors 2016* includes students who tested through January 2016. The College Board administered the first redesigned SAT in March 2016. While a majority of the Class of 2016 took only the pre-March 2016 SAT, a small percentage took the new SAT. The report includes senior test-takers in this class who took the SAT prior to March 2016. To help schools with the transition to the new SAT, we have included an addendum on results from the March - June 2016 administrations.

Using This Report

College-Bound Seniors presents data on high school graduates in the year 2016 who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT Questionnaire responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire responses from these students can be considered highly accurate. Therefore, you can use this report to:

- Interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors.

- Study changes over time in the characteristics of students taking SAT tests.

- Look at year-to-year educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

- Relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education, and household income are complex and interdependent.These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT and in schoolwork.

- Not all students in a high school, school district or state take the SAT. Since the population of test-takers is self-selected, using aggregate SAT scores to compare or evaluate teachers, schools, districts, states or other educational units is not valid, and the College Board strongly discourages such uses.

- Interpreting SAT scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT scores for any group, or subgroup, of test-takers is the proportion of students taking the test. For example, if state data are being

considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test-takers in these states have strong academic backgrounds and apply to the nation's most selective colleges and scholarship programs. For these states, it is expected that the SAT mean scores reported for students will be higher than the national average.

Statistical Definitions

The following terms are used throughout this report. For more statistical information, visit the College Board website at www.collegeboard.org.

Mean
The *mean* is the arithmetic average.

Percentile
The *percentile*, also called the *percentile point*, is the point on the measurement scale below which a specified percentage of scores falls. The 25th, 50th and 75th percentile points are often reported for large data sets. The 50th percentile point is also called the *median* and, like the mean, is an average and a good indicator of the center of the distribution of scores. Comparing the 25th and 75th percentile points gives an idea of the range of scores in the populations reported in this document. Like the standard deviation, the difference between the scores associated with the 75th and 25th percentiles is an indication of the variability of the scores in a particular sample.

Scaled score
A *scaled score* is a score that has been converted from the raw score (number of questions answered correctly minus a fraction of the incorrect answers) for reporting. The SAT Program uses a 200- to 800-point scale.

Standard deviation (SD)
The *standard deviation* (SD) is a measure of the variability of a set of scores. If test scores cluster tightly around the mean score, as they do when the group tested is relatively homogeneous, the standard deviation is smaller than it would be with a more diverse group and a greater scatter of scores around the mean.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program® (AP®). The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit www.collegeboard.org.

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SAT® Data

Data in this report are for high school graduates in the year 2016. Information is summarized for seniors who took the SAT at any time during their high school years through January 2016. If a student took the pre-March 2016 SAT more than once, the most recent score is used. A small percentage of seniors take their first SAT between March and June of their senior years.

Table 1: Overall Mean Scores

| SAT | Test-Takers | Critical Reading | | Mathematics | | Writing | | Writing Subscores | | | |
| | | | | | | | | Multiple Choice | | Essay | |
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Total	350	427	106	422	101	422	102	42.3	10.2	6.4	1.8

Table 2: Mean Scores by Gender

| SAT | Test-Takers | Critical Reading | | Mathematics | | Writing | | Writing Subscores | | | |
| | | | | | | | | Multiple Choice | | Essay | |
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Male	175	415	112	420	106	399	101	40.5	10.2	5.9	1.8
Female	175	439	98	425	96	445	98	44.1	9.9	6.9	1.6

Table 3: Year in Which Seniors Last Took the SAT

Scores are from the last administration in which seniors took the pre-March 2016 SAT.

| SAT | Test-Takers | Critical Reading | | Mathematics | | Writing | | Writing Subscores | | | |
| | | | | | | | | Multiple Choice | | Essay | |
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Senior (2015-2016)	317	432	106	429	100	427	102	42.7	10.3	6.5	1.8
Junior (2014-2015)	33	382	91	355	84	376	88	38.0	9.0	5.7	1.6
Sophomore (2013-2014)	0										
Freshman (2012-2013)	0										
Total	350	427	106	422	101	422	102	42.3	10.2	6.4	1.8

Table 4: Mean Scores for State and Total Group

Mean scores for the state and total group may serve as points of reference when evaluating mean scores for the high school.

| SAT | Test-Takers | Critical Reading | | Mathematics | | Writing | | Writing Subscores | | | |
| | | | | | | | | Multiple Choice | | Essay | |
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Indiana	44,333	496	100	499	104	477	96	48.3	9.9	6.8	1.4
Total Group	1,637,589	494	117	508	121	482	115	48.4	11.7	6.9	1.7

Note: Mean scores are reported when there are five or more test-takers. Standard deviations are reported when there are 25 or more test-takers.

SAT Data

Table 5: Percentiles for High School, State, and Total Group
A percentile represents the point below which a percentage of scores fall. Comparing the 25th percentile point to the 75th percentile point gives an idea of the range of performance in a group.

SAT	High School			State			Total Group		
Percentile	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing
75th	490	490	490	560	570	540	570	590	560
50th	440	420	420	490	500	470	490	500	480
25th	360	360	360	430	430	410	410	420	400

Table 6: Score Distributions

SAT	Critical Reading			Mathematics			Writing		
Score Range	Male	Female	Total	Male	Female	Total	Male	Female	Total
700–800									
600-690	9	12	21	9	8	17	2	12	14
500-590	29	34	63	31	35	66	28	39	67
400-490	69	74	143	69	71	140	61	65	126
300-390	39	41	80	38	45	83	56	49	105
200-290	29	14	43	28	16	44	28	10	38

Note: Percentiles are reported when there are 20 or more test-takers.
The College Board is no longer collecting data regarding Disabling Conditions.

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SAT

Demographic Information
SAT: Mean Scores by Gender Within Ethnicity

Table 7: Total Mean Scores by Ethnicity

SAT	Test-Takers		Critical Reading		Mathematics		Writing	
Test-Takers Who Described Themselves As:	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	2	1						
Asian or Asian American	6	2	437		430		410	
Black or African American	25	7	375	104	341	90	380	82
Native Hawaiian or Pacific Islander	0	0						
Hispanic, Latino, or Latin American	90	26	425	103	416	109	414	97
White	210	60	434	104	434	96	432	105
Two or More Races, non-Hispanic	12	3	458		469		439	
Other	0	0						
No Response	5	1	370		350		350	
Total	350	100	427	106	422	101	422	102

Table 8: Male Mean Scores by Ethnicity

SAT	Test-Takers		Critical Reading		Mathematics		Writing	
Test-Takers Who Described Themselves As:	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	1	0						
Asian or Asian American	5	1	434		434		396	
Black or African American	9	3	363		337		361	
Native Hawaiian or Pacific Islander	0	0						
Hispanic, Latino, or Latin American	45	13	394	108	402	119	382	98
White	102	29	427	109	432	100	409	101
Two or More Races, non-Hispanic	10	3	446		469		424	
Other	0	0						
No Response	3	1						
Total	175	50	415	112	420	106	399	101

Table 9: Female Mean Scores by Ethnicity

SAT	Test-Takers		Critical Reading		Mathematics		Writing	
Test-Takers Who Described Themselves As:	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	1	0						
Asian or Asian American	1	0						
Black or African American	16	5	381		344		391	
Native Hawaiian or Pacific Islander	0	0						
Hispanic, Latino, or Latin American	45	13	455	86	430	97	447	84
White	108	31	441	99	437	92	454	103
Two or More Races, non-Hispanic	2	1						
Other	0	0						
No Response	2	1						
Total	175	50	439	98	425	96	445	98

In June 2015, the College Board changed the collection and reporting of race/ethnicity categories to reflect US Department of Education recommendations; trends may not be available for all race/ethnicity categories.

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Demographic Information
SAT: Student Background Information and Characteristics

Table 10: Student Background Information and Characteristics
Student demographic information provides a broader context to aid in interpreting and understanding individual and group scores.

SAT	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
All Test-Takers	350	100	427	106	422	101	422	102
First Language Learned								
English	316	91	429	105	424	100	424	100
English and Another	29	8	419	113	422	111	417	116
Another Language	3	1						
No Response	2							
Citizenship								
U.S. Citizen / U.S. National	344	99	429	105	424	101	424	101
U.S. Permanent Resident or Refugee	2	1						
Citizen of Another Country	0	0						
Other, Unknown, or No Response	4							
Plans to Apply for Financial Aid								
Yes	188	65	452	97	449	91	447	97
No	16	5	434		446		436	
Don't Know	87	30	411	99	403	98	403	99
No Response	59		370	115	361	105	366	101
Family Income								
Less than $20,000	23	10	400		383		390	
About $20,000 to $40,000	44	19	433	102	410	104	431	107
About $40,001 to $60,000	36	16	443	90	439	91	431	81
About $60,001 to $80,000	40	17	438	91	452	79	449	89
About $80,001 to $100,000	36	16	449	128	443	92	424	98
About $100,001 to $140,000	32	14	443	98	450	88	444	96
About $140,001 to $200,000	16	7	428		421		427	
More than $200,000	3	1						
No Response	120		413	109	408	114	407	113
Highest Level of Parental Education								
No High School Diploma	12	4	429		403		435	
High School Diploma	148	45	412	105	405	101	406	100
Associate Degree	54	17	447	96	435	96	441	92
Bachelor's Degree	93	28	454	95	460	89	447	92
Graduate Degree	20	6	473		455		469	
No Response	23		325		337		327	
Took the PSAT/NMSQT®								
Yes, As a Junior	103	32	431	98	420	99	418	89
Yes, As a Sophomore or Younger	68	21	420	105	424	100	414	102
Yes, As a Junior and As a Sophomore or Younger	121	38	455	98	453	90	465	96
No	27	8	367	113	354	99	344	97
No Response	31		371	107	367	98	352	83

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information
Academic Record

Table 11: High School Rank

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Highest Tenth	35	25	26	74	551	544	560
Second Tenth	25	18	48	52	461	468	465
Second Fifth	32	23	53	47	471	463	455
Final Three Fifths	50	35	46	54	395	405	402
No Response	208		55	45	403	394	393

Table 12: High School Grade Point Average

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
A+ (97–100)	13	4	38	62	544	542	544
A (93–96)	35	11	29	71	515	511	523
A- (90–92)	31	9	45	55	467	484	469
B (80–89)	144	44	49	51	429	427	426
C (70–79)	95	29	58	42	376	375	372
D, E, or F (below 70)	13	4	62	38	339	305	315
No Response	19		63	37	420	367	367
Mean Grade Point Average	**All Students: 2.89**		**Male: 2.75**		**Female: 3.03**		

Table 13: Average Years of Study in Six Academic Subjects

SAT	Average Years of Study			Grade Point Average: Each Subject		
	Male	Female	Total	Male	Female	Total
Arts and Music	1.3	2.1	1.8	3.51	3.54	3.53
English and Language Arts	3.2	3.5	3.4	2.80	3.14	2.99
Foreign and Classical Languages	2.0	2.4	2.3	2.64	3.23	2.98
Mathematics	3.2	3.4	3.3	2.81	2.89	2.85
Natural Sciences	3.0	3.1	3.1	2.74	2.85	2.80
Social Sciences and History	2.8	2.9	2.9	2.85	2.98	2.92
Total for All Subjects	**15.5**	**17.4**	**16.8**			

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

SAT

Academic Information
Course-Taking Patterns

Table 14: English, Mathematics

English and Language Arts	Test-Takers		Percent by Gender		SAT Mean Scores		
Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	11	5	27	73	485	475	502
4 Years	169	70	40	60	464	452	461
3 Years	20	8	50	50	425	381	402
2 Years	9	4	33	67	469	444	474
1 Year	6	3	50	50	363	400	350
1/2 Year or Less	25	10	56	44	364	368	348
No Response	110		68	32	379	391	374
AP®/Honors Courses	82	34	27	73	515	507	520
Course Work or Experience							
English/Language Arts	284	99	47	53	437	434	433
Journalism	29	10	17	83	451	418	458
Creative Writing	29	10	28	72	397	382	398
American Literature	53	18	36	64	463	449	463
Composition/Writing	151	52	44	56	451	446	451
British Literature	3	1	33	67			
World Literature	10	3	40	60	434	419	407
Communications	5	2	40	60	392	452	344
Public Speaking	37	13	35	65	437	428	430
English As Second Language	5	2	80	20	342	354	356

Mathematics	Test-Takers		Percent by Gender		SAT Mean Scores		
Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	29	10	31	69	501	513	509
4 Years	157	55	49	51	465	455	458
3 Years	45	16	38	62	412	389	412
2 Years	12	4	75	25	407	364	382
1 Year	8	3	75	25	383	455	349
1/2 Year or Less	34	12	47	53	343	351	342
No Response	65		63	37	368	372	361
AP/Honors Courses	95	33	39	61	502	514	503
Highest Level of Mathematics Achieved*							
Calculus	46	15	46	54	514	528	515
Pre-calculus	68	23	43	57	481	483	474
Geometry	172	57	51	49	405	396	403
Algebra II	6	2	67	33	422	377	368
Algebra I	6	2	50	50	312	320	323

*To better reflect the relationship between students' SAT scores and their Mathematics course work, course work is now being displayed as the highest level of mathematics achieved. This means that each student is counted only once under their highest level of mathematics course taken.
Note: Occasional updates are made to the optional Student Questionnaire to improve student responses over time. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information
Course-Taking Patterns

Table 15: Natural Sciences, Social Sciences and History

Natural Sciences	Test-Takers		Percent by Gender		SAT Mean Scores		
Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	14	6	36	64	461	470	496
4 Years	77	32	36	64	476	471	468
3 Years	106	45	44	56	454	435	449
2 Years	12	5	42	58	381	360	378
1 Year	6	3	83	17	420	460	365
1/2 Year or Less	23	10	39	61	377	368	371
No Response	112		68	32	380	387	374
AP/Honors Courses	65	27	31	69	526	522	526
Course Work or Experience							
Biology	290	99	47	53	439	435	436
Chemistry	222	76	44	56	465	458	460
Physics	45	15	53	47	469	477	463
Geology, Earth, or Space Science	168	57	52	48	418	413	415
Other Sciences	110	38	45	55	428	424	427

Social Sciences and History	Test-Takers		Percent by Gender		SAT Mean Scores		
Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	8	3	13	88	463	434	461
4 Years	60	26	43	57	446	434	444
3 Years	109	47	44	56	474	464	466
2 Years	21	9	43	57	417	399	420
1 Year	9	4	33	67	441	414	433
1/2 Year or Less	24	10	42	58	380	381	375
No Response	119		66	34	383	391	376
AP/Honors Courses	47	20	47	53	541	524	538
Course Work or Experience							
U.S. History	287	99	47	53	438	434	435
World History or Cultures	263	91	46	54	441	437	437
U.S. Government or Civics	226	78	43	57	450	447	448
Economics	220	76	41	59	449	446	445
Geography	9	3	22	78	468	432	447
Psychology	124	43	31	69	451	440	453
European History	22	8	36	64	520	505	532
Sociology	62	21	34	66	435	414	431
Ancient History	1	0	0	100			
Other Courses	9	3	56	44	429	442	422

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information
Course-Taking Patterns

Table 16: Foreign and Classical Languages

Foreign and Classical Languages	Test-Takers		Percent by Gender		SAT Mean Scores		
Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	10	4	20	80	535	534	528
4 Years	22	10	32	68	480	476	497
3 Years	92	41	30	70	483	480	484
2 Years	37	16	57	43	436	409	424
1 Year	27	12	56	44	404	382	389
1/2 Year or Less	39	17	41	59	396	388	381
No Response	123		70	30	379	385	373
AP/Honors Courses	18	8	17	83	536	498	523
Course Work or Experience							
Chinese	1	0	100	0			
French	45	17	33	67	462	454	471
German	14	5	71	29	459	437	454
Greek		0					
Hebrew		0					
Italian		0					
Japanese		0					
Korean		0					
Latin	1	0	0	100			
Russian		0					
Spanish	215	83	47	53	444	443	440
Other Languages	2	1	50	50			

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information
Course-Taking Patterns

Table 17: Arts and Music

Arts and Music	Test-Takers		Percent by Gender		SAT Mean Scores		
Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	10	7	20	80	468	470	485
4 Years	19	13	16	84	521	501	535
3 Years	10	7	30	70	394	371	409
2 Years	34	23	41	59	479	448	453
1 Year	41	27	46	54	475	472	473
1/2 Year or Less	36	24	56	44	402	387	392
No Response	200		57	43	404	407	398
AP/Honors Courses	6	4	17	83	477	477	472
Course Work or Experience							
Acting or Play Production	26	11	23	77	484	460	489
Art History or Appreciation	21	9	24	76	445	447	462
Dance	8	3	0	100	374	359	388
Drama: Study or Appreciation	35	15	9	91	430	418	440
Music: Study or Appreciation	35	15	54	46	467	451	463
Music Performance	107	45	38	62	467	454	464
Photography or Film	19	8	47	53	433	403	424
Studio Art and Design	22	9	32	68	456	438	446
None	76	32	55	45	414	411	401

Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

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SAT Subject Tests™ Data

Table 18: Number of Test-Takers and Tests for SAT Subject Tests

Students Who Took SAT Subject Tests		Students Who Took an SAT Subject Test and Also Took the SAT			
Number of Test-Takers	Number of Tests	Number of Test-Takers	Critical Reading Mean	Mathematics Mean	Writing Mean

Students Who Took One or More Different SAT Subject Tests		
Number of Tests Taken	Number of Test-Takers	Percent of Total Test-Takers Who Took One or More Tests
1		
2		
3		
4 or More		

Table 19: Mean Scores for SAT Subject Test Takers and for Students Who Also Took the SAT

Most, but not all, students who take SAT Subject Tests also take the SAT. This table provides SAT Subject Test scores for students who took SAT Subject Tests. It also provides the SAT scores for those students who also took the pre-March 2016 SAT.

	SAT Subject Test			SAT						
					Critical Reading		Mathematics		Writing	
English	N	Mean	SD	N	Mean	SD	Mean	SD	Mean	SD
Literature										
History and Social Studies										
U.S. History										
World History										
Mathematics										
Mathematics Level 1										
Mathematics Level 2										
Science										
Biology-E										
Biology-M										
Chemistry										
Physics										
Foreign and Classical Languages										
Chinese/Listening										
French										
French/Listening										
German										
German/Listening										
Modern Hebrew										
Italian										
Japanese/Listening										
Korean/Listening										
Latin										
Spanish										
Spanish/Listening										

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SAT Subject Tests Score Distributions

Table 20: English, History and Social Studies

SAT Subject Tests	English		History and Social Studies			
	Literature		U.S. History		World History	
	N	Pct	N	Pct	N	Pct
750-800						
700-740						
650-690						
600-640						
550-590						
500-540						
450-490						
400-440						
350-390						
300-340						
250-290						
200-240						
Total						
Mean						
SD						
75th percentile						
50th percentile						
25th percentile						

Table 21: Mathematics, Science

SAT Subject Tests	Mathematics Level 1		Mathematics Level 2		Biology-E		Biology-M		Chemistry		Physics	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800												
700-740												
650-690												
600-640												
550-590												
500-540												
450-490												
400-440												
350-390												
300-340												
250-290												
200-240												
Total												
Mean												
SD												
75th percentile												
50th percentile												
25th percentile												

SAT Subject Tests Score Distributions

Table 22: Foreign and Classical Languages

SAT Subject Tests	Chinese/Listening		French		French/Listening		German		German/Listening		Modern Hebrew	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800												
700-740												
650-690												
600-640												
550-590												
500-540												
450-490												
400-440												
350-390												
300-340												
250-290												
200-240												
Total												
Mean												
SD												
75th percentile												
50th percentile												
25th percentile												

Table 23: Foreign and Classical Languages (continued)

SAT Subject Tests	Italian		Japanese/Listening		Korean/Listening		Latin		Spanish		Spanish/Listening	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800												
700-740												
650-690												
600-640												
550-590												
500-540												
450-490												
400-440												
350-390												
300-340												
250-290												
200-240												
Total												
Mean												
SD												
75th percentile												
50th percentile												
25th percentile												

College Plans

Table 24: Intended College Major, Degree-Level Goal

SAT	Test-Takers		Mean Scores		
Intended College Major	Number	Pct	Critical Reading	Mathematics	Writing
Agriculture, Agriculture Operations, and Related Sciences	0	0			
Architecture and Related Services	5	2	332	384	320
Area, Ethnic, Cultural and Gender Studies	0	0			
Biological and Biomedical Sciences	11	4	528	514	505
Business Management, Marketing, and Related Support Services	33	11	439	428	445
Communication, Journalism and Related Programs	6	2	462	427	450
Computer and Information Sciences and Support Services	5	2	446	410	384
Construction Trades	3	1			
Education	15	5	427	437	449
Engineering	31	10	418	446	401
Engineering Technologies/Technicians	4	1			
English Language and Literature/Letters	3	1			
Family and Consumer Sciences/Human Sciences	1	0			
Foreign Languages, Literatures, and Linguistics	0	0			
Health Professions and Related Clinical Services	73	23	424	423	427
History	1	0			
Legal Professions and Studies	7	2	454	467	466
Liberal Arts and Sciences, General Studies, and Humanities	1	0			
Library Science And Administration	0	0			
Mathematics and Statistics	1	0			
Mechanic and Repair Technologies/Technician	1	0			
Military Technologies And Applied Sciences	2	1			
Multi/Interdisciplinary Studies	1	0			
Natural Resources and Conservation	4	1			
Parks, Recreation, Leisure and Fitness Studies	3	1			
Personal and Culinary Services	3	1			
Philosophy and Religious Studies	0	0			
Physical Sciences	2	1			
Precision Production	0	0			
Psychology	15	5	431	423	439
Public Administration and Social Services Professions	7	2	370	343	363
Security and Protective Services	24	8	405	420	400
Social Sciences	0	0			
Theology and Religious Vocations	0	0			
Transportation and Materials Moving	1	0			
Visual and Performing Arts	23	7	460	431	461
Other	10	3	394	408	416
Undecided	17	5	436	416	411
Degree-Level Goal					
Certificate Program	20	7	378	365	356
Associate Degree	15	5	422	403	406
Bachelor's Degree	120	41	437	441	438
Master's Degree	61	21	454	454	451
Doctoral or Related Degree	33	11	470	475	470
Other	2	1			
Undecided	43	15	435	406	414

College Plans

Table 25: Institutions That Received the Most SAT Program Score Reports from Your Students

Of the 350 students from your school who took the SAT and/or an SAT Subject Test, 261 designated that their score reports be sent to institutions. Students may designate more than one institution to receive scores. This list includes only the 45 institutions that received the most score reports. A total of 171 institutions received score reports from your students.

Institution	State	Type	Number of Students	Percent of Score Senders*
Indiana University Bloomington	IN	Public	121	46.4
Indiana University Northwest	IN	Public	102	39.1
Indiana University-Purdue University Indianapolis	IN	Public	85	32.6
Purdue University	IN	Public	75	28.7
Purdue University Calumet	IN	Public	71	27.2
Ball State University	IN	Public	70	26.8
Ivy Tech Community College: Northwest	IN	Public	50	19.2
Valparaiso University	IN	Private	48	18.4
Purdue University North Central	IN	Public	39	14.9
Indiana State University	IN	Public	39	14.9
Indiana University-Purdue University Columbus	IN	Public	32	12.3
Butler University	IN	Private	21	8.0
Ivy Tech Community College	IN	Public	14	5.4
Indiana University-Purdue University Fort Wayne	IN	Public	13	5.0
University of Indianapolis	IN	Private	8	3.1
University of Chicago	IL	Private	7	2.7
Trine University	IN	Private	6	2.3
University of Southern Indiana	IN	Public	6	2.3
Vincennes University	IN	Public	6	2.3
Grace College	IN	Private	6	2.3
Indiana Academy for Science, Math, and Humanities	IN	Scholarship	6	2.3
Arizona State University	AZ	Public	5	1.9
University of Kentucky	KY	Public	5	1.9
University of Notre Dame	IN	Private	5	1.9
Manchester University	IN	Private	5	1.9
Saint Joseph's College	IN	Private	5	1.9
Calumet College of St. Joseph	IN	Private	5	1.9
American College Of Education	IN	Public	4	1.5
Marian University	IN	Private	4	1.5
Anderson University	IN	Private	4	1.5
Indiana University South Bend	IN	Public	4	1.5
Indiana University Kokomo	IN	Public	4	1.5
Michigan State University	MI	Public	4	1.5
Samford University	AL	Private	4	1.5
Columbia College Chicago	IL	Private	4	1.5
University of Illinois at Chicago	IL	Public	3	1.1
New York University	NY	Private	3	1.1
Western Michigan University	MI	Public	3	1.1
Wabash College	IN	Private	3	1.1
Penn State University Park	PA	Public	3	1.1
Indiana University East	IN	Public	3	1.1
American Academy of Art	IL	Private	3	1.1
Grand Valley State University	MI	Public	3	1.1
University of California: Los Angeles	CA	Public	3	1.1
Saint Mary's College	IN	Private	3	1.1

*Of your students who designated that their SAT and/or SAT Subject Test score reports be sent to institutions, the 'Percent of Score Senders' indicates the percent of those students who had their scores sent to each institution listed.

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1545 Raymond Diehl Road, Suite 250
Tallahassee, FL 32308-1500
850-521-4900
850-521-4921(Fax)

9th Work Keys - 2013 to 2015

Certificate	Bronze	Silver	Gold	Platinum	No Cert
2013	33.7%	53.7%	2.8%	0.0%	9.8%
2014	25.8%	51.7%	7.6%	0.0%	14.9%
2015	35.2%	58.5%	6.4%	0.0%	0.0%

		Bronze	Silver	Gold	Platinum	No Cert
2013		96	153	8	0	28
2014	Count	85	170	25	0	49
2015		83	138	15	0	0
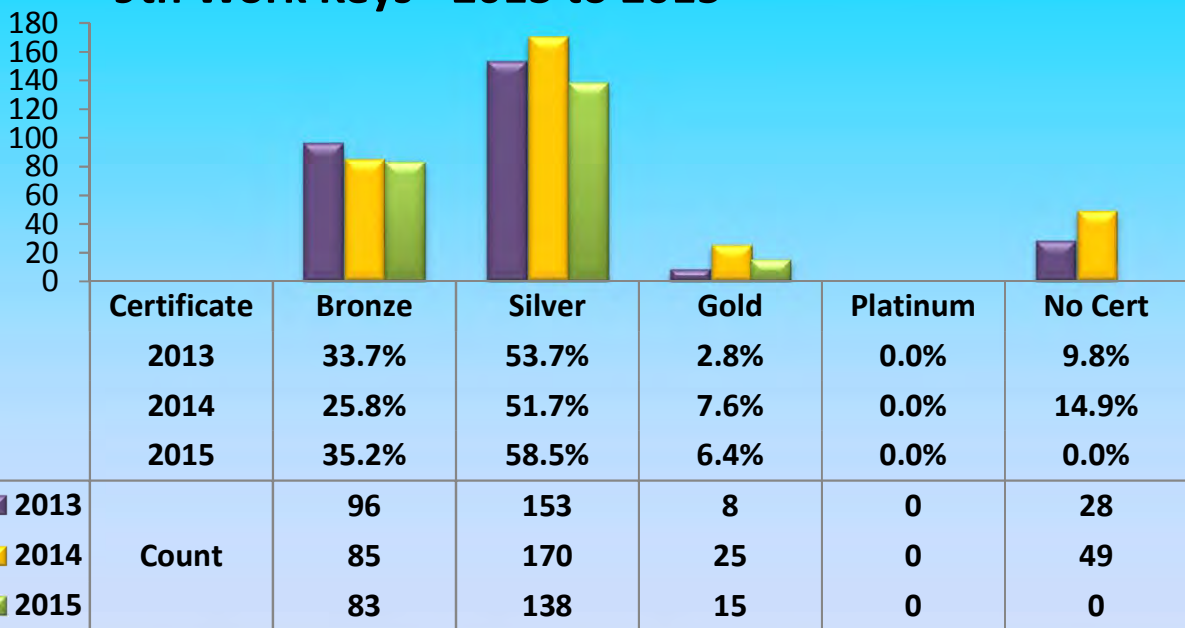
COLLEGE AND CAREER READINESS

TRENDS AND PATTERNS

1. Core 40 participation has been at or above the state average the past 3 years and is trending up.
2. After trending up for four years, AP participation fell off in 2015, but rebounded this year.
3. Students are participating in ACT testing to help identify college and career readiness.
4. Honors diplomas granted each year continues at below the average, but fell off this year.
5. AP participation continues at around 50% of the Indiana average.
6. HHS mean SAT scores are trending lower or steady.
7. Overall GPA of SAT test takers is trending downward, while the state average is trending up.
8. With wider participation, AP test scores are trending down.

STRENGTHS

1. AP participation in 2016 has improved by 5% since 2015.
2. Core 40 participation increased by 4% over 2015.
3. AP participation remains high in Chemistry, English and Psychology although each experienced slight dips this year.
4. ACT score in both English and Mathematics are increasing and approaching the state average.
5. Act scores are above the state average in reading, biology and English comp.
6. 43% of 8th graders me the PSAT benchmarks approaching the state average of 47%.
7. 45% of 10th graders met the PSAT benchmarks approaching the state average of 49%.
8. 19% of all grades met the old SAT benchmarks, exceeding the state average.

CHALLENGES

1. The number of Honors Diplomas remains well below the state average during the last year, although they are well above the 2011-12 numbers.
2. SAT score averages have been below the state average.
3. AP participation in Biology and Calculus dropped nearly 50% since 2013.
4. AP participation in European History is less than 80% of 2015.
5. AP participation in US Gov't and US History have dropped.
6. ACT scores in College Algebra are less than the state average at 18%.
7. ACT score in all four areas are less than the state average at 15%
8. Only 30% of 9th graders met both PSAT benchmarks when the state average was 51%.
9. The mid range score of the middle 50% on SAT held steady in the 427 range, but the state average was 496.

Student Performance:

Citizenship

GALLUP STUDENT POLL
ENGAGED TODAY - READY FOR TOMORROW
HOBART HIGH SCHOOL

FALL 2015 SCORECARD

INTRODUCTION

The Gallup Student Poll is a 24-question survey that measures the engagement, hope, entrepreneurial aspiration and career/financial literacy of students in grades 5-12. The Gallup Student Poll includes non-cognitive metrics with links to student success. This scorecard reflects U.S. overall data comparison results from surveys completed in U.S. public schools.

Engagement: The involvement in and enthusiasm for school.

Hope: The ideas and energy students have for the future.

Entrepreneurial Aspiration: The talent and energy for building businesses that survive, thrive and employ others.

Career/Financial Literacy: The information, attitudes and behaviors that students need to practice for healthy participation in the economy.

GALLUP® Student Poll
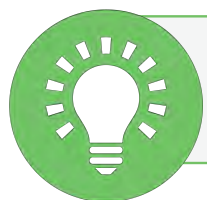
ENGAGEMENT

THE INVOLVEMENT IN AND ENTHUSIASM FOR SCHOOL.

ENGAGEMENT INDEX*

n=688

36%
24%
40%

■ Engaged
■ Not Engaged
■ Actively Disengaged
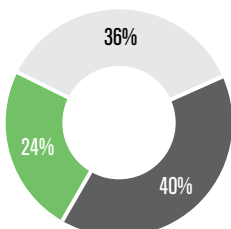
	Your School	Your District	U.S. Overall
ENGAGEMENT GRANDMEAN	**3.45** n=688	**3.70** n=1,596	**3.90** n=867,454
At this school, I get to do what I do best every day.	**3.10**	3.30	3.57
My teachers make me feel my schoolwork is important.	**3.65**	3.94	4.04
I feel safe in this school.	**3.82**	3.95	3.93
I have fun at school.	**2.77**	2.99	3.50
I have a best friend at school.	**4.28**	4.47	4.38
In the last seven days, someone has told me I have done good work at school.	**3.07**	3.32	3.65
In the last seven days, I have learned something interesting at school.	**3.39**	3.65	3.92
The adults at my school care about me.	**3.25**	3.64	3.85
I have at least one teacher who makes me excited about the future.	**3.69**	3.92	4.13

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
-	-	-	-	3.46	3.53	3.34	3.47

ITEM RESPONSES

■ %1　■ %2　■ %3　■ %4　■ %5

	TOTAL N	STRONGLY DISAGREE ← → STRONGLY AGREE
At this school, I get to do what I do best every day.	685	8 / 18 / 41 / 22 / 11
My teachers make me feel my schoolwork is important.	710	11 / 26 / 33 / 25
I feel safe in this school.	713	8 / 20 / 35 / 32
I have fun at school.	717	19 / 23 / 29 / 18 / 10
I have a best friend at school.	711	7 / 8 / 15 / 66
In the last seven days, someone has told me I have done good work at school.	703	24 / 15 / 17 / 17 / 26
In the last seven days, I have learned something interesting at school.	713	12 / 12 / 23 / 30 / 22
The adults at my school care about me.	668	11 / 16 / 26 / 27 / 18
I have at least one teacher who makes me excited about the future.	703	10 / 10 / 18 / 25 / 37

*Minimum n size of 100 required for full index and 30 for percent Engaged only.

2

HOPE

THE IDEAS AND ENERGY STUDENTS HAVE FOR THE FUTURE.

HOPE INDEX

n=706

- 40%
- 39%
- 21%

■ Hopeful

☐ Stuck

■ Discouraged
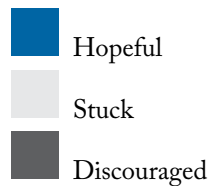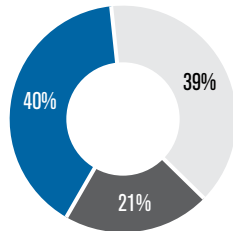
	Your School	Your District	U.S. Overall
HOPE GRANDMEAN	**4.06** n=706	**4.14** n=1,653	**4.25** n=901,714
I know I will graduate from high school.	**4.73**	4.68	4.69
I have a great future ahead of me.	**4.29**	4.36	4.48
I can think of many ways to get good grades.	**4.02**	4.16	4.21
I have many goals.	**4.13**	4.10	4.26
I can find many ways around problems.	**3.81**	3.82	3.92
I have a mentor who encourages my development.	**3.15**	3.30	3.52
I know I will find a good job in the future.	**4.08**	4.24	4.43

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
-	-	-	-	4.11	4.11	3.97	4.12

ITEM RESPONSES

☐ %1   ☐ %2   ☐ %3   ■ %4   ■ %5

	TOTAL N	STRONGLY DISAGREE STRONGLY AGREE
I know I will graduate from high school.	710	11 / 83
I have a great future ahead of me.	677	14 / 24 / 56
I can think of many ways to get good grades.	713	19 / 35 / 39
I have many goals.	713	17 / 27 / 49
I can find many ways around problems.	708	6 / 26 / 37 / 28
I have a mentor who encourages my development.	698	15 / 18 / 25 / 22 / 20
I know I will find a good job in the future.	676	19 / 30 / 44

ENTREPRENEURIAL ASPIRATION

THE TALENT AND ENERGY FOR BUILDING BUSINESSES THAT SURVIVE, THRIVE AND EMPLOY OTHERS.

ENTREPRENEURIAL ASPIRATION

n=567

	Your School	Your District	U.S. Overall
ENTREPRENEURIAL ASPIRATION GRANDMEAN	**1.99** n=567	**2.16** n=1,292	**2.48** n=684,180
I will invent something that changes the world.	**2.30**	2.51	2.81
I plan to start my own business.	**2.44**	2.66	3.10
I am learning how to start and run a business.	**2.01**	2.11	2.45
I have my own business now.	**1.30**	1.39	1.58

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
-	-	-	-	2.14	1.97	1.85	2.10

ITEM RESPONSES

%1 %2 %3 %4 %5

	TOTAL N	STRONGLY DISAGREE			STRONGLY AGREE	
I will invent something that changes the world.	612	36	23	25	7	9
I plan to start my own business.	631	34	24	19	11	12
I am learning how to start and run a business.	693	50	21	15	7	7
I have my own business now.	702	87				

4

CAREER/FINANCIAL LITERACY
THE INFORMATION, ATTITUDES AND BEHAVIORS THAT STUDENTS NEED TO PRACTICE FOR HEALTHY PARTICIPATION IN THE ECONOMY.

