



# **Executive Summary**

**Hobart High School**

**School City of Hobart**

Mr. Brent Martinson, Principal  
2211 E 10th St  
Hobart, IN 46342-5313

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### Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

### School Context

Hobart High School serves a 9-12 population of approximately 1,300 students. The district is comprised of four elementary schools (1 Early Learning Center for full day kindergarten, Early Childhood Development for toddlers with special needs, and Parents as Teachers (PAT) readiness program for parents birth to kindergarten, and 3 elementary schools serving 1st -5th grade), one middle school, and one high school.

### Family Context

The following information on the community of Hobart was obtained from the U.S. Census Bureau, Census 2010.

The Hobart community has a higher high school graduation rate (89.3%) than the national average (85.0%), yet the community has a percentage of 16.2 for those holding a bachelor's or higher degree. This percentage is well below the national average of 27.9 percent. There are 447 families recorded as below the poverty level within Hobart. This is equivalent to 4.0 percent, which is below the national percentage of 11.3%.

The community's statistics are consistent with the national levels for males and females married, but separated. Seventy percent of Hobart's population has families with 26.7 percent having children under age 18 years of age. The average Hobart household has 3.09 individuals in the family.

### Community Contexts

Hobart covers 28 square miles in Lake County, which is 497 square miles in size. It is part of the Gary Metropolitan Statistical Area. All the communities of northern Indiana are well-served by a modern network of roads, rail and air transportation. Over half of the population of the United States and Canada is within a day's drive. Here's how close (in miles) Hobart is to these major regional cities. Hobart is located 40 miles from Chicago, 250 miles from Detroit, and 155 miles from Indianapolis. Hobart is 0 miles from interstate highway access to I-65, 94, and 90. In addition, easy access is available to US and Indiana Highways 6 and 30 in town.

There is a wide range of civic organizations available in Hobart. Residents participate in the following organizations: Art League, Boys & Girls Scouts, Chamber of Commerce, Elks Club, Historical Society, Hobart Humane Society, Jaycees, Kiwanis Club, Rotary Club, YMCA, Partners in Contracting Corp., and the Hobart Industrial Economic Development Corp. In addition, parents are active within the schools by participating in each school's Parent Teacher Organization (PTO) and Booster clubs. Parent involvement has also been enhanced through the use of Harmony Parent Portal, an online portal that allows parents to view his/her child's grades, attendance, and discipline.

### General Characteristics

The total population of Hobart is 28,389 with 42.4 percent of the population ranging in age from 25 to 54 years of age. The median age is 39.3 years of age. The School City of Hobart can expect enrollment to continue to remain at current levels according to the statistics from the 2010 Census Bureau. Specifically, each range of ages or block of children from birth to 18 is a consistent percentage of 6% to 7% of the total population. Further, it could be assumed that the student population will stay consistent and/or rise as families move into Hobart.

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### Ethnicity/Race

In combination with one or more other races listed. The six numbers may add to more than the total population and the six percentages may add to more than 100 percent because individuals may report more than one race.

According to the U.S. Census Bureau, Census 2000 Summary File, Hobart has a larger white population in comparison to other races. For example, the U.S has recorded 74.0% of its population as White, as Hobart has reported 84.4%. The U.S has a higher Black or African American population (12.50%) than Hobart (7.6%). Further, the Hispanic or Latino population in the U.S. is 15.7% of the population, and Hobart is lower at 12%. The Hispanic population ranks as the largest minority in the community.

### Housing

There is a wide range of housing choices in Hobart. The median value of a home in Hobart is \$132,400 compared to the national average of \$188,400. Within the Hobart community, there are 8,473 single-family owner-occupied homes.

75.7 percent of residents live in owner-occupied housing units, while 24.3 percent rent a home. The average family size in Hobart is 3.09.

### Economic Characteristics

The labor force in Hobart is slightly higher than the U.S. The median household and family income are higher in Hobart than the average in the U.S. Families and individuals that are below poverty are significantly lower than the country's average.

### Overall Strengths

- The Hobart community has a higher high school graduation rate (89.3%) than the national average (85.0%).
- The community has a more stable population than the state as a whole.
- The median household of \$54,301 and the family income of \$65,156 recorded in 2010, exceeds the national average of \$51,914 and \$62,982.
- The poverty level for families and individuals is less than the national average.

### Overall Challenges

- The Hobart community percentage for those holding a bachelor's or higher degree (16.2%) is well below the national average (27.9%).

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Our School District's Beliefs:

- Learning is the shared responsibility of the school, student, parent and community.
  
- Learning occurs best in a safe, secure environment.
  
- Our schools value and respect diversity, creating an equal opportunity for all children to learn.
  
- Successful learners, whether students or adults, set goals and monitor progress in achieving them.
  
- Motivation to learn is influenced by a student's emotional state, beliefs, interests, and goals.
  
- Students learn best when they are actively engaged in meaningful, challenging work.
  
- Students learn best when the staff maintains high expectations for learning.
  
- Successful students create and use a variety of thinking and reasoning strategies and can communicate ideas.
  
- Interactions with adults, who serve as role models and mentors, contribute to student learning and achievement.
  
- Effective educators engage in learning communities that use research and best practices that support the ongoing improvement of teaching and student performance.

