

**Hobart Middle School**

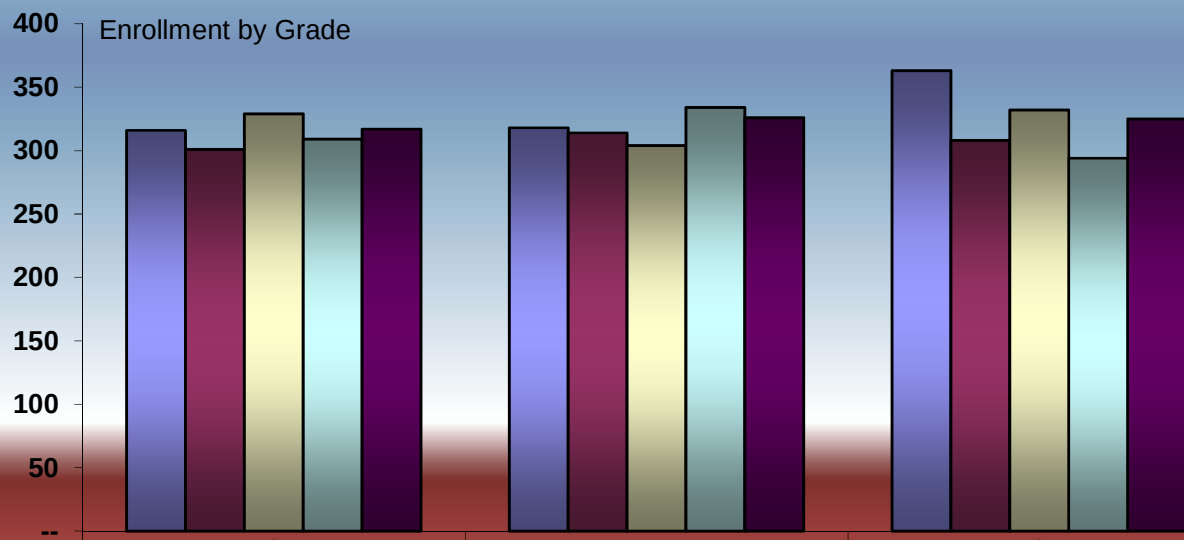
**Data  
Profile  
2015-2016**

**Hobart Middle School**

**Students  
2015-2016**

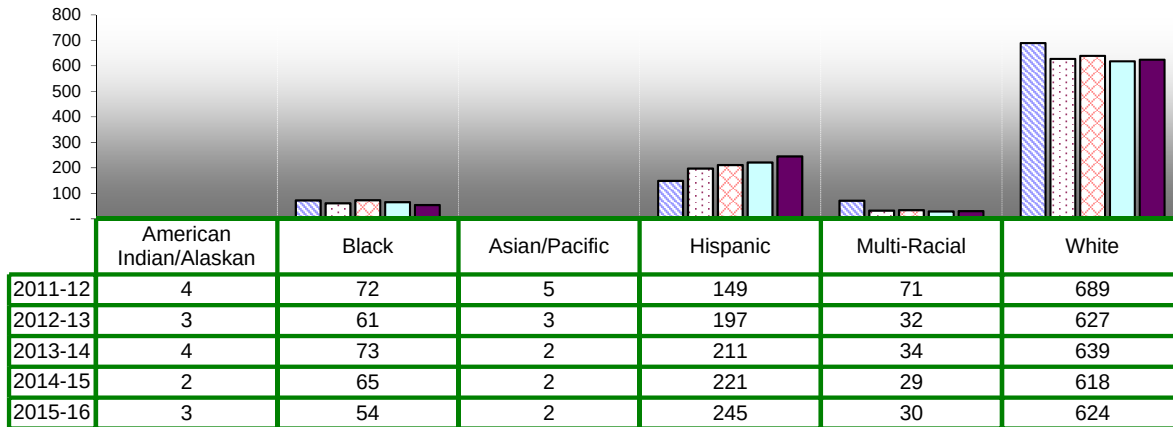
## Hobart Middle, 4309

Enrollment by Grade



|         | 6   | 7   | 8   | Total |
|---------|-----|-----|-----|-------|
| 2007-08 | 316 | 318 | 363 | 997   |
| 2012-13 | 301 | 314 | 308 | 923   |
| 2013-14 | 329 | 304 | 332 | 965   |
| 2014-15 | 309 | 334 | 294 | 937   |
| 2015-16 | 317 | 326 | 325 | 968   |

## Hobart Middle, 4309



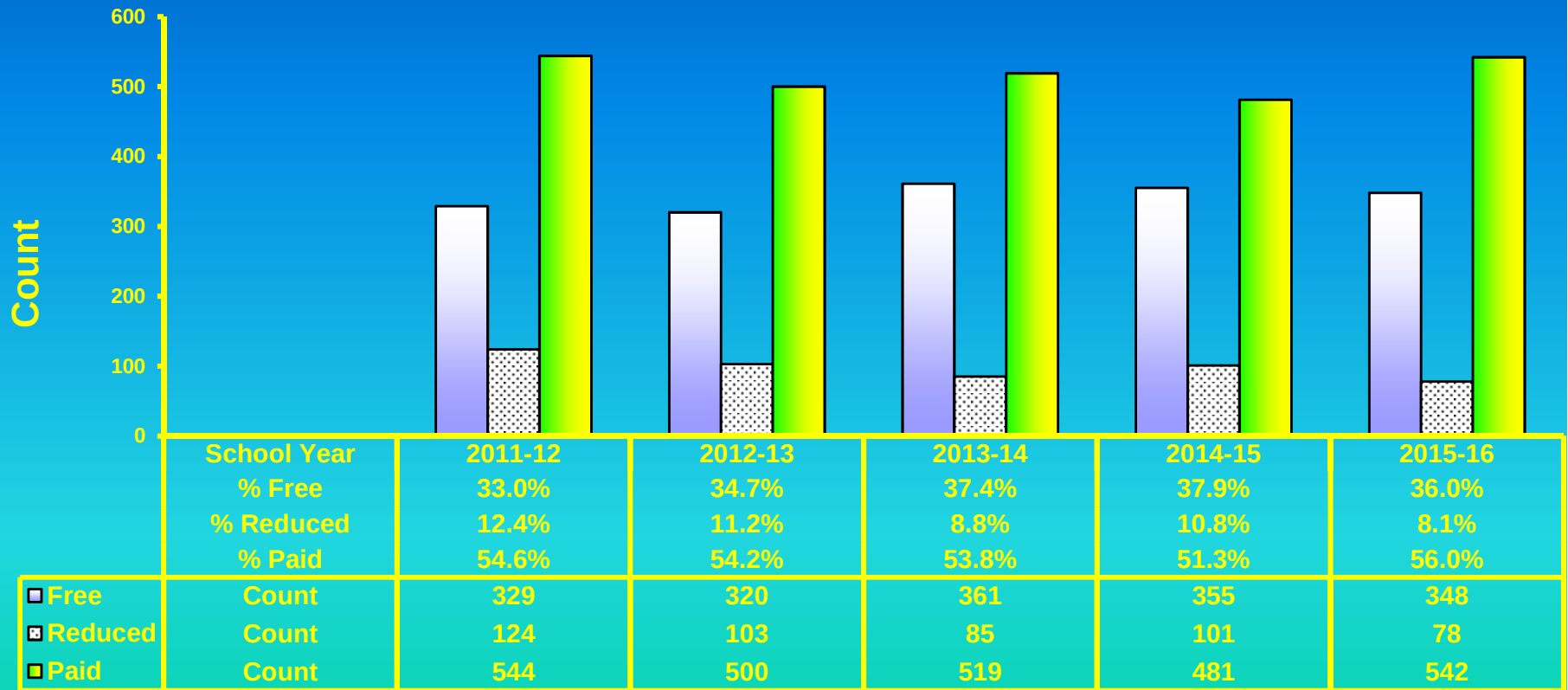
|         | American Indian/Alaskan | Black | Asian/Pacific | Hispanic | Multi-Racial | White |
|---------|-------------------------|-------|---------------|----------|--------------|-------|
| 2011-12 | 0.4%                    | 7.3%  | 0.5%          | 15.1%    | 7.2%         | 69.6% |
| 2012-13 | 0.3%                    | 6.6%  | 0.3%          | 21.3%    | 3.5%         | 67.9% |
| 2013-14 | 0.4%                    | 7.6%  | 0.2%          | 21.9%    | 3.5%         | 66.4% |
| 2014-15 | 0.2%                    | 6.9%  | 0.2%          | 23.6%    | 3.1%         | 66.0% |
| 2015-16 | 0.3%                    | 5.6%  | 0.2%          | 25.6%    | 3.1%         | 65.1% |

|                | American Indian/Alaskan | Black | Asian/Pacific | Hispanic | Multi-Racial | White |
|----------------|-------------------------|-------|---------------|----------|--------------|-------|
| 2yr avg growth | --                      | .5    | -1.5          | 31.0     | -18.5        | -25.0 |
| 3yr avg growth | -.7                     | -2.3  | -1.0          | 24.0     | -14.0        | -23.7 |
| 4yr avg growth | -.3                     | -4.5  | -.8           | 24.0     | -10.3        | -16.3 |

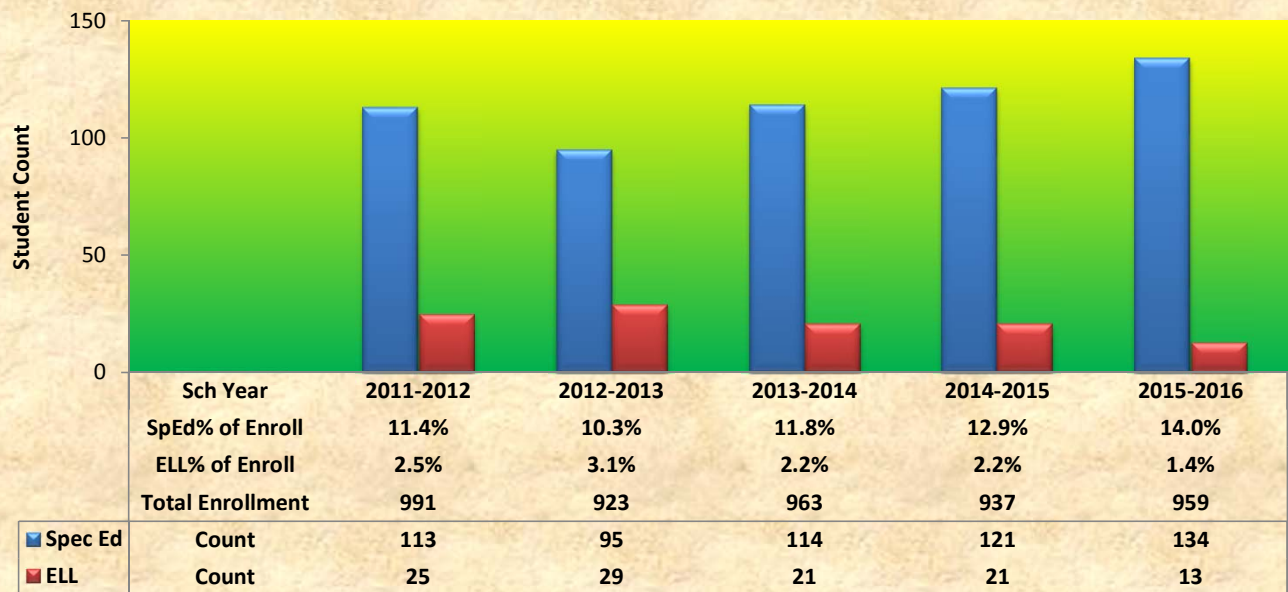


## Hobart Middle, 4309

### Free and Reduced Lunch



**Middle School Special Ed and ELL Student Count**



**Hobart Middle School**

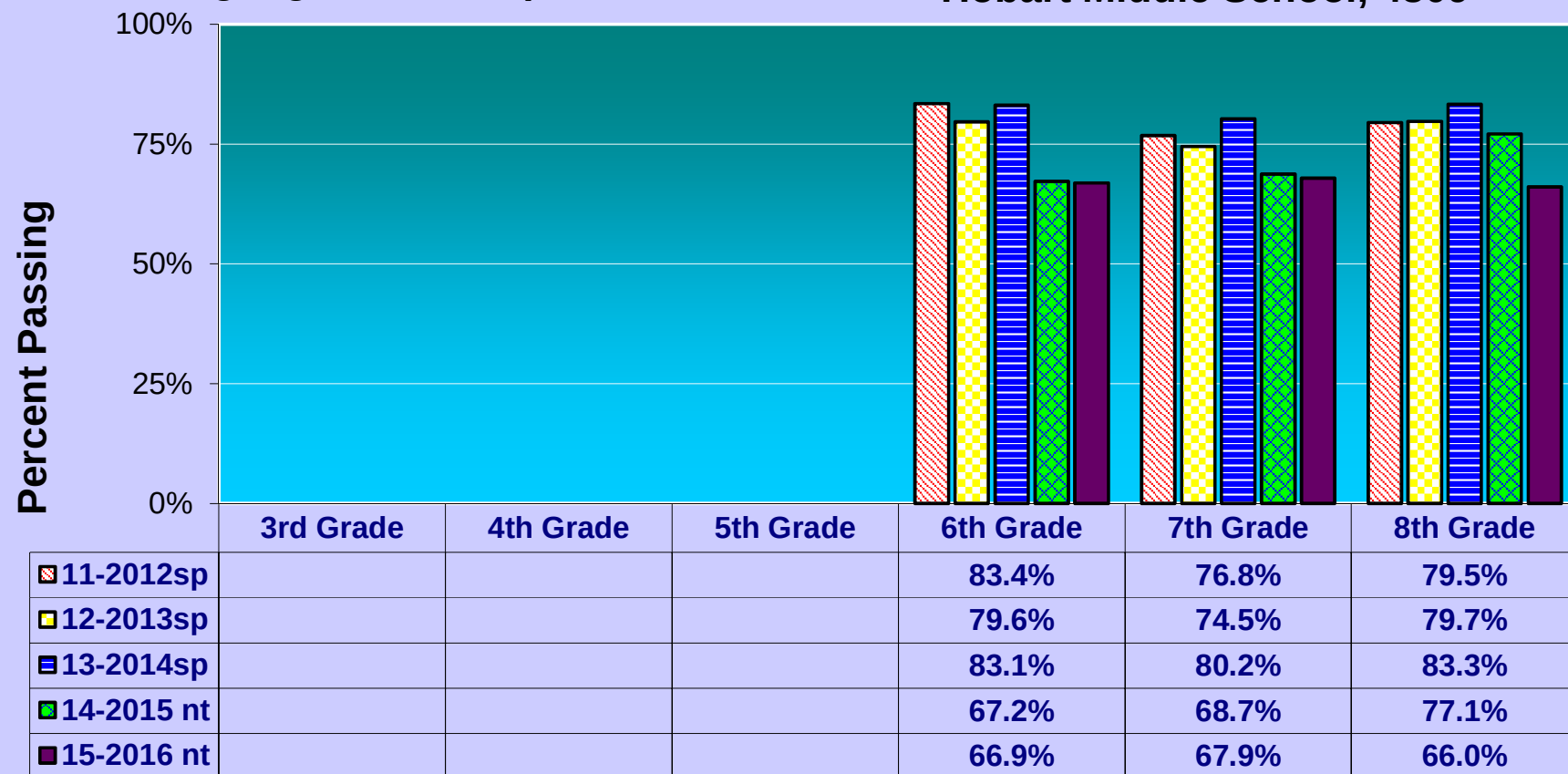
**Student  
Performance  
2015-2016**

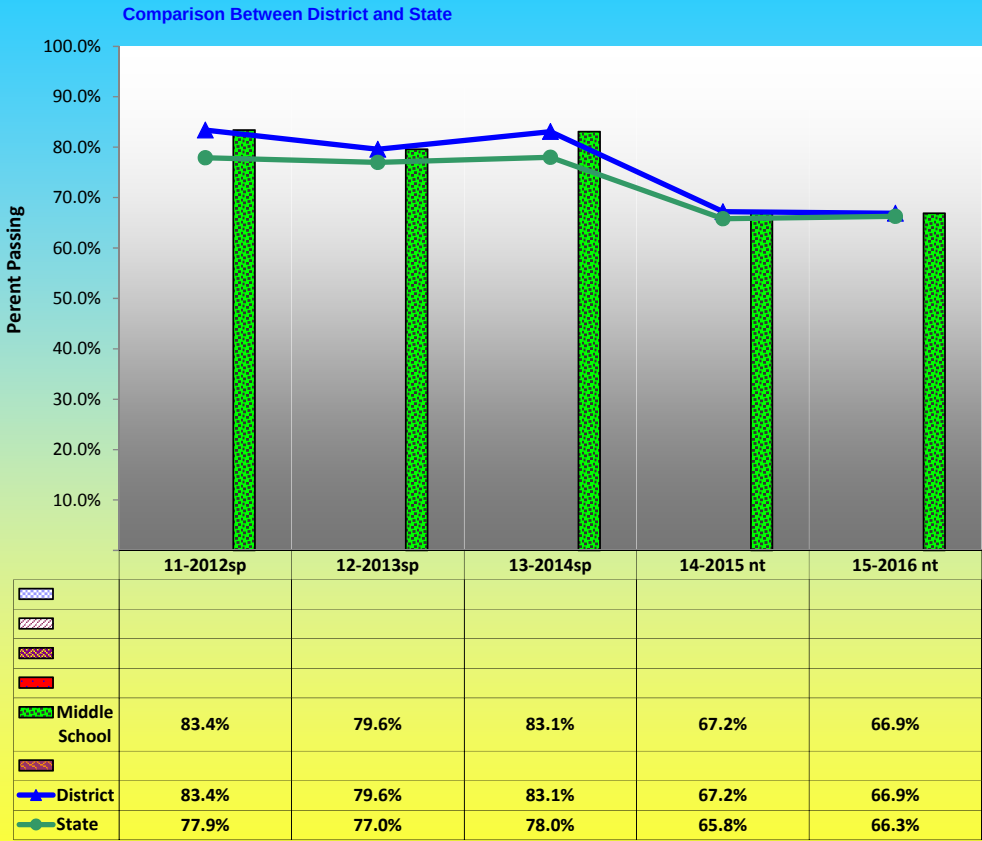
# **Student Performance:**

**English/Language Arts**

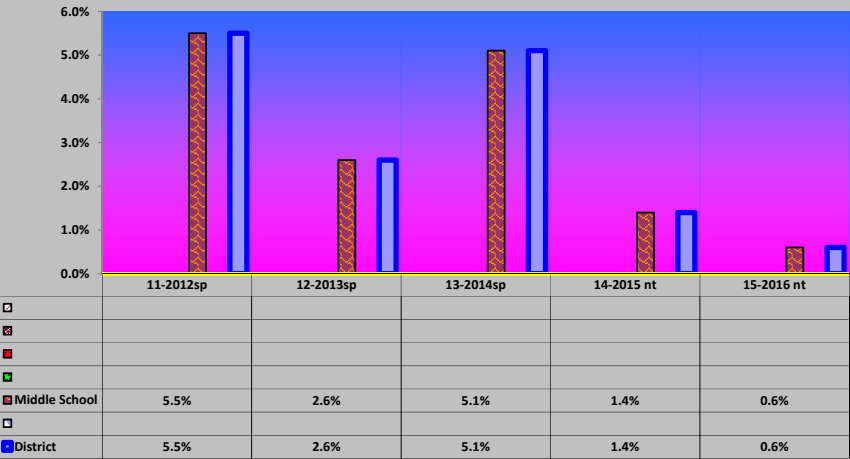
# ISTEP Language Arts Comparison

Hobart Middle School, 4309





Location to State Difference



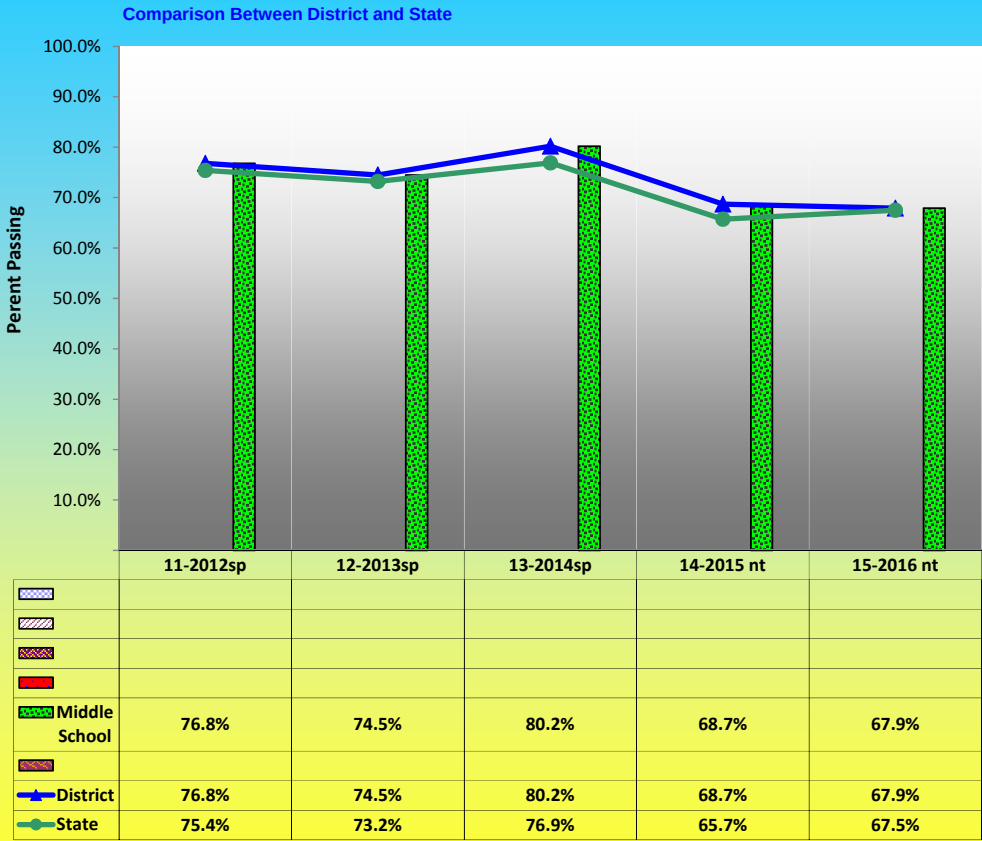
Location to District Difference



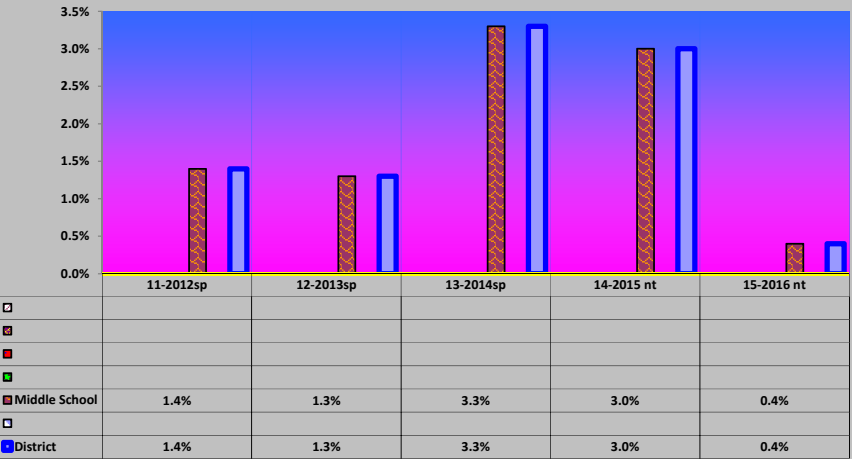
Middle School Language Arts Cohort



|               |                         |                         |                         |
|---------------|-------------------------|-------------------------|-------------------------|
|               | 6th Grade<br>15-2016 nt | 7th Grade<br>16-2017 nt | 8th Grade<br>17-2018 nt |
| Language Arts | 66.9%                   | 0.0%                    | 0.0%                    |



Location to State Difference

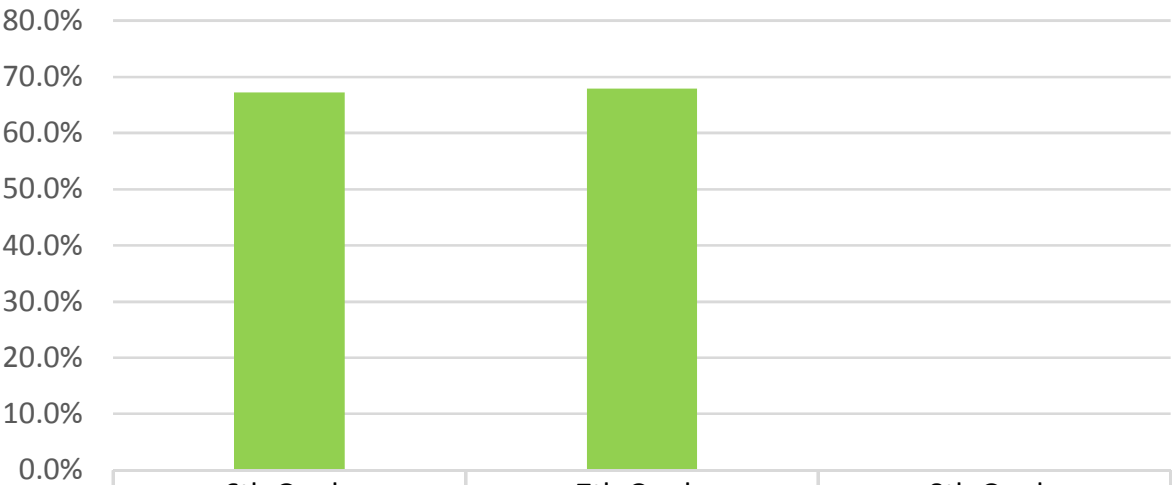


Location to District Difference

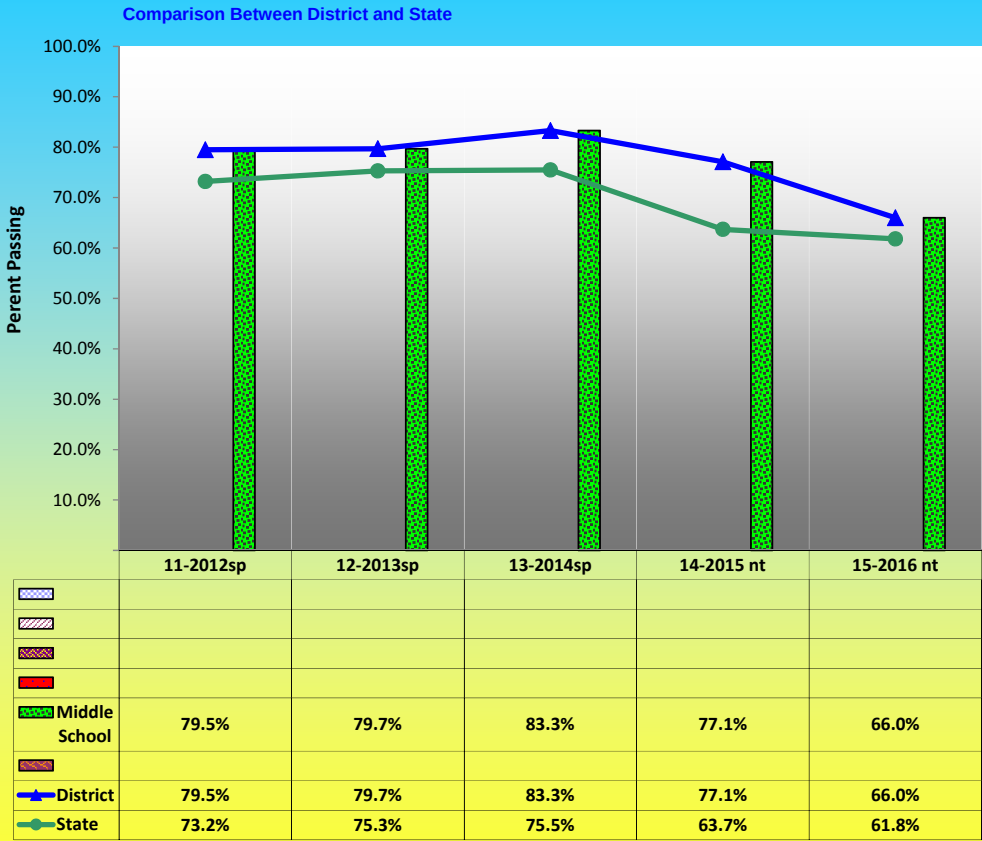




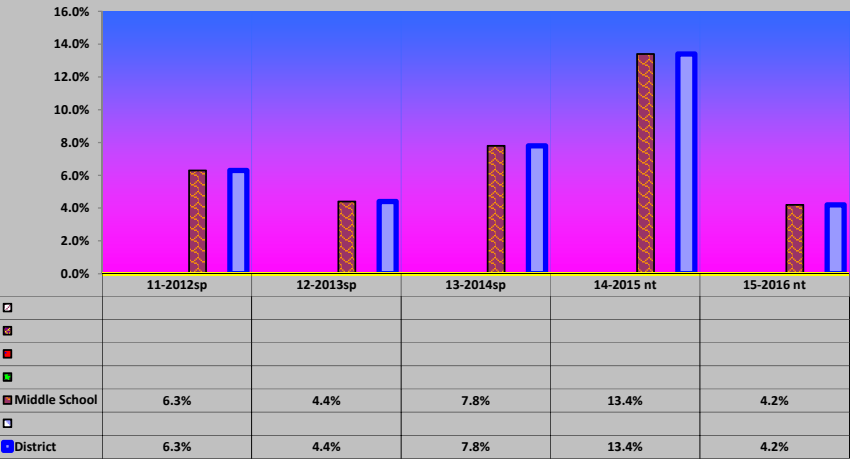
Middle School Language Arts Cohort



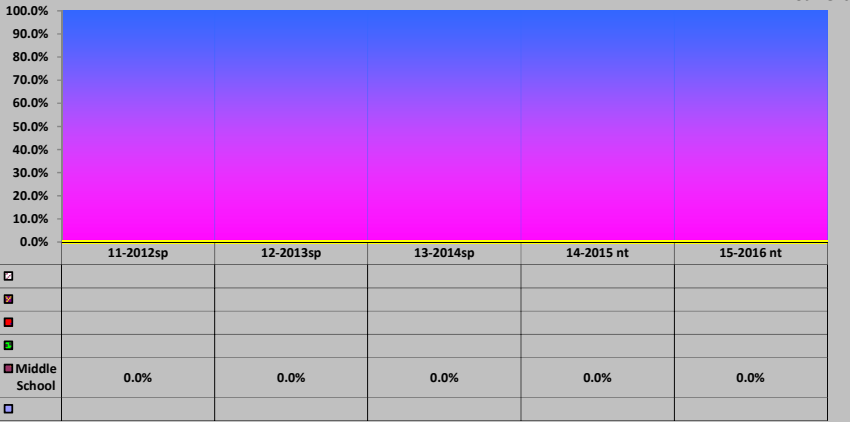
|               |                         |                         |                         |
|---------------|-------------------------|-------------------------|-------------------------|
|               | 6th Grade<br>14-2015 nt | 7th Grade<br>15-2016 nt | 8th Grade<br>16-2017 nt |
| Language Arts | 67.2%                   | 67.9%                   | 0.0%                    |



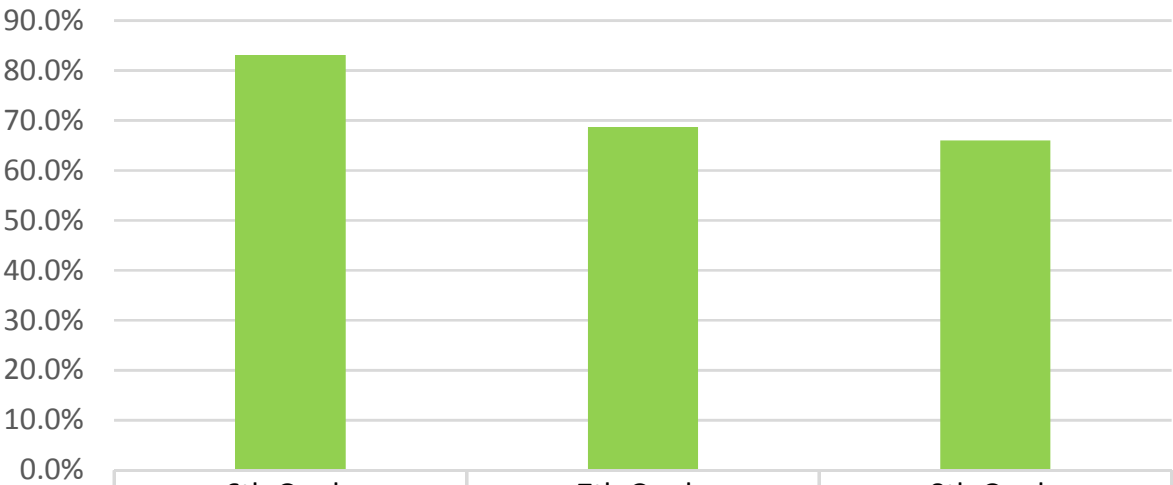
Location to State Difference



Location to District Difference



Middle School Language Arts Cohort



Language Arts

6th Grade  
13-2014sp

83.1%

7th Grade  
14-2015 nt

68.7%

8th Grade  
15-2016 nt

66.0%

# **HMS: Language Arts**

## **Strengths:**

- Read 180 showed gains and students who ‘graduated’ from the program.
- LA shows consistency among the grade levels and specific skills.

## **Challenges:**

- Language Arts test scores (Istep) dip down slightly between the grades levels. Different factors affect these dips in scores: ethnic backgrounds, gender, IEPs

## **Trends and Patterns:**

- Language Arts data takes a slight dip between the grade levels and skills.
- Language Arts ISTEP scores are consistent throughout the grade levels.

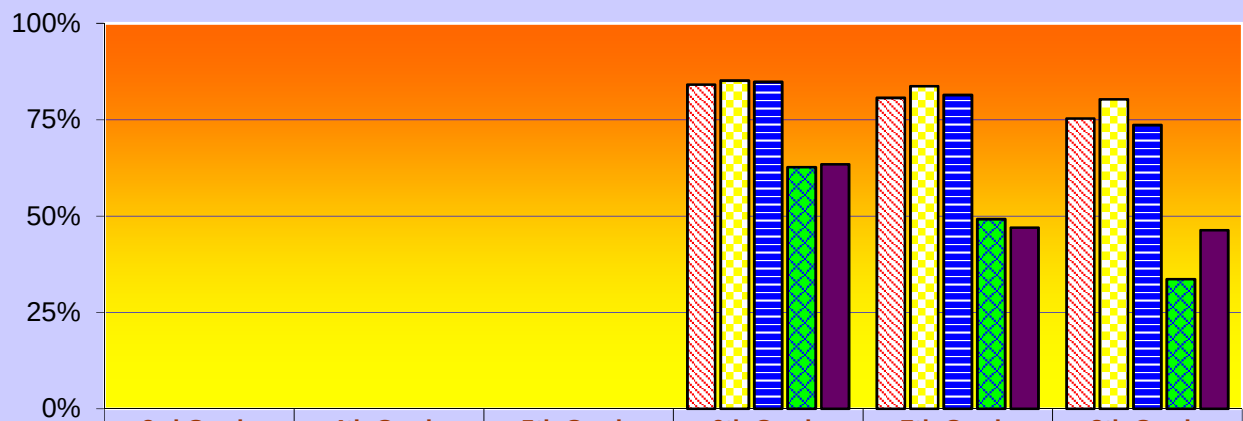
# **Student Performance:**

**Mathematics**

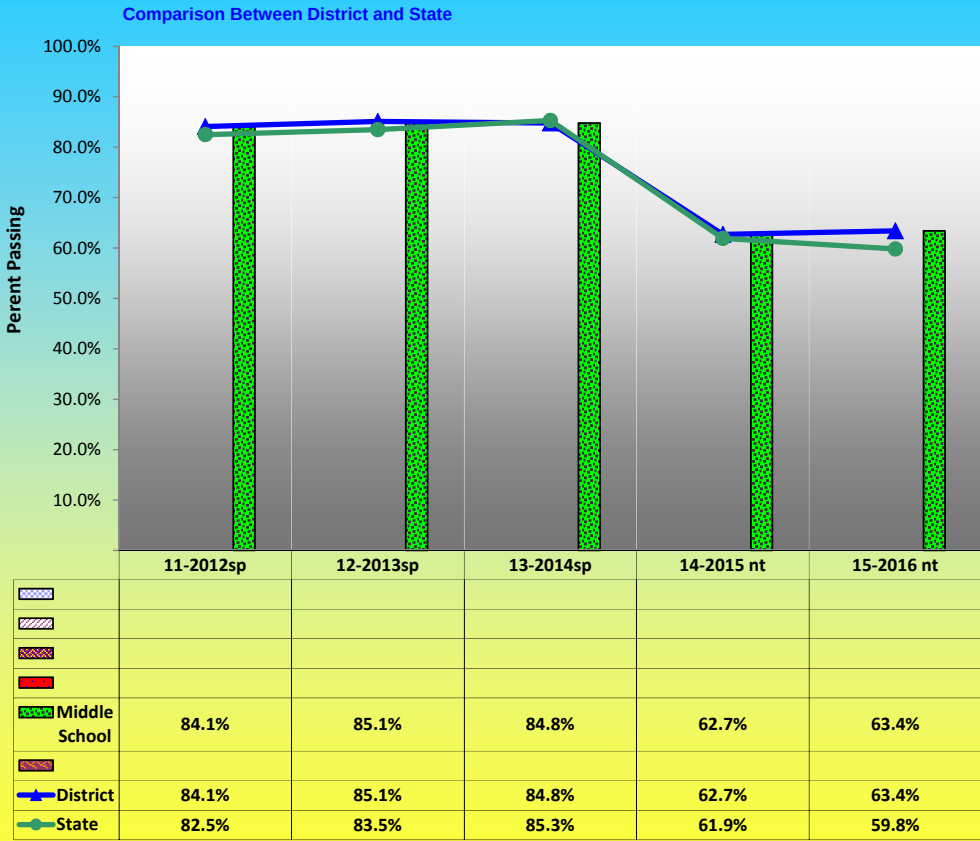
# ISTEP Mathematics Comparison

Hobart Middle School, 4309

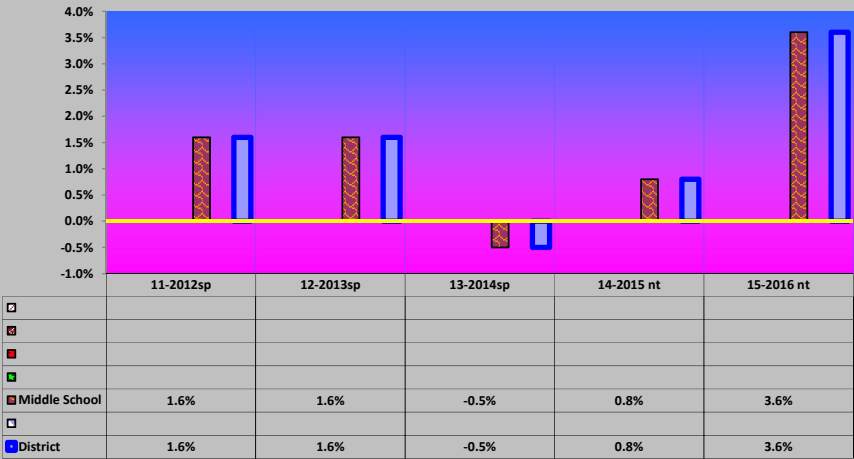
Percent Passing



|            | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 11-2012sp  |           |           |           | 84.1%     | 80.6%     | 75.3%     |
| 12-2013sp  |           |           |           | 85.1%     | 83.7%     | 80.3%     |
| 13-2014sp  |           |           |           | 84.8%     | 81.4%     | 73.6%     |
| 14-2015 nt |           |           |           | 62.7%     | 49.2%     | 33.6%     |
| 15-2016 nt |           |           |           | 63.4%     | 47.0%     | 46.3%     |



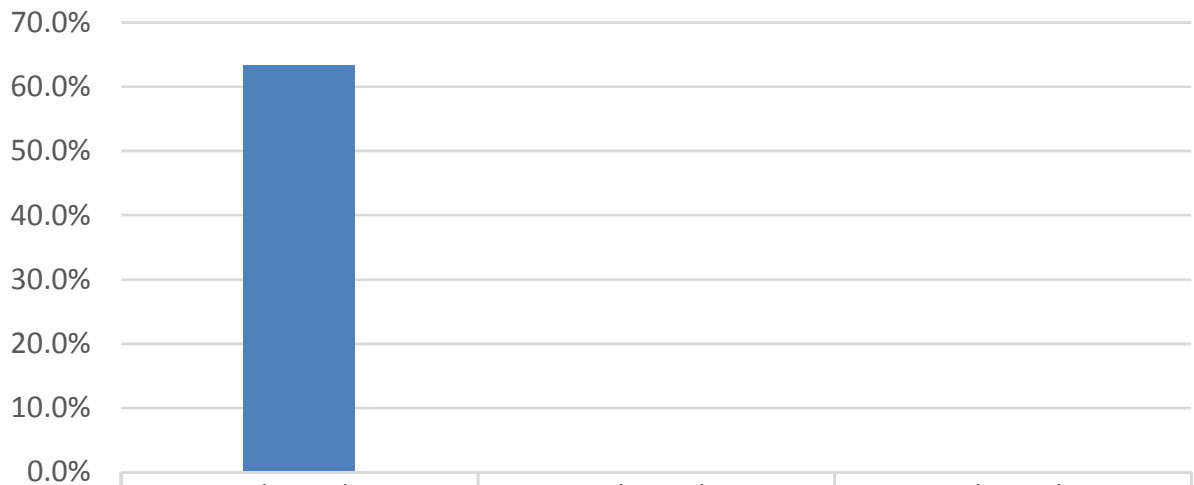
Location to State Difference



Location to District Difference



## Middle School Mathematics Cohort



Mathematics

6th Grade  
15-2016 nt

7th Grade  
16-2017 nt

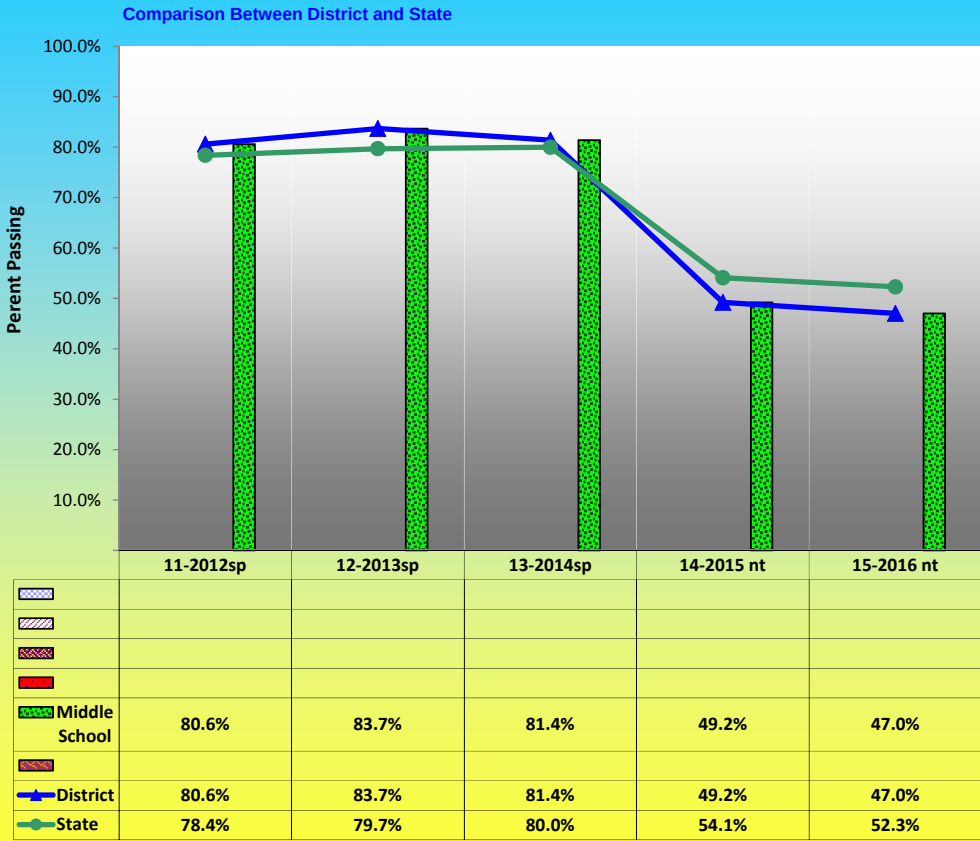
8th Grade  
17-2018 nt

63.4%

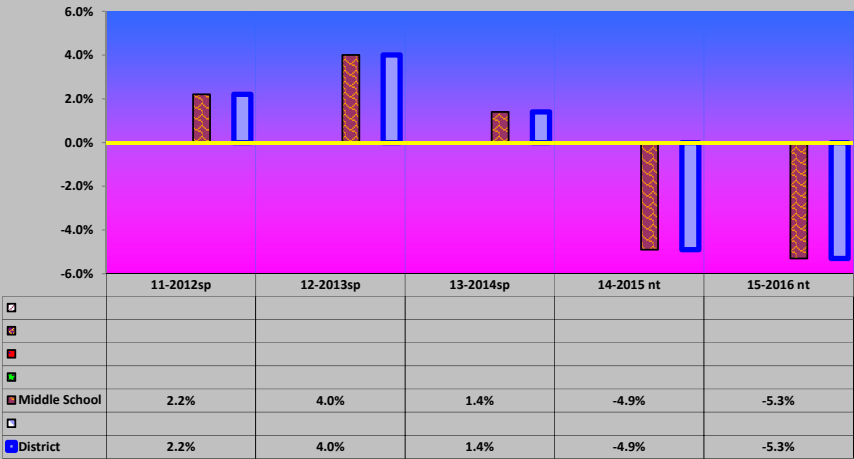
0.0%

0.0%





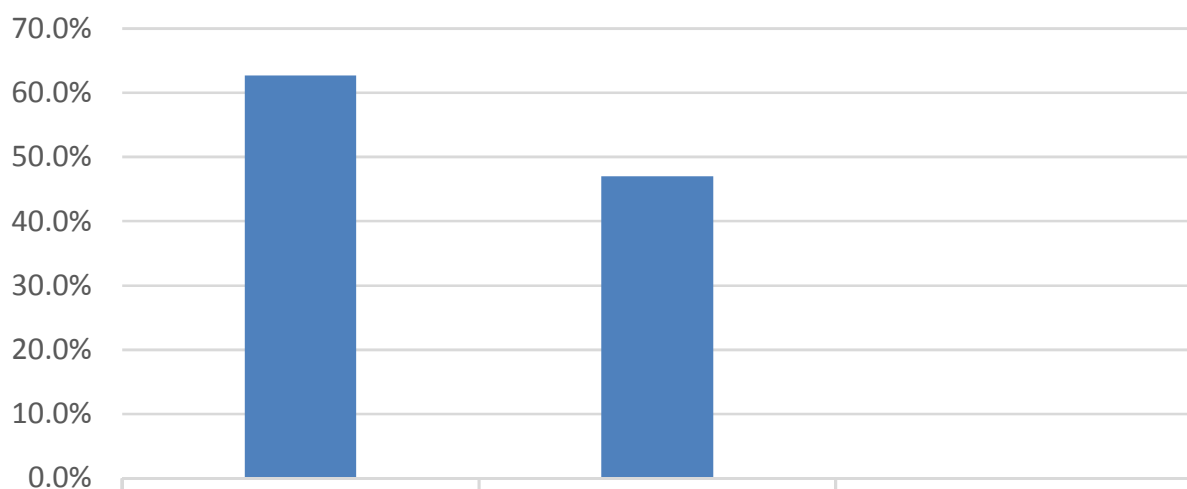
Location to State Difference



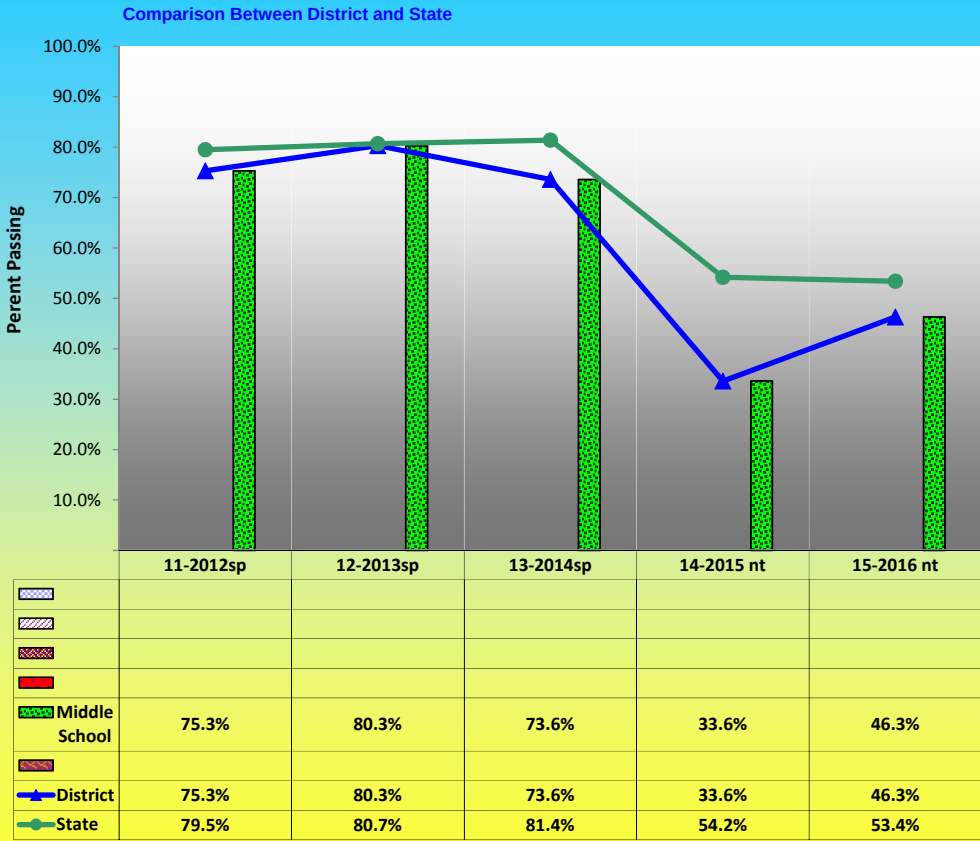
Location to District Difference



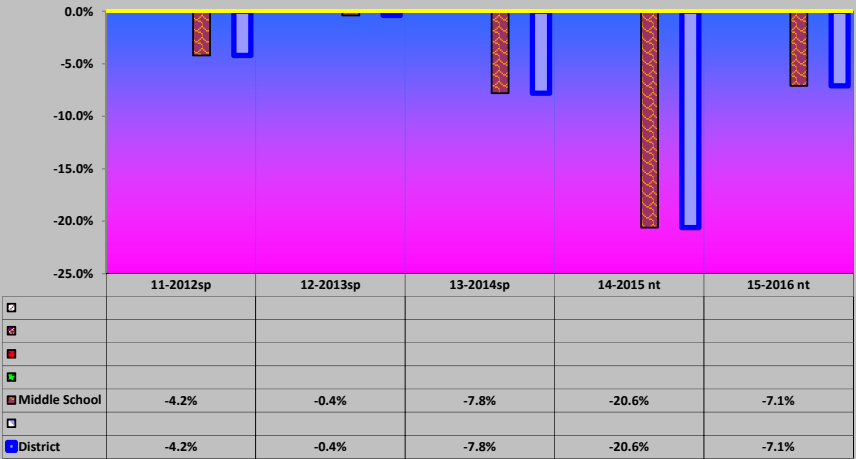
## Middle School Mathematics Cohort



|             |                         |                         |                         |
|-------------|-------------------------|-------------------------|-------------------------|
|             | 6th Grade<br>14-2015 nt | 7th Grade<br>15-2016 nt | 8th Grade<br>16-2017 nt |
| Mathematics | 62.7%                   | 47.0%                   | 0.0%                    |



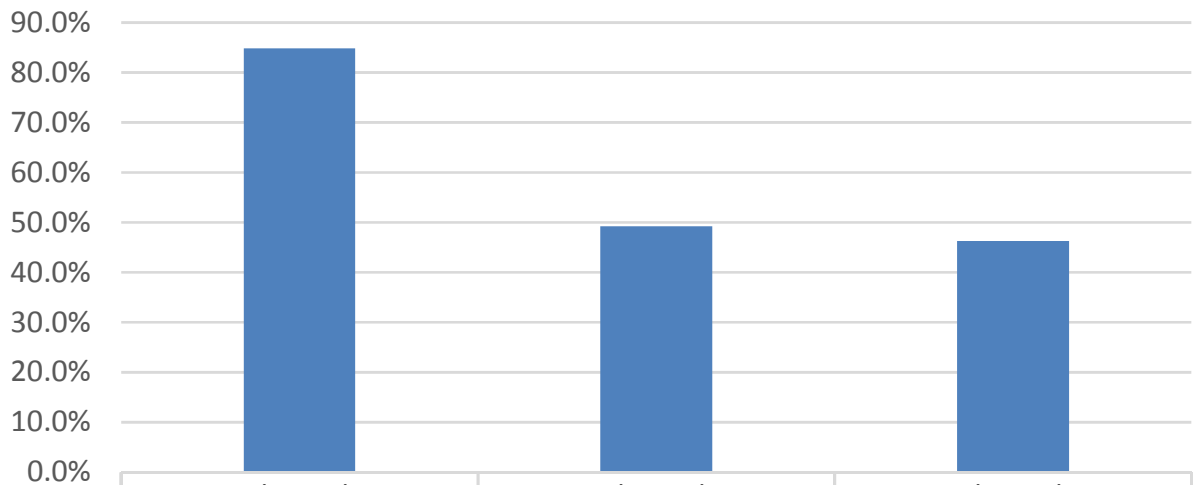
Location to State Difference



Location to District Difference



## Middle School Mathematics Cohort



Mathematics

6th Grade  
13-2014sp

84.8%

7th Grade  
14-2015 nt

49.2%

8th Grade  
15-2016 nt

46.3%

# **HMS: Math**

## **Strengths:**

- Math scores increased dependent on particular cohort group.
- Strategies and reteaching opportunities are showing increase in growth.