CAREER/FINANCIAL LITERACY
n=687

	Your School	Your District	U.S. Overall
CAREER/FINANCIAL LITERACY GRANDMEAN	**3.19** n=687	**3.21** n=1,532	**3.30** n=817,732
I have a paying job now.	**2.32**	2.10	2.10
I am learning how to save and spend money.	**3.35**	3.48	3.77
I have a bank account with money in it.	**3.25**	3.19	3.22
I am involved in at least one activity, such as a club, music, sports or volunteering.	**3.85**	4.06	4.12

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
-	-	-	-	3.07	2.96	3.19	3.65

ITEM RESPONSES

%1 %2 %3 %4 %5

	TOTAL N	STRONGLY DISAGREE — STRONGLY AGREE
I have a paying job now.	711	59 / 6 / 26
I am learning how to save and spend money.	715	15 / 14 / 22 / 22 / 28
I have a bank account with money in it.	697	35 / 6 / 9 / 45
I am involved in at least one activity, such as a club, music, sports or volunteering.	713	21 / 8 / 8 / 61

ITEMS BY GRADE

					Your School			
	5th	**6th**	**7th**	**8th**	**9th**	**10th**	**11th**	**12th**
ENGAGEMENT GRANDMEAN BY GRADE	-	-	-	-	**3.46**	**3.53**	**3.34**	**3.47**
At this school, I get to do what I do best every day.	-	-	-	-	3.17	3.15	2.99	3.12
My teachers make me feel my schoolwork is important.	-	-	-	-	3.55	3.79	3.47	3.66
I feel safe in this school.	-	-	-	-	3.68	3.90	3.77	3.87
I have fun at school.	-	-	-	-	2.80	2.80	2.63	2.88
I have a best friend at school.	-	-	-	-	4.57	4.27	4.34	4.19
In the last seven days, someone has told me I have done good work at school.	-	-	-	-	3.16	3.24	2.85	3.00
In the last seven days, I have learned something interesting at school.	-	-	-	-	3.18	3.51	3.35	3.37
The adults at my school care about me.	-	-	-	-	3.23	3.29	3.04	3.45
I have at least one teacher who makes me excited about the future.	-	-	-	-	3.77	3.76	3.58	3.71
HOPE GRANDMEAN BY GRADE	-	-	-	-	**4.11**	**4.11**	**3.97**	**4.12**
I know I will graduate from high school.	-	-	-	-	4.78	4.74	4.73	4.77
I have a great future ahead of me.	-	-	-	-	4.47	4.30	4.18	4.36
I can think of many ways to get good grades.	-	-	-	-	4.04	4.10	4.00	3.97
I have many goals.	-	-	-	-	3.93	4.18	4.10	4.25
I can find many ways around problems.	-	-	-	-	3.83	3.83	3.73	3.92
I have a mentor who encourages my development.	-	-	-	-	3.27	3.29	2.85	3.19
I know I will find a good job in the future.	-	-	-	-	4.10	4.11	3.89	4.26
ENTREPRENEURIAL ASPIRATION GRANDMEAN BY GRADE	-	-	-	-	**2.14**	**1.97**	**1.85**	**2.10**
I will invent something that changes the world.	-	-	-	-	2.81	2.40	1.97	2.26
I plan to start my own business.	-	-	-	-	2.43	2.43	2.30	2.62
I am learning how to start and run a business.	-	-	-	-	2.05	1.90	1.86	2.32
I have my own business now.	-	-	-	-	1.58	1.21	1.28	1.36
CAREER/FINANCIAL LITERACY GRANDMEAN BY GRADE	-	-	-	-	**3.07**	**2.96**	**3.19**	**3.65**
I have a paying job now.	-	-	-	-	1.92	1.83	2.35	3.27
I am learning how to save and spend money.	-	-	-	-	3.15	3.21	3.27	3.79
I have a bank account with money in it.	-	-	-	-	3.18	2.94	3.29	3.78
I am involved in at least one activity, such as a club, music, sports or volunteering.	-	-	-	-	4.26	3.85	3.85	3.70

- No Data Available

APPENDIX

SHARING GALLUP STUDENT POLL RESULTS

Gallup encourages schools and districts to share their Gallup Student Poll results with your local community and key stakeholders. Below are some guidelines for the public release of school, district, and the overall convenience sample data and results.

- You may share the Gallup Student Poll participation results for your school and/or district. The total number of respondents for your school or district is represented by the n sizes on the scorecard. Your school or district participation rate is based upon the total number of eligible students in your school. Students in grades 5 through 12 are eligible to participate in the Gallup Student Poll.

- Please include the Gallup Student Poll Methodology and Limitations of Polling. If most eligible students in grades five through twelve were polled, the district (or school) may indicate that the data represent a census.

- Please do not compare your school or district's data to the overall line of data on your scorecard when publicly sharing results. Since the overall data found in your school or district report is an aggregate of a convenience sample of all schools and districts that opted to participate in the Gallup Student Poll within that survey year, the data are not representative of the U.S. population of students in grades 5 through 12 and are thereby not fit for data comparisons.

- You may share district or school plans to utilize the data to inform strategies and focus.

- If you would like more information on how to publicly share Gallup Student Poll data, please email Gallup at: educationhelp@gallup.com.

GALLUP STUDENT POLL METHODOLOGY AND LIMITATIONS OF POLLING

The annual Gallup Student Poll is offered at no cost for U.S. schools and districts in the United States. The online poll is completed by a convenience sample of schools and districts each fall. Schools participating in the annual Gallup Student Poll are not randomly selected and are neither charged nor given any incentives beyond receipt of school-specific data. Participation rates vary by school. The poll is conducted during a designated survey period and available during school hours Monday through Friday only. The Gallup Student Poll is administered to students in grades 5 through 12. The primary application of the Gallup Student Poll is as a measure of non-cognitive metrics with links to student success in academic and other youth development settings.

The overall data from the annual administration of the Gallup Student Poll may not reflect responses from a nationally representative sample of students, and the overall data are not statistically weighted to reflect the U.S. student population; thereby, overall data and scorecards should be used cautiously by local schools and districts as a data comparison. School and district data and scorecards provide meaningful data for local comparisons and may inform strategic initiatives and programming, though the results are not generalizable beyond the universe of the participating school or district.

School City of Hobart

Service Learning Hours Summary

2015-2016 School Year

School	Hours
Early Learning Center at George Earle	105
Joan Martin Elementary	39
Liberty Elementary	13
Ridge View Elementary	147
Elementary School Total	304
Hobart Middle School	262
Hobart High School	5,141
School City of Hobart Total	**5,403**

Hobart High, 4305

Attendance Percent
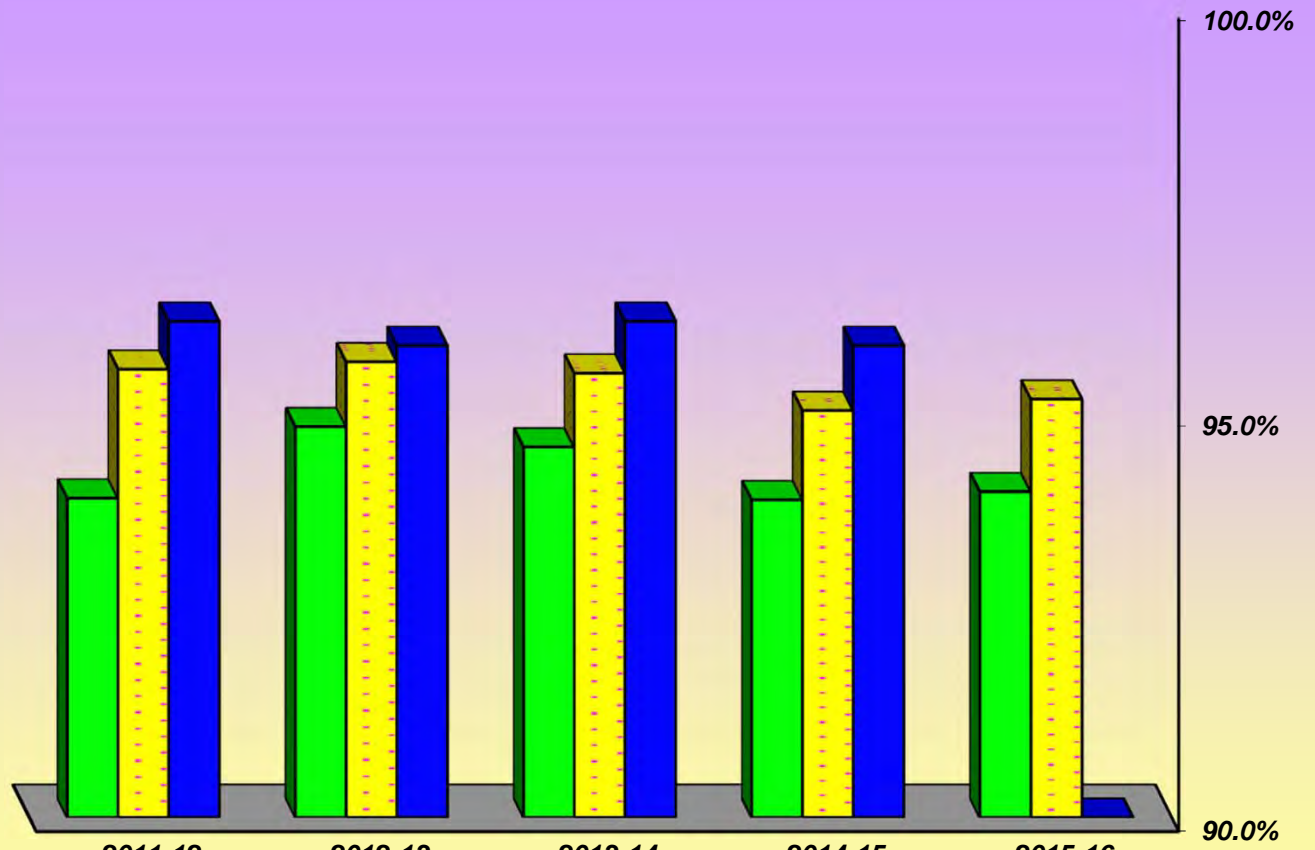
	2011-12	2012-13	2013-14	2014-15	2015-16
▣ Hobart High, 4305	93.9%	94.8%	94.6%	93.9%	94.0%
▣ School City of Hobart, 4730	95.5%	95.6%	95.5%	95.0%	95.1%
▣ State Average	96.1%	95.8%	96.1%	95.8%	0.0%

Hobart High - 4305

	Suspensions, Out of School	Suspensions Total	Expulsion Total
2011-12	429	575	11
2012-13	415	1082	20
2013-14	530	1023	9
2014-15	559	997	8
2015-16	210	925	14

	2011-12	2012-13	2013-14	2014-15	2015-16
Suspensions, Out of School	429	415	530	559	210
Suspensions Total	575	1082	1023	997	925
Expulsion Total	11	20	9	8	14
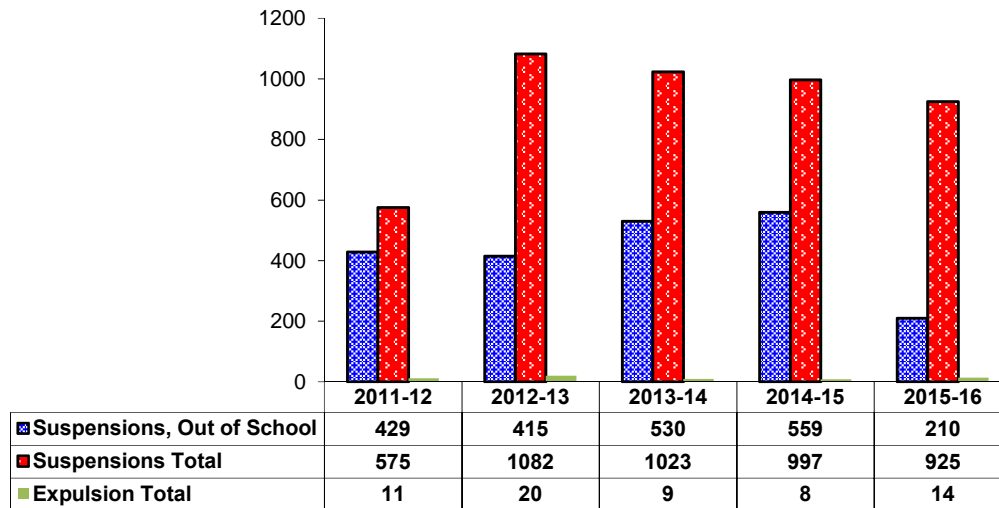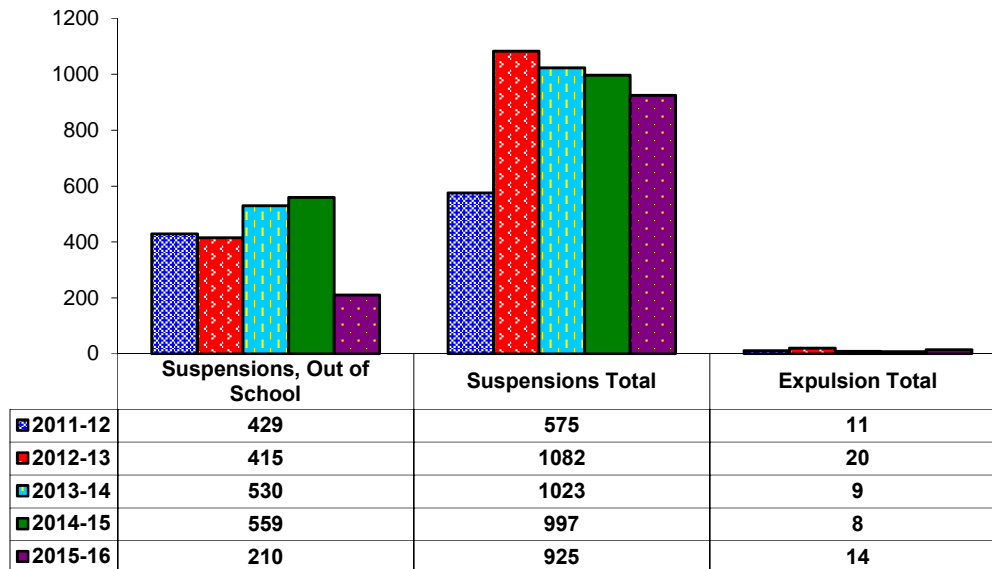
INDIANA YOUTH SURVEY

(Formerly known as Alcohol, Tobacco and Other Drug Use by Indiana Children and Adolescents)

School City of Hobart
- 7ᵗʰ - 12ᵗʰ Grade Students -

INDIANA YOUTH SURVEY

Thank you for participating in the 2015 Indiana Youth Survey! Your participation allows us to collect valid data about children and adolescents across the state of Indiana. We can then present this data to state officials so they can better understand the students in Indiana as well as identify and address any issues related to substance use and mental health.

We also hope that your INYS report results will be of value to your school/corporation. We believe these results can help you better understand your student body, inform school policies, select prevention programs or curricula, collaborate with community prevention efforts, and provide necessary data for grant and funding applications.

If you have any questions about your report, please contact the INYS Coordinators at 1-800-346-3077 or at INYS@indiana.edu.

Thank you!

Note: A single copy of this report was prepared for the designated local survey coordinator. The local data contained herein are the property of the local survey sponsor. They will not be released to anyone else by the Indiana Prevention Resource Center (IPRC). The local survey sponsor may determine whether or not to release these data to anyone else. If released, a reference to the source would be appreciated. Statewide data are the property of the IPRC and the Trustees of Indiana University, and they are copyrighted. Permission is granted to distribute the statewide results with the copyright notice.

Table of Contents

Selection Criteria

The table below describes the number of surveys collected from participating students in your school/corporation. There is a protocol for checking errors to eliminate unreliable responses. A survey meeting any one of the following exclusion criteria was not included in the data analysis:

- Majority of the survey questions were left unanswered
- Student indicated they did not answer survey truthfully
- Student indicated use of fictitious drug
- No gender information provided
- No grade information provided
- Implausible combination of age and grade
- Implausible combination of age and age of first time use of substances
- Inconsistent responses
- Pharmacologically implausible responses

Only valid surveys (**Usable surveys**) were included in the final analyses.

Number of Usable Questionnaires
School City of Hobart Students, 2015
(Count, Percentage)

		Year	
		2015	
selected	Blank surveys/Refused to participate	.	.
	Not honest at all response	5	.9
	Indicated fictitious drug (vivo) use	8	1.5
	Rejected by gender check	2	.4
	Rejected by grade check	5	.9
	Rejected by grade and age check	1	.2
	Rejected by age and onset age check	1	.2
	Rejected by consistent use check	.	.
	Rejected by dose check	.	.
	Usable surveys	**524**	**96.0**
	Total	546	100.0

Demographic Information

The following table shows the demographic characteristics of the students participating in the survey from your school corporation. Please note that NO DATA will be presented in this report for any **grade level with fewer than 30 usable surveys**. This is to protect the **confidentiality** of your students.

Demographic Information
School City of Hobart Students, 2015
(Valid cases only: Count, Percentage)

		Year	
		2015	
Q1 Gender	Male	239	45.6
	Female	285	54.4
Q2 Hispanic/Latino	Non-Hispanic	363	70.3
	Hispanic	153	29.7
Q3 Race	White	346	67.3
	Black/African American	33	6.4
	Asian	1	.2
	Native Hawaiian/Pacific Islander	2	.4
	American Indian/Alaskan Native	3	.6
	Race not known or other	23	4.5
	More than one race	106	20.6
Q4 Grade	7th	281	53.6
	8th	242	46.2
	9th	1	.2
Q5 Age	11 years	4	.8
	12 years	111	21.4
	13 years	224	43.2
	14 years	162	31.3
	15 years	16	3.1
	16 years	1	.2

Prevalence Rates for Alcohol, Tobacco and Other Drug Use

Monthly prevalence rate is defined as the percentage of students who reported using a particular substance at least once within the past 30 days. The following table shows the monthly prevalence rates among your school corporation's students who participated in the survey. Binge drinking is defined as five or more alcoholic drinks in a row in the past two weeks.

If your school corporation has participated in the survey more than once in the past ten years, trend data are provided so that you can monitor changes in prevalence rates between years. Please note that the cleaning protocol used by the IPRC to determine valid surveys was changed in 2015. These changes were made to better align the methodology with that used by national surveys. These changes may have a noticeable effect on the reported rates, especially for alcohol use, binge drinking, and marijuana use. Therefore, caution should be used when comparing the 2015 data with earlier years.

Monthly Use of Alcohol, Tobacco, and Other Drugs

School City of Hobart Students, 2015

(Percentages)

	7th Grade				
	Local				State
	2008	2011	2013	2015	2015
Cigarettes	9.7	5.4	2.1	2.9	3.5
Smokeless tobacco	2.5	1.3	0.0	1.4	1.3
Cigars	6.7	1.3	0.0	0.7	0.9
Pipe	2.1	1.9	0.7	2.5	1.5
Electronic vapor products	--	--	--	7.5	5.5
Alcohol	18.1	9.9	7.4	12.1	7.7
Binge drinking*	13.9	5.4	4.6	1.8	2.7
Marijuana	3.8	4.1	2.1	2.5	3.3
Synthetic marijuana	--	--	0.4	0.0	0.7
Cocaine/Crack	0.8	0.0	0.0	0.0	0.2
Inhalants	4.2	1.6	0.7	0.7	0.7
Methamphetamines	0.4	0.0	0.0	0.0	0.2
Heroin	0.8	0.3	0.0	0.0	0.2
Hallucinogens/Ecstasy	0.4	0.6	0.0	0.4	0.3
Prescription drugs	0.8	2.9	1.8	2.5	1.4
Over the counter drugs	5.0	3.8	0.7	2.6	2.4

Notes: -- Data not available.

* Binge drinking during the past two weeks.

Local data represent entire school corporation for this and previous years, when available.

State data from the Indiana Youth Survey, IPRC, 2015.

National data from the Monitoring the Future Study, University of Michigan, 2014.

Monthly Use of Alcohol, Tobacco, and Other Drugs

School City of Hobart Students, 2015

(Percentages)

	8th Grade					
	Local				State	National
	2008	2011	2013	2015	2015	2014
Cigarettes	11.2	10.0	4.5	6.3	6.3	4.0
Smokeless tobacco	5.4	1.2	0.4	2.5	2.4	3.0
Cigars	8.1	2.4	2.9	3.4	1.9	--
Pipe	4.3	4.8	2.9	11.0	3.2	--
Electronic vapor products	--	--	--	23.1	10.4	8.7
Alcohol	23.3	16.5	18.2	24.8	13.3	9.0
Binge drinking*	12.4	11.6	14.5	8.4	5.4	4.1
Marijuana	7.4	9.2	9.1	10.2	7.1	6.5
Synthetic marijuana	--	--	1.2	1.3	1.4	4.4
Cocaine/Crack	0.8	1.2	0.8	0.8	0.4	0.5
Inhalants	1.9	1.6	0.8	1.3	1.0	2.2
Methamphetamines	0.0	0.8	0.0	0.0	0.3	0.2
Heroin	0.0	1.2	0.8	0.0	0.2	0.3
Hallucinogens/Ecstasy	0.8	1.2	0.4	0.0	0.8	0.5
Prescription drugs	1.9	4.4	5.0	2.1	2.3	--
Over the counter drugs	3.1	4.0	2.9	3.4	3.0	--

Notes: -- Data not available.

* Binge drinking during the past two weeks.

Local data represent entire school corporation for this and previous years, when available.

State data from the Indiana Youth Survey, IPRC, 2015.

National data from the Monitoring the Future Study, University of Michigan, 2014.

Mean Age of First Time Use of Alcohol, Tobacco and Other Drugs

Research has shown that the younger a person is when she or he begins using alcohol, the more likely the person is to experience alcohol dependence and abuse.[1,2] Compared to persons who began drinking at age 21 or older, those who began drinking before age 14 were more likely to experience alcohol dependence later in life.[3] The table below shows the average age of first use among students who reported using a particular substance at least once during their lifetime.

Mean Age of First Time Alcohol, Tobacco, and Other Drug Use
School City of Hobart Students, 2015
(Valid cases only: Mean age)

At what age did you first use...?	Grade	
	7th	8th
Q9 Cigarettes	11.50	12.29
Q9 Smokeless tobacco	11.33	12.50
Q9 Cigars	12.25	12.35
Q9 Pipe	12.08	12.71
Q9 Electronic vapor products	12.11	12.68
Q9 Alcohol	11.48	12.22
Q9 Marijuana	12.11	12.92
Q9 Synthetic marijuana	.	12.29
Q9 Cocaine/Crack	.	13.33
Q9 Inhalants	11.50	11.00
Q9 Methamphetamines	.	.
Q9 Heroin	.	.
Q9 Hallucinogens/Ecstasy	13.00	13.00
Q9 Prescription drugs not prescribed to you	10.75	11.80
Q9 Over the counter drugs to get high	10.29	11.56

1 Grant, B. F., Stinson, F. S., & Harford, T. C. (2001). Age at onset of alcohol use and DSM-IV alcohol abuse and dependence: A 12-year follow-up. *Journal of Substance Abuse, 13(4),* 493-504.

2 Warner, L. A., & White, H. R. (2003). Longitudinal effects of age at onset and first drinking situations on problem drinking. *Substance Use & Misuse, 38(14),* 1983-2016.

3 Hingson, R. W., Heeren, T., & Winter, M. R. (2006). Age at drinking onset and alcohol dependence: Age at onset, duration, and severity. *Archives of Pediatrics & Adolescent Medicine, 160(7),* 739-746.

Communities that Care (CTC) Risk and Protective Factors

Risk factors are conditions that increase the chances that children will become involved in problem behaviors in adolescence and young adulthood.[1] Measures included in the *Indiana Youth Survey* from the Communities That Care (CTC) System can predict alcohol and other drugs use, as well as delinquency, dropping out of school, teen pregnancy and violence. Students with elevated risk factor scores have a higher likelihood of substance use and problem behaviors compared to those with low risk factor scores.

CTC is based on the Social Development Strategy which focuses primarily on the strengthening of protective factors. **Protective factors** are conditions that have a positive influence and "protect" or "buffer" against the negative influences associated with risk factors. Though closely related, protective factors are not the opposite of risk factors but rather reduce the effects of existing risk factors.

The Indiana Prevention Resource Center uses a cut-point method to identify elevated risk factors and depressed protective factors on the *Indiana Youth Survey* for students in grades 6, 8, 10 and 12.[2] Survey respondents were divided into two categories – low risk and high risk for risk factors, and low protection and high protection for protective factors– based upon national data. Students from around the country were asked the same questions.

For example, youth were asked: "How much do you think people risk harming themselves if they try marijuana once or twice?"

All of the responses from the national survey were scored with a numerical value and put in order from lowest to highest, and the middlemost score was identified. This score is the median and it divided all responses into two halves (50% of responses are at/below the median and 50% are above the median). The median was used to determine the cut point for low and high groups. In this example, any youth that indicated a 2 or higher is considered to be at high risk.

In simple terms, if 50% of the students in Indiana are at high risk and 50% are at low risk on a particular risk factor, then the Indiana students are similar to the nationwide data. **Problem areas are considered to be any risk factors with 50% or more of students showing high risk or any protective factors with 50% or more of students showing low protection.** The following

table shows the percentage of students at low or high risk for fourteen different risk factors, while the second table shows the percentage of students at low or high protection for six protective factors. Please take note of **bold numbers over 50.0**.

**Percentage of students with CTC risk factor scores
at/below (low risk) or above (high risk) the national standard
School City of Hobart Students, 2015**

		Grade
		8th
Community: Laws and norms favorable to drug use	Low risk	66.9
	High risk	**33.1**
Community: Perceived availability of drugs	Low risk	71.5
	High risk	**28.5**
Family: Poor family management	Low risk	67.2
	High risk	**32.8**
Family: Family conflict	Low risk	39.4
	High risk	**60.6**
Family: Parental attitudes favorable toward drug use	Low risk	75.5
	High risk	**24.5**
Family: Parental attitudes favorable toward antisocial behavior	Low risk	49.4
	High risk	**50.6**
School: Academic failure	Low risk	67.1
	High risk	**32.9**
School: Low commitment to school	Low risk	48.7
	High risk	**51.3**
Peer-individual: Early initiation of drug use	Low risk	77.4
	High risk	**22.6**
Peer-individual: Favorable attitudes toward antisocial behavior	Low risk	66.4
	High risk	**33.6**
Peer-individual: Favorable attitudes toward drug use	Low risk	70.6
	High risk	**29.4**
Peer-individual: Perceived risk of drug use	Low risk	39.8
	High risk	**60.2**
Peer-individual: Interaction with antisocial peers	Low risk	63.8
	High risk	**36.2**
Peer-individual: Rewards for antisocial involvement	Low risk	42.9
	High risk	**57.1**

Note: The national standards (cut-off points) are provided by the Social Development Research Group at the University of Washington.

Percentage of students with CTC protective factor scores at/below (low protection) or above (high protection) the national standard

School City of Hobart Students, 2015

		Grade
		8th
Community: Rewards for prosocial involvement	**Low protection**	**73.9**
	High protection	26.1
Family: Opportunities for prosocial involvement	**Low protection**	**39.7**
	High protection	60.3
Family: Rewards for prosocial involvement	**Low protection**	**33.6**
	High protection	66.4
School: Opportunities for prosocial involvement	**Low protection**	**29.2**
	High protection	70.8
School: Rewards for prosocial involvement	**Low protection**	**44.7**
	High protection	55.3
Peer-individual: Interaction with prosocial peers	**Low protection**	**50.0**
	High protection	50.0

Note: The national standards (cut-off points) are provided by the Social Development Research Group at the University of Washington.

Identification of elevated risk and low protection is important to addressing several problem behaviors among youth. Implementation of evidence-based curricula and environmental strategies is the best way to address these issues. Visit www.findyouthinfo.gov for more information.

1 Hawkins, J. D., & Catalano, R. F. (2005). Investing in your community's youth: An introduction to the Communities that Care System. Retrieved July 1, 2010 from http://download.ncadi.samhsa.gov/Prevline/pdfs/ctc/Investing%20in%20Your%20Community's%20Youth.pdf.

2 Arthur, M. W., Briney, J. S., Hawkins, J. D., Abbott, R.D. Brooke-Weiss, B. L., & Catalano, R. F. (2007). Measuring risk and protection in communities using the Communities That Care Youth Survey. *Evaluation and Program Planning, 20*, 197-211.

Mental Health

Prior research has demonstrated robust relationships between adolescent depression, suicidal behavior and substance abuse.[1,2,3] As a result, the State is trying to better understand the prevalence of mental health concerns among Indiana's youth. Mental health was measured for the past year (12 months) with survey items that asked about "feeling so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities," "seriously consider attempting suicide," and "making a plan about how you would attempt suicide." Since the survey is anonymous, individual students and their mental health problems cannot be identified. Thus, it is advised that referral resources be a part of your school's student assistance policy.

Mental Health in the Past Twelve Months

School City of Hobart Students, 2015

(Values are percentages, valid cases only)

		Grade	
During the past 12 months, did you...?		7th	8th
Q21 Feel sad or hopeless	No	68.9	62.0
for 2+ weeks in a row	**Yes**	**31.1**	**38.0**
Q21 Seriously consider	No	81.3	72.7
attempting suicide	**Yes**	**18.8**	**27.3**
Q21 Make a plan about	No	83.9	82.4
attempting suicide	**Yes**	**16.1**	**17.6**

[1] Esposito-Smythers, C., & Spirito, A. (2004). Adolescent substance use and suicidal behavior: A review with implications for treatment research. *Alcoholism: Clinical and Experimental Research, 28 (5),* 77S-88S.

[2] Hallfors, D. D., Waller, M.W., Ford, C.A., Halpern, C. T., Brodish, P. H., & Iritani, B. (2004). Adolescent depression and suicide risk: Association with sex and drug behavior. *American Journal of Preventive Medicine, 27(3),* 224-230.

[3] Light, J.M., Grube, J.W., Madden, P.A., & Gover, J. (2003). Adolescent alcohol use and suicidal ideation: A nonrecursive model. *Addictive Behaviors, 28,* 705-724.

Gambling Behavior

As gambling options and venues in the state expand, monitoring the prevalence of gambling activities among children and adolescents is increasingly important for planning prevention efforts. All gambling-related questions on the *Indiana Youth Survey* asked about behavior and experiences in the past year. Gambling behaviors include playing card games, bingo, or online games; betting on personal games of skill, sports, or personal challenges; and buying lottery tickets. The response options have been collapsed into yes (any amount of gambling)/no categories in the following tables but all response options are presented separately at the end of the report in the frequency tables.

Gambling during the Last Twelve Months
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How often have you bet/gambled for money or valuables in the following ways?		Grade	
		7th	8th
Q22 Card games	No	80.5	81.4
	Yes	**19.5**	**18.6**
Q22 Personal games of skill	No	65.3	71.8
	Yes	**34.7**	**28.2**
Q22 Sports	No	74.1	75.6
	Yes	**25.9**	**24.4**
Q22 Lottery	No	86.5	90.3
	Yes	**13.5**	**9.7**
Q22 Bingo	No	81.0	85.7
	Yes	**19.0**	**14.3**
Q22 Online gambling	No	93.8	94.5
	Yes	**6.2**	**5.5**
Q22 Personal challenges	No	64.2	66.8
	Yes	**35.8**	**33.2**
Q22 Gambled in other ways	No	85.8	83.5
	Yes	**14.2**	**16.5**

Given the various types of gambling activities attractive to youth and their widespread availability, the negative consequences associated with adolescent gambling need to be addressed. Communities are better positioned to address gambling problems if they understand the relationship of these behaviors to their consequences (for example, academic problems, poor health, or issues with family, friends, or the legal system).

Consequences of Gambling

School City of Hobart Students, 2015

(Values are percentages, valid cases only)

How often have you experienced the following consequences due to your gambling?		Grade	
		7th	8th
Q23 Academic problems	No	74.7	74.4
	Yes	**25.3**	**25.6**
Q23 Issues with the legal system	No	74.9	74.2
	Yes	**25.1**	**25.8**
Q23 Lost possessions or money	No	73.2	73.5
	Yes	**26.8**	**26.5**
Q23 Felt bad about gambling	No	74.3	74.8
	Yes	**25.7**	**25.2**
Q23 Poor health	No	73.8	73.5
	Yes	**26.2**	**26.5**
Q23 Issues with friends and family	No	71.1	72.6
	Yes	**28.9**	**27.4**

For more information on problem gambling prevention and approaches for youth and the community, contact the Indiana Problem Gambling Awareness Program at 812-855-1237 or visit www.ipgap.indiana.edu.

Frequency Tables

The responses to all survey questions are presented in this section, in three segments. The tables are first presented by grade level, followed by tables including only male student responses, and lastly tables including only female student responses. The responses to the individual items that make up each of the CTC risk and protective factors are provided. The frequency tables are presented in the following order in each of the segments:

- Personal and Family Information
- Past Month Use of Alcohol, Tobacco, and Other Drugs
- Age Distribution of First Time Alcohol, Tobacco, and Other Drug Use
- Binge Drinking in the Last Two Weeks
- Perceived Availability of Drugs
- Usual Sources of Alcoholic Beverages in the Past Year
- Usual Sources of Prescription Drugs in the Past Year
- CRAFFT Substance Abuse Screening
- Consequences of Alcohol, Tobacco, and Other Drug Use
- Perceived Risks of Drug Use
- Favorable Attitudes Toward Antisocial Behavior
- Favorable Attitudes Toward Drug Use
- Perceived Peer Approval of Drug Use
- Rewards for Antisocial Involvement
- Parental Attitudes Favorable Toward Drug Use
- Parental Attitudes Favorable Toward Antisocial Behavior
- Mental Health in the Past Twelve Months
- Gambling during the Last Twelve Months
- Consequences of Gambling
- School Opportunities for Prosocial Involvement
- School Rewards for Prosocial Involvement
- Academic Failure
- Low Commitment to School
- Poor Family Management
- Family Conflict
- Family Opportunities for Prosocial Involvement
- Family Rewards for Prosocial Involvement
- Interaction with Antisocial Peers
- Interaction with Prosocial Peers

- Community Laws and Norms Favorable to Drug Use
- Community Rewards for Prosocial Involvement

Personal and Family Information
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q1 Gender	Male	47.3	43.4
	Female	52.7	56.6
Q2 Hispanic/Latino	Non-Hispanic	70.3	70.7
	Hispanic	29.7	29.3
Q3 Race	White	66.8	68.2
	Black/African American	6.9	5.9
	Asian	.4	.0
	Native Hawaiian/Pacific Islander	.7	.0
	American Indian/Alaskan Native	.4	.8
	Race not known or other	4.7	4.2
	More than one race	20.1	20.9
Q5 Age	11 years	1.4	.0
	12 years	39.8	.0
	13 years	48.7	37.0
	14 years	9.3	57.1
	15 years	.7	5.5
	16 years	.0	.4
Q6 Parents served in a war zone	No	66.4	75.8
	Yes	21.1	15.4
	Not sure	12.5	8.8
Q7 Parents served time in jail	No	64.5	67.4
	Yes	23.7	18.4
	Not sure	11.8	14.2

Past Month Use of Alcohol, Tobacco, and Other Drugs
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How many times in the last month (30 days) have you used...?		Grade	
		7th	8th
Q8 Cigarettes	Never	97.1	93.7
	1-5 times	2.9	5.5
	6-19 times	.0	.8
Q8 Smokeless tobacco	Never	98.6	97.5
	1-5 times	1.4	2.1
	40+ times	.0	.4
Q8 Cigars	Never	99.3	96.6
	1-5 times	.7	3.0
	6-19 times	.0	.4
Q8 Pipe	Never	97.5	89.0
	1-5 times	2.5	6.3
	6-19 times	.0	2.5
	20-39 times	.0	1.3
	40+ times	.0	.8
Q8 Electronic vapor products	Never	92.5	76.9
	1-5 times	6.1	13.0
	6-19 times	1.1	4.6
	20-39 times	.0	2.1
	40+ times	.4	3.4
Q8 Alcohol	Never	87.9	75.2
	1-5 times	10.6	18.1
	6-19 times	1.1	5.0
	20-39 times	.4	.8
	40+ times	.0	.8
Q8 Marijuana	Never	97.5	89.8
	1-5 times	2.2	5.5
	6-19 times	.0	2.1
	20-39 times	.0	.8
	40+ times	.4	1.7
Q8 Synthetic marijuana	Never	100	98.7
	1-5 times	.0	.4
	6-19 times	.0	.4
	20-39 times	.0	.4
Q8 Cocaine/Crack	Never	100	99.2
	1-5 times	.0	.8

Past Month Use of Alcohol, Tobacco, and Other Drugs
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How many times in the last month (30 days) have you used...?		Grade	
		7th	8th
Q8 Inhalants	Never	99.3	98.7
	1-5 times	.4	1.3
	6-19 times	.4	.0
Q8 Methamphetamines	Never	100	100
Q8 Heroin	Never	100	100
Q8 Hallucinogens/Ecstasy	Never	99.6	100
	1-5 times	.4	.0
Q8 Prescription drugs not prescribed to you	Never	97.5	97.9
	1-5 times	1.4	1.3
	6-19 times	.7	.4
	40+ times	.4	.4
Q8 Over the counter drugs to get high	Never	97.4	96.6
	1-5 times	1.1	2.6
	6-19 times	1.1	.9
	40+ times	.4	.0

Age Distribution of First Time Alcohol, Tobacco, and Other Drug Use
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How old were you when you first used...?		Grade	
		7th	8th
Q9 Cigarettes	Never used	94.2	88.2
	10 years or younger	1.4	1.7
	11 years	.7	1.3
	12 years	2.9	2.9
	13 years	.7	3.8
	14 years	.0	2.1
Q9 Smokeless tobacco	Never used	97.8	96.7
	10 years or younger	1.1	.8
	12 years	.4	.4
	13 years	.7	1.3
	14 years	.0	.4
	15 years	.0	.4
Q9 Cigars	Never used	98.6	92.8
	10 years or younger	.4	1.7
	12 years	.0	1.3
	13 years	1.1	3.0
	14 years	.0	.8
	15 years	.0	.4
Q9 Pipe	Never used	95.3	86.8
	10 years or younger	.4	1.3
	11 years	.7	.4
	12 years	1.8	2.1
	13 years	1.8	6.8
	14 years	.0	2.1
	15 years	.0	.4
Q9 Electronic vapor products	Never used	90.0	72.6
	10 years or younger	.7	1.3
	11 years	.4	2.5
	12 years	6.1	4.2
	13 years	2.9	15.6
	14 years	.0	3.4
	15 years	.0	.4
Q9 Alcohol	Never used	84.8	69.2
	10 years or younger	4.7	4.2

Age Distribution of First Time Alcohol, Tobacco, and Other Drug Use
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How old were you when you first used...?		Grade	
		7th	8th
	11 years	2.9	5.1
	12 years	4.0	6.3
	13 years	3.3	10.5
	14 years	.0	4.2
	15 years	.4	.4
Q9 Marijuana	Never used	96.8	84.7
	10 years or younger	.0	.4
	11 years	.7	.8
	12 years	1.4	2.1
	13 years	1.1	8.1
	14 years	.0	3.8
Q9 Synthetic marijuana	Never used	100.0	97.0
	11 years	.0	.8
	12 years	.0	.4
	13 years	.0	1.7
Q9 Cocaine/Crack	Never used	100.0	98.7
	13 years	.0	.8
	14 years	.0	.4
Q9 Inhalants	Never used	99.3	98.7
	10 years or younger	.4	.8
	13 years	.4	.4
Q9 Methamphetamines	Never used	100.0	100.0
Q9 Heroin	Never used	100.0	100.0
Q9 Hallucinogens/Ecstasy	Never used	99.6	99.6
	13 years	.4	.4
Q9 Prescription drugs not prescribed to you	Never used	97.1	95.8
	10 years or younger	1.4	1.3
	11 years	.7	.4
	12 years	.7	.8
	13 years	.0	1.3
	14 years	.0	.4
Q9 Over the counter drugs to get high	Never used	97.4	96.2
	10 years or younger	2.2	1.7
	11 years	.0	.4

Age Distribution of First Time Alcohol, Tobacco, and Other Drug Use
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

	Grade	
How old were you when you first used...?	7th	8th
12 years	.4	.0
13 years	.0	1.3
14 years	.0	.4

Binge Drinking in the Last Two Weeks
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
Think back over the last 2 weeks...		7th	8th
Q10 Binge drinking	None	98.2	91.6
	Once	1.1	4.2
	Twice	.4	1.7
	3-5 times	.4	1.3
	6-9 times	.0	1.3

Perceived Availability of Drugs
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How easy would it be for you to get...?		Grade	
		7th	8th
Q11 Cigarettes	Very hard	55.1	49.2
	Sort of hard	20.9	13.1
	Sort of easy	10.3	17.8
	Very easy	13.7	19.9
Q11 Alcohol	Very hard	46.8	33.5
	Sort of hard	16.6	16.1
	Sort of easy	20.0	25.4
	Very easy	16.6	25.0
Q11 Marijuana	Very hard	78.3	62.1
	Sort of hard	9.1	12.3
	Sort of easy	5.7	10.6
	Very easy	6.8	14.9
Q11 Drugs like cocaine, LSD or amphetamines	Very hard	89.7	82.6
	Sort of hard	5.7	11.1
	Sort of easy	1.5	3.4
	Very easy	3.1	3.0

Usual Sources of Alcoholic Beverages in the Past Year
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
During the past year, how did you get your alcohol?		7th	8th
Source	Q12 I did not drink alcohol	84.1	69.4
	Q12 I bought it at a restaurant, bar, or club	.0	.9
	Q12 I bought it at a public event	.4	.4
	Q12 I gave someone else money to buy it for me	1.2	3.8
	Q12 I bought it at a store	.0	.9
	Q12 A person 21 years old or older gave it to me	6.3	11.1
	Q12 I took it from a store	.0	.4
	Q12 I got it from a parent/guardian	5.2	9.8
	Q12 I got it from some other family member	7.1	12.8
	Q12 I got it some other way	8.7	17.9

Note: Multiple responses allowed; percentages do not add to 100%.