Vision for Student Learning:

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

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

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

A. Our Schools Equip Children for Adulthood

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

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### B. Our Schools Address the Needs of Individual Students

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

### C. Our Schools Are Community Schools

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

### D. Our Schools Are Committed to Success

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

### Hobart High School Mission Statement:

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

### Learning Areas and High-Priority Expectations for Student Learning:

#### Learning Area - Language Arts

##### Expectations for Student Learning

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

#### Learning Area - Problem Solving

##### Expectations for Student Learning

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

#### Learning Area - Careers

##### Expectations for Student Learning

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

#### Learning Area - Citizenship

##### Expectations for Student Learning

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

### Rationale for Learning Areas:

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

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

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Hobart High School mission:

Hobart High School Equips Children for Adulthood

Hobart High School Addresses the Needs of Individual Students

Hobart High School is a Community School

Hobart High School is Committed to Success

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Hobart High School believes in the importance of fostering a school environment where all faculty and staff work diligently to build positive, meaningful relationships with students.

The most notable as documented by the Hobart High School AdvancED team including the following strengths:

☐ Effective Teachers (strong / positive student- staff relationships, Teacher / student mentoring, PBIS- Teacher of the month, consistent collaboration and sharing of ideas among staff, professional development).

☐ Focus on the development of the whole child (teachers build trusting relationships with students, celebrate successes and discuss ways to decrease failures, Peer-Tutoring program, PBIS - BRICKS and Random Rewards Program, ample extra-curricular offerings, and constant dialogue with students about school and life).

☐ Effective communication with all stakeholders (Brickie Buzz Weekly phone call, sign boards, newsletters, parent phone calls, announcements, student news wall).

☐ College / career preparatory offerings and awareness (Pathway course catalogue, Porter County Career Center course offerings, concurrent enrollment / dual credit classes, Advanced Placement courses, college fairs, weekly scholarship updates, college and career awareness posters, Workforce One recognition, 9th grade college and career readiness class, implementation of ACT assessments, college acceptance wall).

☐ Achievement ( HHS is a 4 Star School, Increased Achievement Scores over last 5 years, "A" School Corp., ACT District, ECA scores have increased over past two years, JROTC program-Regional Champs- Fitness Team National Champs & 7 Time Leadership and Academic Bowl National Championship Finalist, Academic Superbowl Teams).

☐ Academic Interventions (Challenge Program, 9th graders struggling with reading are showing a 2 year improvement by utilizing Read 180, Independent Reading in English Classes, English / Algebra 1 remediation classes, Why Try at the 9th grade level, Peer- Tutoring program, athletic study tables).

☐ Strong Leadership (Building administration and Central Office are supportive of teachers and staff, principals are very visible to students and teachers in a positive way).

☐ School Safety (Partnerships with Hobart Police and Fire Departments, Table Top Exercises, regular drills, proactive approach, security cameras).

The challenges we face for improvement include the following areas as designated by our Hobart High School AdvancED Team:

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¢ Student Behavior (Attendance, Rate of Expulsion / Suspensions)

¢ ACT Academic Improvement (Further data analysis, collaboration, and improvement on all areas of the ACT test, encouraging student to take more rigorous courses would also help to improve test scores).

¢ Technology (More training, communication).

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

### Additional Information

Hobart High School has a saying that we believe in each and every day- MISSION POSSIBLE. It has truly become a staple of who we are as a high school because when we believe in something and work hard, we know we can achieve it! This is something we instill in our students on a daily basis as we focus on preparing them for life after high school.

We know that we play a critical role in the lives of our students, and that is why we put such emphasis on the positive relationships we build with them. These relationships allow students to feel valued, overcome the obstacles in their lives, and believe in the potential they all have for a successful future.

Our "at risk" students are identified early on by teachers and staff, and we work diligently to provide them with the necessary resources to be successful. These resources include:

☐ Student / Teacher Mentoring- We set these students up with a teacher mentor that meets with them on a weekly basis. The teachers serve as a role model, go to person, positive influence, and academic advisor. For some of our students, this is the only adult role model in their lives- making this relationship critical for their continued success.

☐ Alternative Challenge School- Our alternative program is for students who are credit deficient, have certain behavior issues, or a life circumstance which makes attending regular school hours difficult. This program gives students who might have considered dropping out a second chance at earning a High School Diploma.

☐ Parents as Teachers (PAT) - We are proactive when it comes to making healthy choices in high school. Our health curriculum focuses on making good choices; however, we do have students who become pregnant while still in high school. Our Parents as Teachers program offers support, resources, and assistance to students while working with them to stay in school.

☐ Academic Remediation Classes- Students who may have difficulty passing the End of Course Assessments in English and Algebra 1 are identified early on by their classroom teachers. These students are then placed in to an additional English / Algebra 1 class to prepare them for the assessment.

☐ PBIS BRICKS Program and Random Rewards- Our Positive Behavior Intervention and Support program has two parts. The first recognizes students each quarter who meet the following requirements: Be Here (no more than 2 absences, no tardies), Respect (no discipline referrals), Involvement (active in an extra-curricular activity), Citizenship (2 hours of community service per quarter), Knowledge (3.0 GPA or by teacher recommendation & no missing assignments). The second part of the PBIS program are random rewards each week. The computer generates 5 random names, and we recognize them for various reasons: on time to class, prepared, etc. For some of our students who struggle to earn all five BRICKS, this is how we recognize them for their positive behavior.

We believe that the relationships we build with students greatly contribute to our students' success. WE CARE about our kids, advocate for

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them, and take a personal stake in their success and failures. Together, we know that we can positively impact the lives of every student and guide them on their journey to a successful future. - MISSION POSSIBLE!