## **Challenges:**

- Math scores continue to drop significantly as students go to the next grade level. 6<sup>th</sup> grade carried highest score, and a gradual decrease happens as they go to 7<sup>th</sup>.
- Out lowest Math score was in 7<sup>th</sup> grade (where this typically did not happen from previous years)

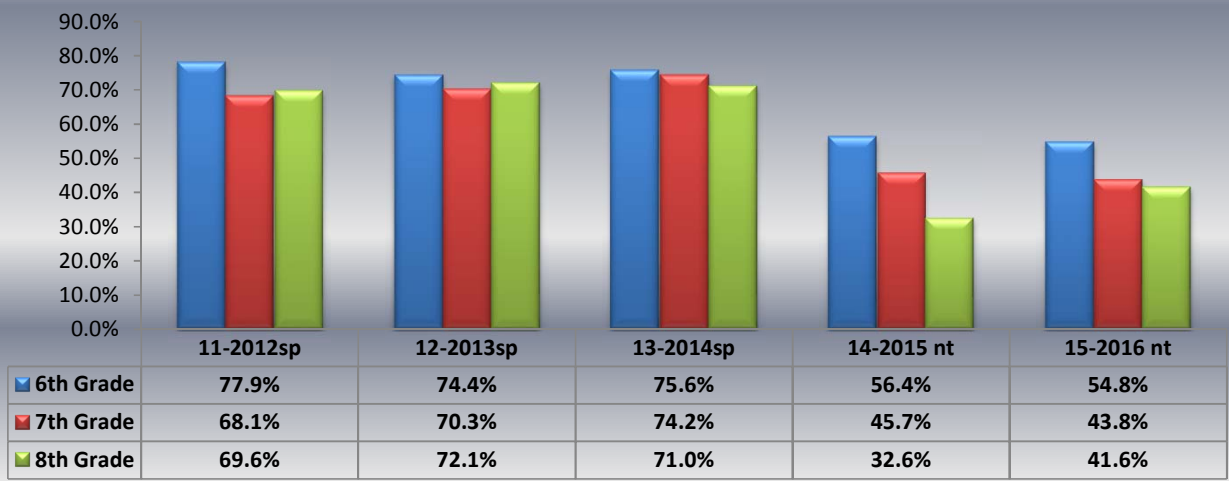
## **Trends and Patterns:**

- ISTEP Math scores drop from 6<sup>th</sup> grade to 7<sup>th</sup> grade
- 6<sup>th</sup> grade has typically been the highest performing in math skills in subgroups

# **Student Performance:**

**Passing Both  
English/Language Arts  
and Mathematics  
State Tests  
(ISTEP/ECA)**

### ISTEP Hobart Middle School, 4309 - Pass Both



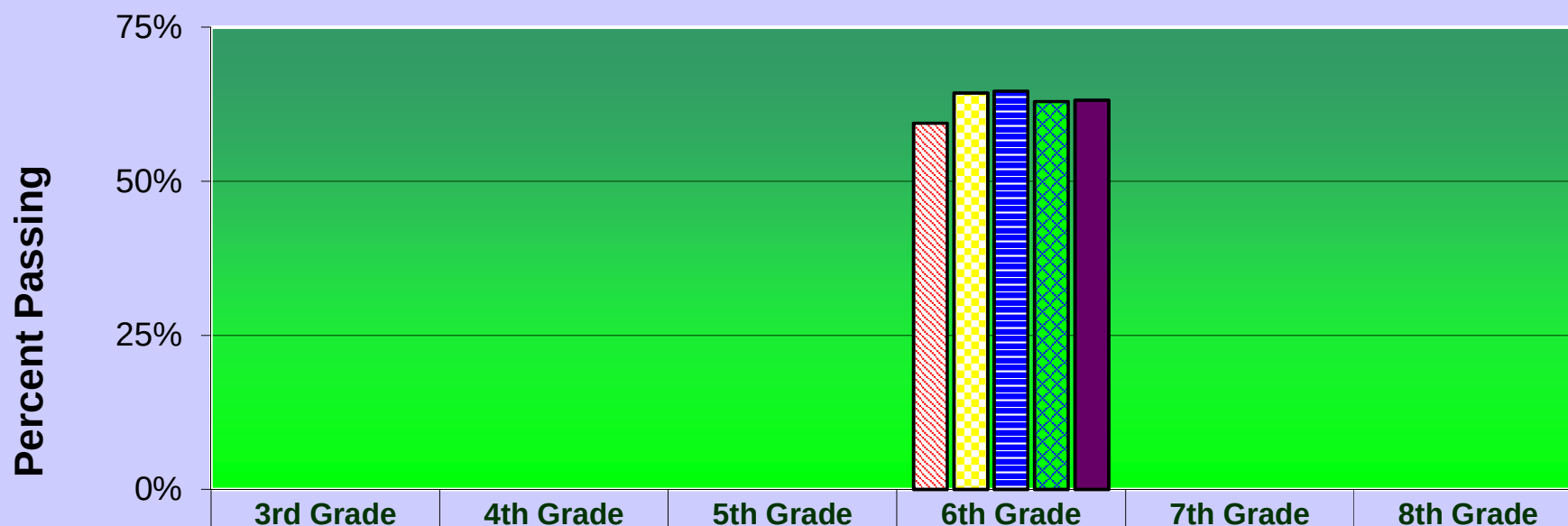
# **Student Performance:**

**Science**

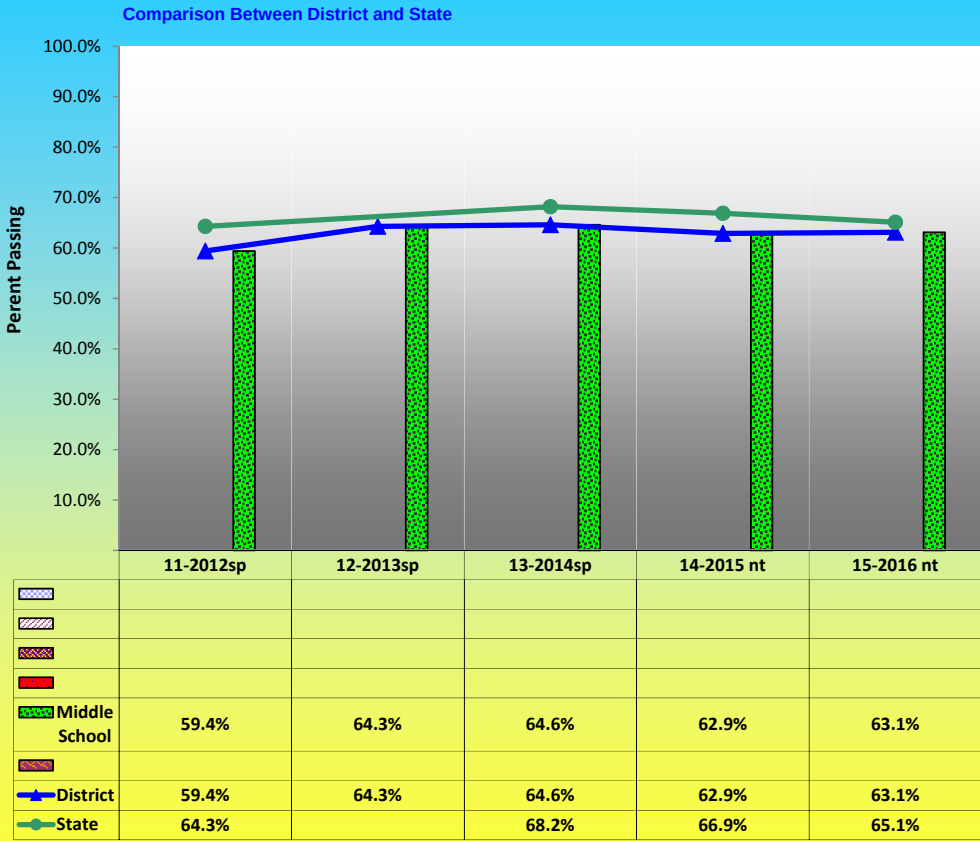


# ISTEP Science Comparison

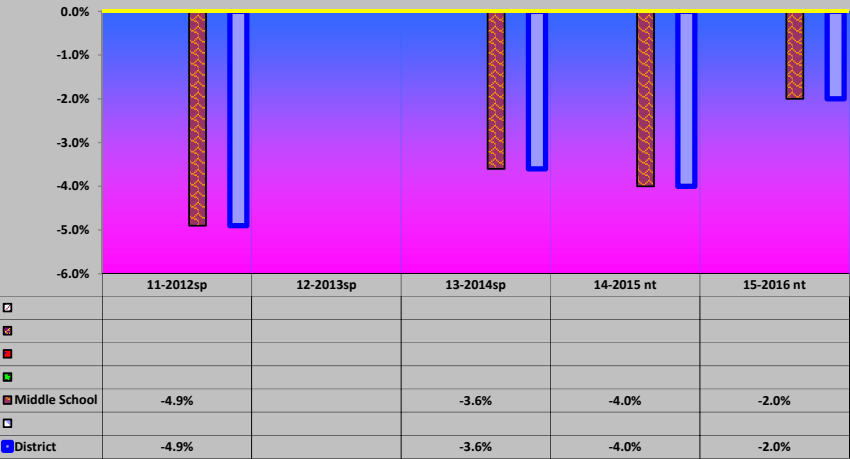
Hobart Middle School, 4309



|            | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 11-2012sp  |           |           |           | 59.4%     |           |           |
| 12-2013sp  |           |           |           | 64.3%     |           |           |
| 13-2014sp  |           |           |           | 64.6%     |           |           |
| 14-2015 nt |           |           |           | 62.9%     |           |           |
| 15-2016 nt |           |           |           | 63.1%     |           |           |



Location to State Difference



Location to District Difference



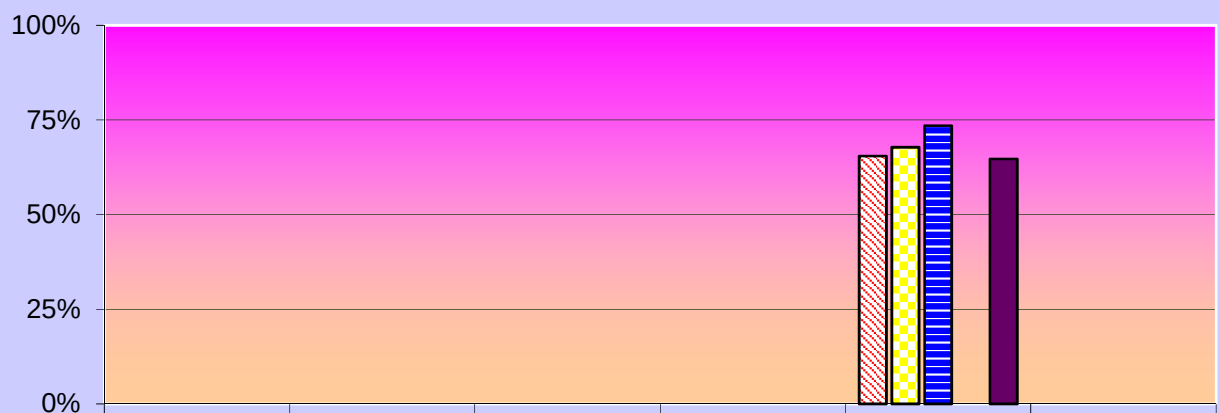
# **Student Performance:**

**Social Studies**

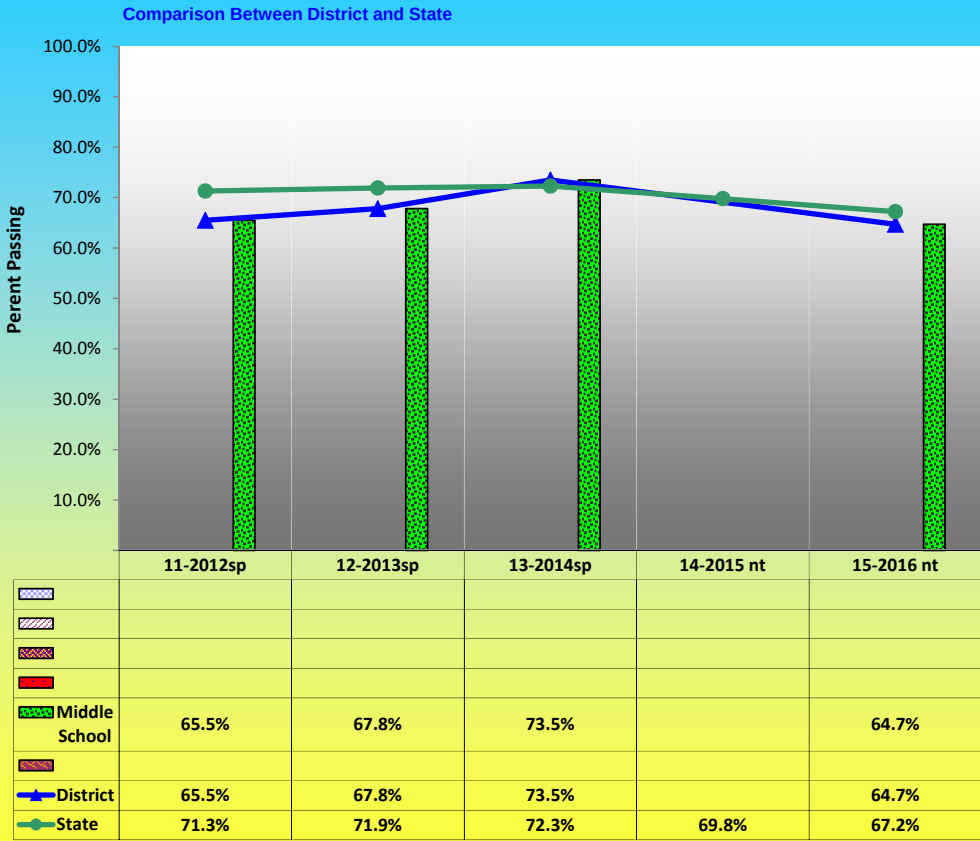
# ISTEP Social Studies Comparison

Hobart Middle School, 4309

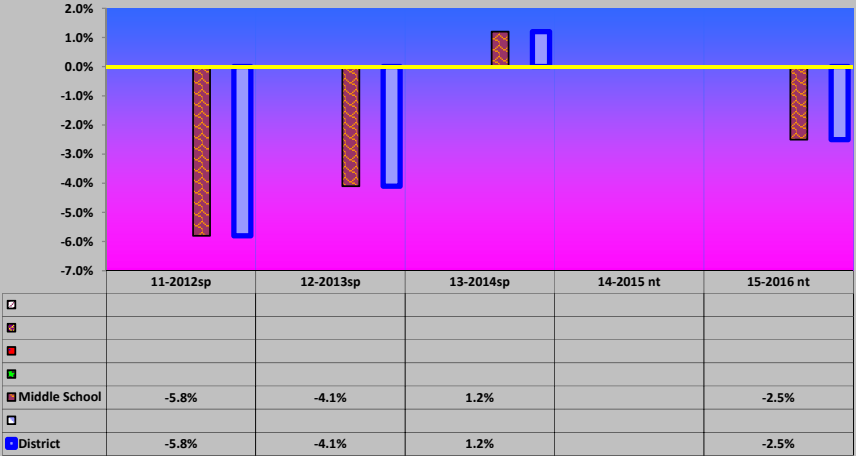
Percent Passing



| Grade Level | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 11-2012sp   |           |           |           |           | 65.5%     |           |
| 12-2013sp   |           |           |           |           | 67.8%     |           |
| 13-2014sp   |           |           |           |           | 73.5%     |           |
| 14-2015 nt  |           |           |           |           |           |           |
| 15-2016 nt  |           |           |           |           | 64.7%     |           |



Location to State Difference



Location to District Difference



# **HMS: Curriculum**

## **Strengths:**

- ISTEP Math scores increased from 2015 to 2016 in 6<sup>th</sup> and 8<sup>th</sup> grade among different cohorts.
- 392 students enrolled in READ 180 completed 20+ sessions of software usage and had 2+ Reading Inventory (8+ weeks apart).

## **Challenges:**

- ISTEP Math scores continue to drop significantly from 6<sup>th</sup> to 7<sup>th</sup> grade
- In 2016, our lowest Math score was in 8<sup>th</sup> grade (although there was a 10% increase from the prior year, albeit a different cohort).
- In 2016, Language Arts ISTEP scores dropped slightly in all 3 grades (with different cohorts).

## **Trends and Patterns:**

- ISTEP Math scores continue to drop significantly from 6<sup>th</sup> to 7<sup>th</sup> grade
- Language Arts ISTEP scores tend to stay steady between the three grade levels.

**Hobart Middle School**

**Academic  
Interventions  
2015-2016**



# Gains Analysis

## School City of Hobart

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### *READ 180 and System 44*

## End of Year Summary Report

Results Based On Program Data

08/20/2015 to 05/27/2016

# Executive Summary

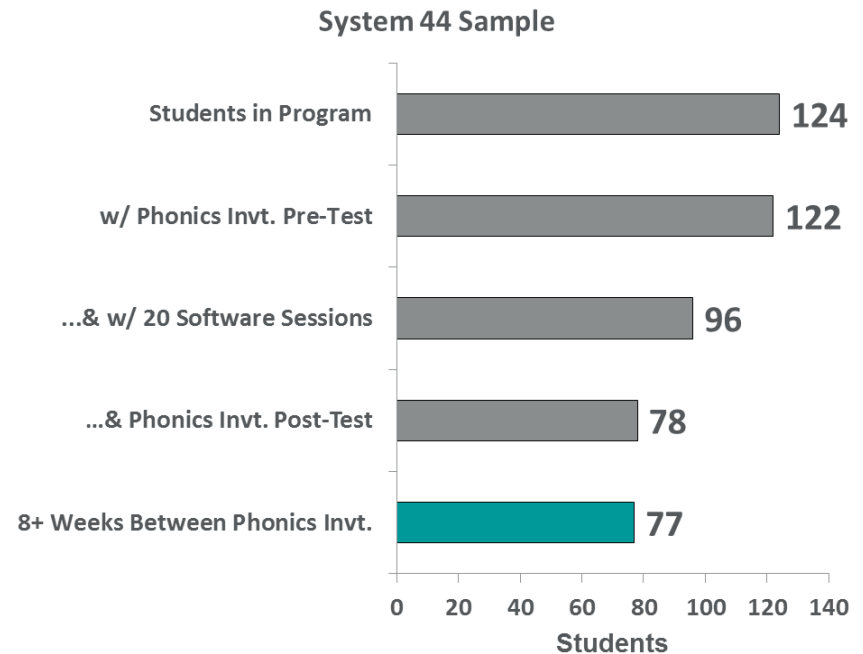
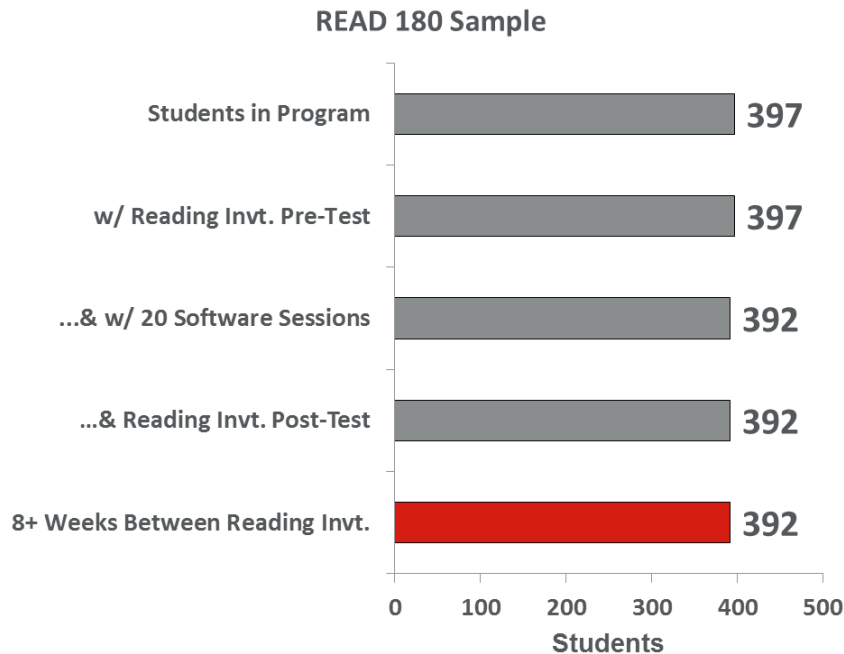
In partnership with the district, Houghton Mifflin Harcourt has analyzed data from six sites that implemented the *READ 180* & *System 44* reading intervention programs this school year.

## ***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*.

# Analysis Sample Selection Overview

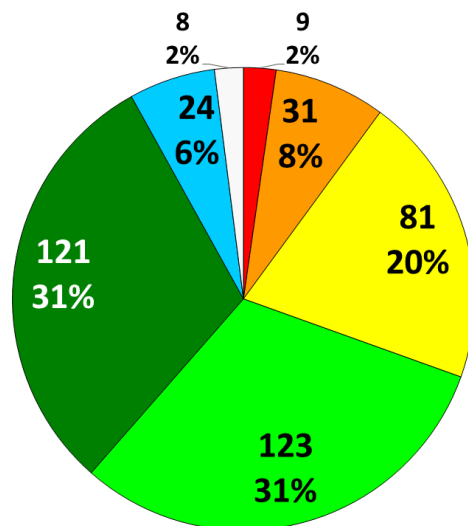
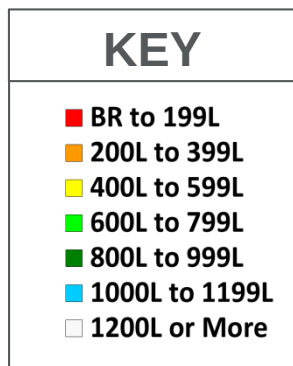
*How Many Student Records Had Sufficient Data for Analysis?*



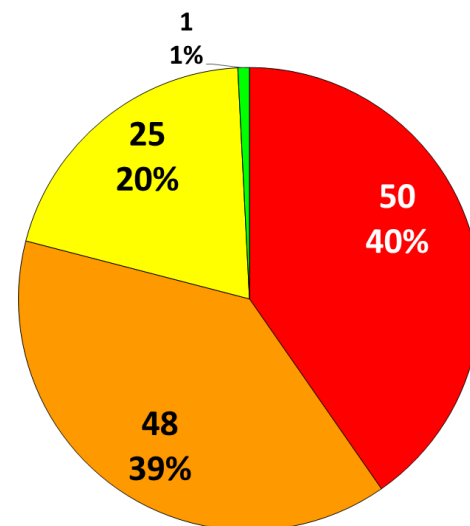
Gains analysis inclusion criteria was set to include students in *READ 180* and *System 44* who had a minimum of 20 software sessions and a minimum of two test administrations at least eight weeks apart (Reading Inventory for *READ 180* students and Phonics Inventory for *System 44* students).

# Placement Reading Inventory Overview

*Were Students Appropriately Placed in READ 180 & System 44?*



READ 180 Students at Placement



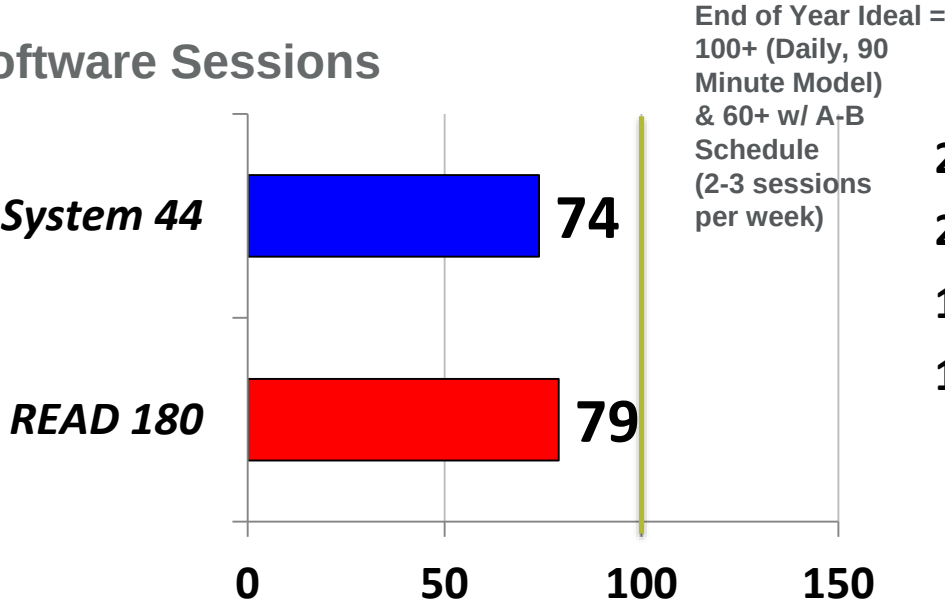
System 44 Students at Placement

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*.

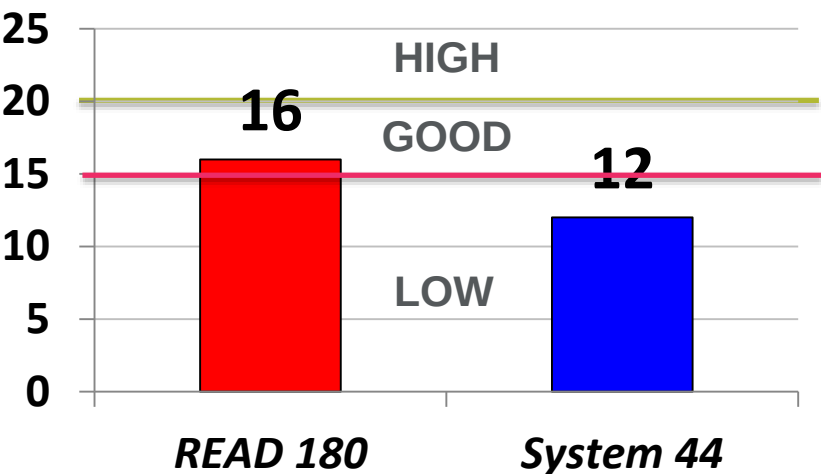
*Students with limited phonemic awareness may not sustain higher Lexiles without Tier 3 intervention.*

# Summary Program Usage

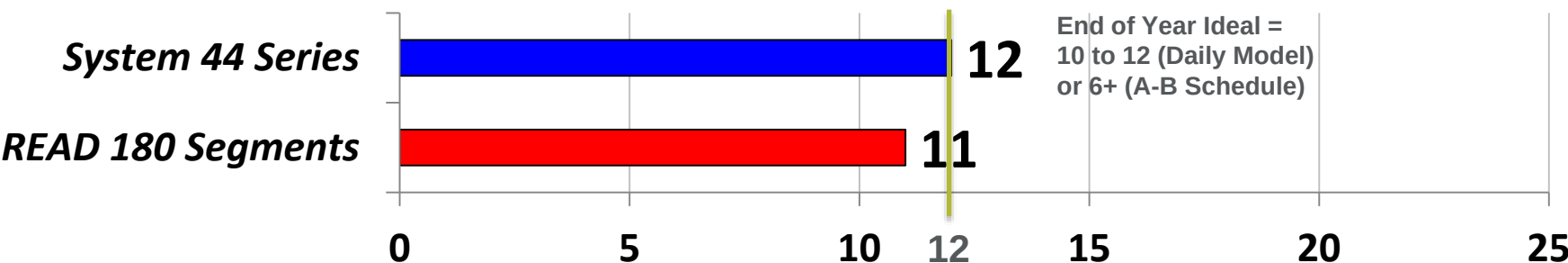
## Software Sessions



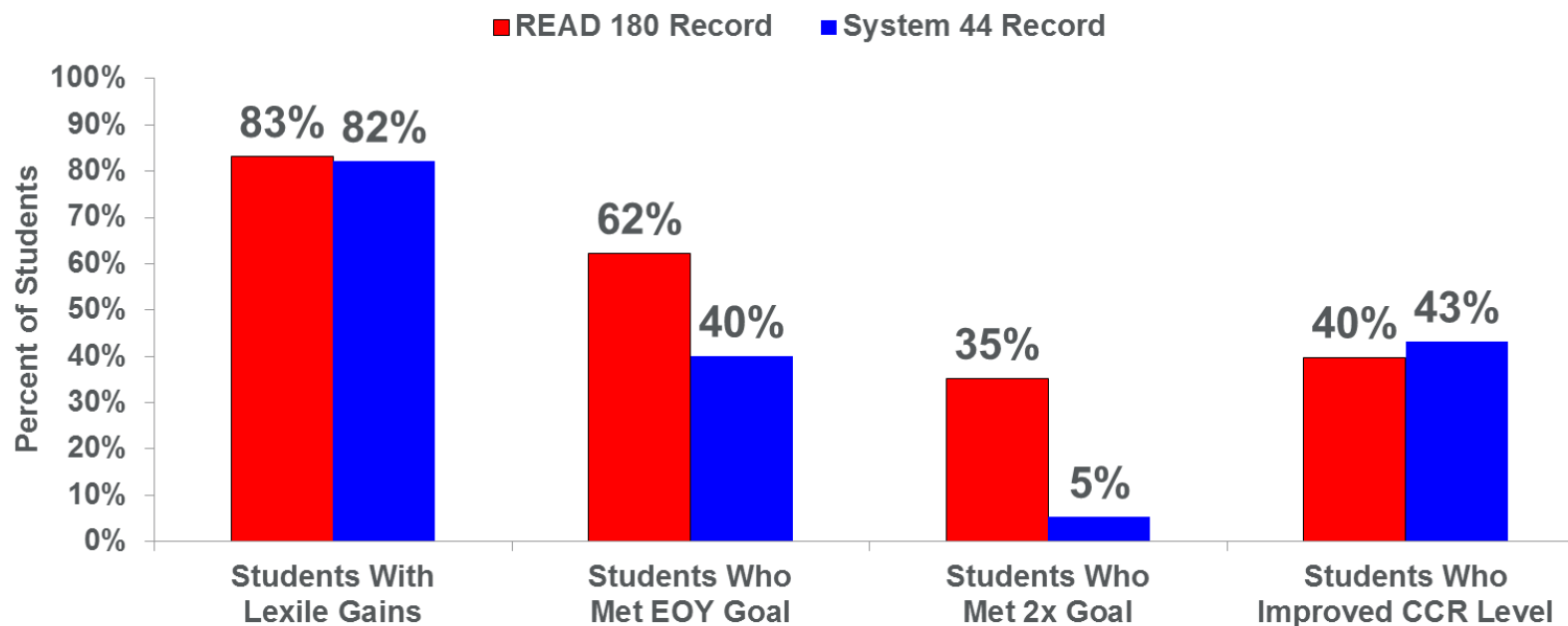
## Minutes per Session



## Software Content Units



# Summary End of Year Reading Inventory Growth Metrics



Total Students in  
Reading Inventory  
Sample



392 Students  
w/ Reading Inventory



95 Students  
w/ Reading Inventory

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.



# 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:

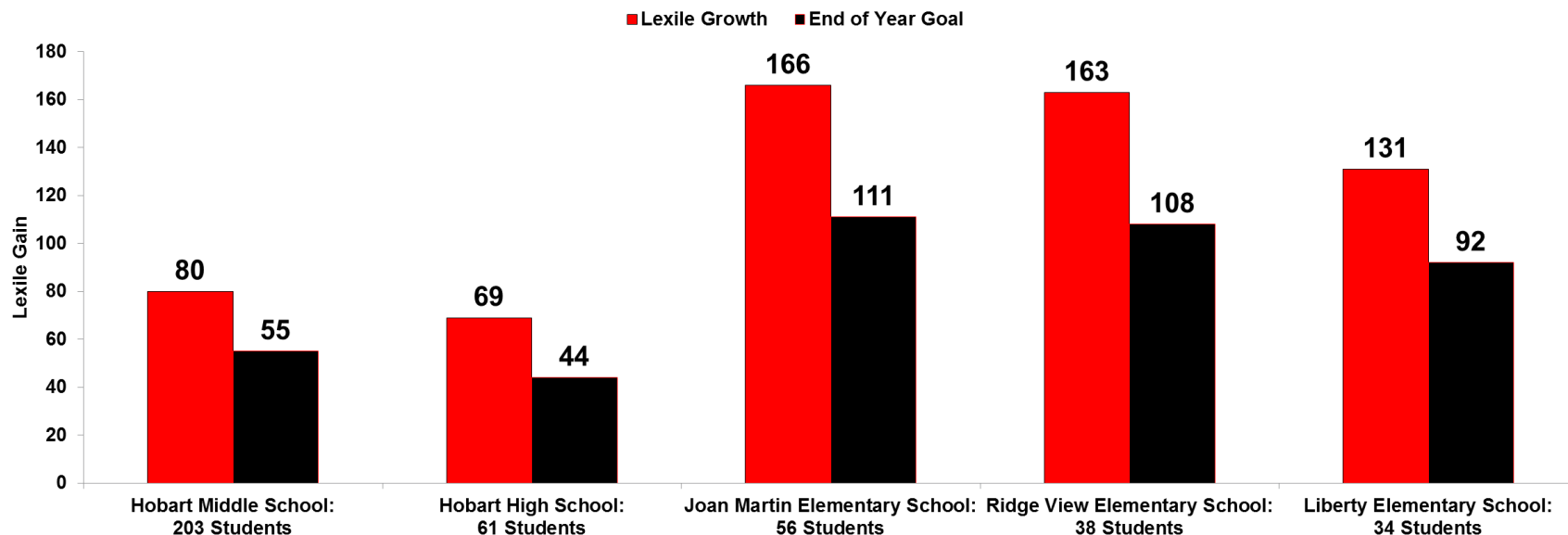
- **At least 20 sessions** (days) of software usage
- **At least one Segment completed** in the *READ 180* software
- **A growth rate between 1.0 and 4.0\***
- Pre-Test Reading Inventory Lexile score of **over 100L**.

\*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.



# 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)*

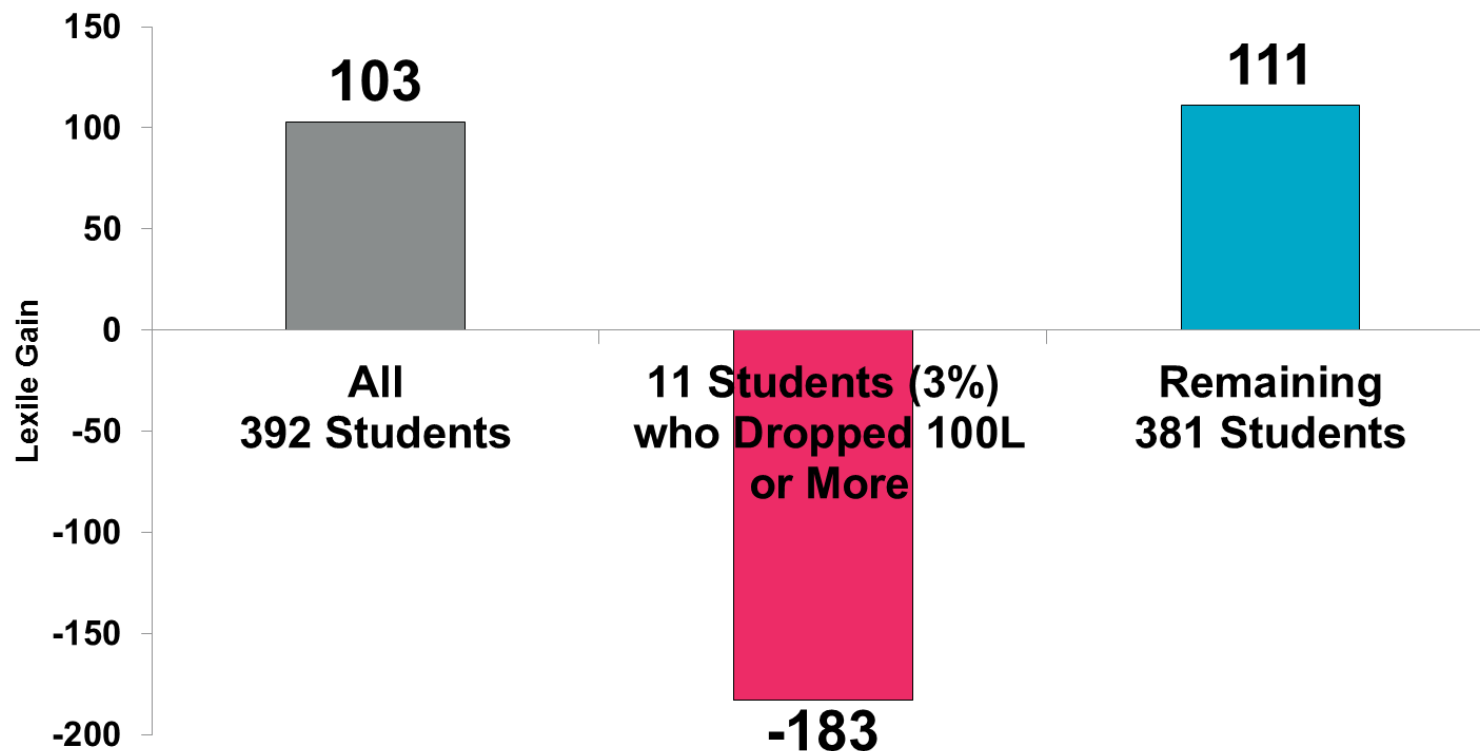
# READ 180 Usage and Reading Inventory Metrics

| 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                      |
| <b>READ 180 Totals</b>        | <b>392</b>         | <b>4 to 10</b> | <b>712</b>                       | <b>815</b>          | <b>103</b>       | <b>70</b>                  | <b>108</b>                  | <b>1.2</b>                 | <b>62%</b>                             | <b>79 [142]</b>                | <b>2.9</b>        | <b>16</b>           | <b>11</b>               |

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.

# 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%.

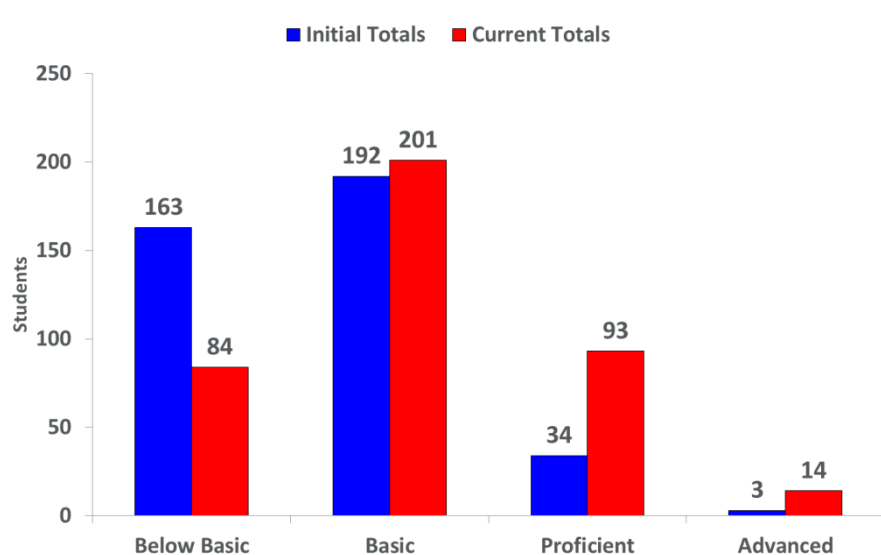
# Revised *READ 180* Results

## 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                       |
| <b>READ 180 Totals</b>        | <b>381</b>         | <b>4 to 10</b> | <b>707</b>                       | <b>818</b>          | <b>111</b>       | <b>70</b>                  | <b>109</b>                  | <b>1.2</b>                 | <b>64%</b>                             | <b>80 [142]</b>                | <b>2.9</b>        | <b>16</b>           | <b>11</b>               |

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.

# READ 180 Student Progress along Reading Inventory College & Career Ready Lexile Performance Levels



|                                          |             | Current Reading Invt. Performance Levels |       |            |          | Initial Totals |
|------------------------------------------|-------------|------------------------------------------|-------|------------|----------|----------------|
|                                          |             | Below Basic                              | Basic | Proficient | Advanced |                |
| Initial Reading Invt. Performance Levels | 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      |

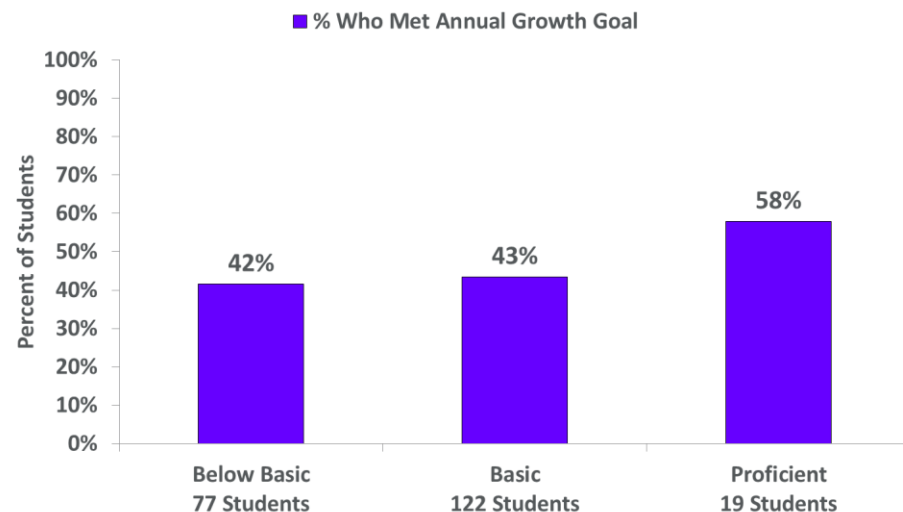
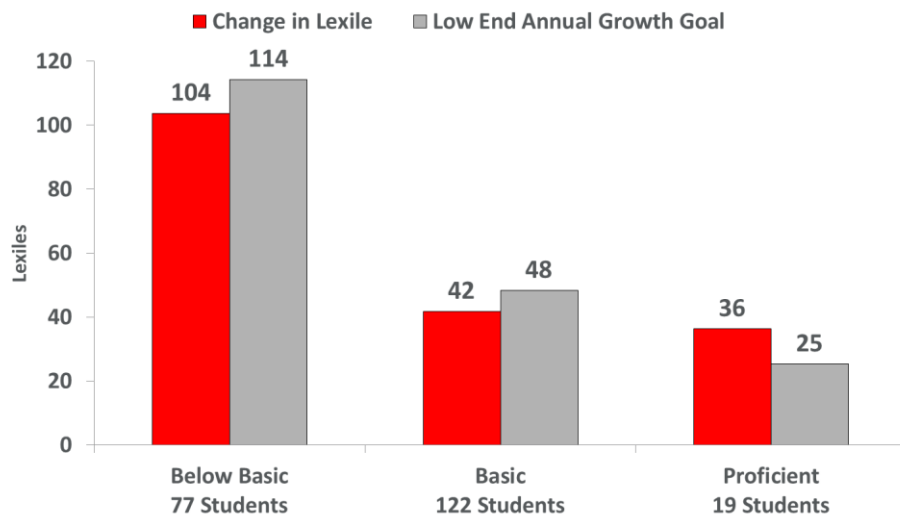
The above results show students' Reading Inventory scores aligned to the Lexile Performance Levels set by MetaMetrics. As students move through the program, lower, non-proficient reader populations should decrease and higher, proficient reader populations should increase.

**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.*

# Students who Maintained Performance Level

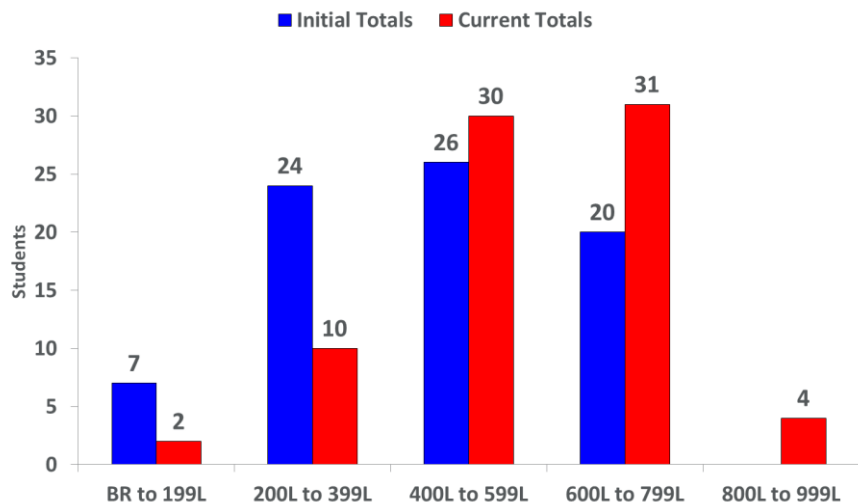
## Lexile Results for Students Who Did Not Move Up/Down a Level



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.

# 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 |                |
| Initial Reading Invt. 200L Band | 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             |

|    |       |                          |
|----|-------|--------------------------|
| 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.