Usual Sources of Prescription Drugs in the Past Year
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

During the past year, how did you get your prescription drugs that were used to get high?		Grade	
		7th	8th
Source	Q13 I did not use prescription drugs to get high	94.4	93.1
	Q13 They were prescribed to me	2.8	2.2
	Q13 My parents gave them to me	1.2	.9
	Q13 Someone other than my parents gave them to me	1.6	2.6
	Q13 I took them from home	.8	1.3
	Q13 I bought them from someone	.0	1.7
	Q13 I bought them on the internet	.0	.0
	Q13 I took them from someone else	.0	.0
	Q13 I got them some other way	1.6	2.6

Note: Multiple responses allowed; percentages do not add to 100%.

CRAFFT Substance Abuse Screening
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Age		
		14 years	15 years	16 years
Q14 Do you ever use alcohol or drugs to relax, feel better about yourself, or fit in?	Never used	72.2	66.7	.0
	No	19.0	26.7	100.0
	Yes	8.9	6.7	.0
Q14 Do you ever use alcohol or drugs while you are by yourself, or alone?	Never used	71.3	71.4	.0
	No	17.8	28.6	.0
	Yes	10.8	.0	100.0
Q14 Do you ever forget things you did while using alcohol or drugs?	Never used	72.2	71.4	.0
	No	20.9	21.4	100.0
	Yes	7.0	7.1	.0
Q14 Do your family or friends ever tell you that you should cut down on your drinking or drug use?	Never used	71.5	78.6	.0
	No	25.3	21.4	100.0
	Yes	3.2	.0	.0
Q14 Have you ever gotten into trouble while you were using alcohol or drugs?	Never used	68.4	71.4	.0
	No	24.1	28.6	100.0
	Yes	7.6	.0	.0

Consequences of Alcohol, Tobacco, and Other Drug Use
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How many times have you experienced the following due to your drinking or drug use...?		Grade	
		7th	8th
Q15 Performed poorly on test or project	Never	96.7	95.4
	Once	.7	.8
	Twice	.7	1.3
	3-5 times	1.1	1.7
	6-10 times	.0	.4
	11+ times	.7	.4
Q15 Missed class	Never	97.4	95.8
	Once	.7	.4
	Twice	1.5	1.7
	3-5 times	.4	1.7
	6-10 times	.0	.4

Perceived Risks of Drug Use
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How much do you think people risk harming themselves if they...?		Grade	
		7th	8th
Q16 Smoke 1+ pack cigarettes per day	No risk	8.4	4.7
	Slight risk	13.6	11.1
	Moderate risk	37.0	26.4
	Great risk	41.0	57.9
Q16 Try marijuana once or twice	No risk	16.2	23.8
	Slight risk	28.4	31.1
	Moderate risk	22.5	19.6
	Great risk	32.8	25.5
Q16 Smoke marijuana once or twice per week	No risk	12.9	13.6
	Slight risk	17.7	22.9
	Moderate risk	29.9	28.0
	Great risk	39.5	35.6
Q16 Have 1-2 alcoholic drinks every day	No risk	10.0	10.2
	Slight risk	29.2	24.2
	Moderate risk	28.4	28.4
	Great risk	32.5	37.3
Q16 Binge drink once or twice a week	No risk	8.5	5.1
	Slight risk	16.2	13.6
	Moderate risk	29.5	33.9
	Great risk	45.8	47.5
Q16 Misuse prescription drugs	No risk	7.7	3.4
	Slight risk	5.5	9.3
	Moderate risk	24.7	17.4
	Great risk	62.0	69.9

Favorable Attitudes Toward Antisocial Behavior
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
How wrong do you think it is for someone your age to...?		7th	8th
Q17 Take a gun to school	Very wrong	93.9	92.9
	Wrong	5.4	4.6
	A little bit wrong	.0	1.7
	Not at all wrong	.7	.8
Q17 Steal something more than $5	Very wrong	40.1	43.7
	Wrong	45.1	40.3
	A little bit wrong	14.4	13.9
	Not at all wrong	.4	2.1
Q17 Attack someone	Very wrong	70.4	69.2
	Wrong	22.7	23.6
	A little bit wrong	5.8	5.5
	Not at all wrong	1.1	1.7
Q17 Pick a fight	Very wrong	38.8	37.8
	Wrong	38.0	37.0
	A little bit wrong	21.4	20.6
	Not at all wrong	1.8	4.6
Q17 Skip school	Very wrong	65.6	57.6
	Wrong	27.5	32.8
	A little bit wrong	6.2	9.2
	Not at all wrong	.7	.4

Favorable Attitudes Toward Drug Use
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How wrong do you think it is for someone your age to...?		Grade	
		7th	8th
Q17 Drink alcohol regularly	Very wrong	74.7	60.1
	Wrong	16.2	23.9
	A little bit wrong	6.9	11.3
	Not at all wrong	2.2	4.6
Q17 Smoke cigarettes	Very wrong	74.6	68.9
	Wrong	17.0	22.3
	A little bit wrong	6.9	6.7
	Not at all wrong	1.4	2.1
Q17 Smoke marijuana	Very wrong	82.2	66.7
	Wrong	10.5	16.5
	A little bit wrong	5.1	8.9
	Not at all wrong	2.2	8.0
Q17 Use illegal drugs	Very wrong	91.3	88.7
	Wrong	6.5	8.8
	A little bit wrong	1.4	.8
	Not at all wrong	.7	1.7

Rewards for Antisocial Involvement
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

What are the chances you would be seen as cool if you...?		Grade	
		7th	8th
Q19 Smoked cigarettes	Very good chance	3.6	2.9
	Pretty good chance	6.2	7.1
	Some chance	9.1	15.5
	Little chance	17.1	23.9
	No or very little chance	64.0	50.4
Q19 Drank alcohol regularly	Very good chance	5.1	6.3
	Pretty good chance	5.9	13.0
	Some chance	9.2	17.2
	Little chance	18.3	17.2
	No or very little chance	61.5	46.2
Q19 Smoked marijuana	Very good chance	7.3	14.7
	Pretty good chance	9.1	15.5
	Some chance	10.9	16.0
	Little chance	8.7	12.6
	No or very little chance	64.0	41.2
Q19 Carried a gun	Very good chance	6.9	7.2
	Pretty good chance	4.4	5.1
	Some chance	5.8	11.0
	Little chance	11.7	11.0
	No or very little chance	71.2	65.8

Parental Attitudes Favorable Toward Drug Use
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
How wrong do your parents feel it would be for you to...?		7th	8th
Q20 Have 1-2 alcoholic drinks every day	Very wrong	88.8	85.6
	Wrong	7.2	10.6
	A little bit wrong	1.4	3.0
	Not at all wrong	2.5	.8
Q20 Drink alcohol regularly (at least once or twice a month)	Very wrong	86.6	81.0
	Wrong	8.3	11.8
	A little bit wrong	2.5	5.1
	Not at all wrong	2.5	2.1
Q20 Smoke cigarettes	Very wrong	89.9	87.7
	Wrong	5.8	9.7
	A little bit wrong	1.8	1.7
	Not at all wrong	2.5	.8
Q20 Smoke marijuana	Very wrong	91.3	84.8
	Wrong	3.3	11.8
	A little bit wrong	2.5	2.1
	Not at all wrong	2.9	1.3
Q20 Use prescription drugs not prescribed to you	Very wrong	91.3	89.0
	Wrong	5.1	8.0
	A little bit wrong	1.4	2.1
	Not at all wrong	2.2	.8

Parental Attitudes Favorable Toward Antisocial Behavior
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How wrong do your parents feel it would be for you to...?		Grade	
		7th	8th
Q20 Steal something worth more than $5	Very wrong	74.7	75.9
	Wrong	18.1	19.8
	A little bit wrong	5.1	3.8
	Not at all wrong	2.2	.4
Q20 Draw graffiti	Very wrong	76.9	75.1
	Wrong	13.4	20.3
	A little bit wrong	6.5	3.8
	Not at all wrong	3.2	.8
Q20 Pick a fight with someone	Very wrong	58.1	54.7
	Wrong	27.4	26.3
	A little bit wrong	9.7	16.9
	Not at all wrong	4.7	2.1

Mental Health in the Past Twelve Months
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

During the past 12 months, did you...?		Grade	
		7th	8th
Q21 Feel sad or hopeless	No	68.9	62.0
	Yes	31.1	38.0
Q21 Consider attempting suicide	No	81.3	72.7
	Yes	18.8	27.3
Q21 Make a plan about attempting suicide	No	83.9	82.4
	Yes	16.1	17.6

Gambling during the Last Twelve Months
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How often have you bet/gambled for money or valuables in the following ways?		Grade	
		7th	8th
Q22 Card games	Never	80.5	81.4
	Less than once a month	13.4	11.4
	1-3 times per month	4.0	4.2
	Once a week or more	2.2	3.0
Q22 Personal games of skill	Never	65.3	71.8
	Less than once a month	16.8	13.4
	1-3 times per month	9.5	6.3
	Once a week or more	8.4	8.4
Q22 Sports	Never	74.1	75.6
	Less than once a month	14.2	13.0
	1-3 times per month	4.7	4.6
	Once a week or more	6.9	6.7
Q22 Lottery	Never	86.5	90.3
	Less than once a month	8.4	5.9
	1-3 times per month	3.3	1.7
	Once a week or more	1.8	2.1
Q22 Bingo	Never	81.0	85.7
	Less than once a month	13.5	11.3
	1-3 times per month	2.6	1.7
	Once a week or more	2.9	1.3
Q22 Online gambling	Never	93.8	94.5
	Less than once a month	4.4	4.2
	1-3 times per month	1.1	.4
	Once a week or more	.7	.8
Q22 Personal challenges	Never	64.2	66.8
	Less than once a month	21.2	19.7
	1-3 times per month	10.9	7.6
	Once a week or more	3.6	5.9
Q22 Gambled in other ways	Never	85.8	83.5
	Less than once a month	7.7	11.4
	1-3 times per month	4.0	3.0
	Once a week or more	2.6	2.1

Consequences of Gambling
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How often have you experienced the following consequences due to your gambling?		Grade	
		7th	8th
Q23 Academic problems	I do not gamble	74.7	74.4
	Never	23.8	24.8
	Occasionally	1.4	.8
Q23 Issues with the legal system	I do not gamble	74.9	74.2
	Never	24.4	25.0
	Occasionally	.7	.8
Q23 Lost possessions or money	I do not gamble	73.2	73.5
	Never	19.2	20.2
	Occasionally	7.6	6.3
Q23 Felt bad about gambling	I do not gamble	74.3	74.8
	Never	24.3	23.5
	Occasionally	1.4	1.7
Q23 Poor health	I do not gamble	73.8	73.5
	Never	24.7	24.8
	Occasionally	1.5	1.7
Q23 Issues with friends and family	I do not gamble	71.1	72.6
	Never	23.1	22.8
	Occasionally	5.9	4.2
	Frequently	.0	.4

School Opportunities for Prosocial Involvement
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q24 Students have chances to help decide class activities and rules	YES!	17.6	21.7
	yes	36.4	37.0
	no	33.8	24.3
	NO!	12.1	17.0
Q24 Teachers ask me to work on special class projects	YES!	14.5	15.3
	yes	35.9	37.9
	no	38.4	34.0
	NO!	11.2	12.8
Q24 Students have chances to get involved in activities outside of class	YES!	66.7	60.2
	yes	27.5	33.1
	no	4.0	4.7
	NO!	1.8	2.1
Q24 Students have chances to talk with teacher one-on-one	YES!	41.7	44.0
	yes	42.0	35.0
	no	12.3	15.8
	NO!	4.0	5.1
Q24 Students have chances to be a part of class discussions or activities	YES!	34.1	30.8
	yes	47.5	51.3
	no	14.9	13.2
	NO!	3.6	4.7

School Rewards for Prosocial Involvement
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q24 Teachers notice when doing a good job and let me know	YES!	32.4	25.4
	yes	42.2	44.0
	no	18.2	18.5
	NO!	7.3	12.1
Q24 I feel safe at school	YES!	31.0	30.3
	yes	42.3	49.6
	no	17.2	9.8
	NO!	9.5	10.3
Q24 School lets parents know when I do well	YES!	23.1	18.3
	yes	27.5	30.6
	no	30.8	31.1
	NO!	18.7	20.0
Q24 Teachers praise me when I work hard in school	YES!	16.1	17.5
	yes	32.2	29.5
	no	35.9	35.0
	NO!	15.8	17.9

Academic Failure
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q28 What were your grades like last year?	Mostly A's	39.9	34.2
	Mostly B's	36.6	42.6
	Mostly C's	17.0	14.3
	Mostly D's	5.1	4.6
	Mostly F's	1.4	4.2
Q24 My grades are better than most students	YES!	26.4	28.9
	yes	41.7	46.0
	no	23.9	19.6
	NO!	8.0	5.5

Low Commitment to School
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q26 Days of school skipped during last month	None	86.6	80.4
	1 day	6.5	10.2
	2 days	2.5	5.1
	3 days	1.1	1.7
	4-5 days	2.5	1.3
	6-10 days	.7	.9
	11 or more days	.0	.4
Q27 How interesting are courses	Very interesting	6.5	5.1
	Quite interesting	24.1	22.5
	Fairly interesting	24.5	30.9
	Slightly boring	30.9	22.0
	Very boring	14.0	19.5
Q29 Feel schoolwork is meaningful	Almost always	20.0	12.4
	Often	28.0	25.3
	Sometimes	33.5	33.9
	Seldom	12.0	12.4
	Never	6.5	15.9
Q30 Importance of school to later life	Very important	24.2	23.4
	Quite important	31.8	22.1
	Fairly important	19.1	27.7
	Slightly important	19.9	20.0
	Not at all important	5.1	6.8
Q25 Enjoy being in school	Never	8.7	17.7
	Seldom	13.8	13.5
	Sometimes	39.9	35.9
	Often	25.4	23.6
	A lot	12.3	9.3
Q25 Hate being in school	Never	8.0	4.7
	Seldom	13.0	17.0
	Sometimes	33.0	34.0
	Often	26.4	20.4
	A lot	19.6	23.8
Q25 Try to do your best work in school	Never	1.5	2.1
	Seldom	4.4	1.3
	Sometimes	15.6	17.4

Low Commitment to School
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

	Grade	
	7th	8th
Often	28.4	34.5
A lot	50.2	44.7

Poor Family Management
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Rules in my family are clear	YES!	56.8	52.5
	yes	35.8	37.7
	no	5.9	6.8
	NO!	1.5	3.0
Q31 Parents ask about homework	YES!	68.9	59.7
	yes	21.6	27.5
	no	8.4	9.7
	NO!	1.1	3.0
Q31 Parents know where I am and who I am with	YES!	70.7	62.7
	yes	24.5	30.5
	no	3.7	5.1
	NO!	1.1	1.7
Q31 Family has clear rules about alcohol and drug use	YES!	80.5	63.1
	yes	12.5	21.2
	no	5.9	12.3
	NO!	1.1	3.4
Q32 Parents know if you come home late	YES!	56.3	54.3
	yes	33.3	30.4
	no	8.4	10.0
	NO!	1.9	5.2
Q32 Parents would catch you drinking	YES!	56.1	43.3
	yes	23.9	24.2
	no	15.9	20.8
	NO!	4.2	11.7
Q32 Parents would catch you if you carried a gun	YES!	76.0	70.3
	yes	16.0	17.2

Poor Family Management
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q32 Parents would catch you if you skipped school	no	3.8	8.2
	NO!	4.2	4.3
	YES!	71.5	67.7
	yes	22.4	22.8
	no	4.6	5.6
	NO!	1.5	3.9

Family Conflict
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Family argues over and over about same thing	YES!	21.9	27.5
	yes	30.7	25.4
	no	33.3	30.9
	NO!	14.1	16.1
Q31 Family has serious arguments	YES!	23.0	21.7
	yes	21.5	23.8
	no	31.9	33.6
	NO!	23.7	20.9
Q31 Family members often insult each other	YES!	22.6	21.7
	yes	20.7	23.8
	no	29.6	28.9
	NO!	27.0	25.5

Family Opportunities for Prosocial Involvement
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Parents ask me before most family decisions made	YES!	25.9	23.0
	yes	40.0	37.9
	no	19.3	26.0
	NO!	14.8	13.2
Q32 I can ask parents for help if I have problem	YES!	44.6	39.7
	yes	31.1	34.5
	no	14.6	13.8
	NO!	9.7	12.1
Q32 Parents give me chances for fun with them	YES!	43.3	39.7
	yes	34.6	34.9
	no	15.6	16.8
	NO!	6.5	8.6

Family Rewards for Prosocial Involvement
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q32 I enjoy spending time with mom	YES!	62.9	57.8
	yes	28.8	29.3
	no	4.2	5.6
	NO!	4.2	7.3
Q32 I Enjoy spending time with dad	YES!	57.0	52.6
	yes	25.2	25.0
	no	8.1	10.5
	NO!	9.7	11.8
Q33 Parents notice when I am doing a good job	All the time	48.1	39.9
	Often	27.8	34.3
	Sometimes	14.7	15.9
	Never	9.4	9.9
Q33 Parents tell me they are proud of me	All the time	48.3	42.7
	Often	24.5	27.2
	Sometimes	18.9	16.4
	Never	8.3	13.8

Interaction with Antisocial Peers
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

In the past year (12 months), how many of your best friends have...?		Grade	
		7th	8th
Q35 Been suspended	None of my friends	60.5	68.5
	1 of my friends	19.9	19.1
	2 of my friends	8.6	7.2
	3 of my friends	4.5	3.4
	4 of my friends	6.4	1.7
Q35 Carried a gun	None of my friends	94.4	97.9
	1 of my friends	4.5	1.7
	2 of my friends	.4	.0
	4 of my friends	.7	.4
Q35 Sold drugs	None of my friends	91.4	85.0
	1 of my friends	3.8	9.4
	2 of my friends	3.0	1.3
	3 of my friends	1.1	2.6
	4 of my friends	.8	1.7
Q35 Stolen a vehicle	None of my friends	97.0	97.4
	1 of my friends	2.6	1.3
	2 of my friends	.0	.4
	4 of my friends	.4	.9
Q35 Been arrested	None of my friends	91.0	88.9
	1 of my friends	4.5	6.0
	2 of my friends	2.2	3.0
	3 of my friends	1.1	.0
	4 of my friends	1.1	2.1
Q35 Dropped out of school	None of my friends	97.0	95.3
	1 of my friends	1.1	3.0
	2 of my friends	.4	.9
	3 of my friends	1.1	.9
	4 of my friends	.4	.0

Interaction with Prosocial Peers
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

In the past year (12 months), how many of your best friends have...?		Grade	
		7th	8th
Q35 Participated in school activities	None of my friends	19.9	19.2
	1 of my friends	14.3	9.8
	2 of my friends	18.4	16.2
	3 of my friends	15.4	12.4
	4 of my friends	32.0	42.3
Q35 Made a commitment to stay drug-free	None of my friends	28.7	33.8
	1 of my friends	6.4	7.4
	2 of my friends	9.8	6.9
	3 of my friends	7.9	9.1
	4 of my friends	47.2	42.9
Q35 Liked school	None of my friends	33.6	33.0
	1 of my friends	10.3	15.5
	2 of my friends	19.1	21.0
	3 of my friends	16.0	13.7
	4 of my friends	21.0	16.7
Q35 Regularly attended religious activities	None of my friends	32.7	37.1
	1 of my friends	26.9	26.2
	2 of my friends	18.8	19.7
	3 of my friends	12.7	10.9
	4 of my friends	8.8	6.1
Q35 Tried to do well in school	None of my friends	8.7	7.7
	1 of my friends	8.0	7.2
	2 of my friends	10.6	13.2
	3 of my friends	14.8	15.7
	4 of my friends	58.0	56.2

Community Laws and Norms Favorable to Drug Use
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q36 If a kid drank alcohol in your neighborhood, would he or she be caught by police?	YES!	25.0	20.3
	yes	34.7	22.5
	no	30.2	38.6
	NO!	10.1	18.6
Q36 If a kid smoked marijuana in your neighborhood, would he or she be caught by police?	YES!	32.6	22.0
	yes	33.0	26.3
	no	25.5	37.3
	NO!	9.0	14.4
Q36 If a kid carried a handgun in your neighborhood, would he or she be caught by police?	YES!	41.4	29.8
	yes	33.8	33.6
	no	18.0	23.4
	NO!	6.8	13.2
Q36 If a kid smoked a cigarette in your neighborhood, would he or she be caught by police?	YES!	26.0	19.1
	yes	25.3	21.3
	no	35.1	38.7
	NO!	13.6	20.9
Q38 Adults in your neighborhood think about youth marijuana use	Very wrong	77.1	63.4
	Wrong	15.4	23.8
	A little bit wrong	6.0	8.5
	Not at all wrong	1.5	4.3
Q38 Adults in your neighborhood think about youth alcohol use	Very wrong	68.8	60.3
	Wrong	20.3	24.4
	A little bit wrong	9.4	11.1
	Not at all wrong	1.5	4.3
Q38 Adults in your neighborhood think about youth cigarettes use	Very wrong	70.3	63.5
	Wrong	17.9	22.6
	A little bit wrong	9.5	10.4
	Not at all wrong	2.3	3.5

Community Rewards for Prosocial Involvement
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q37 Neighbors notice good job and let me know	YES!	9.9	6.4
	yes	17.1	14.1
	no	31.2	29.9
	NO!	41.8	49.6
Q37 There are people in my neighborhood who are proud of me	YES!	13.3	10.7
	yes	25.5	16.2
	no	26.6	27.8
	NO!	34.6	45.3
Q37 There are people in my neighborhood who encourage me to do my best	YES!	16.3	13.5
	yes	27.0	21.3
	no	21.7	23.5
	NO!	35.0	41.7

Personal and Family Information
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q2 Hispanic/Latino	Non-Hispanic	77.2	71.4
	Hispanic	22.8	28.6
Q3 Race	White	69.9	76.0
	Black/African American	6.0	5.8
	Native Hawaiian/Pacific Islander	.8	.0
	American Indian/Alaskan Native	.8	.0
	Race not known or other	4.5	4.8
	More than one race	18.0	13.5
Q5 Age	12 years	35.6	.0
	13 years	49.2	39.8
	14 years	13.6	52.4
	15 years	1.5	6.8
	16 years	.0	1.0
Q6 Parents served in a war zone	No	64.4	74.3
	Yes	26.5	18.1
	Not sure	9.1	7.6
Q7 Parents served time in jail	No	65.2	70.5
	Yes	25.8	17.1
	Not sure	9.1	12.4

Past Month Use of Alcohol, Tobacco, and Other Drugs
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

How many times in the last month (30 days) have you used...?		Grade	
		7th	8th
Q8 Cigarettes	Never	97.7	95.1
	1-5 times	2.3	4.9
Q8 Smokeless tobacco	Never	98.5	95.2
	1-5 times	1.5	3.8
	40+ times	.0	1.0
Q8 Cigars	Never	99.2	94.1
	1-5 times	.8	4.9
	6-19 times	.0	1.0
Q8 Pipe	Never	100	87.4
	1-5 times	.0	5.8
	6-19 times	.0	2.9
	20-39 times	.0	1.9
	40+ times	.0	1.9
Q8 Electronic vapor products	Never	91.6	78.6
	1-5 times	5.3	5.8
	6-19 times	2.3	5.8
	20-39 times	.0	2.9
	40+ times	.8	6.8
Q8 Alcohol	Never	89.9	78.6
	1-5 times	7.8	13.6
	6-19 times	2.3	4.9
	20-39 times	.0	1.9
	40+ times	.0	1.0
Q8 Marijuana	Never	96.2	88.3
	1-5 times	3.0	5.8
	6-19 times	.0	2.9
	20-39 times	.0	1.0
	40+ times	.8	1.9
Q8 Synthetic marijuana	Never	100	98.1
	6-19 times	.0	1.0
	20-39 times	.0	1.0
Q8 Cocaine/Crack	Never	100	99.0
	1-5 times	.0	1.0

Past Month Use of Alcohol, Tobacco, and Other Drugs
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

How many times in the last month (30 days) have you used...?		Grade	
		7th	8th
Q8 Inhalants	Never	99.2	99.0
	1-5 times	.0	1.0
	6-19 times	.8	.0
Q8 Methamphetamines	Never	100	100
Q8 Heroin	Never	100	100
Q8 Hallucinogens/Ecstasy	Never	99.2	100
	1-5 times	.8	.0
Q8 Prescription drugs not prescribed to you	Never	99.2	98.1
	1-5 times	.8	1.0
	6-19 times	.0	1.0
Q8 Over the counter drugs to get high	Never	97.7	95.1
	1-5 times	1.6	3.9
	6-19 times	.8	1.0

Age Distribution of First Time Alcohol, Tobacco, and Other Drug Use
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

How old were you when you first used...?		Grade	
		7th	8th
Q9 Cigarettes	Never used	95.3	90.4
	10 years or younger	1.6	2.9
	11 years	.8	1.9
	12 years	1.6	1.0
	13 years	.8	1.9
	14 years	.0	1.9
Q9 Smokeless tobacco	Never used	97.0	93.3
	10 years or younger	2.3	1.9
	12 years	.0	1.0
	13 years	.8	1.9
	14 years	.0	1.0
	15 years	.0	1.0
Q9 Cigars	Never used	98.5	87.4
	10 years or younger	.0	3.9
	12 years	.0	1.9
	13 years	1.5	3.9

Age Distribution of First Time Alcohol, Tobacco, and Other Drug Use
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

How old were you when you first used...?		Grade	
		7th	8th
	14 years	.0	1.9
	15 years	.0	1.0
Q9 Pipe	Never used	96.9	85.1
	10 years or younger	.0	3.0
	11 years	1.6	.0
	12 years	.0	4.0
	13 years	1.6	4.0
	14 years	.0	3.0
	15 years	.0	1.0
Q9 Electronic vapor products	Never used	89.3	74.8
	10 years or younger	.0	2.9
	11 years	.0	3.9
	12 years	6.1	3.9
	13 years	4.6	10.7
	14 years	.0	2.9
	15 years	.0	1.0
Q9 Alcohol	Never used	85.5	73.8
	10 years or younger	5.3	6.8
	11 years	1.5	3.9
	12 years	4.6	5.8
	13 years	2.3	6.8
	14 years	.0	1.9
	15 years	.8	1.0
Q9 Marijuana	Never used	95.5	82.5
	10 years or younger	.0	1.0
	11 years	1.5	1.0
	12 years	2.3	2.9
	13 years	.8	8.7
	14 years	.0	3.9
Q9 Synthetic marijuana	Never used	100.0	96.1
	11 years	.0	1.9
	13 years	.0	1.9

Age Distribution of First Time Alcohol, Tobacco, and Other Drug Use
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

How old were you when you first used...?		Grade	
		7th	8th
Q9 Cocaine/Crack	Never used	100.0	98.1
	13 years	.0	1.0
	14 years	.0	1.0
Q9 Inhalants	Never used	99.2	99.0
	10 years or younger	.8	1.0
Q9 Methamphetamines	Never used	100.0	100.0
Q9 Heroin	Never used	100.0	100.0
Q9 Hallucinogens/Ecstasy	Never used	99.2	100.0
	13 years	.8	.0
Q9 Prescription drugs not prescribed to you	Never used	99.2	97.1
	11 years	.8	1.0
	12 years	.0	1.0
	13 years	.0	1.0
Q9 Over the counter drugs to get high	Never used	97.7	94.1
	10 years or younger	2.3	2.0
	11 years	.0	1.0
	13 years	.0	2.0
	14 years	.0	1.0

Binge Drinking in the Last Two Weeks
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

Think back over the last 2 weeks...		Grade	
		7th	8th
Q10 Binge drinking	None	97.7	91.3
	Once	1.5	3.9
	Twice	.0	1.0
	3-5 times	.8	1.9
	6-9 times	.0	1.9

Perceived Availability of Drugs
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

How easy would it be for you to get...?		Grade	
		7th	8th
Q11 Cigarettes	Very hard	55.3	50.5
	Sort of hard	23.6	15.5
	Sort of easy	8.1	14.6
	Very easy	13.0	19.4
Q11 Alcohol	Very hard	47.6	39.8
	Sort of hard	21.0	12.6
	Sort of easy	14.5	26.2
	Very easy	16.9	21.4
Q11 Marijuana	Very hard	80.5	68.0
	Sort of hard	7.3	7.8
	Sort of easy	4.9	9.7
	Very easy	7.3	14.6
Q11 Drugs like cocaine, LSD or amphetamines	Very hard	91.9	82.5
	Sort of hard	4.1	11.7
	Sort of easy	.8	3.9
	Very easy	3.3	1.9

Usual Sources of Alcoholic Beverages in the Past Year
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

During the past year, how did you get your alcohol?		Grade	
		7th	8th
Source	Q12 I did not drink alcohol	86.3	75.0
	Q12 I bought it at a restaurant, bar, or club	.0	1.0
	Q12 I bought it at a public event	.9	1.0
	Q12 I gave someone else money to buy it for me	1.7	6.0
	Q12 I bought it at a store	.0	2.0
	Q12 A person 21 years old or older gave it to me	6.0	9.0
	Q12 I took it from a store	.0	1.0
	Q12 I got it from a parent/guardian	5.1	8.0
	Q12 I got it from some other family member	6.8	8.0
	Q12 I got it some other way	6.0	19.0

Note: Multiple responses allowed; percentages do not add to 100%.

Usual Sources of Prescription Drugs in the Past Year
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

During the past year, how did you get your prescription drugs that were used to get high?		Grade	
		7th	8th
Source	Q13 I did not use prescription drugs to get high	93.9	88.9
	Q13 They were prescribed to me	4.4	3.0
	Q13 My parents gave them to me	1.8	.0
	Q13 Someone other than my parents gave them to me	.0	3.0
	Q13 I took them from home	.0	2.0
	Q13 I bought them from someone	.0	3.0
	Q13 I bought them on the internet	.0	.0
	Q13 I took them from someone else	.0	.0
	Q13 I got them some other way	1.8	4.0

Note: Multiple responses allowed; percentages do not add to 100%.

CRAFFT Substance Abuse Screening
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Age		
		14 years	15 years	16 years
Q14 Do you ever use alcohol or drugs to relax, feel better about yourself, or fit in?	Never used	77.1	66.7	.0
	No	18.6	33.3	100.0
	Yes	4.3	.0	.0
Q14 Do you ever use alcohol or drugs while you are by yourself, or alone?	Never used	74.3	66.7	.0
	No	15.7	33.3	.0
	Yes	10.0	.0	100.0
Q14 Do you ever forget things you did while using alcohol or drugs?	Never used	75.7	66.7	.0
	No	18.6	22.2	100.0
	Yes	5.7	11.1	.0
Q14 Do your family or friends ever tell you that you should cut down on your drinking or drug use?	Never used	75.7	77.8	.0
	No	21.4	22.2	100.0
	Yes	2.9	.0	.0
Q14 Have you ever gotten into trouble while you were using alcohol or drugs?	Never used	71.4	66.7	.0
	No	20.0	33.3	100.0
	Yes	8.6	.0	.0

Consequences of Alcohol, Tobacco, and Other Drug Use
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

How many times have you experienced the following due to your drinking or drug use...?		Grade	
		7th	8th
Q15 Performed poorly on test or project	Never	95.3	96.1
	Once	1.6	1.0
	Twice	.8	1.0
	3-5 times	1.6	1.0
	11+ times	.8	1.0
Q15 Missed class	Never	96.1	98.1
	Once	1.6	.0
	Twice	2.3	1.0
	3-5 times	.0	1.0

Perceived Risks of Drug Use
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

How much do you think people risk harming themselves if they...?		Grade	
		7th	8th
Q16 Smoke 1+ pack cigarettes per day	No risk	10.9	4.9
	Slight risk	12.5	12.6
	Moderate risk	36.7	30.1
	Great risk	39.8	52.4
Q16 Try marijuana once or twice	No risk	17.2	26.0
	Slight risk	25.8	26.0
	Moderate risk	21.1	18.3
	Great risk	35.9	29.8
Q16 Smoke marijuana once or twice per week	No risk	15.7	18.3
	Slight risk	11.8	20.2
	Moderate risk	29.9	25.0
	Great risk	42.5	36.5
Q16 Have 1-2 alcoholic drinks every day	No risk	13.3	12.5
	Slight risk	25.0	19.2
	Moderate risk	33.6	28.8
	Great risk	28.1	39.4
Q16 Binge drink once or twice a week	No risk	11.0	6.7
	Slight risk	11.0	18.3
	Moderate risk	32.3	31.7
	Great risk	45.7	43.3
Q16 Misuse prescription drugs	No risk	9.4	5.8
	Slight risk	7.1	9.6
	Moderate risk	22.8	17.3
	Great risk	60.6	67.3

Favorable Attitudes Toward Antisocial Behavior
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
How wrong do you think it is for someone your age to...?		7th	8th
Q17 Take a gun to school	Very wrong	95.4	94.2
	Wrong	4.6	3.9
	A little bit wrong	.0	1.9
Q17 Steal something more than $5	Very wrong	36.6	41.7
	Wrong	48.1	39.8
	A little bit wrong	15.3	15.5
	Not at all wrong	.0	2.9
Q17 Attack someone	Very wrong	69.5	68.9
	Wrong	26.7	25.2
	A little bit wrong	3.8	4.9
	Not at all wrong	.0	1.0
Q17 Pick a fight	Very wrong	40.5	38.8
	Wrong	35.9	36.9
	A little bit wrong	22.9	19.4
	Not at all wrong	.8	4.9
Q17 Skip school	Very wrong	74.8	58.3
	Wrong	19.8	31.1
	A little bit wrong	5.3	10.7

Favorable Attitudes Toward Drug Use
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
How wrong do you think it is for someone your age to...?		7th	8th
Q17 Drink alcohol regularly	Very wrong	76.3	63.1
	Wrong	15.3	22.3
	A little bit wrong	7.6	9.7
	Not at all wrong	.8	4.9
Q17 Smoke cigarettes	Very wrong	80.8	77.7
	Wrong	13.1	15.5
	A little bit wrong	4.6	6.8
	Not at all wrong	1.5	.0
Q17 Smoke marijuana	Very wrong	84.0	72.8
	Wrong	9.2	11.7
	A little bit wrong	3.8	5.8
	Not at all wrong	3.1	9.7
Q17 Use illegal drugs	Very wrong	93.8	89.3
	Wrong	4.6	8.7
	A little bit wrong	.8	1.0
	Not at all wrong	.8	1.0

Rewards for Antisocial Involvement
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

What are the chances you would be seen as cool if you...?		Grade	
		7th	8th
Q19 Smoked cigarettes	Very good chance	4.6	3.8
	Pretty good chance	3.1	8.7
	Some chance	10.0	12.5
	Little chance	14.6	19.2
	No or very little chance	67.7	55.8
Q19 Drank alcohol regularly	Very good chance	4.7	8.7
	Pretty good chance	3.9	11.5
	Some chance	10.1	14.4
	Little chance	15.5	13.5
	No or very little chance	65.9	51.9
Q19 Smoked marijuana	Very good chance	8.5	14.4
	Pretty good chance	6.9	14.4
	Some chance	9.2	15.4
	Little chance	4.6	9.6
	No or very little chance	70.8	46.2
Q19 Carried a gun	Very good chance	8.5	12.5
	Pretty good chance	3.1	6.7
	Some chance	6.9	10.6
	Little chance	10.8	7.7
	No or very little chance	70.8	62.5

Parental Attitudes Favorable Toward Drug Use
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
How wrong do your parents feel it would be for you to...?		7th	8th
Q20 Have 1-2 alcoholic drinks every day	Very wrong	89.2	85.4
	Wrong	6.9	11.7
	A little bit wrong	1.5	1.0
	Not at all wrong	2.3	1.9
Q20 Drink alcohol regularly (at least once or twice a month)	Very wrong	89.2	77.9
	Wrong	6.9	11.5
	A little bit wrong	1.5	8.7
	Not at all wrong	2.3	1.9
Q20 Smoke cigarettes	Very wrong	90.7	85.4
	Wrong	4.7	11.7
	A little bit wrong	1.6	1.9
	Not at all wrong	3.1	1.0
Q20 Smoke marijuana	Very wrong	91.5	82.7
	Wrong	3.1	12.5
	A little bit wrong	1.5	2.9
	Not at all wrong	3.8	1.9
Q20 Use prescription drugs not prescribed to you	Very wrong	93.0	88.5
	Wrong	3.9	7.7
	A little bit wrong	.8	2.9
	Not at all wrong	2.3	1.0

Parental Attitudes Favorable Toward Antisocial Behavior
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

How wrong do your parents feel it would be for you to...?		Grade	
		7th	8th
Q20 Steal something worth more than $5	Very wrong	70.0	71.2
	Wrong	21.5	23.1
	A little bit wrong	6.2	4.8
	Not at all wrong	2.3	1.0
Q20 Draw graffiti	Very wrong	80.0	76.0
	Wrong	11.5	17.3
	A little bit wrong	5.4	4.8
	Not at all wrong	3.1	1.9
Q20 Pick a fight with someone	Very wrong	62.3	52.9
	Wrong	23.8	26.9
	A little bit wrong	10.8	17.3
	Not at all wrong	3.1	2.9

Mental Health in the Past Twelve Months
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

During the past 12 months, did you...?		Grade	
		7th	8th
Q21 Feel sad or hopeless	No	78.3	79.8
	Yes	21.7	20.2
Q21 Consider attempting suicide	No	93.0	82.7
	Yes	7.0	17.3
Q21 Make a plan about attempting suicide	No	93.8	88.5
	Yes	6.3	11.5

Gambling during the Last Twelve Months
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

How often have you bet/gambled for money or valuables in the following ways?		Grade	
		7th	8th
Q22 Card games	Never	76.2	74.0
	Less than once a month	14.6	19.2
	1-3 times per month	6.9	3.8
	Once a week or more	2.3	2.9
Q22 Personal games of skill	Never	55.4	62.5
	Less than once a month	19.2	17.3
	1-3 times per month	11.5	6.7
	Once a week or more	13.8	13.5
Q22 Sports	Never	62.8	67.3
	Less than once a month	18.6	16.3
	1-3 times per month	4.7	4.8
	Once a week or more	14.0	11.5
Q22 Lottery	Never	84.4	87.5
	Less than once a month	7.8	9.6
	1-3 times per month	3.9	1.0
	Once a week or more	3.9	1.9
Q22 Bingo	Never	79.7	84.6
	Less than once a month	11.7	11.5
	1-3 times per month	4.7	1.9
	Once a week or more	3.9	1.9
Q22 Online gambling	Never	90.8	93.3
	Less than once a month	5.4	5.8
	1-3 times per month	2.3	.0
	Once a week or more	1.5	1.0
Q22 Personal challenges	Never	58.5	63.5
	Less than once a month	21.5	24.0
	1-3 times per month	15.4	5.8
	Once a week or more	4.6	6.7
Q22 Gambled in other ways	Never	80.8	77.7
	Less than once a month	10.0	16.5
	1-3 times per month	6.2	3.9
	Once a week or more	3.1	1.9

Consequences of Gambling
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

How often have you experienced the following consequences due to your gambling?		Grade	
		7th	8th
Q23 Academic problems	I do not gamble	65.6	63.5
	Never	32.8	36.5
	Occasionally	1.5	.0
Q23 Issues with the legal system	I do not gamble	65.4	65.0
	Never	33.8	35.0
	Occasionally	.8	.0
Q23 Lost possessions or money	I do not gamble	63.4	63.5
	Never	22.9	29.8
	Occasionally	13.7	6.7
Q23 Felt bad about gambling	I do not gamble	64.9	64.4
	Never	33.6	32.7
	Occasionally	1.5	2.9
Q23 Poor health	I do not gamble	64.1	64.4
	Never	35.1	35.6
	Occasionally	.8	.0
Q23 Issues with friends and family	I do not gamble	61.1	64.4
	Never	32.8	33.7
	Occasionally	6.1	1.9

School Opportunities for Prosocial Involvement
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q24 Students have chances to help decide class activities and rules	YES!	22.5	25.5
	yes	37.2	40.2
	no	33.3	19.6
	NO!	7.0	14.7
Q24 Teachers ask me to work on special class projects	YES!	16.2	18.6
	yes	42.3	38.2
	no	34.6	31.4
	NO!	6.9	11.8
Q24 Students have chances to get involved in activities outside of class	YES!	74.6	56.9
	yes	21.5	35.3
	no	2.3	4.9
	NO!	1.5	2.9
Q24 Students have chances to talk with teacher one-on-one	YES!	49.2	48.5
	yes	40.0	35.6
	no	6.9	9.9
	NO!	3.8	5.9
Q24 Students have chances to be a part of class discussions or activities	YES!	37.7	31.7
	yes	49.2	49.5
	no	11.5	11.9
	NO!	1.5	6.9

School Rewards for Prosocial Involvement
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q24 Teachers notice when doing a good job and let me know	YES!	39.5	29.7
	yes	41.1	42.6
	no	16.3	14.9
	NO!	3.1	12.9
Q24 I feel safe at school	YES!	38.8	34.7
	yes	42.6	43.6
	no	13.2	10.9
	NO!	5.4	10.9
Q24 School lets parents know when I do well	YES!	29.5	25.7
	yes	29.5	31.7
	no	27.9	26.7
	NO!	13.2	15.8
Q24 Teachers praise me when I work hard in school	YES!	17.8	22.8
	yes	32.6	36.6
	no	40.3	24.8
	NO!	9.3	15.8

Academic Failure
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q28 What were your grades like last year?	Mostly A's	35.6	25.5
	Mostly B's	36.4	48.0
	Mostly C's	21.2	19.6
	Mostly D's	5.3	2.9
	Mostly F's	1.5	3.9
Q24 My grades are better than most students	YES!	27.7	30.4
	yes	43.8	43.1
	no	23.1	20.6
	NO!	5.4	5.9

Low Commitment to School
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q26 Days of school skipped during last month	None	90.0	81.4
	1 day	3.8	8.8
	2 days	2.3	3.9
	3 days	.8	2.9
	4-5 days	2.3	1.0
	6-10 days	.8	2.0
Q27 How interesting are courses	Very interesting	8.3	6.9
	Quite interesting	26.5	24.5
	Fairly interesting	30.3	29.4
	Slightly boring	23.5	15.7
	Very boring	11.4	23.5
Q29 Feel schoolwork is meaningful	Almost always	23.1	16.2
	Often	27.7	21.2
	Sometimes	33.8	28.3
	Seldom	10.0	13.1
	Never	5.4	21.2
Q30 Importance of school to later life	Very important	24.6	30.7
	Quite important	36.2	23.8
	Fairly important	21.5	23.8
	Slightly important	16.2	15.8
	Not at all important	1.5	5.9
Q25 Enjoy being in school	Never	7.6	23.3
	Seldom	9.9	8.7
	Sometimes	40.5	40.8
	Often	31.3	20.4
	A lot	10.7	6.8
Q25 Hate being in school	Never	9.2	7.8
	Seldom	16.8	14.7
	Sometimes	32.8	37.3
	Often	26.0	16.7
	A lot	15.3	23.5
Q25 Try to do your best work in school	Never	1.6	2.9
	Seldom	2.3	2.0

Low Commitment to School
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
	Sometimes	14.0	18.6
	Often	32.6	34.3
	A lot	49.6	42.2

Poor Family Management
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Rules in my family are clear	YES!	60.2	59.8
	yes	34.4	32.4
	no	5.5	2.9
	NO!	.0	4.9
Q31 Parents ask about homework	YES!	77.2	66.7
	yes	18.9	26.5
	no	3.1	5.9
	NO!	.8	1.0
Q31 Parents know where I am and who I am with	YES!	72.4	61.8
	yes	24.4	34.3
	no	3.1	2.9
	NO!	.0	1.0
Q31 Family has clear rules about alcohol and drug use	YES!	87.4	75.5
	yes	7.1	14.7
	no	5.5	8.8
	NO!	.0	1.0
Q32 Parents know if you come home late	YES!	57.7	57.6
	yes	32.5	28.3
	no	7.3	10.1
	NO!	2.4	4.0
Q32 Parents would catch you drinking	YES!	57.7	51.0
	yes	26.8	24.5
	no	14.6	12.2
	NO!	.8	12.2
Q32 Parents would catch you if you carried a gun	YES!	75.4	69.7
	yes	15.6	17.2

Poor Family Management
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q32 Parents would catch you if you skipped school	no	5.7	7.1
	NO!	3.3	6.1
	YES!	73.2	68.7
	yes	20.3	20.2
	no	6.5	7.1
	NO!	.0	4.0

Family Conflict
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Family argues over and over about same thing	YES!	23.0	29.4
	yes	27.0	20.6
	no	38.9	35.3
	NO!	11.1	14.7
Q31 Family has serious arguments	YES!	24.8	21.6
	yes	16.8	23.5
	no	37.6	30.4
	NO!	20.8	24.5
Q31 Family members often insult each other	YES!	25.4	20.6
	yes	15.1	25.5
	no	35.7	25.5
	NO!	23.8	28.4

Family Opportunities for Prosocial Involvement
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Parents ask me before most family decisions made	YES!	27.6	29.7
	yes	43.3	33.7
	no	16.5	28.7
	NO!	12.6	7.9
Q32 I can ask parents for help if I have problem	YES!	52.0	46.5
	yes	33.6	31.3
	no	7.2	10.1
	NO!	7.2	12.1
Q32 Parents give me chances for fun with them	YES!	48.8	44.4
	yes	34.1	34.3
	no	13.0	14.1
	NO!	4.1	7.1

Family Rewards for Prosocial Involvement
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q32 I enjoy spending time with mom	YES!	71.5	59.6
	yes	26.0	29.3
	no	2.4	4.0
	NO!	.0	7.1
Q32 I Enjoy spending time with dad	YES!	67.8	55.7
	yes	20.3	25.8
	no	5.9	7.2
	NO!	5.9	11.3
Q33 Parents notice when I am doing a good job	All the time	59.2	46.0
	Often	24.8	30.0
	Sometimes	9.6	17.0
	Never	6.4	7.0
Q33 Parents tell me they are proud of me	All the time	55.2	49.0
	Often	28.8	26.0
	Sometimes	9.6	13.0
	Never	6.4	12.0

Interaction with Antisocial Peers
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

In the past year (12 months), how many of your best friends have...?		Grade	
		7th	8th
Q35 Been suspended	None of my friends	54.5	65.3
	1 of my friends	25.2	21.8
	2 of my friends	12.2	6.9
	3 of my friends	4.1	5.0
	4 of my friends	4.1	1.0
Q35 Carried a gun	None of my friends	95.2	97.0
	1 of my friends	4.0	2.0
	4 of my friends	.8	1.0
Q35 Sold drugs	None of my friends	92.7	87.0
	1 of my friends	4.1	7.0
	2 of my friends	1.6	.0
	3 of my friends	1.6	3.0
	4 of my friends	.0	3.0
Q35 Stolen a vehicle	None of my friends	97.6	99.0
	1 of my friends	2.4	.0
	4 of my friends	.0	1.0
Q35 Been arrested	None of my friends	88.8	87.1
	1 of my friends	4.8	7.9
	2 of my friends	4.0	2.0
	3 of my friends	1.6	.0
	4 of my friends	.8	3.0
Q35 Dropped out of school	None of my friends	98.4	98.0
	1 of my friends	.8	1.0
	2 of my friends	.8	1.0

Interaction with Prosocial Peers
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

In the past year (12 months), how many of your best friends have...?		Grade	
		7th	8th
Q35 Participated in school activities	None of my friends	19.2	27.7
	1 of my friends	15.2	6.9
	2 of my friends	16.0	16.8
	3 of my friends	15.2	10.9
	4 of my friends	34.4	37.6
Q35 Made a commitment to stay drug-free	None of my friends	30.4	39.0
	1 of my friends	4.0	4.0
	2 of my friends	7.2	7.0
	3 of my friends	8.8	8.0
	4 of my friends	49.6	42.0
Q35 Liked school	None of my friends	33.6	30.7
	1 of my friends	9.6	14.9
	2 of my friends	22.4	24.8
	3 of my friends	13.6	13.9
	4 of my friends	20.8	15.8
Q35 Regularly attended religious activities	None of my friends	31.4	39.4
	1 of my friends	22.3	26.3
	2 of my friends	21.5	17.2
	3 of my friends	17.4	12.1
	4 of my friends	7.4	5.1
Q35 Tried to do well in school	None of my friends	8.9	9.9
	1 of my friends	8.1	10.9
	2 of my friends	9.8	15.8
	3 of my friends	14.6	19.8
	4 of my friends	58.5	43.6

Community Laws and Norms Favorable to Drug Use
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q36 If a kid drank alcohol in your neighborhood, would he or she be caught by police?	YES!	28.8	28.4
	yes	30.4	25.5
	no	32.0	29.4
	NO!	8.8	16.7
Q36 If a kid smoked marijuana in your neighborhood, would he or she be caught by police?	YES!	37.1	29.4
	yes	29.8	26.5
	no	24.2	28.4
	NO!	8.9	15.7
Q36 If a kid carried a handgun in your neighborhood, would he or she be caught by police?	YES!	43.1	35.3
	yes	30.1	33.3
	no	21.1	14.7
	NO!	5.7	16.7
Q36 If a kid smoked a cigarette in your neighborhood, would he or she be caught by police?	YES!	26.8	27.7
	yes	30.1	19.8
	no	30.9	32.7
	NO!	12.2	19.8
Q38 Adults in your neighborhood think about youth marijuana use	Very wrong	76.6	70.6
	Wrong	14.5	17.6
	A little bit wrong	6.5	4.9
	Not at all wrong	2.4	6.9
Q38 Adults in your neighborhood think about youth alcohol use	Very wrong	69.4	66.7
	Wrong	20.2	17.6
	A little bit wrong	8.1	8.8
	Not at all wrong	2.4	6.9
Q38 Adults in your neighborhood think about youth cigarettes use	Very wrong	74.6	73.3
	Wrong	13.1	13.9
	A little bit wrong	9.0	7.9
	Not at all wrong	3.3	5.0

Community Rewards for Prosocial Involvement
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q37 Neighbors notice good job and let me know	YES!	9.8	9.8
	yes	18.9	20.6
	no	36.1	27.5
	NO!	35.2	42.2
Q37 There are people in my neighborhood who are proud of me	YES!	11.5	12.7
	yes	31.1	20.6
	no	29.5	28.4
	NO!	27.9	38.2
Q37 There are people in my neighborhood who encourage me to do my best	YES!	15.4	14.0
	yes	33.3	24.0
	no	18.7	26.0
	NO!	32.5	36.0

Personal and Family Information
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q2 Hispanic/Latino	Non-Hispanic	64.4	70.1
	Hispanic	35.6	29.9
Q3 Race	White	63.8	62.2
	Black/African American	7.8	5.9
	Asian	.7	.0
	Native Hawaiian/Pacific Islander	.7	.0
	American Indian/Alaskan Native	.0	1.5
	Race not known or other	5.0	3.7
	More than one race	22.0	26.7
Q5 Age	11 years	2.7	.0
	12 years	43.5	.0
	13 years	48.3	34.8
	14 years	5.4	60.7
	15 years	.0	4.4
Q6 Parents served in a war zone	No	68.2	77.0
	Yes	16.2	13.3
	Not sure	15.5	9.6
Q7 Parents served time in jail	No	63.9	64.9
	Yes	21.8	19.4
	Not sure	14.3	15.7

Past Month Use of Alcohol, Tobacco, and Other Drugs
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

How many times in the last month (30 days) have you used...?		Grade	
		7th	8th
Q8 Cigarettes	Never	96.6	92.6
	1-5 times	3.4	5.9
	6-19 times	.0	1.5
Q8 Smokeless tobacco	Never	98.6	99.3
	1-5 times	1.4	.7
Q8 Cigars	Never	99.3	98.5
	1-5 times	.7	1.5
Q8 Pipe	Never	95.2	90.3
	1-5 times	4.8	6.7
	6-19 times	.0	2.2
	20-39 times	.0	.7
Q8 Electronic vapor products	Never	93.2	75.6
	1-5 times	6.8	18.5
	6-19 times	.0	3.7
	20-39 times	.0	1.5
	40+ times	.0	.7
Q8 Alcohol	Never	86.1	72.6
	1-5 times	13.2	21.5
	6-19 times	.0	5.2
	20-39 times	.7	.0
	40+ times	.0	.7
Q8 Marijuana	Never	98.6	91.0
	1-5 times	1.4	5.3
	6-19 times	.0	1.5
	20-39 times	.0	.8
	40+ times	.0	1.5
Q8 Synthetic marijuana	Never	100	99.3
	1-5 times	.0	.7
Q8 Cocaine/Crack	Never	100	99.3
	1-5 times	.0	.7
Q8 Inhalants	Never	99.3	98.5
	1-5 times	.7	1.5
Q8 Methamphetamines	Never	100	100
Q8 Heroin	Never	100	100

Past Month Use of Alcohol, Tobacco, and Other Drugs
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

How many times in the last month (30 days) have you used...?		Grade	
		7th	8th
Q8 Hallucinogens/Ecstasy	Never	100	100
Q8 Prescription drugs not prescribed to you	Never	95.9	97.8
	1-5 times	2.1	1.5
	6-19 times	1.4	.0
	40+ times	.7	.7
Q8 Over the counter drugs to get high	Never	97.2	97.7
	1-5 times	.7	1.5
	6-19 times	1.4	.8
	40+ times	.7	.0

Age Distribution of First Time Alcohol, Tobacco, and Other Drug Use
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

How old were you when you first used...?		Grade	
		7th	8th
Q9 Cigarettes	Never used	93.2	86.6
	10 years or younger	1.4	.7
	11 years	.7	.7
	12 years	4.1	4.5
	13 years	.7	5.2
	14 years	.0	2.2
Q9 Smokeless tobacco	Never used	98.6	99.3
	12 years	.7	.0
	13 years	.7	.7
Q9 Cigars	Never used	98.6	97.0
	10 years or younger	.7	.0
	12 years	.0	.8
	13 years	.7	2.3
Q9 Pipe	Never used	93.9	88.0
	10 years or younger	.7	.0
	11 years	.0	.8
	12 years	3.4	.8
	13 years	2.0	9.0
	14 years	.0	1.5

Age Distribution of First Time Alcohol, Tobacco, and Other Drug Use
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

How old were you when you first used...?		Grade	
		7th	8th
Q9 Electronic vapor products	Never used	90.5	70.9
	10 years or younger	1.4	.0
	11 years	.7	1.5
	12 years	6.1	4.5
	13 years	1.4	19.4
	14 years	.0	3.7
Q9 Alcohol	Never used	84.1	65.7
	10 years or younger	4.1	2.2
	11 years	4.1	6.0
	12 years	3.4	6.7
	13 years	4.1	13.4
	14 years	.0	6.0
Q9 Marijuana	Never used	98.0	86.5
	11 years	.0	.8
	12 years	.7	1.5
	13 years	1.4	7.5
	14 years	.0	3.8
Q9 Synthetic marijuana	Never used	100.0	97.8
	12 years	.0	.7
	13 years	.0	1.5
Q9 Cocaine/Crack	Never used	100.0	99.3
	13 years	.0	.7
Q9 Inhalants	Never used	99.3	98.5
	10 years or younger	.0	.7
	13 years	.7	.7
Q9 Methamphetamines	Never used	100.0	100.0
Q9 Heroin	Never used	100.0	100.0
Q9 Hallucinogens/Ecstasy	Never used	100.0	99.3
	13 years	.0	.7
Q9 Prescription drugs not prescribed to you	Never used	95.2	94.8
	10 years or younger	2.7	2.2

Age Distribution of First Time Alcohol, Tobacco, and Other Drug Use
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

How old were you when you first used...?		Grade	
		7th	8th
Q9 Over the counter drugs to get high	11 years	.7	.0
	12 years	1.4	.7
	13 years	.0	1.5
	14 years	.0	.7
	Never used	97.2	97.7
	10 years or younger	2.1	1.5
	12 years	.7	.0
	13 years	.0	.8

Binge Drinking in the Last Two Weeks
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

Think back over the last 2 weeks...		Grade	
		7th	8th
Q10 Binge drinking	None	98.6	91.8
	Once	.7	4.5
	Twice	.7	2.2
	3-5 times	.0	.7
	6-9 times	.0	.7

Perceived Availability of Drugs
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Grade	
How easy would it be for you to get...?		7th	8th
Q11 Cigarettes	Very hard	55.0	48.1
	Sort of hard	18.6	11.3
	Sort of easy	12.1	20.3
	Very easy	14.3	20.3
Q11 Alcohol	Very hard	46.1	28.6
	Sort of hard	12.8	18.8
	Sort of easy	24.8	24.8
	Very easy	16.3	27.8
Q11 Marijuana	Very hard	76.4	57.6
	Sort of hard	10.7	15.9
	Sort of easy	6.4	11.4
	Very easy	6.4	15.2
Q11 Drugs like cocaine, LSD or amphetamines	Very hard	87.7	82.6
	Sort of hard	7.2	10.6
	Sort of easy	2.2	3.0
	Very easy	2.9	3.8

Usual Sources of Alcoholic Beverages in the Past Year
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

During the past year, how did you get your alcohol?		Grade	
		7th	8th
Source	Q12 I did not drink alcohol	82.2	65.2
	Q12 I bought it at a restaurant, bar, or club	.0	.7
	Q12 I bought it at a public event	.0	.0
	Q12 I gave someone else money to buy it for me	.7	2.2
	Q12 I bought it at a store	.0	.0
	Q12 A person 21 years old or older gave it to me	6.7	12.6
	Q12 I took it from a store	.0	.0
	Q12 I got it from a parent/guardian	5.2	11.1
	Q12 I got it from some other family member	7.4	16.3
	Q12 I got it some other way	11.1	17.0

Note: Multiple responses allowed; percentages do not add to 100%.

Usual Sources of Prescription Drugs in the Past Year
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

During the past year, how did you get your prescription drugs that were used to get high?		Grade	
		7th	8th
Source	Q13 I did not use prescription drugs to get high	94.9	96.2
	Q13 They were prescribed to me	1.5	1.5
	Q13 My parents gave them to me	.7	1.5
	Q13 Someone other than my parents gave them to me	2.9	2.3
	Q13 I took them from home	1.5	.8
	Q13 I bought them from someone	.0	.8
	Q13 I bought them on the internet	.0	.0
	Q13 I took them from someone else	.0	.0
	Q13 I got them some other way	1.5	1.5

Note: Multiple responses allowed; percentages do not add to 100%.

CRAFFT Substance Abuse Screening
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Age	
		14 years	15 years
Q14 Do you ever use alcohol or drugs to relax, feel better about yourself, or fit in?	Never used	68.2	66.7
	No	19.3	16.7
	Yes	12.5	16.7
Q14 Do you ever use alcohol or drugs while you are by yourself, or alone?	Never used	69.0	80.0
	No	19.5	20.0
	Yes	11.5	.0
Q14 Do you ever forget things you did while using alcohol or drugs?	Never used	69.3	80.0
	No	22.7	20.0
	Yes	8.0	.0
Q14 Do your family or friends ever tell you that you should cut down on your drinking or drug use?	Never used	68.2	80.0
	No	28.4	20.0
	Yes	3.4	.0
Q14 Have you ever gotten into trouble while you were using alcohol or drugs?	Never used	65.9	80.0
	No	27.3	20.0
	Yes	6.8	.0

Consequences of Alcohol, Tobacco, and Other Drug Use
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

How many times have you experienced the following due to your drinking or drug use...?		Grade	
		7th	8th
Q15 Performed poorly on test or project	Never	97.9	94.8
	Once	.0	.7
	Twice	.7	1.5
	3-5 times	.7	2.2
	6-10 times	.0	.7
	11+ times	.7	.0
Q15 Missed class	Never	98.6	94.1
	Once	.0	.7
	Twice	.7	2.2
	3-5 times	.7	2.2
	6-10 times	.0	.7

Perceived Risks of Drug Use
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

How much do you think people risk harming themselves if they...?		Grade	
		7th	8th
Q16 Smoke 1+ pack cigarettes per day	No risk	6.2	4.5
	Slight risk	14.5	9.8
	Moderate risk	37.2	23.5
	Great risk	42.1	62.1
Q16 Try marijuana once or twice	No risk	15.4	22.1
	Slight risk	30.8	35.1
	Moderate risk	23.8	20.6
	Great risk	30.1	22.1
Q16 Smoke marijuana once or twice per week	No risk	10.4	9.8
	Slight risk	22.9	25.0
	Moderate risk	29.9	30.3
	Great risk	36.8	34.8
Q16 Have 1-2 alcoholic drinks every day	No risk	7.0	8.3
	Slight risk	32.9	28.0
	Moderate risk	23.8	28.0
	Great risk	36.4	35.6
Q16 Binge drink once or twice a week	No risk	6.3	3.8
	Slight risk	20.8	9.8
	Moderate risk	27.1	35.6
	Great risk	45.8	50.8
Q16 Misuse prescription drugs	No risk	6.3	1.5
	Slight risk	4.2	9.1
	Moderate risk	26.4	17.4
	Great risk	63.2	72.0

Favorable Attitudes Toward Antisocial Behavior
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

How wrong do you think it is for someone your age to...?		Grade 7th	Grade 8th
Q17 Take a gun to school	Very wrong	92.6	91.9
	Wrong	6.1	5.2
	A little bit wrong	.0	1.5
	Not at all wrong	1.4	1.5
Q17 Steal something more than $5	Very wrong	43.2	45.2
	Wrong	42.5	40.7
	A little bit wrong	13.7	12.6
	Not at all wrong	.7	1.5
Q17 Attack someone	Very wrong	71.2	69.4
	Wrong	19.2	22.4
	A little bit wrong	7.5	6.0
	Not at all wrong	2.1	2.2
Q17 Pick a fight	Very wrong	37.2	37.0
	Wrong	40.0	37.0
	A little bit wrong	20.0	21.5
	Not at all wrong	2.8	4.4
Q17 Skip school	Very wrong	57.2	57.0
	Wrong	34.5	34.1
	A little bit wrong	6.9	8.1
	Not at all wrong	1.4	.7

Favorable Attitudes Toward Drug Use
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Grade	
How wrong do you think it is for someone your age to...?		7th	8th
Q17 Drink alcohol regularly	Very wrong	73.3	57.8
	Wrong	17.1	25.2
	A little bit wrong	6.2	12.6
	Not at all wrong	3.4	4.4
Q17 Smoke cigarettes	Very wrong	69.2	62.2
	Wrong	20.5	27.4
	A little bit wrong	8.9	6.7
	Not at all wrong	1.4	3.7
Q17 Smoke marijuana	Very wrong	80.7	61.9
	Wrong	11.7	20.1
	A little bit wrong	6.2	11.2
	Not at all wrong	1.4	6.7
Q17 Use illegal drugs	Very wrong	89.0	88.1
	Wrong	8.2	8.9
	A little bit wrong	2.1	.7
	Not at all wrong	.7	2.2

Rewards for Antisocial Involvement
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

What are the chances you would be seen as cool if you...?		Grade	
		7th	8th
Q19 Smoked cigarettes	Very good chance	2.8	2.2
	Pretty good chance	9.0	6.0
	Some chance	8.3	17.9
	Little chance	19.3	27.6
	No or very little chance	60.7	46.3
Q19 Drank alcohol regularly	Very good chance	5.6	4.5
	Pretty good chance	7.6	14.2
	Some chance	8.3	19.4
	Little chance	20.8	20.1
	No or very little chance	57.6	41.8
Q19 Smoked marijuana	Very good chance	6.2	14.9
	Pretty good chance	11.0	16.4
	Some chance	12.4	16.4
	Little chance	12.4	14.9
	No or very little chance	57.9	37.3
Q19 Carried a gun	Very good chance	5.6	3.0
	Pretty good chance	5.6	3.8
	Some chance	4.9	11.3
	Little chance	12.5	13.5
	No or very little chance	71.5	68.4

Parental Attitudes Favorable Toward Drug Use
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

How wrong do your parents feel it would be for you to...?		Grade	
		7th	8th
Q20 Have 1-2 alcoholic drinks every day	Very wrong	88.5	85.7
	Wrong	7.4	9.8
	A little bit wrong	1.4	4.5
	Not at all wrong	2.7	.0
Q20 Drink alcohol regularly (at least once or twice a month)	Very wrong	84.4	83.5
	Wrong	9.5	12.0
	A little bit wrong	3.4	2.3
	Not at all wrong	2.7	2.3
Q20 Smoke cigarettes	Very wrong	89.1	89.5
	Wrong	6.8	8.3
	A little bit wrong	2.0	1.5
	Not at all wrong	2.0	.8
Q20 Smoke marijuana	Very wrong	91.1	86.5
	Wrong	3.4	11.3
	A little bit wrong	3.4	1.5
	Not at all wrong	2.1	.8
Q20 Use prescription drugs not prescribed to you	Very wrong	89.8	89.5
	Wrong	6.1	8.3
	A little bit wrong	2.0	1.5
	Not at all wrong	2.0	.8

Parental Attitudes Favorable Toward Antisocial Behavior
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

How wrong do your parents feel it would be for you to...?		Grade	
		7th	8th
Q20 Steal something worth more than $5	Very wrong	78.9	79.7
	Wrong	15.0	17.3
	A little bit wrong	4.1	3.0
	Not at all wrong	2.0	.0
Q20 Draw graffiti	Very wrong	74.1	74.4
	Wrong	15.0	22.6
	A little bit wrong	7.5	3.0
	Not at all wrong	3.4	.0
Q20 Pick a fight with someone	Very wrong	54.4	56.1
	Wrong	30.6	25.8
	A little bit wrong	8.8	16.7
	Not at all wrong	6.1	1.5

Mental Health in the Past Twelve Months
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

During the past 12 months, did you...?		Grade	
		7th	8th
Q21 Feel sad or hopeless	No	60.4	48.1
	Yes	39.6	51.9
Q21 Consider attempting suicide	No	70.8	64.9
	Yes	29.2	35.1
Q21 Make a plan about attempting suicide	No	75.2	77.6
	Yes	24.8	22.4

Gambling during the Last Twelve Months
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

How often have you bet/gambled for money or valuables in the following ways?		Grade	
		7th	8th
Q22 Card games	Never	84.4	87.2
	Less than once a month	12.2	5.3
	1-3 times per month	1.4	4.5
	Once a week or more	2.0	3.0
Q22 Personal games of skill	Never	74.3	79.1
	Less than once a month	14.6	10.4
	1-3 times per month	7.6	6.0
	Once a week or more	3.5	4.5
Q22 Sports	Never	84.1	82.1
	Less than once a month	10.3	10.4
	1-3 times per month	4.8	4.5
	Once a week or more	.7	3.0
Q22 Lottery	Never	88.4	92.5
	Less than once a month	8.9	3.0
	1-3 times per month	2.7	2.3
	Once a week or more	.0	2.3
Q22 Bingo	Never	82.2	86.6
	Less than once a month	15.1	11.2
	1-3 times per month	.7	1.5
	Once a week or more	2.1	.7
Q22 Online gambling	Never	96.6	95.5
	Less than once a month	3.4	3.0
	1-3 times per month	.0	.7
	Once a week or more	.0	.7
Q22 Personal challenges	Never	69.4	69.4
	Less than once a month	20.8	16.4
	1-3 times per month	6.9	9.0
	Once a week or more	2.8	5.2
Q22 Gambled in other ways	Never	90.3	88.0
	Less than once a month	5.6	7.5
	1-3 times per month	2.1	2.3
	Once a week or more	2.1	2.3

Consequences of Gambling
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

How often have you experienced the following consequences due to your gambling?		Grade	
		7th	8th
Q23 Academic problems	I do not gamble	82.9	82.8
	Never	15.8	15.7
	Occasionally	1.4	1.5
Q23 Issues with the legal system	I do not gamble	83.4	81.2
	Never	15.9	17.3
	Occasionally	.7	1.5
Q23 Lost possessions or money	I do not gamble	82.1	81.3
	Never	15.9	12.7
	Occasionally	2.1	6.0
Q23 Felt bad about gambling	I do not gamble	82.8	82.8
	Never	15.9	16.4
	Occasionally	1.4	.7
Q23 Poor health	I do not gamble	82.6	80.6
	Never	15.3	16.4
	Occasionally	2.1	3.0
Q23 Issues with friends and family	I do not gamble	80.3	78.9
	Never	14.1	14.3
	Occasionally	5.6	6.0
	Frequently	.0	.8

School Opportunities for Prosocial Involvement
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q24 Students have chances to help decide class activities and rules	YES!	13.3	18.8
	yes	35.7	34.6
	no	34.3	27.8
	NO!	16.8	18.8
Q24 Teachers ask me to work on special class projects	YES!	13.0	12.8
	yes	30.1	37.6
	no	41.8	36.1
	NO!	15.1	13.5
Q24 Students have chances to get involved in activities outside of class	YES!	59.6	62.7
	yes	32.9	31.3
	no	5.5	4.5
	NO!	2.1	1.5
Q24 Students have chances to talk with teacher one-on-one	YES!	34.9	40.6
	yes	43.8	34.6
	no	17.1	20.3
	NO!	4.1	4.5
Q24 Students have chances to be a part of class discussions or activities	YES!	30.8	30.1
	yes	45.9	52.6
	no	17.8	14.3
	NO!	5.5	3.0