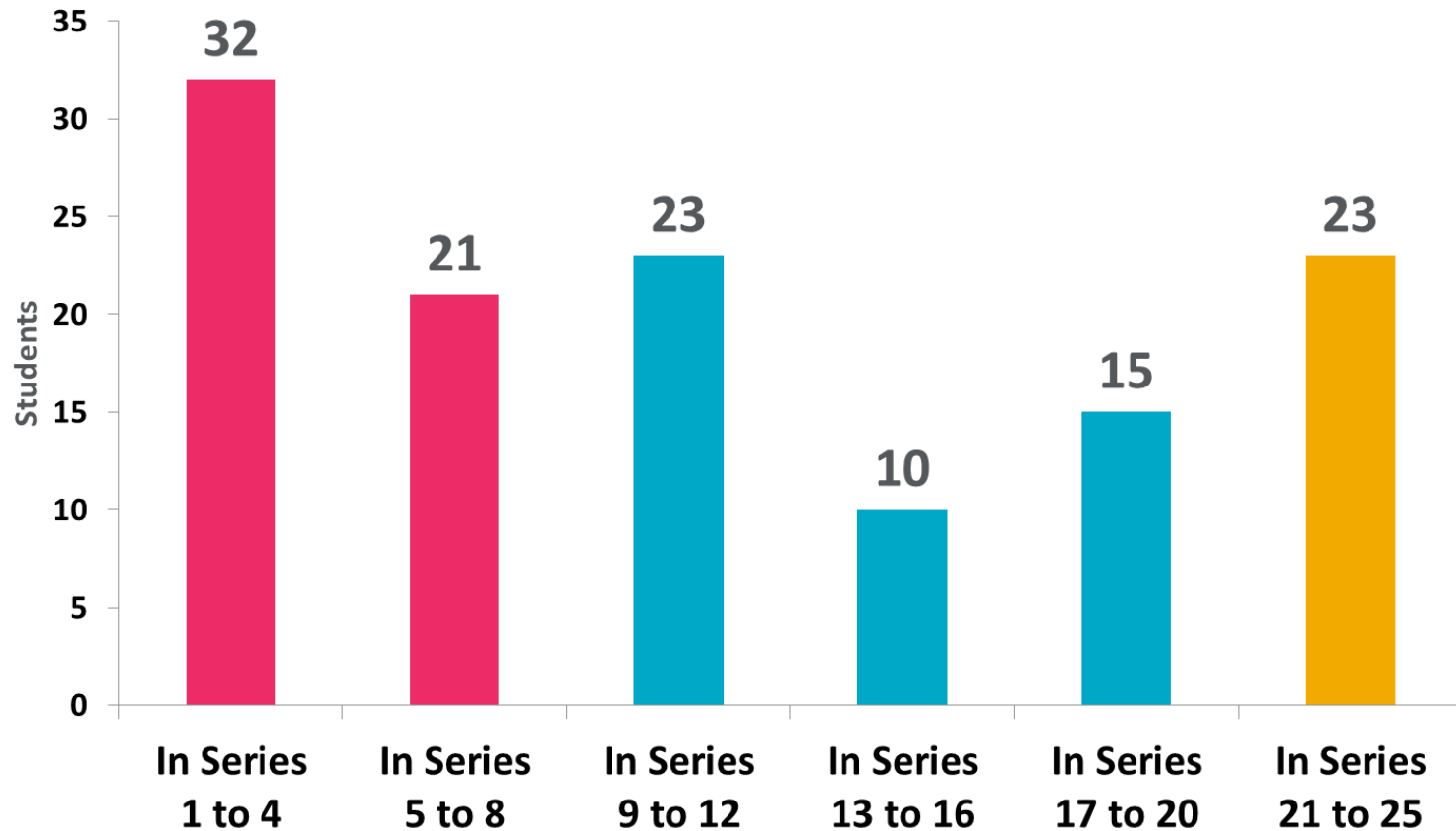
***NEXT***GENERATION

# 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*.

# System 44 Summary Implementation Metrics

## Student Content Completion as a Measure of Growth

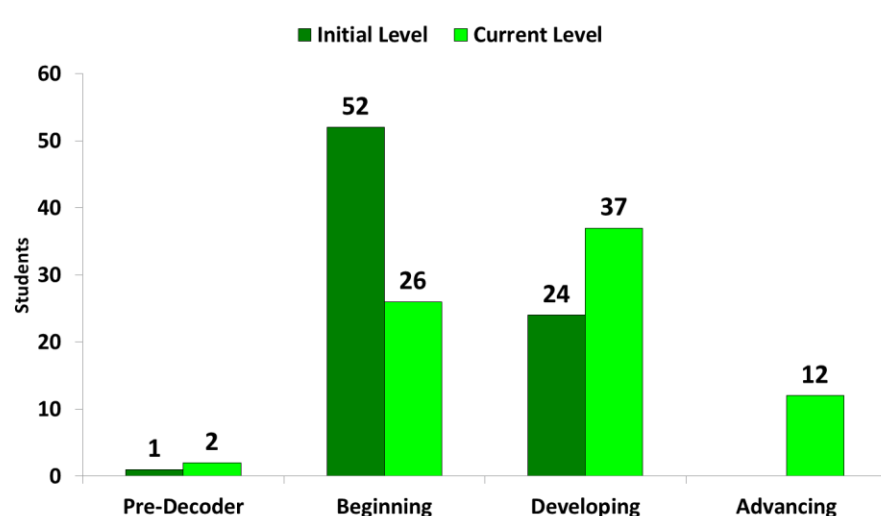
| School                             | Number of Students | Software Metrics |                             |                          | Content Progress      |                          |                        |                     |
|------------------------------------|--------------------|------------------|-----------------------------|--------------------------|-----------------------|--------------------------|------------------------|---------------------|
|                                    |                    | 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                  |
| <b>Students Placed in Series 1</b> | <b>93</b>          | <b>84</b>        | <b>0.0</b>                  | <b>10</b>                | <b>57</b>             | <b>12</b>                | <b>34</b>              | <b>12</b>           |
| <b>Students Placed in Series 4</b> | <b>31</b>          | <b>45</b>        | <b>0.0</b>                  | <b>17</b>                | <b>52</b>             | <b>29</b>                | <b>34</b>              | <b>11</b>           |
| <b>Students Using System 44</b>    | <b>124</b>         | <b>74</b>        | <b>0.0</b>                  | <b>12</b>                | <b>56</b>             | <b>16</b>                | <b>34</b>              | <b>12</b>           |

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.**

*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.*

# 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 Phonics Inventory Decoding Levels | Pre-Decoder   |                                           |           | 1                        |           |
|                                           | Beginning     | 1                                         | 22        | 25                       | 4         |
|                                           | Developing    | 1                                         | 4         | 11                       | 8         |
|                                           | Advancing     |                                           |           |                          |           |
|                                           | Current Level | 2                                         | 26        | 37                       | 12        |
|                                           |               | 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.*

# 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%                                         |
| <b>System 44 Phonics Invt. Gains Sample</b> | <b>77</b>          | <b>36</b>                            | <b>40</b>                            | <b>4</b>           | <b>70%</b>                           | <b>9</b>                            | <b>14</b>                           | <b>5</b>          | <b>56%</b>                                   | <b>18%</b>                                  |

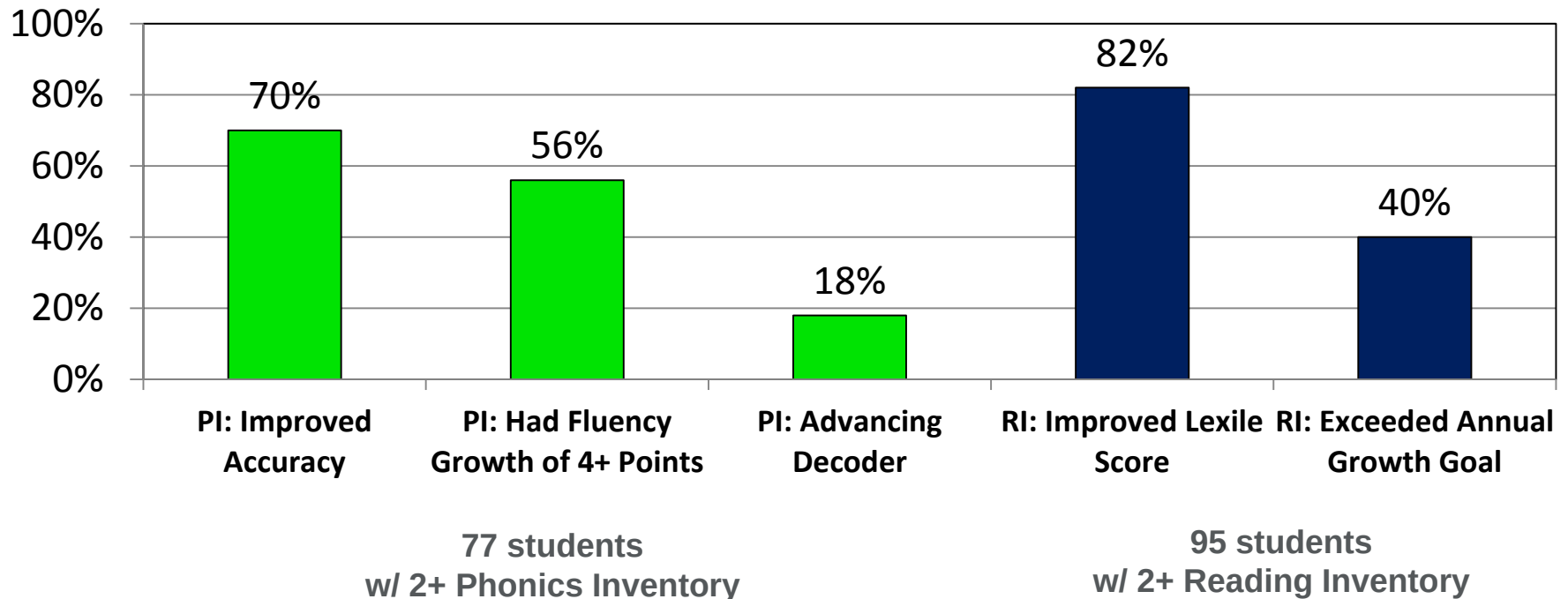
Results for *System 44* students with two or more Phonics Inventory administrations are displayed above with the initial and most recent tests providing metrics. Students with limited Series completion between Phonics Inventory administrations tend not to demonstrate changes in Accuracy and Fluency.

- 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.*

# Phonics and Reading Inventory Results

## Overview of Test Results for System 44 Students



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.*



# 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                              |                                |                                |                                |
| <b>Reading Invt. Admin Totals</b> | <b>2884</b>        | <b>2884</b>                   | <b>2518</b>                    | <b>1356</b>                    | <b>62</b>                      | <b>1</b>                       |                                |

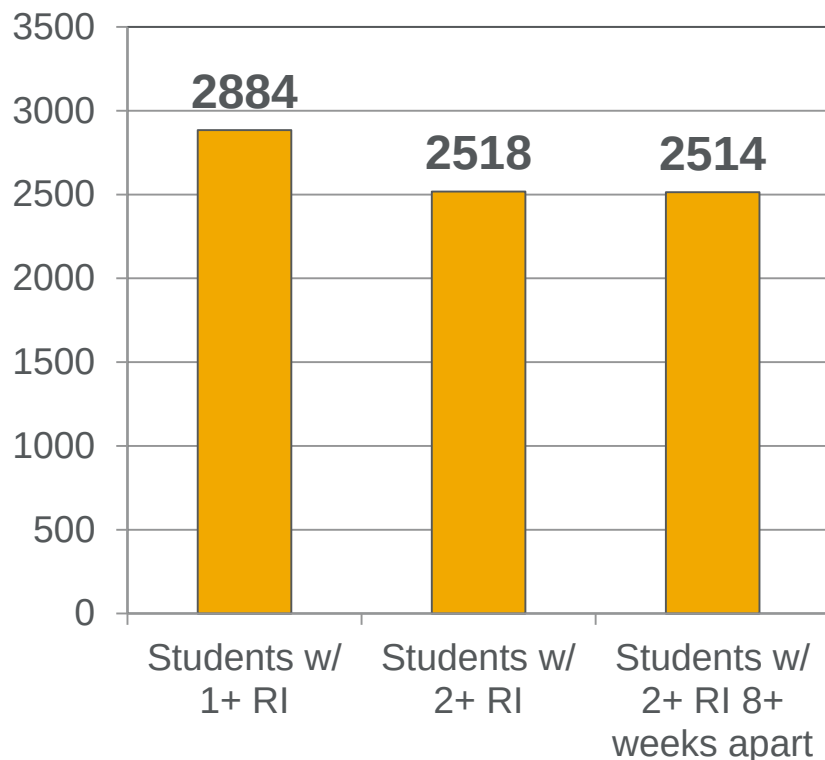
HMH recommends that districts administer the Reading Inventory to students three to five times per year. By End of Year, students should have completed two to three Reading Inventory tests.

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

# 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.**



# Reading Inventory Screening Results

## Total Students by College and Career Ready Performance Level

| Grade Level  | Number of Students | Minimum Proficient Lexile for Grade Level |
|--------------|--------------------|-------------------------------------------|
| Kindergarten | 19                 | 0                                         |
| Grade 1      | 192                | 190                                       |
| Grade 2      | 291                | 420                                       |
| Grade 3      | 296                | 520                                       |
| Grade 4      | 220                | 740                                       |
| Grade 5      | 217                | 830                                       |
| Grade 6      | 12                 | 925                                       |
| Grade 7      | 249                | 970                                       |
| Grade 8      | 264                | 1010                                      |
| Grade 9      | 229                | 1050                                      |
| Grade 10     | 321                | 1080                                      |
| Grade 11     | 274                | 1185                                      |
| Grade 12     | 300                | 1185                                      |

|                        |      |
|------------------------|------|
| RI Only Student Totals | 2884 |
|------------------------|------|

| Below Basic | Basic | Proficient | Advanced |
|-------------|-------|------------|----------|
|             |       | 16         | 3        |
|             | 94    | 89         | 9        |
| 51          | 73    | 102        | 65       |
| 19          | 58    | 146        | 73       |
| 10          | 26    | 116        | 68       |
| 10          | 25    | 81         | 101      |
| 11          |       |            | 1        |
| 9           | 51    | 80         | 109      |
| 6           | 33    | 116        | 109      |
| 7           | 47    | 106        | 69       |
| 24          | 59    | 189        | 49       |
| 34          | 72    | 129        | 39       |
| 53          | 73    | 127        | 47       |

|     |     |      |     |
|-----|-----|------|-----|
| 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.**

# Reading Inventory Summary Metrics

## Summary Lexile Metrics by Grade Level

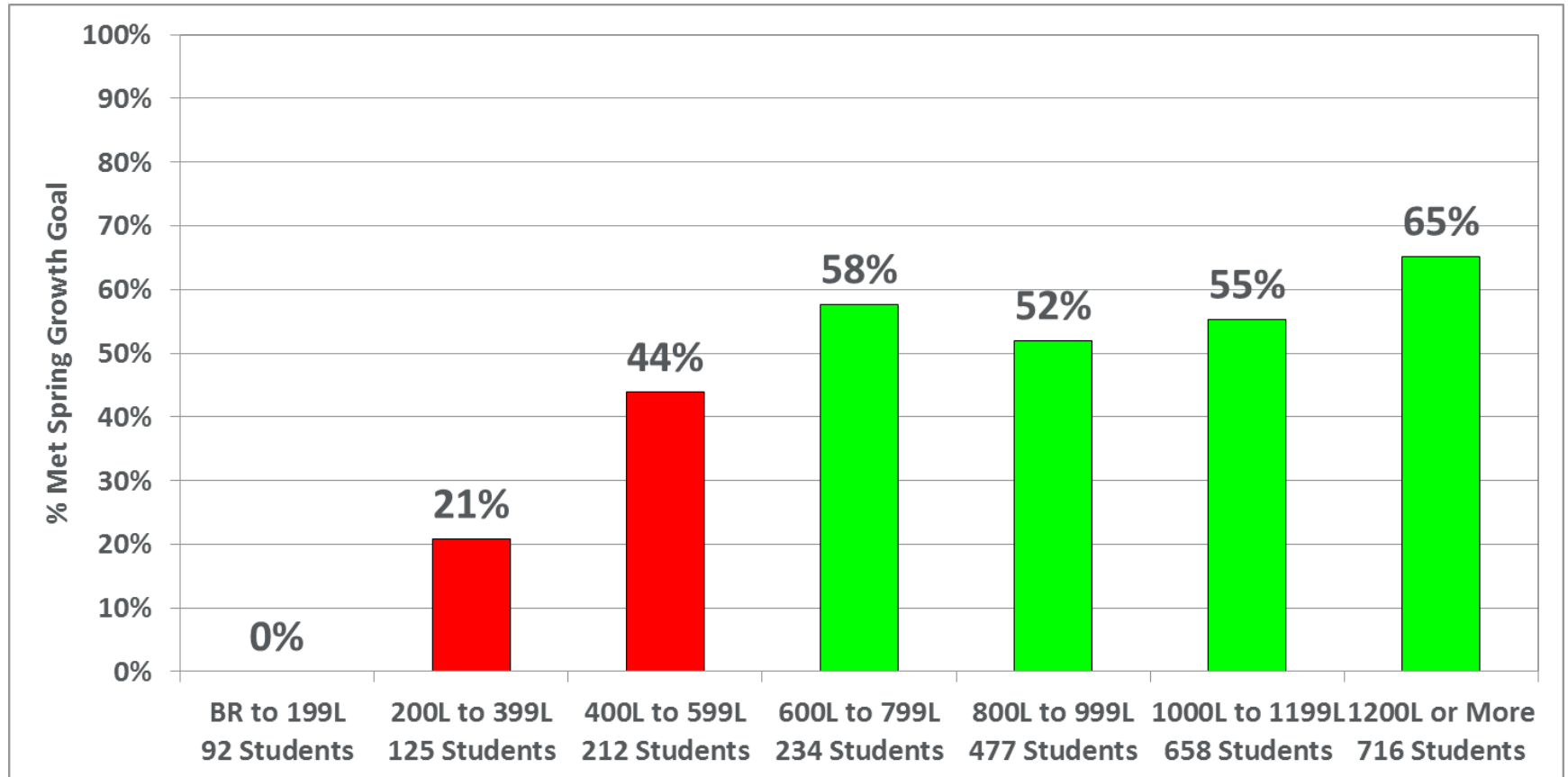
| Grade Level                | Number of Students | Current Lexile Range | Reading Invt. Lexile Metrics |                     |                  |                            |                             |                            |                                        |
|----------------------------|--------------------|----------------------|------------------------------|---------------------|------------------|----------------------------|-----------------------------|----------------------------|----------------------------------------|
|                            |                    |                      | 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%                                    |
| <b>RI Screening Totals</b> | <b>2514</b>        | <b>0L to 1816L</b>   | <b>897</b>                   | <b>963</b>          | <b>66</b>        | <b>66</b>                  | <b>98</b>                   | <b>0.8</b>                 | <b>53%</b>                             |

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.**

# 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.

# Reading Inventory Screening Lexile Results

## Reading Inventory Screened Students per 200L Range

| Grade Level  | Grand Total | CCR Proficient Reader Lexile Spring Cut-Score |
|--------------|-------------|-----------------------------------------------|
| Kindergarten | 19          | 0                                             |
| Grade 1      | 192         | 190                                           |
| Grade 2      | 291         | 420                                           |
| Grade 3      | 296         | 520                                           |
| Grade 4      | 220         | 740                                           |
| Grade 5      | 217         | 830                                           |
| Grade 6      | 12          | 925                                           |
| Grade 7      | 249         | 970                                           |
| Grade 8      | 264         | 1010                                          |
| Grade 9      | 229         | 1050                                          |
| Grade 10     | 321         | 1080                                          |
| Grade 11     | 274         | 1185                                          |
| Grade 12     | 300         | 1185                                          |

|                                   |      |
|-----------------------------------|------|
| Total Students in Each 200L Range | 2884 |
|-----------------------------------|------|

| BR to 199L | 200L to 399L | 400L to 599L | 600L to 799L | 800L to 999L | 1000L to 1199L | 1200L or More |
|------------|--------------|--------------|--------------|--------------|----------------|---------------|
| 14         | 4            | 1            |              |              |                |               |
| 95         | 60           | 31           | 6            |              |                |               |
| 48         | 66           | 93           | 59           | 25           |                |               |
| 10         | 25           | 83           | 90           | 76           | 11             | 1             |
| 3          | 2            | 8            | 49           | 106          | 43             | 9             |
| 2          | 3            | 5            | 13           | 88           | 80             | 26            |
| 6          | 4            | 1            |              |              | 1              |               |
| 1          | 2            | 1            | 6            | 67           | 102            | 70            |
| 3          |              | 1            | 2            | 27           | 129            | 102           |
|            |              |              | 1            | 35           | 83             | 110           |
| 2          | 1            | 8            | 3            | 30           | 113            | 164           |
| 1          | 1            | 5            | 6            | 22           | 80             | 159           |
| 1          | 1            | 8            | 20           | 28           | 74             | 168           |

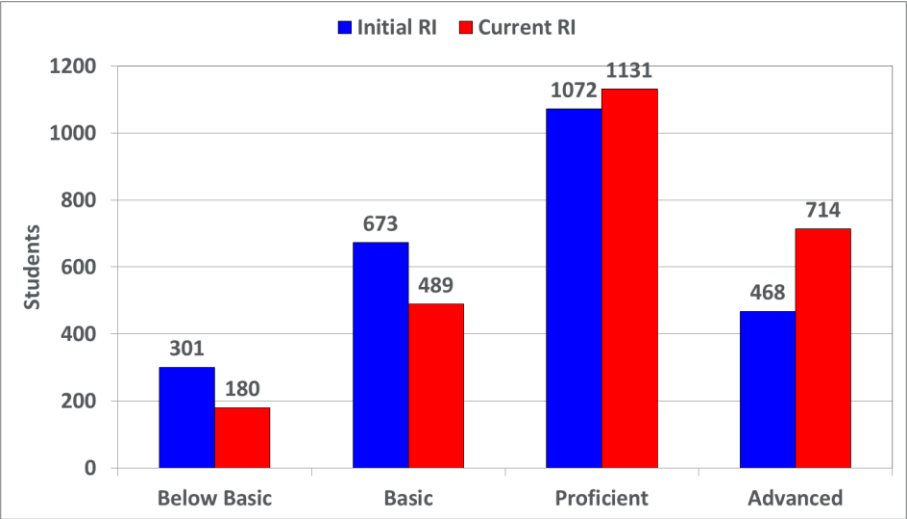
|     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|
| 186 | 169 | 245 | 255 | 504 | 716 | 809 |
|-----|-----|-----|-----|-----|-----|-----|

- 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.**

# Student Progress along Reading Inventory

## College Career Ready Lexile Performance Levels



|                                             |                | Current Reading Invt. Performance Levels |       |            |          | Initial<br>Totals |
|---------------------------------------------|----------------|------------------------------------------|-------|------------|----------|-------------------|
|                                             |                | Below<br>Basic                           | Basic | Proficient | Advanced |                   |
| Initial Reading Invt.<br>Performance Levels | Below<br>Basic | 142                                      | 110   | 47         | 2        | 301               |
|                                             | Basic          | 23                                       | 282   | 337        | 31       | 673               |
|                                             | Proficient     | 15                                       | 95    | 669        | 293      | 1072              |
|                                             | Advanced       |                                          | 2     | 78         | 388      | 468               |
| Current<br>Totals                           |                | 180                                      | 489   | 1131       | 714      | 2514              |

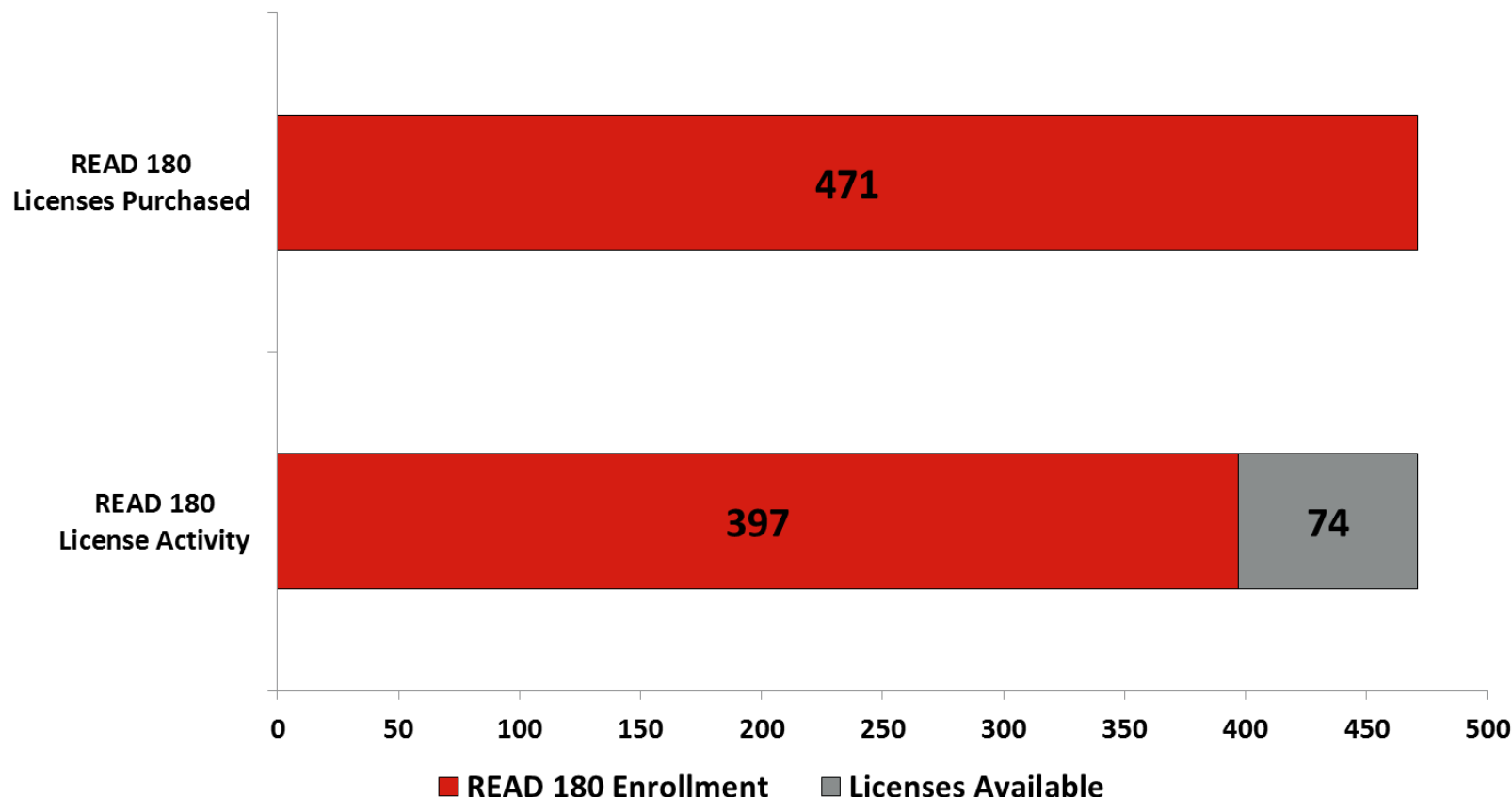
|      |       |                          |
|------|-------|--------------------------|
| 820  | (33%) | Students Moved UP        |
| 1481 | (59%) | Students Stayed in Level |
| 213  | (8%)  | Students Moved Down      |

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.**

# 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.

# 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                                          |
| <b>READ 180 Student Totals</b> | <b>397</b>                          | <b>397</b>                                    | <b>392</b>                                          | <b>392</b>                                     | <b>392</b>                                  |

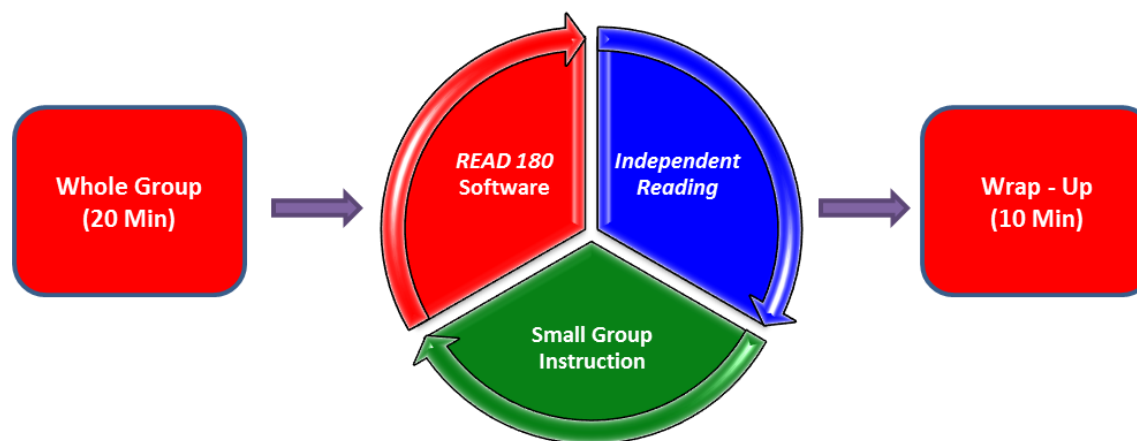
Yellow highlights show where large numbers of students were lost from a site sample. Orange highlights show smaller losses and progressive losses stretching over multiple criteria at the same site.

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**.



# Implementation Model Affects *READ 180* Usage Metrics

| Metric              | Mid-Year @<br>90<br>Minutes per<br>Day (Daily) | End of Year @<br>90<br>Minutes per<br>Day (Daily) | Mid-Year @<br>45-50<br>Minutes per<br>Day (Daily) | End of Year @<br>45-50<br>Minutes per<br>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                                                    |



# READ 180, rSkills and Reading Counts Users

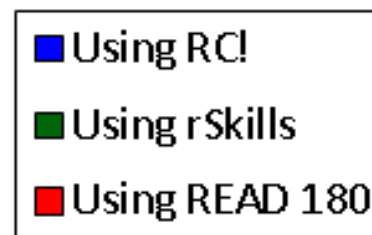
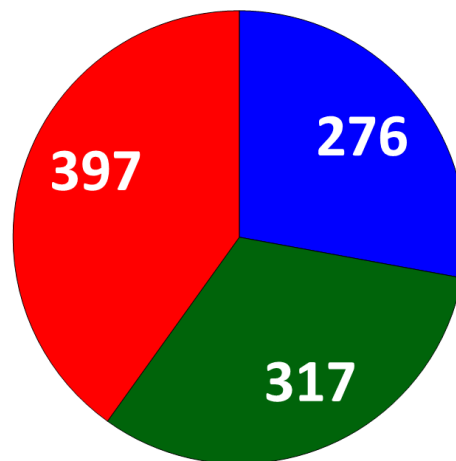
## Compare Total Students Using Programs Associated with Each Rotation

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

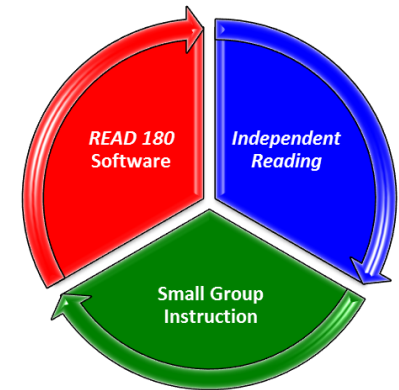
Three slices of the pie are equal when ALL rotations occur.



257 students in READ 180 have completed work in all three rotations.

# 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                                     |
| <b>Total READ 180 Students</b> | <b>397</b>                                  | <b>397</b>                           | <b>276</b>                         | <b>317</b>                             |



# 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.

# READ 180 Classroom Summary

## Export Data Aligned Software and Test Results<sub>1</sub>

| 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.

# READ 180 Classroom Summary

## Export Data Aligned Software and Test Results<sub>1</sub>

| 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                      |
| <b>READ 180 Totals</b>        | <b>392</b>         | <b>4 to 10</b> | <b>712</b>                       | <b>815</b>          | <b>103</b>       | <b>70</b>                  | <b>108</b>                  | <b>1.2</b>                 | <b>62%</b>                             | <b>79 [142]</b>                | <b>2.9</b>        | <b>16</b>           | <b>11</b>               |

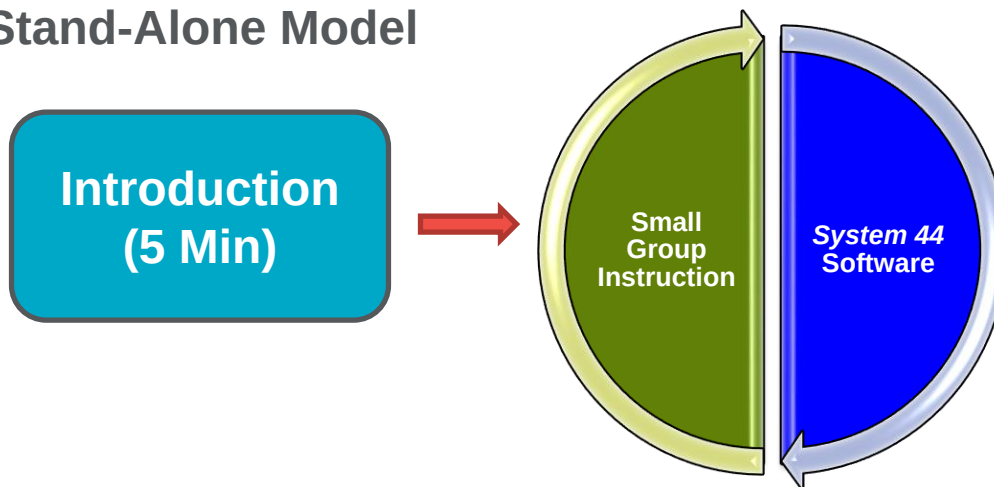
1 The READ 180 class alignment for each student is drawn from the SAM export; if classes are not properly aligned to the program, then unexpected values will appear in the export and results above.

# 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



# 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                                          |
| <b>System 44 Student Totals</b> | <b>124</b>                           | <b>122</b>                                    | <b>96</b>                                            | <b>78</b>                                      | <b>77</b>                                   |

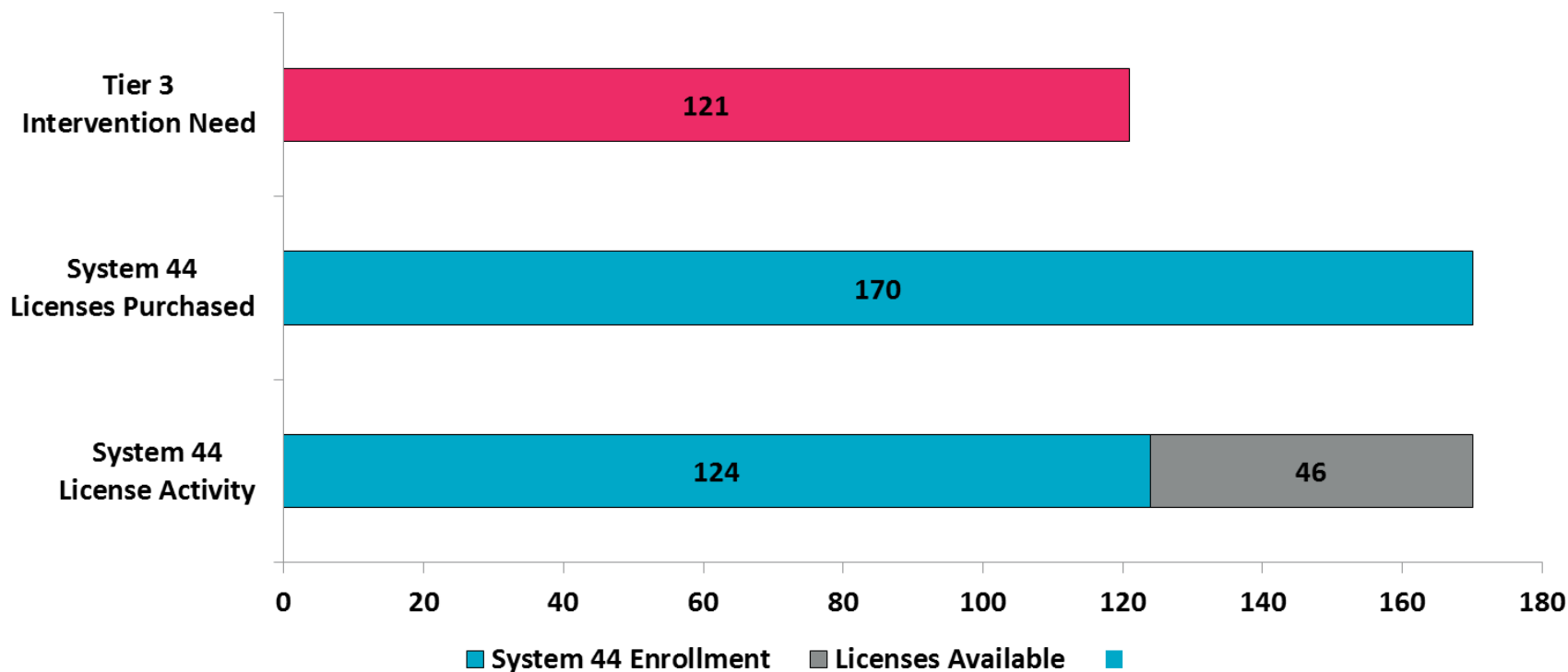
Yellow highlights show where large numbers of students were lost from a site sample. Orange highlights show smaller losses and progressive losses stretching over multiple criteria at the same site.

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.**



# 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.

# 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                              |

# 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.

# Gains Analysis

School City of Hobart

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***MATH 180 Course I***

***MATH 180 Course II***

Results Based On Program Data 08/20/2015 – 05/27/2016

# Executive Summary

In partnership with School City of Hobart, Houghton Mifflin Harcourt has analyzed data from three sites that have implemented the *MATH 180* Course I and *MATH 180* Course II intervention programs.

## Preliminary Analysis Observations

- For *MATH 180* Course I
  - May data export indicates evidence of good software usage and excellent growth demonstrated through content assessment.
  - 196 of 200 enrolled students (**98%**) had 20+ sessions of software use and have completed two *Math Inventory* test administrations 8+ weeks apart.
- For *MATH 180* Course II
  - May data export indicates evidence of excellent software usage and growth demonstrated through content assessment.
  - 72 of 73 enrolled students (**99%**) had 20+ sessions of software use and have completed two *Math Inventory* test administrations 8+ weeks apart.

# Progression to Algebra

## Are Students Prepared to Go Deeper and Understand Math Concepts?

Grade K 1 2 3 4 5 6 7 8

|                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Know number names and the count sequence.</p> <p>Count to tell the number of objects.</p> <p>Compare numbers.</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Work with numbers 11–19 to gain foundations for place value.</p> | <p>Represent and solve problems involving addition and subtraction.</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>Add and subtract within 20.</p> <p>Work with addition and subtraction equations.</p> <p>Understand place value.</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>Measure lengths indirectly and by iterating length units.</p> | <p>Represent and solve problems involving multiplication and division.</p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Multiply and divide within 100.</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>Develop understanding of fractions as numbers.</p> <p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> | <p>Use the four operations with whole numbers to solve problems.</p> <p>Gain familiarity with factors and multiples.</p> <p>Generalize place value understanding for multi-digit whole numbers.</p> <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Extend understanding of fraction equivalence and ordering.</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand decimal notation for fractions, and compare decimal fractions.</p> | <p>Understand the place value system.</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> | <p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>Reason about and solve one-variable equations and inequalities.</p> <p>Represent and analyze quantitative relationships between dependent and independent variables.</p> | <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>Use properties of operations to generate equivalent expressions.</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Work with radicals and integer exponents.</p> <p>Understand the connections between proportional relationships, lines, and linear equations.</p> <p>Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <p>Define, evaluate, and compare functions.</p> <p>Use functions to model relationships between quantities.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Grades K–2:  
Foundations

Grades 3–5:  
Increasing Complexity

Grades 6–8:  
Application and Reasoning

# Quantile® Measures and Student Placement

## How Do Students' Quantile Measures Reflect *MATH 180* Need?

| Quantile Measure | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9  | Grade 10 & Up |
|------------------|---------|---------|---------|---------|----------|---------------|
| 1100Q to 1145Q   |         |         |         |         |          | G9=1140Q      |
| 1050Q to 1095Q   |         |         |         |         |          |               |
| 1000Q to 1045Q   |         |         |         |         | G8=1030Q |               |
| 950Q to 995Q     |         |         |         | G7=950Q |          |               |
| 900Q to 945Q     |         |         |         |         |          |               |
| 850Q to 895Q     |         |         | G6=870Q |         |          |               |
| 800Q to 845Q     |         | G5=820Q |         |         |          |               |
| 750Q to 795Q     |         |         |         |         |          |               |
| 700Q to 745Q     | G4=715Q |         |         |         |          |               |
| 650Q to 695Q     |         |         |         |         |          |               |
| 600Q to 645Q     |         |         |         |         |          |               |
| 550Q to 595Q     |         |         |         |         |          |               |
| 500Q to 545Q     |         |         |         |         |          |               |
| 450Q to 495Q     |         |         |         |         |          |               |
| 400Q to 445Q     |         |         |         |         |          |               |
| 350Q to 395Q     |         |         |         |         |          |               |
| 300Q to 345Q     |         |         |         |         |          |               |
| 250Q to 295Q     |         |         |         |         |          |               |
| 200Q to 245Q     |         |         |         |         |          |               |
| 150Q to 195Q     |         |         |         |         |          |               |
| 100Q to 145Q     |         |         |         |         |          |               |
| 50Q to 95Q       |         |         |         |         |          |               |
| EM to 45Q        |         |         |         |         |          |               |

- Students below 200Q need Tier 3 math intervention (RED ZONE).
- Students within 100Q of prior grade proficiency may be able to find success in on-grade level curriculum (GOLD ZONE).
- Students in **200Q to 600Q+** range in the fall are ready to handle *MATH 180* Course I content (BLUE & PURPLE ZONES).
- Students **above 450Q** may benefit from promotion out of Blocks 1, 2 or 3 up to Block 4 (PURPLE ZONE).
- Students **above 600Q** may need math intervention in Pre-Algebra content, within the scope of *MATH 180* Course II (GREEN ZONE).
- **Always use multiple measures when making student placement decisions.**

- In High School grades, place students according to need.

# Quantile Measures and Student Placement

## How Many Students Fall into Each 50Q Band?

| Quantile Measure | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 & Up |
|------------------|---------|---------|---------|---------|---------|---------------|
| 1100Q to 1145Q   | 4       |         |         | 1       |         |               |
| 1050Q to 1095Q   | 2       |         |         | 1       |         |               |
| 1000Q to 1045Q   | 1       | 1       |         | 2       |         |               |
| 950Q to 995Q     | 3       | 2       | 2       | 2       |         |               |
| 900Q to 945Q     | 6       | 5       | 2       | 5       |         |               |
| 850Q to 895Q     | 20      | 1       | 4       | 4       |         |               |
| 800Q to 845Q     | 11      | 8       | 5       | 8       |         |               |
| 750Q to 795Q     | 22      | 6       | 6       | 4       |         |               |
| 700Q to 745Q     | 6       | 6       | 7       | 4       |         |               |
| 650Q to 695Q     | 7       | 4       | 7       | 5       |         |               |
| 600Q to 645Q     | 3       | 4       | 3       | 2       |         |               |
| 550Q to 595Q     | 6       | 4       | 5       | 10      |         |               |
| 500Q to 545Q     | 6       | 4       | 1       | 1       |         |               |
| 450Q to 495Q     | 4       | 4       | 1       | 2       |         |               |
| 400Q to 445Q     | 2       | 2       | 1       |         |         |               |
| 350Q to 395Q     | 1       | 4       |         | 3       |         |               |
| 300Q to 345Q     | 3       | 1       |         | 2       |         |               |
| 250Q to 295Q     | 1       | 1       |         | 1       |         |               |
| 200Q to 245Q     | 1       | 2       |         |         |         |               |
| 150Q to 195Q     | 1       |         |         |         |         |               |
| 100Q to 145Q     |         |         |         |         |         |               |
| 50Q to 95Q       |         |         |         |         |         |               |
| EM to 45Q        |         |         | 2       |         |         |               |

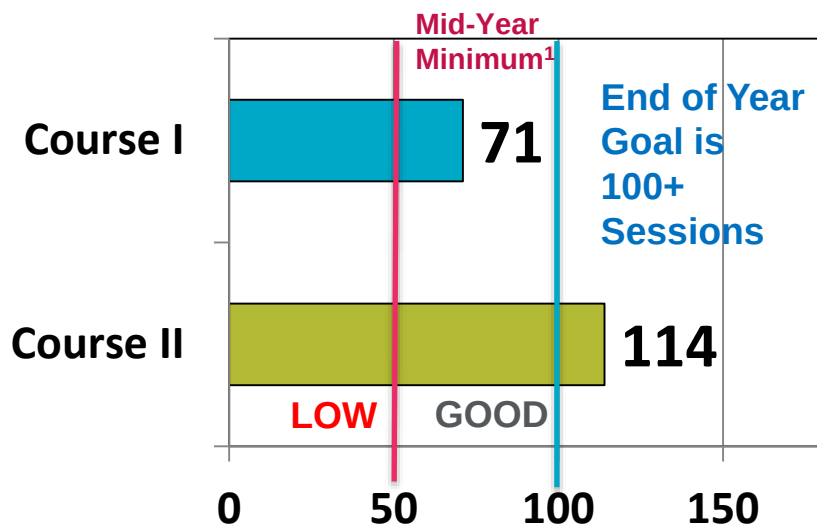
| KEY                                                                                 |                             |
|-------------------------------------------------------------------------------------|-----------------------------|
|  | Core Math Instruction       |
|  | MATH 180 Course II          |
|  | MATH 180 Course I (Block 4) |
|  | MATH 180 Course I (Block 1) |
|  | Tier 3 Intervention         |

- Above reflects this year's most current *Math Inventory* test for each student enrolled in *MATH 180*.
- Always use multiple measures to determine appropriate student placement.

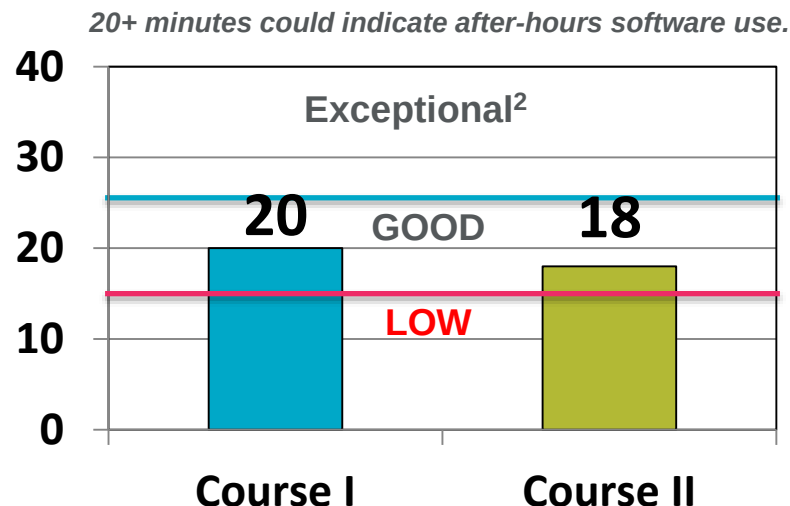


# MATH 180 Course I & Course II Summary Usage

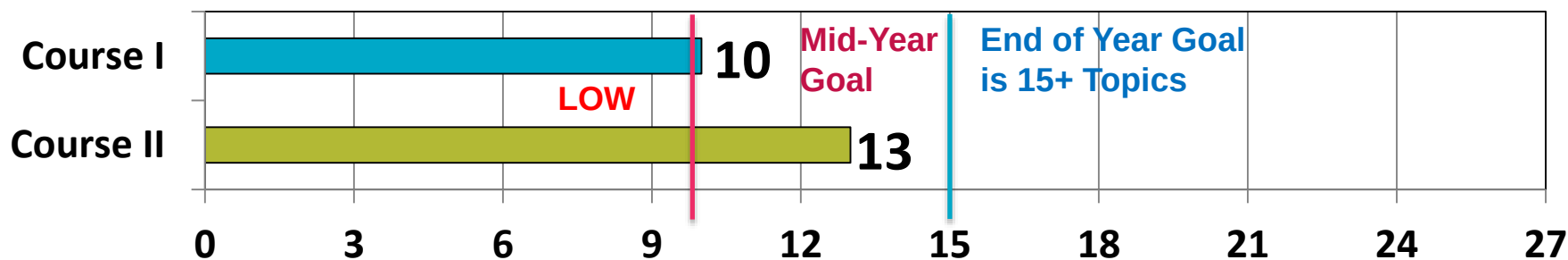
## Software Sessions



## Minutes per Session



## Topic Completion



1. Assumes that MATH 180 Course I and MATH 180 Course II are implemented five days per week with full-rotational model in place each day and that implementation began no later than October.
2. Extra session time after hours is beneficial, but long sessions in class could mean that instructional time is limited.

# Summary Recommendations

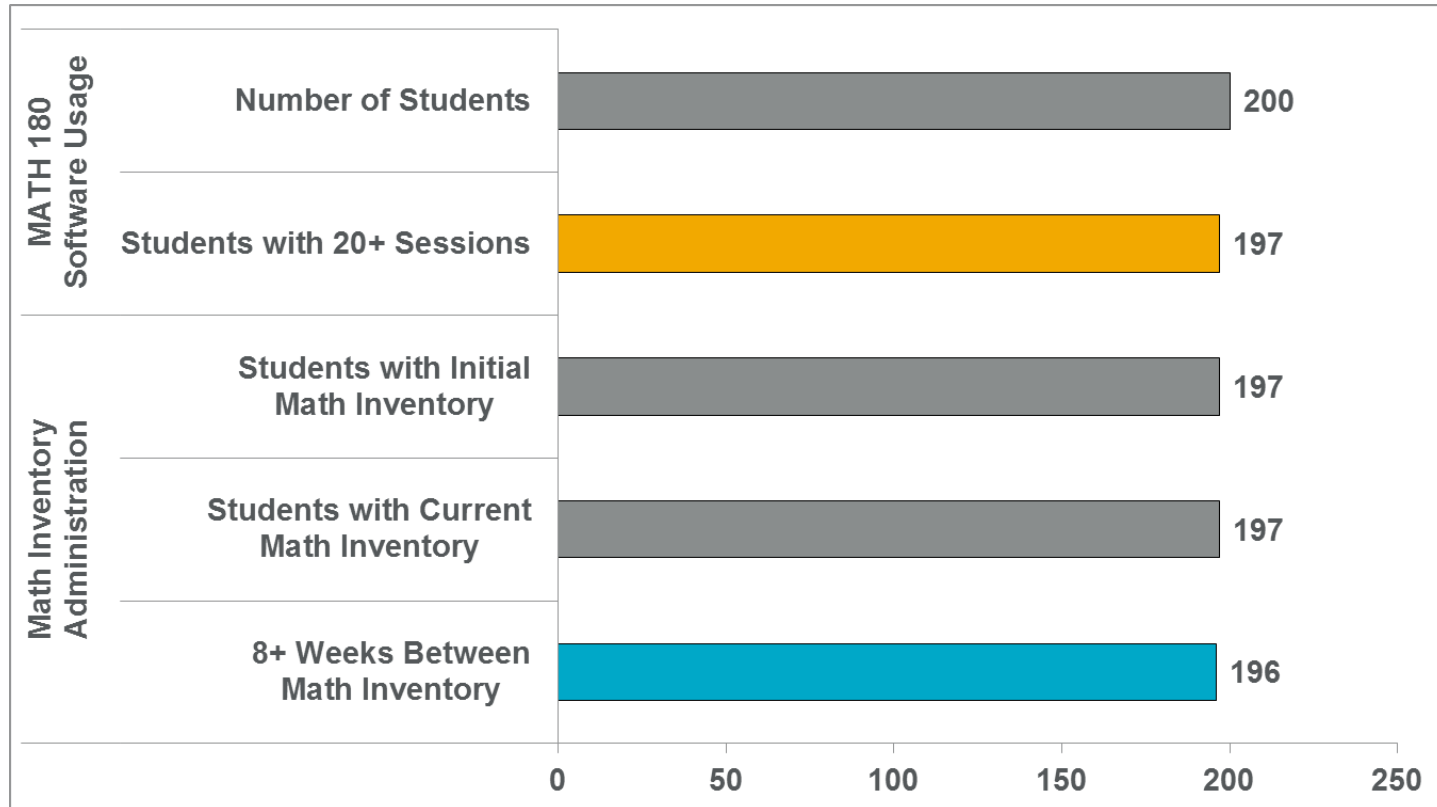
**After the analysis of School City of Hobart 2015–2016 end-of-year data, the following recommendations are presented to maximize success in the future.**

- Recommended Implementation Model
  - *MATH 180* implemented daily for 55–70 minutes
- Professional development
- Coaching/follow-up days
- License utilization/expansion based on gains data
- Other recommendations...

# ***MATH 180* Course I**

# MATH 180 Course I Gains Criteria

How many students had sufficient data for analysis?

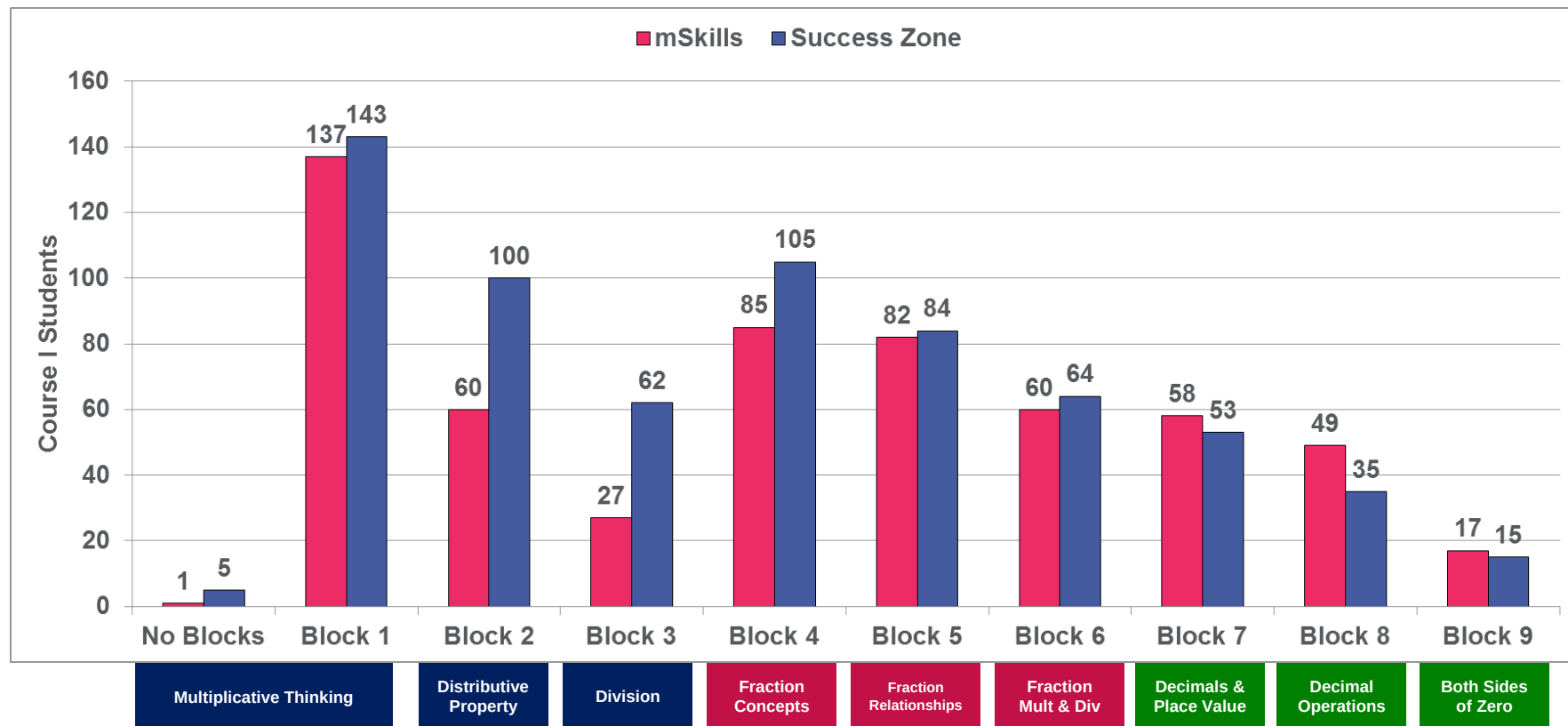


*Math 180* gains inclusion criteria result in two subsets of students.