School Rewards for Prosocial Involvement
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q24 Teachers notice when doing a good job and let me know	YES!	26.0	22.1
	yes	43.2	45.0
	no	19.9	21.4
	NO!	11.0	11.5
Q24 I feel safe at school	YES!	24.1	27.1
	yes	42.1	54.1
	no	20.7	9.0
	NO!	13.1	9.8
Q24 School lets parents know when I do well	YES!	17.4	12.7
	yes	25.7	29.9
	no	33.3	34.3
	NO!	23.6	23.1
Q24 Teachers praise me when I work hard in school	YES!	14.6	13.5
	yes	31.9	24.1
	no	31.9	42.9
	NO!	21.5	19.5

Academic Failure
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q28 What were your grades like last year?	Mostly A's	43.8	40.7
	Mostly B's	36.8	38.5
	Mostly C's	13.2	10.4
	Mostly D's	4.9	5.9
	Mostly F's	1.4	4.4
Q24 My grades are better than most students	YES!	25.3	27.8
	yes	39.7	48.1
	no	24.7	18.8
	NO!	10.3	5.3

Low Commitment to School
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q26 Days of school skipped during last month	None	83.7	79.7
	1 day	8.8	11.3
	2 days	2.7	6.0
	3 days	1.4	.8
	4-5 days	2.7	1.5
	6-10 days	.7	.0
	11 or more days	.0	.8
Q27 How interesting are courses	Very interesting	4.8	3.7
	Quite interesting	21.9	20.9
	Fairly interesting	19.2	32.1
	Slightly boring	37.7	26.9
	Very boring	16.4	16.4
Q29 Feel schoolwork is meaningful	Almost always	17.2	9.7
	Often	28.3	28.4
	Sometimes	33.1	38.1
	Seldom	13.8	11.9
	Never	7.6	11.9
Q30 Importance of school to later life	Very important	23.8	17.9
	Quite important	27.9	20.9
	Fairly important	17.0	30.6
	Slightly important	23.1	23.1
	Not at all important	8.2	7.5
Q25 Enjoy being in school	Never	9.7	13.4
	Seldom	17.2	17.2
	Sometimes	39.3	32.1
	Often	20.0	26.1
	A lot	13.8	11.2
Q25 Hate being in school	Never	6.9	2.3
	Seldom	9.7	18.8
	Sometimes	33.1	31.6
	Often	26.9	23.3
	A lot	23.4	24.1
Q25 Try to do your best work in school	Never	1.4	1.5
	Seldom	6.2	.8
	Sometimes	17.1	16.5

Low Commitment to School
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

	Grade	
	7th	8th
Often	24.7	34.6
A lot	50.7	46.6

Poor Family Management
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Rules in my family are clear	YES!	53.8	47.0
	yes	37.1	41.8
	no	6.3	9.7
	NO!	2.8	1.5
Q31 Parents ask about homework	YES!	61.6	54.5
	yes	24.0	28.4
	no	13.0	12.7
	NO!	1.4	4.5
Q31 Parents know where I am and who I am with	YES!	69.2	63.4
	yes	24.7	27.6
	no	4.1	6.7
	NO!	2.1	2.2
Q31 Family has clear rules about alcohol and drug use	YES!	74.5	53.7
	yes	17.2	26.1
	no	6.2	14.9
	NO!	2.1	5.2
Q32 Parents know if you come home late	YES!	55.1	51.9
	yes	34.1	32.1
	no	9.4	9.9
	NO!	1.4	6.1
Q32 Parents would catch you drinking	YES!	54.6	37.6
	yes	21.3	24.1
	no	17.0	27.1
	NO!	7.1	11.3
Q32 Parents would catch you if you carried a gun	YES!	76.6	70.7
	yes	16.3	17.3

Poor Family Management
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q32 Parents would catch you if you skipped school	no	2.1	9.0
	NO!	5.0	3.0
	YES!	70.0	66.9
	yes	24.3	24.8
	no	2.9	4.5
	NO!	2.9	3.8

Family Conflict
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Family argues over and over about same thing	YES!	20.8	26.1
	yes	34.0	29.1
	no	28.5	27.6
	NO!	16.7	17.2
Q31 Family has serious arguments	YES!	21.4	21.8
	yes	25.5	24.1
	no	26.9	36.1
	NO!	26.2	18.0
Q31 Family members often insult each other	YES!	20.1	22.6
	yes	25.7	22.6
	no	24.3	31.6
	NO!	29.9	23.3

Family Opportunities for Prosocial Involvement
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Parents ask me before most family decisions made	YES!	24.5	17.9
	yes	37.1	41.0
	no	21.7	23.9
	NO!	16.8	17.2
Q32 I can ask parents for help if I have problem	YES!	38.0	34.6
	yes	28.9	36.8
	no	21.1	16.5
	NO!	12.0	12.0
Q32 Parents give me chances for fun with them	YES!	38.6	36.1
	yes	35.0	35.3
	no	17.9	18.8
	NO!	8.6	9.8

Family Rewards for Prosocial Involvement
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q32 I enjoy spending time with mom	YES!	55.3	56.4
	yes	31.2	29.3
	no	5.7	6.8
	NO!	7.8	7.5
Q32 I Enjoy spending time with dad	YES!	47.9	50.4
	yes	29.3	24.4
	no	10.0	13.0
	NO!	12.9	12.2
Q33 Parents notice when I am doing a good job	All the time	38.3	35.3
	Often	30.5	37.6
	Sometimes	19.1	15.0
	Never	12.1	12.0
Q33 Parents tell me they are proud of me	All the time	42.1	37.9
	Often	20.7	28.0
	Sometimes	27.1	18.9
	Never	10.0	15.2

Interaction with Antisocial Peers
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

In the past year (12 months), how many of your best friends have...?		Grade	
		7th	8th
Q35 Been suspended	None of my friends	65.7	70.9
	1 of my friends	15.4	17.2
	2 of my friends	5.6	7.5
	3 of my friends	4.9	2.2
	4 of my friends	8.4	2.2
Q35 Carried a gun	None of my friends	93.7	98.5
	1 of my friends	4.9	1.5
	2 of my friends	.7	.0
	4 of my friends	.7	.0
Q35 Sold drugs	None of my friends	90.2	83.6
	1 of my friends	3.5	11.2
	2 of my friends	4.2	2.2
	3 of my friends	.7	2.2
	4 of my friends	1.4	.7
Q35 Stolen a vehicle	None of my friends	96.5	96.2
	1 of my friends	2.8	2.3
	2 of my friends	.0	.8
	4 of my friends	.7	.8
Q35 Been arrested	None of my friends	93.0	90.2
	1 of my friends	4.2	4.5
	2 of my friends	.7	3.8
	3 of my friends	.7	.0
	4 of my friends	1.4	1.5
Q35 Dropped out of school	None of my friends	95.8	93.2
	1 of my friends	1.4	4.5
	2 of my friends	.0	.8
	3 of my friends	2.1	1.5
	4 of my friends	.7	.0

Interaction with Prosocial Peers
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

In the past year (12 months), how many of your best friends have...?		Grade	
		7th	8th
Q35 Participated in school activities	None of my friends	20.6	12.8
	1 of my friends	13.5	12.0
	2 of my friends	20.6	15.8
	3 of my friends	15.6	13.5
	4 of my friends	29.8	45.9
Q35 Made a commitment to stay drug-free	None of my friends	27.1	29.8
	1 of my friends	8.6	9.9
	2 of my friends	12.1	6.9
	3 of my friends	7.1	9.9
	4 of my friends	45.0	43.5
Q35 Liked school	None of my friends	33.6	34.8
	1 of my friends	10.9	15.9
	2 of my friends	16.1	18.2
	3 of my friends	18.2	13.6
	4 of my friends	21.2	17.4
Q35 Regularly attended religious activities	None of my friends	33.8	35.4
	1 of my friends	30.9	26.2
	2 of my friends	16.5	21.5
	3 of my friends	8.6	10.0
	4 of my friends	10.1	6.9
Q35 Tried to do well in school	None of my friends	8.5	6.0
	1 of my friends	7.8	4.5
	2 of my friends	11.3	11.2
	3 of my friends	14.9	12.7
	4 of my friends	57.4	65.7

Community Laws and Norms Favorable to Drug Use
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q36 If a kid drank alcohol in your neighborhood, would he or she be caught by police?	YES!	21.7	14.2
	yes	38.5	20.1
	no	28.7	45.5
	NO!	11.2	20.1
Q36 If a kid smoked marijuana in your neighborhood, would he or she be caught by police?	YES!	28.7	16.4
	yes	35.7	26.1
	no	26.6	44.0
	NO!	9.1	13.4
Q36 If a kid carried a handgun in your neighborhood, would he or she be caught by police?	YES!	39.9	25.6
	yes	37.1	33.8
	no	15.4	30.1
	NO!	7.7	10.5
Q36 If a kid smoked a cigarette in your neighborhood, would he or she be caught by police?	YES!	25.4	12.7
	yes	21.1	22.4
	no	38.7	43.3
	NO!	14.8	21.6
Q38 Adults in your neighborhood think about youth marijuana use	Very wrong	77.5	57.9
	Wrong	16.2	28.6
	A little bit wrong	5.6	11.3
	Not at all wrong	.7	2.3
Q38 Adults in your neighborhood think about youth alcohol use	Very wrong	68.3	55.3
	Wrong	20.4	29.5
	A little bit wrong	10.6	12.9
	Not at all wrong	.7	2.3
Q38 Adults in your neighborhood think about youth cigarettes use	Very wrong	66.7	55.8
	Wrong	22.0	29.5
	A little bit wrong	9.9	12.4
	Not at all wrong	1.4	2.3

Community Rewards for Prosocial Involvement
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q37 Neighbors notice good job and let me know	YES!	9.9	3.8
	yes	15.6	9.1
	no	27.0	31.8
	NO!	47.5	55.3
Q37 There are people in my neighborhood who are proud of me	YES!	14.9	9.1
	yes	20.6	12.9
	no	24.1	27.3
	NO!	40.4	50.8
Q37 There are people in my neighborhood who encourage me to do my best	YES!	17.1	13.1
	yes	21.4	19.2
	no	24.3	21.5
	NO!	37.1	46.2

HHS - Citizenship Analysis

Strengths:

- Our out of school suspensions have been cut drastically by a staggering 349 less students than the 2014-2015 school year. Although our suspensions have decreased, our expulsions have nearly doubled as compared to the last two school years.
- 80% of the total number of respondents (n=677) answered either "agree" or "strongly agreed" to the question: "I have a great future ahead of me." However, it was one of the least answered questions in the entire survey.
  - Questions with the fewest responses:
    - I will invent something that changes the world.   612
    - I plan to start my own business.   631
    - The adults at my school care about me.   668
    - I know I will find a good job in the future.   676
- Students have confidence in graduating, 83% of our students see themselves achieving this!
- 61% are involved in after school activities, which indicates an increased number engaging in additional programs.
- 66% of our students claim to have a best friend.
- Our students since 2012 believe that rules are being applied on a more consistent basis, and expect this to continue.
- In the 2015 12th grade exit survey, student rated "Opportunities provided by my high school" as a 4 out of 5. That is 80% of the graduating class saw it as a beneficial place.
- Our high school students are actively engaging in Community service, in fact, the high school hours represent 95% of the entire School City of Hobart accumulated hours. This clearly indicates that, WE ARE MAKING AN IMPACT.

(chart: Suspensions, Out of School)

2011-12	429
2012-13	415
2013-14	530
2014-15	559
2015-16	210
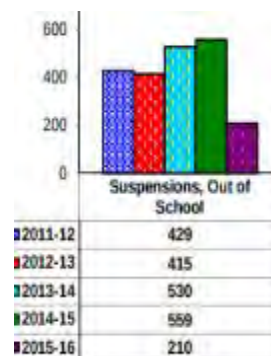
Challenges:

- It's for obvious reasons why we have more service learning hours than do other schools. However, our hours only equate to 3.8 hours of service learning per student last year at Hobart High School. The goal should be for our students to have many more service learning hours available to them. For example, it would be ideal for students to have MUCH more than nearly 4 hours of volunteer services offered to them at the high school level.

- When our students are presented with surveys , they do not take them seriously.
- Only 28% of students say they can find many ways around problems. We need to improve their ability to become problem solvers.
- Only 20% of students agree strongly and 22% agree somewhat that they have a mentor. We have tried to implement several ways to provide mentors. What else can we do that's effective?
- The categories of Hope and Engagement indicate low expectations, only 40% of our students are "Hopeful" and 24% indicate Engagement.
- When asked if adults at their school care about them, 45% agree, whereas 27% disagree..
- Since so many of our students now have paying jobs (infact it is above the average percentage holding paying jobs), they need to learn about managing their money.
- Even though 58% of our students agree that schoolwork is important, 37% disagree. We need to work on convincing students that schoolwork is necessary.
- While suspensions are decreasing, we have been seeing an increase in expulsions.
- On being told that they have done good work in the last seven days, 39% disagree. We need to determine how to convey this message, how to provide the "right" positive reinforcement.

Trends:

- We continue to stay in the 94-95% range concerning student attendance, but we have not had a year where our attendance has been above the national average.
- Suspensions are down since 2012 AND out of school suspensions are becoming in school suspensions.
- More of our students are employed now than in years passed.

Patterns:

- From Gallup survey data, the Junior class (now senior class) reported having the lowest Engagement, Hope, and Entrepreneurial Aspirations.
- Seniors have less hope for the future than as when they were freshmen.
- Kids engage in fewer activities as they get older.
- The junior class (now senior class) has scored the lowest in most areas.
- Math scores are down whereas English scores are up.

Hobart High School

School Effectiveness 2015-2016

12th Grade NSSE Exit Survey
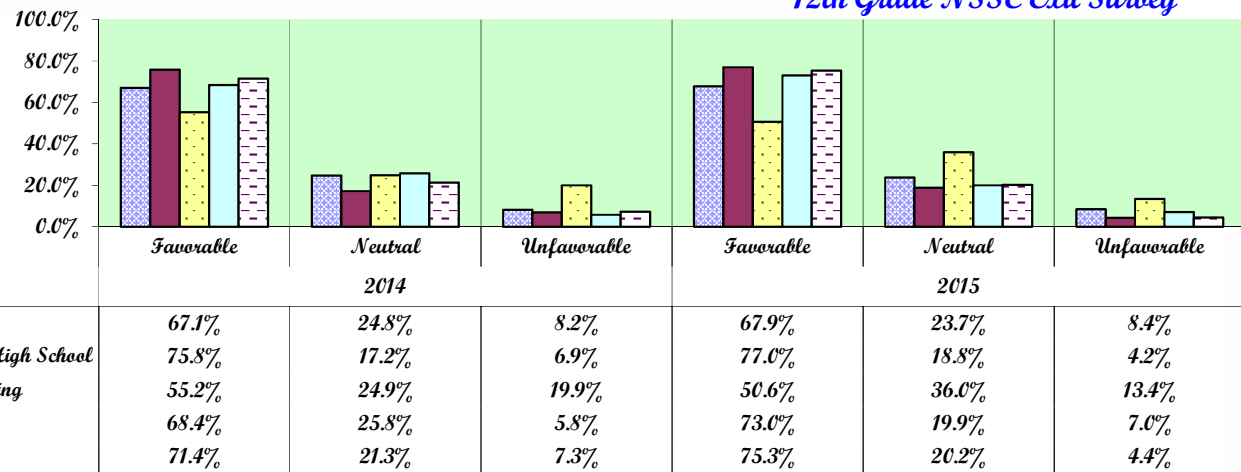
	Favorable	Neutral	Unfavorable	Favorable	Neutral	Unfavorable
		2014			2015	
Value of My Education	67.1%	24.8%	8.2%	67.9%	23.7%	8.4%
Opportunities Provided by My High School	75.8%	17.2%	6.9%	77.0%	18.8%	4.2%
High School Advice and Counseling	55.2%	24.9%	19.9%	50.6%	36.0%	13.4%
Academic Skills	68.4%	25.8%	5.8%	73.0%	19.9%	7.0%
Abilities	71.4%	21.3%	7.3%	75.3%	20.2%	4.4%

Percent based on average number of respondants

Rating
*Excellent **plus** Good = Favorable*
Fair = Neutral
*Poor **plus** Very Poor = Unfavorable*

NSSE 12th Grade Exit Survey Top 5

Rating
5=Excellent
4=Good
3=Fair
2=Poor
1=Very Poor

4.31	4.15	4.13	4.13	4.11	4.28	4.18	4.16	4.15	4.12
Classes required for graduation	Elective classes	Making good decisions	Teamwork	Problem solving	Classes required for graduation	Elective classes	Challenging classes in a subject area	Problem solving	Making good decisions
2014					**2015**				

2014

2015

NSSE 12th Grade Exit Survey Bottom 5

Rating
5=Excellent
4=Good
3=Fair
2=Poor
1=Very Poor

3.51	3.48	3.44	3.43	3.40	3.56	3.55	3.49	3.44	3.41
English language arts classes	Preparation for employment	Selecting and applying to a college or university after high school	Advice and counseling that gave me support for my personal needs	Advice and counseling that made me aware of my strengths and limitations	Choosing a major area of study in my education after high school	Preparation for employment	Advice and counseling that made me aware of my strengths and limitations	Advice and counseling that gave me support for my personal needs	Preparation for education after high school
2014					**2015**				

2014

2015

12th Grade Exit Survey
Abilities

Ability	2014	2015
Problem solving	4.11	4.15
Making good decisions	4.13	4.12
Technology, such as using computers	3.70	3.80
Practicing good citizenship	3.92	4.05
Time management	3.94	4.01
Making healthy lifestyle choices	3.75	3.90
Career awareness	3.93	3.97
Teamwork	4.13	4.07
Employability	3.78	3.87

Rating (y-axis): 5.00, 4.00, 3.00, 2.00, 1.00

Rating
5=Excellent
4=Good
3=Fair
2=Poor
1=Very Poor

12th Grade Exit Survey
Value of My Education

Rating

Category	2014	2015
The overall value of education at my high school	3.99	4.00
English language arts classes	3.40	3.93
Mathematics classes	3.90	3.84
Science classes	4.10	4.00
Social science classes	3.92	3.85
Foreign language classes	3.91	3.69
Visual and performing arts classes such as art, music, drama	3.78	3.76
Physical education classes	4.03	3.89
Technical or vocational classes	3.96	3.96
Preparation for education after high school	3.52	3.56
Preparation for employment	3.43	3.44

Rating
5=Excellent
4=Good
3=Fair
2=Poor
1=Very Poor

12th Grade Exit Survey
Academic Skills

Category	2014	2015
Overall value of my academic education	4.06	3.96
English language arts	3.64	3.92
Reading	3.79	3.94
Writing	3.73	3.86
Mathematics	4.01	3.79
Science	4.06	3.96
Social science	3.84	3.83

Rating (y-axis): 1.00, 2.00, 3.00, 4.00, 5.00

Rating
5=Excellent
4=Good
3=Fair
2=Poor
1=Very Poor

12th Grade Exit Survey
Opportunities

Rating

	Classes required for graduation	Challenging classes in a subject area	Elective classes	Classes to gain work experience	After-school activities that matched my interests
2014	4.31	4.09	4.15	3.66	3.95
2015	4.28	4.16	4.18	3.72	3.84

Rating
5=Excellent
4=Good
3=Fair
2=Poor
1=Very Poor

12th Grade Exit Survey
Advice and Counseling

Rating

	Advice and counseling that made me aware of appropriate careers	Advice and counseling that gave me support for my personal needs	Advice and counseling that made me aware of my strengths and limitations	Selecting and applying to a college or university after high school	Choosing a major area of study in my education after high school
2014	3.56	3.48	3.51	3.44	3.51
2015	3.65	3.55	3.49	3.57	3.41

Rating
5=Excellent
4=Good
3=Fair
2=Poor
1=Very Poor

12th Grade Exit Survey
Catagory Summary

Rating (y-axis: 1.00 to 5.00)

Category	2014	2015
Value of My Education	3.81	3.81
Opportunities Provided by My High School	4.04	4.04
High School Advice and Counseling	3.50	3.54
Academic Skills	3.88	3.89
Abilities	3.92	3.98

Rating
5=Excellent
4=Good
3=Fair
2=Poor
1=Very Poor

Hobart High School

Action Plan

STANDARD 1

Purpose and Direction
Action Plan

Standard 1: Purpose and Direction

Improvement Goal:

The district and Hobart High School have an established vision and mission for providing high expectations of learning for students.

Objective(s) for Student Learning:

Vision for Student Learning:

The School City of Hobart Community will foster intellectual curiosity, natural abilities, critical thinking, and literacy in students while developing respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

Mission:

The primary mission of the School City of Hobart and the Board of School Trustees is to continually provide effective community schools.

A. Our Schools Equip Children for Adulthood

Effective Community Schools adequately equip young people for adulthood in the 21st century. Our students must be prepared both for employment and for day-to-day living in a complicated and rapidly changing world. This necessitates that our schools provide students with the intellectual tools necessary for life-long learning. Among these tools must be: skills to facilitate participation in a democracy, communication skills, critical thinking, and other flexible learning skills as well as the ability to work both individually and in a team situation. It is expected that these skills be developed through all curricular areas.

B. Our Schools Address the Needs of Individual Students

Effective Community Schools address the needs of individual students and focus on individual development. Students bring to the schools a great diversity of interest, aptitudes, motivations and learning styles. Our schools must be able to address this diversity by identifying individual needs, responding with appropriate teaching strategies, flexibly meeting these needs and recognizing each individual student's ability to contribute to the school community.

C. Our Schools Are Community Schools

Effective Community Schools are necessary to a healthy community. Our schools must always recognize their affirmative duty to the entire community, including families, government, business and industry, other institutions, civic groups and individual citizens. Our schools must draw from the strengths of this community to identify and accomplish their goals.

D. Our Schools Are Committed to Success

Effective Community Schools fully utilize the resources of the entire school community (administration, teachers, support personnel, families and students) in all aspects of school life. Our schools cannot succeed without the committed involvement of all.

Hobart High School Mission:

The primary mission of Hobart High School is to provide a safe, positive learning environment in which all students have the opportunity to acquire skills, knowledge and behaviors needed to be productive citizens in an ever-changing world.

Standard 1: Purpose and Direction

Target Participants:

School City of Hobart Stakeholders: Students

Parents/Guardians

Faculty

Staff

Community Members Civic

Organizations Business Community

Business Community

Strategies:

The district and each school engage in continuous school improvement planning.

The district has an AdvancED Leadership Team that has representation from all schools.

The district solicits feedback from stakeholders.

The district will communicate the vision and mission to stakeholders.

The district will identify goals in the Strategic Plan.

The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.

The district communicates student performance and school effectiveness with stakeholders.

The district's plan and results are documented and reviewed by AdvancED for accreditation through an external review team.

Evaluation:

AdvancED Stakeholder Opinion Surveys

AdvancED District Leadership Team Focus Groups

Eighth Grade Exit Surveys

High School Exit Surveys

Timeframe for Implementation:

Fall 2012-Spring 2016

Target Area of Improvement: - Standard 1: Purpose and Direction

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: AdvancED Accreditation 1. The district and Hobart High School engage in continuous school improvement planning. A. The district and Hobart High School are accredited by AdvancED through meeting the requirements of Vision and Mission, Profile, Plan, and Results. B. The district meets the state's legal standards for accreditation. C. The district ensures that each school's plan aligns with the district.	2012 – 2016 -AdvancED External Review Visit 2012-2013	-Lead: Central Office Administrators -AdvancED Leadership Teams	-Annual Review/Revision of: AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan -AdvancED Committee Meetings -State's Legal Standards	-AdvancED Profiles -AdvancED School Improvement Plans -AdvancED District Strategic Plan -State AdvancED Office -AdvancED -AdvancED Professional Development -*Breakthrough* by NSSE -State's Legal Standards - Checklists and Reports for State Accreditation
Intervention: AdvancED Leadership 1. The district and Hobart High School have an AdvancED Leadership Team that has representation from all schools. A. Hobart High School has representation of all stakeholder groups on their school AdvancED Leadership Team.	2012 - 2016	-Lead: Central Office Administrators -AdvancED Leadership Teams	-Annual Review/Revision of: AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan -AdvancED Committee Meetings	-AdvancED Profiles -AdvancED School Improvement Plans -AdvancED District Strategic Plan -State AdvancED Office -AdvancED -AdvancED Professional Development -*Breakthrough* by NSSE

Target Area of Improvement: - Standard 1: Purpose and Direction

ACTIONS	SCHEDULE	RESPONSIBILITES	MONITORING	RESOURCES
Intervention: Stakeholder Feedback 1. The district and Hobart High School solicits feedback from stakeholders. A. The district and Hobart High School administers AdvancED Stakeholder Surveys. - AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members. - Exit Surveys will be conducted at grades 8 and 12. B. The district hosts a Web site and social media sites that offer stakeholders a forum for feedback. C. The district provides a forum for stakeholders to participate in school board meetings.	2012 - 2016	-Lead: Central Office Administrators -Technology Department -Building Principals	-Exit Survey Results -AdvancED Stakeholder Survey results -Web site and social media site Feedback -School Board Meeting Agendas/Minutes	-NSSE Surveys -AdvancED Stakeholder Survey results -District Web site and social media sites -School Board Meetings -Summer Mailing for Our Parents/Guardians
Intervention: Vision 1. The district and Hobart High School will communicate the vision and mission to stakeholders. A. Newsletters will be published bi-annually and highlight vision and mission success stories. B. The district and Hobart High School Web site and social media sites updated daily will reflect vision and mission. C. The mission is communicated in Board Policy. D. Public presentations will highlight success stories that exemplify work on the vision and mission.	2012 - 2016	-Lead: Central Office Administrators -Administrative Assistants -Board of School Trustees -ADVANCED District Leadership Team	-Newsletters -Web site -Board Policy -Public Presentations -Social media sites	-Microsoft Publisher -Adobe Photoshop -Web Design -School Wires -Board Policy -Microsoft PowerPoint -PTO, Community Groups for Presentations -Facebook
Intervention: Goals 1. The district and Hobart High School will identify goals in the Strategic Plan. A. Goals will be based on data collected in the Profile. B. The Profile will be a collection of data that includes input from all stakeholder groups. C. Data analysis annually will yield changes that may be necessary in goal areas to achieve the vision.	Profile 2012 (Updated Annually 20012-2016)	-Lead: Central Office Administrators -Business Manager -Support Service Department Heads -AdvancED District Leadership Team	-Profile of Data Analysis -Strategic Plan Revision -Regular AdvancED Meetings -Bi-annual Reviews	-Profiles -School Improvement Plans -District Strategic Plan -Microsoft Excel -AdvancED Surveys -Data from Assessments -Census Data

Target Area of Improvement: - Standard 1: Purpose and Direction

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Monitoring Implementation 1. The district will meet bi-annually with schools and service departments to review implementation of the school improvement process. A. Hobart High School's AdvancED Leadership Team will meet regularly by goal areas to monitor implementation of their AdvancED Action Plan. B. The district will meet with each school's AdvancED Leadership Team to review the progress and assist in their annual revision process. C. The district will meet with the district's service department heads to monitor progress on the AdvancED Strategic Plan.	Profile 2012 (Updated Annually 2012-2016)	-Lead: Central Office Administrators -Business Manager -Support Service Department Heads -AdvancED District Leadership Team	-Profile of Data Analysis -District Strategic Plan Revision -Regular AdvancED Meetings -Bi-annual Reviews	-Profiles -School Improvement Plans -District Strategic Plan -Microsoft Excel -AdvancED Stakeholder Surveys -Data from Assessments -Census Data

Target Area of Improvement: - Standard 1: Purpose and Direction

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Communication 1. The district communicates student performance and school effectiveness with stakeholders. A. Parents/Guardians are given individual student performance reports on state and local assessments. -Parent/Guardian/Teacher meetings are scheduled. B. Parents/Guardians are able to access student progress through online access via Harmony and the district web site. C. The district publishes an annual performance report with the local media, and on the district Web site. D. The district and Hobart High School maintain a data Profile that analyzes student performance and school effectiveness that is hosted on the district web site. E. The district highlights student performance and school effectiveness in the district newsletter which is mailed bi-annually to every postal patron in Hobart. In addition, it is published on the district web site. F. The district highlights student performance and school effectiveness at school board meetings. -The district will review the annual performance report to verify growth and student performance annually at school board meetings. G. School and classroom newsletters highlight student performance and school effectiveness. They are published on the web site.	2012-2016	-Lead: Central Office Administrators -Building Principals -Teachers -Technology Department -Central Office Administrative Assistant	-Test Reports Mailed -Parent Teacher Meetings -Harmony (Parent Portal) Traffic -Web site Traffic -State Annual Performance Report	-State and Local Test Report Summaries -AdvancED Profiles -District Newsletter -School Board Meetings -Harmony (Parent Portal) -District Web site -IDOE Web site / State Annual Performance Report -Local Media -School and Classroom Newsletters -Messenger

Target Area of Improvement: - Standard 1: Purpose and Direction

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Documentation 1. The district's and Hobart High School's plan and results are documented and reviewed by AdvancED for accreditation through an external review team.	-AdvancED External Review Visit-2012	-Lead: Central Office Administrators -AdvancED Leadership Teams -AdvancED External Review Team (Assigned by State AdvancED Office)	-AdvancED External Review Team visits	-AdvancED External Review Team

STANDARD 2

Governance and Leadership
Action Plan

Governance and Leadership Action Plan #2

Improvement Goal:

The district and Hobart High School have governance and leadership that promotes student performance and school effectiveness.

Objective(s) for Student Learning:

Vision for Student Learning

The School City of Hobart Community will foster intellectual curiosity, natural abilities, critical thinking, and literacy in students while developing respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

Mission

The primary mission of the School City of Hobart and the Board of School Trustees is to continually provide effective community schools.

A. Our Schools Equip Children for Adulthood

B. Our Schools Address the Needs of Individual Students

C. Our Schools Are Community Schools

D. Our Schools Are Committed to Success

Teaching and Learning Goals

1. All students will increase academic achievement with a specific focus on language arts and mathematics across the curriculum.

2. All students will read and comprehend a variety of literary genres (types) and informational text.

3. All students will use mathematical skills to think critically and apply knowledge and reason to solve problems.

4. All students will demonstrate the skills and knowledge necessary for managing the dual role of family member and wage earner by gaining employment in a high-skill career or by continuing education at the post-secondary level.

5. All students will develop an understanding and commitment to the ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

Hobart High School Mission Statement

The primary mission of Hobart High School is to provide a safe, positive learning environment in which all students have the opportunity to acquire skills, knowledge and behaviors needed to be productive citizens in an ever-changing world.

Governance and Leadership Action Plan #2

Target Participants:
School City of Hobart Stakeholders:
Students
Parents/Guardians
Faculty
Staff
Community Members
Civic Organizations
Business Community

Strategies:
The School City of Hobart's Board of Trustees establishes policies to ensure effective administration of the schools.
The School City of Hobart's Board of Trustees will actively govern and provide resources to support the efforts of the superintendent, district staff, and families to ensure continuous student achievement for all students.
The Board will build and maintain collaborative relationships between the Board and the superintendent, all employment groups, the AdvancED leadership team, as well as stakeholders in the community.
The Board's policy will be executed through Administrative Guidelines.
The district solicits feedback from stakeholders.
The district maintains an evaluation system for certified staff that provides opportunities for continuous professional development.
The district, in accordance with Board Policy, evaluates every employee.
The district maintains an evaluation system for certified staff that provides opportunities for continuous professional development.

Governance and Leadership Action Plan #2
Evaluation: Board Policy Administrative Guidelines Board Self Assessment: Board Performance Level-Certification Awards Program (CAP) AdvancED Profiles AdvancED School Improvement Action Plans AdvancED District Strategic Plan AdvancED External Review AdvancED Documentation of Results - Accreditation State Annual Performance Report State Audit Report State Accreditation Curriculum Guides Certified Evaluations Classified Evaluations Professional Development Data
Timeframe for Implementation: Fall 2012 - Spring 2016

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Governance: Policy 1. The School City of Hobart's Board of Trustees establishes policies to ensure effective administration of the schools. A. The Board will maintain policy that is reviewed and up to date. Bathe Board's Policy will be executed through Administrative Guidelines. Catha Board's Policy and the Administrative Guidelines will reflect local, state, and federal standards and regulations. D. The Board maintains legal counsel. -The Board's legal counsel attends all board meetings. -The Board's legal counsel is accessible for advice at all times.	2012-2016	Lead: School Board -Superintendent -Central Office Administrators	-Indiana Statutes -*Indiana School Laws and Rules* by Rund	-Board Meetings -Board Work Sessions -Board Policy -Administrative Guidelines -Legal Consultant -School Board Attorney

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Governance: Operates Responsibly
 	
1. The Board will build and maintain collaborative relationships between the Board and the superintendent, all employment groups, the AdvancED leadership team, as well as stakeholders in the community.
A. The Board will negotiate employment agreements utilizing interest-based bargaining with the HTA.
B. The Board will negotiate employment agreements with Local 208.
C. The Board will ensure a climate of open communications at board meetings and throughout the district.
D. The Board will conduct public work sessions to increase its understanding of the progress needed to move from the status quo to the vision and mission for student achievement.
E. The Board will review monthly revenue and expenditures.
F. The Board will approve budget appropriations annually.
G. The Board will monitor cash flow.
2. The Board is committed to training so that all board members have a better understanding of operations and areas critical to improving student achievement.
3. The Board will maintain fiscal integrity of the district's budget.
  - Monthly Review of Percent of Revenue Received and Percent of Expenditures
  -Comparative Analysis
  -Approve Budget Appropriations Annually
  - Cash Flow
  -State Audit
	2012-2016
	-Annually by May 1st the Board accepts School Improvement Plans (revisions)
	-Board meetings are held the 1st and 3rd Thursdays of every month
		-Lead: School Board
		-Legal Counsel
		- Superintendent
		-Administrators
		-Central Office Administrative Assistant
		-Hobart Teachers Association Leadership
		-Local 208 Representatives
		- AdvancED Leadership Teams
			-Board Self Assessment [Board Performance Level-Certification Awards Program (CAP)]
			-Employment Terms with Clerical and Bus Drivers
			-Monthly Review of Percent of Revenue Received and Percent of Expenditures
			-Comparative Analysis
			-Approve Budget Appropriations Annually
			- Cash Flow
			-State Audit
			--Contract Agreements with HTA and Local 208
				-Board Meetings
				-Board Work Sessions
				-Board Policy
				-Interest-based Bargaining
				-Hobart Teachers Association and Contract
				-Clerical and Bus Driver Groups
				-Indiana School Board Association (ISBA)
				-National School Board Association (NSBA)
				-Budget
				-Department of Local Government and Finance (DLGF)
				-State Funding Formula
				-Indiana Department of Education (IDOE)
				-LOW Financial System
				- Internal Programming through Excel
				-State Auditor

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Governance: Operations for Achievement and Instructions 1. The School City of Hobart's Board of School Trustees will actively govern and provide resources to support the efforts of the superintendent, district staff, and families to ensure continuous student achievement for all students. A. The Board approves the utilization of the AdvancED Commission on Accreditation and School Improvement strategic planning process to attain the vision and mission for the School City of Hobart. B. The Board will adopt the district strategic plan, as well as each school's improvement plan. C. The Board will communicate the strategic plan. D. The Board will serve as an advocate for building community support for student achievement as a priority with a variety of groups, including public officials, parents, media, and business and community leaders. E. The Board will have a high school student as a representative on the Board. F. The Board will keep the vision and mission at the forefront of all decision making. G. The Board is committed to training so that all board members have a better understanding of operations and areas critical to improving student achievement. H. The Board will align and allocate funding for the resources needed to advance student achievement. I. The Board will monitor progress toward the vision and mission.	2012-2016	-Lead: School Board -Legal Counsel - Superintendent -Administrators -Central Office Administrative Assistant	-Board Meeting Agendas -Board Meeting Minutes -Review of State Annual Performance Report -Review/Approval of AdvancED School Improvement Plans -Review of Progress of AdvancED District Strategic Plan -Student Board Member	-Board Meetings -Board Work Sessions -Board Policy -AdvancED Profiles -AdvancED School Improvement Plans -AdvancED District Strategic Plan -High School Student Board Representative

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Leadership 1. The Board's Policy will be executed through Administrative Guidelines 2. The Superintendent provides leadership for the AdvancED Commission on Accreditation and School Improvement strategic planning process to attain the vision and mission for the School City of Hobart. A. The district ensures the integrity of the planning process. B. The district ensures that the strategic planning process incorporates participation of a broad base of stakeholders. -The district has an AdvancED Leadership Team that has representation from all schools. -Each school has representation of all stakeholder groups on their school AdvancED Leadership Teams. C. The district ensures that the recommendations of the strategic planning team (the AdvancED Leadership Team) are presented to the board for action. D. The district ensures professional development to carry out the planning process. E. The district coordinates periodic and annual review of the strategic plan. F. The district participates in an external review conducted by AdvancED. G. The district meets the state's legal standards for accreditation.	2012 - 2016 -2012 AdvancED External Review Team Visit	-Superintendent -Central Office Administrators -Administrative Assistant -AdvancED Leadership Team -AdvancED State Office -AdvancED Corporate Office	-Annual Review of Administrative Guidelines - AdvancED Committee Meetings -Professional Development Enrollment -Review of State Annual Performance Report -Review/Approval of School Improvement Plans -Review of Progress on the District Strategic Plan - AdvancED Documentation Report -State's Legal Standards	-Board Policy -Administrative Guidelines *Breakthrough* by NSSE -State NCA office -AdvancED - AdvancED Professional Development - AdvancED External Review Team -State's Legal Standards -Checklists and Reports for State Accreditation (legal standards).

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITES	MONITORING	RESOURCES
Intervention: Stakeholder Feedback 1. The district solicits feedback from stakeholders. A. The district administers AdvancED Stakeholder Surveys. - AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members. -NSSE Exit Surveys will be conducted at grades 8 and 12. B. The district hosts a Web site and social media sites that offer stakeholders a forum for feedback. C. The district provides a forum for stakeholders to participate in school board meetings.	2012 - 2016	-Lead: Central Office Administrators -Technology Department -Building Principals	-Exit Survey Results -AdvancED Stakeholder Survey results -Web site and social media site Feedback -School Board Meeting Agendas/Minutes	-Exit Surveys -AdvancED Stakeholder Survey results -District Web site and social media sites -School Board Meetings -Summer Mailing for Our Parents/Guardians

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Evaluation and Professional Development 1. The district maintains an evaluation system for certified staff that provides opportunities for continuous professional development. A. The district has a rigorous evaluation system that includes: -An instructional model that is researched-based including: a. Domain 1: Classroom strategies and Behaviors b. Domain 2: Planning and Preparing c. Domain 3: Reflecting on Teaching d. Domain 4: Collegiality and Professionalism -The evaluation process provides opportunities for the following: a. Goal Setting- Professional Growth Plan b. Self-assessment and reflection c. Pre-observation Conferences d. Formative Evaluation e. Classroom Walkthroughs f. Summative Evaluation B. The School City of Hobart implements Professional Learning Communities. -Professional Learning Communities develop a shared vision, mission and values. -The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry. a. Reflection b. Shared Meaning c. Joint Planning d. Coordinated Action -The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose.	2012 - 2016	-Lead: Central Office Administrators -Building Principals -K-12 Teachers -Staff	-Teacher Evaluation -Professional Development Attendance	-Marzano's Teacher Evaluation (*The Art and Science of Teaching* and iObservation) -School City of Hobart's Professional Development Catalog -*Professional Learning Communities at Work,* DuFour and Eaker -Time for Collaboration -Late Start Wednesdays for Professional Learning Communities -Marzano's *Becoming a Reflective Teacher*

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Evaluation and Professional Development Continued... C. The district provides professional development. Program components include the following: -Flexibility of Professional Development Opportunities a. A Professional Development Catalog is published annually. b. Peer Mentoring /Coaching Partners and Instructional Rounds are available. c. Job-embedded training is available. d. The district is a sponsor of Professional Growth Points (PGPs) for license renewal. e. The district schedules so teachers can engage in professional development. f. Outside Professional Development, as Required, to Train Trainers for in-house training. g. In-house Professional Development -Provisional Support/Administrative Support Team a. Aligns and organizes professional development. b. Essential link for empowering teachers to learn and grow. c. Sponsors Professional Growth Points (PGPs) for license renewal. d. Establishes flexible schedules so teachers can practice what they have learned (or to continue their learning). -Collaborative Development a. Encourages and facilitates peer mentoring and Coaching Partners and Instructional Rounds. b. Provides teachers time to visit each other's classrooms to observe. c. Schedules meetings among teachers to plan and evaluate.	2012 - 2016	-Lead: Central Office Administrators -Building Principals -K-12 Teachers -Staff	-Professional Development Attendance -District Grade Level/ Department Meetings -Professional Learning Community Meetings	-PGPs Sponsorship -Professional Development Catalog -Master Schedule -Late In Wednesdays -Common planning time for Professional Learning Communities. -Teacher Resource Center on District Web site -iObservation

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Evaluation and Professional Development Continued... -Teacher Recognition a. Encourages teachers to share experiences by writing articles, sharing at conferences, leading workshops, etc. b. Encourages and financially supports teachers to attend other means of professional development outside of the district. -Sustain Professional Development and Professional Learning Communities a. Developing Awareness b. Building Knowledge c. Translating Knowledge into Practice d. Implementing New Approaches e. Deepening Understanding f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning g. Refining Practice and Sharing Expertise h. Celebrate and recognize teacher effectiveness and student success.	2012 - 2016	-Lead: Central Office Administrators -Building Principals -K-12 Teachers -Staff	-Teacher Evaluation -Professional Development Attendance	-District/school Web site and social media sites -Hobartcommunity.com -District Newsletter -Chamber Teacher of the Year Award -Board Presentations to Celebrate Success
Intervention: Evaluation and Professional Development Classified 1. The district, in accordance with Board Policy, evaluates every employee. A. The district maintains a continuous program of professional development for classified staff. B. Supervisors recommend professional development for departments and employees.	2012 - 2016	-Lead: Central Office Administrators -Building Principals	-Professional Development Attendance -Classified Evaluations	-Classified Evaluation -Professional Development Classes online or live -Safe Schools Professional Development Library -Secretary Resource Center on District Web site

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Evaluation and Professional Development Administrators 1. The Board evaluates the Superintendent annually. 2. The district maintains an evaluation system for certified administrators annually that provide opportunities for continuous professional development. A. The district has a rigorous evaluation system that includes: -Domain I: Data-Driven Focus on Student Achievement -Domain II: Continuous Improvement of Instruction -Domain III: A Guaranteed and Viable Curriculum -Domain IV: Communication, Cooperation, and Collaboration -Domain V: School Climate B. The School City of Hobart implements Professional Learning Communities. -Professional Learning Communities develop a shared vision, mission, and values. -The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry. a. Reflection b. Shared Meaning c. Joint Planning d. Coordinated Action -The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose. -Professional Learning Communities are action oriented. -Professional Learning Communities are engaged in continuous improvement. -Professional Learning Communities focus on results.	2012 - 2016	-Administrators -Principals	-Administrator Evaluation -Professional Development Attendance	- Cabinet Meetings -Administrative Retreat -In cabinet meetings -Administrative retreat for focus of vision -Indiana Association of School Principals -ASCD -Legal Series -Book Studies -Learning Connection -Network for Mentors -Superintendent Evaluation -*Marzano's School Leadership* Evaluation Model -iObservation

STANDARD 3

Teaching and Assessing for Learning

Action Plan

3a. Curriculum

3b. Language Arts

3c. Problem Solving

3d. Careers

3e. Citizenship

Hobart High School

Improvement Goal: Curriculum
All students will increase academic achievement with a specific focus on language arts and problem solving across the curriculum.
Expectation(s) for Student Learning:
All students will receive a curriculum that is rigorous, relevant, and relationship focused.
Target Participants:
All students in Hobart High School
Interventions:
All students will have the opportunity to earn dual credit.

All students will have the opportunity to earn certification/licensure through Hobart High School and Porter County Career Center classes.

All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.

Students participating in career pathways will use the defined curriculum set forth by the industry and or institution that established them.

All students will increase skills identified in The Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular gaps.

Low performing students will participate in RTI Tiers.

All students will increase academic skills as a result of teacher participation in professional learning communities.

Evaluation:
SRI, RediStep
Curriculum Maps
Units of Study
ECA/ GQE Reports
English 10 and Algebra I ECA's
SAT and AP Exams
NSSE Survey
Final Exams
Exam Review
Formative Assessments
Pivot
Report Cards/ Transcripts
Writing Rubrics
Timeframe for Implementation:
2012-2017

Hobart High School

Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES

Intervention: Dual Credit/Concurrent Enrollment
1. All students will have the opportunity to earn dual credit/Concurrent Enrollment.
  A. Hobart HS courses are evaluated and structured to meet dual credit requirements.
  B. Counselors will advise students and parents through the scheduling process of concurrent enrollment (college credit) course opportunities.
  C. Students will work with local colleges to take approved courses that will earn concurrent enrollment (college credit).
  D. Concurrent enrollment (college credit) informational brochures will be available in the Guidance Department.
	2012-2017	Counselors
		Students
		Parents
		Administration
		Local Colleges
			-High School Transcripts
			-College Transcripts
			-Scheduling Worksheets
			-Report Cards
				-Local Colleges
				-Dual Credit Brochure
				-Career Pathway Guide
				-Guidance Department
				-College Course Catalogues
				-College and Career Fair

Intervention: Certification/licensure
1. All students will have the opportunity to earn certification/licensure through Hobart High School (HHS) and Porter County Career Center (PCCC) classes.
  A. HHS and Porter county classes will meet Indiana certification/licensure requirements.
  B. Guidance Counselors will visit classrooms to provide PCCC information.
  C. PCCC Open Houses will be held annually for students and parents.
	2012-2017	Counselors
		PC Career Center
		Administration
		Teachers
		Students
		Parents
			-Scheduling Worksheets
			-PCCC Data
			-Report Cards
				-Porter County Career Center
				-Guidance Department
				-Career Pathway Guide
				-PCCC Booklet
				-Local Fire Department
				-Local Police Department
				-Brickie Kidz Preschool
				-EMT Class
				-Law Enforcement
				-Fundamentals of Sports Medicine
				-CAD Classes

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Hobart High School

Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES

Intervention: Defined Curriculum – Indiana Academic Standards.
1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.
  A. Learning Goals, scales, and rubrics will be identified by staff, IDOE, and professional affiliates.
  B. Curriculum mapping defines scope and sequence by staff and includes the following:
    -Units of Study identified along with standards and assessments covered
    -Curriculum maps are completed along with Units of Study
  C. Articulation of the defined curriculum is cohesive between grade levels and buildings.
  D. Curriculum is published on the district Web site and in the main office.
-the planned curriculum includes instructional content, materials, resources, and processes for how the school's curriculum and instructional strategies support the achievement of the Indiana Academic Standards.
	2012-2017	Administration
		Department Chairs
		Counselors
		Teachers
			-Lesson Plans
			-Report Cards/ Transcripts
			-Curriculum Guide on District Web Site
			-Units of Study
			-Syllabi
			-Curriculum Calendars
			-Compass Learning Reports
			-ECA/ GQE Reports
			-SAT, ACT, AP Exams
			-Final Exams
			-English 10 and Algebra I ECA's
			- Pivot
			- Google Classroom
				-IDOE Website
				-Indiana Academic Standard Resource Books
				-District Web Site- School Wires and Professional Development
				-Curriculum Planning by Grade/Department and Professional Development
				-Curriculum Planning Guides
				-Teacher Developed Units of Study and Professional Development
				-ICLE and Dr. Daggett's Essential Standards

Hobart High School

Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES

Intervention: Defined Curriculum – National or Academy Curriculum
1. Students participating in career academies will use the defined curriculum set forth by the industry and or institution that established them.
   A. Project Lead the Way (PLTW)
   B. Cisco
   C. Concurrent enrollment (college credit)Partnership
   D. Advanced Placement Courses
	2012-2017	Administration
		PLTW Teachers
		Cisco Teachers
		AP Teachers
		Dual Credit/Concurrent Enrollment Teachers
			-Checklists/Rubrics
			-Final Exams
			-Articulation with Post-Secondary Institutions
			-College reports
			-PLTW Exams
			-Cisco Exams
				-Project Lead the Way Curriculum
				-Purdue University
				-PNC
				-IUN
				-Ivy Tech
				- Concurrent enrollment (college credit)
				-Rochester Institute of Technology
				-Cisco curriculum
				-Professional Development

Hobart High School

Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES
Intervention: Defined Curriculum – Data Analysis to Inform Curricular and Instructional Gaps 1. All students will increase skills identified in the Indiana academic standards as a result of regular data analysis to identify curricular gaps and direct instruction. A. All students will participate in the Algebra I and English 10 ECA's; results will be used to identify strengths and weaknesses and to direct instruction. -Response to Intervention (RTI): tiered intervention will be recommended for low performing students B. As a result of using the data warehouse, students' strengths and weaknesses will be analyzed for instructional needs. - Response to Intervention (RTI): Tiered interventions will be recommended for low performing students C. Students will take formative (classroom) assessments and teacher-made assessments (common) to direct classroom instruction for increased student performance.	2012-2017	Administrators Northwest Indiana Special Education Cooperative (NISEC) Director Teachers	-Compass Learning Reports -ECA/ GQE Reports -Annual Data Analysis -Trend Data Analysis -English 10 and Algebra I ECA's -Acuity -Read 180 -RTI Teacher/Counselor Assessment Worksheet	-Data Warehouse (Confluent) -ECA/ GQE Data -Data Analysis Time -IDOE Website - RTI Teacher/Counselor Assessment Worksheet -ECA Remediation -Peer Tutoring -Mentor Program

Hobart High School

Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES

Intervention: Response to Intervention (RTI)
1. All students will participate in RTI Tier I; low performing students will participate in RTI Tiers II and III.
A. A district-wide RTI policy addressing both academic and behavior is in place.
B. Tier II Interventions will be initially implemented through "Increased Academic Learning Time" including the following:
  a. CCRT
  b. ECA Remediation
  c. Summer School City of Hobart
  d. Double Blocking
  e. English as a Learned Language
  f. Parent/Teacher Meetings
  g. Peer Tutoring
	2012-2017	Administrators
		Northwest Indiana Special Education Cooperative (NISEC) Director
		Teachers
		RTI Committees (District/School)
		Students
		Parents
			-Compass Learning Reports
			-Read 180
			-ECA/ GQE Reports
			-Annual Data Analysis
			-Trend Data Analysis
			-IDOE Website
				-Data Warehouse (Confluent)
				-Tutors
				-Mentors
				-ECA/ GQE Data
				-Data Analysis Time
				-RTI Policy and Guidelines
				-Professional Development RTI
				-Curriculum Materials RTI Tier II
				-Professional Development Cultural Competency
				-Compass Learning
				-Northwest Indiana Education Service Center (NWIESC) CCRT Curriculum
				-Skyward
				- Envisions

Hobart High School

Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES
Intervention: Professional Learning Communities 1. All students will increase academic skills as a result of teacher participation in professional learning communities. A. Curriculum Planning – Grade Level/Curriculum/Department Meetings - Identification of Learning Goals Indiana Academic Standards - Web Publishing with School Wires - Career Academy Curriculum Training B. Assessment C. Data Analysis - ECA, Compass Learning, Read 180, Acuity D. RTI Training E. Cultural Competency – Book Studies: • *The Art and Science of Teaching-* Marzano • *Becoming a Reflective Teacher-* Marzano F. Professional Development – In-house Professional Development Catalog, Conferences, & Contracted Services G. New Teacher Orientation Expanded (2007) • Harry Wong H. Professional Learning Communities • Data Team • School Climate • Marzano Teaching Strategies • PBIS Team	2012-2017	Administrators Teachers Counselors	-Compass Learning Reports -Read 180 -Teacher Goal Sheets -Enrollment in Professional Development -Compass Learning Reports -ECA/ GQE Analysis -Achievement Awards	-*Becoming a Great High School* by Tim Westerberg -Professional Development Catalog -Cultural Competency Book Studies -Data Analysis Training -RTI Training -Website Training -Contract Services -AP Instructor Training -PLTW Training -Online Professional Communities -*The Art and Science of Teaching* by Marzano -*The Right to Literacy in Secondary Schools: Creating a Culture of Thinking* by Suzanne Plaut *In Boy Writers: Reclaiming Their Voices* by Fletcher -*Hear Our Cry – Boys in Crisis* by Slocumb - *Framework for Understanding Poverty* by Payne (2008) -*Boys and Girls Learn Differently* by Gurian - *UNFINISHED BUSINESS-*

• Athletics				CLOSING THE Racial Achievement Gap in Our Schools by Norgurea & Wing - Envisions

Hobart High School

Improvement Goal: Language Arts

All students will read, comprehend, and analyze a variety of genres and informational texts, as well as communicate ideas through writing.

Expectation for Student Learning:

All students will earn passing grades, complete assignments, and feel prepared for standardized testing.

All students will increase achievement in courses and standardized assessments.

All students will increase achievement in reading comprehension and writing.

All students will read with fluency.

All students will comprehend written text.

All students will communicate ideas through writing.

All students will use technology research to locate, evaluate, and collect information in order to process data and report results.

All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

Target Participants:

All HHS Students

Target Groups:

Freshmen

Blacks

Hispanics

Free and Reduced

Males

Special Education

Limited English

Interventions:

Curriculum, Instructional, and Assessment:

All students will learn to increase memory, attention, processing, sequencing, as well as use skills to practice and complete course work.

Any student who is failing or needs academic help will be offered opportunities for tutoring.

All students will improve reading and writing achievement through reading and constructed response, as well as test genre through school-wide literacy.

All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.

All students will increase reading and writing skills as a result of participating in balanced literacy.

All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts **across the curriculum.**

All students will increase communication skills by reading and writing **across the curriculum.**

All students will increase reading and writing skills by using technology tools **across the curriculum.**

Hobart High School

Student Support:

Subgroup students will receive ability (readiness) group instruction to increase reading and writing skills.

Students will participate in Response to Intervention (RTI) Tiers based on achievement and behavior level.

Students will participate in enriched and high ability courses based on achievement levels.

All students will increase reading and writing skills through opportunities for family/community participation.

Students who qualify for additional services will be provided extra instructional support

Students will have the opportunity to participate in after-school clubs and extracurricular activities.

Staff:

All students will increase reading and writing skills as a result of teacher participation in professional learning communities.

Evaluation:

Read 180 Reports

Skyward Notification System

Odyssey Compass Learning Reports

Daily Oral Language Review (DOL)-Formative Assessments

Formative Assessments

Grades

ECA English 10

Conferring

Rubrics

SAT/PSAT

PIVOT

Opportunity Center Tracking

Khan Academy

SRI,

Work Keys,

NSSE Senior Survey

Google

Timeframe for Implementation:

2016-2017

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Increased Memory and Processing 1. All students will learn to increase memory, attention, processing, and sequencing, as well as use skills to practice and complete course work. A. Teachers will use the modified block schedule to see students more frequently and to differentiate instruction by finding and fixing, and using item analysis to achieve mastery learning.	2012-2017	Teachers Administrators Parents Students	-Grades -Formative Assessments -Informal Assessments	-Odyssey Compass Learning -Item Analysis Spreadsheets -Clickers -TRC -Google Classroom -PIVOT -KHAN Academy

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Tutoring
1. Any student who is failing or needs academic help will be offered the opportunity tutoring.
  A. Media Center will open for tutoring at lunch.
  B. Students are encouraged to check their progress weekly in their Success Period class.
  C. Monitoring student learning on a timely basis - *Failure Is Not an Option* – Immediate Interventions will be put into place.
  D. Develop a Pyramid of Interventions that are step by step for targeted failing students.
  E. Enlist retired teachers to volunteer tutoring time.
  F. Academic Labs/ Additional Class to Pass ECA instituted second semester for failing students.
  G. Students' parents can check Skyward online for student grades/missing assignments.
  H. Khan Academy is used to help struggling students, as identified by the Accuplacer.
  I. Grade 9 and 10 at risk students are placed into the ICU intervention program which monitors missing assignments
	2012-2017	Administration
		Counselors
		Media Specialists
		Students
		Parents
			-Grades
			-Formative Assessments
			-RTI Tier Updates
				-Parent Volunteers
				-Education Seminar Students
				-Peer Tutors
				-Odyssey Compass Learning
				-RTI Services
				-Naviance
				- After school tutoring with transportation provided

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and provides extra tutoring and academic assistance to students in need. J. Success Period/ Resource Time			

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Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Constructed Response
1. Students will improve reading and writing achievement through reading and constructed response, as well as test genre through school-wide literacy.
  A. Students will read current news articles in content areas on a regular basis.
  B. Students will learn how to bust a prompt for essay writing.
  C. Students are double blocked in an Academic Lab for English during second semester for immediate intervention (ECA Remediation).
  D. Students in English classes will do Daily Oral Review (DOR) – DOL for language.
  E. Students will utilize test-taking strategies.
  F. Read 180 will be used with students needing reading intervention.
  G. All students take the SRI Lexile Test.
  H. Students will be taught how to use a formal voice, provide textual support,
	2012-2017	Administration
		Teachers
		Students
			-Grades
			-Formative Assessments
			-Rubrics
			-Constructed Response Rubrics
				-Odyssey Compass Learning
				-News Websites
				-Double-Blocking (English)
				-DOL
				-Read 180
				-Rubrics
				-Google Classroom
				-Newsela
				
				-Article of the Month is an assignment that is used to build students' background knowledge and improve their reading of informational text. The article choices reflect current events and content that is personally relevant to teens. Students are asked to read and show evidence of that reading in a variety of ways. http://kellygallagher.org/resources/articles_archive.html
				Other places to find articles:
				-Jim Burke's excellent compilation of sites intended for students to "read the world": http://www.englishcompanion.com/room82/weeklyreader.html
				-Vocabulary development:
				Play a game that teams earn rice for the UN's Food for the World Program and builds stronger vocabulary for students at the same time at http://freerice.com/
				-Use hip-hop music and rhyme to help students build vocabulary for all content areas at http://flocabulary.com/
				-Quick grammar and writing websites:
				- Pod casts to play for students: http://grammar.quickanddirtytips.com/
				-Adoption of SpringBoard program enables students with continual opportunities to

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properly include parenthetical citations I. Close Reading / Annotation- Students will receive instruction and practice skills of close reading, questioning, and marking the text. J. Students will learn and utilize a variety of reading strategies to maximize student comprehension.				respond to constructed response questions in a formal voice and with textual support as evidence.

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Constructed Response (continued)				- A comprehensive site for students, from basic to advanced concepts, includes rules, tips and online quizzes: http://grammar.ccc.commnet.edu/grammar/ -Another site, called Grammar Bytes, complete with presentations for teachers and exercises for students, including printable content: http://chompchomp.com/menu.htm SCOH's Teacher Resource Center -Resources found on the TRC. Under the HHS link and Blog listing: -Busting the Prompt -ELA Rubrics -Sample Applied Skills and Scoring Guides -Constructed Response Rubric Content Rubric 2 1 0 Problem-Solving ... -Sample Applied Skills and Scoring Guides -*Test Talk*: Integrating Test Preparation -Strategies That Work: Chapter 5 The Genre of Test Reading -Resources found on the TRC under BAV (Building Academic Vocabulary) -Marzano: Building Academic Vocabulary -Guide to beginning a word wall -Word Walls in Secondary Classrooms

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Academic Standards
1. All students will increase skills in reading and writing as their progress on academic standards is monitored.
   A. Classroom Assessments/Conferring/ Rubrics/Journals
   B. Compass Learning
   C. ECA
   D. Read 180
   E. Remediation Lab
   F. Concurrent Enrollment (college) Classes
   G. Advanced Placement Courses
   H. SpringBoard curriculum for select courses
	2012-2017	Administration
		Counselors
		Teachers
			-Grades
			-Formative Assessments
			-Classroom Assessments
			-conferring
			-Read 180
			-Rubrics
			-ECA Reports
			-SAT
			-ISTEP Reports / data
			-Pivot
			-Google Classroom / Apps
			-Portfolios
				-Classroom Assessments
				-Rubrics
				-ECA Reports
				-Classroom Data Displays
				-SAT
				-PSAT
				-PSAT 8/9
				-Pivot
				-Google Apps
				-Professional Development Calendar

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Balanced Literacy 1. All students will increase reading and writing skills as a result of participating in balanced literacy. A. Independent Reading (Differentiated) –Students will read daily to increase stamina and reading time. Independent Reading logs collected weekly requiring inferences and support in all English classes. B. Interactive Reading- Students will actively participate in conversations about assigned readings. C. Interactive Writing- Students will observe a teacher modeling writing and will also take a turn at writing a portion. D. Shared Writing-Students will observe a teacher modeling writing and will give verbal suggestions. E. Independent Writing (Differentiated)-Students will learn and improve independent writing skills and strategies by participating in daily instructional time. Students will apply writing skills and strategies to their own	2012-2017	Administration Counselors Teachers Parents	-Grades -Formative Assessments -Classroom Assessments -Read 180 -Timed Writings -Rubrics -ECA Reports -SAT -PSAT -PSAT 8/9 -ISTEP	-Leveled reading books -*Classroom Instruction that Works* by Marzano -*I Read it, But I Don't Get it* by Cvis Tovani -Accessing School: *Teaching Struggling Readers to Achieve Academic and Personal Success* by Jim Burke -Professional Development -Kelly Gallagher: *Readicide ,Teaching Adolescent Writers, Write Like This* -Read 180 -Partnering Colleges -Concurrent Enrollment -SpringBoard

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writing pieces F. Timed Writings G. Embedded Assessments within SpringBoard curriculum. H. Students will learn and utilize a variety of reading strategies to maximize student comprehension.			

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Balanced Literacy (Continued) G. Close Reading/ Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text H. Moving from Comprehension to Analysis – Students will receive instruction and practice the critical thinking skills required to move beyond recall of information in a text to application of that information to larger concepts I. Moving from Analysis to Synthesis – With teacher support, students will apply what they have learned from analyzing multiple texts to create a new product (e.g. paper, presentation, project) that demonstrates their knowledge				

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Interventions: Fluency and Comprehension by Using Reading Skills/Strategies
1. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts **across the curriculum.**
  A. *Building Academic Vocabulary* by Marzano and Pickering- Students will increase reading comprehension through direct vocabulary instruction which focuses on specific words important to the content they are reading.
  B. Dramatic readings-Students will build reading fluency by participating in dramatic readings (Reader's Theater).
  C. Publish and Present-Student will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.
  D. Test-Taking Strategies
  E. Increase Non-fiction reading comprehension and written response
  F. SpringBoard curriculum enables students to annotate within their own workbook and via the digital curriculum on their Chromebooks.
	2012-2017	Administration
		Counselors
		Teachers
			-Teacher Participation in Professional Development
			-Student Performance of Dramatic Readings/Reader's Theater
			-Student Published Products
			-Formative Assessments
			-Read 180
			-Peer Tutors
			-PSAT
			-SAT
			-PSAT 8/9
				-*Building Academic Vocabulary* by Marzano and Pickering
				-*Becoming a Great High School* by Tim R. Westerberg
				-*The Right to Literacy in Secondary Schools* by Suzanne Plaut
				-*Classroom Instruction that Works* by Marzano
				-Rubrics
				-SAT
				-SpringBoard
				-PSAT
				-PSAT 8/9
				-KHAN Academy
				-PIVOT
				-Newsela

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Interventions: Technology Tools
1. All students will increase reading and writing skills by using technology tools **across the curriculum.**
    A. Computer Assisted Instructions-Students will participate in computer assisted instruction that offers feedback on writing in the form of a rubric-*IDOE Writing Rubric.*
    B. Research-Students will use technology tools to locate, evaluate, and collect information in order to process data and report results.
    C. Publish and Present-Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.
    D. Chromebooks – Students all have a Chromebook; can be used for various technology-related activities.
    E. SpringBoard digital curriculum enables students to access their entire curriculum on their Chromebooks or anywhere
	2012-2017	Administration
		Counselors
		Teachers
		Administration for software implementation
		Media Faculty
			-Teachers/Aides
			-Technology Department
			-Odyssey Compass Learning Reports
			-Read 180
			-Formative Assessments
			-Rubrics
			-Student Presentations
				-*Failure is Not an Option* by Alan M. Blankstein
				-Read 180
				-Smekens 6 + 1 Reading and Writing Workshop
				-Timed Writings
				-Odyssey Compass Learning
				-Rubrics
				-Internet
				-Google apps
				-Microsoft Office Suite
				-IDOE Writing Rubric
				-Clickers (Responders)
				-SpringBoard curriculum (digital)
				-Pivot
				-Google Classroom
				-Chromebooks
				-Newsela

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else on the web. F. Google Classroom– Enables students to communicate with teachers and peers, gain access to documents, take assessments electronically, and participate in monitored discussions and chats.			

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Increased Academic Learning Time 1. Subgroup students with low performance will increase reading and writing skills beyond regular classroom instructions with increased academic learning time. A. Essential Skills B. Summer School C. Double Blocking D. English as a Learned Language E. Level Reading Class F. Peer Tutoring	2012-2017	Administration Teachers	-ECA Reports -Classroom Assessments -Report cards -Guidance records -Formative Assessments -Tutoring logs -Remediation logs -Peer tutors -ISTEP Reports	-Professional Development -Curriculum materials for summer school, -Double Blocking (English) -*Open Ended Questions* by Lim and Moran -*GQE Power* by New Readers Press -Holt ISTEP Workbooks -Teacher Resource Center-RTI Policy and Guidelines -After school teacher-led tutoring in English and Math with transportation provided.
Intervention: Family/Community Involvement 1. All students will increase reading and writing skills through opportunities for family/communication participation. A. Harmony- Assignments/Grades/ B. Discipline/Attendance C. Web Site-Homework Help and Tips	2012-2017	Teachers Administration Central Office Administration Technology Department Parents	-Monitoring Skyward Usage -Monitoring Website Usage	-Skyward Parent Portal -School City of Hobart Website

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Professional Learning Communities
1. All students will increase reading and writing skills as a result of teacher participation in professional learning communities.
  A. Data Analysis- ECA, Classroom Assessments, Learning Connection
  B. Best Practices-Book Studies, Department Meetings
  C. Professional Development-In-House Professional Development Catalog, Conferences
  D. Department articulation meetings with middle school
  E. Google Docs enables teachers, administrators, and students to share documents and collaborate to simultaneously compose working documents.
  F. Google Classroom training
	2012-2017	Teachers
		Administration
			-Teacher Goal Sheets
			-ECA
			-SAT
			-Classroom Assessments
			-Enrollment in Professional Development
			-IDOE Learning Connection
			-ISTEP
				-Professional Development
				-Book Studies
				-Data Analysis Training
				-RTI
				-TRC (SCOH Website)
				-Common Docs
				-Google Docs
				-PIVOT
				-Springboard
				-College Board
				-Khan Academy

Intervention: Writing Across the Curriculum
1. All students will increase communication skills by writing across the curriculum.
  A. IDOE Writing Rubric- Students will become better writers by receiving guidance from assessments that detail the levels of proficiency in writing traits.
  B. Constructed Response
  C. Students will learn the different purposes of writing, according to the task at hand.
  D. Google Classroom can be utilized to facilitate writing opportunities and online discussions for students to communicate and discuss content.
	2012-2016	Teachers Administration	-Written Pieces Assessed by ECA
			-IDOE Writing Rubric
			-Timed Writings
				-Professional Development
				-Internet
				-Word Processing Programs
				-Microsoft Office Suite
				-Timed Writings
				-*The Global Achievement* Gap by Tony Wagner
				-Google Docs

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Small Group Instruction 1. Students will receive small group instruction in a developmental reading class based on their independent reading levels to aid in comprehension. A. Students will apply learned strategies to a variety of types of reading material.	2012-2017	9th-12th grade teachers MS and HS Guidance Counselors Administration	-ECA -Classrooms Assessments -Rubrics	-Leveled reading books -*ACCESSing School: Teaching Struggling Readers to Achieve Academic and Personal Success* by Jim Burke -*Classroom Instruction that Works* by Marzano -*I Read it, But I Don't Get It* by Tovani -Professional Development

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Response to Instruction (RTI) 1. Students will participate in RTI Tiers based on achievement levels. 2. district-wide RTI policy is implemented with guidelines. 3. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following: ▪ Achievement Groups - Strategy Groups ▪ Seminar ▪ Summer School ▪ Double Blocked English ▪ English as a New Language ▪ Computerized Intervention Software 4. Tier II and Tier III will be implemented through intense intervention with additional support services. • Computerized Intervention Software • Intense Reading Intervention • Individual Instruction • Small Group	2012-2017	9-12 teachers Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -LRE Facilitators -Interventionists	Balanced Assessment System Framework -RTI Forms -RTI Meetings	School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -RTI Policy and Guidelines -RTI Forms -RTI Meetings -Scholastic University -Professional Development RTI -Curriculum Materials - Skyward - Alternative Learning ▪ Opportunity Center ▪ Out of School Suspension Program (OSSP) ▪ Aspire (Alternative School) ▪ Intensive Care Unit (ICU) ▪ Credit Recovery ▪ Study Tables ▪ Tutoring

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Instruction
5. Alternative Learning
    ■ Opportunity Center
    ■ Out of School Suspension Program (OSSP)
    ■ Aspire (Alternative School)
    ■ Intensive Care Unit (ICU)
    ■ Credit Recovery
    ■ Study Tables
    ■ Tutoring				

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Enriched and High Ability 1. Students will participate in Enriched and High Ability courses based on achievement levels. A. Enriched Curriculum -Small Group Instruction -Enriched Courses B. High Ability -Advanced Placement (AP) Courses C. Accelerated Courses -College Credit Courses -Career Pathway Electives	2012-2017	-Principals -9-12 Teachers	-School City of Hobart's Balanced Assessment System Framework	-School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -TRC -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -High Ability Policy and Guidelines -Skyward
Intervention: Instruction Support Services Students who qualify for additional services will be provided extra instructional support. A. Special Education B. English Learners (EL) C. 504	2012-2017	-Principals -9-12 Teachers -EL Coordinator -Special Education Staff -Nurses	School City of Hobart's Balanced Assessment System Framework	School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -INDIANA IEP -Case Conferences -504

Hobart High School

Improvement Goal: Problem Solving All students will use problem solving skills to think critically and apply knowledge and reason to solve problems.
Expectation(s) for Student Learning: • All students will achieve higher performance in classes and standardized testing. • All students will compute accurately with and without a calculator. • All students will demonstrate problem-solving skills. • All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results. • All students will use technology resources in developing strategies and making informed decisions for solving problems.
Target Participants: All students in Hobart High School Target Groups: Hispanics Free and Reduced Special Education Blacks Limited English Non-honors students
Interventions: **Curriculum, Instructional and Assessment:** All students will increase skills in problem solving through monitoring progress on academic standards to determine instructional needs. All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding. All students will use reasoning and critical thinking to solve problems through applied problem solving **across the curriculum** that provides relevant, concrete, and everyday problems. All students will increase problem solving skills by using technology tools **across the curriculum.** All students will increase problem solving skills through opportunities for family/community participation. All students will increase problem solving skills as a result of teacher participation in professional learning communities. Any student who is failing or needs academic help will have the option to sign up for tutoring.

Student Support:

Subgroup students with low performance will increase problem solving skills beyond regular classroom instruction with increased academic opportunities.

Staff:

All students will increase problem solving skills as a result of teacher participation in professional learning communities.

All students will increase problem solving skills as a result of teacher technology.