- Software gains analyses are based on students with 20+ software sessions (n = 197).
- Quantile gains analyses are based on students with 20+ software sessions and two *Math Inventory* tests administered 8+ weeks apart (n = 196).

# Total Students by *MATH 180* Course I Block

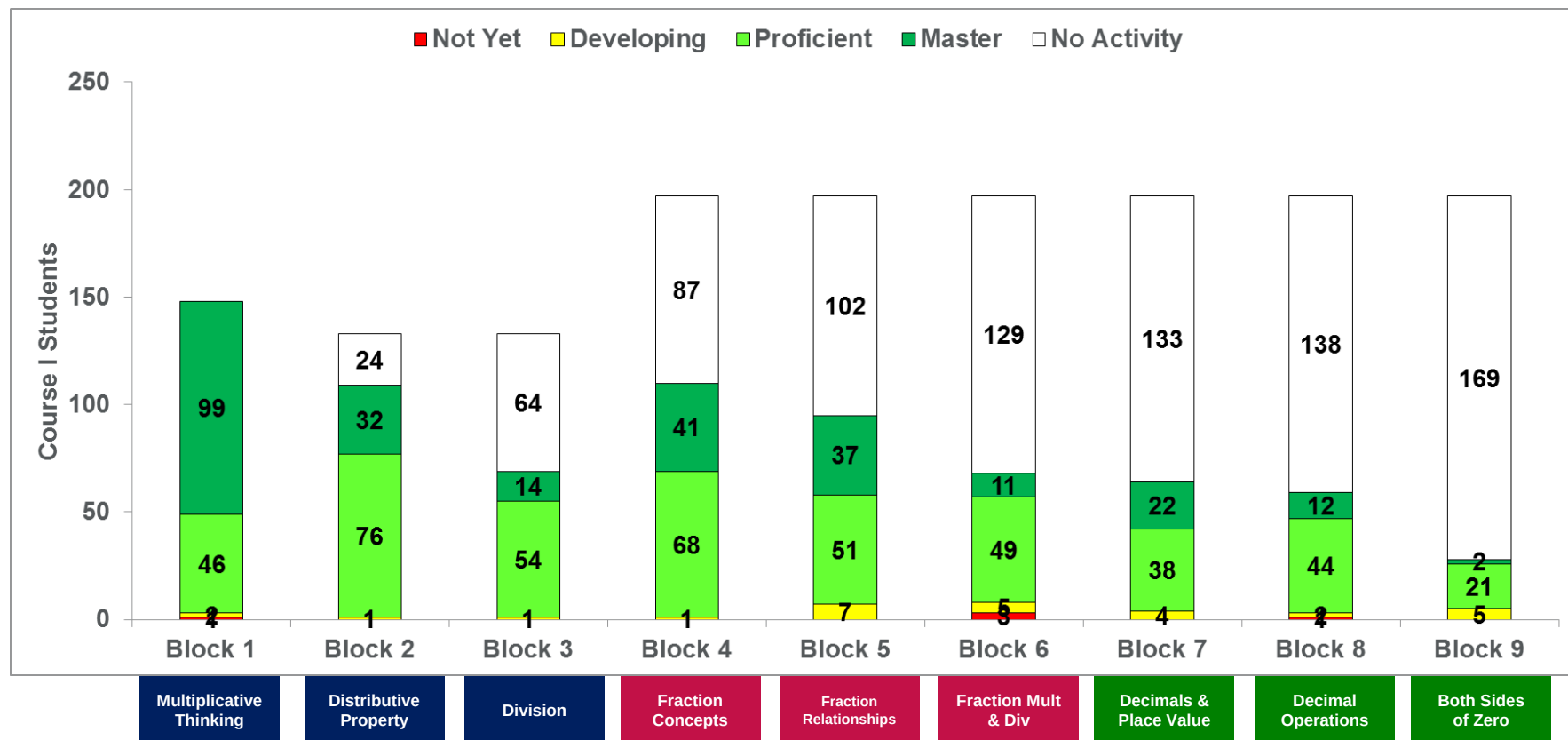
*MATH 180* Course I Success Zone and mSkills Test Progress as a Measure of Learning



- Reflects 197 students in *MATH 180* Course I with 20+ software sessions in the 2015–2016 school year.
- NOTE: Since students may need to participate in *MATH 180* for two years, both metrics indicate progress on a cumulative basis and may not reflect content completed in the current school year. Above shows students' locations in the scope and sequence of *MATH 180* Course I. Completed Blocks indicate total Blocks students completed by time of export, including any from prior years. An mSkills test is administered by the *MATH 180* educator at the end of direct instruction of a Block's material.

# Total Students by *MATH 180* Course I Block

## *MATH 180* Course I Overall Performance



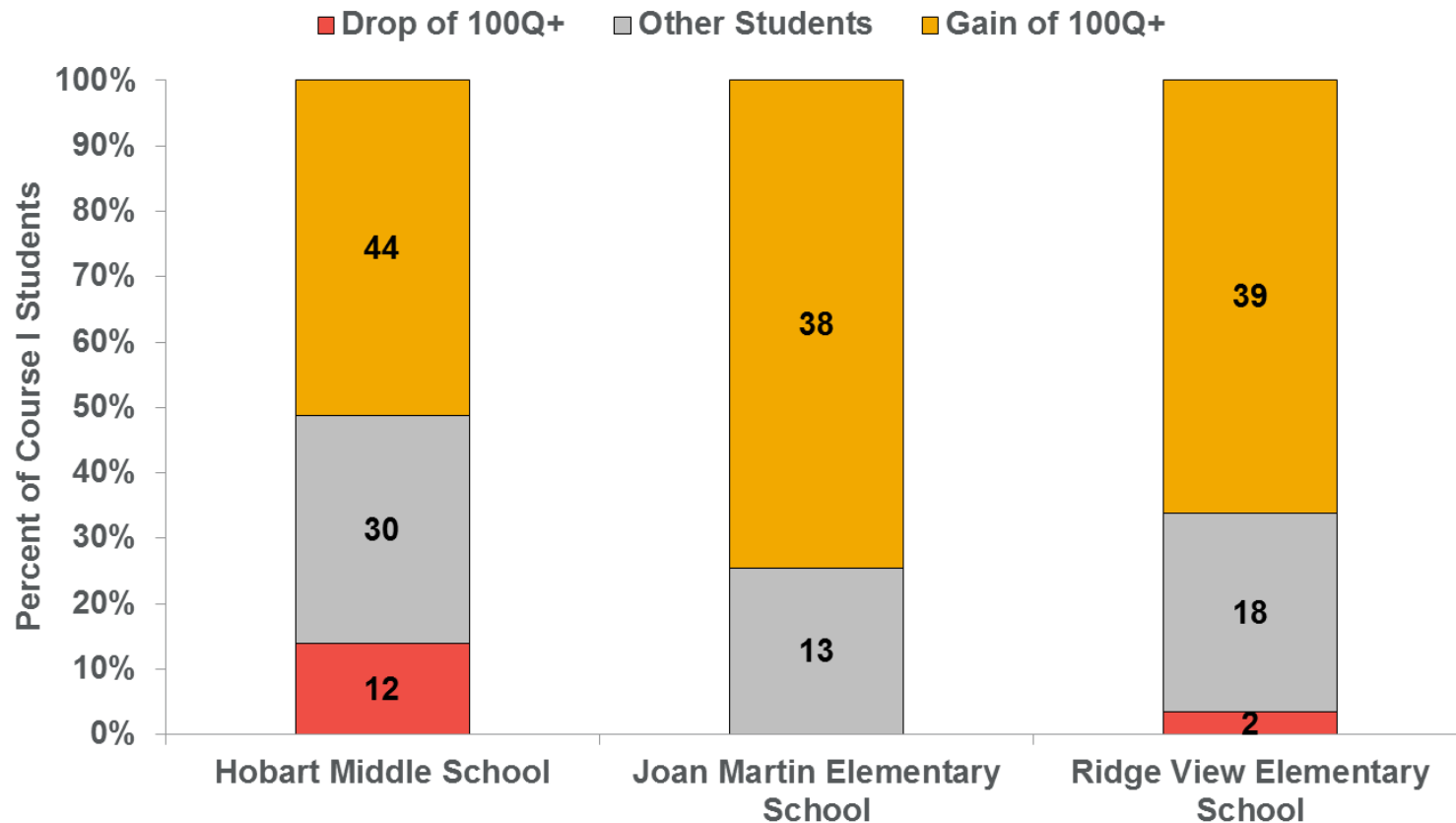
- Above shows students' Overall Performance by Block for *MATH 180* Course I.
- Reflects 197 students in *MATH 180* Course I with 20+ software sessions in the 2015–2016 school year.
- 26 students were promoted to Block 4 after completing some Topics within Blocks 1–3; 38 students started in Block 4.

# MATH 180 Course I Usage Metrics

| School / Class Name                            | MATH 180 Course I Students | Grade Range   | Mean mSkills Tests | MATH 180 Course I Software Usage |                        |                          |                       |                    |
|------------------------------------------------|----------------------------|---------------|--------------------|----------------------------------|------------------------|--------------------------|-----------------------|--------------------|
|                                                |                            |               |                    | Mean Sessions & [MAX]            | Mean Sessions per Week | Mean Minutes per Session | Mean Completed Topics | Mean Current Topic |
| <b>Hobart Middle School</b>                    | <b>87</b>                  | <b>6 to 8</b> | <b>4</b>           | <b>98 [133]</b>                  | <b>3.4</b>             | <b>19</b>                | <b>11</b>             | <b>21</b>          |
| M180_HMS_Tobin_6th_P2                          | 18                         | Gr. 6         | 5                  | 110 [131]                        | 3.3                    | 19                       | 12                    | 22                 |
| M180_HMS_Tobin_6th_P5                          | 17                         | Gr. 6         | 5                  | 121 [133]                        | 3.6                    | 21                       | 15                    | 25                 |
| M180_HMS_Tobin_8th_P3a                         | 5                          | Gr. 8         | 4                  | 122 [133]                        | 3.7                    | 19                       | 12                    | 13                 |
| M180_HMS_Wells_7th_P6                          | 20                         | 7 to 8        | 5                  | 105 [123]                        | 3.2                    | 20                       | 12                    | 24                 |
| M180_HMS_Wells_8th_P2                          | 21                         | Gr. 6         | 2                  | 65 [77]                          | 3.7                    | 18                       | 6                     | 16                 |
| No MATH 180 Class Name                         | 6                          | 6 to 8        | 3                  | 75 [93]                          | 3.3                    | 21                       | 12                    | 23                 |
| <b>Joan Martin Elementary School</b>           | <b>51</b>                  | <b>Gr. 5</b>  | <b>2</b>           | <b>53 [79]</b>                   | <b>2.5</b>             | <b>17</b>                | <b>8</b>              | <b>9</b>           |
| M180_JM_Coady_5th_2:30                         | 17                         | Gr. 5         | 2                  | 57 [67]                          | 2.5                    | 18                       | 7                     | 8                  |
| M180_JM_mechaclass                             | 17                         | Gr. 5         | 1                  | 36 [43]                          | 2.4                    | 15                       | 5                     | 6                  |
| M180_JM_York_5th_2:30                          | 17                         | Gr. 5         | 2                  | 67 [79]                          | 2.6                    | 18                       | 10                    | 11                 |
| <b>Ridge View Elementary School</b>            | <b>59</b>                  | <b>5 to 6</b> | <b>1</b>           | <b>46 [63]</b>                   | <b>2.5</b>             | <b>24</b>                | <b>9</b>              | <b>10</b>          |
| M180_RV_goodfriendclass                        | 33                         | 5 to 6        | 1                  | 45 [63]                          | 2.4                    | 24                       | 7                     | 8                  |
| M180_RV_mckeecclass                            | 26                         | Gr. 5         | 1                  | 47 [57]                          | 2.5                    | 25                       | 12                    | 13                 |
| <b>MATH 180 Course I Software Gains Totals</b> | <b>197</b>                 | <b>5 to 8</b> | <b>2</b>           | <b>71 [133]</b>                  | <b>2.9</b>             | <b>20</b>                | <b>10</b>             | <b>15</b>          |

- Strongest results are typically achieved when students follow the *MATH 180* Instructional Model daily, and when care is taken to ensure a positive testing environment.
- Recommended daily Brain Arcade time is 10 to 15 minutes; Brain Arcade time under five minutes may indicate that usage only occurs in class.
- Completed Topics indicates students' work completed on software.
- mSkills tests should occur at the end of each Block taught by the *MATH 180* teacher and reflect in-class instruction.

# Math Inventory Results for MATH 180 Course I



- Students with a growth mindset and broad knowledge base paired with a deep understanding of mathematics are more likely to perform well on universal screeners such as *The Math Inventory*.



# Math Inventory Results for MATH 180 Course I

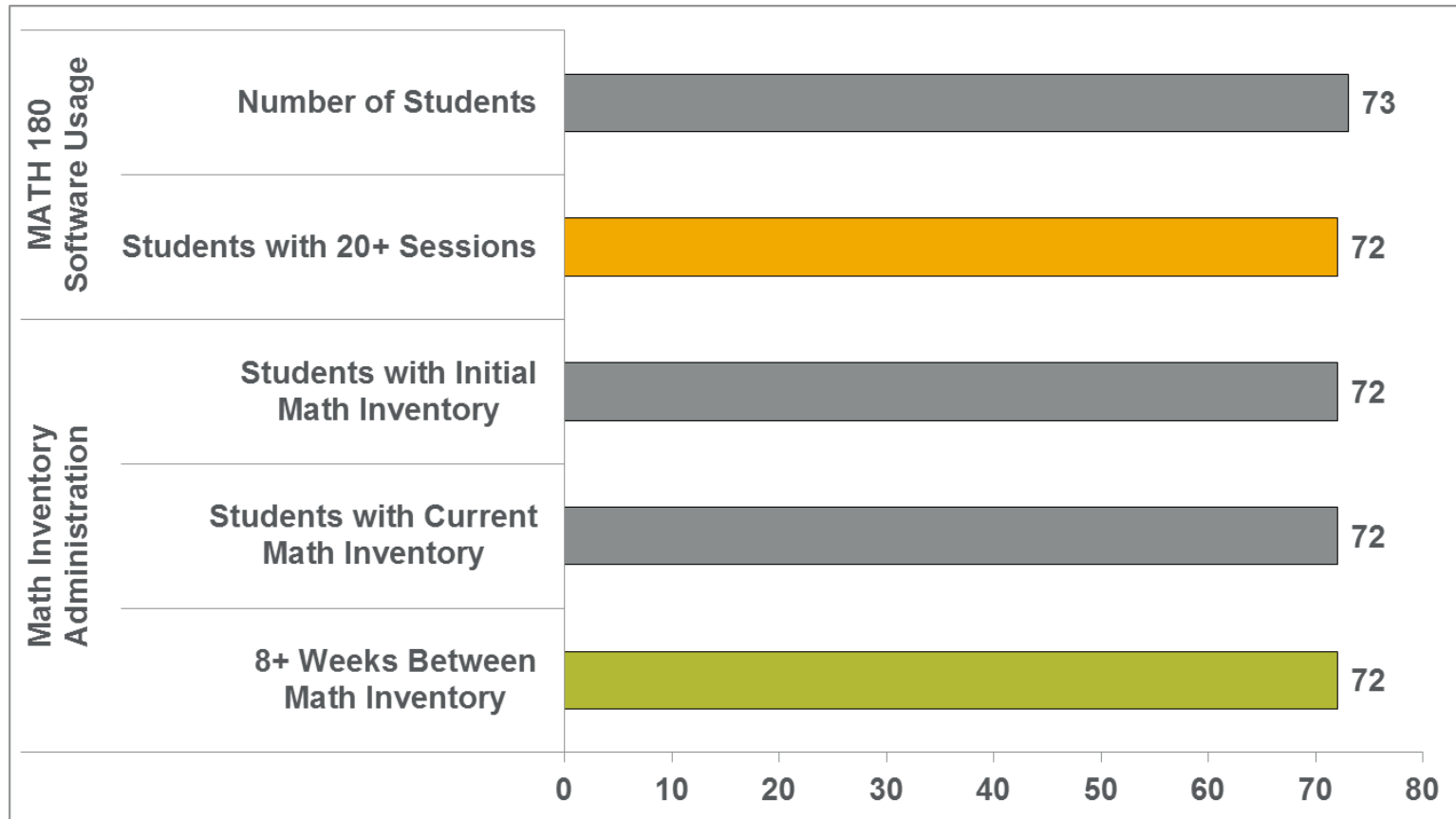
| School / Class Name                            | MATH 180 Course I Students | Mean Initial Quantile Measure | Mean Current Quantile Measure | Mean Change in Quantile Measure | Percent of Students w/ a Gain of 100Q+ | Percent of Students w/ a Drop of 100Q+ |
|------------------------------------------------|----------------------------|-------------------------------|-------------------------------|---------------------------------|----------------------------------------|----------------------------------------|
| <b>Hobart Middle School</b>                    | <b>86</b>                  | <b>543</b>                    | <b>654</b>                    | <b>111</b>                      | <b>51%</b>                             | <b>14%</b>                             |
| M180_HMS_Tobin_6th_P2                          | 18                         | 518                           | 621                           | 103                             | 44%                                    | 11%                                    |
| M180_HMS_Tobin_6th_P5                          | 17                         | 513                           | 653                           | 140                             | 59%                                    | 18%                                    |
| M180_HMS_Tobin_8th_P3a                         | 5                          | 320                           | 496                           | 176                             | 60%                                    | 0%                                     |
| M180_HMS_Wells_7th_P6                          | 20                         | 569                           | 676                           | 107                             | 50%                                    | 15%                                    |
| M180_HMS_Wells_8th_P2                          | 20                         | 591                           | 666                           | 75                              | 50%                                    | 20%                                    |
| No MATH 180 Class Name                         | 6                          | 642                           | 770                           | 128                             | 50%                                    | 0%                                     |
| <b>Joan Martin Elementary School</b>           | <b>51</b>                  | <b>497</b>                    | <b>732</b>                    | <b>235</b>                      | <b>75%</b>                             | <b>0%</b>                              |
| M180_JM_Coady_5th_2:30                         | 17                         | 481                           | 707                           | 226                             | 71%                                    | 0%                                     |
| M180_JM_mechaclass                             | 17                         | 501                           | 756                           | 255                             | 76%                                    | 0%                                     |
| M180_JM_York_5th_2:30                          | 17                         | 509                           | 733                           | 224                             | 76%                                    | 0%                                     |
| <b>Ridge View Elementary School</b>            | <b>59</b>                  | <b>593</b>                    | <b>767</b>                    | <b>174</b>                      | <b>66%</b>                             | <b>3%</b>                              |
| M180_RV_goodfriendclass                        | 33                         | 469                           | 649                           | 179                             | 67%                                    | 3%                                     |
| M180_RV_mckeeclass                             | 26                         | 750                           | 918                           | 168                             | 65%                                    | 4%                                     |
| <b>MATH 180 Course I Quantile Gains Totals</b> | <b>196</b>                 | <b>546</b>                    | <b>708</b>                    | <b>162</b>                      | <b>62%</b>                             | <b>7%</b>                              |

- Students with a growth mindset and broad knowledge base paired with a deep understanding of mathematics are more likely to perform well on universal screeners such as *The Math Inventory*.

# ***MATH 180* Course II**

# MATH 180 Course II Gains Criteria

How many students had sufficient data for analysis?

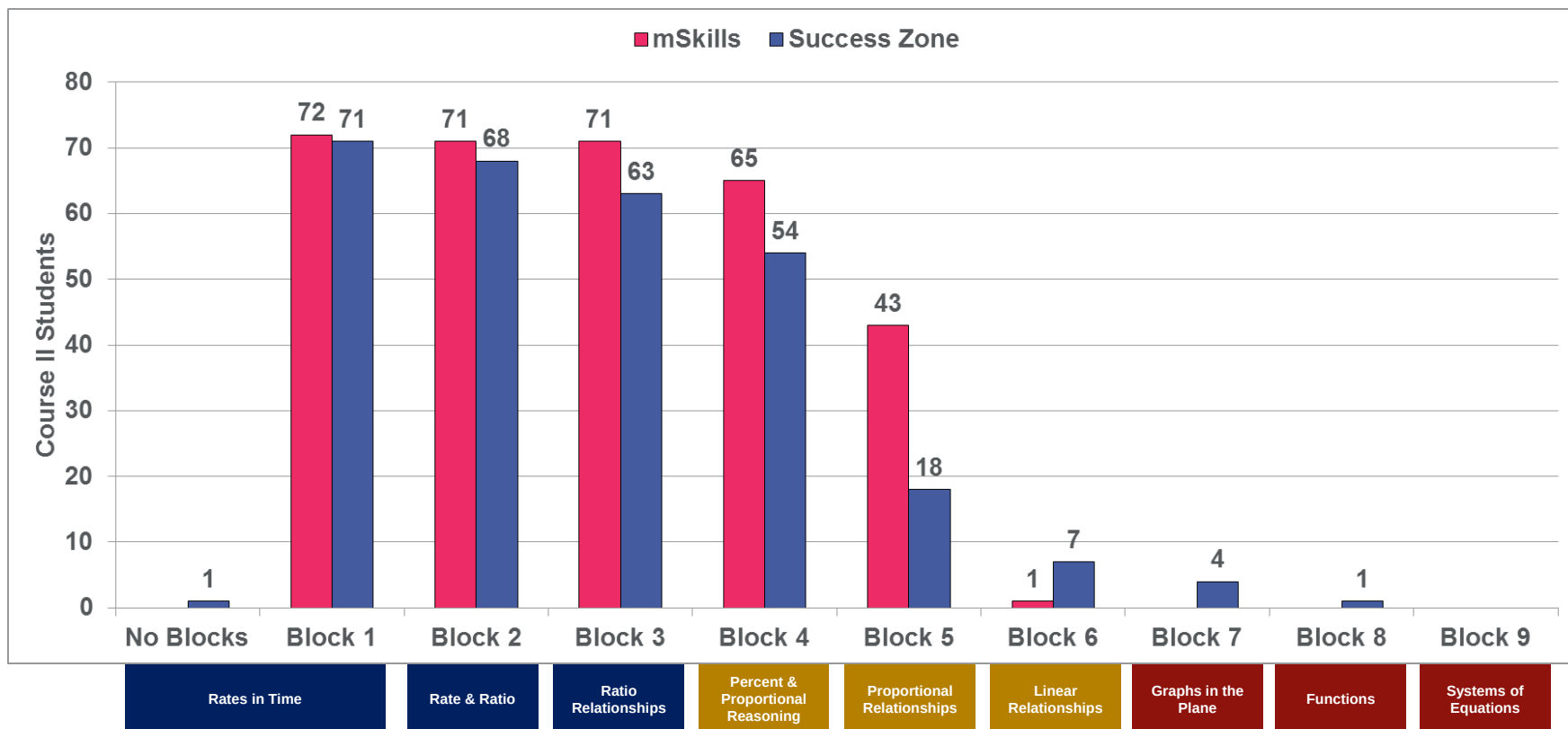


*Math 180* gains inclusion criteria result in two subsets of students.

- Software gains analyses are based on students with 20+ software sessions (n = 72).
- Quantile gains analyses are based on students with 20+ software sessions and two *Math Inventory* tests administered 8+ weeks apart (n = 72).

# Total Students by *MATH 180* Course II Block

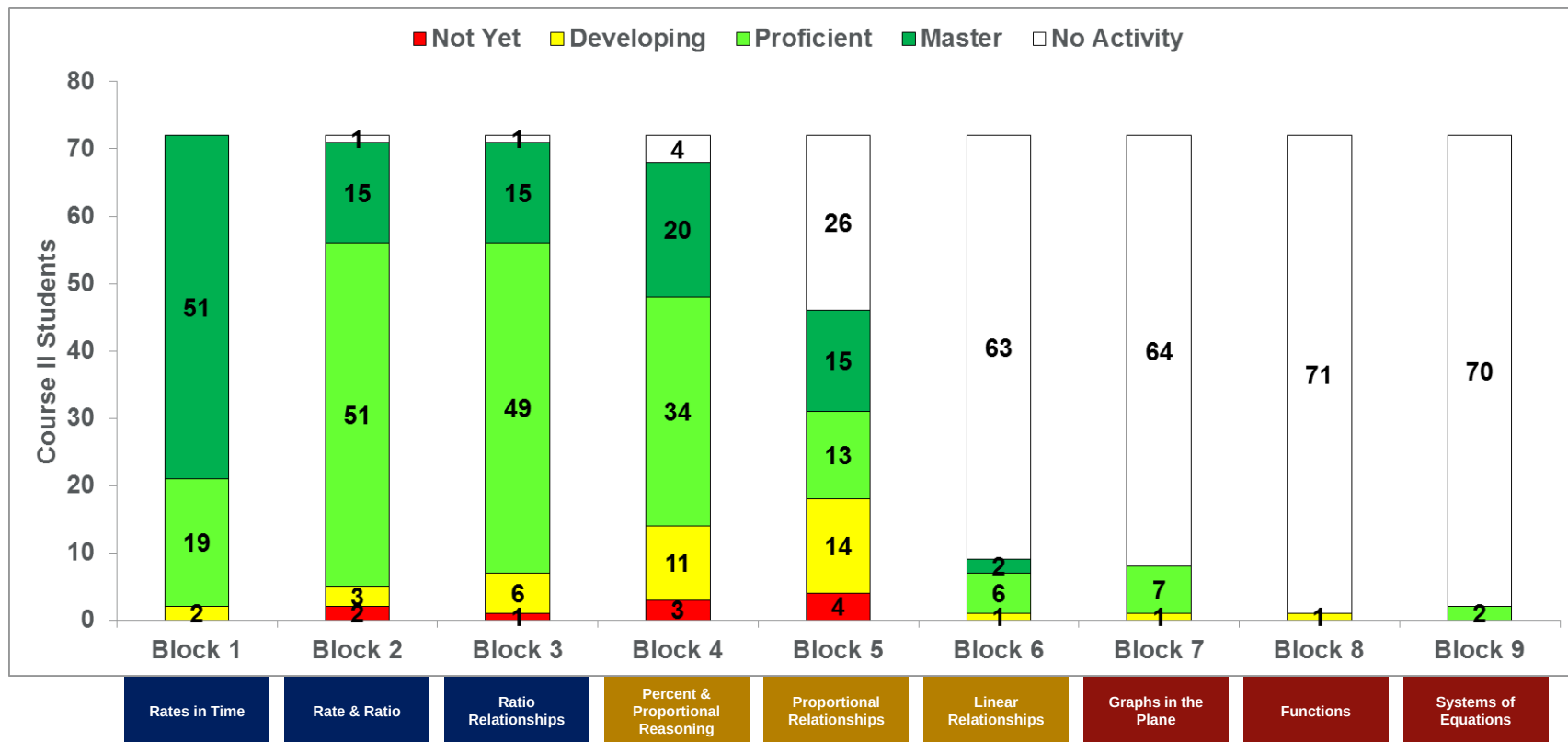
*MATH 180* Course II Success Zone and mSkills Test Progress as a Measure of Learning



- Reflects 72 students in *MATH 180* Course II with 20+ software sessions in the 2015–2016 school year.
- NOTE: Above indicates students' locations in the scope and sequence of *MATH 180* Course II. Completed Blocks indicate total Blocks students completed by time of export. mSkills tests are administered at the end of direct instruction of a Block's material by the *MATH 180* educator.

# Total Students by *MATH 180* Course II Block

## *MATH 180* Course II Overall Performance



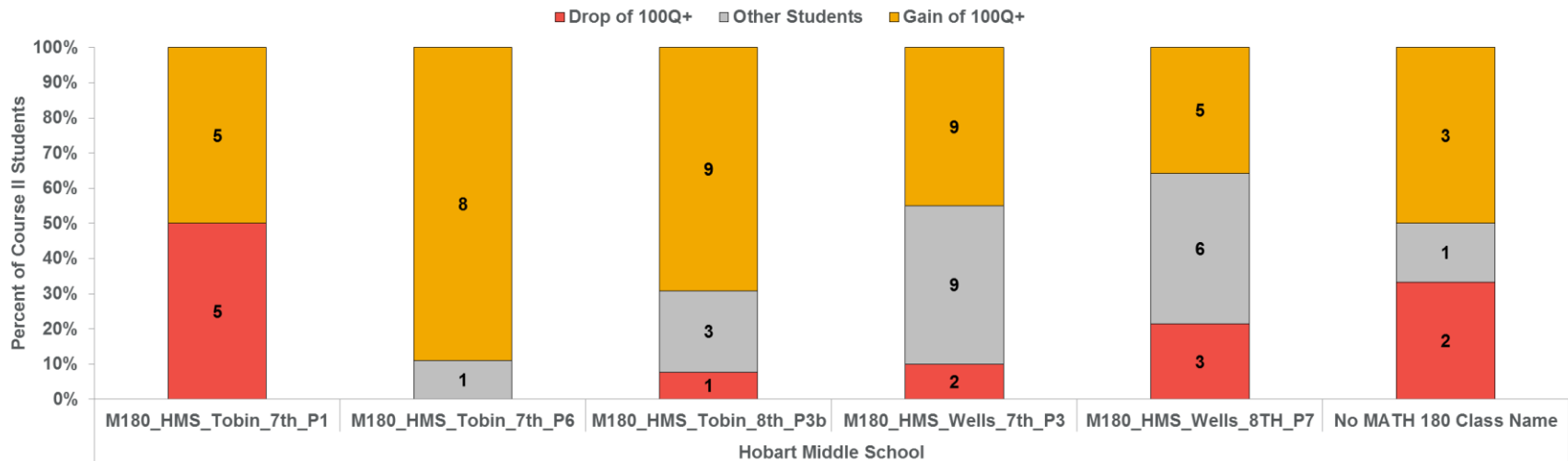
- Above indicates students' Overall Performance by Block for *MATH 180* Course II.
- Reflects 72 students in *MATH 180* Course II with 20+ software sessions in the 2015–2016 school year.

# MATH 180 Course II Usage Metrics

| School / Class Name                             | MATH 180 Course II Students | Grade Range   | Mean mSkills Tests | MATH 180 Course II Software Usage |                        |                          |                       |
|-------------------------------------------------|-----------------------------|---------------|--------------------|-----------------------------------|------------------------|--------------------------|-----------------------|
|                                                 |                             |               |                    | Mean Sessions & [MAX]             | Mean Sessions per Week | Mean Minutes per Session | Mean Completed Topics |
| <b>Hobart Middle School</b>                     | <b>72</b>                   | <b>7 to 8</b> | <b>4</b>           | <b>114 [153]</b>                  | <b>3.4</b>             | <b>18</b>                | <b>13</b>             |
| M180_HMS_Tobin_7th_P1                           | 10                          | Gr. 7         | 4                  | 111 [122]                         | 3.1                    | 15                       | 11                    |
| M180_HMS_Tobin_7th_P6                           | 9                           | Gr. 7         | 4                  | 117 [133]                         | 3.3                    | 15                       | 11                    |
| M180_HMS_Tobin_8th_P3b                          | 13                          | Gr. 8         | 5                  | 109 [120]                         | 3.1                    | 17                       | 13                    |
| M180_HMS_Wells_7th_P3                           | 20                          | Gr. 8         | 5                  | 123 [153]                         | 3.7                    | 19                       | 14                    |
| M180_HMS_Wells_8TH_P7                           | 14                          | Gr. 8         | 5                  | 122 [144]                         | 3.6                    | 18                       | 14                    |
| No MATH 180 Class Name                          | 6                           | 7 to 8        | 3                  | 78 [95]                           | 3.4                    | 22                       | 8                     |
| <b>MATH 180 Course II Software Gains Totals</b> | <b>72</b>                   | <b>7 to 8</b> | <b>4</b>           | <b>114 [153]</b>                  | <b>3.4</b>             | <b>18</b>                | <b>13</b>             |

- Strongest results are typically achieved when students follow the *MATH 180* Instructional Model daily, and when care is taken to ensure a positive testing environment.
- Recommended Brain Arcade daily time is 10 to 15 minutes; Brain Arcade time under five minutes may indicate that usage only occurs in class.
- Completed Topics indicates students' work completed on software.
- mSkills tests should occur at the end of each Block taught by the *MATH 180* teacher and reflect in-class instruction.

# Math Inventory Results for MATH 180 Course II



- Students with a growth mindset and broad knowledge base paired with a deep understanding of mathematics are more likely to perform well on universal screeners such as *The Math Inventory*.

# Math Inventory Results for MATH 180 Course II

| School / Class Name                             | MATH 180 Course II Students | Mean Initial Quantile Measure | Mean Current Quantile Measure | Mean Change in Quantile Measure | Percent of Students w/ a Gain of 100Q+ | Percent of Students w/ a Drop of 100Q+ |
|-------------------------------------------------|-----------------------------|-------------------------------|-------------------------------|---------------------------------|----------------------------------------|----------------------------------------|
| <b>Hobart Middle School</b>                     | <b>72</b>                   | <b>650</b>                    | <b>737</b>                    | <b>87</b>                       | <b>54%</b>                             | <b>18%</b>                             |
| M180_HMS_Tobin_7th_P1                           | 10                          | 663                           | 698                           | 35                              | 50%                                    | 50%                                    |
| M180_HMS_Tobin_7th_P6                           | 9                           | 617                           | 807                           | 191                             | 89%                                    | 0%                                     |
| M180_HMS_Tobin_8th_P3b                          | 13                          | 613                           | 783                           | 170                             | 69%                                    | 8%                                     |
| M180_HMS_Wells_7th_P3                           | 20                          | 686                           | 754                           | 69                              | 45%                                    | 10%                                    |
| M180_HMS_Wells_8TH_P7                           | 14                          | 701                           | 730                           | 29                              | 36%                                    | 21%                                    |
| No MATH 180 Class Name                          | 6                           | 523                           | 556                           | 33                              | 50%                                    | 33%                                    |
| <b>MATH 180 Course II Quantile Gains Totals</b> | <b>72</b>                   | <b>650</b>                    | <b>737</b>                    | <b>87</b>                       | <b>54%</b>                             | <b>18%</b>                             |

- Students with a growth mindset and broad knowledge base paired with a deep understanding of mathematics are more likely to perform well on universal screeners such as *The Math Inventory*.

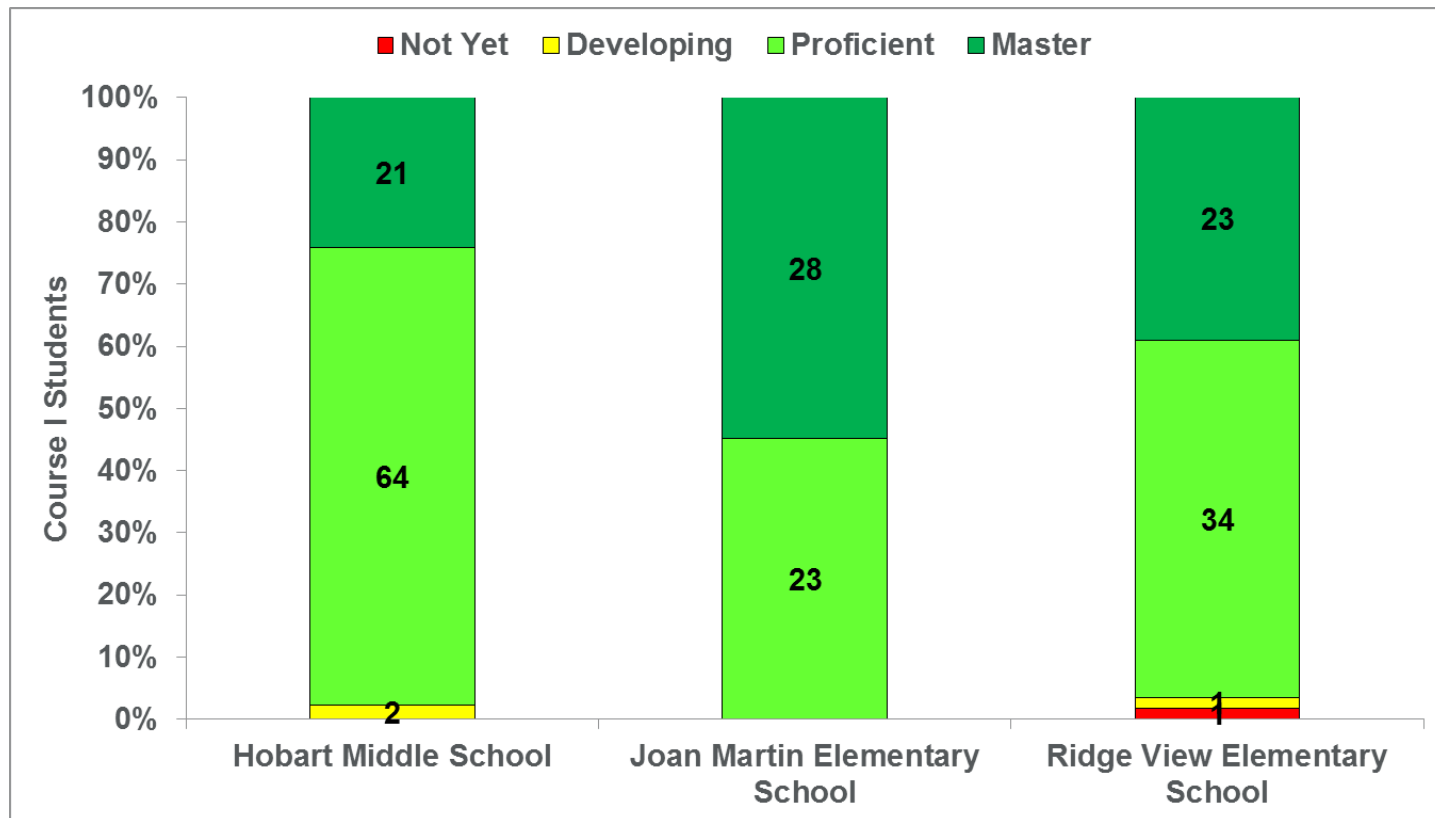


# Appendix

*MATH 180* Background and  
Supplemental Reports

# MATH 180 Course I Overall Performance

## Total Students by Mean Performance on All Completed Content

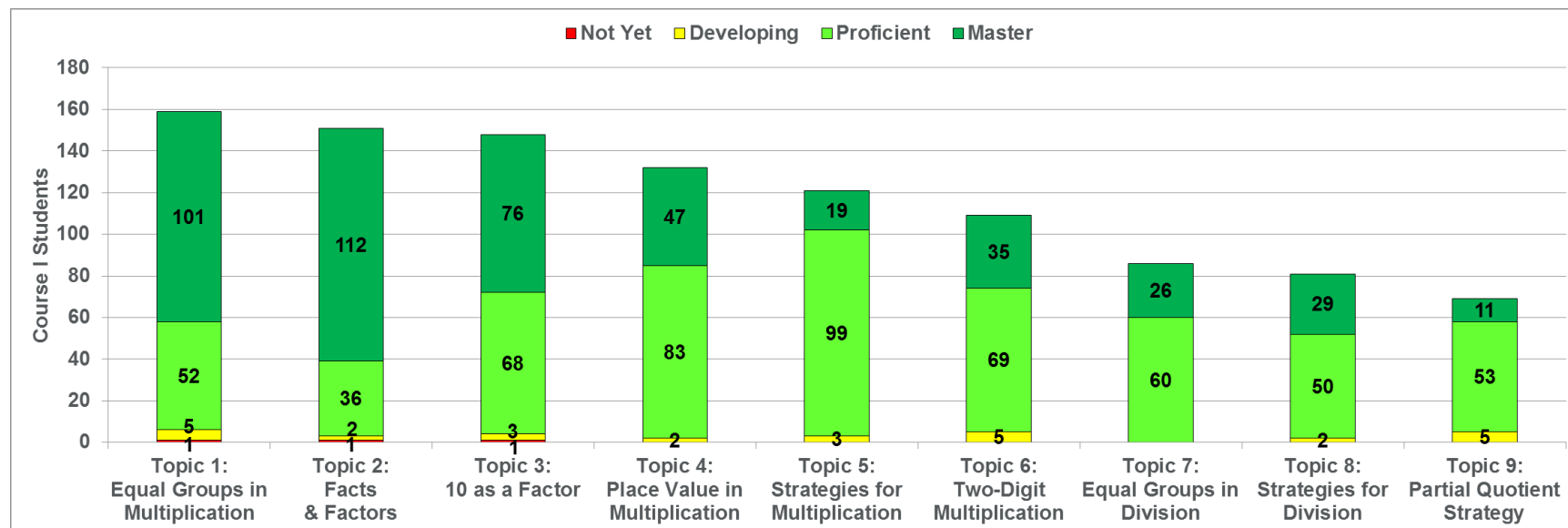


- Above data shows that students typically score Proficient or Master level in each completed Topic of the *MATH 180* Course I program.
- Overall Performance metrics are a comprehensive assessment of student ability which incorporate all mSkills tests administrations, Learn Zone daily performance, Success Zone summative scores, and Brain Arcade activity.

# MATH 180 Course I Overall Performance

Total Students by Performance on Completed Topics and mSkills Tests

## Block 1 to Block 3

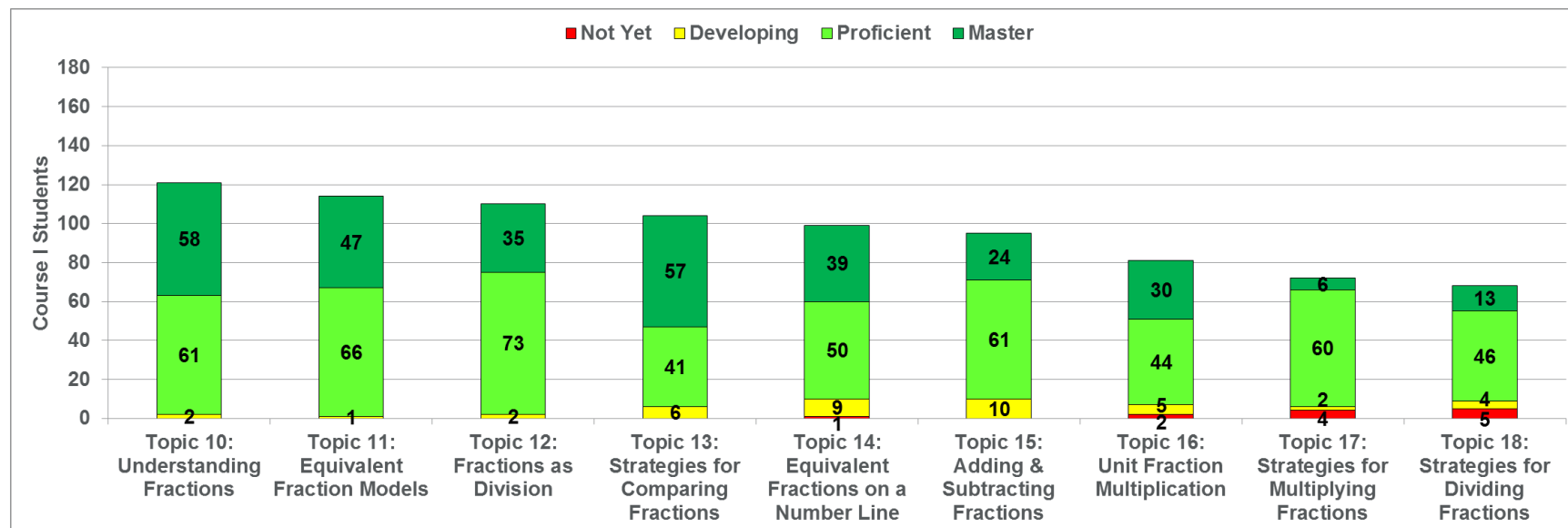


- Above data shows that students typically score Proficient or Master level in each completed Topic of the *MATH 180* Course I program.
- Overall Performance metrics are a comprehensive assessment of student ability which incorporate all mSkills tests administrations, Learn Zone daily performance, Success Zone summative scores, and Brain Arcade activity.

# MATH 180 Course I Overall Performance

Total Students by Performance on Completed Topics and mSkills Tests

## Block 4 to Block 6

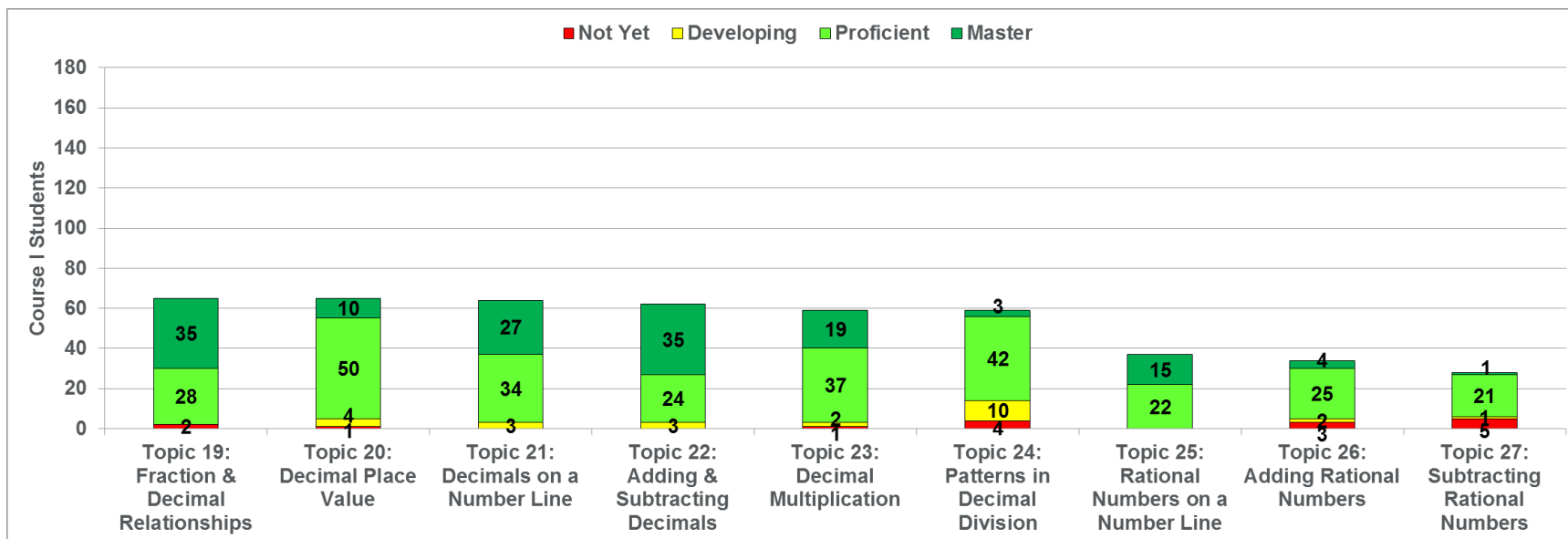


- Above data shows that students typically score Proficient or Master level in each completed Topic of the *MATH 180* Course I program.
- Overall Performance metrics are a comprehensive assessment of student ability which incorporate all mSkills tests administrations, Learn Zone daily performance, Success Zone summative scores, and Brain Arcade activity.

# MATH 180 Course I Overall Performance

Total Students by Performance on Completed Topics and mSkills Tests

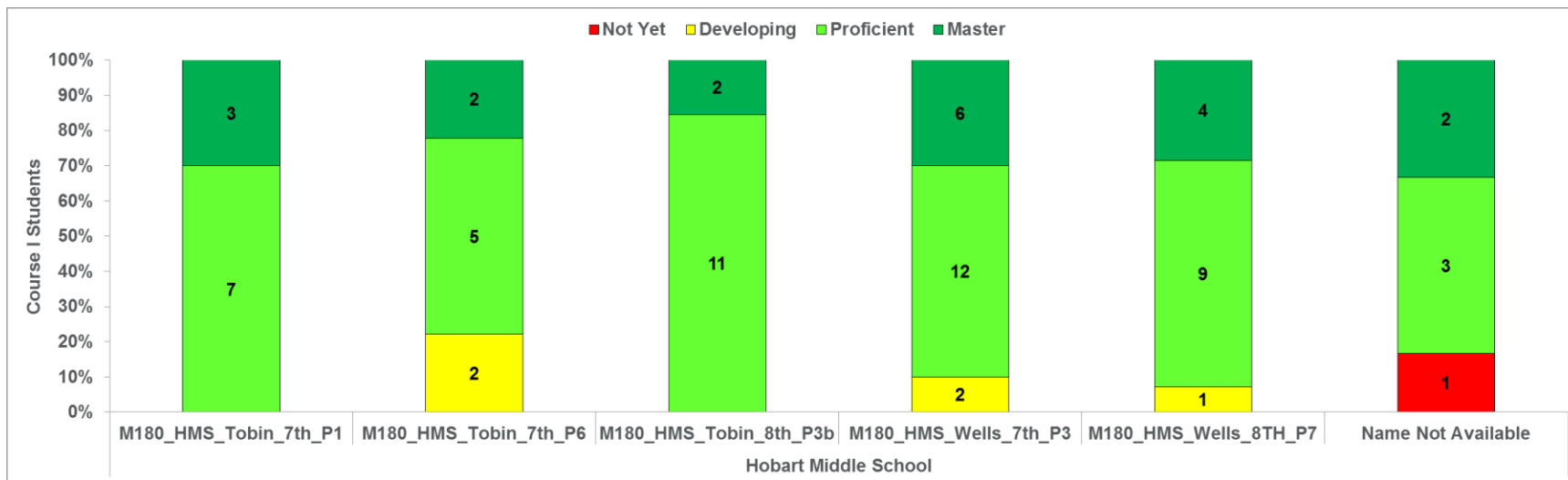
## Block 7 to Block 9



- Above data shows that students typically score Proficient or Master level in each completed Topic of the *MATH 180* Course I program.
- Overall Performance metrics are a comprehensive assessment of student ability which incorporate all mSkills tests administrations, Learn Zone daily performance, Success Zone summative scores, and Brain Arcade activity.