Evaluation:

Rubrics

Math ISTEP

SAT,

AP Exams

NSSE Exit Survey

PSAT

PIVOT

Timeframe for Implementation:

Immediate 2017

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Academic Standards
1. All students will increase skills in problem solving through monitoring progress on academic standards to determine instructional needs.
    A. Classroom Assessments/Conferring
    B. ECA data will be analyzed to determine skill areas for instruction.
    C. Core 40 data will be analyzed to determine math classes.
	2012-2017	Teachers
		Administration
		Students
		Parents
			-ECA Reports
			- Algebra I ECA
			-Math ISTEP
			-Rubrics
			-Classroom Assessments
			-PIVOT
				-Classroom assessments
				-Manipulatives
				-Calculator
				-Software
				-Classroom Texts
				-Time for data analysis
				-Classroom data display
				-Compass Learning
				-Lab Equipment
				-Graph Paper
				-Google Classroom
				-Quizlet
				-GO Formative
				-Educreations
				-Chromebooks
				-Khan Academy

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Assessment/Differentiated Instructional for Conceptual Understanding
1. All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.
    A. Students will know basic math facts (These help in acquisition and speed of performing math, not in understanding math).
    B. Students will understand units of measurement and apply appropriate techniques and formulas.
    C. Students will understand and solve algebraic equations and understand patterns and relationships between numbers.
    D. Students will identify, describe, and compare geometrical shapes.
    E. Students will construct and interpret graphs throughout the curriculum as part of data analysis.
    F. Students will demonstrate the ability to compare and contrast different values.
	2012-2017	Teachers
		Administration
		Students
		Parents
			-Classroom assessments
			-Rubrics
			-ECA Reports
			- MATH ISTEP
			-PIVOT
				-Peer Tutoring
				-Manipulatives
				-Textbooks
				-Google Docs
				-Time for Data Analysis
				-Classroom Data Display
				-Calculators
				-Graphing Calculators
				-Professional Development for curriculum mapping
				-Go Formative
				-Khan Academy
				-Computers / Chromebooks
				-Springboard

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Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Reasoning and Critical Thinking To Solve Problems
1. All students will use reasoning and critical thinking to solve problems through applied mathematics across the curriculum that provide relevant, concrete, and everyday problems.
    A. Students will build academic vocabulary across the curriculum.
    B. Students will understand and choose the correct mathematical operation to solve problems in math and science. (Example: Similarities and Differences/Graphic Organizers- Marzano)
    C. Students will use mental math/estimation to understand when an exact answer or an estimate is sufficient.
    D. Students will develop a set of problem solving strategies across the curriculum.
Example:
1. What is the question asking?
2. Assign variables.
3. Set up an equation.
4. Algebraically solve the equation
5. Check for reasonableness.
    E. Students will problem solve by using probability, data analysis, and statistics in math, science, and business classes.
	2012-2017	Teachers
		Administration
		Students
		Parents
		9-12 Cross-curricular
			-Classroom Assessments
			-Teacher Observations
			-Student Presentations
			-PIVOT
			- Springboard
				-Khan Academy
				-*Classroom Instruction That Works* by Robert Marzano
				-*Choice of Words*
				-*Building Academic Vocabulary* by Marzano
				-Time for data analysis
				-Schedules
				-Professional Development
				-After School Tutoring
				-Math Lab class
				-PIVOT
				-Springboard
				-Portfolios

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Technology Tools
1. All students will increase problem solving skills by using technology tools in math and science.
    A. Students will construct and interpret graphs with graphing calculators along with data analysis.
    B. Students will use calculators/graphing calculators to calculate, analyze, and interpret mathematical equations.
    C. Students will use computer simulations to solve problems.
    D. Students will use PLTW industry software.
    E. Students will use programming software.
	2012-2017	Teachers
		Administration
		Technology Department
		Parents
			-Monitoring Website usage
			-PIVOT
			-Portfolios
				-Khan Academy
				-School City of Hobart Website
				-Professional Development
				-Book Studies
				-Data Analysis Training
				-graphing calculators
				-online graphing calculators
				-Chromebooks

Intervention: Family/Community Involvement
1. All students will increase problem solving skills through opportunities for family/community participation.
    A. Skyward Assignments/Grades/Discipline/Attendance
    B. Web site – Homework Help and Tips
    C. Parent Teacher Communication
    D. Naviance- Monitoring
    E. Khan Academy
    F. Ask Rose
	2012-2017	Teachers
		Administration
		Central Office Administration & Technology Department
		Parents
		Students
			-Grades
			-Formative Assessments
			-Skyward Usage
				-TRC
				-Learning Connection
				-Peer tutoring
				-Parent Volunteers
				-Parent Conferences
				-Online Assistance:
				    • Khan Academy
				    • Ask Rose
				    • SpringBoard
				-Other Online Resources from Teachers
				-Google Apps

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Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Professional Learning Communities 1. All students will increase problem solving skills as a result of teacher participation in professional learning communities. A. Data Analysis- ECA Reports, Classroom Assessments B. Best Practices – Book Studies, Department Meetings C. Professional Development– In-House Professional Development Catalog, Conferences, Harmony D. Departmental articulation meetings with middle school	2012-2017	Teachers Administration for Software implantation and training Student Interns Parent Volunteers Counselors Parents	-ECA Reports -Grades -Formative Assessments -Classroom Assessments -Professional Development Enrollment -ISTEP Reports -PIVOT -Portfolios	-Professional Development -Book Studies -Data Analysis Training -*Failure is Not an Option* by Alan M. Blankstein -Common Planning Time -Math PLC Time -Late Start Wednesday -Springboard -Google Apps -TRC Resources

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Tutoring
1. Any student who is failing or needs academic help will participate in tutoring.
  A. Competent student assistants (ECA Interns) will be assigned to Algebra Classes for tutoring during the last 30 minutes of math classes. Peer tutors will help tutor students two weeks before the test.
  B. Media Center will open for tutoring at lunch.
  C. Monitoring student learning on a timely basis - Success Period Hovering Adults - *Failure Is Not an Option* – Immediate Interventions will be put into place. Develop a Pyramid of Interventions that are step by step for failing students.
  D. Enlist retired teachers to volunteer tutoring time.
  E. Academic Labs/ Additional Class to Pass ECA will be instituted second semester for failing students.
  F. Students' parents have regular access to progress reports via Skyward
	2012-2017	Teachers/Aides
		Students
		Administration for software implantation and training
		Counselors
		Administration
		Student Interns
		Parent Volunteers
			-Teacher Referral	-Odyssey Compass Learning
				-Peer Tutors
				-KhanAcademy
				-Transportation Director
				-Teachers
				-Parent Volunteers
				-Instructional Aides
				-TRC
				-Math Lab class
				-Khan Academy
				-Skyward
				-After school tutoring

ACTIONS	**SCHEDULE**	**RESPONSIBILITIES**	**MONITORING**	**RESOURCES**
Intervention: Increased Academic Learning Time 1. Subgroup students with low performance will increase problem solving skills beyond regular classroom instruction with increased academic learning time.	2012-2017	Administration School Staff Students Central Office Administration & Technology	-ECA Reports -Classroom Assessments -Teacher Goal Sheets -Professional Development	-Khan Academy -Interventions -Double Blocking *Raising the Bar- Closing the Gap* by DuFour, Eaker, and

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Hobart High School

A. Applied Essential Skills, Personal Growth B. Summer School C. English as a New Language D. Math Lab		Department Parents	Enrollment -iObservation -Algebra ECA -Math ISTEP	Karhanek

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES

Intervention: Response to Instruction (RTI)
1. Students will participate in RTI Tiers based on achievement levels.
A. A district-wide RTI policy is implemented with guidelines.
B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following:
-Achievement Groups - Strategy Groups
-Seminar
-Summer School
-Deliberate scheduling for smaller class sizes in Algebra and Geometry class.
-English as a New Language
C. Tier II and Tier III will be implemented through intense intervention with additional support services.
-Small Group Instruction
-Individual Instruction
      6. Students have the opportunity to participate in peer tutoring, study tables, and ECA review sessions.
D. Opportunity Center
   • Out of School Suspension Program (OSSP)
   • Aspire (Alternative School)
   • Intensive Care Unit (ICU)
   • Credit Recovery
   • Study Tables
   • Tutoring
	2012-2017	-Lead: Central Office Administrators
		-Principals
		-Northwest Indiana Special Education Cooperative (NWIESC) Director
		-K-12 Teachers
		-LRE Facilitators
		-Interventionists
		-RTI Teams
			-School City of Hobart's Balanced Assessment System Framework
			-RTI Forms
			-RTI Meetings
			-Administrators
			-Skyward
				-School City of Hobart's Balanced Assessment System Framework
				-Professional Learning Communities
				-Common Planning Time
				-RTI Forms
				- RTI Meetings
				-Skyward
				-Scholastic University
				-RTI Policy and Guidelines
				-Professional Development RTI
				-Curriculum Materials
				-RTI
				-TRC -Compass Learning Odyssey --- Khan Academy
				- Peer tutors
				- Study Tables Opportunity Center
				•Out of School Suspension Program (OSSP)
				•Aspire (Alternative School)
				•Intensive Care Unit (ICU)
				•Credit Recovery
				•Study Tables
				•Tutoring

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Instruction Support Services Students who qualify for additional services will be provided extra instructional support. A. Special Education B. English Learners (EL) C. 504	2012-2017	-Lead: Central Office Administrators -Principals -K-12 Teachers -EL Coordinator -Special Education Staff	-School City of Hobart's Balanced Assessment System Framework	-School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Harmony -TRC (District Web site) -IIEP Advantage -Case Conferences -504
Intervention: Enriched and High Ability 1. Students will participate in Enriched and High Ability courses based on achievement levels. A. Enriched Curriculum -Small Group Instruction -Enriched Courses B. High Ability -Completion in Algebra prior to high school -Advanced Placement (AP) Courses GT/Honors C. Accelerated Courses -College Credit Courses -Career Pathway Electives D. Porter Career Center certification courses	2012-2017	-Lead: Central Office Administrators -Principals -K-12 Teachers	-School City of Hobart's Balanced Assessment System Framework	-SCOH BASF -Professional Learning Communities -Common Planning Time -Skyward -TRC -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -High Ability Policy and Guidelines

Hobart High School

Improvement Goal: Career

All students will demonstrate the skills and knowledge necessary for managing the dual role of productive and successful community member and wage earner by gaining employment in a career or by continuing education at the post-secondary level.

Expectation(s) for Student Learning:

- All students will develop career awareness.
- All students will have a personal education plan.
- All students will have the opportunity to complete requirements for Core 40 or Honors Diploma.
- All students will identify post- graduate education/ career opportunities.
- All students will have personal guidance to chart their future career path enabling them to reach their potential.

Target Participants:

All students in Hobart High School

Intervention:

Curriculum:

All students will be given an opportunity to learn about career responsibility.

All students will participate in career awareness and exploration.

Students will participate in small learning communities/career academies.

Student Support:

The high school encourages community groups to collaborate with schools to support student learning.

All students will participate in comprehensive guidance and counseling.

Community/ Parents/ and Guardians will develop career education knowledge.

High school groups collaborate with the community to support student learning.

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Evaluation:

SRI

PSAT 8/9

NSSE Inventory of School Effectiveness

NSSE High School Exit Survey

NSSE Former Graduate Survey

Graduation Rate

AP Enrollment

SAT, PSAT, ASVAB

Graduates Pursuing College

ROTC Enrollment

Vocational Enrollment

Advanced College Credit: General Placement Test, PLTW, AP, Rule 10, Concurrent Enrollment (college credit)

Service Learning Records

Grant awards by the School City of Hobart Education Foundation

Work Keys

Digital Portfolio

Naviance Reports

Clearinghouse Reports on College Attendance

Timeframe for Implementation:

2016-2017

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Career Responsibility
1. All students will be given an opportunity to learn about career responsibility.
    A. Teachers will use classroom procedures to establish work habits to prepare students for careers.
    B. Students will have the opportunities to listen and learn from guest speakers.
	2012-2017	Teachers
		Students
		Guidance Counselors
		Administration
		Staff
		Community
		Parents
			-Discipline Data
			-Attendance Data
			-Tardy Data
			-PBIS Reports
				-WorkOne Employer Expectations Poster
				-Arcelor Mittal & other Guest Speakers
				-*Failure is Not an Option* by Alan M. Blankenstein
				-Career Awareness Posters
				-Preparing for College & Careers blended learning class
				-intermediate communication with parents

Intervention: Career Awareness and Exploration
1. All students will participate in career awareness and exploration.
    A. Students will participate in interest surveys to identify career interest.
    B. Students will be provided with connected curriculum opportunities.
    C. Students will have the opportunities to listen to and learn from guest speakers.
    D. Students will participate in a variety of study trips connected to the curriculum.
    E. Students will receive "Student Success Mini Magazines" from Learn More Resource Center.
    F. Students will be given the opportunity to join after-school clubs involving career-based activities.
    G. Students will take part in Success Period once per week.
	2012-2017	Superintendents
		Administration
		Teachers
		Community Volunteers
		Club Sponsors
		Technology Department
		- Guidance Counselors
		-Community
			- Lesson Plans
			-Study Trip Forums
			-Interests Surveys
			-NSSE Inventory of School Effectiveness
			-NSSE High School Exit Survey
			- Skyward Monitoring
			-RTI Conferences
				-Arcelor Mittal & other Guest Speakers
				-Guest Speakers from Trade Industries
				-Former HHS graduates as speakers
				- Multiple Intelligences Questionnaire
				- School Buses
				-PLTW Journals
				-Extra- curricular Clubs
				-Career Interest Surveys
				-Community Members/ Business Community
				-Learn More Website
				-Time for Planning,
				-Coordinating and Scheduling
				-Chromebooks
				-SRI
				-TRC
				-College Go Week
				- College Board

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Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Small Learning Communities/Career Academies 1. Students will participate in small learning communities/ Career Academies. A. Freshman Courses--Brickie Rush B. PLTW Pre- Engineering and Technology C. PLTW Biomedical Sciences D. Cisco Academy E. Career and Technical Education (Porter County Career Vocational) –EMT, Homeland Security & Law, Preschool/Early Childhood Development, Strategic Marketing, Fundamentals of Sports Medicine F. The Hobart Aspire Program G. High Ability H. Music Department I. JROTC J. The high school will continue to explore adding career academies. K. Office of Student Placement L. Advanced Placement Courses M. Porter County Career Program N. 21st Century Scholars	2012-2017	Guidance Administration PLTW Teachers Cisco Teachers Alternative School Teachers High Ability Coordinator/Teachers Mission Possible teachers	- End of Course Assessments -Underclassman Awards -NSSE Opinion Surveys (Senior) Exit Survey - Graduates Pursuing College - Vocational Enrollment -Licensure/ Certifications awarded	-WorkOne Employer Expectations Poster -Arcelor Mittal & other Guest Speakers -*Raising the Bar and Closing the Gap: Whatever it Takes* by Richard DuFour -PLTW Curriculum and training - PLTW Advisory Board - Porter County Career and Technical Education Course Offering and Tours - Aspire Program (high school alternative school) and Curriculum - Master Schedule - High Ability Curriculum - Cisco Curriculum -Career Clusters -College Board website - College Liaison - Skyward

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Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Community Collaboration
1. The high school encourages community groups to collaborate with schools to support student learning.
   A. The high school participates in One Region, One Vision.
   B. *Every 15 Minutes* presentation with local fire and police departments (Every other year).
   C. Students will participate in Service Learning Projects.
   D. Classroom teachers collaborate with local community businesses.
   E. Book Club
   F. Key Club
   G. Partnership with St. Mary's
   H. Spring Fest
   I. Rachel's Challenge
   J. Taste of Autumn
   K. Writer's Club
	2012-2017	Administration
		Teachers
		Counselors
		Parents
		Students
		Theatre Department
		Every 15 Minutes Committee
			- Local Business Feedback
			-Service Learning Hours
			-NSSE Opinion Surveys
			-NSSE High School (Senior) Exit Survey
				- One Region, One Vision
				-Hobart Police
				-Hobart Fire Department Department
				-Lake County Sheriff's Department
				-Porter County Sheriff's Department
				-Lake County Prosecutor
				-Hobart City Courts
				-St. Mary's Medical Center
				-HHS Parents
				-Local Community Businesses
				-JROTC

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Comprehensive Guidance and Counseling
1. All students will participate in comprehensive guidance and counseling.
   A. Students will be provided a Guidance Advocate who will do the following:
    • Monitor Academic Progress
    • Assist in the completion of Indiana Guidance Portfolio
   B. Students will be provided a Guidance Advocate who will assist them with the following:
    • Signing up for Core 40 courses
    • ISTEP+ ECA Graduation Qualifying Exam (GQE)
    • opportunities to visit an area career center
    • Signing up for the PSAT, SAT, and/or ASVAB
    • Scheduling college fairs and college campuses
    • job shadowing
    • If eligible, applying for athletic eligibility to the NCAA Clearinghouse
    • Read Next Indiana: A guide to Life after High School
    • When applicable, submitting college or training program applications
    • Financial Aid Programs
    • Success Period Grade / 4 Year Plan Monitoring
	2012-2017	Guidance Department
		Director of Porter County
		Career and Technical Education
		Students and Parents
		Administration
			-NSSE Opinion Surveys
			-NSSE High School (Senior) Exit Survey
			-Completed Indiana Guidance Portfolio
			-Graduation Rate
			- PSAT/SAT/ACT/ ASVAB Data
			-Graduates Pursuing College
			-Vocational Enrollment
			-Success Period
				-NSSE Surveys
				-Career Pathway Guide
				-Scholarship Night and Catalog
				-Financial Aid Program
				-Concurrent (Dual) Credit Night (college credit)
				-College or Training Program Applications
				-Next Indiana: A Guide to Life after High School
				-College Campus or Training Program Tours
				-College Fair
				- PSAT/SAT and/ or ASVAB assessment
				- Porter County Career and Technical Center
				- Job Shadowing Opportunities
				- Master Schedule and Scheduling
				- High School Orientation Program
				-DriveOfYourLife.org to Explore Careers
				"Real World" Activity in PREP Resource Guide

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Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Comprehensive Guidance and Counseling (continued) • FAFSA application information • When applicable, submitting applications for merit- based scholarships • Developing a budget for postsecondary education • College Goal Sunday • Discussing future plans with counselor/or family using the Career Pathway Guide				-Learn More Web Site -Learnmoreindiana.org to Explore Careers and College -21st Century Scholars application

Intervention: Career Education
1. Community/Parents/and guardians will develop career education knowledge.
A. Learn More Web site—Parent Checklists
B. District Website—Student/Parent Learning Center
C. Financial Planning Workshops
   • FAFSA Event
   • Financial Aide Night
   • FAFSA Completion
   • Early Financial Planning
D. Student/Parent Conferences— Scheduling/Academic Progress/ Skyward
E. Community Partnerships – Mentoring/Internships/Service Opportunities
F. Porter County Career Open Houses for students and parents
G. Student/Parent College & Career Workshops (SAT & Dual Credit)
H. Digital Portfolio
I. Career Fair
	2012-2017	Administrators and Guidance
		Career Liaison Coordinator
		Technology Department
		Parents as Teachers (PAT)
		Community members
			-Web site utilization
			 - Skyward Utilization
			- Community Partnerships data
			-Financial Planning Workshops
				-DECA
				-Parent Workshops
				-Learn More Web site
				- District Web site
				- Financial Planning Workshops
				- Technology Department
				- Business/Community Partnerships
				 -PAT
				 -PSAT
				-College & career Workshops (SAT & Dual Credit)
				-Skyward

Hobart High School

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Community Partnerships
1. High school groups collaborate with the community to support student learning.
  A. The high school works with the City of Hobart to support student learning.
  B. The high school has a Criminal Justice class.
  C. The high school has an Emergency Rescue Technology Academy in conjunction with the Hobart Fire Department.
  D. The high school partners with the City for service learning.
  E. The high school works with business leaders to support student learning.
  F. The high school has a Career Liaison Coordinator who coordinates work study and academic internships with local businesses.
  G. The high school has Project Lead the Way (PLTW) Pre- engineering and technology advisory board made up of local engineers and local universities to support students in the program.
  H. The high school has PLTW/Bio Medical Science advisory board that includes St. Mary Medical Center to support students in the program.
  I. The Chamber of Commerce recognizes a Teacher of the Year annually.
	2012-2017	Administrators
		Fire Department
		Police Department
		Mayor
		Career Liaison
		Chamber of Commerce
		PLTW Advisory Board
		School City of Hobart
		Educational Foundation
		Hobart Promise
		Kiwanis
		Food Pantry
		Director of School Safety
			- Annual review of School Safety
			- Discipline data
			- Work study academic internship enrollment
			- Service Learning Records
			- Annual award presentation by Chamber of Commerce
			-Grant awards by the School City of Hobart Educational Foundation
			- Hobart Promise committee reports
			- Use of career speaker database
				- Master schedule
				 - City of Hobart
				 - Police Department
				 - Fire Department
				- Chamber of Commerce
				- Project Lead the Way (PLTW) Advisory Boards
				- School City of Hobart Educational Foundation
				- Career Speaker Database
				- Kiwanis Civic Group
				- Food Pantry
				-Other Community Scholarships
				-Daily Announcements
				-SCOH Website
				-Maria Reiner Foundation
				-Naviance
				-Skyward

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Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Community Partnerships (continued) J. The School City of Hobart Educational Foundation supports student learning through awarding grants for innovative projects and programs. K. The school participates with community-based organizations to support student learning. L. The school participates in the Hobart Promise to maintain and improve the quality of life in the community. M. The school utilized the database of career speakers from Hobart Promise. N. The school partners with civic groups to support student learning. O. Kiwanis work with the Key Club to support Christmas in April and the Hobart Food Pantry.				

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Hobart High School

Improvement Goal: Citizenship
All students will develop an understanding and commitment to the democratic ideals of human dignity, justice, and equality by focusing on productive citizenship in a democratic society.
Expectation(s) for Student Learning:
- All students' grades will rise and behavior will be less of an issue in the classroom.   - All students will demonstrate behavior expectations using the Guiding Principles.   - All students will respect diversity while becoming effective and participating members of a democracy.   - All students will have the opportunity to participate in community service activities to experience personal, intellectual, and social growth.   - All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.
Target Participants:
All students in Hobart High School
Interventions:
All students will improve behavior as well as grades by implementing a Positive Behavior Interventions Support (PBIS) System.
All students will build relationships with mentors who will assist them in achieving higher grades and better behavior.
All students will develop positive personal and interpersonal skills through Guiding Principles.
All students will develop positive leadership skills, ethics, school connectedness, and accountability.
All students will develop digital citizenship and practice acceptable technology usage.
All students will learn necessary strategies to keep themselves safe.
The school community will collaborate to provide a safe and secure facility.
Evaluation:
Grades
Referrals
Suspensions/Expulsions
NSSE Stakeholder Opinion Surveys
Discipline Data
Leadership Survey
Student Response Inventory
SRI, PSAT / SAT
Gallup Data
Drug and Alcohol Surveys
Pivot Early Warning System
Learn More Indiana Surveys

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Hobart High School

Target Area of Improvement: Citizenship-Life Skills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Positive Behavior Interventions Support
1. All students will improve behavior as well as grades by implementing a Positive Behavior Interventions Support.
   A. Cultural Shift: Hard work, good ethics, strong values, and positive guidelines is highly stressed to our students.
   B. A Positive Behavior Interventions Support (PBIS) will be put in place to incorporate a mandated Progressive Discipline Plan.
   C. Students can earn a PBIS Work Ready Award each 9 weeks. It will allow students to demonstrate work ready skills and behaviors while earning rewards and privileges.
	2012-2017	JROTC
		Staff
		Administration
		Counselors
		Community
		Students
			-Administration
			-Teachers
			-Students
			-Rewards
			-Grades
			-ECA Results
			-Referrals
			-Suspensions/ Expulsions
			-Drug Testing
			-Brickies to Brag About
			-Work Ready Award Data
			-Stellar Staff Data
			-Students of the month Data
			-Gallup Data
			-Work Ethic Certification
			-Threat Assessments
			-Drug and Alcohol Surveys
				-JROTC
				-Lifelong Guidelines/
				- Lifeskills/
				Guiding Principles
				-Adlai Stevenson Site
				-Student Handbook
				-Student Contract
				-Videotrons
				-Posters
				-Sport Safe Drug Testing / All extracurricular drug testing
				-Rachel's Challenge
				-Brickie Leaders
				-Workforce Expectation Workbook

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Mentoring
1. All students will build positive relationships with mentors who will assist them in achieving higher grades and better behavior.
   A. Hovering Adults: Students will have contact time with a caring adult by dividing them up.
   • It is necessary for mentors to monitor student learning on a timely basis.
   • Student to student mentors.
   B. The community and faith-based mentors will help students.
   C. Students will have teachers as mentors
   D. Social Issues will be addressed with wrap around services.
   E. All students will participate in Success Period
   F. Opportunity Center will provide students with additional adult mentors focused on helping students succeed.
   G. Mentoring programs are offered through athletic team study tables individualized by sports team.
	2012-2017	Teachers
		Administration
		-Community Mentors
			-Students
			-Administration
			-Teachers
			-Mentors
				-Why Try?
				- Community Tutors
				- Success Period

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Positive Personal and Interpersonal Skills through Employer Expectation Skills.
1. All students will develop positive personal and interpersonal skills through Guiding Principles & a work ready skill focus.
   A. Incorporate Employer Expectations in student government, athletics, clubs, and other activities.
Brickie Leaders
Leadership, Empathy, Accountability, Discussion
   B. Collaborate with middle school and elementary Brickie Leaders Programs
	2012-2017	Administration
		Counselors
		Students
		Teachers
		Student Mentors
		Brickie Leaders
		Brickie Ambassadors
			-Administration
			-Discipline Data
			Mentors
			-Grades
				-Student Response Inventory
				-Afternoon Announcements
				-Drug Survey
				-Choices Survey

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Positive Leadership Skills-Leadership and Mentor Programs 1. All students will develop positive leadership skills, ethics, school connectedness, and accountability through leadership and mentoring programs. 　A. Brickie Leaders: Students will participate in Brickie Leaders groups to promote leadership, empathy, accountability, and open discussions. Kindness as a focus is strongly emphasized through Brickie Leaders. 　B. Common Language on Aggression will be modeled. 　C. Parent education will be communicated and will encourage accountability for adults as well as children. 　D. Students will participate in Public Service/Service Learning through partnerships with community organizations and various other non-profit groups. 　E. Students will have the opportunity to participate in JROTC. 　F. Students will have the opportunity to participate in extra-curricular and co-curricular activities. 　G. Students will have the opportunity to participate in the SLYCE Leadership Program. 　H. Students will have the opportunity to participate in small learning communities. 　I. Brickie Ambassadors	2012-2017	School Community Teachers Administration Brickie Leaders Brickie Ambassadors	-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys -Naviance College and Career Readiness Assessment Data	-Afternoon Announcements -Displays -Incentives -Study Halls -Professional Development for Teachers/Parents/Community Organizations -Student Handbook -Referral Forms -Hobart Family YMCA -participate in blood drives held in the school -Focus on Education Newsletter/Web Site -The *First Days of School* by Harry Wong -JROTC -New Bully Law -Brickie Ambassadors -*Teach like a Pirate* -*The Zen Teacher* -Out of School Suspension Program

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention-Positive Leadership Skills-High School Transition 1. All students will develop positive leadership skills, ethics, school connectedness, and accountability as they transition to high school. A. Students, as 8th graders, will participate in high school readiness activities including the following: -Attend a Freshman Orientation with parents at the high school that includes: Meet the Counselors/Principals, Core 40-Career Pathway Presentation, extra-curricular and co-curricular presentation. -Be assigned a Brickie Ambassador (upperclassman mentor) B. Students as freshmen will participate in an interactive orientation day called Brickie Rush to welcome them to their new campus, introduce them to their Brickie Ambassadors to set the transition program in motion. -Attend a class schedule meeting with parent and a high school counselor to begin their four-year plan of study; -Students will participate in presentations including: Curriculum: How hard is it at the high school? What is a credit? How much homework is assigned? Facilities: What do I do if I get lost? Will my locker be on one side of the school and my classes on the other side? Where are the restrooms? Safety and Discipline: Is the high school safe? Is there really a drug problem at the school? What **happens if I'm late to class?**	2012-2017	Teachers Administration Wrap Around Services Counselors Brickie Leaders Brickie Ambassadors	-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys -AYP/Graduation Rate -Attendance Rate Skyward Attendance Reports -Exit Interview Data -Leadership Surveys -Mentor Data -Service Learning Logs -Go Guardian -Google Classroom	-I Am Ready video -Community Organizations -Extra and co-curricular activities -Parent and Student Mentors -Dual Credit / Concurrent Enrollment Partnerships -College and Job Fairs -One Region, One Vision - Brickie Rush -Hobart Family YMCA

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Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention-Positive Leadership Skills-High School Transition (continued) Teachers, counselors, and administrators: Who are the teachers? Is Mr. or Mrs. X really mean? Will my counselor help me decide about electives? General Transition Concerns: What is the food like? How much does lunch cost? How many times can I be absent each grading period? How is the high school like the middle school? B. Freshman students will participate in an interactive orientation day called Brickie Rush to welcome them to their new campus and to introduce them to their Brickie Ambassador in order to set the transition program in motion. -A year with Brickie Ambassadors begins with an interactive freshman orientation at the start of the school year. An assembly takes students through a series of fun, whole group activities that will have participants laughing and enjoying their first minutes of high school. - Brickie Ambassadors will lead their freshmen through a series of fun, positive activities designed to help students get to know each other as well as learn important campus information. -The Brickie Ambassadors orientation day concludes with a closing assembly in which the entire freshman class and their Brickie Ambassadors end the day hearing a powerful message that encourages them to think about the choices they make during their high school years.				

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention-Positive Leadership Skills-High School Transition (continued) C. Students will participate in activities beyond orientation for support throughout the year. 　　　-Academic Follow-Ups give Brickie Ambassadors the opportunity to visit freshmen classes several times throughout the year. During these visits, Brickie Ambassadors teach structured lessons on topics such as using your available resources, time management, and achieving excellence. 　　　 Brickie Ambassador contacts happen outside of the structured activities and are another way for Brickie Ambassadors and their freshmen to connect. D. All students will understand the importance of obtaining a high school diploma and will be strongly encouraged to meet state requirements for this goal Attendance Rate C. All students will realize the importance of attending school on a daily basis D. All students will learn post-secondary options regarding college, careers, and technical education through speakers, mentors, and site visits.				

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Digital Citizenship 1. All students will develop digital citizenship and practice responsible technology usage. A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software. -Etiquette-students will follow the School City of **Hobart's** Responsible Use Policy (RUP) for appropriate technology use. -Staff will model appropriate uses of technology. B. Students will access store, and share information in a responsible manner. -Responsibility-Students will assume electronic responsibility for their actions and deeds. -**Students will abide by the school's codes of** conduct as they relate to plagiarism, fair use, and copyright laws. -Students will learn how to safeguard their electronic data (i.e.; firewalls, off-site storage, electronic backups, and virus protection.) C. Students will be given opportunities to communicate in different fashions (i.e.; web sites, blogs, threaded discussions, bulletin boards, and use course management systems like Moodle, Google docs, and Google Classroom) -Access-students will have full electronic participation in society. -Provide time for students to use school technology to complete assignments. -Students will work together on assignments. -Accommodations will be made so all have access to the technology within the school system. -Students have one-to-one technology.	2012-2017	Administrators Director of Technology Technology Staff Teachers Media Specialists All Staff	-Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Survey -Lesson Plans -Student Surveys -Skyward	-*Learning and Leading with Technology* by Ribble, M., Bailey, G., Ross, T. (2004) -Digital citizenship addressing appropriate technology use. 31, 1 ISTE. -*NETS*-S 2, NETS-T NETS-A -Director of Technology -IT Manager -Student Handbook -RUP -Internet Access -Filter/Firewall -Professional Development -District web site -Director of Student Safety -School Resource Officer -GNC Training: *Cyberbullying, Harassment, Acceptable Use* -Success Period -Digital Portfolios

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Digital Citizenship (continued) D. Students will identify the dangers of identity theft and how to protect themselves electronically. -Security-Electronic precautions will be taken to guarantee safety. -Parents and students will be given resources to learn the proper use of social networks like Face Book.				
Intervention: Strategies to be Safe and Healthy 1. All students will learn necessary strategies to keep themselves safe. A. The student drug testing program Sport Safe will be used to assist students in getting help for drug usage and will help create a safe, drug-free environment. B. All students will participate in communicable disease education that is appropriate for their grade level. C. Students will participate in a curriculum that promotes wellness. D. Smoking and Tobacco education is happening in health classes. E. The School Resource Officer (SRO) is a regular presence at HHS.	2012-2017	Administration Board of School Trustees Director of Student Safety District Resource Officer Counselors Faculty and Staff School Nurse PE/Health Department Chairs Parents as Teachers	-Leadership Surveys -Observable Student Behaviors -Drug Testing Data -Referral Form Data -Discipline Data -Student of the Month -NSSE Opinion Survey	-Parents as Teachers -Mann Spitler Drug Awareness -Student Drug Testing through Sport Safe and Policy and Positive Life Program -*Look Before You Leap* by Camfeld Productions -Bob Holmes *Responsibility USA* -Health Curriculum -*Every 15 Minutes* -Healthy Choices Decision Making Curriculum -Healthy vending machine near Fieldhouse

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Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Safe and Secure Facility
1. The school community will collaborate to provide a safe and secure facility.
   A. Annual review and following of Emergency Response Plan:
     Practice storm drills
     Practice fire drills
     Practice lockdowns
     Table Top Exercises
   B. Annual review and following of Crisis Plan
   C. CPR/AED Training including JROTC and EMT students
   D. Communicate safety procedures to parents via handbook, monthly newsletter, and Phone Tag system as needed.
   E. Skyward Message System
   F. The high school building will be secured from 7:45-2:36.
   G. All visitors will be scanned with the Raptor system and wear a badge.
   H. Security Cameras
   I. School will use School Guard in conjunction with Hero 911.
	2012-2017	Administrators
		Custodians
		Director of Student Safety
		School Resource Officer
		School Nurse
			-Drill Data
			-Emergency and Crisis Review Checklists
			-Accident Reports
			-Security Camera Center
			- Safe School Committee
				-Emergency Response Plan
				-Crisis Guides
				-Videos
				-Implementation of Drills
				-Emergency Exit and Drill
				-Secure Classrooms
				-Student Handbook
				-Alarm Systems
				-Security cameras
				-Communication System
				-Director of Student Safety
				-Raptor Software
				-Emergency Rescue Technology Academy
				-School Safe Tip Line Committees
				-District Security Team: Superintendent, Director of School Safety, Student Safety Supervisor, Director of Support Services, Director of Technology, Director of IT, Director of HR and Compliance, and SROs.

STANDARD 4

Resources and Support Systems Action Plan

Standard 4: Resources and Support Systems

Improvement Goal:

All students' achievement is ensured by providing resources and services necessary to support success.

Expectations(s) for Student Learning:

Vision for Student Learning

The School City of Hobart Community will foster intellectual curiosity, natural abilities, critical thinking, and literacy in students while developing respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

Mission

The primary mission of the School City of Hobart and the Board of School Trustees is to continually provide effective community schools.

A. Our Schools Equip Children for Adulthood

B. Our Schools Address the Needs of Individual Students

C. Our Schools Are Community Schools

D. Our Schools Are Committed to Success

Teaching and Learning Goals

1. All students will increase academic achievement with a specific focus on language arts and mathematics across the curriculum.

2. All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.

3. All students will use mathematical skills to think critically and apply knowledge and reason to solve problems.

4. All students will demonstrate the skills and knowledge necessary for managing the dual role of family member and wage earner by gaining employment in a high-skill career or by continuing education at the post-secondary level.

5. All students will develop an understanding and commitment to the democratic ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

Standard 4: Resources and Support Systems

Target Participants:
School City of Hobart Stakeholders:
Students
Parents/Guardians
Faculty
Staff
Community Members
Civic Organizations
Business Community

Strategies:
The district employs a Director of Human Resources and Compliance who helps coordinate the employment and training of employees.

The district recruits, employs, and mentors qualified professional staff.

Support staff, including bus drivers, custodians, and food service employees, are hired according to qualifications and training.

The district maintains an evaluation system for classified and certified staff that provides opportunities for continuous professional development.

The district employs a Business Manager who follows the state's funding formula and recommends appropriations that are representative of revenue received and plans a budget to achieve the implementation of the District Strategic Plan.

The district employs a Director of Support Services who leads site and facility maintenance in order to provide a safe, clean, and comfortable learning environment.

The district employs a Director of Food Services to provide a healthy menu of nutrition for students.

The district employs a Transportation Coordinator and Bus Mechanical staff to provide safe transport to and from school, as well as other school sponsored events.

The City of Hobart partners with the district to provide personnel for safety and learning opportunities.

The school community will collaborate to provide a safe and secure facility.

Central Office Administrators and the Director of Technology provide leadership and development for technology and media resources across the district.

The district employs a Director of Technology and Director of Information Technology Services who work with to provide leadership for technology.

The district employs a Coordinator of Student Health Services to assist the Central Office with ensuring proper health and safety measures, as well as partner with St. Mary's Medical Center for the Brickie Community Health Clinic.

Standard 4: Resources and Support Systems
Evaluation: Highly Qualified Teachers Evaluations of all Faculty and Staff Members Professional Development Enrollment State Audit Cash Flow Safety Inspections 10 Year Capital Project Plan Review Maintenance and Grounds Inspections HVAC Maintenance 3 Year Technology Plan Review Technology Work Order Summary Technology Network Report Assessment Utilization Reports Student Media Fair Participation Harmony Usage (Parent Portal) Harmony Bus Inspection Reports CPR/AED Training Log Sex Ed/HIV/Aids Curriculum Wellness Policy Implementation Checklists
Timeframe for Implementation: 2012-2016

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Employment 1. The district employs a Director of Human Resources and Compliance (HRC) who helps coordinate the employment and training of employees. 2. The district recruits, employs, and mentors qualified professional staff. A. Central Office Administrators and principals meet regularly to ensure appropriate staffing meets the needs of students and is projected in the budget. -Demographic studies are conducted and matched with accurate Average Daily Membership (ADM) counts. -Harmony Student Management System is used for projections and master scheduling. -Spreadsheet enrollment analysis is regularly updated at the elementary levels for proper staffing. -Curriculum and RTI changes are reviewed continuously. -Projected staff needs, enrollment projections, and curriculum and RTI needs are matched to the budget appropriations. B. Positions are posted on the Indiana Department of Education Web site, the School City of Hobart Web site, and colleges and universities throughout the state. -All applicants apply online (Applitrack) with highly qualified credentials as a part of the application process. C. Certified staff assignments are based on credentials and certification that meet state and federal laws and regulations. D. All newly licensed teachers are assigned a mentor for a 1 year period. E. All teachers are a part of professional learning communities. F. All new employees are provided an induction program. -District Philosophy -Blood Borne Pathogens -Hazardous Communication -Forms, Procedures, School Safety -Curriculum, Assessment, AdvancED/SIP -Professional Development from AdvancED/SIP Plans -Technology	2012-2016	-Lead: Director of Human Resources and Compliance -Central Office Administrators -Administrators -Business Manager -Building Administrators -Director of Support Services	-Superintendent -Director of HRC -Business Manager -Administrators -Applitrack -McKibben Demographic Study -ADM -Spreadsheet -RTI Data -Budget -Harmony -90 Day Review of Classified Employees -Gallup Interview Questionnaire -Job Description -Evaluation Instruments: -*The Art and Science of Teaching* by Marzano -Pre-employment Qualifications/Credentials Checklist -Monitoring in Accordance with State and Local Mentor Guidelines for Certified Staff	- Superintendent - Director of HRC -Business Manager - Director of Curriculum -Administrators -DOE Web site -IDOE Assignment Code -Indiana Mentor Assessment Program -District Web site -Indiana College and University and Placement Centers -Local Media -Bargaining Agreement Between the Board of School Trustees and the HTA -Applitrack -McKibben Demographic Study -ADM -Spreadsheet -RTI Data -Budget -Harmony -SafeSchools -Rem4Ed

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Employment (continued) H. All classroom aides must meet the regulations of NCLB (2 years of college or pass the ParaPro exam: in order to be hired). 3. Support staff, including bus drivers, custodians, and food service employees, are hired according to qualifications and training. 4. The district maintains an evaluation system for classified and certified staff that provides opportunities for continuous professional development. A. The district has a rigorous evaluation system that includes: -An instructional model that is researched-based including: a. Domain 1: Classroom strategies and Behaviors b. Domain 2: Planning and Preparing c. Domain 3: Reflecting on Teaching d. Domain 4: Collegiality and Professionalism -The evaluation process provides opportunities for the following: a. Goal Setting- Professional Growth Plan b. Self-assessment and reflection c. Pre-observation Conferences d. Formative Evaluation e. Classroom Walkthroughs f. Summative Evaluation B. The School City of Hobart will implement Professional Learning Communities. -Professional Learning Communities develop a shared vision, mission, and values. -The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry. a. Reflection b. Shared Meaning c. Joint Planning d. Coordinated Action -The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose. -Professional Learning Communities are action oriented. -Professional Learning Communities are engaged in continuous improvement.	2012-2016	Lead: Central Office Administrators -Building Administrators -K-12 Teachers -Staff	-NCLB ACT -Teacher Evaluation	-Applitrack -School City of Hobart's Professional Development Catalog -Professional Learning Communities at Work, DuFour and Eaker -The Art and Science of Teaching -iObservation

Target Area of Improvement: - Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Employment (Continued) C. The district provides professional development. Program components include the following: -Flexibility of Professional Development Opportunities a. A Professional Development Catalog is published annually. b. Peer Mentoring /Coaching Partners and Instructional Rounds are available. c. Job-embedded training is available. d. The district is a sponsor for Professional Growth Points (PGP) for license renewal. e. The district establishes flexible schedules so teachers can practice what they have learned (or to continue their learning). f. Outside Professional Development, as required, to train teachers for In-house Professional Development -Provisional Support/ Administrative Support Team a. Aligns and organizes staff development b. Supports teachers both emotionally and technically c. Essential link for empowering teachers to learn and grow d. Establishing flexible schedules so teachers can practice what they have learned (or continue their learning) -Collaborative Development a. Encourages and facilitates team teaching and peer mentoring b. Provides teachers time to visit each other's classrooms to observe c. Schedules meetings among teachers to plain and evaluate instruction -Teacher Recognition a. Encouraging teachers to share experiences by writing articles, sharing at conferences, leading workshops, etc. b. Encouraging and financially supporting teachers to attend other means of professional development outside of the district. -Sustain Professional Development a. Developing Awareness b. Building Knowledge c. Translating Knowledge into Practice d. Implementing New Approaches e. Deepening Understanding f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning.	2012-2016	Lead: Central Office Administrators -Building Principals -K-12 Teachers -Staff -Technology Department -MTGP Teachers	-Professional Development Attendance	-CRUs Sponsorship -Literacy Coordinators -Master Schedule -Time for Collaboration -District/School Web Sites -District Newsletter -Professional Development Days -Chamber Teacher of the Year Award -Board Presentations to Celebrate Success -Bargaining Agreement Between the Board of School Trustees and the HTA -iObservation -Professional Growth Points -Late Start Wednesdays -*Becoming a Reflective Teacher* by Dr. Marzano

Target Area of Improvement: - Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Budget 1. The district employs a Business Manager who follows the state's funding formula and recommends appropriations that are representative of revenue received and plans a budget to achieve the implementation of the District Strategic Plan. A. The district works within the budget to achieve goals. -The Board, Superintendent, and Business Manager work closely to achieve financial stability in terms of budget practices that affect hiring of personnel and benefit packages. -Resources are budgeted yearly to maintain sufficient staffing to promote educational programs. -Student safety, learning environment, maintaining equipment and introduction of new technologies into the classroom are budget priorities. -Grants are used to jumpstart new educational programs or to make sure that existing educational programs and staff development continue uninterrupted in the event of revenue shortfalls. -Regular dialogue with district leaders and principals on vision and future planning of budget considerations occur. B. The Business Office maintains a level of checks and balances to achieve high financial accountability and integrity with a district-wide financial system. -The Indiana State Board of Accounts and the State Department of Local Government Finance provide detail on State requirements for financial and operational reporting. -The corporation uses the accounting guidelines prescribed by the State Board of Accounts to maintain compliance and accountability under state law. -The corporation is audited every two years by the State Board of Accounts. -All expenditures are presented to the school board on a monthly basis for review and approval.	2012-2016	-Business Manager -Board of School Trustees -Superintendent -Administrators -Business Office -Director of Technology -Directory of Informational Technology -Director of Support Services -K-12 Teachers	-Business Manager -Treasurer -Board of School Trustees -Superintendent -Administrators -Business Office -Director of Technology -Directory of Informational Technology -Director of Support Services -K-12 Teachers -Monthly Review of Percent of Revenue Received and Percent of Expenditures -Comparative Analysis -Trends of Expenditures for Spending Patterns -Cash Flow -State Audit -LOW Financial Software -10 year Capital Project Plan	-Department of Local Government Finance (DLGF) -State Funding Formula -Indiana Department of Education (IDOE) -Low Financial System -Internal Programming Through Excel -Hobart Educational Foundation (grants) -LOW Financial Software -City Securities (financial planner) -Outside Facilitators: Interest-based Bargaining -State Auditor

Target Area of Improvement: - Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Budget (continued) C. The Business Office contracts a professional fixed assets appraisal every two years. D. The schools have allocations for operating supplies and Capital Improvements. E. The district engages in textbook/technology adoption annually according to the Indiana Department of Education (IDOE) schedule. F. The Board responds appropriately to facility and technology needs with special bond issuances.	2012-2016	-Business Manager -Board of School Trustees -Superintendent -Administrators -Business Office -Director of Technology -Directory of Informational Technology Services -Director of Support Services -K-12 Teachers	-American Appraisal: Fixed Asset Appraisal -School budgets -Textbook/Technology Adoption -10 year Capital Projects Plan -3 year Technology Plan	-Textbook/Technology Adoption -School budgets

Target Area of Improvement: - Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Safe Environment 1. The district employs a Director of Support Services who leads site and facility maintenance in order to provide a safe, clean, and comfortable learning environment. A. The Director of Support Services maintains a prioritized 10 year capital project plan with the administration and Board of School Trustees. -Support services monitors the need for repairs and replacement of building materials such as roofs, doors, windows, flooring, sidewalks, pavement, etc. B. The Director of Support Services maintains a scheduled maintenance calendar for life expectancy of equipment and safety. -Monthly Safety Inspections a. Emergency Lighting b. Exit Lighting c. Fire Extinguishers d. Playground Inspections -Annual Maintenance Inspections and Testing a. Fire Sprinkler Systems b. Fire Alarm Systems c. Kitchen Fire Hood Systems d. Fire Extinguishers e. Pressurized Vessels f. Asbestos g. Elevators h. Code Compliance -Employee Training Checklists a. Material Safety Training b. Ladder Safety c. Blood-borne Pathogen d. Asbestos Awareness	2012 - 2016	-Lead: Director of Support Services -Central Office Administrators -Board of School Trustees -Principals -Maintenance Supervisor -Maintenance Staff -Building Custodial Engineers -Custodial Staff	-10 Year Capital Project Plan -Monthly Safety Inspections -Annual Maintenance, Inspections, and Testing	-10 Year Capital Project Plan -Department of Homeland Security: State Fire Marshall Boiler Inspector Elevator Inspector -Hobart Fire Department -Fox Valley (Kitchen Hood Fire Suppression) -McDaniels (Sprinkler Systems) -Communication Company (Fire Alarms) -Rem4Ed

Target Area of Improvement: - Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Safe Environment Continued... C. The Director of Support Services maintains a maintenance schedule for climate control and indoor air quality. -Heating, Ventilation, and Air Conditioning a. Daily Monitoring of All HVAC Systems -Making Immediate Repairs and Adjustments -Make Comfort a Priority -Maintain Classroom Temperature (70 to 75 Degrees) b. Maintain a Periodic Maintenance Schedule of HVAC Systems -Air Handling Equipment -Central Boiler Systems -Central Air Conditioning Systems -Compressors and Other Systems D. The Director of Support Services Maintains Facility Cleaning Schedules. -Daily and Periodic Cleaning Schedules a. Schedule Daily and Periodic Cleaning -Clean and Sanitize Restrooms Daily -Maintain Weekly Cleaning Schedules -Provide Detailed Cleaning Projects When School Is Not In Session b. Utilizes appropriate chemicals deemed non-toxic and non-hazardous. E. The Director of Support Services Maintains a Grounds' Schedule. -Pesticide and chemicals follow policy and regulations. -Landscaping -Mowing -Outdoor Sports -Parking Lots -Mulch for Playgrounds F. The business office contracts a professional fixed assets appraisal every two years.	2012 - 2016	-Lead: Director of Support Services -Central Office Administrators -Board of School Trustees -Principals -Maintenance Supervisor -Maintenance Staff -Building Custodial Engineers -Custodial Staff	-Periodic Maintenance Schedule of HVAC Systems -Prioritized List for Replacement -Cleaning Schedule -Grounds Schedule -Employee Training Checklists -Chemical Inventory -MSDS Sheets -Local and State Inspections -American Appraisal: (fixed asset appraisal)	-Board Policy -Support Staff -Training Videos -Contractors -Outside Service Providers: Trane, Johnson Controls, Americo Engineering, Nutri Lawn -Chemical Inventory -MSDS Sheets -Rem4Ed

Target Area of Improvement: - Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Food Services 2. The district employs a Director of Food Services to provide a healthy menu of nutrition for students. A. The Director of Food Services provides professional development for all food service personnel. -Customer Friendliness -Safety -Sanitation B. The Director of Food Services publishes a breakfast and lunch menu. C. The Director of Food Services will respond to student expectations and customer satisfaction. -Survey students as a compass for improving customer satisfaction -Meet with small groups of students to focus on the quality of food and student expectations. -Develop workshops with staff to improve the quality of food and service student expectations. D. The Director of Food Services will develop and maintain nutrition guidelines for all foods available on each school campus with the objectives of promoting student health and preventing childhood obesity. -Wellness Policy Committee a. Coordinated School Health Advisory Committee (CSHAC) -Assist schools with Wellness Policy compliance: Align food offerings by the Food and Nutrition Services Program, vending, and local school fund raising with the Wellness Policy, develop and provide a Wellness Policy Implementation checklist for the schools E. The Director of Food Services will develop guidelines for food allergy management. -Meet with building principal and nurse for proper identification of students with food allergies -Prepare the kitchen and staff for the list of ingredients to be avoided	2012 - 2016	-Lead: Food Service Director -Administrators -Director of Support Services -Food Service Staff -Free/Reduced Membership Lists	-Menu Items -Serving Sizes -Inventory -Sanitation Requirements -Student Surveys -Small Group Interviews -Wellness Policy -Implementation Checklists -CSHAC	-State of Indiana Health Department -District Web site -Student Survey/Interviews -Wellness Policy -Professional Development -Cafe' System -Harmony Student Management -CSHAC

Target Area of Improvement: - Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Food Services (continued) F. The Director of Food Services maintains services for free and reduced lunch children. -The Director of Food Services provides a summer food program to maintain nutrition for free and reduced lunch children. G. The Food Service Department provides catering for special events to recognize student success.	2012-2016	Lead: Food Service Director -Administrators -Director of Support Services -Food Service Staff -Free/Reduced Membership Lists	-Menu Items -Serving Sizes -Inventory -Sanitation Requirements -Wellness Policy -CSHAC	-Cafe' System -Harmony Student Management -Wellness Policy -CSHAC
Intervention: Transportation 3. The district employs a Transportation Coordinator and Bus Mechanical staff to provide safe transport to and from school, as well as other school sponsored events. A. The bus mechanical staff performs scheduled maintenance on all buses. -The bus mechanical staff performs bus maintenance as needed. B. All buses are inspected annually for safety by the State Police. C. The Transportation Department recommends a bus replacement plan. D. The Transportation Coordinator provides training for all bus drivers. -Bus drivers attend regular safety meetings. E. The Transportation Coordinator plans and schedules bus routes. F. The Transportation Coordinator sponsors bus safety programs for the schools. G. Bus drivers conduct bus evacuation drills. H. All buses provide security cameras for monitoring safety. -All buses have communication devices for safety. -All buses have emergency cards of students on the route.	2012 - 2016	-Lead: Transportation Coordinator -Bus Mechanics -Bus Drivers -Bus Aides -Substitute Bus Drivers/Aides	-No Student Left Behind Sign and Buzzer -Safety Meetings -Pre-trip Report -Evacuations -Student Roster -Driver Observation -Scheduled Maintenance of Buses	-Bus Replacement Plan -Bus Routes -Safety Program -State Police Bus Inspection -Drug/Alcohol Testing -Bus Evacuation Drills -Driver Training Videos -Security Cameras
Intervention: City Partnership 4. The City of Hobart partners with the district to provide personnel for safety and learning opportunities. A. School Resource Officer B. Law Enforcement Class Instructor C. Crossing Guards in High Traffic Areas	2012-2016	-Lead: Central Office Administrators -School Resource Officer -D.A.R.E. Officer	-Annual Review of School Resource Officer and D.A.R.E. Responsibilities -Discipline Data	-Job Description -Master Schedule -Hobart Police Department -Harmony

Target Area of Improvement: - Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Security 5. The school community will collaborate to provide a safe and secure facility. A. The Director of School Safety maintains a safe learning environment and works with Safe Schools Committees B. An annual review of the emergency response plan will be performed and followed with state mandated drills: -Storm Drills -Fire Drills -Lockdowns C. Each school will comply with state mandated safety drills. D. An annual review of the Crisis Plan will be performed and followed. E. Table Top Exercises are conducted regularly with staff and crisis teams on a building and district level. F. CPR/AED Training will be conducted annually. G. Presentations on healthy choices (substance abuse, sex education, and internet safety) are done each school year. H. Director of School Safety conducts regular threat assessment meetings with each school. I. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Tag system as needed. J. All staff members will utilize school entry cards/I.D. badges. K. All visitors will be issued a visitor's pass after the approval following the screening of their driver's license. L. All substitute teachers will wear an ID badge when in the building or on premises. M. A district representative will be trained participate in the Lake County Safe School Commission. N. A district representative will be certified by the IDOE as the district's School Safety Specialist. O. Those wishing to volunteer must pass a limited criminal history check. P. All coaches and community coaches will be trained and will wear ID badge when in the building or on premises.	2012-2016	-Lead: Director of School Safety -Director of Human Resources and Compliance -Student Safety Supervisor -School Resource Officer -Central Office Administrators -Building Principals -Coordinator of Health Services -Primary and Secondary Emergency Response Teachers -Director of School Security	- Director of School Safety -Director of Human Resources and Compliance -Student Safety Supervisor -School Resource Officer -Storm Drill Report -Monthly Fire Drill Report -Notification of Lockdown -Annual Review of CPR/AED -Review of Handbooks and Parent Signature -Security Cameras -Visitor Logs -Annual School Safety Specialist Certification -Table Top Exercises -Threat Assessment Checklists	-Emergency Response Plan -Crisis Plan -CPR/AED Training -Student Handbooks -Newsletters -Messenger -Entry Cards/I.D. Badges -Visitor Badges -Lake County Safe School Commission -Indiana Safe School Academy -Raptor Software -Table Top Exercises -Threat Assessment Checklists -Healthy Choices Curriculum on the TRC -Rem4Ed -SafeSchools

Target Area of Improvement: - Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Technology and Media Resources 1. Central Office Administrators and the Director of Technology provide leadership and development for technology and media resources across the district. A. Vision and Goals - Constant analysis of academic data and growth in students provide the best possible software for intervention and continuous learning including examples such as Read 180. -Evaluation of existing software to ensure ongoing growth of student learning across curriculum including online textbook components and interactive simulations. -Analyze 21st Century learning goals and tools for the curriculum, examples in career pathways. B. Supporting Hardware and Devices -Provide a one to one Technology User Environment - Use a wide variety of wireless communication devices including laptops, netbooks, tablets, and smart phones to provided anytime, anywhere access to Internet resources. -Use a variety of peripheral devices to interact with and provide immediate feedback including tablets and responders. C. Supporting Software -Assessment and evaluation of software services to provide the best possible learning portals for education and professional development, including Google Apps, My Big Campus and other applications. - Staff surveys on professional development needs and technology are provided in the professional development calendar and job-embedded coaching. D. Supporting Host Services -Implementation of district-wide Web site in order to communicate effectively between teachers and students in order to provide educator-evaluated Internet resource lists for learning.	2012-2016	Lead: Central Office Administrators -Director of Technology -Director of Information Technology Services -Technology Department	-AdvancED Profile and Action Plan -School City of Hobart's Balanced Assessment System Framework -Staff Assessment Surveys for Professional Development -Read 180 -Expert 21 -ACT Quality Core -PLTW software -Google Docs	-School City of Hobart's Balanced Assessment System Framework -Read 180 -Expert 21 -Acuity -ACT Quality Core -PLTW software -Google Apps -Laptops -Tablets -Responders -Projectors -Professional Development Calendar -District Web site -TRC -My Big Campus

Target Area of Improvement: - Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Technology 1. The district employs a Director of Technology and Director of Information Technology Services who work to provide leadership for technology. A. Budget-Vision, Repair, Maintenance- 3 Year Technology Plan -Continual reflection of the past, present, and planning for the future will be undertaken by the Director of Technology, Director of Information Technology Services, and the Superintendent for the continual productivity of the technology department and equipment. -The analysis of the infrastructure, hardware, warranties, and repair will be a continual process. -The district applies for Universal Service Fund (USF) or Erate to assist with budget. -Capital Projects Fund (CPF) is annually allocated to technology. -The Board approves special funding for large scale technology improvements. -The Director of Technology and Director of Information Technology Services will purchase items for maintenance, replacement needs, and curriculum enhancement. -The district keeps a fixed assets inventory of equipment and software for maintenance and for teacher usage. B. One to One Technology and Digital Curriculum -The district will continue to work for a one to one technology user environment -The district will implement digital curriculum -The district will practice and teach digital citizenship C. Network-infrastructure -The technology staff is responsible for the wellness of the infrastructure and continual balance of the system loads. D. Security-Firewall and Backup -The technology staff is responsible for the preservation and safeguarding of the network, data storage, and backup of information for the district.	2012-2016	-Lead: Central Office Administrators -Director of Technology -Director of Information Technology Services -Technology Department	-Yearly Budget Review -Quarterly & End of Year Review of Work Orders. -Cisco SmartReporter Monitoring of System Load. -Usage Logs for Assessment Programs -USF/Erate Funding Opportunities -3 Year Technology Plan -Equipment Inventory for Maintenance -Software Database -Network Monitoring Reports	- 3 Year Technology Plan -AdTech USF/Erate Funding -Network/IT Professional Development -HECC Membership -ISTE Membership -ICE Membership -HELPDESK on District Web site

Target Area of Improvement: - Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Technology continued E. Day-to-Day Oversight and Repairs -The technology staff will be responsible for the daily oversight and standard repairs for the continual running of the district computer systems F. Professional Development -The School City of Hobart staff will participate in professional development opportunities. Their technology skills will be extended through: a. Just-In-Time Training b. Face To Face c. Online Resources d. Peer Mentoring e. Train the Trainer G. Media Services -Media Centers will be a hub of knowledge for the staff and students. -Online databases, peripheral equipment, and support will be given. H. Student Media Fair Competition -Teachers have the opportunity to enter their students' projects into state and international competitions to showcase the technological skills obtained at the School City of Hobart. I. Harmony Management-Student Records -K-12 teachers will utilize the student management system to record and report classroom grades. -Parents will have the ability to review their child's grades, discipline and attendance online using Harmony. J. Assessment Implementation -Teachers will receive assessment and integrity training on how to use the district assessment programs to administer standardized tests, print results and analyze data to improve their instruction and each student's educational experience. -Teachers and parents receive Harmony training.	2012-16	-Lead: Central Office Administrators -Director of Technology -Director of Information Technology Services -Technology Department -Teachers -Staff -Parents	-Enrollment Totals for Professional Development -Online Electronic Database Usage -Student Media Fair Participation -Posting Class Progress and Grades in Harmony -Assessments Administration and Reports	-Professional Development Calendar -Student Media Fairs -Harmony (Grades) -Harmony (Parent Portal) -Harmony Student Management System -Teacher and Parent Harmony Training -LearningConnection -SCOH Balanced Assessment System Framework -Integrity Training from Assessment Coordinator and IDOE

Target Area of Improvement: - Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Health 1. The district employs a Coordinator of Student Health Services, Nurses, and Nursing Assistants to assist the Central Office with ensuring proper health and safety measures. A. Immunizations B. Sight and Hearing Screening C. Health Records D. Sex Education/ HIV/AIDS Liaison E. Wellness Liaison F. CPR/AED Trainer G. Non-violent Crisis Intervention Trainer H. Federal, State and Local School Health Mandates 2. The district has a partnership with St. Mary's Medical Center to provide wellness with an onsite Brickie Community Health Clinic.		-Lead: Coordinator of Student Health Services -School Nurses -Central Office Administrators -Building Principals -Primary and Secondary Emergency Response Teachers	-Annual Review of Current Health Records -Review of Wellness Policy -HIV/AIDS Council Meetings -Annual Review of CPR/AED -CHIRP -Harmony	-Harmony (health records) -Sex Education/HIV/AIDS Policy -Sex Education/HIV/AIDS Curriculum -Sex Education/HIV/AIDS Council -Wellness Policy (CSHAC) -CPR/AED Annual Training and Review -CHIRP -Non-violent Crisis Intervention Trainer -St. Mary's Medical Center

Target Area of Improvement: - Resources and Support Systems

Intervention: Effectiveness of Support Services 1. The district implements measure for program effectiveness to meet the needs of students. A. Comprehensive Guidance and Counseling Program -NSSE Exit Surveys are implemented to determine effectiveness of Guidance Counseling. B. Response to Intervention -Student Proficiency levels are monitored continuously in RTI through measures in the School City of Hobart Balanced Assessment System Framework. C. Special Education Identification -Referral and Evaluation records are maintained, as well as IEP conferences. D. Wrap Around Services Identification -Counseling notation and referrals are documented in student the management system for wrap-around services.	2012-2016	-Central Office Administrators -Principals -Counselors -Office of Student Placement -College Information Exploration Teacher (CIET) -RTI Teams -Special Education Teachers	- Harmony -RTI Referrals -Special Education Referrals -Wrap-Around Referrals	-Harmony -Counselors -Office of Student Placement -College Information Exploration Teacher (CIET) -Home School Coordinators -Choices -Regional Mental Health -NISEC

STANDARD 5

Using Results for Continuous Improvement Action Plan

Standard 5: Using Results for Continuous Improvement.

Standard 5: Using Results for Continuous Improvement.
Improvement Goal: Maintaining an assessment system to monitor and document results to improve student performance and school effectiveness.
Expectations(s) for Student Learning: **Vision for Student Learning** The School City of Hobart Community will foster intellectual curiosity, natural abilities, critical thinking, and literacy in students while developing respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning. **Mission** The primary mission of the School City of Hobart and the Board of School Trustees is to continually provide effective community schools. A. Our Schools Equip Children for Adulthood B. Our Schools Address the Needs of Individual Students C. Our Schools Are Community Schools D. Our Schools Are Committed to Success **Teaching and Assessing for Learning** 1. All students will increase academic achievement with a specific focus on language arts and mathematics across the curriculum. 2. All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing. 3. All students will use mathematical skills to think critically and apply knowledge and reason to solve problems. 4. All students will demonstrate the skills and knowledge necessary for managing the dual role of family member and wage earner by gaining employment in a high-skill career or by continuing education at the post-secondary level. 5. All students will develop an understanding and commitment to the democratic ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

Standard 5: Using Results for Continuous Improvement.

Standard 5: Using Results for Continuous Improvement.
Target Participants: School City of Hobart Stakeholders: Students Parents/Guardians Faculty Staff Community Members Civic Organizations Business Community
Interventions: The district implements a comprehensive assessment system. The district maintains a Profile that uses comparison and trend data of Student Characteristics, Student Performance, School Effectiveness, and School and Community Contexts, as well as data analysis of the School City of Hobart's Balanced Assessment System Framework. Professional Learning Communities will participate in ongoing training of data tools and analysis. The district and each school engage in continuous school improvement planning. The district communicates student performance and school effectiveness with stakeholders.
Evaluation: School City of Hobart's Balanced Assessment System Framework: **Classroom Assessments**- running records, rubrics, checklists, quizzes, unit tests, final exams, and formal scales **Common Formative Assessments (CFAs)**- Department/Grade Level CFAs, Compass Learning Odyssey, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal scales **Benchmark Assessments**- Lexile (SRI), Quantile (SMI), writing assessment, spelling inventory, Acuity, quarterly standards based assessments, SPI **External Summative Assessments**- DIAL, ISTEP+, IREAD3, ECA, ReadiStep, PSAT, SAT, WorkKeys, AP Exams, ISTAR, WIDA, NWEANWEA
Timeframe for Implementation: 2012-2016

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Assessment 1. The district implements a comprehensive assessment system: School City of Hobart's Balanced Assessment System Framework. A. Classroom Assessments -Running Records -Formal Scales -Checklists/Rubrics -Quizzes -Unit Tests -Final Exams B. Common Formative Assessments -Odyssey Compass Learning -Checklists/Rubrics -Leveled Literacy Intervention (LLI) C. Benchmark Assessments -Lexile (SRI) -Writing Assessment -Spelling Inventory -mClass -Quarterly Standards Based Assessment -SPI D. External Summative Assessments -DIAL -ISTEP -IREAD3 -ECA - College Board (ReadiStep, PSAT, SAT) -AP Exams -ISTAR -IMAST -Las Links -NWEA E. Standards-based report cards are given in grades K-5. F. Exit surveys are administered to graduates of the various levels (8th and 12th) for school effectiveness. G. Student Portfolios for College and Career Readiness	2012-2016	-Lead: Central Office Administrators -Principals -Teachers K-12 -Staff -Technology Department	-School City of Hobart's Balanced Assessment System Framework -Standards-based Report Cards -Exit Surveys - 8th and12th grade	-Central Office Administrators -Test Coordinator -Technology Department -Harmony Student Management System (Assessment, Gradebook, Parent Portal) -School City of Hobart's Balanced Assessment System Framework -Standards-based Report Cards -Exit Surveys -College Board (ReadiStep, PSAT, SAT) -Career Cruising -Google Apps -Digital Portfolio -CCRT

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Assessment (Continued): Student Management System 2. The district maintains a secure and accurate student management system that is in accordance with state and federal regulations. A. Harmony is implemented district-wide. B. Harmony includes the following: - Student Records (Academic, Health, Discipline, Attendance, Guidance, RTI, EL, SPED) - Harmony Classroom (Teacher Gradebook) - Harmony Home (Parent Portal-Online access for parents to review Harmony records) 2. The district maintains cumulative student records in a secure area of each building. A. Records will be electronically archived. 3. Messenger- (Outbound calling feature to announce events by phone)	2012-2016	-Lead: Central Office Administrators -Principals -Counselors -Teachers K-12 -Staff -Director of Technology and Director of Information Technology Services	-Harmony Reports -Archived Records -Messenger Reports	-Technology Department -Wide Area Network -Internet Access -Server Technology/Backup -End User Computer Stations -Harmony Professional Development -Document Imaging Software

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: AdvancED Profile and School City of Hobart's Balanced Assessment System Framework Data Analysis 1. The district maintains an AdvancED Profile that uses comparison and trend data of Student Characteristics, Student Performance, School Effectiveness, and School and Community Contexts, as well as data analysis of the School City of Hobart's Balanced Assessment System Framework. A. Data is continuously updated and analyzed for performance and growth. -The Central Office warehouses data for AdvancED Profiles. -The Business Manager has designed data templates in Excel for data input. -Data templates are populated with current data by Director of Human Resources and Compliance and Superintendent -Data analysis is performed by the Professional Learning Communities. -Targeted areas of performance are identified. -Action plans are reviewed to include any areas that are targeted and not previously addressed. B. The AdvancED Profile and action plans are published via the Web site. C. As a result of data analysis, instructional decisions and programs are implemented. -Instructional decisions address student's needs. -Program implementation includes the following: -Achievement Groups - Strategy Groups -Home Room -Freshman Academies -Summer School -Double Blocked Subjects -English as a New Language -Intense Reading Intervention -Guided Math Intervention -Individual Instruction	2012-2016	-Lead: Central Office Administrators -Business Manager -AdvancED Leadership Teams	-Profile is Updated Annually **Student Characteristics and Special Programs** Grade Level Enrollment, Ethnicity, Gender, SES (free-reduced) Special Ed, EL **Student Performance**, ECA, NWEA, ISTEP, Exam View, Core 40 IAHD Graduates, ReadiStep, PSAT, SAT, AP Exams, Graduation Attendance, Discipline **School Effectiveness** Exit Surveys **School and Community Contexts** Community Demographics, AdvancED Opinion Surveys (Students, Teachers, Parents, Support Staff, and Community) -Data Analysis is Performed Annually -Professional Learning Communities Utilize Data Results	-*Breakthrough* by NSSE -Census Data -AdvancED Survey Data -Harmony -Data Warehouse -Excel Data Templates -School Wires Web Hosting Software -Professional Development of *Breakthrough*, SIP Tool, and Data Interpretation -RTI Forms RTI Meetings -Harmony -Leveled Literacy Intervention (LLI) -System 44 -Read 180 -Scholastic Learning -RTI Policy and Guidelines -Professional Development RTI -Curriculum Materials RTI

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Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: AdvancED Profile (continued) 2. The schools meet in Professional Learning Communities regularly to monitor formative assessments inside of the School City of Hobart's Balanced Assessment System Framework to determine students' learning and needs. A. Classroom assessments are used to determine immediate feedback. B. Common formative Assessments are used to determine learned material and how to respond when students need extra assistance.	2012-2016	-Lead: Central Office Administrators -Business Manager -AdvancED Leadership Teams	-School City of Hobart's Balanced Assessment System Framework	- School City of Hobart's Balanced Assessment System Framework

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Professional Development 1. Professional Learning Communities will participate in ongoing training of data tools and analysis. A. The School City of Hobart will implement Professional Learning Communities. -Professional Learning Communities develop a shared vision, mission and values. -The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry as defined by: Reflection, Shared Meaning, Joint Planning, Coordinated Action -The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose. -Professional Learning Communities are action oriented. -Professional Learning Communities are engaged in continuous improvement. B. Professional Learning Communities focus on results. - Teachers meet regularly in teams to review student learning by using evidence from the formative assessments in the School City of Hobart's Balanced Assessment System Framework. C. The district provides professional development. -Flexibility of professional development opportunities a. Late Start Wednesdays b. Professional Development Calendar c. Peer Mentoring /Co-teaching d. Job-embedded Training e. The district is a sponsor of Professional Growth Points (PGPs) for license renewal. f. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue their learning). g. Outside Professional Development, as Required, to Train Trainers for In-house Professional Development	2012 - 2016	-Lead: Central Office Administrators -Building Principals -Teachers -Staff	-Teacher Evaluation -Professional Learning Community Meetings -Professional Development Attendance -School City of Hobart's Balanced Assessment System Framework	-Administrators -Lead Teachers -Academic Coaches -Common Planning Time -School City of Hobart's Balanced Assessment System Framework -School City of Hobart's Professional Development Calendar -*Professional Learning Communities at Work*, DuFour and Eaker -PGPs Sponsorship

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Professional Development (continued) -Provisional Support/Administrative Support Team: a. Takes on the responsibility for aligning and organizing staff development. b. Supports teachers both emotionally and technically. c. Provides essential link for empowering teachers to learn & grow. d. Establishes flexible schedules so teachers can practice what they have learned (or to continue their learning). -Collaborative Development: a. Encourages and facilitates team teaching and peer mentoring. b. Provides teachers time to visit each other's classrooms to observe. c. Schedules meetings among teachers to plan & evaluate instruction. -Teacher Recognition: a. Encourages teachers to share experiences by leading data meetings, writing articles, sharing at conferences, leading workshops, etc. b. Encourages and financially supports teachers to attend other means of professional development outside of the district. -Sustained Professional Development: a. Developing Awareness b. Building Knowledge c. Translating Knowledge into Practice d. Implementing New Approaches e. Deepening Understanding f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning, Refining Practice and Sharing Expertise	2012-2016	-Lead: Central Office Administrators -Building Principals -Teachers -Staff -Literacy Coordinators	-Professional Development Attendance	-PGPs Sponsorship -Data Warehouse (Confluent) -Literacy Coordinators -Master Schedule -Time for Collaboration -District/school Web site -District Newsletter -Chamber Teacher of the Year Award -Board Presentations to Celebrate Success -Teacher of Excellence -Teacher of the Month -*Becoming A Reflective Teacher* By Dr. Marzano

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Continuous Improvement 1. The district and each school engage in continuous school improvement planning. A. The district is accredited by AdvancED through meeting the requirements of Vision and Mission, Profile, Plan, and Results. B. The district will identify goals in the Strategic Plan. -Goals will be based on data collected in the Profile. -The Profile will be a collection of data that includes input from all stakeholder groups. -Data analysis annually will yield changes that may be necessary in goal areas to achieve the vision. C. The district will meet bi-annually with schools and service departments to review implementation of the school improvement process. -Each school's AdvancED Leadership Team will meet regularly by goal areas to monitor implementation of their AdvancED Action Plan. -The district will meet with each school's AdvancED Leadership Team to review the progress and assist in their annual revision process. -The district will meet with the district's service department heads to monitor progress on the AdvancED Strategic Plan. D. All students will increase academic skills as a result of teacher participation in professional learning communities. - Continuous data analysis will be implemented using School City of Hobart's Balanced Assessment System Framework. -RTI Teams	2012-2016 -Profile 2012 (Updated Annually 2012-2016)	-Lead: Central Office Administrators -AdvancED Leadership Teams -Business Manager -Support Service Department Heads -AdvancED District Leadership Team	Annual Review/Revision of: AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan -AdvancED Committee Meetings -State's Legal Standards -Profile of Data Analysis -District Strategic Plan Revision -Regular AdvancED Meetings - School City of Hobart's Balanced Assessment System Framework -RTI Teams	-AdvancED Profiles -AdvancED School Improvement Plans -AdvancED District Strategic Plan -State AdvancED Office -AdvancED -AdvancED Professional Development -*Breakthrough* by NSSE -State's Legal Standards - Checklists and Reports for State Accreditation -Microsoft Excel -AdvancED Stakeholder Surveys -Data from Assessments -Census Data -School City of Hobart's Balanced Assessment System Framework -RTI Teams

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Communication 1. The district communicates student performance and school effectiveness with stakeholders. A. Parents/Guardians are given individual student performance reports on state and local assessments. -Parent/Guardian/Teacher meetings are scheduled. B. Parents/Guardians are able to access student progress through online access via Harmony and the district Web site. C. The district publishes an annual performance report with the local media, and on the district Web site. -The district will review the annual performance report to verify growth and student performance annually at school board meetings. D. The district maintains a data Profile that analyzes student performance and school effectiveness that is hosted on the district Web site. E. The district highlights student performance and school effectiveness in the district newsletter which is mailed bi-annually to every postal patron in Hobart. In addition, it is published on the district Web site. F. The district highlights student performance and school effectiveness at school board meetings. G. School and classroom newsletters highlight student performance and school effectiveness. They are published on the Web site. H. The District and Schools highlight student performance on social media sites.	2012-2016	-Lead: Central Office Administrators -Building Principals -Teachers -Technology Department -Central Office Administrative Assistant	-Test Reports Mailed -Parent Teacher Meetings -Harmony (Parent Portal) Traffic -Web site Traffic -State Annual Performance Report	-State and Local Test Report Summaries -AdvancED Profiles -District Newsletter -School Board Meetings -Harmony (Parent Portal) -District Web site -IDOE Web site / State Annual Performance Report -Local Media -School and Classroom Newsletters -Messenger -Facebook -Hobartcommunity.com