# MATH 180 Course II Overall Performance

## Total Students by Mean Performance on All Completed Content

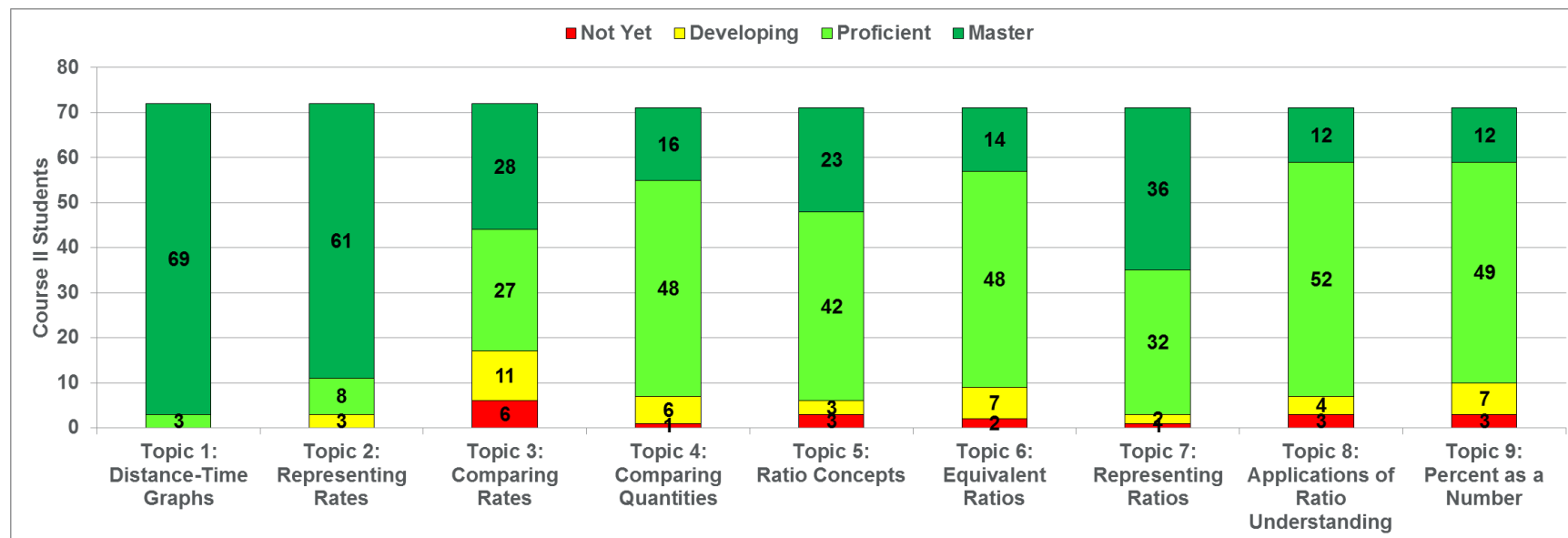


- Above data shows that students typically score Proficient or Master level in each completed Topic of the *MATH 180* Course II program.
- Overall Performance metrics are a comprehensive assessment of student ability which incorporate all mSkills tests administrations, Learn Zone daily performance, Success Zone summative scores, and Brain Arcade activity.

# MATH 180 Course II Overall Performance

## Total Students by Performance on Completed Topics and mSkills Tests

### Block 1 to Block 3

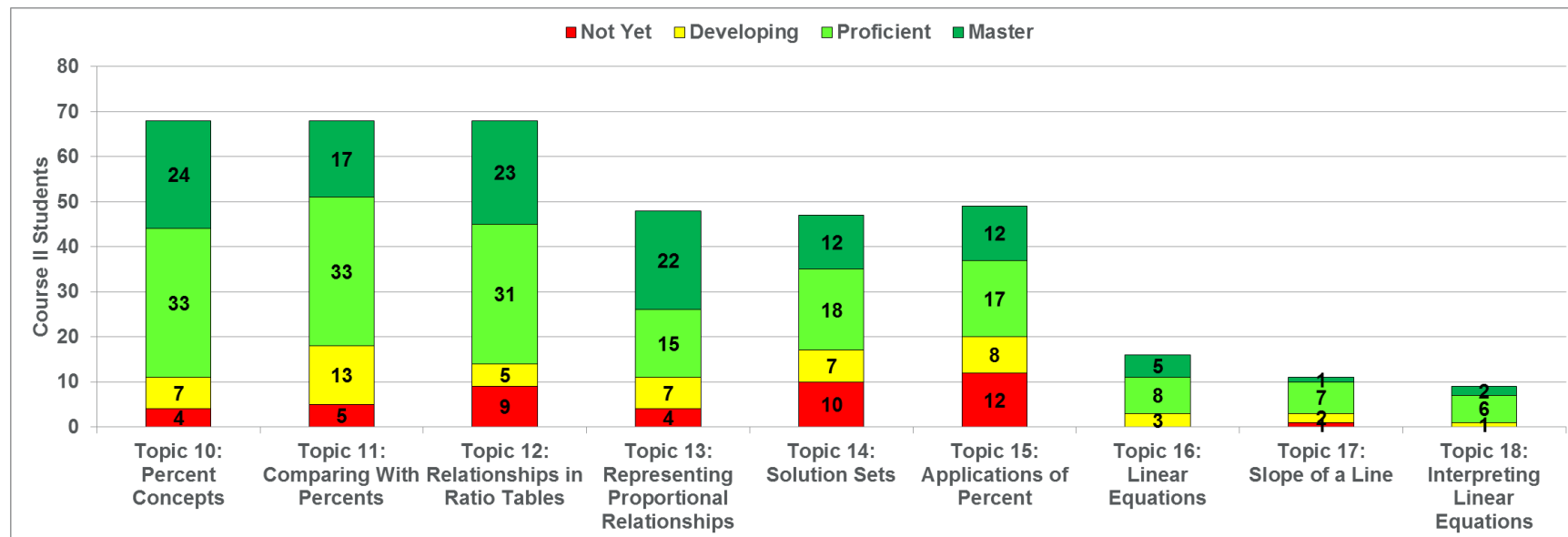


- Above data shows that students typically score Proficient or Master level in each completed Topic of the *MATH 180* Course II program.
- Overall Performance metrics are a comprehensive assessment of student ability which incorporate all mSkills tests administrations, Learn Zone daily performance, Success Zone summative scores, and Brain Arcade activity.

# MATH 180 Course II Overall Performance

Total Students by Performance on Completed Topics and mSkills Tests

## Block 4 to Block 6



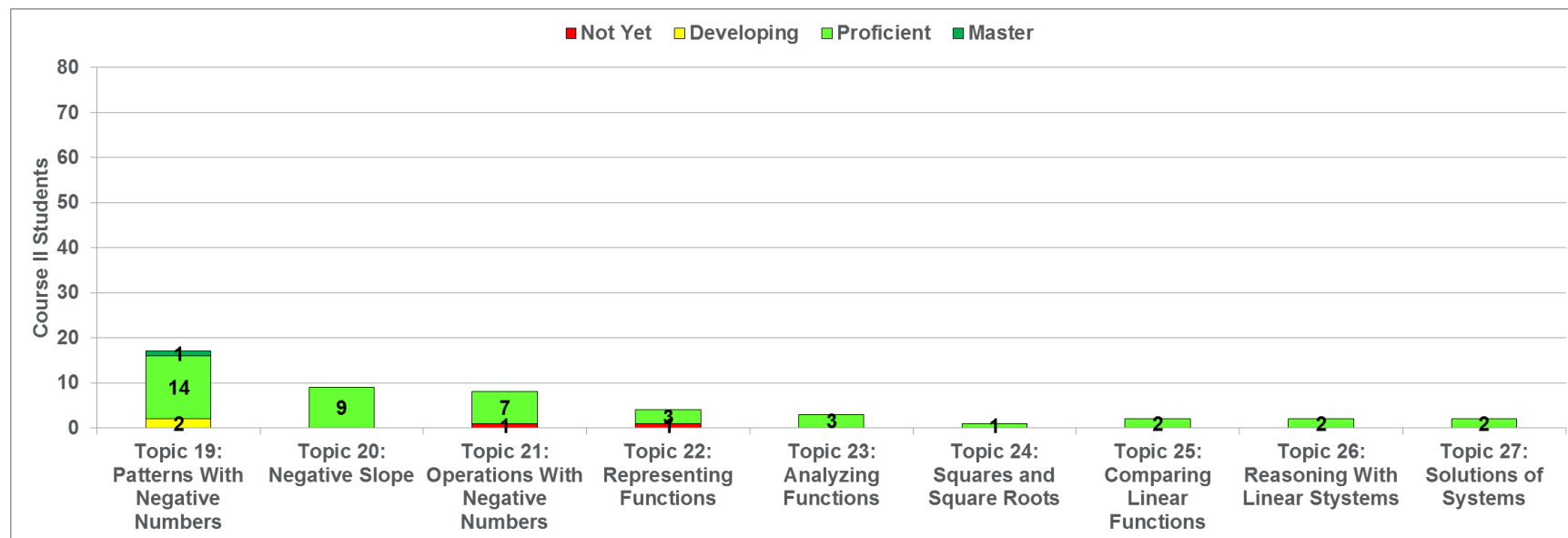
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- Overall Performance metrics are a comprehensive assessment of student ability which incorporate all mSkills tests administrations, Learn Zone daily performance, Success Zone summative scores, and Brain Arcade activity.



# MATH 180 Course II Overall Performance

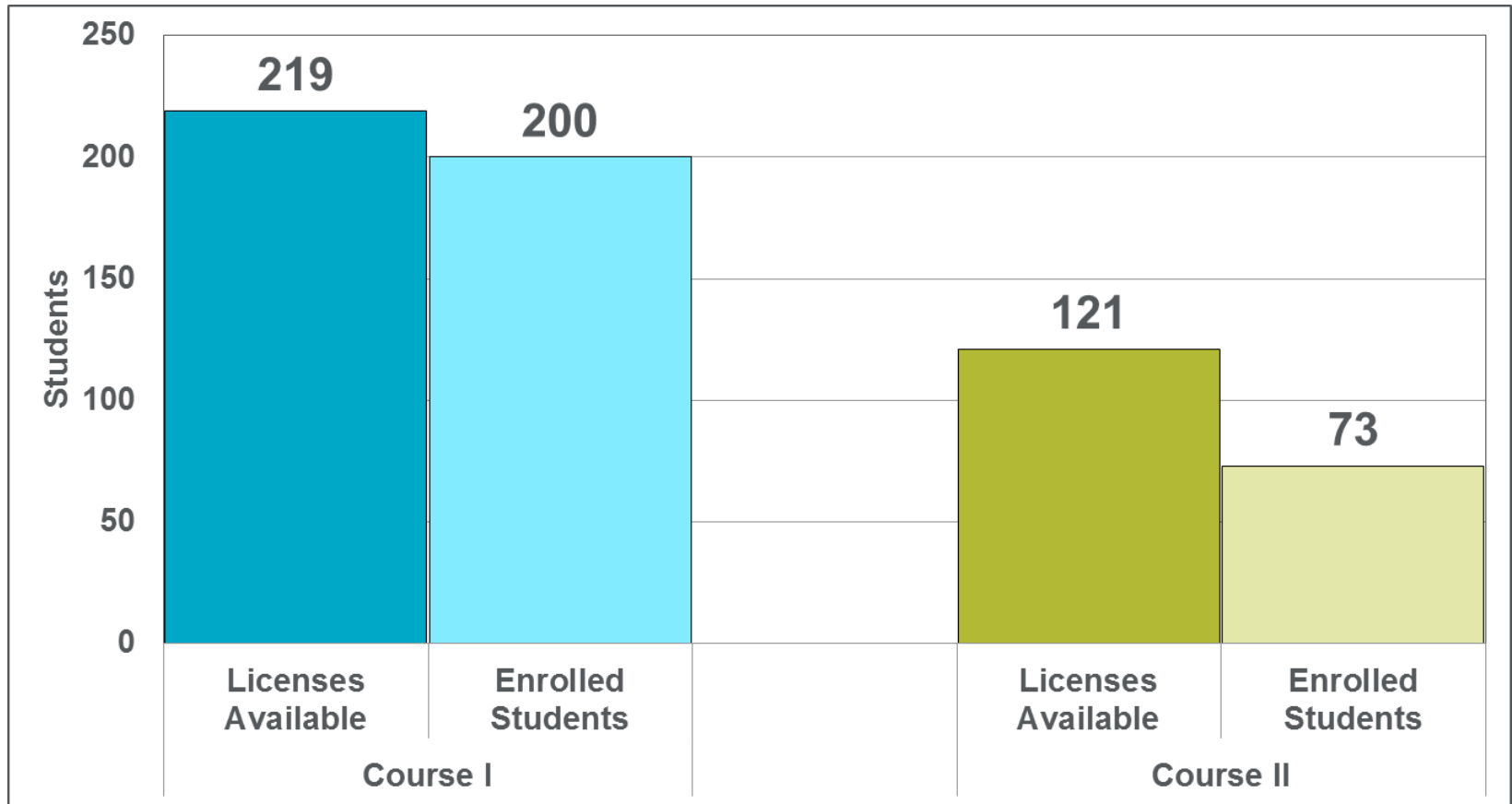
Total Students by Performance on Completed Topics and mSkills Tests

## Block 7 to Block 9



- Above data shows that students typically score Proficient or Master level in each completed Topic of the *MATH 180* Course II program.
- Overall Performance metrics are a comprehensive assessment of student ability which incorporate all mSkills tests administrations, Learn Zone daily performance, Success Zone summative scores, and Brain Arcade activity.

# MATH 180 License Utilization

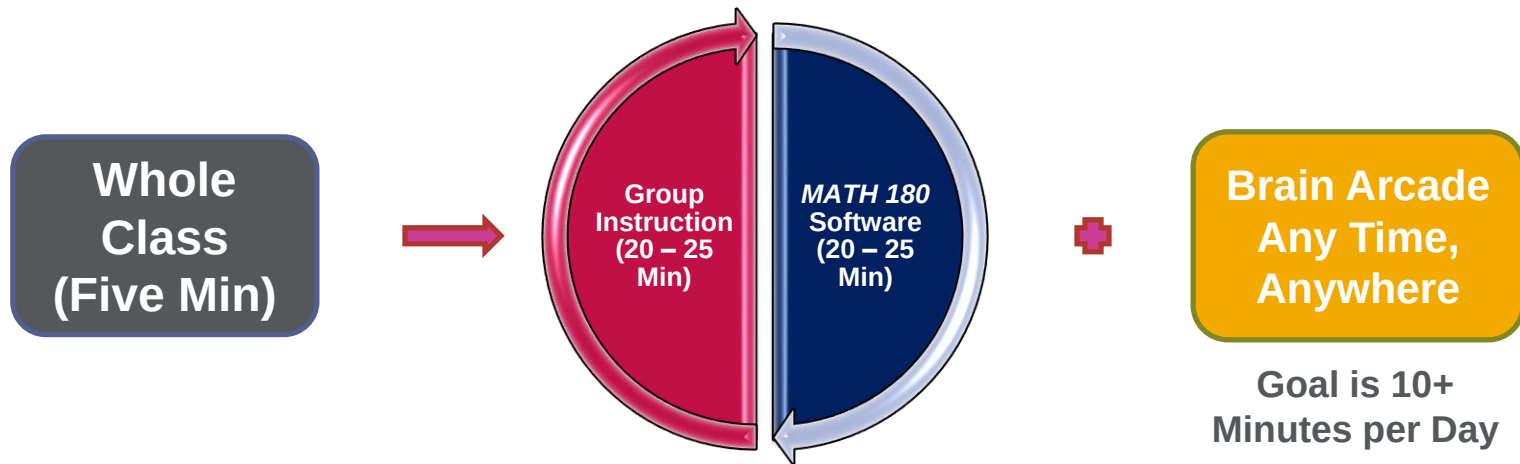


- School City of Hobart have **19** MATH 180 Course I licenses and **48** MATH 180 Course II licenses that are currently **not in use**.

# MATH 180 Model and Usage Expectations

Set Realistic and Attainable Goals for Implementation

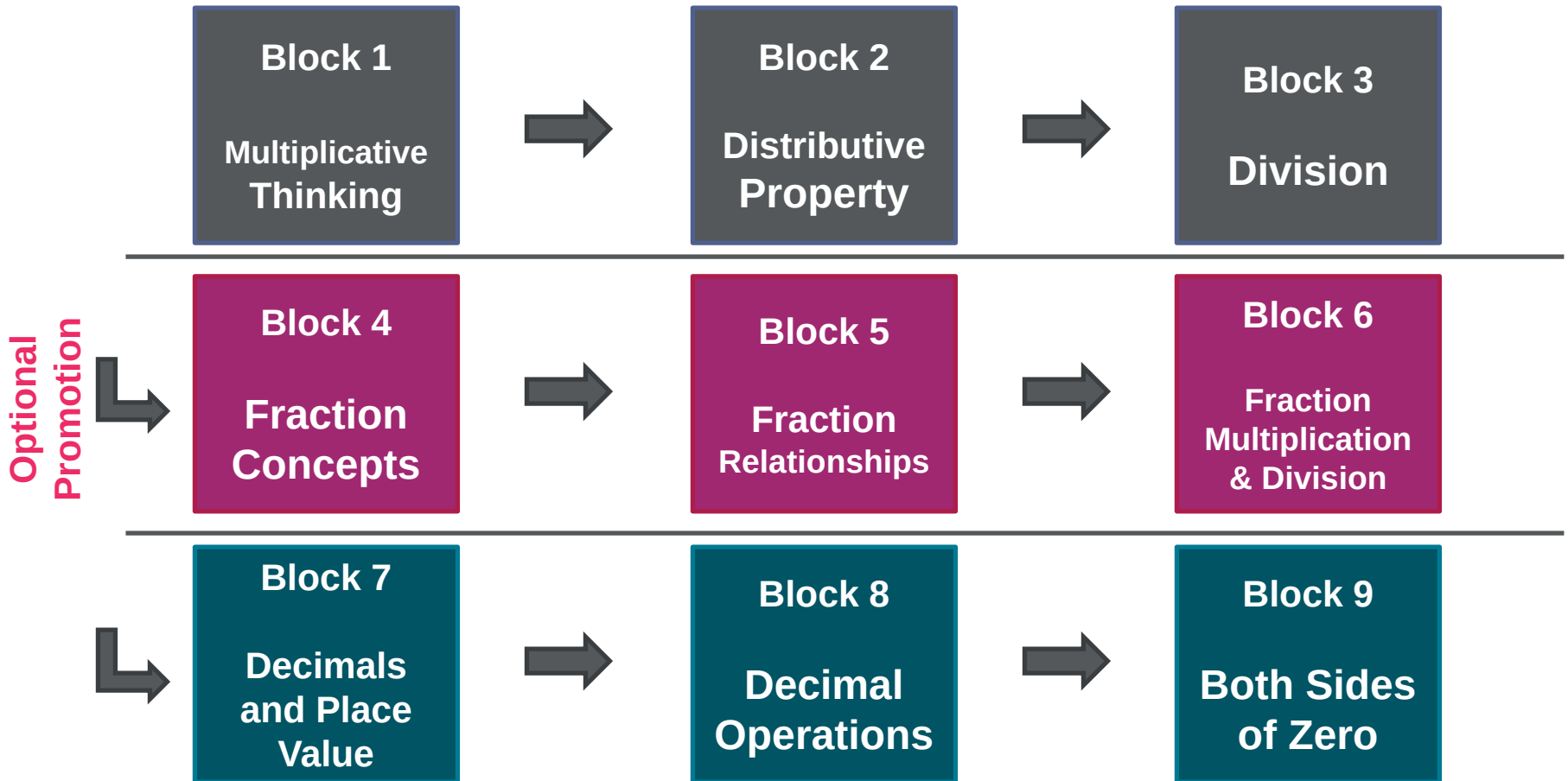
| Metric                            | Mid-Year        | End of Year  |
|-----------------------------------|-----------------|--------------|
| Sessions                          | 50 +            | 100 +        |
| Minutes per Session               | 16 & Up         | 16 & Up      |
| Blocks [Software]                 | 2 to 3          | 4 & Up       |
| HMH Math Inventory<br>Total Tests | 2 or 3<br>Tests | 3 to 5 Tests |



Set a goal of 15–20 software sessions per month of implementation.

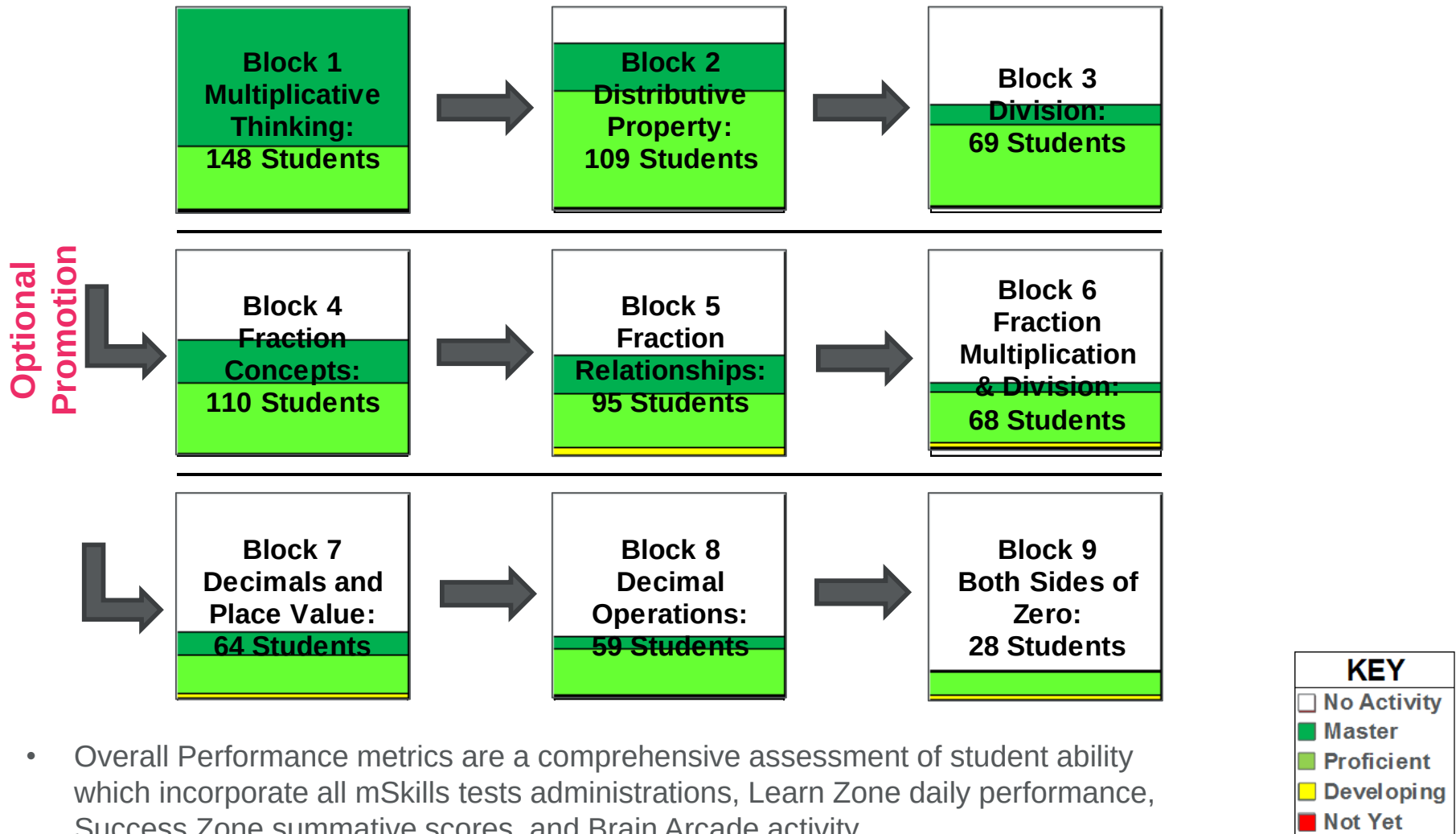
# Understand *MATH 180* Course I Content

9 Blocks – 3 Topics Each Block – 5 Lessons Each Topic



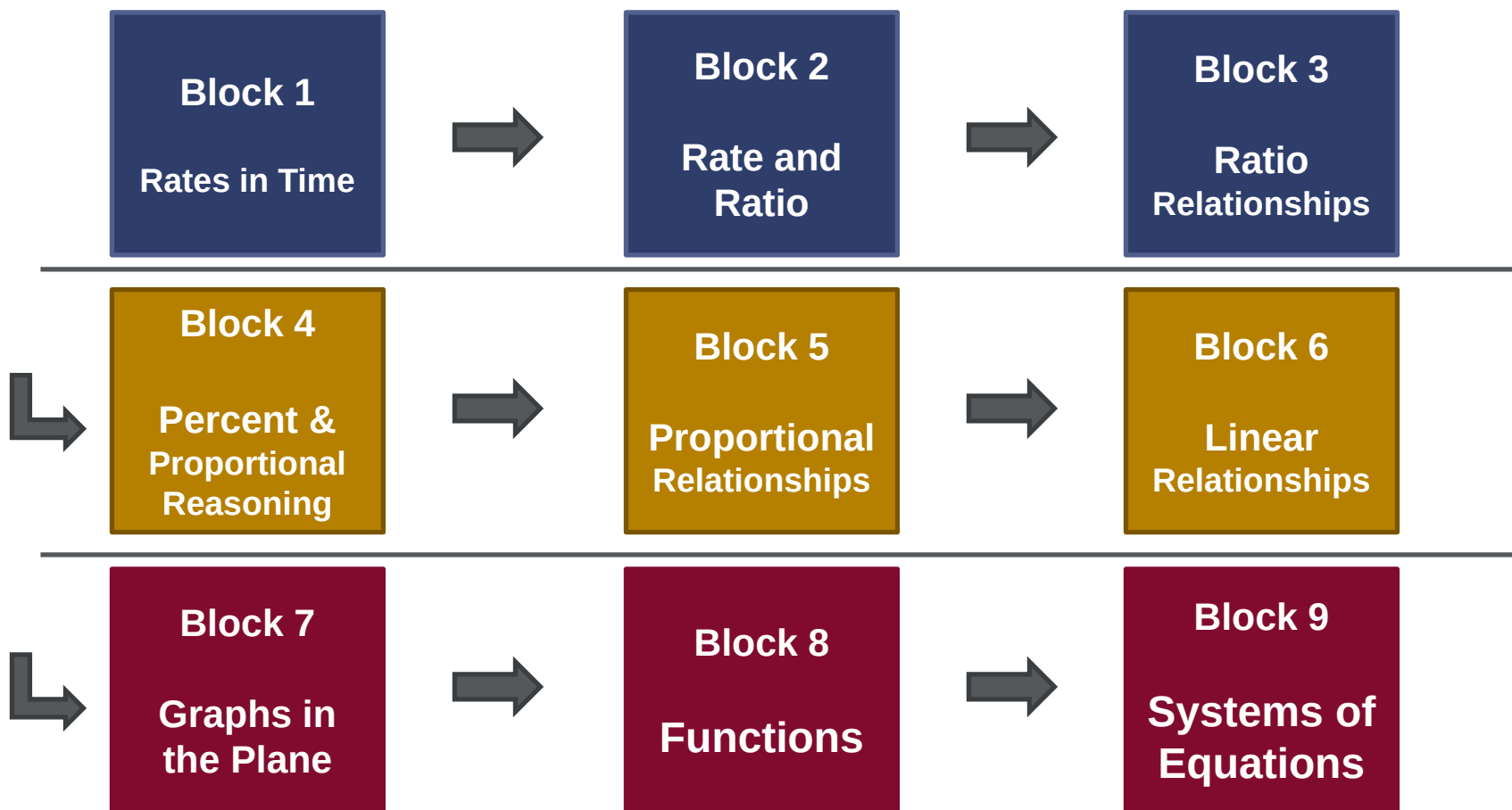
# MATH 180 Course I Content Completion

Overall Performance by Block (n = 196 Gains Students)



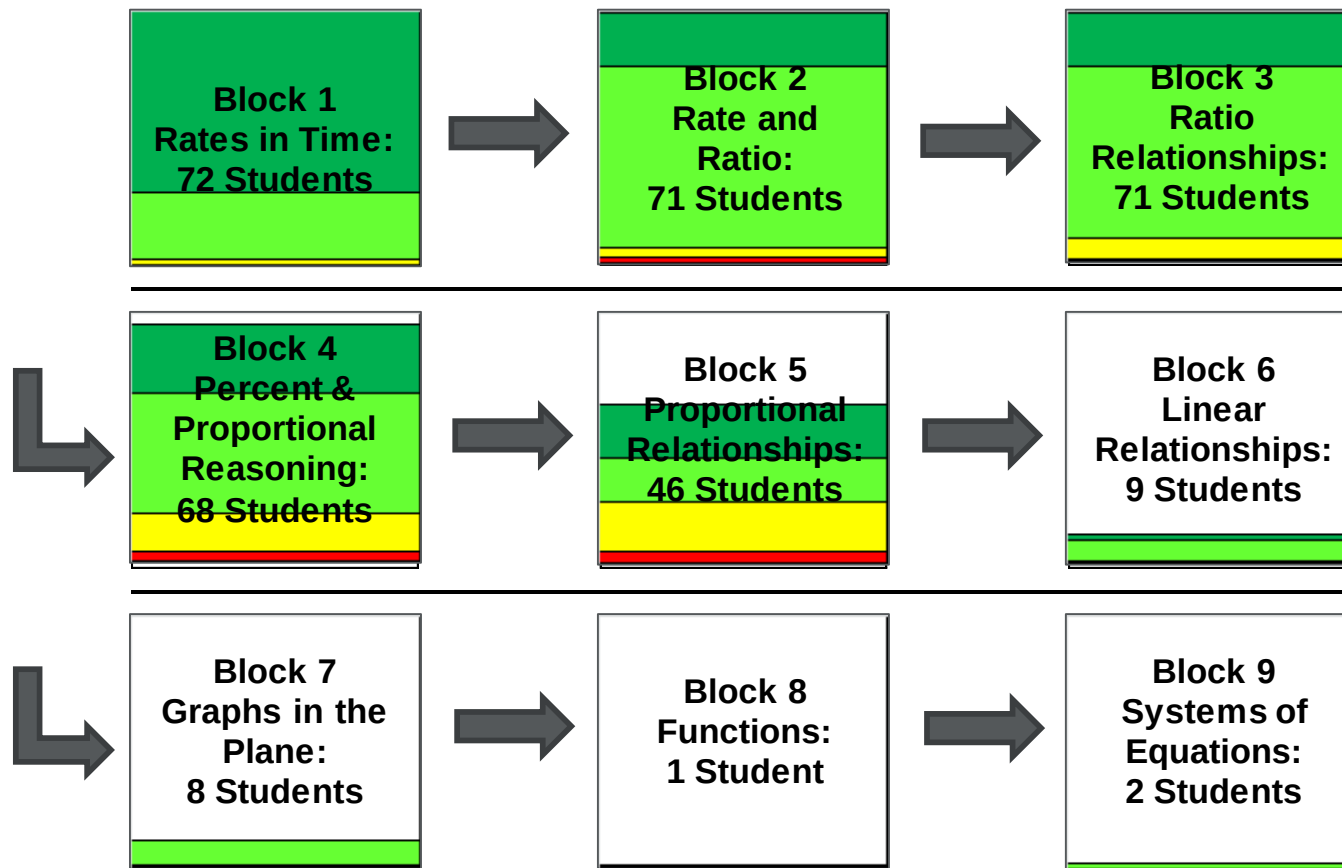
# Understand *MATH 180* Course II Content

9 Blocks – 3 Topics Each Block – 5 Lessons Each Topic



# MATH 180 Course II Content Completion

Overall Performance by Block (n = 72 Gains Students)



| KEY                                 |             |
|-------------------------------------|-------------|
| <input type="checkbox"/>            | No Activity |
| <input checked="" type="checkbox"/> | Master      |
| <input checked="" type="checkbox"/> | Proficient  |
| <input checked="" type="checkbox"/> | Developing  |
| <input checked="" type="checkbox"/> | Not Yet     |

- Overall Performance metrics are a comprehensive assessment of student ability which incorporate all mSkills tests administrations, Learn Zone daily performance, Success Zone summative scores, and Brain Arcade activity.

# College and Career Ready Quantile Measure Proficiency

## Spring Targets for Performance Bands – What is Proficiency on July 15<sup>th</sup> ?

| Grade | <i>Below Basic</i> | <i>Basic</i>  | <i>Proficient</i> | <i>Advanced</i> |
|-------|--------------------|---------------|-------------------|-----------------|
| K     | EM400Q – EM190Q    | EM185Q – 5Q   | 10Q – 175Q        | 180Q & Above    |
| 1     | EM400Q – 60Q       | 65Q – 255Q    | 260Q – 450Q       | 455Q & Above    |
| 2     | EM400Q – 205Q      | 210Q – 400Q   | 405Q – 600Q       | 605Q & Above    |
| 3     | EM400Q – 425Q      | 430Q – 620Q   | 625Q – 850Q       | 855Q & Above    |
| 4     | EM400Q – 540Q      | 545Q – 710Q   | 715Q – 950Q       | 955Q & Above    |
| 5     | EM400Q – 640Q      | 645Q – 815Q   | 820Q – 1020Q      | 1025Q & Above   |
| 6     | EM400Q – 700Q      | 705Q – 865Q   | 870Q – 1125Q      | 1130Q & Above   |
| 7     | EM400Q – 770Q      | 775Q – 945Q   | 950Q – 1175Q      | 1180Q & Above   |
| 8     | EM400Q – 850Q      | 855Q – 1025Q  | 1030Q – 1255Q     | 1260Q & Above   |
| 9     | EM400Q – 940Q      | 945Q – 1135Q  | 1140Q – 1325Q     | 1330Q & Above   |
| 10    | EM400Q – 1020Q     | 1025Q – 1215Q | 1220Q – 1375Q     | 1380Q & Above   |
| 11    | EM400Q – 1150Q     | 1155Q – 1345Q | 1350Q – 1425Q     | 1430Q & Above   |
| 12    | EM400Q – 1190Q     | 1195Q – 1385Q | 1390Q – 1505Q     | 1510Q & Above   |

As many states adopt more rigorous standards for content and assessment, HMH has partnered with MetaMetrics to determine what Quantile Measure performance would best prepare students to be college ready in the 21<sup>st</sup> century. *The Math Inventory* Quantile Measure performance bands above have been implemented as part of SAM and gains reports since Fall 2014.



### Alternative School - Middle School Academy -2015-2016

70.0%  
60.0%  
50.0%  
40.0%  
30.0%  
20.0%  
10.0%  
0.0%

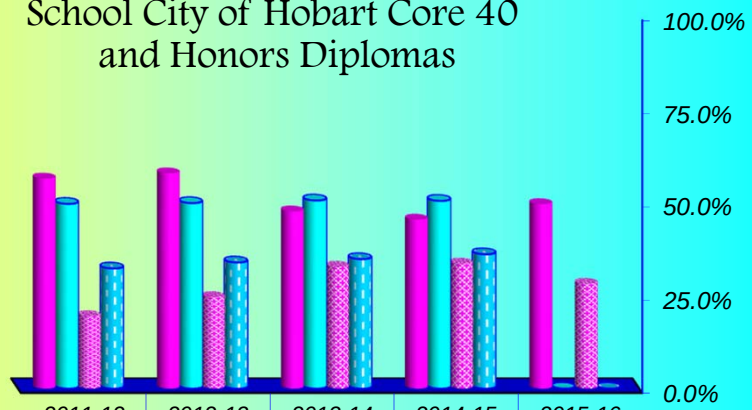


|       |              |            |      |       |       |      |      |
|-------|--------------|------------|------|-------|-------|------|------|
|       | 1972 credits | no. 7th gr | 0    | 9     | 8     | 0    | 1    |
|       | 1370 credits | no. 8th gr | 0    | 7     | 4     | 0    | 1    |
| % 7th |              |            | 0.0% | 50.0% | 44.4% | 0.0% | 5.6% |
| % 8th |              |            | 0.0% | 58.3% | 33.3% | 0.0% | 8.3% |

# **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%    |

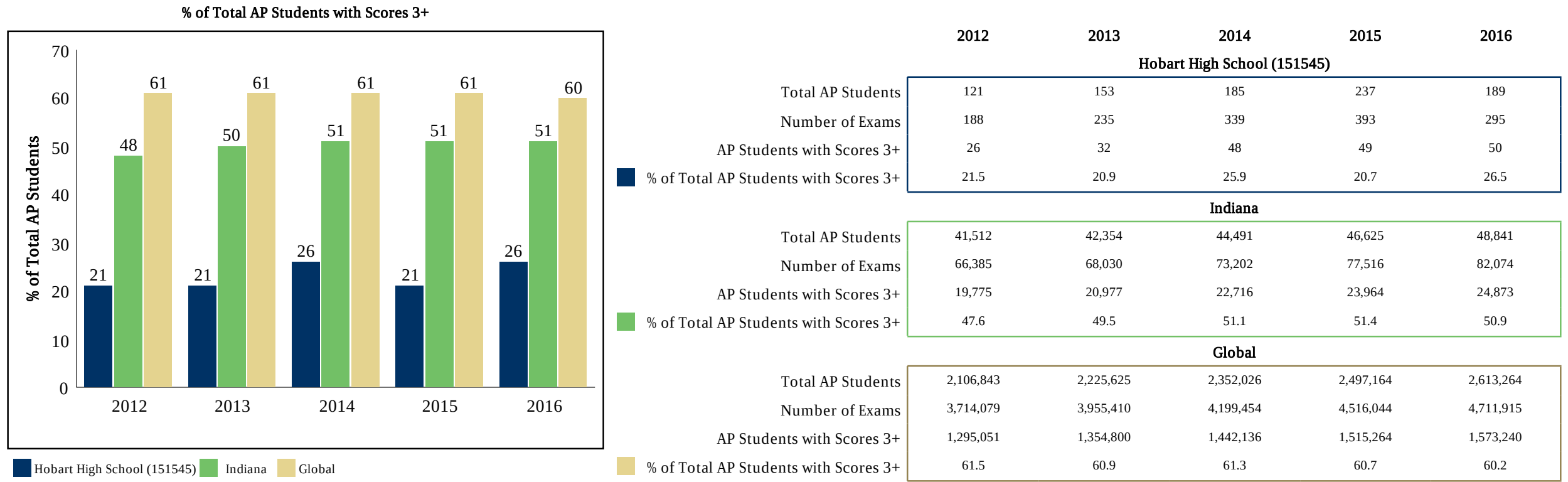
# AP<sup>®</sup> Five-Year School Score Summary (2016)

Print / Download Options

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)



“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.



AP Five-Year School Score Summary (2016)

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

Hobart High School (151545)

|             | Hobart High School (151545) |      |      |      |      | Indiana |       |       |       |       | Global  |         |         |         |         |
|-------------|-----------------------------|------|------|------|------|---------|-------|-------|-------|-------|---------|---------|---------|---------|---------|
| Biology     | 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                           |      |      |      |      | 515     | 590   | 823   | 837   | 798   | 32,512  | 44,035  | 47,989  | 49,708  | 50,073  |
| 3           | 4                           |      |      |      |      | 469     | 1,428 | 1,514 | 1,495 | 1,633 | 27,513  | 73,865  | 75,312  | 80,744  | 80,088  |
| 2           | 21                          |      |      |      |      | 669     | 1,689 | 1,471 | 1,536 | 1,578 | 27,896  | 59,665  | 58,024  | 61,741  | 68,579  |
| 1           | 6                           |      |      |      |      | 2,118   | 448   | 550   | 467   | 712   | 66,153  | 15,149  | 18,770  | 18,384  | 24,075  |
| Total Exams | 34                          |      |      |      |      | 4,250   | 4,300 | 4,543 | 4,556 | 4,945 | 191,949 | 203,902 | 214,264 | 224,928 | 238,527 |
| Mean Score  | 2.12                        |      |      |      |      | 2.19    | 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           | 55                          |      |      |      |      | 1,202   | 1,117 | 1,239 | 1,367 | 1,228 | 46,711  | 49,101  | 52,076  | 56,482  | 53,603  |
| 2           | 313                         |      |      |      |      | 875     | 947   | 868   | 874   | 821   | 27,309  | 31,833  | 31,360  | 31,371  | 30,053  |
| 1           | 292733                      |      |      |      |      | 3,294   | 3,213 | 3,270 | 3,078 | 3,038 | 80,731  | 83,261  | 89,775  | 98,285  | 94,831  |
| Total Exams | 393341                      |      |      |      |      | 7,436   | 7,498 | 7,604 | 7,527 | 7,478 | 268,086 | 283,418 | 294,706 | 304,318 | 308,680 |
| Mean Score  | 1.511.331.32                |      |      |      |      | 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           | 233                         |      |      |      |      | 634     | 626   | 729   | 930   | 883   | 26,714  | 26,318  | 38,533  | 43,084  | 42,285  |
| 2           | 41911                       |      |      |      |      | 626     | 642   | 1,068 | 1,062 | 1,028 | 19,874  | 20,841  | 38,359  | 38,033  | 38,057  |
| 1           | 2629454332                  |      |      |      |      | 1,714   | 1,369 | 1,054 | 1,143 | 1,005 | 38,786  | 36,403  | 31,946  | 33,277  | 33,279  |
| Total Exams | 333357                      |      |      |      |      | 3,632   | 3,534 | 3,432 | 3,726 | 3,532 | 132,783 | 140,178 | 149,040 | 153,275 | 153,765 |
| Mean Score  | 1.331.211.26                |      |      |      |      | 2.14    | 2.40  | 2.29  | 2.32  | 2.37  | 2.79    | 2.93    | 2.68    | 2.66    | 2.69    |



AP Five-Year School Score Summary (2016)

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

Hobart High School (151545)

| Hobart High School (151545)      |      |      |      |      |      | Indiana |       |       |       |        | Global  |         |         |         |         |
|----------------------------------|------|------|------|------|------|---------|-------|-------|-------|--------|---------|---------|---------|---------|---------|
| English Language and Composition | 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 | 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 | 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    |



AP Five-Year School Score Summary (2016)

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

Hobart High School (151545)

|             | Hobart High School (151545) |      |      |      |      | Indiana |       |       |       |       | Global  |         |         |         |         |
|-------------|-----------------------------|------|------|------|------|---------|-------|-------|-------|-------|---------|---------|---------|---------|---------|
| Psychology  | 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    |



# 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    |



# 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 |
|---------------------------------------------------------|-------------------|-----------------------|-----------------------|
| <b>High School Diploma Type</b>                         |                   |                       |                       |
| Honors                                                  | 83                | 75                    | 90%                   |
| Core 40                                                 | 136               | 78                    | 57%                   |
| General                                                 | 55                | 11                    | 20%                   |
| <b>High School Graduation Waiver Status</b>             |                   |                       |                       |
| Graduated with Waiver                                   | 25                | 5                     | 20%                   |
| Graduated without Waiver                                | 249               | 159                   | 64%                   |
| <b>Advanced Placement Status</b>                        |                   |                       |                       |
| 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%                   |
| <b>Dual Credit Status</b>                               |                   |                       |                       |
| Earned Dual Credit from an Indiana Public College       | 162               | 121                   | 75%                   |
| Did Not Earn Dual Credit from an Indiana Public College | 112               | 43                    | 38%                   |
| <b>ACT/SAT College Readiness Benchmark</b>              |                   |                       |                       |
| 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%                   |
| <b>21st Century Scholar Status</b>                      |                   |                       |                       |
| 21st Century Scholar                                    | 39                | 33                    | 85%                   |
| Non 21st Century Scholar                                | 235               | 131                   | 56%                   |
| <b>Socioeconomic Status</b>                             |                   |                       |                       |
| Free or Reduced Lunch                                   | 97                | 54                    | 56%                   |
| Non Free or Reduced Lunch                               | 177               | 110                   | 62%                   |
| <b>Race/Ethnicity</b>                                   |                   |                       |                       |
| White                                                   | 194               | 117                   | 60%                   |
| Black                                                   | 16                | 10                    | 63%                   |
| Hispanic                                                | 47                | 25                    | 53%                   |
| Asian                                                   | 11                | ***                   | ***                   |
| Other                                                   | 6                 | ***                   | ***                   |
| <b>All Students</b>                                     | <b>274</b>        | <b>164</b>            | <b>60%</b>            |



# 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%                    |
| <b>Did Not Enroll in College</b>          | <b>110</b>        | <b>40.1%</b>            |

## 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%                                       | ***                        | ***                        |
| <b>No Remediation</b>          | <b>116</b>                      | <b>85%</b>                               | <b>--</b>                  | <b>--</b>                  |

# Indiana College Readiness Reports

2014 High School Graduates  
School City of Hobart



## Indiana Public College Students Needing Remediation

| Breakdown                                               | # Enrolled<br>in IN Public<br>College | # Needing<br>Remediation | % Needing<br>Remediation | # Earning<br>Remedial<br>Credits | % Earning<br>Remedial<br>Credits |
|---------------------------------------------------------|---------------------------------------|--------------------------|--------------------------|----------------------------------|----------------------------------|
| <b>High School Diploma Type</b>                         |                                       |                          |                          |                                  |                                  |
| Honors                                                  | 60                                    | 1                        | 2%                       | ***                              | ***                              |
| Core 40                                                 | 65                                    | 16                       | 25%                      | 12                               | 75%                              |
| General                                                 | 11                                    | 3                        | 27%                      | ***                              | ***                              |
| <b>High School Graduation Waiver Status</b>             |                                       |                          |                          |                                  |                                  |
| Graduated with Waiver                                   | ***                                   | ***                      | ***                      | ***                              | ***                              |
| Graduated without Waiver                                | ***                                   | ***                      | ***                      | ***                              | ***                              |
| <b>Advanced Placement Status</b>                        |                                       |                          |                          |                                  |                                  |
| 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%                              |
| <b>Dual Credit Status</b>                               |                                       |                          |                          |                                  |                                  |
| 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%                              |
| <b>ACT/SAT College Readiness Benchmark</b>              |                                       |                          |                          |                                  |                                  |
| 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%                              |
| <b>21st Century Scholar Status</b>                      |                                       |                          |                          |                                  |                                  |
| 21st Century Scholar                                    | 31                                    | 1                        | 3%                       | ***                              | ***                              |
| Non 21st Century Scholar                                | 105                                   | 19                       | 18%                      | ***                              | ***                              |
| <b>Socioeconomic Status</b>                             |                                       |                          |                          |                                  |                                  |
| Free or Reduced Lunch                                   | 52                                    | 7                        | 13%                      | ***                              | ***                              |
| Non Free or Reduced Lunch                               | 84                                    | 13                       | 15%                      | ***                              | ***                              |
| <b>Race/Ethnicity</b>                                   |                                       |                          |                          |                                  |                                  |
| White                                                   | 94                                    | 10                       | 11%                      | 7                                | 70%                              |
| Black                                                   | 8                                     | ***                      | ***                      | ***                              | ***                              |
| Hispanic                                                | 23                                    | 5                        | 22%                      | ***                              | ***                              |
| Asian                                                   | ***                                   | ***                      | ***                      | ***                              | ***                              |
| Other                                                   | ***                                   | ***                      | ***                      | ***                              | ***                              |
| <b>All Students</b>                                     | <b>136</b>                            | <b>20</b>                | <b>15%</b>               | <b>14</b>                        | <b>70%</b>                       |



# 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 |
|---------------------------------------------------------|---------------------------------|---------------------------|--------------------------------------|
| <b>High School Diploma Type</b>                         |                                 |                           |                                      |
| Honors                                                  | 60                              | 3.1                       | 27.11                                |
| Core 40                                                 | 65                              | 2.0                       | 16.35                                |
| General                                                 | 11                              | 1.4                       | 4.45                                 |
| <b>High School Graduation Waiver Status</b>             |                                 |                           |                                      |
| Graduated with Waiver                                   | ***                             | ***                       | ***                                  |
| Graduated without Waiver                                | ***                             | ***                       | ***                                  |
| <b>Advanced Placement Status</b>                        |                                 |                           |                                      |
| 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                                |
| <b>Dual Credit Status</b>                               |                                 |                           |                                      |
| 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                                |
| <b>ACT/SAT College Readiness Benchmark</b>              |                                 |                           |                                      |
| 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                                |
| <b>21st Century Scholar Status</b>                      |                                 |                           |                                      |
| 21st Century Scholar                                    | 31                              | 2.6                       | 23.53                                |
| Non 21st Century Scholar                                | 105                             | 2.4                       | 19.13                                |
| <b>Socioeconomic Status</b>                             |                                 |                           |                                      |
| Free or Reduced Lunch                                   | 52                              | 2.5                       | 20.64                                |
| Non Free or Reduced Lunch                               | 84                              | 2.5                       | 19.82                                |
| <b>Race/Ethnicity</b>                                   |                                 |                           |                                      |
| White                                                   | 94                              | 2.5                       | 20.15                                |
| Black                                                   | 8                               | ***                       | ***                                  |
| Hispanic                                                | 23                              | 2.5                       | 21.93                                |
| Asian                                                   | ***                             | ***                       | ***                                  |
| Other                                                   | ***                             | ***                       | ***                                  |
| <b>Enrollment Status</b>                                |                                 |                           |                                      |
| Full-Time Students                                      | 107                             | 2.6                       | 23.02                                |
| Part-Time Students                                      | 29                              | 1.8                       | 9.48                                 |
| <b>All Students</b>                                     | <b>136</b>                      | <b>2.5</b>                | <b>20.14</b>                         |



# Indiana College Readiness Reports

2014 High School Graduates  
School City of Hobart



**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



## 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



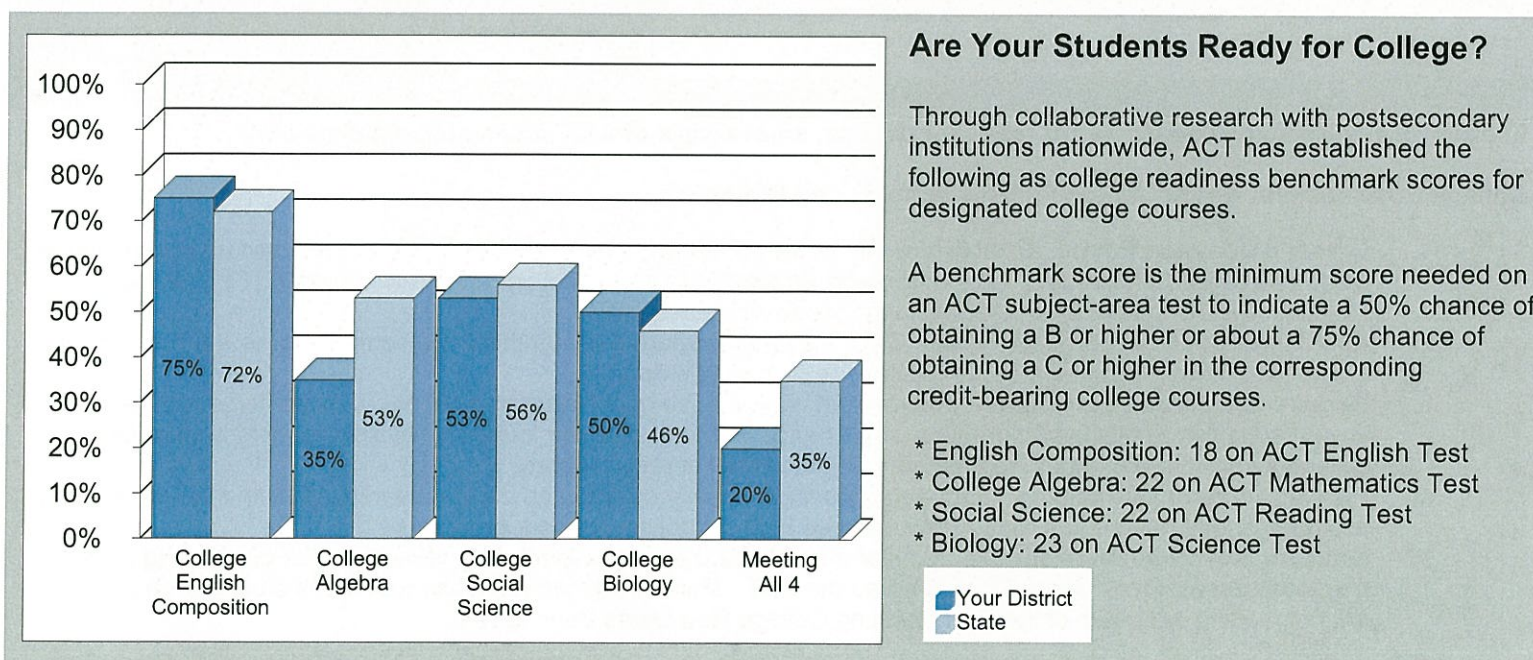
011062110

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**



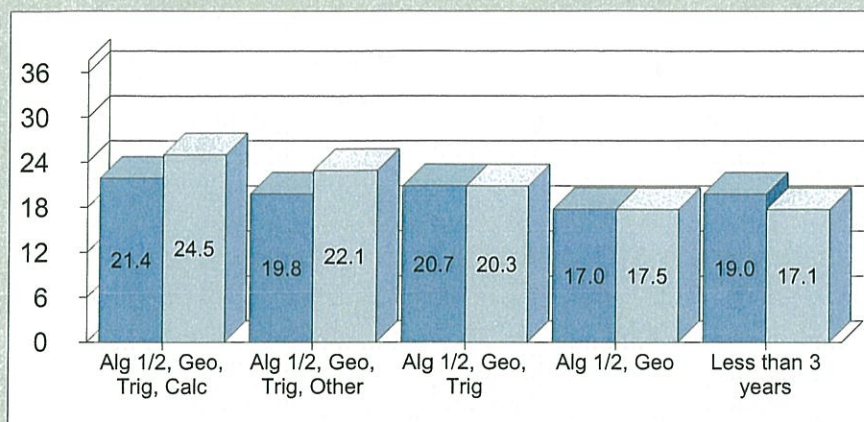
A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.



## College Readiness Letter for: **SCHOOL CITY OF HOBART**

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.

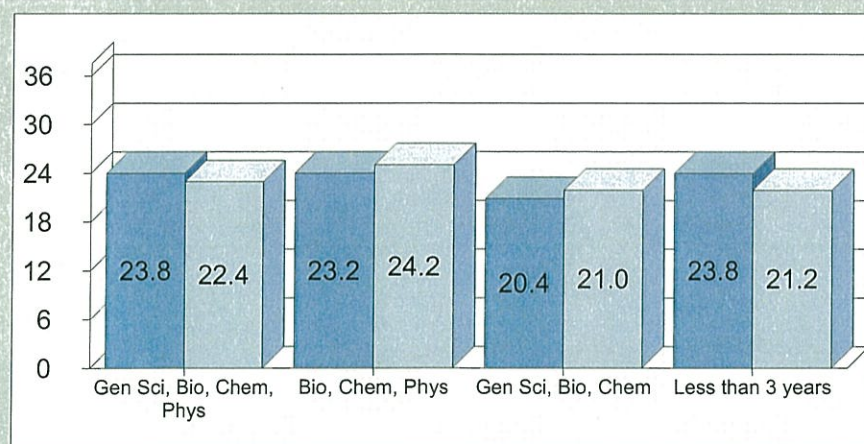
**Figure 2. Average ACT Mathematics Scores by Course Sequence**



### **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**



### **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](mailto: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<br>Total Score<br>(240-1440) | Met Both<br>Benchmarks | Evidence-Based<br>Reading and Writing<br>Benchmark  | Met Math<br>Benchmark                                 | Met No<br>Benchmarks | # of Test<br>Takers /<br>Enrolled |
|--------------------------------|-----------------------------------|------------------------|-----------------------------------------------------|-------------------------------------------------------|----------------------|-----------------------------------|
| Hobart Middle School<br>159038 | 818                               | 43%                    | <div><div>96%</div><div>3%</div><div>1%</div></div> | <div><div>43%</div><div>10%</div><div>47%</div></div> | 4%                   | 304/<br>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<br>Total Score<br>(240-1440) | Met Both<br>Benchmarks | Evidence-Based<br>Reading and Writing<br>Benchmark  | Met Math<br>Benchmark                                 | Met No<br>Benchmarks | # of Test<br>Takers /<br>Enrolled |
|------------------------------|-----------------------------------|------------------------|-----------------------------------------------------|-------------------------------------------------------|----------------------|-----------------------------------|
| Hobart High School<br>151545 | 861                               | 30%                    | <div><div>95%</div><div>3%</div><div>2%</div></div> | <div><div>30%</div><div>23%</div><div>46%</div></div> | 5%                   | 299/<br>320                       |

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

District  
Met both benchmarks

45%

Mean Total Score = 912

State  
Met both benchmarks

49%

Mean Total Score = 932

Total Group  
Met both benchmarks

47%

Mean Total Score = 932

| Institution                  | Mean<br>Total Score<br>(320-1520) | Met Both<br>Benchmarks | Evidence-Based<br>Reading and Writing<br>Benchmark  | Met Math<br>Benchmark                                | Met No<br>Benchmarks | # of Test<br>Takers /<br>Enrolled |
|------------------------------|-----------------------------------|------------------------|-----------------------------------------------------|------------------------------------------------------|----------------------|-----------------------------------|
| Hobart High School<br>151545 | 912                               | 45%                    | <div><div>92%</div><div>4%</div><div>4%</div></div> | <div><div>46%</div><div>6%</div><div>48%</div></div> | 7%                   | 323/<br>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<br>Total Score<br>(320-1520) | Met Both<br>Benchmarks | Evidence-Based<br>Reading and Writing<br>Benchmark | Met Math<br>Benchmark                        | Met No<br>Benchmarks | # of Test<br>Takers /<br>Enrolled |
|------------------------------|-----------------------------------|------------------------|----------------------------------------------------|----------------------------------------------|----------------------|-----------------------------------|
| Hobart High School<br>151545 | 950                               | 29%                    | <div><div></div><div></div><div></div></div>       | <div><div></div><div></div><div></div></div> | 14%                  | 290/<br>290                       |

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

| District                       | State                          | Total Group                    |
|--------------------------------|--------------------------------|--------------------------------|
| Met Composite Benchmark        | Met Composite Benchmark        | Met Composite Benchmark        |
| 19%                            | 18%                            | 16%                            |
| 25% Met Critical Reading (500) | 25% Met Critical Reading (500) | 22% Met Critical Reading (500) |
| 26% Met Math (500)             | 27% Met Math (500)             | 24% Met Math (500)             |
| 24% Met Writing (500)          | 22% Met Writing (500)          | 18% Met Writing (500)          |
| 317 Test Takers                | 405 Test Takers                | 55,262 Test Takers             |
| 1,273 Enrolled                 | 311,014 Enrolled               | 14,686,214 Enrolled            |
| 25% Participation              | 0% Participation               | 0% Participation               |

| Institution                               | Met Composite Benchmark (1550) | Met Critical Reading Benchmark (500) | Met Math Benchmark (500) | Met Writing Benchmark (500) | # of Test Takers / Enrolled |
|-------------------------------------------|--------------------------------|--------------------------------------|--------------------------|-----------------------------|-----------------------------|
| <a href="#">Hobart High School 151545</a> | 19% <div><div></div></div>     | 25%                                  | 26%                      | 24%                         | 317/1,273                   |

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

District  
Met both benchmarks

23%

Mean Total Score = 966

State  
Met both benchmarks

31%

Mean Total Score = 985

Total Group  
Met both benchmarks

31%

Mean Total Score = 980

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

# SAT



2016 College-Bound Seniors

## High School Highlights Report

HOBART HIGH SCHOOL (H151545)

### Included in This Report

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

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](mailto:communications@collegeboard.org).

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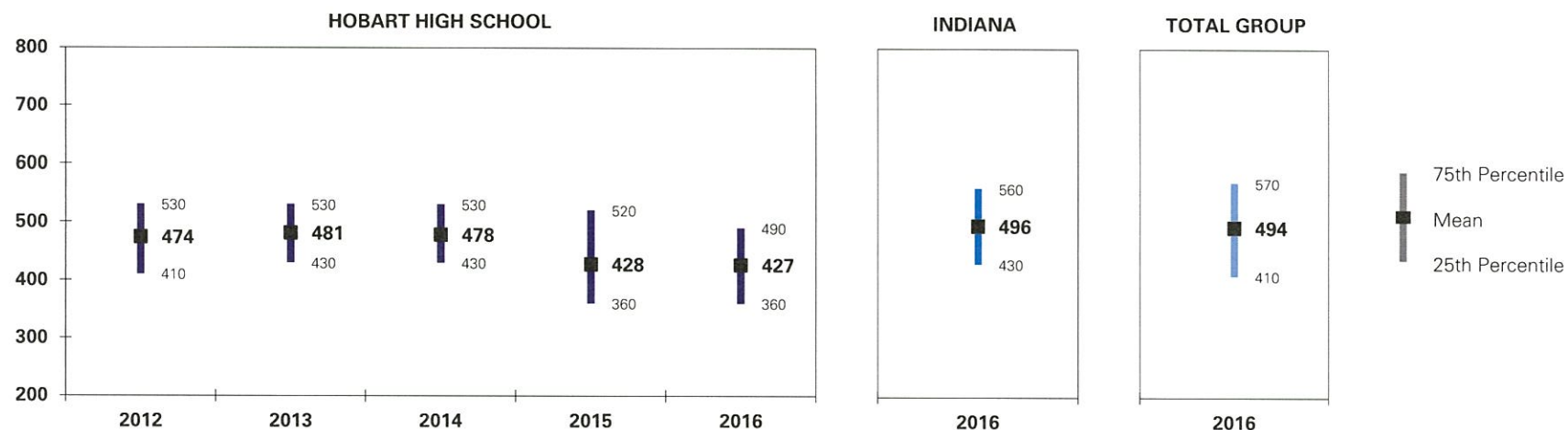
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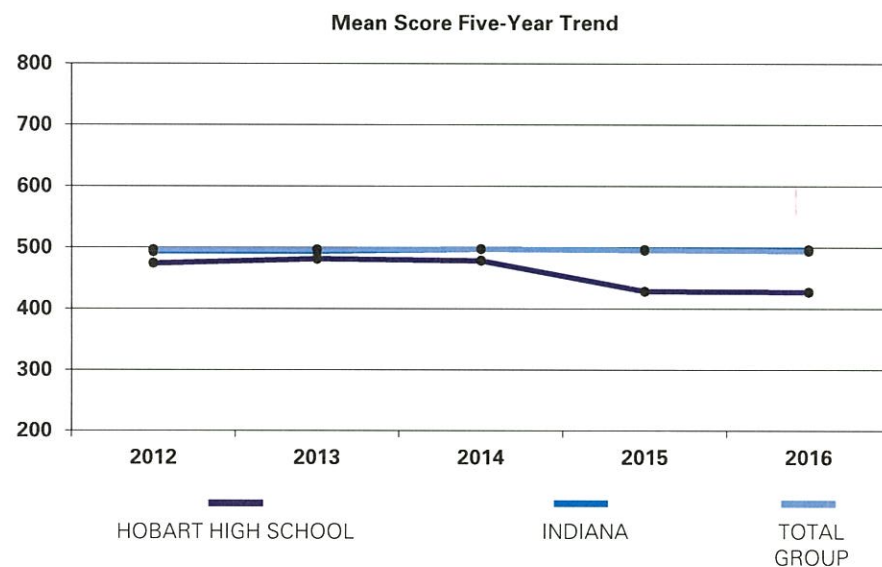


## SAT® Takers: Critical Reading Mean Scores and Middle 50th Percent Range

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](http://sat.org/k12-scores).



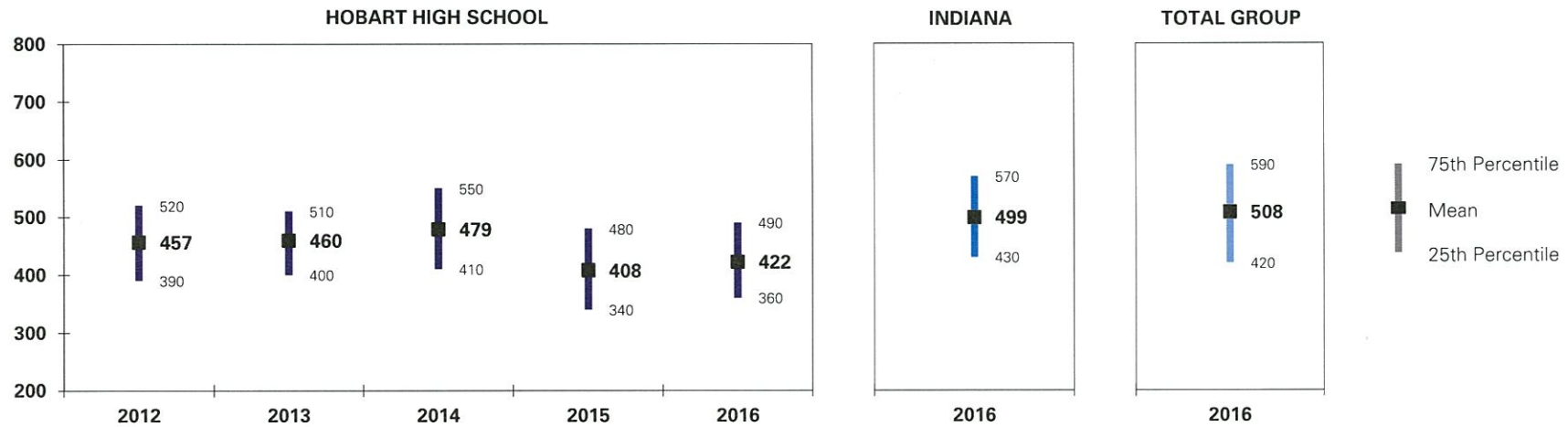
"Mean" and "Middle 50th Percent Range": The mean is the arithmetic average of a set of scores. To calculate the mean, the scores are totaled and the sum is divided by the number of scores. Extreme scores on the high or low end of the distribution may skew the mean in smaller sets of scores. The middle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



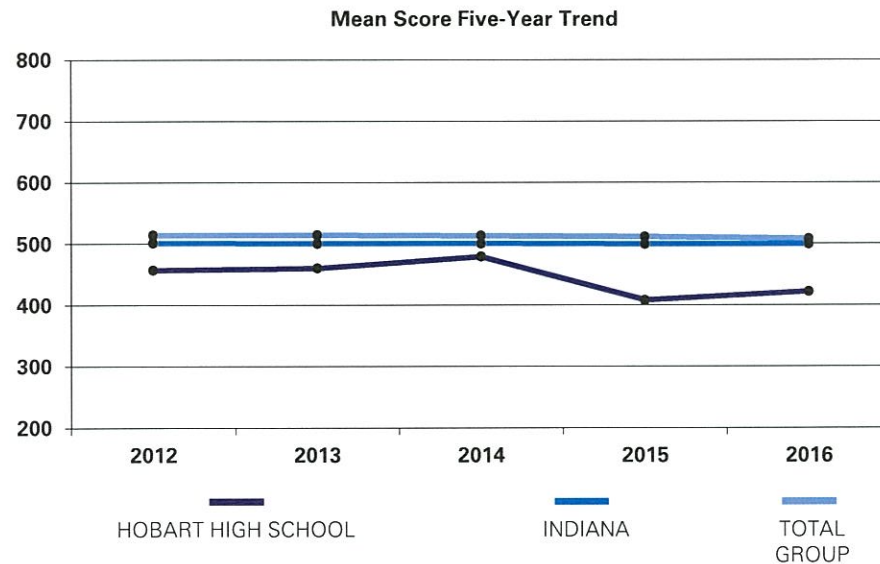
|                    | 2012    | 2013 | 2014 | 2015 | 2016 | Five-Yr Change |
|--------------------|---------|------|------|------|------|----------------|
| HOBERT HIGH SCHOOL | 474     | 481  | 478  | 428  | 427  | -47            |
|                    | Change: | +7   | -3   | -50  | -1   |                |
| 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.

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



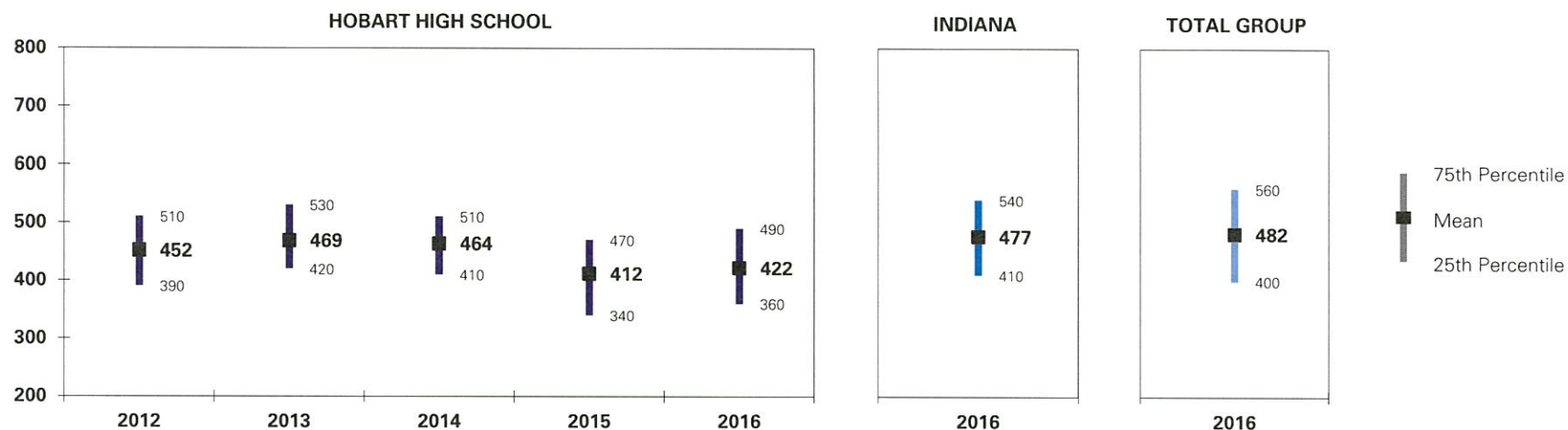
"Mean" and "Middle 50th Percent Range": The mean is the arithmetic average of a set of scores. To calculate the mean, the scores are totaled and the sum is divided by the number of scores. Extreme scores on the high or low end of the distribution may skew the mean in smaller sets of scores. The middle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



|                    | Mean Scores and Point Change by Year |      |      |      |      | Five-Yr Change |
|--------------------|--------------------------------------|------|------|------|------|----------------|
|                    | 2012                                 | 2013 | 2014 | 2015 | 2016 |                |
| 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   |                |

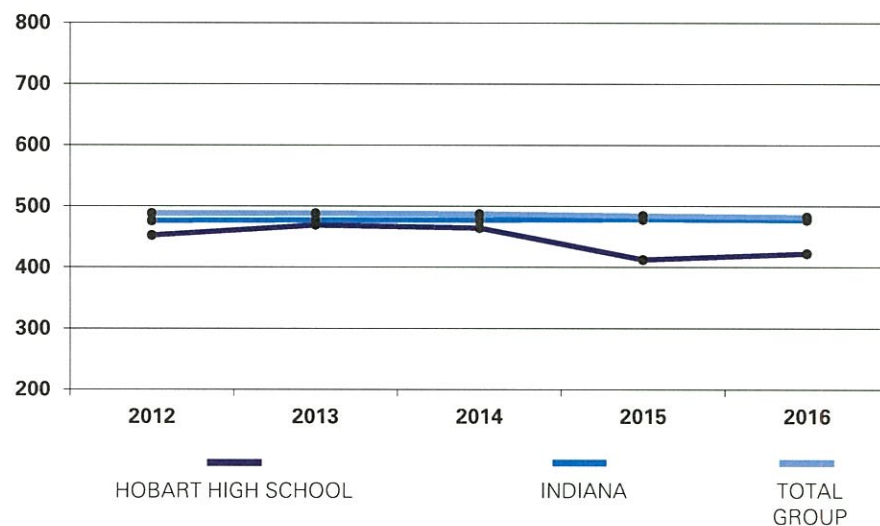
"Mean Scores" and "Point Change by Year": The change below each year reflects the point difference between the mean score of that year as compared to the mean score of the previous year. The "Five-Year Change" in mean score reflects the point difference between the mean score in 2016 as compared to the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

## SAT Takers: Writing 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 50th percent range shows the score range between the 25th and 75th percentiles.

## Mean Score Five-Year Trend

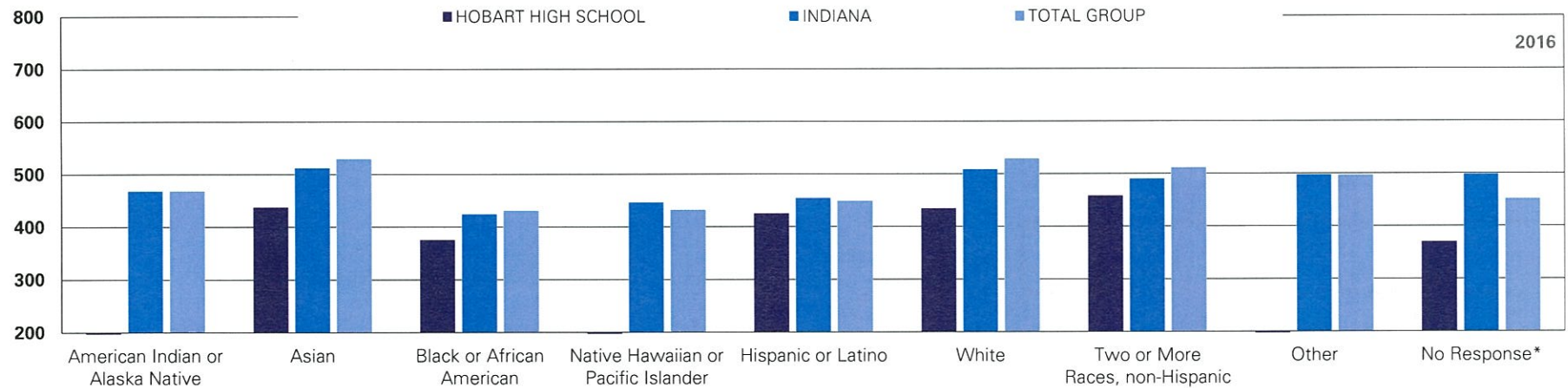


## Mean Scores and Point Change by Year

|                    | 2012    | 2013 | 2014 | 2015 | 2016 | Five-Yr Change |
|--------------------|---------|------|------|------|------|----------------|
| HOBART HIGH SCHOOL | 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 Takers: Critical Reading Mean Scores by Race/Ethnicity



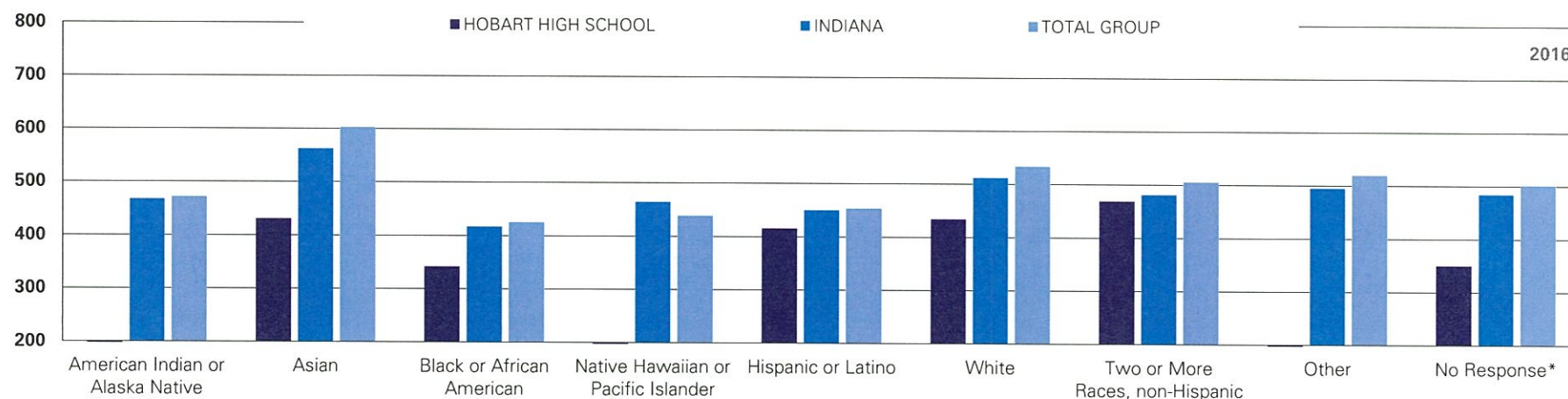
|                                     |      | HOBART HIGH SCHOOL |      |      |      |      | INDIANA |        |        |        |        | TOTAL GROUP |         |         |         |         |
|-------------------------------------|------|--------------------|------|------|------|------|---------|--------|--------|--------|--------|-------------|---------|---------|---------|---------|
|                                     |      | 2012               | 2013 | 2014 | 2015 | 2016 | 2012    | 2013   | 2014   | 2015   | 2016   | 2012        | 2013    | 2014    | 2015    | 2016    |
| American Indian or Alaska Native    | Mean |                    |      |      | 2    | 2    | 486     | 478    | 496    | 497    | 468    | 482         | 480     | 483     | 481     | 468     |
|                                     | N    | 1                  |      |      |      |      | 180     | 200    | 171    | 185    | 153    | 9,716       | 9,818   | 9,767   | 10,031  | 7,778   |
| Asian                               | Mean |                    |      |      | 449  | 437  | 507     | 511    | 511    | 508    | 512    | 518         | 521     | 523     | 525     | 529     |
|                                     | N    | 2                  | 3    | 4    | 8    | 6    | 1,341   | 1,417  | 1,425  | 1,539  | 1,374  | 192,577     | 196,030 | 206,564 | 211,238 | 196,735 |
| Black or African American           | Mean | 441                |      | 444  | 431  | 375  | 420     | 425    | 427    | 426    | 424    | 428         | 431     | 431     | 431     | 430     |
|                                     | N    | 10                 | 3    | 5    | 15   | 25   | 4,209   | 4,219  | 4,147  | 4,267  | 3,776  | 217,656     | 210,151 | 212,524 | 219,018 | 199,306 |
| Native Hawaiian or Pacific Islander | Mean |                    |      |      |      |      |         |        |        |        | 446    |             |         |         |         | 432     |
|                                     | N    |                    |      |      |      |      |         |        |        |        | 7      |             |         |         |         | 2,371   |
| Hispanic or Latino                  | Mean | 441                | 467  | 442  | 408  | 425  | 454     | 454    | 458    | 459    | 454    | 448         | 450     | 451     | 449     | 448     |
|                                     | N    | 31                 | 22   | 22   | 56   | 90   | 2,561   | 2,813  | 2,832  | 3,144  | 3,513  | 272,633     | 284,261 | 300,357 | 322,873 | 355,829 |
| White                               | Mean | 483                | 484  | 494  | 432  | 434  | 504     | 504    | 507    | 507    | 508    | 527         | 527     | 529     | 529     | 528     |
|                                     | N    | 125                | 82   | 69   | 159  | 210  | 38,171  | 38,084 | 37,699 | 36,762 | 33,490 | 852,144     | 834,933 | 822,821 | 800,236 | 742,436 |
| Two or More Races, non-Hispanic     | Mean |                    |      |      |      | 458  |         |        |        |        | 490    |             |         |         |         | 511     |
|                                     | N    |                    |      |      |      | 12   |         |        |        |        | 822    |             |         |         |         | 28,460  |
| Other                               | Mean |                    |      |      | 453  |      | 486     | 489    | 494    | 487    | 497    | 491         | 492     | 493     | 490     | 496     |
|                                     | N    | 1                  | 1    | 1    | 6    |      | 1,066   | 1,087  | 1,090  | 1,135  | 380    | 62,340      | 62,251  | 64,774  | 65,063  | 20,604  |
| No Response*                        | Mean |                    |      |      |      | 370  | 479     | 485    | 494    | 483    | 498    | 444         | 448     | 434     | 434     | 451     |
|                                     | N    | 1                  |      |      | 3    | 5    | 599     | 656    | 478    | 516    | 818    | 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 Takers: Mathematics Mean Scores by Race/Ethnicity

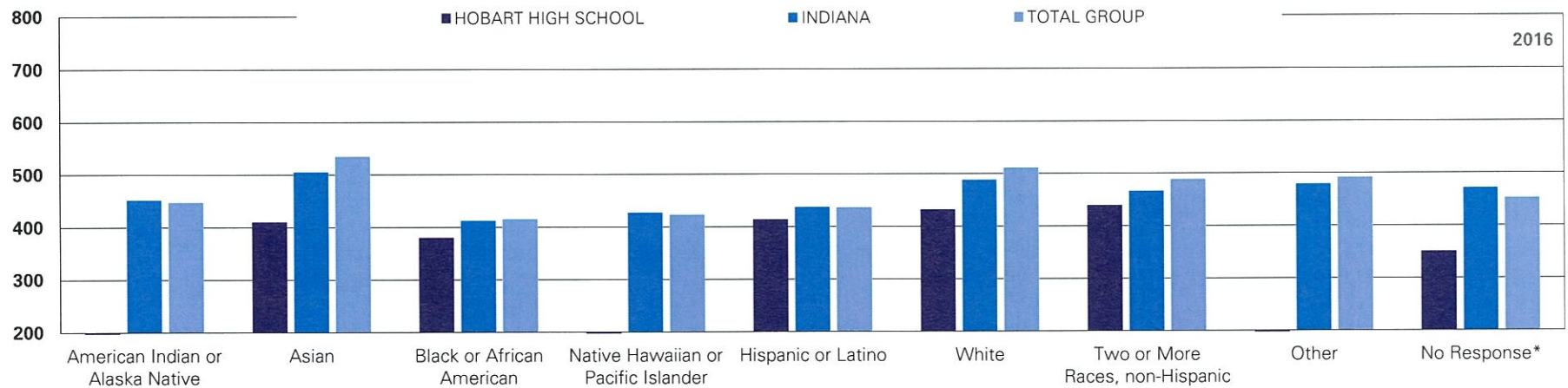


|                                     |      | HOBART HIGH SCHOOL |      |      |      |      | INDIANA |        |        |        |        | TOTAL GROUP |         |         |         |         |
|-------------------------------------|------|--------------------|------|------|------|------|---------|--------|--------|--------|--------|-------------|---------|---------|---------|---------|
|                                     |      | 2012               | 2013 | 2014 | 2015 | 2016 | 2012    | 2013   | 2014   | 2015   | 2016   | 2012        | 2013    | 2014    | 2015    | 2016    |
| American Indian or Alaska Native    | Mean |                    |      |      |      |      | 494     | 478    | 480    | 486    | 467    | 489         | 486     | 484     | 482     | 471     |
|                                     | N    | 1                  |      |      | 2    | 2    | 180     | 200    | 171    | 185    | 153    | 9,716       | 9,818   | 9,767   | 10,031  | 7,778   |
| Asian                               | Mean |                    |      |      | 474  | 430  | 561     | 564    | 561    | 558    | 562    | 595         | 597     | 598     | 598     | 602     |
|                                     | N    | 2                  | 3    | 4    | 8    | 6    | 1,341   | 1,417  | 1,425  | 1,539  | 1,374  | 192,577     | 196,030 | 206,564 | 211,238 | 196,735 |
| Black or African American           | Mean | 374                |      | 426  | 373  | 341  | 417     | 419    | 418    | 417    | 417    | 428         | 429     | 429     | 428     | 425     |
|                                     | N    | 10                 | 3    | 5    | 15   | 25   | 4,209   | 4,219  | 4,147  | 4,267  | 3,776  | 217,656     | 210,151 | 212,524 | 219,018 | 199,306 |
| Native Hawaiian or Pacific Islander | Mean |                    |      |      |      |      |         |        |        |        | 464    |             |         |         |         | 438     |
|                                     | N    |                    |      |      |      |      |         |        |        |        | 7      |             |         |         |         | 2,371   |
| Hispanic or Latino                  | Mean | 433                | 445  | 445  | 405  | 416  | 459     | 457    | 458    | 457    | 450    | 462         | 461     | 459     | 456     | 453     |
|                                     | N    | 31                 | 22   | 22   | 56   | 90   | 2,561   | 2,813  | 2,832  | 3,144  | 3,513  | 272,633     | 284,261 | 300,357 | 322,873 | 355,829 |
| White                               | Mean | 468                | 465  | 494  | 410  | 434  | 512     | 511    | 511    | 510    | 512    | 536         | 534     | 534     | 534     | 533     |
|                                     | N    | 125                | 82   | 69   | 159  | 210  | 38,171  | 38,084 | 37,699 | 36,762 | 33,490 | 852,144     | 834,933 | 822,821 | 800,236 | 742,436 |
| Two or More Races, non-Hispanic     | Mean |                    |      |      |      | 469  |         |        |        |        | 481    |             |         |         |         | 505     |
|                                     | N    |                    |      |      |      | 12   |         |        |        |        | 822    |             |         |         |         | 28,460  |
| Other                               | Mean |                    |      |      | 378  |      | 485     | 484    | 484    | 475    | 495    | 516         | 519     | 520     | 519     | 519     |
|                                     | N    | 1                  | 1    | 1    | 6    |      | 1,066   | 1,087  | 1,090  | 1,135  | 380    | 62,340      | 62,251  | 64,774  | 65,063  | 20,604  |
| No Response*                        | Mean |                    |      |      |      | 350  | 468     | 476    | 469    | 476    | 484    | 502         | 508     | 499     | 492     | 501     |
|                                     | N    | 1                  |      |      | 3    | 5    | 599     | 656    | 478    | 516    | 818    | 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 Takers: Writing Mean Scores by Race/Ethnicity



|                                     |      | HOBART HIGH SCHOOL |      |      |      |      | INDIANA |        |        |        |        | TOTAL GROUP |         |         |         |         |
|-------------------------------------|------|--------------------|------|------|------|------|---------|--------|--------|--------|--------|-------------|---------|---------|---------|---------|
|                                     |      | 2012               | 2013 | 2014 | 2015 | 2016 | 2012    | 2013   | 2014   | 2015   | 2016   | 2012        | 2013    | 2014    | 2015    | 2016    |
| American Indian or Alaska Native    | Mean |                    |      |      | 2    | 2    | 463     | 455    | 467    | 466    | 452    | 462         | 461     | 461     | 460     | 447     |
|                                     | N    | 1                  |      |      |      |      | 180     | 200    | 171    | 185    | 153    | 9,716       | 9,818   | 9,767   | 10,031  | 7,778   |
| Asian                               | Mean |                    |      |      | 429  | 410  | 504     | 505    | 508    | 499    | 505    | 528         | 527     | 530     | 531     | 534     |
|                                     | N    | 2                  | 3    | 4    | 8    | 6    | 1,341   | 1,417  | 1,425  | 1,539  | 1,374  | 192,577     | 196,030 | 206,564 | 211,238 | 196,735 |
| Black or African American           | Mean | 411                |      | 422  | 394  | 380  | 408     | 409    | 412    | 414    | 412    | 417         | 418     | 418     | 418     | 415     |
|                                     | N    | 10                 | 3    | 5    | 15   | 25   | 4,209   | 4,219  | 4,147  | 4,267  | 3,776  | 217,656     | 210,151 | 212,524 | 219,018 | 199,306 |
| Native Hawaiian or Pacific Islander | Mean |                    |      |      |      |      |         |        |        |        | 427    |             |         |         |         | 423     |
|                                     | N    |                    |      |      |      |      |         |        |        |        | 7      |             |         |         |         | 2,371   |
| Hispanic or Latino                  | Mean | 425                | 457  | 425  | 393  | 414  | 440     | 441    | 442    | 440    | 437    | 442         | 443     | 443     | 439     | 436     |
|                                     | N    | 31                 | 22   | 22   | 56   | 90   | 2,561   | 2,813  | 2,832  | 3,144  | 3,513  | 272,633     | 284,261 | 300,357 | 322,873 | 355,829 |
| White                               | Mean | 460                | 470  | 480  | 418  | 432  | 486     | 487    | 486    | 489    | 488    | 515         | 515     | 513     | 513     | 511     |
|                                     | N    | 125                | 82   | 69   | 159  | 210  | 38,171  | 38,084 | 37,699 | 36,762 | 33,490 | 852,144     | 834,933 | 822,821 | 800,236 | 742,436 |
| Two or More Races, non-Hispanic     | Mean |                    |      |      |      | 439  |         |        |        |        | 466    |             |         |         |         | 488     |
|                                     | N    |                    |      |      |      | 12   |         |        |        |        | 822    |             |         |         |         | 28,460  |
| Other                               | Mean |                    |      |      | 425  |      | 470     | 471    | 471    | 468    | 479    | 491         | 490     | 491     | 487     | 491     |
|                                     | N    | 1                  | 1    | 1    | 6    |      | 1,066   | 1,087  | 1,090  | 1,135  | 380    | 62,340      | 62,251  | 64,774  | 65,063  | 20,604  |
| No Response*                        | Mean |                    |      |      |      | 350  | 459     | 462    | 461    | 463    | 471    | 448         | 453     | 438     | 436     | 452     |
|                                     | N    | 1                  |      |      | 3    | 5    | 599     | 656    | 478    | 516    | 818    | 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.

## 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 |
| <b>Gender</b>                |                    |      |      |      |      |         |        |        |        |        |             |           |           |           |           |
| 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       |
| <b>First Language</b>        |                    |      |      |      |      |         |        |        |        |        |             |           |           |           |           |
| 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 |
| <b>Parental Education</b>               |                    |      |      |      |      |         |        |        |        |        |             |           |           |           |           |
| 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       |
| <b>Family Income</b>                    |                    |      |      |      |      |         |        |        |        |        |             |           |           |           |           |
| 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       |



## 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.

## High School Rank of SAT Takers

|                                           | HOBART HIGH SCHOOL |      |      |      |      | INDIANA |      |      |      |      | TOTAL GROUP |      |      |      |      |
|-------------------------------------------|--------------------|------|------|------|------|---------|------|------|------|------|-------------|------|------|------|------|
| High School Rank (percent of test-takers) | 2012               | 2013 | 2014 | 2015 | 2016 | 2012    | 2013 | 2014 | 2015 | 2016 | 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                     |                    |      |      |      |      |         |      |      |      |      |             |      |      |      |      |
| 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                          |                    |      |      |      |      |         |      |      |      |      |             |      |      |      |      |
| 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                              |                    |      |      |      |      |         |      |      |      |      |             |      |      |      |      |
| 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  |

## 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%     |
| 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 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.

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

|                                                        | HOBART HIGH SCHOOL |      |      |      |      | INDIANA |      |      |      |      | TOTAL GROUP |      |      |      |      |
|--------------------------------------------------------|--------------------|------|------|------|------|---------|------|------|------|------|-------------|------|------|------|------|
| Degree-Level Goal (percent of test-takers*)            | 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<br>(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.

## 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 |      |      |      |      |               |                | INDIANA |               |                | TOTAL GROUP |               |                |
|---------------------------------------------------|--------------------|------|------|------|------|---------------|----------------|---------|---------------|----------------|-------------|---------------|----------------|
|                                                   | 2012               | 2013 | 2014 | 2015 | 2016 | One-Yr Change | Five-Yr Change | 2016    | One-Yr Change | Five-Yr Change | 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              |

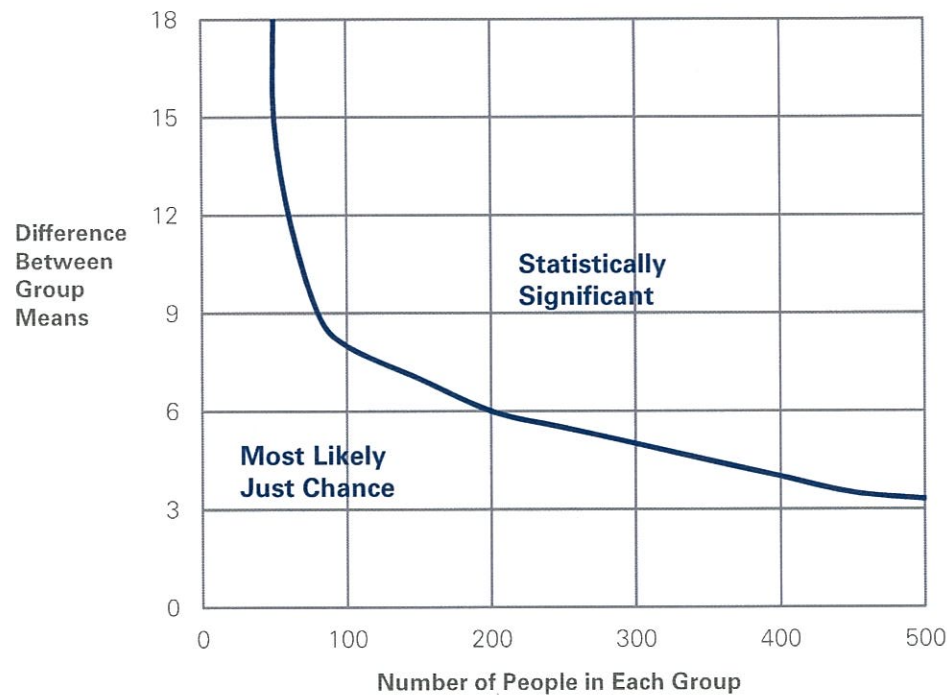
\* Includes score senders who took the SAT and/or an SAT Subject Test.

'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.



# 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



### 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

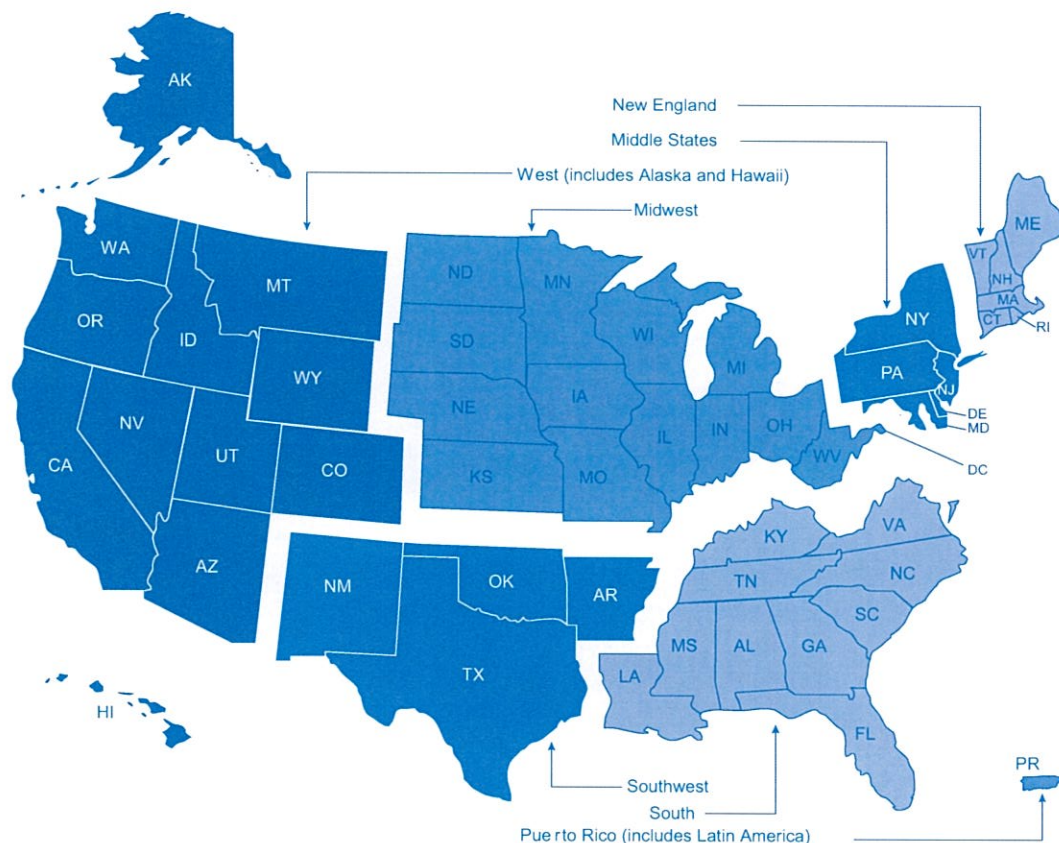
| Mean Change of at Least | Schools with 50–99 Test-Takers | Schools with 100–299 Test-Takers | Schools with 300+ Test-Takers | All Schools with 50+ Test-Takers |
|-------------------------|--------------------------------|----------------------------------|-------------------------------|----------------------------------|
| 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



HOBART HIGH SCHOOL H151545

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### Included in This Report

SAT<sup>®</sup> Data

SAT Subject Tests<sup>™</sup> Data

Demographic and Academic Information

College Plans

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**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](mailto:communications@collegeboard.org).

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# 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](http://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](http://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 |

## 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<br>Percentile | High School      |             |         | State            |             |         | Total Group      |             |         |
|-------------------|------------------|-------------|---------|------------------|-------------|---------|------------------|-------------|---------|
|                   | 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<br>Score Range | Critical Reading |        |       | Mathematics |        |       | Writing |        |       |
|--------------------|------------------|--------|-------|-------------|--------|-------|---------|--------|-------|
|                    | 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    |



## Demographic Information

SAT: Mean Scores by Gender Within Ethnicity

Table 7: Total Mean Scores by Ethnicity

| SAT<br>Test-Takers Who Described Themselves As: | Test-Takers |     | Critical Reading |     | Mathematics |     | Writing |     |
|-------------------------------------------------|-------------|-----|------------------|-----|-------------|-----|---------|-----|
|                                                 | 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<br>Test-Takers Who Described Themselves As: | Test-Takers |     | Critical Reading |     | Mathematics |     | Writing |     |
|-------------------------------------------------|-------------|-----|------------------|-----|-------------|-----|---------|-----|
|                                                 | 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<br>Test-Takers Who Described Themselves As: | Test-Takers |     | Critical Reading |    | Mathematics |    | Writing |     |
|-------------------------------------------------|-------------|-----|------------------|----|-------------|----|---------|-----|
|                                                 | 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  |



## 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 |
| <b>First Language Learned</b>                  |             |     |                  |     |             |     |         |     |
| 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           |     |                  |     |             |     |         |     |
| <b>Citizenship</b>                             |             |     |                  |     |             |     |         |     |
| 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           |     |                  |     |             |     |         |     |
| <b>Plans to Apply for Financial Aid</b>        |             |     |                  |     |             |     |         |     |
| 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 |
| <b>Family Income</b>                           |             |     |                  |     |             |     |         |     |
| 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 |
| <b>Highest Level of Parental Education</b>     |             |     |                  |     |             |     |         |     |
| 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     |     |
| <b>Took the PSAT/NMSQT®</b>                    |             |     |                  |     |             |     |         |     |
| 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     |
| <b>Mean Grade Point Average</b> | <b>All Students: 2.89</b> |     | <b>Male: 2.75</b> |        | <b>Female: 3.03</b> |             |         |

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  |
| <b>Total for All Subjects</b>   | <b>15.5</b>            | <b>17.4</b> | <b>16.8</b> |                                   |        |       |

## 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 response rates. 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<br>Years of Study | Test-Takers |     | Percent by Gender |        | SAT Mean Scores  |             |         |
|---------------------------------------------------|-------------|-----|-------------------|--------|------------------|-------------|---------|
|                                                   | 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     |
| <b>Course Work or Experience</b>                  |             |     |                   |        |                  |             |         |
| 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<br>Years of Study | Test-Takers |     | Percent by Gender |        | SAT Mean Scores  |             |         |
|----------------------------------|-------------|-----|-------------------|--------|------------------|-------------|---------|
|                                  | 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     |
| <b>Course Work or Experience</b> |             |     |                   |        |                  |             |         |
| 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     |



## 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 |
| <b>Students Who Took One or More Different SAT Subject Tests</b> |                       |                                                             |                       |                  |              |
| 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 |                       |    |                  |    |              |
|----------------------------------------|------------------|------|----|-----|-----------------------|----|------------------|----|--------------|
|                                        | N                | Mean | SD | N   | Critical Reading Mean | SD | Mathematics Mean | SD | Writing Mean |
| <b>English</b>                         |                  |      |    |     |                       |    |                  |    |              |
| Literature                             |                  |      |    |     |                       |    |                  |    |              |
| <b>History and Social Studies</b>      |                  |      |    |     |                       |    |                  |    |              |
| U.S. History                           |                  |      |    |     |                       |    |                  |    |              |
| World History                          |                  |      |    |     |                       |    |                  |    |              |
| <b>Mathematics</b>                     |                  |      |    |     |                       |    |                  |    |              |
| Mathematics Level 1                    |                  |      |    |     |                       |    |                  |    |              |
| Mathematics Level 2                    |                  |      |    |     |                       |    |                  |    |              |
| <b>Science</b>                         |                  |      |    |     |                       |    |                  |    |              |
| Biology-E                              |                  |      |    |     |                       |    |                  |    |              |
| Biology-M                              |                  |      |    |     |                       |    |                  |    |              |
| Chemistry                              |                  |      |    |     |                       |    |                  |    |              |
| Physics                                |                  |      |    |     |                       |    |                  |    |              |
| <b>Foreign and Classical Languages</b> |                  |      |    |     |                       |    |                  |    |              |
| Chinese/Listening                      |                  |      |    |     |                       |    |                  |    |              |
| French                                 |                  |      |    |     |                       |    |                  |    |              |
| French/Listening                       |                  |      |    |     |                       |    |                  |    |              |
| German                                 |                  |      |    |     |                       |    |                  |    |              |
| German/Listening                       |                  |      |    |     |                       |    |                  |    |              |
| Modern Hebrew                          |                  |      |    |     |                       |    |                  |    |              |
| Italian                                |                  |      |    |     |                       |    |                  |    |              |
| Japanese/Listening                     |                  |      |    |     |                       |    |                  |    |              |
| Korean/Listening                       |                  |      |    |     |                       |    |                  |    |              |
| Latin                                  |                  |      |    |     |                       |    |                  |    |              |
| Spanish                                |                  |      |    |     |                       |    |                  |    |              |
| Spanish/Listening                      |                  |      |    |     |                       |    |                  |    |              |

## 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         |     |                     |     | Science   |     |           |     |           |     |         |     |
|-------------------|---------------------|-----|---------------------|-----|-----------|-----|-----------|-----|-----------|-----|---------|-----|
|                   | 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 | Foreign and Classical Languages |     |        |     |                  |     |        |     |                  |     |               |     |
|-------------------|---------------------------------|-----|--------|-----|------------------|-----|--------|-----|------------------|-----|---------------|-----|
|                   | 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 | Foreign and Classical Languages |     |                    |     |                  |     |       |     |         |     |                   |     |
|-------------------|---------------------------------|-----|--------------------|-----|------------------|-----|-------|-----|---------|-----|-------------------|-----|
|                   | 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<br>Intended College Major                                | Test-Takers |     | Mean Scores      |             |         |
|--------------------------------------------------------------|-------------|-----|------------------|-------------|---------|
|                                                              | 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     |
| <b>Degree-Level Goal</b>                                     |             |     |                  |             |         |
| 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

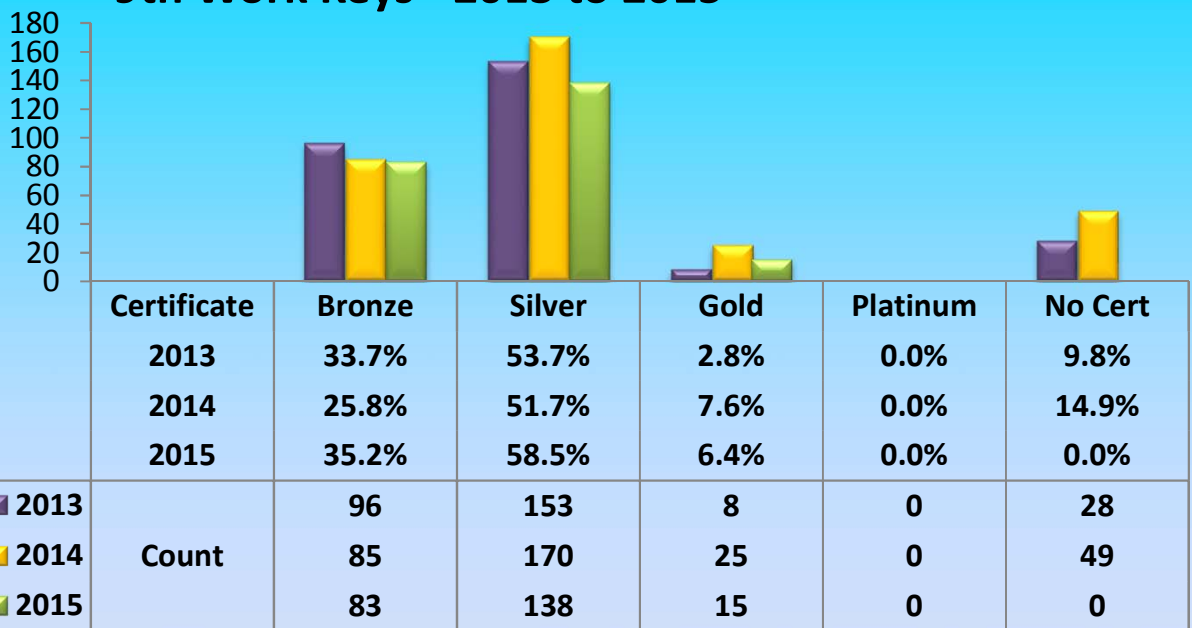
Of the 350 students from your school who took the SAT and/or an SAT Subject Test, 261 designated that their score reports be sent to institutions. Students may designate more than one institution to receive scores. This list includes only the 45 institutions that received the most score reports. A total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



## 9th Work Keys - 2013 to 2015





# **HMS: Careers**

## **Strengths:**

- A recent 4% increase in Core 40 diplomas in 2015-2016
- 96% of 8<sup>th</sup> graders met the Evidence-Based Reading and Writing Benchmark on the Fall 2015 PSAT

## **Challenges:**

- Core 40 diploma numbers are increasing as of 2015-2016, but still down 7% from 2012
- 43% of 8<sup>th</sup> graders met the Math Benchmark on the Fall 2015 PSAT

## **Trends and Patterns:**

- From 2012-2016, there is a steady trend of HHS AP percentages hovering in the 20<sup>th</sup> percentile, while the state hovers at the 50<sup>th</sup> percentile
- Our Core 40 diploma numbers are on the increase, but have yet to reach the 2012 status.

# **Student Performance:**

**Citizenship**



# GALLUP STUDENT POLL

## ENGAGED TODAY - READY FOR TOMORROW

### HOBART MIDDLE 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.



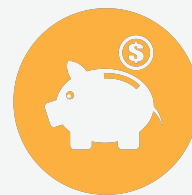
**Engagement:** The involvement in and enthusiasm for school.



**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.

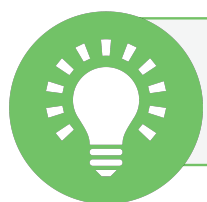


**Career/Financial Literacy:** The information, attitudes and behaviors that students need to practice for healthy participation in the economy.

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GALLUP® Student Poll



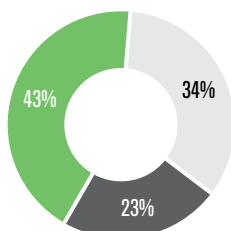


## ENGAGEMENT

THE INVOLVEMENT IN AND ENTHUSIASM FOR SCHOOL.

### ENGAGEMENT INDEX\*

n=799



|                                                                              | Your School          | Your District          | U.S. Overall             |
|------------------------------------------------------------------------------|----------------------|------------------------|--------------------------|
| <b>ENGAGEMENT GRANDMEAN</b>                                                  | <b>3.80</b><br>n=799 | <b>3.70</b><br>n=1,596 | <b>3.90</b><br>n=867,454 |
| At this school, I get to do what I do best every day.                        | 3.35                 | 3.30                   | 3.57                     |
| My teachers make me feel my schoolwork is important.                         | 4.09                 | 3.94                   | 4.04                     |
| I feel safe in this school.                                                  | 3.97                 | 3.95                   | 3.93                     |
| I have fun at school.                                                        | 3.04                 | 2.99                   | 3.50                     |
| I have a best friend at school.                                              | 4.61                 | 4.47                   | 4.38                     |
| In the last seven days, someone has told me I have done good work at school. | 3.40                 | 3.32                   | 3.65                     |
| In the last seven days, I have learned something interesting at school.      | 3.76                 | 3.65                   | 3.92                     |
| The adults at my school care about me.                                       | 3.84                 | 3.64                   | 3.85                     |
| I have at least one teacher who makes me excited about the future.           | 4.00                 | 3.92                   | 4.13                     |

### GRANDMEAN BY GRADE

| 5th | 6th  | 7th  | 8th  | 9th | 10th | 11th | 12th |
|-----|------|------|------|-----|------|------|------|
| -   | 4.19 | 3.63 | 3.58 | -   | -    | -    | -    |

### 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.                        | 812     | 15                | 36 | 30             | 15 |    |
| My teachers make me feel my schoolwork is important.                         | 839     | 7                 | 15 | 31             | 45 |    |
| I feel safe in this school.                                                  | 834     | 8                 | 19 | 26             | 43 |    |
| I have fun at school.                                                        | 849     | 17                | 20 | 22             | 26 | 16 |
| I have a best friend at school.                                              | 848     | 10                | 80 |                |    |    |
| In the last seven days, someone has told me I have done good work at school. | 802     | 17                | 13 | 15             | 24 | 31 |
| In the last seven days, I have learned something interesting at school.      | 835     | 13                | 18 | 30             | 34 |    |
| The adults at my school care about me.                                       | 797     | 9                 | 19 | 29             | 37 |    |
| I have at least one teacher who makes me excited about the future.           | 826     | 6                 | 8  | 13             | 23 | 49 |

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

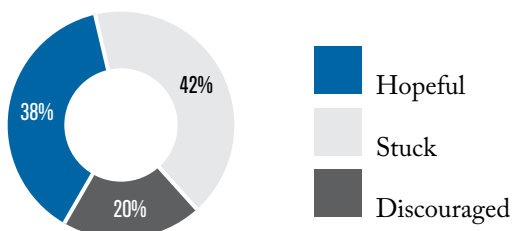


## HOPE

THE IDEAS AND ENERGY STUDENTS HAVE FOR THE FUTURE.

### HOPE INDEX

n=835



|                                                | Your School          | Your District          | U.S. Overall             |
|------------------------------------------------|----------------------|------------------------|--------------------------|
| <b>HOPE GRANDMEAN</b>                          | <b>4.15</b><br>n=835 | <b>4.14</b><br>n=1,653 | <b>4.25</b><br>n=901,714 |
| I know I will graduate from high school.       | 4.64                 | 4.68                   | 4.69                     |
| I have a great future ahead of me.             | 4.39                 | 4.36                   | 4.48                     |
| I can think of many ways to get good grades.   | 4.22                 | 4.16                   | 4.21                     |
| I have many goals.                             | 4.03                 | 4.10                   | 4.26                     |
| I can find many ways around problems.          | 3.76                 | 3.82                   | 3.92                     |
| I have a mentor who encourages my development. | 3.29                 | 3.30                   | 3.52                     |
| I know I will find a good job in the future.   | 4.32                 | 4.24                   | 4.43                     |

### GRANDMEAN BY GRADE

| 5th | 6th  | 7th  | 8th  | 9th | 10th | 11th | 12th |
|-----|------|------|------|-----|------|------|------|
| -   | 4.27 | 4.11 | 4.07 | -   | -    | -    | -    |

### ITEM RESPONSES

|                                                | TOTAL N | %1 | %2 | %3 | %4 | %5 |
|------------------------------------------------|---------|----|----|----|----|----|
| I know I will graduate from high school.       | 826     | 6  | 14 | 77 |    |    |
| I have a great future ahead of me.             | 789     | 10 | 28 | 58 |    |    |
| I can think of many ways to get good grades.   | 853     | 15 | 33 | 47 |    |    |
| I have many goals.                             | 849     | 6  | 20 | 30 | 42 |    |
| I can find many ways around problems.          | 838     | 8  | 27 | 38 | 25 |    |
| I have a mentor who encourages my development. | 780     | 12 | 16 | 24 | 25 | 22 |
| I know I will find a good job in the future.   | 804     | 10 | 31 | 54 |    |    |



## ENTREPRENEURIAL ASPIRATION

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

### ENTREPRENEURIAL ASPIRATION

n=647

|                                                 | Your School          | Your District          | U.S. Overall             |
|-------------------------------------------------|----------------------|------------------------|--------------------------|
| <b>ENTREPRENEURIAL ASPIRATION GRANDMEAN</b>     | <b>2.22</b><br>n=647 | <b>2.16</b><br>n=1,292 | <b>2.48</b><br>n=684,180 |
| I will invent something that changes the world. | 2.59                 | 2.51                   | 2.81                     |
| I plan to start my own business.                | 2.74                 | 2.66                   | 3.10                     |
| I am learning how to start and run a business.  | 2.08                 | 2.11                   | 2.45                     |
| I have my own business now.                     | 1.42                 | 1.39                   | 1.58                     |

### GRANDMEAN BY GRADE

| 5th | 6th  | 7th  | 8th  | 9th | 10th | 11th | 12th |
|-----|------|------|------|-----|------|------|------|
| -   | 2.46 | 2.15 | 2.03 | -   | -    | -    | -    |

### ITEM RESPONSES

|                                                 | TOTAL N | %1 | %2 | %3 | %4 | %5  |
|-------------------------------------------------|---------|----|----|----|----|-----|
| I will invent something that changes the world. | 713     | 27 | 24 | 25 | 12 | 12  |
| I plan to start my own business.                | 758     | 26 | 22 | 21 | 15 | 16  |
| I am learning how to start and run a business.  | 825     | 42 |    | 27 | 17 | 8 6 |
| I have my own business now.                     | 838     |    | 80 |    | 8  |     |



## CAREER/FINANCIAL LITERACY

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

### CAREER/FINANCIAL LITERACY

n=748

|                                                                                        | Your School          | Your District          | U.S. Overall             |
|----------------------------------------------------------------------------------------|----------------------|------------------------|--------------------------|
| <b>CAREER/FINANCIAL LITERACY GRANDMEAN</b>                                             | <b>3.17</b><br>n=748 | <b>3.21</b><br>n=1,532 | <b>3.30</b><br>n=817,732 |
| I have a paying job now.                                                               | 1.88                 | 2.10                   | 2.10                     |
| I am learning how to save and spend money.                                             | 3.49                 | 3.48                   | 3.77                     |
| I have a bank account with money in it.                                                | 3.11                 | 3.19                   | 3.22                     |
| I am involved in at least one activity, such as a club, music, sports or volunteering. | 4.16                 | 4.06                   | 4.12                     |

### GRANDMEAN BY GRADE

| 5th | 6th  | 7th  | 8th  | 9th | 10th | 11th | 12th |
|-----|------|------|------|-----|------|------|------|
| -   | 3.25 | 3.21 | 3.04 | -   | -    | -    | -    |

### ITEM RESPONSES

|                                                                                        | TOTAL N | %1 | %2 | %3 | %4 | %5 |
|----------------------------------------------------------------------------------------|---------|----|----|----|----|----|
| I have a paying job now.                                                               | 840     | 63 | 11 | 9  | 7  | 10 |
| I am learning how to save and spend money.                                             | 845     | 12 | 13 | 20 | 25 | 30 |
| I have a bank account with money in it.                                                | 781     | 37 | 6  | 6  | 10 | 41 |
| I am involved in at least one activity, such as a club, music, sports or volunteering. | 840     | 13 | 10 | 68 |    |    |

## ITEMS BY GRADE

|                                                                                        | Your School |      |      |      |     |      |      |      |
|----------------------------------------------------------------------------------------|-------------|------|------|------|-----|------|------|------|
|                                                                                        | 5th         | 6th  | 7th  | 8th  | 9th | 10th | 11th | 12th |
| <b>ENGAGEMENT GRANDMEAN BY GRADE</b>                                                   | -           | 4.19 | 3.63 | 3.58 | -   | -    | -    | -    |
| At this school, I get to do what I do best every day.                                  | -           | 3.76 | 3.16 | 3.11 | -   | -    | -    | -    |
| My teachers make me feel my schoolwork is important.                                   | -           | 4.36 | 4.02 | 3.89 | -   | -    | -    | -    |
| I feel safe in this school.                                                            | -           | 4.38 | 3.85 | 3.67 | -   | -    | -    | -    |
| I have fun at school.                                                                  | -           | 3.64 | 2.79 | 2.69 | -   | -    | -    | -    |
| I have a best friend at school.                                                        | -           | 4.75 | 4.60 | 4.46 | -   | -    | -    | -    |
| In the last seven days, someone has told me I have done good work at school.           | -           | 3.80 | 3.12 | 3.29 | -   | -    | -    | -    |
| In the last seven days, I have learned something interesting at school.                | -           | 4.08 | 3.52 | 3.68 | -   | -    | -    | -    |
| The adults at my school care about me.                                                 | -           | 4.34 | 3.71 | 3.45 | -   | -    | -    | -    |
| I have at least one teacher who makes me excited about the future.                     | -           | 4.37 | 3.84 | 3.80 | -   | -    | -    | -    |
| <b>HOPE GRANDMEAN BY GRADE</b>                                                         | -           | 4.27 | 4.11 | 4.07 | -   | -    | -    | -    |
| I know I will graduate from high school.                                               | -           | 4.67 | 4.61 | 4.66 | -   | -    | -    | -    |
| I have a great future ahead of me.                                                     | -           | 4.51 | 4.35 | 4.30 | -   | -    | -    | -    |
| I can think of many ways to get good grades.                                           | -           | 4.38 | 4.21 | 4.08 | -   | -    | -    | -    |
| I have many goals.                                                                     | -           | 4.09 | 4.01 | 3.99 | -   | -    | -    | -    |
| I can find many ways around problems.                                                  | -           | 3.88 | 3.71 | 3.71 | -   | -    | -    | -    |
| I have a mentor who encourages my development.                                         | -           | 3.58 | 3.11 | 3.18 | -   | -    | -    | -    |
| I know I will find a good job in the future.                                           | -           | 4.53 | 4.23 | 4.20 | -   | -    | -    | -    |
| <b>ENTREPRENEURIAL ASPIRATION GRANDMEAN BY GRADE</b>                                   | -           | 2.46 | 2.15 | 2.03 | -   | -    | -    | -    |
| I will invent something that changes the world.                                        | -           | 2.84 | 2.51 | 2.41 | -   | -    | -    | -    |
| I plan to start my own business.                                                       | -           | 2.98 | 2.68 | 2.53 | -   | -    | -    | -    |
| I am learning how to start and run a business.                                         | -           | 2.39 | 1.98 | 1.88 | -   | -    | -    | -    |
| I have my own business now.                                                            | -           | 1.53 | 1.42 | 1.30 | -   | -    | -    | -    |
| <b>CAREER/FINANCIAL LITERACY GRANDMEAN BY GRADE</b>                                    | -           | 3.25 | 3.21 | 3.04 | -   | -    | -    | -    |
| I have a paying job now.                                                               | -           | 1.93 | 1.82 | 1.88 | -   | -    | -    | -    |
| I am learning how to save and spend money.                                             | -           | 3.65 | 3.51 | 3.29 | -   | -    | -    | -    |
| I have a bank account with money in it.                                                | -           | 3.05 | 3.25 | 3.02 | -   | -    | -    | -    |
| I am involved in at least one activity, such as a club, music, sports or volunteering. | -           | 4.30 | 4.18 | 4.01 | -   | -    | -    | -    |

- 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](mailto: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.

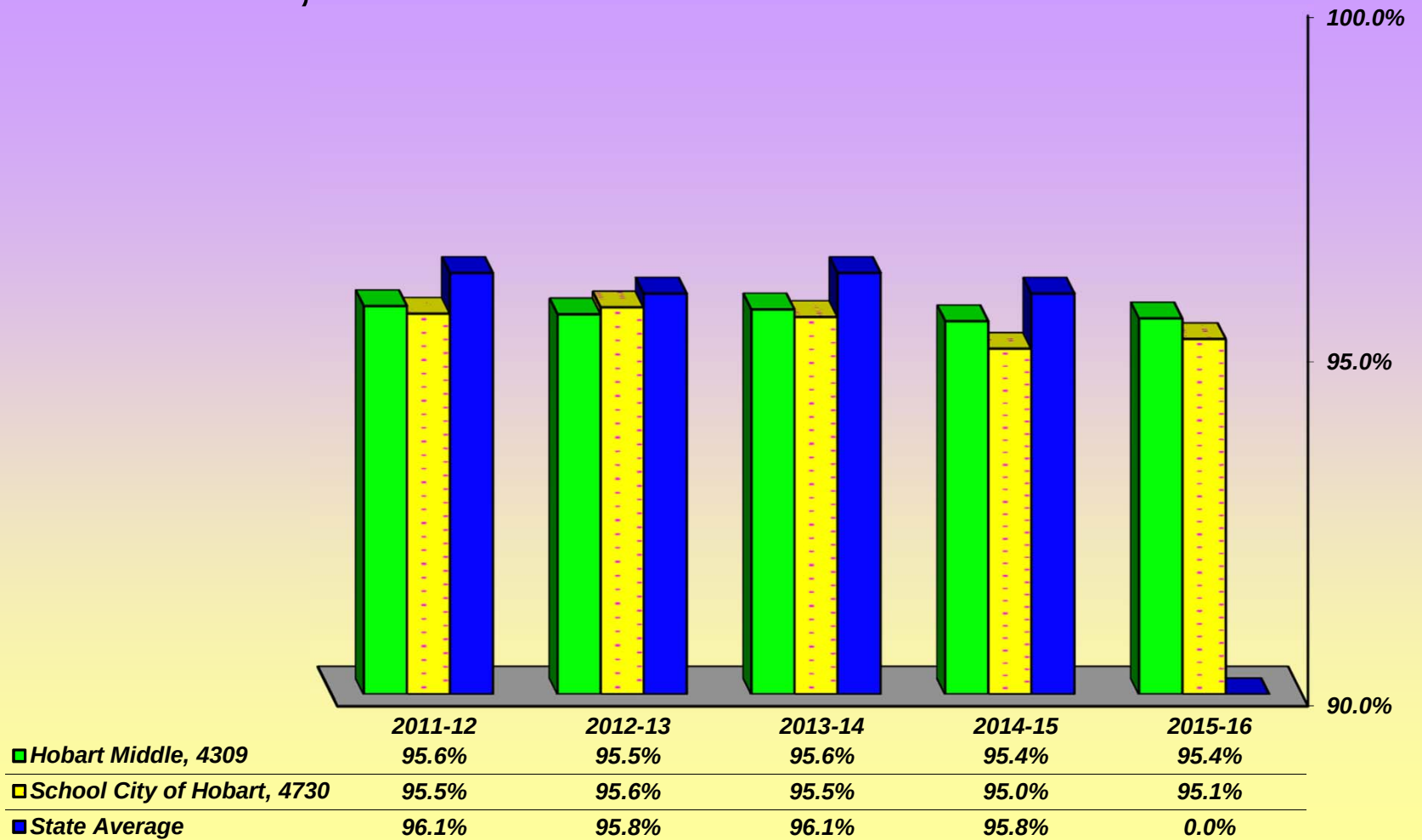
**School City of Hobart**  
Service Learning Hours Summary  
2015-2016 School Year

| <b>School</b>                         | <b>Hours</b> |
|---------------------------------------|--------------|
| 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        |
| <b>School City of Hobart Total</b>    | <b>5,403</b> |

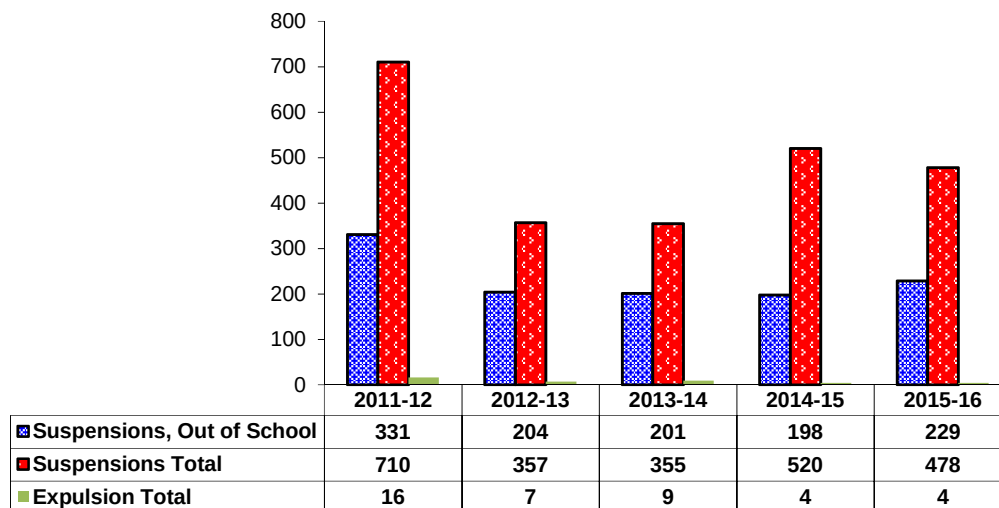
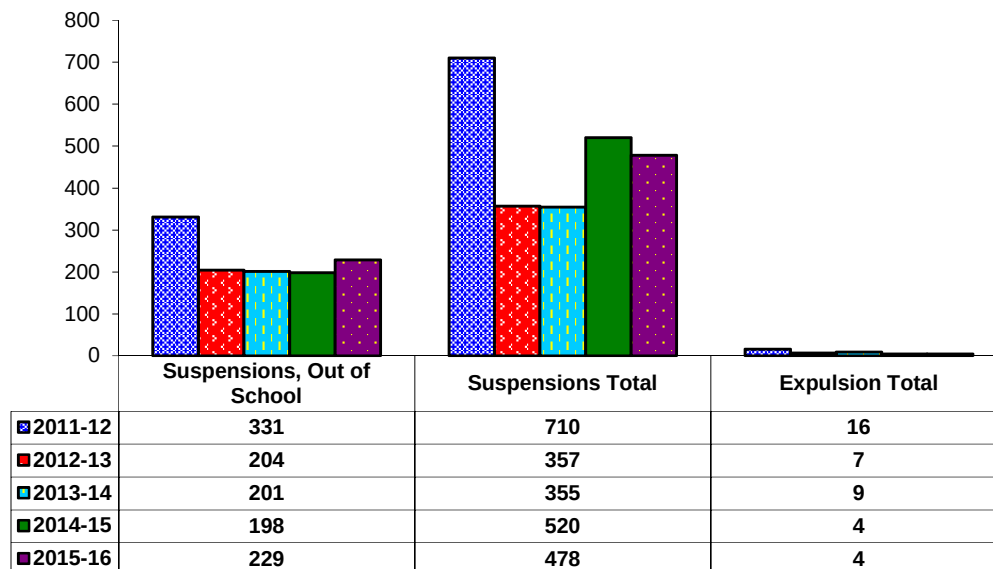


# Hobart Middle, 4309

## Attendance Percent



# Hobart Middle - 4309





THE INDIANA PREVENTION RESOURCE CENTER  
2015 MAIN FINDINGS

# INDIANA YOUTH SURVEY

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

## **School City of Hobart** **- 6th Grade Students -**

Survey Conducted January through April 2015  
Report Dated August 2015

**Conducted by: Indiana Prevention Resource Center  
School of Public Health-Bloomington  
Indiana University  
501 North Morton Street Suite 110  
Bloomington, IN 47404**

**<http://www.drugs.indiana.edu>  
INYS@indiana.edu  
Toll free: 1-800-346-3077  
Fax: 812-855-4940**

Funded in part by a contract with the Indiana Family  
and Social Services Administration - Division of  
Mental Health and Addiction

## 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](mailto: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.



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## 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 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 truthfully at all response       | 2          | .7          |
|          | Indicated fictitious drug (vivo) use | 1          | .3          |
|          | Rejected by gender check             | 2          | .7          |
|          | Rejected by grade check              | 7          | 2.3         |
|          | Rejected by age and onset age check  | 1          | .3          |
|          | Rejected by consistent use check     | .          | .           |
|          | Rejected by dose check               | .          | .           |
|          | <b>Usable surveys</b>                | <b>285</b> | <b>95.6</b> |
|          | Total                                | 298        | 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                             | 135  | 47.4  |
|                    | Female                           | 150  | 52.6  |
| Q2 Hispanic/Latino | Non-Hispanic                     | 206  | 74.4  |
|                    | Hispanic                         | 71   | 25.6  |
| Q3 Race            | White                            | 179  | 63.5  |
|                    | Black/African American           | 13   | 4.6   |
|                    | Asian                            | 3    | 1.1   |
|                    | Native Hawaiian/Pacific Islander | 5    | 1.8   |
|                    | American Indian/Alaskan Native   | 6    | 2.1   |
|                    | Race not known or other          | 23   | 8.2   |
|                    | More than one race               | 53   | 18.8  |
|                    |                                  |      |       |
| Q4 Grade           | 6th                              | 285  | 100.0 |
| Q5 Age             | 11 years                         | 107  | 38.2  |
|                    | 12 years                         | 158  | 56.4  |
|                    | 13 years or older                | 15   | 5.4   |



## 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 5 or more alcoholic drinks in a row in the past 2 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.

**Past Month Use of Alcohol, Tobacco, and Other Drugs  
School City of Hobart Students. 2015  
(Percentages)**

|                     | 6th Grade |      |      |      |       |
|---------------------|-----------|------|------|------|-------|
|                     | Local     |      |      |      | State |
|                     | 2008      | 2011 | 2013 | 2015 | 2015  |
| Cigarettes          | 3.7       | 2.1  | 1.8  | 1.1  | 1.5   |
| Alcohol             | 7.1       | 5.8  | 6.1  | 1.8  | 3.5   |
| Marijuana           | 2.9       | 3.4  | 0.7  | 0.4  | 1.3   |
| Inhalants           | 2.5       | 1.0  | 0.0  | 0.0  | 0.6   |
| Prescription drugs  | 0.8       | 0.3  | 1.4  | 2.5  | 1.5   |
| Other illegal drugs | --        | --   | --   | 0.0  | 0.2   |

Notes: --Data not available.

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

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

## 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.<sup>1,2</sup> 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.<sup>3</sup> 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 |
|-----------------------------------|-------|
|                                   | 6th   |
| Q9 Cigarettes                     | 11.00 |
| Q9 Alcohol                        | 10.50 |
| Q9 Marijuana                      | 12.00 |
| Q9 Inhalants                      | .     |
| Q9 Prescription drugs             | 10.71 |
| Q9 Other illegal drugs            | .     |

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

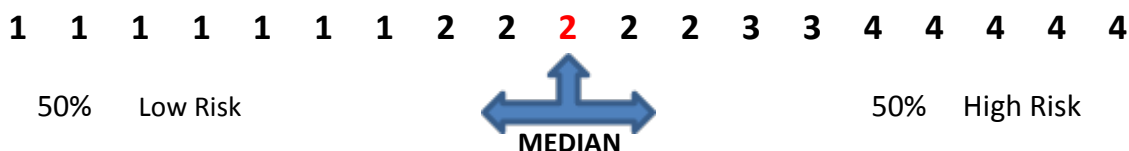
**Risk factors** are conditions that increase the chances that children will become involved in problem behaviors in adolescence and young adulthood.<sup>1</sup> Measures included in the *Indiana Youth Survey* from the Communities That Care (CTC) System can predict alcohol and other drugs use, as well 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.<sup>2</sup> 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 six 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       |
|---------------------------------------------------------|------------------|-------------|
|                                                         |                  | 6th         |
| Risk score - Poor family management                     | Low risk         | 74.5        |
|                                                         | <b>High risk</b> | <b>25.5</b> |
| Risk score - High family conflict                       | Low risk         | 56.3        |
|                                                         | <b>High risk</b> | <b>43.7</b> |
| Risk score - Parental attitudes favor drug use          | Low risk         | 86.2        |
|                                                         | <b>High risk</b> | <b>13.8</b> |
| Risk score - School academic failure                    | Low risk         | 70.0        |
|                                                         | <b>High risk</b> | <b>30.0</b> |
| Risk score - Peer-individual perceived risk of drug use | Low risk         | 40.2        |
|                                                         | <b>High risk</b> | <b>59.8</b> |

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       |
|---------------------------------------------------------------------|-----------------------|-------------|
|                                                                     |                       | 6th         |
| Protective score - Community rewards for involvement                | <b>Low protection</b> | <b>60.3</b> |
|                                                                     | High protection       | 39.7        |
| Protective score - Family opportunities for involvement             | <b>Low protection</b> | <b>36.3</b> |
|                                                                     | High protection       | 63.7        |
| Protective score - Family rewards for involvement                   | <b>Low protection</b> | <b>43.9</b> |
|                                                                     | High protection       | 56.1        |
| Protective score - School opportunity for involvement               | <b>Low protection</b> | <b>31.7</b> |
|                                                                     | High protection       | 68.3        |
| Protective score - School rewards for prosocial involvement         | <b>Low protection</b> | <b>41.7</b> |
|                                                                     | High protection       | 58.3        |
| Protective score - Peer-individual interaction with prosocial peers | <b>Low protection</b> | <b>52.9</b> |
|                                                                     | High protection       | 47.1        |

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 in 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](http://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.<sup>1,2,3</sup> 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)**

| During the past 12 months, did you...?         |            | Grade       |
|------------------------------------------------|------------|-------------|
|                                                |            | 6th         |
| Q21 Feel sad or hopeless for 2+ weeks in a row | No         | 75.7        |
|                                                | <b>Yes</b> | <b>24.3</b> |
| Q21 Seriously consider attempting suicide      | No         | 90.7        |
|                                                | <b>Yes</b> | <b>9.3</b>  |
| Q21 Make a plan about attempting suicide       | No         | 92.8        |
|                                                | <b>Yes</b> | <b>7.2</b>  |

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), 775-88S.

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.

## 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
- Perceived Risks of Drug Use
- Perceived Peer Approval of Drug Use
- Parental Attitudes Favorable Toward Drug Use
- Parental Attitudes Favorable Toward Antisocial Behavior
- Mental Health in the Past Twelve Months
- Poor Family Management
- Family Conflict
- School Opportunities for Prosocial Involvement
- School Rewards for Prosocial Involvement
- Academic Failure
- Family Opportunities for Prosocial Involvement
- Family Rewards for Prosocial Involvement
- Community Rewards for Prosocial Involvement
- Interaction with Prosocial Peers



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

|                                 |                                  | Grade |
|---------------------------------|----------------------------------|-------|
|                                 |                                  | 6th   |
| Q1 Gender                       | Male                             | 47.4  |
|                                 | Female                           | 52.6  |
| Q2 Hispanic/Latino              | Non-Hispanic                     | 74.4  |
|                                 | Hispanic                         | 25.6  |
| Q3 Race                         | White                            | 63.5  |
|                                 | Black/African American           | 4.6   |
|                                 | Asian                            | 1.1   |
|                                 | Native Hawaiian/Pacific Islander | 1.8   |
|                                 | American Indian/Alaskan Native   | 2.1   |
|                                 | Race not known or other          | 8.2   |
|                                 | More than one race               | 18.8  |
|                                 |                                  |       |
| Q5 Age                          | 11 years                         | 38.2  |
|                                 | 12 years                         | 56.4  |
|                                 | 13 years or older                | 5.4   |
| Q6 Parents served in a war zone | No                               | 65.3  |
|                                 | Yes                              | 18.2  |
|                                 | Not sure                         | 16.5  |
| Q7 Parents served time in jail  | No                               | 67.5  |
|                                 | Yes                              | 15.2  |
|                                 | Not sure                         | 17.3  |

**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 |
|--------------------------------------------------------------|-------------|-------|
|                                                              |             | 6th   |
| Q8 Cigarettes                                                | Never       | 98.9  |
|                                                              | 1-5 times   | .7    |
|                                                              | 40+ times   | .4    |
| Q8 Alcohol                                                   | Never       | 98.2  |
|                                                              | 1-5 times   | 1.4   |
|                                                              | 6-19 times  | .4    |
| Q8 Marijuana                                                 | Never       | 99.6  |
|                                                              | 1-5 times   | .4    |
| Q8 Inhalants                                                 | Never       | 100.0 |
| Q8 Prescription drugs                                        | Never       | 97.5  |
|                                                              | 1-5 times   | 1.4   |
|                                                              | 6-19 times  | .4    |
|                                                              | 20-39 times | .4    |
|                                                              | 40+ times   | .4    |
| Q8 Other illegal drugs                                       | Never       | 100.0 |

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

| At what age did you first use...? |                     | Grade |
|-----------------------------------|---------------------|-------|
|                                   |                     | 6th   |
| Q9 Cigarettes                     | Never used          | 99.3  |
|                                   | 10 years or younger | .4    |
|                                   | 12 years            | .4    |
| Q9 Alcohol                        | Never used          | 97.8  |
|                                   | 10 years or younger | 1.1   |
|                                   | 11 years            | 1.1   |
| Q9 Marijuana                      | Never used          | 99.6  |
|                                   | 12 years            | .4    |
| Q9 Inhalants                      | Never used          | 100.0 |
| Q9 Prescription drugs             | Never used          | 97.5  |
|                                   | 10 years or younger | 1.1   |
|                                   | 11 years            | 1.1   |
|                                   | 12 years            | .4    |
| Q9 Other illegal drugs            | Never used          | 100.0 |

**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 |
|------------------------------------------------------------------|---------------|-------|
|                                                                  |               | 6th   |
| Q10 Smoke 1+ pack cigarettes per day                             | No risk       | 8.5   |
|                                                                  | Slight risk   | 15.7  |
|                                                                  | Moderate risk | 34.9  |
|                                                                  | Great risk    | 40.9  |
| Q10 Try marijuana once or twice                                  | No risk       | 10.7  |
|                                                                  | Slight risk   | 30.7  |
|                                                                  | Moderate risk | 31.1  |
|                                                                  | Great risk    | 27.5  |
| Q10 Smoke marijuana once or twice per week                       | No risk       | 8.6   |
|                                                                  | Slight risk   | 22.1  |
|                                                                  | Moderate risk | 33.2  |
|                                                                  | Great risk    | 36.1  |
| Q10 Have 1-2 alcoholic drinks every day                          | No risk       | 12.9  |
|                                                                  | Slight risk   | 30.8  |
|                                                                  | Moderate risk | 34.1  |
|                                                                  | Great risk    | 22.2  |
| Q10 Binge drink once or twice a week                             | No risk       | 8.2   |
|                                                                  | Slight risk   | 17.9  |
|                                                                  | Moderate risk | 37.5  |
|                                                                  | Great risk    | 36.4  |
| Q10 Misuse prescription drugs                                    | No risk       | 7.1   |
|                                                                  | Slight risk   | 5.4   |
|                                                                  | Moderate risk | 18.2  |
|                                                                  | Great risk    | 69.3  |

**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...?    |                    | 6th   |
| Q12 Have 1-2 alcoholic drinks every day                      | Very wrong         | 91.1  |
|                                                              | Wrong              | 7.4   |
|                                                              | A little bit wrong | 1.1   |
|                                                              | Not at all wrong   | .4    |
| Q12 Drink alcohol regularly (at least once or twice a month) | Very wrong         | 87.6  |
|                                                              | Wrong              | 8.2   |
|                                                              | A little bit wrong | 2.8   |
|                                                              | Not at all wrong   | 1.4   |
| Q12 Smoke cigarettes                                         | Very wrong         | 93.0  |
|                                                              | Wrong              | 5.6   |
|                                                              | A little bit wrong | .7    |
|                                                              | Not at all wrong   | .7    |
| Q12 Smoke marijuana                                          | Very wrong         | 96.1  |
|                                                              | Wrong              | 2.8   |
|                                                              | A little bit wrong | .4    |
|                                                              | Not at all wrong   | .7    |
| Q12 Use prescription drugs not prescribed to you             | Very wrong         | 94.0  |
|                                                              | Wrong              | 4.3   |
|                                                              | A little bit wrong | 1.1   |
|                                                              | Not at all wrong   | .7    |

**Parental Attitudes Favorable Toward Antisocial Behavior**  
**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...? |                    | 6th   |
| Q12 Steal something worth more than \$5                   | Very wrong         | 80.2  |
|                                                           | Wrong              | 17.7  |
|                                                           | A little bit wrong | 1.8   |
|                                                           | Not at all wrong   | .4    |
| Q12 Draw graffiti                                         | Very wrong         | 83.0  |
|                                                           | Wrong              | 13.5  |
|                                                           | A little bit wrong | 2.5   |
|                                                           | Not at all wrong   | 1.1   |
| Q12 Pick a fight with someone                             | Very wrong         | 54.6  |
|                                                           | Wrong              | 33.6  |
|                                                           | A little bit wrong | 9.6   |
|                                                           | Not at all wrong   | 2.1   |

**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...?   |     | 6th   |
| Q13 Feel sad or hopeless for 2+ weeks    | No  | 75.7  |
|                                          | Yes | 24.3  |
| Q13 Consider attempting suicide          | No  | 90.7  |
|                                          | Yes | 9.3   |
| Q13 Make a plan about attempting suicide | No  | 92.8  |
|                                          | Yes | 7.2   |

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

|                                                       |      | Grade |
|-------------------------------------------------------|------|-------|
|                                                       |      | 6th   |
| Q14 Rules in my family are clear                      | YES! | 57.7  |
|                                                       | yes  | 39.1  |
|                                                       | no   | 2.1   |
|                                                       | NO!  | 1.1   |
| Q14 Parents ask about homework                        | YES! | 69.0  |
|                                                       | yes  | 26.4  |
|                                                       | no   | 3.9   |
|                                                       | NO!  | .7    |
| Q14 Parents know where I am and who I am with         | YES! | 79.2  |
|                                                       | yes  | 15.5  |
|                                                       | no   | 3.5   |
|                                                       | NO!  | 1.8   |
| Q14 Family has clear rules about alcohol and drug use | YES! | 83.7  |
|                                                       | yes  | 9.5   |
|                                                       | no   | 4.2   |
|                                                       | NO!  | 2.5   |
| Q18 Parents know if you come home late                | YES! | 66.8  |
|                                                       | yes  | 27.4  |
|                                                       | no   | 4.7   |
|                                                       | NO!  | 1.1   |
| Q18 Parents would catch you drinking                  | YES! | 75.8  |
|                                                       | yes  | 17.7  |
|                                                       | no   | 4.3   |
|                                                       | NO!  | 2.2   |
| Q18 Parents would catch you if you carried a gun      | YES! | 83.8  |
|                                                       | yes  | 12.3  |
|                                                       | no   | 1.4   |
|                                                       | NO!  | 2.5   |
| Q18 Parents would catch you if you skipped school     | YES! | 78.4  |
|                                                       | yes  | 16.5  |
|                                                       | no   | 3.6   |
|                                                       | NO!  | 1.4   |

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

|                                                  |      | Grade |
|--------------------------------------------------|------|-------|
|                                                  |      | 6th   |
| Q14 Family argues over and over about same thing | YES! | 15.6  |
|                                                  | yes  | 21.6  |
|                                                  | no   | 44.0  |
|                                                  | NO!  | 18.8  |
| Q14 Family has serious arguments                 | YES! | 12.0  |
|                                                  | yes  | 24.7  |
|                                                  | no   | 32.9  |
|                                                  | NO!  | 30.4  |
| Q14 Family members often insult each other       | YES! | 13.9  |
|                                                  | yes  | 18.1  |
|                                                  | no   | 31.3  |
|                                                  | NO!  | 36.7  |

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

|                                                                          |      | Grade |
|--------------------------------------------------------------------------|------|-------|
|                                                                          |      | 6th   |
| Q16 Students have chances to help decide activities and rules            | YES! | 20.4  |
|                                                                          | yes  | 49.5  |
|                                                                          | no   | 23.3  |
|                                                                          | NO!  | 6.9   |
| Q16 Teachers ask me to work on special class projects                    | YES! | 11.6  |
|                                                                          | yes  | 39.4  |
|                                                                          | no   | 41.5  |
|                                                                          | NO!  | 7.6   |
| Q16 Students have chances to get involved in activities outside of class | YES! | 65.5  |
|                                                                          | yes  | 28.8  |
|                                                                          | no   | 4.3   |
|                                                                          | NO!  | 1.4   |
| Q16 Students have chances to talk with teacher one-on-one                | YES! | 48.9  |
|                                                                          | yes  | 37.1  |
|                                                                          | no   | 11.2  |
|                                                                          | NO!  | 2.9   |



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

|                                                                           |      | Grade |
|---------------------------------------------------------------------------|------|-------|
|                                                                           |      | 6th   |
| Q16 Students have chances to be a part of class discussions or activities | YES! | 43.4  |
|                                                                           | yes  | 44.2  |
|                                                                           | no   | 9.5   |
|                                                                           | NO!  | 2.9   |

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

|                                                           |      | Grade |
|-----------------------------------------------------------|------|-------|
|                                                           |      | 6th   |
| Q16 Teachers notice when doing a good job and let me know | YES! | 24.6  |
|                                                           | yes  | 55.1  |
|                                                           | no   | 15.9  |
|                                                           | NO!  | 4.3   |
| Q16 I feel safe at school                                 | YES! | 54.3  |
|                                                           | yes  | 37.8  |
|                                                           | no   | 5.8   |
|                                                           | NO!  | 2.2   |
| Q16 School lets parents know when I do well               | YES! | 23.4  |
|                                                           | yes  | 32.1  |
|                                                           | no   | 35.0  |
|                                                           | NO!  | 9.5   |
| Q16 Teachers praise me when I work hard in school         | YES! | 16.3  |
|                                                           | yes  | 45.3  |
|                                                           | no   | 27.5  |
|                                                           | NO!  | 10.9  |

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

|                                             |            | Grade |
|---------------------------------------------|------------|-------|
|                                             |            | 6th   |
| Q17 What were your grades like last year?   | Mostly A's | 42.5  |
|                                             | Mostly B's | 42.5  |
|                                             | Mostly C's | 11.3  |
|                                             | Mostly D's | 2.2   |
|                                             | Mostly F's | 1.5   |
| Q16 My grades are better than most students | YES!       | 23.4  |
|                                             | yes        | 50.7  |
|                                             | no         | 21.2  |
|                                             | NO!        | 4.7   |

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

|                                                      |      | Grade |
|------------------------------------------------------|------|-------|
|                                                      |      | 6th   |
| Q14 Parents ask me before most family decisions made | YES! | 31.3  |
|                                                      | yes  | 42.1  |
|                                                      | no   | 19.4  |
|                                                      | NO!  | 7.2   |
| Q14 I can ask parents for help if I have problem     | YES! | 62.8  |
|                                                      | yes  | 27.3  |
|                                                      | no   | 7.1   |
|                                                      | NO!  | 2.8   |
| Q14 Parents give me chances for fun with them        | YES! | 52.5  |
|                                                      | yes  | 31.7  |
|                                                      | no   | 11.6  |
|                                                      | NO!  | 4.2   |

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

|                                               |              | Grade |
|-----------------------------------------------|--------------|-------|
|                                               |              | 6th   |
| Q18 I enjoy spending time with mom            | YES!         | 72.6  |
|                                               | yes          | 22.7  |
|                                               | no           | 3.2   |
|                                               | NO!          | 1.4   |
| Q18 I enjoy spending time with dad            | YES!         | 68.3  |
|                                               | yes          | 19.9  |
|                                               | no           | 7.7   |
|                                               | NO!          | 4.1   |
| Q15 Parents notice when I am doing a good job | All the time | 45.6  |
|                                               | Often        | 37.9  |
|                                               | Sometimes    | 13.3  |
|                                               | Never        | 3.2   |
| Q15 Parents tell me they are proud of me      | All the time | 43.9  |
|                                               | Often        | 34.0  |
|                                               | Sometimes    | 18.9  |
|                                               | Never        | 3.2   |

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

|                                                                        |      | Grade |
|------------------------------------------------------------------------|------|-------|
|                                                                        |      | 6th   |
| Q18 Neighbors notice good job and let me know                          | YES! | 10.5  |
|                                                                        | yes  | 17.8  |
|                                                                        | no   | 38.2  |
|                                                                        | NO!  | 33.5  |
| Q18 There are people in my neighborhood who are proud of me            | YES! | 11.2  |
|                                                                        | yes  | 26.0  |
|                                                                        | no   | 35.0  |
|                                                                        | NO!  | 27.8  |
| Q18 There are people in my neighborhood who encourage me to do my best | YES! | 17.5  |
|                                                                        | yes  | 33.2  |
|                                                                        | no   | 25.9  |
|                                                                        | NO!  | 23.4  |

**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 |
|----------------------------------------------------------------------|--------------------|-------|
|                                                                      |                    | 6th   |
| Q19 Participated in school activities                                | None of my friends | 11.2  |
|                                                                      | 1 of my friends    | 20.3  |
|                                                                      | 2 of my friends    | 22.5  |
|                                                                      | 3 of my friends    | 18.1  |
|                                                                      | 4 of my friends    | 27.9  |
| Q19 Made a commitment to stay drug-free                              | None of my friends | 7.2   |
|                                                                      | 1 of my friends    | 4.0   |
|                                                                      | 2 of my friends    | 4.3   |
|                                                                      | 3 of my friends    | 10.1  |
|                                                                      | 4 of my friends    | 74.4  |
| Q19 Liked school                                                     | None of my friends | 20.7  |
|                                                                      | 1 of my friends    | 16.7  |
|                                                                      | 2 of my friends    | 20.7  |
|                                                                      | 3 of my friends    | 20.0  |
|                                                                      | 4 of my friends    | 21.8  |
| Q19 Regularly attended religious activities                          | None of my friends | 23.8  |
|                                                                      | 1 of my friends    | 21.6  |
|                                                                      | 2 of my friends    | 30.5  |
|                                                                      | 3 of my friends    | 11.9  |
|                                                                      | 4 of my friends    | 12.3  |
| Q19 Tried to do well in school                                       | None of my friends | 1.1   |
|                                                                      | 1 of my friends    | 2.5   |
|                                                                      | 2 of my friends    | 7.6   |
|                                                                      | 3 of my friends    | 16.7  |
|                                                                      | 4 of my friends    | 72.0  |

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

|                                 |                                  | Grade |
|---------------------------------|----------------------------------|-------|
|                                 |                                  | 6th   |
| Q2 Hispanic/Latino              | Non-Hispanic                     | 79.1  |
|                                 | Hispanic                         | 20.9  |
| Q3 Race                         | White                            | 60.9  |
|                                 | Black/African American           | 6.0   |
|                                 | Asian                            | 2.3   |
|                                 | Native Hawaiian/Pacific Islander | 3.0   |
|                                 | American Indian/Alaskan Native   | 2.3   |
|                                 | Race not known or other          | 7.5   |
|                                 | More than one race               | 18.0  |
|                                 |                                  |       |
| Q5 Age                          | 11 years                         | 35.3  |
|                                 | 12 years                         | 57.1  |
|                                 | 13 years or older                | 7.5   |
| Q6 Parents served in a war zone | No                               | 59.3  |
|                                 | Yes                              | 25.9  |
|                                 | Not sure                         | 14.8  |
| Q7 Parents served time in jail  | No                               | 62.4  |
|                                 | Yes                              | 17.3  |
|                                 | Not sure                         | 20.3  |

**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 |
|--------------------------------------------------------------|-------------|-------|
|                                                              |             | 6th   |
| Q8 Cigarettes                                                | Never       | 98.5  |
|                                                              | 1-5 times   | .8    |
|                                                              | 40+ times   | .8    |
| Q8 Alcohol                                                   | Never       | 96.9  |
|                                                              | 1-5 times   | 2.3   |
|                                                              | 6-19 times  | .8    |
| Q8 Marijuana                                                 | Never       | 99.3  |
|                                                              | 1-5 times   | .7    |
| Q8 Inhalants                                                 | Never       | 100.0 |
| Q8 Prescription drugs                                        | Never       | 95.5  |
|                                                              | 1-5 times   | 3.0   |
|                                                              | 20-39 times | .8    |
|                                                              | 40+ times   | .8    |
| Q8 Other illegal drugs                                       | Never       | 100.0 |

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

| At what age did you first use...? |                     | Grade |
|-----------------------------------|---------------------|-------|
|                                   |                     | 6th   |
| Q9 Cigarettes                     | Never used          | 99.2  |
|                                   | 10 years or younger | .8    |
| Q9 Alcohol                        | Never used          | 96.1  |
|                                   | 10 years or younger | 2.3   |
|                                   | 11 years            | 1.6   |
| Q9 Marijuana                      | Never used          | 99.2  |
|                                   | 12 years            | .8    |
| Q9 Inhalants                      | Never used          | 100.0 |
| Q9 Prescription drugs             | Never used          | 95.5  |
|                                   | 10 years or younger | 1.5   |
|                                   | 11 years            | 2.3   |
|                                   | 12 years            | .8    |
| Q9 Other illegal drugs            | Never used          | 100.0 |

**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 |
|------------------------------------------------------------------|---------------|-------|
|                                                                  |               | 6th   |
| Q10 Smoke 1+ pack cigarettes per day                             | No risk       | 12.0  |
|                                                                  | Slight risk   | 16.5  |
|                                                                  | Moderate risk | 29.3  |
|                                                                  | Great risk    | 42.1  |
| Q10 Try marijuana once or twice                                  | No risk       | 13.0  |
|                                                                  | Slight risk   | 25.2  |
|                                                                  | Moderate risk | 28.2  |
|                                                                  | Great risk    | 33.6  |
| Q10 Smoke marijuana once or twice per week                       | No risk       | 10.6  |
|                                                                  | Slight risk   | 19.7  |
|                                                                  | Moderate risk | 31.1  |
|                                                                  | Great risk    | 38.6  |
| Q10 Have 1-2 alcoholic drinks every day                          | No risk       | 15.9  |
|                                                                  | Slight risk   | 37.1  |
|                                                                  | Moderate risk | 23.5  |
|                                                                  | Great risk    | 23.5  |
| Q10 Binge drink once or twice a week                             | No risk       | 12.0  |
|                                                                  | Slight risk   | 22.6  |
|                                                                  | Moderate risk | 31.6  |
|                                                                  | Great risk    | 33.8  |
| Q10 Misuse prescription drugs                                    | No risk       | 12.0  |
|                                                                  | Slight risk   | 5.3   |
|                                                                  | Moderate risk | 17.3  |
|                                                                  | Great risk    | 65.4  |

**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...?    |                    | 6th   |
| Q12 Have 1-2 alcoholic drinks every day                      | Very wrong         | 91.7  |
|                                                              | Wrong              | 6.1   |
|                                                              | A little bit wrong | 1.5   |
|                                                              | Not at all wrong   | .8    |
| Q12 Drink alcohol regularly (at least once or twice a month) | Very wrong         | 88.0  |
|                                                              | Wrong              | 9.0   |
|                                                              | A little bit wrong | 1.5   |
|                                                              | Not at all wrong   | 1.5   |
| Q12 Smoke cigarettes                                         | Very wrong         | 94.1  |
|                                                              | Wrong              | 3.7   |
|                                                              | A little bit wrong | .7    |
|                                                              | Not at all wrong   | 1.5   |
| Q12 Smoke marijuana                                          | Very wrong         | 95.5  |
|                                                              | Wrong              | 3.7   |
|                                                              | Not at all wrong   | .7    |
| Q12 Use prescription drugs not prescribed to you             | Very wrong         | 93.9  |
|                                                              | Wrong              | 3.8   |
|                                                              | A little bit wrong | .8    |
|                                                              | Not at all wrong   | 1.5   |



**Parental Attitudes Favorable Toward Antisocial Behavior**  
**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...? |                    | 6th   |
| Q12 Steal something worth more than \$5                   | Very wrong         | 79.9  |
|                                                           | Wrong              | 16.4  |
|                                                           | A little bit wrong | 3.0   |
|                                                           | Not at all wrong   | .7    |
| Q12 Draw graffiti                                         | Very wrong         | 84.2  |
|                                                           | Wrong              | 11.3  |
|                                                           | A little bit wrong | 2.3   |
|                                                           | Not at all wrong   | 2.3   |
| Q12 Pick a fight with someone                             | Very wrong         | 52.7  |
|                                                           | Wrong              | 33.6  |
|                                                           | A little bit wrong | 9.9   |
|                                                           | Not at all wrong   | 3.8   |

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

|                                          |     | Grade |
|------------------------------------------|-----|-------|
| During the past 12 months, did you...?   |     | 6th   |
| Q13 Feel sad or hopeless for 2+ weeks    | No  | 78.6  |
|                                          | Yes | 21.4  |
| Q13 Consider attempting suicide          | No  | 91.6  |
|                                          | Yes | 8.4   |
| Q13 Make a plan about attempting suicide | No  | 93.8  |
|                                          | Yes | 6.3   |

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

|                                                       |      | Grade |
|-------------------------------------------------------|------|-------|
|                                                       |      | 6th   |
| Q14 Rules in my family are clear                      | YES! | 57.3  |
|                                                       | yes  | 39.7  |
|                                                       | no   | 2.3   |
|                                                       | NO!  | .8    |
| Q14 Parents ask about homework                        | YES! | 67.9  |
|                                                       | yes  | 24.6  |
|                                                       | no   | 6.0   |
|                                                       | NO!  | 1.5   |
| Q14 Parents know where I am and who I am with         | YES! | 72.9  |
|                                                       | yes  | 19.5  |
|                                                       | no   | 4.5   |
|                                                       | NO!  | 3.0   |
| Q14 Family has clear rules about alcohol and drug use | YES! | 79.9  |
|                                                       | yes  | 10.4  |
|                                                       | no   | 6.7   |
|                                                       | NO!  | 3.0   |
| Q18 Parents know if you come home late                | YES! | 61.5  |
|                                                       | yes  | 33.8  |
|                                                       | no   | 3.1   |
|                                                       | NO!  | 1.5   |
| Q18 Parents would catch you drinking                  | YES! | 71.8  |
|                                                       | yes  | 19.1  |
|                                                       | no   | 5.3   |
|                                                       | NO!  | 3.8   |
| Q18 Parents would catch you if you carried a gun      | YES! | 82.4  |
|                                                       | yes  | 9.9   |
|                                                       | no   | 3.1   |
|                                                       | NO!  | 4.6   |
| Q18 Parents would catch you if you skipped school     | YES! | 78.6  |
|                                                       | yes  | 16.0  |
|                                                       | no   | 2.3   |
|                                                       | NO!  | 3.1   |

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

|                                                  |      | Grade |
|--------------------------------------------------|------|-------|
|                                                  |      | 6th   |
| Q14 Family argues over and over about same thing | YES! | 15.0  |
|                                                  | yes  | 23.3  |
|                                                  | no   | 36.8  |
|                                                  | NO!  | 24.8  |
| Q14 Family has serious arguments                 | YES! | 13.5  |
|                                                  | yes  | 24.1  |
|                                                  | no   | 34.6  |
|                                                  | NO!  | 27.8  |
| Q14 Family members often insult each other       | YES! | 17.6  |
|                                                  | yes  | 14.5  |
|                                                  | no   | 34.4  |
|                                                  | NO!  | 33.6  |

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

|                                                                          |      | Grade |
|--------------------------------------------------------------------------|------|-------|
|                                                                          |      | 6th   |
| Q16 Students have chances to help decide activities and rules            | YES! | 23.8  |
|                                                                          | yes  | 44.6  |
|                                                                          | no   | 23.8  |
|                                                                          | NO!  | 7.7   |
| Q16 Teachers ask me to work on special class projects                    | YES! | 13.7  |
|                                                                          | yes  | 36.6  |
|                                                                          | no   | 37.4  |
|                                                                          | NO!  | 12.2  |
| Q16 Students have chances to get involved in activities outside of class | YES! | 55.0  |
|                                                                          | yes  | 38.2  |
|                                                                          | no   | 4.6   |
|                                                                          | NO!  | 2.3   |
| Q16 Students have chances to talk with teacher one-on-one                | YES! | 46.6  |
|                                                                          | yes  | 34.4  |
|                                                                          | no   | 14.5  |
|                                                                          | NO!  | 4.6   |

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

|                                                                           |      | Grade |
|---------------------------------------------------------------------------|------|-------|
|                                                                           |      | 6th   |
| Q16 Students have chances to be a part of class discussions or activities | YES! | 42.0  |
|                                                                           | yes  | 42.7  |
|                                                                           | no   | 12.2  |
|                                                                           | NO!  | 3.1   |

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

|                                                           |      | Grade |
|-----------------------------------------------------------|------|-------|
|                                                           |      | 6th   |
| Q16 Teachers notice when doing a good job and let me know | YES! | 24.6  |
|                                                           | yes  | 51.5  |
|                                                           | no   | 16.2  |
|                                                           | NO!  | 7.7   |
| Q16 I feel safe at school                                 | YES! | 45.8  |
|                                                           | yes  | 45.0  |
|                                                           | no   | 4.6   |
|                                                           | NO!  | 4.6   |
| Q16 School lets parents know when I do well               | YES! | 22.5  |
|                                                           | yes  | 33.3  |
|                                                           | no   | 32.6  |
|                                                           | NO!  | 11.6  |
| Q16 Teachers praise me when I work hard in school         | YES! | 15.4  |
|                                                           | yes  | 45.4  |
|                                                           | no   | 23.1  |
|                                                           | NO!  | 16.2  |

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

|                                             |            | Grade |
|---------------------------------------------|------------|-------|
|                                             |            | 6th   |
| Q17 What were your grades like last year?   | Mostly A's | 32.6  |
|                                             | Mostly B's | 48.1  |
|                                             | Mostly C's | 14.7  |
|                                             | Mostly D's | 2.3   |
|                                             | Mostly F's | 2.3   |
| Q16 My grades are better than most students | YES!       | 24.4  |
|                                             | yes        | 46.6  |
|                                             | no         | 23.7  |
|                                             | NO!        | 5.3   |

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

|                                                      |      | Grade |
|------------------------------------------------------|------|-------|
|                                                      |      | 6th   |
| Q14 Parents ask me before most family decisions made | YES! | 26.0  |
|                                                      | yes  | 46.6  |
|                                                      | no   | 19.8  |
|                                                      | NO!  | 7.6   |
| Q14 I can ask parents for help if I have problem     | YES! | 62.4  |
|                                                      | yes  | 27.1  |
|                                                      | no   | 6.0   |
| Q14 Parents give me chances for fun with them        | NO!  | 4.5   |
|                                                      | YES! | 54.5  |
|                                                      | yes  | 28.4  |
|                                                      | no   | 11.2  |
|                                                      | NO!  | 6.0   |

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

|                                               |              | Grade |
|-----------------------------------------------|--------------|-------|
|                                               |              | 6th   |
| Q18 I enjoy spending time with mom            | YES!         | 71.5  |
|                                               | yes          | 24.6  |
|                                               | no           | 1.5   |
|                                               | NO!          | 2.3   |
| Q18 I enjoy spending time with dad            | YES!         | 70.9  |
|                                               | yes          | 18.9  |
|                                               | no           | 6.3   |
|                                               | NO!          | 3.9   |
| Q15 Parents notice when I am doing a good job | All the time | 40.7  |
|                                               | Often        | 42.2  |
|                                               | Sometimes    | 12.6  |
|                                               | Never        | 4.4   |
| Q15 Parents tell me they are proud of me      | All the time | 42.2  |
|                                               | Often        | 36.3  |
|                                               | Sometimes    | 17.8  |
|                                               | Never        | 3.7   |

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

|                                                                        |      | Grade |
|------------------------------------------------------------------------|------|-------|
|                                                                        |      | 6th   |
| Q18 Neighbors notice good job and let me know                          | YES! | 12.5  |
|                                                                        | yes  | 21.1  |
|                                                                        | no   | 31.3  |
|                                                                        | NO!  | 35.2  |
| Q18 There are people in my neighborhood who are proud of me            | YES! | 13.1  |
|                                                                        | yes  | 23.1  |
|                                                                        | no   | 34.6  |
|                                                                        | NO!  | 29.2  |
| Q18 There are people in my neighborhood who encourage me to do my best | YES! | 19.7  |
|                                                                        | yes  | 31.5  |
|                                                                        | no   | 21.3  |
|                                                                        | NO!  | 27.6  |

**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 |
|----------------------------------------------------------------------|--------------------|-------|
|                                                                      |                    | 6th   |
| Q19 Participated in school activities                                | None of my friends | 13.7  |
|                                                                      | 1 of my friends    | 16.8  |
|                                                                      | 2 of my friends    | 23.7  |
|                                                                      | 3 of my friends    | 18.3  |
|                                                                      | 4 of my friends    | 27.5  |
| Q19 Made a commitment to stay drug-free                              | None of my friends | 9.2   |
|                                                                      | 1 of my friends    | 5.3   |
|                                                                      | 2 of my friends    | 5.3   |
|                                                                      | 3 of my friends    | 7.6   |
|                                                                      | 4 of my friends    | 72.5  |
| Q19 Liked school                                                     | None of my friends | 23.8  |
|                                                                      | 1 of my friends    | 16.9  |
|                                                                      | 2 of my friends    | 20.0  |
|                                                                      | 3 of my friends    | 16.2  |
|                                                                      | 4 of my friends    | 23.1  |
| Q19 Regularly attended religious activities                          | None of my friends | 24.4  |
|                                                                      | 1 of my friends    | 24.4  |
|                                                                      | 2 of my friends    | 29.9  |
|                                                                      | 3 of my friends    | 11.8  |
|                                                                      | 4 of my friends    | 9.4   |
| Q19 Tried to do well in school                                       | None of my friends | 2.3   |
|                                                                      | 1 of my friends    | 2.3   |
|                                                                      | 2 of my friends    | 8.5   |
|                                                                      | 3 of my friends    | 16.9  |
|                                                                      | 4 of my friends    | 70.0  |

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

|                                 |                                  | Grade |
|---------------------------------|----------------------------------|-------|
|                                 |                                  | 6th   |
| Q2 Hispanic/Latino              | Non-Hispanic                     | 70.3  |
|                                 | Hispanic                         | 29.7  |
| Q3 Race                         | White                            | 65.8  |
|                                 | Black/African American           | 3.4   |
|                                 | Native Hawaiian/Pacific Islander | .7    |
|                                 | American Indian/Alaskan Native   | 2.0   |
|                                 | Race not known or other          | 8.7   |
|                                 | More than one race               | 19.5  |
|                                 |                                  |       |
| Q5 Age                          | 11 years                         | 40.8  |
|                                 | 12 years                         | 55.8  |
|                                 | 13 years or older                | 3.4   |
| Q6 Parents served in a war zone | No                               | 70.7  |
|                                 | Yes                              | 11.3  |
|                                 | Not sure                         | 18.0  |
| Q7 Parents served time in jail  | No                               | 72.0  |
|                                 | Yes                              | 13.3  |
|                                 | Not sure                         | 14.7  |

**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 |
|--------------------------------------------------------------|------------|-------|
|                                                              |            | 6th   |
| Q8 Cigarettes                                                | Never      | 99.3  |
|                                                              | 1-5 times  | .7    |
| Q8 Alcohol                                                   | Never      | 99.3  |
|                                                              | 1-5 times  | .7    |
| Q8 Marijuana                                                 | Never      | 100.0 |
| Q8 Inhalants                                                 | Never      | 100.0 |
| Q8 Prescription drugs                                        | Never      | 99.3  |
|                                                              | 6-19 times | .7    |
| Q8 Other illegal drugs                                       | Never      | 100.0 |



**Age Distribution of First Time Alcohol, Tobacco, and Other  
Drug Use**

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

| At what age did you first use...? |                     | Grade |
|-----------------------------------|---------------------|-------|
|                                   |                     | 6th   |
| Q9 Cigarettes                     | Never used          | 99.3  |
|                                   | 12 years            | .7    |
| Q9 Alcohol                        | Never used          | 99.3  |
|                                   | 11 years            | .7    |
| Q9 Marijuana                      | Never used          | 100.0 |
| Q9 Inhalants                      | Never used          | 100.0 |
| Q9 Prescription drugs             | Never used          | 99.3  |
|                                   | 10 years or younger | .7    |
| Q9 Other illegal drugs            | Never used          | 100.0 |

**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 |
|------------------------------------------------------------------|---------------|-------|
|                                                                  |               | 6th   |
| Q10 Smoke 1+ pack cigarettes per day                             | No risk       | 5.4   |
|                                                                  | Slight risk   | 14.9  |
|                                                                  | Moderate risk | 39.9  |
|                                                                  | Great risk    | 39.9  |
| Q10 Try marijuana once or twice                                  | No risk       | 8.7   |
|                                                                  | Slight risk   | 35.6  |
|                                                                  | Moderate risk | 33.6  |
|                                                                  | Great risk    | 22.1  |
| Q10 Smoke marijuana once or twice per week                       | No risk       | 6.8   |
|                                                                  | Slight risk   | 24.3  |
|                                                                  | Moderate risk | 35.1  |
|                                                                  | Great risk    | 33.8  |
| Q10 Have 1-2 alcoholic drinks every day                          | No risk       | 10.2  |
|                                                                  | Slight risk   | 25.2  |
|                                                                  | Moderate risk | 43.5  |
|                                                                  | Great risk    | 21.1  |
| Q10 Binge drink once or twice a week                             | No risk       | 4.8   |
|                                                                  | Slight risk   | 13.6  |
|                                                                  | Moderate risk | 42.9  |
|                                                                  | Great risk    | 38.8  |

**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 |
|------------------------------------------------------------------|---------------|-------|
|                                                                  |               | 6th   |
| Q10 Misuse prescription drugs                                    | No risk       | 2.7   |
|                                                                  | Slight risk   | 5.4   |
|                                                                  | Moderate risk | 19.0  |
|                                                                  | Great risk    | 72.8  |

**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 |
|--------------------------------------------------------------|--------------------|-------|
|                                                              |                    | 6th   |
| Q12 Have 1-2 alcoholic drinks every day                      | Very wrong         | 90.7  |
|                                                              | Wrong              | 8.7   |
|                                                              | A little bit wrong | .7    |
| Q12 Drink alcohol regularly (at least once or twice a month) | Very wrong         | 87.2  |
|                                                              | Wrong              | 7.4   |
|                                                              | A little bit wrong | 4.0   |
|                                                              | Not at all wrong   | 1.3   |
| Q12 Smoke cigarettes                                         | Very wrong         | 91.9  |
|                                                              | Wrong              | 7.4   |
|                                                              | A little bit wrong | .7    |
| Q12 Smoke marijuana                                          | Very wrong         | 96.6  |
|                                                              | Wrong              | 2.0   |
|                                                              | A little bit wrong | .7    |
|                                                              | Not at all wrong   | .7    |
| Q12 Use prescription drugs not prescribed to you             | Very wrong         | 94.0  |
|                                                              | Wrong              | 4.7   |
|                                                              | A little bit wrong | 1.3   |

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

|                                                           |                    | Grade |
|-----------------------------------------------------------|--------------------|-------|
| How wrong do your parents feel it would be for you to...? |                    | 6th   |
| Q12 Steal something worth more than \$5                   | Very wrong         | 80.5  |
|                                                           | Wrong              | 18.8  |
|                                                           | A little bit wrong | .7    |
| Q12 Draw graffiti                                         | Very wrong         | 81.9  |
|                                                           | Wrong              | 15.4  |
|                                                           | A little bit wrong | 2.7   |
| Q12 Pick a fight with someone                             | Very wrong         | 56.4  |
|                                                           | Wrong              | 33.6  |
|                                                           | A little bit wrong | 9.4   |
|                                                           | Not at all wrong   | .7    |

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

|                                          |     | Grade |
|------------------------------------------|-----|-------|
| During the past 12 months, did you...?   |     | 6th   |
| Q13 Feel sad or hopeless for 2+ weeks    | No  | 73.2  |
|                                          | Yes | 26.8  |
| Q13 Consider attempting suicide          | No  | 89.9  |
|                                          | Yes | 10.1  |
| Q13 Make a plan about attempting suicide | No  | 91.9  |
|                                          | Yes | 8.1   |

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

|                                                       |      | Grade |
|-------------------------------------------------------|------|-------|
|                                                       |      | 6th   |
| Q14 Rules in my family are clear                      | YES! | 58.0  |
|                                                       | yes  | 38.7  |
|                                                       | no   | 2.0   |
|                                                       | NO!  | 1.3   |
| Q14 Parents ask about homework                        | YES! | 70.0  |
|                                                       | yes  | 28.0  |
|                                                       | no   | 2.0   |
| Q14 Parents know where I am and who I am with         | YES! | 84.7  |
|                                                       | yes  | 12.0  |
|                                                       | no   | 2.7   |
|                                                       | NO!  | .7    |
| Q14 Family has clear rules about alcohol and drug use | YES! | 87.2  |
|                                                       | yes  | 8.7   |
|                                                       | no   | 2.0   |
|                                                       | NO!  | 2.0   |
| Q18 Parents know if you come home late                | YES! | 71.4  |
|                                                       | yes  | 21.8  |
|                                                       | no   | 6.1   |
|                                                       | NO!  | .7    |
| Q18 Parents would catch you drinking                  | YES! | 79.5  |
|                                                       | yes  | 16.4  |
|                                                       | no   | 3.4   |
|                                                       | NO!  | .7    |
| Q18 Parents would catch you if you carried a gun      | YES! | 84.9  |
|                                                       | yes  | 14.4  |
|                                                       | NO!  | .7    |
| Q18 Parents would catch you if you skipped school     | YES! | 78.2  |
|                                                       | yes  | 17.0  |
|                                                       | no   | 4.8   |

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

|                                                  |      | Grade |
|--------------------------------------------------|------|-------|
|                                                  |      | 6th   |
| Q14 Family argues over and over about same thing | YES! | 16.1  |
|                                                  | yes  | 20.1  |
|                                                  | no   | 50.3  |
|                                                  | NO!  | 13.4  |
| Q14 Family has serious arguments                 | YES! | 10.7  |
|                                                  | yes  | 25.3  |
|                                                  | no   | 31.3  |
|                                                  | NO!  | 32.7  |
| Q14 Family members often insult each other       | YES! | 10.7  |
|                                                  | yes  | 21.3  |
|                                                  | no   | 28.7  |
|                                                  | NO!  | 39.3  |

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

|                                                                          |      | Grade |
|--------------------------------------------------------------------------|------|-------|
|                                                                          |      | 6th   |
| Q16 Students have chances to help decide activities and rules            | YES! | 17.2  |
|                                                                          | yes  | 53.8  |
|                                                                          | no   | 22.8  |
|                                                                          | NO!  | 6.2   |
| Q16 Teachers ask me to work on special class projects                    | YES! | 9.6   |
|                                                                          | yes  | 41.8  |
|                                                                          | no   | 45.2  |
|                                                                          | NO!  | 3.4   |
| Q16 Students have chances to get involved in activities outside of class | YES! | 74.8  |
|                                                                          | yes  | 20.4  |
|                                                                          | no   | 4.1   |
|                                                                          | NO!  | .7    |
| Q16 Students have chances to talk with teacher one-on-one                | YES! | 51.0  |
|                                                                          | yes  | 39.5  |
|                                                                          | no   | 8.2   |
|                                                                          | NO!  | 1.4   |

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

|                                                                           |      | Grade |
|---------------------------------------------------------------------------|------|-------|
|                                                                           |      | 6th   |
| Q16 Students have chances to be a part of class discussions or activities | YES! | 44.8  |
|                                                                           | yes  | 45.5  |
|                                                                           | no   | 7.0   |
|                                                                           | NO!  | 2.8   |

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

|                                                           |      | Grade |
|-----------------------------------------------------------|------|-------|
|                                                           |      | 6th   |
| Q16 Teachers notice when doing a good job and let me know | YES! | 24.7  |
|                                                           | yes  | 58.2  |
|                                                           | no   | 15.8  |
|                                                           | NO!  | 1.4   |
| Q16 I feel safe at school                                 | YES! | 61.9  |
|                                                           | yes  | 31.3  |
|                                                           | no   | 6.8   |
| Q16 School lets parents know when I do well               | YES! | 24.1  |
|                                                           | yes  | 31.0  |
|                                                           | no   | 37.2  |
|                                                           | NO!  | 7.6   |
| Q16 Teachers praise me when I work hard in school         | YES! | 17.1  |
|                                                           | yes  | 45.2  |
|                                                           | no   | 31.5  |
|                                                           | NO!  | 6.2   |

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

|                                             |            | Grade |
|---------------------------------------------|------------|-------|
|                                             |            | 6th   |
| Q17 What were your grades like last year?   | Mostly A's | 51.4  |
|                                             | Mostly B's | 37.7  |
|                                             | Mostly C's | 8.2   |
|                                             | Mostly D's | 2.1   |
|                                             | Mostly F's | .7    |
| Q16 My grades are better than most students | YES!       | 22.4  |
|                                             | yes        | 54.4  |
|                                             | no         | 19.0  |
|                                             | NO!        | 4.1   |

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

|                                                      |      | Grade |
|------------------------------------------------------|------|-------|
|                                                      |      | 6th   |
| Q14 Parents ask me before most family decisions made | YES! | 36.1  |
|                                                      | yes  | 38.1  |
|                                                      | no   | 19.0  |
|                                                      | NO!  | 6.8   |
| Q14 I can ask parents for help if I have problem     | YES! | 63.1  |
|                                                      | yes  | 27.5  |
|                                                      | no   | 8.1   |
|                                                      | NO!  | 1.3   |
| Q14 Parents give me chances for fun with them        | YES! | 50.7  |
|                                                      | yes  | 34.7  |
|                                                      | no   | 12.0  |
|                                                      | NO!  | 2.7   |

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

|                                               |              | Grade |
|-----------------------------------------------|--------------|-------|
|                                               |              | 6th   |
| Q18 I enjoy spending time with mom            | YES!         | 73.5  |
|                                               | yes          | 21.1  |
|                                               | no           | 4.8   |
|                                               | NO!          | .7    |
| Q18 I enjoy spending time with dad            | YES!         | 66.0  |
|                                               | yes          | 20.8  |
|                                               | no           | 9.0   |
|                                               | NO!          | 4.2   |
| Q15 Parents notice when I am doing a good job | All the time | 50.0  |
|                                               | Often        | 34.0  |
|                                               | Sometimes    | 14.0  |
|                                               | Never        | 2.0   |
| Q15 Parents tell me they are proud of me      | All the time | 45.3  |
|                                               | Often        | 32.0  |
|                                               | Sometimes    | 20.0  |
|                                               | Never        | 2.7   |

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

|                                                                        |      | Grade |
|------------------------------------------------------------------------|------|-------|
|                                                                        |      | 6th   |
| Q18 Neighbors notice good job and let me know                          | YES! | 8.8   |
|                                                                        | yes  | 15.0  |
|                                                                        | no   | 44.2  |
|                                                                        | NO!  | 32.0  |
| Q18 There are people in my neighborhood who are proud of me            | YES! | 9.5   |
|                                                                        | yes  | 28.6  |
|                                                                        | no   | 35.4  |
|                                                                        | NO!  | 26.5  |
| Q18 There are people in my neighborhood who encourage me to do my best | YES! | 15.6  |
|                                                                        | yes  | 34.7  |
|                                                                        | no   | 29.9  |
|                                                                        | NO!  | 19.7  |



**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 |
|----------------------------------------------------------------------|--------------------|-------|
|                                                                      |                    | 6th   |
| Q19 Participated in school activities                                | None of my friends | 9.0   |
|                                                                      | 1 of my friends    | 23.4  |
|                                                                      | 2 of my friends    | 21.4  |
|                                                                      | 3 of my friends    | 17.9  |
|                                                                      | 4 of my friends    | 28.3  |
| Q19 Made a commitment to stay drug-free                              | None of my friends | 5.5   |
|                                                                      | 1 of my friends    | 2.7   |
|                                                                      | 2 of my friends    | 3.4   |
|                                                                      | 3 of my friends    | 12.3  |
|                                                                      | 4 of my friends    | 76.0  |
| Q19 Liked school                                                     | None of my friends | 17.9  |
|                                                                      | 1 of my friends    | 16.6  |
|                                                                      | 2 of my friends    | 21.4  |
|                                                                      | 3 of my friends    | 23.4  |
|                                                                      | 4 of my friends    | 20.7  |
| Q19 Regularly attended religious activities                          | None of my friends | 23.2  |
|                                                                      | 1 of my friends    | 19.0  |
|                                                                      | 2 of my friends    | 31.0  |
|                                                                      | 3 of my friends    | 12.0  |
|                                                                      | 4 of my friends    | 14.8  |
| Q19 Tried to do well in school                                       | 1 of my friends    | 2.8   |
|                                                                      | 2 of my friends    | 6.9   |
|                                                                      | 3 of my friends    | 16.6  |
|                                                                      | 4 of my friends    | 73.8  |



THE INDIANA PREVENTION RESOURCE CENTER  
2015 MAIN FINDINGS

## **INDIANA YOUTH SURVEY**

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

### **School City of Hobart - 7<sup>th</sup> - 12<sup>th</sup> Grade Students -**

Survey Conducted January through April 2015  
Report Dated August 2015

**Conducted by: Indiana Prevention Resource Center  
School of Public Health-Bloomington  
Indiana University  
501 North Morton Street Suite 110  
Bloomington, IN 47404**

**<http://www.drugs.indiana.edu>  
INYS@indiana.edu  
Toll free: 1-800-346-3077  
Fax: 812-855-4940**

Funded in part by a contract with the Indiana Family  
and Social Services Administration - Division of  
Mental Health and Addiction

## 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](mailto: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.



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## 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               | .          | .           |
|          | <b>Usable surveys</b>                | <b>524</b> | <b>96.0</b> |
|          | 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.<sup>1,2</sup> 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.<sup>3</sup> 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

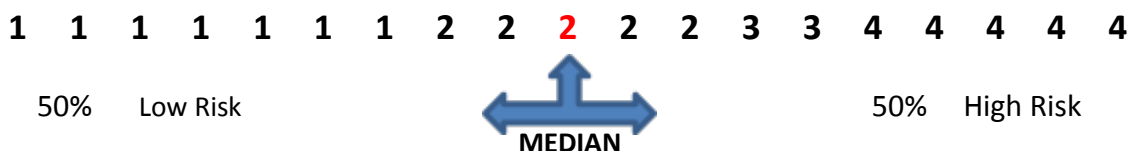
**Risk factors** are conditions that increase the chances that children will become involved in problem behaviors in adolescence and young adulthood.<sup>1</sup> Measures included in the *Indiana Youth Survey* from the Communities That Care (CTC) System can predict alcohol and other drugs use, as well 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.<sup>2</sup> 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        |
|                                                                 | <b>High risk</b> | <b>33.1</b> |
| Community: Perceived availability of drugs                      | Low risk         | 71.5        |
|                                                                 | <b>High risk</b> | <b>28.5</b> |
| Family: Poor family management                                  | Low risk         | 67.2        |
|                                                                 | <b>High risk</b> | <b>32.8</b> |
| Family: Family conflict                                         | Low risk         | 39.4        |
|                                                                 | <b>High risk</b> | <b>60.6</b> |
| Family: Parental attitudes favorable toward drug use            | Low risk         | 75.5        |
|                                                                 | <b>High risk</b> | <b>24.5</b> |
| Family: Parental attitudes favorable toward antisocial behavior | Low risk         | 49.4        |
|                                                                 | <b>High risk</b> | <b>50.6</b> |
| School: Academic failure                                        | Low risk         | 67.1        |
|                                                                 | <b>High risk</b> | <b>32.9</b> |
| School: Low commitment to school                                | Low risk         | 48.7        |
|                                                                 | <b>High risk</b> | <b>51.3</b> |
| Peer-individual: Early initiation of drug use                   | Low risk         | 77.4        |
|                                                                 | <b>High risk</b> | <b>22.6</b> |
| Peer-individual: Favorable attitudes toward antisocial behavior | Low risk         | 66.4        |
|                                                                 | <b>High risk</b> | <b>33.6</b> |
| Peer-individual: Favorable attitudes toward drug use            | Low risk         | 70.6        |
|                                                                 | <b>High risk</b> | <b>29.4</b> |
| Peer-individual: Perceived risk of drug use                     | Low risk         | 39.8        |
|                                                                 | <b>High risk</b> | <b>60.2</b> |
| Peer-individual: Interaction with antisocial peers              | Low risk         | 63.8        |
|                                                                 | <b>High risk</b> | <b>36.2</b> |
| Peer-individual: Rewards for antisocial involvement             | Low risk         | 42.9        |
|                                                                 | <b>High risk</b> | <b>57.1</b> |

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      | <b>Low protection</b> | <b>73.9</b> |
|                                                   | High protection       | 26.1        |
| Family: Opportunities for prosocial involvement   | <b>Low protection</b> | <b>39.7</b> |
|                                                   | High protection       | 60.3        |
| Family: Rewards for prosocial involvement         | <b>Low protection</b> | <b>33.6</b> |
|                                                   | High protection       | 66.4        |
| School: Opportunities for prosocial involvement   | <b>Low protection</b> | <b>29.2</b> |
|                                                   | High protection       | 70.8        |
| School: Rewards for prosocial involvement         | <b>Low protection</b> | <b>44.7</b> |
|                                                   | High protection       | 55.3        |
| Peer-individual: Interaction with prosocial peers | <b>Low protection</b> | <b>50.0</b> |
|                                                   | 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](http://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.<sup>1,2,3</sup> 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)

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

<sup>1</sup> 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), 775-885.

<sup>2</sup> 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.

<sup>3</sup> 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        |
|                                                                              | <b>Yes</b> | <b>19.5</b> | <b>18.6</b> |
| Q22 Personal games of skill                                                  | No         | 65.3        | 71.8        |
|                                                                              | <b>Yes</b> | <b>34.7</b> | <b>28.2</b> |
| Q22 Sports                                                                   | No         | 74.1        | 75.6        |
|                                                                              | <b>Yes</b> | <b>25.9</b> | <b>24.4</b> |
| Q22 Lottery                                                                  | No         | 86.5        | 90.3        |
|                                                                              | <b>Yes</b> | <b>13.5</b> | <b>9.7</b>  |
| Q22 Bingo                                                                    | No         | 81.0        | 85.7        |
|                                                                              | <b>Yes</b> | <b>19.0</b> | <b>14.3</b> |
| Q22 Online gambling                                                          | No         | 93.8        | 94.5        |
|                                                                              | <b>Yes</b> | <b>6.2</b>  | <b>5.5</b>  |
| Q22 Personal challenges                                                      | No         | 64.2        | 66.8        |
|                                                                              | <b>Yes</b> | <b>35.8</b> | <b>33.2</b> |
| Q22 Gambled in other ways                                                    | No         | 85.8        | 83.5        |
|                                                                              | <b>Yes</b> | <b>14.2</b> | <b>16.5</b> |



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        |
|                                                                                 | <b>Yes</b> | <b>25.3</b> | <b>25.6</b> |
| Q23 Issues with the legal system                                                | No         | 74.9        | 74.2        |
|                                                                                 | <b>Yes</b> | <b>25.1</b> | <b>25.8</b> |
| Q23 Lost possessions or money                                                   | No         | 73.2        | 73.5        |
|                                                                                 | <b>Yes</b> | <b>26.8</b> | <b>26.5</b> |
| Q23 Felt bad about gambling                                                     | No         | 74.3        | 74.8        |
|                                                                                 | <b>Yes</b> | <b>25.7</b> | <b>25.2</b> |
| Q23 Poor health                                                                 | No         | 73.8        | 73.5        |
|                                                                                 | <b>Yes</b> | <b>26.2</b> | <b>26.5</b> |
| Q23 Issues with friends and family                                              | No         | 71.1        | 72.6        |
|                                                                                 | <b>Yes</b> | <b>28.9</b> | <b>27.4</b> |

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](http://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   |
| Q9 Marijuana                                | 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    |
|                                             | Never used          | 96.8  | 84.7  |
|                                             | 10 years or younger | .0    | .4    |
| Q9 Synthetic marijuana                      | 11 years            | .7    | .8    |
|                                             | 12 years            | 1.4   | 2.1   |
|                                             | 13 years            | 1.1   | 8.1   |
|                                             | 14 years            | .0    | 3.8   |
|                                             | Never used          | 100.0 | 97.0  |
|                                             | 11 years            | .0    | .8    |
|                                             | 12 years            | .0    | .4    |
| Q9 Cocaine/Crack                            | 13 years            | .0    | 1.7   |
|                                             | 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    |
|                                             | Never used          | 97.4  | 96.2  |
| Q9 Over the counter drugs to get high       | 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)

| How old were you when you first used...? | Grade |     |
|------------------------------------------|-------|-----|
|                                          | 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)

| Think back over the last 2 weeks... |           | Grade |      |
|-------------------------------------|-----------|-------|------|
|                                     |           | 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,<br>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)

| During the past year, how did you get your alcohol? |                                                  | Grade |      |
|-----------------------------------------------------|--------------------------------------------------|-------|------|
|                                                     |                                                  | 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)

| How wrong do you think it is for someone your age to...? |                    | Grade |      |
|----------------------------------------------------------|--------------------|-------|------|
|                                                          |                    | 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)

| 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         | 88.8  | 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  |
| Q9 Pipe                                  | 14 years            | .0    | 1.9  |
|                                          | 15 years            | .0    | 1.0  |
|                                          | 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)

| How wrong do you think it is for someone your age to...? |                    | Grade |      |
|----------------------------------------------------------|--------------------|-------|------|
|                                                          |                    | 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)

| How wrong do you think it is for someone your age to...? |                    | Grade |      |
|----------------------------------------------------------|--------------------|-------|------|
|                                                          |                    | 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)**

| 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         | 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)**

|                                                           |                    | Grade |      |
|-----------------------------------------------------------|--------------------|-------|------|
| How wrong do your parents feel it would be for you to...? |                    | 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)**

|                                          |     | Grade |      |
|------------------------------------------|-----|-------|------|
| During the past 12 months, did you...?   |     | 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  |
|                                          | 11 years            | .7    | .0   |
|                                          | 12 years            | 1.4   | .7   |
|                                          | 13 years            | .0    | 1.5  |
|                                          | 14 years            | .0    | .7   |
| Q9 Over the counter drugs<br>to get high | 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)

| How easy would it be for you to get...?        |              | Grade |      |
|------------------------------------------------|--------------|-------|------|
|                                                |              | 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,<br>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   | 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)

| How wrong do you think it is for someone your age to...? |                    | Grade |      |
|----------------------------------------------------------|--------------------|-------|------|
|                                                          |                    | 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)**

|                                                           |                    | Grade |      |
|-----------------------------------------------------------|--------------------|-------|------|
| How wrong do your parents feel it would be for you to...? |                    | 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)**

|                                          |     | Grade |      |
|------------------------------------------|-----|-------|------|
| During the past 12 months, did you...?   |     | 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 |

# **HMS: Citizenship**

## **Strengths:**

- Student behavior
- Administrative roles (went from 2 admin to 3 admin, a Dean, SRO, and School Safety Officer over the past few years)
- PBIS (specifically, Positive Behavior Referrals)
- Alternative solutions to discipline
- Attendance
- Proactive shared vision by staff

## **Challenges:**

- Attendance
- Service hours (tracking, promoting, school-wide initiative)
- Student climate/culture

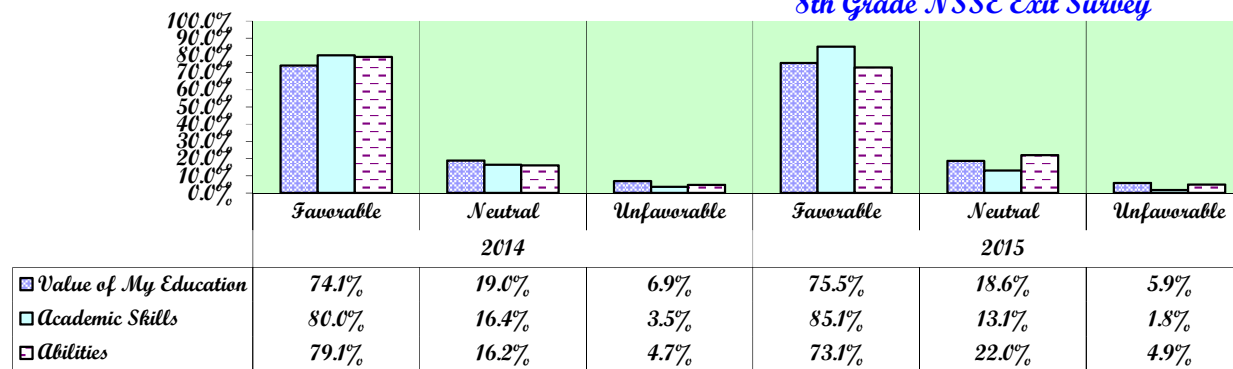
## **Trends and Patterns:**

- Suspensions and expulsions trending downward
- Attendance fairly constant
- Engagement and hope decreases as kids get older

**Hobart Middle School**

**School  
Effectiveness  
2015-2016**

### 8th Grade NSSE Exit Survey



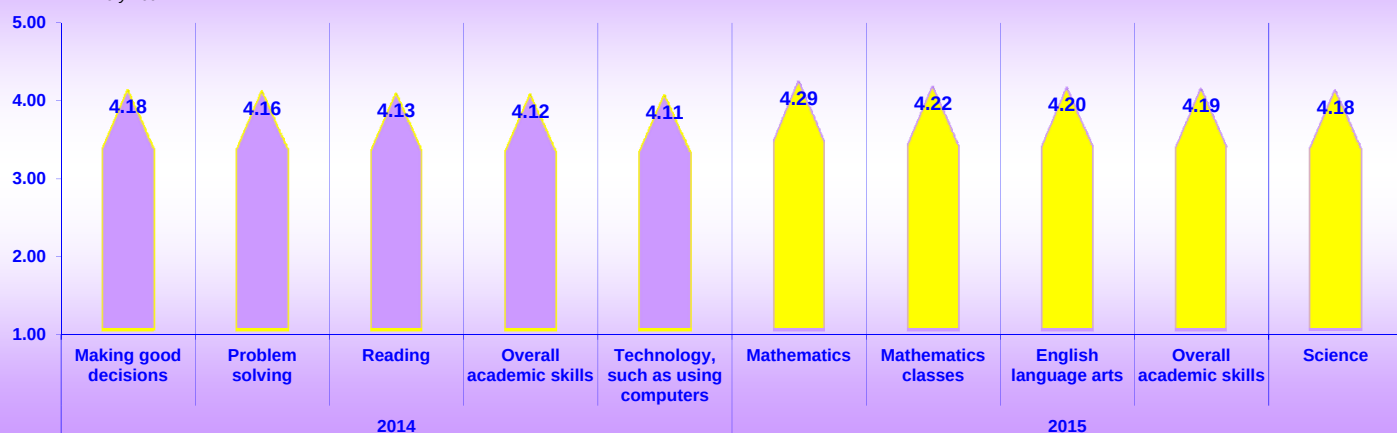
Percent based on average  
number of respondents

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



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

## NSSE 8th Grade Exit Survey Top 5

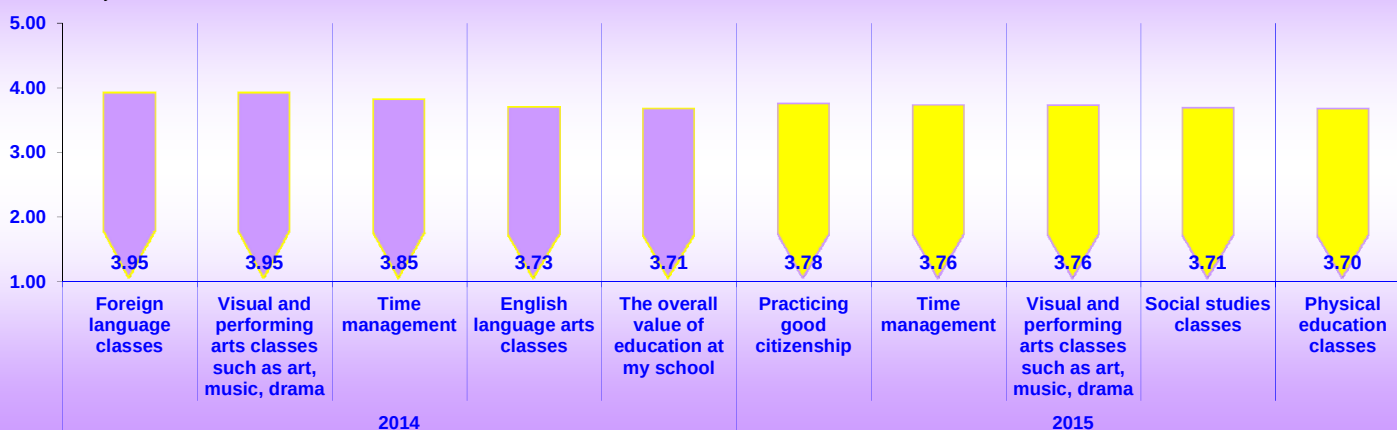


2014 ▲ ▼

2015 ▲ ▼

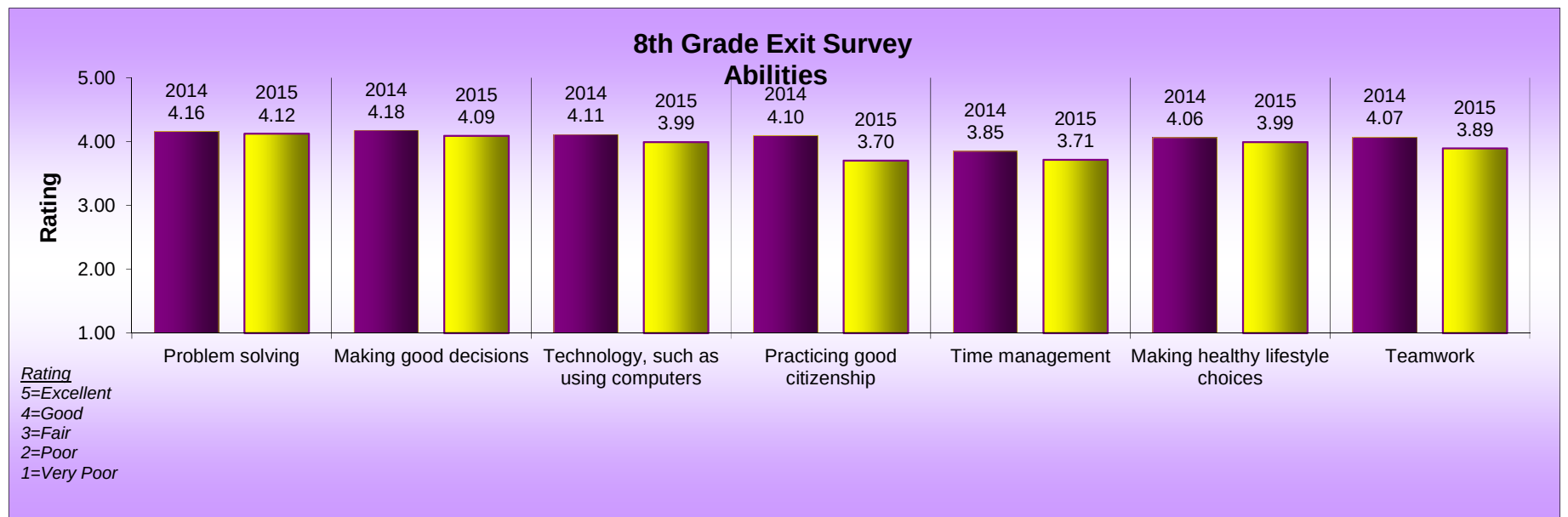
Rating  
5=Excellent  
4=Good  
3=Fair  
2=Poor  
1=Very Poor

## NSSE 8th Grade Exit Survey Bottom 5

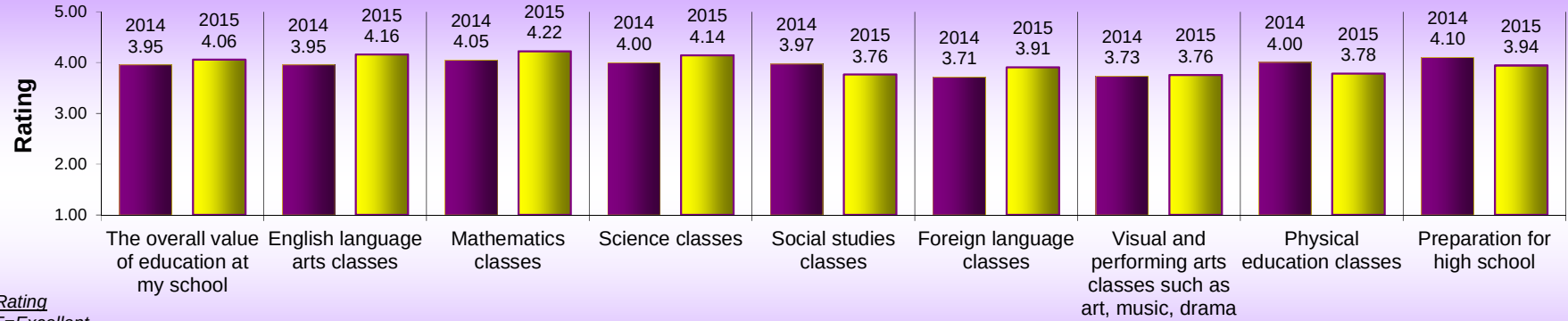


2014 ▲ ▼

2015 ▲ ▼

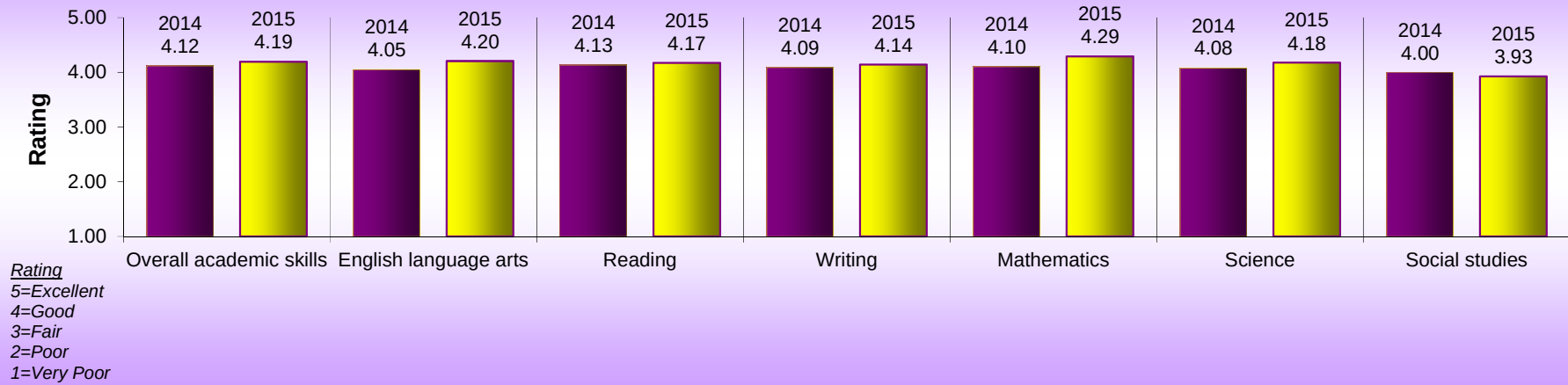


### 8th Grade Exit Survey Value of My Education

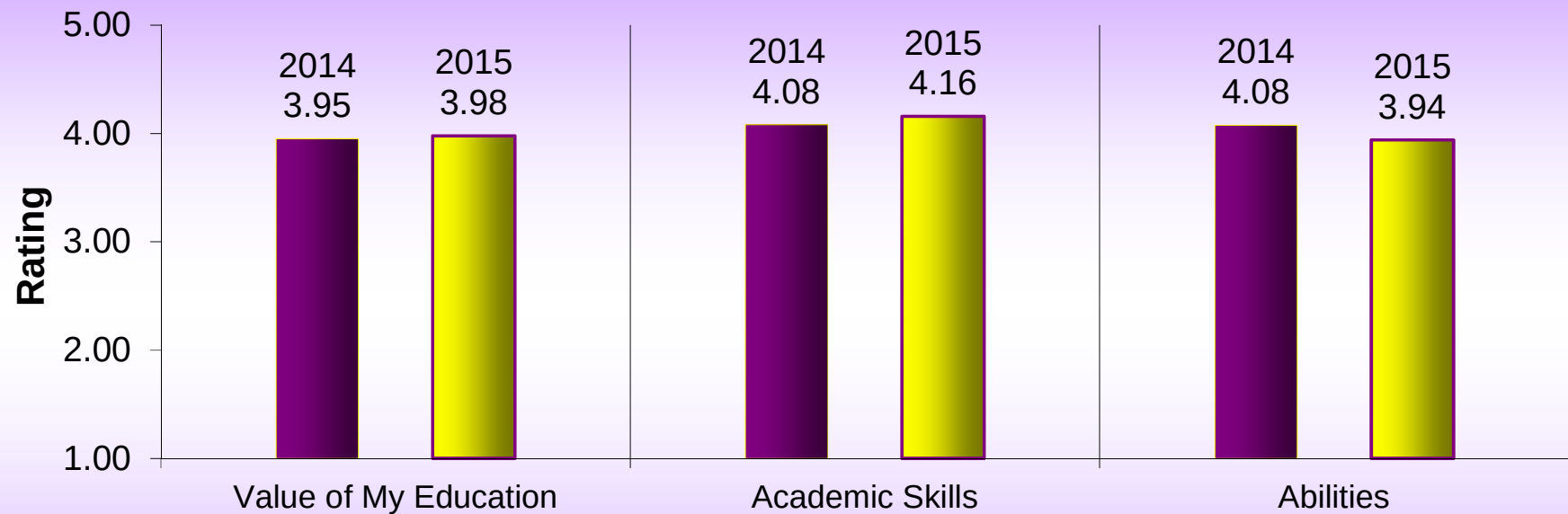


Rating  
 5=Excellent  
 4=Good  
 3=Fair  
 2=Poor  
 1=Very Poor

### 8th Grade Exit Survey Academic Skills



## 8th Grade Exit Survey Catagory Summary



### Rating

5=Excellent

4=Good

3=Fair

2=Poor

1=Very Poor