



Executive Summary

Hobart Middle School

School City of Hobart

Mrs. Carolie Warren, Principal
36 E 8th St
Hobart, IN 46342-5144

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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 Middle School serves a 6-8 population of approximately 950 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 Middle School Mission Statement:

Our daily commitment at Hobart Middle School is to reach our personal best by applying lifeskills, achieving academic success, and demonstrating a strong work ethic to become lifelong learners and responsible citizens.

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 Middle School mission:

Hobart Middle School Equips Children for Adulthood

Hobart Middle School Addresses the Needs of Individual Students

Hobart Middle School is a Community School

Hobart Middle 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.

Notable Achievements

- ☺ Availability and use of technology (Provides opportunity for planning and interventions for students; more advanced in technology than most schools; encourages the use of technology by teachers and students)
- ☺ New Student Mentoring Program (New students feel welcomed, cared for and are adjusting well.)
- ☺ Administrators work together to keep HMS running smoothly and are very friendly. (Principals are always in the hall interacting with students and getting to know them.)
- ☺ Many programs to assist students with reading improvement (Fast ForWord, Read 180, S44, & E21; programs meet students at their levels-very individualized)
- ☺ Gather data and use to change instruction (We have a lot of data and sources used to gather data and track progress; we track student progress very well.)
- ☺ Expanded Alternative School from ten students served to fifty (Academy of Success-7th & 8th gr.)
- ☺ After-school program for expelled students
- ☺ Guidance lessons in classrooms focusing on college and career readiness (Becoming more detailed each year)
- ☺ Citizenship committee (PBIS to improve student behavior)
- ☺ District rarely says no (If a teacher wants to do something, he will receive the tools, support, and encouragement from administration.)
- ☺ Outstanding communication (flyers, Harmony, newsletters, phone messages, etc. to stakeholders; excellent Focus on Education publication)
- ☺ Students are respectful. (HMS has improved the attitudes and behaviors of students over the past two years; students are aware that there are consequences for misbehavior and they know staff cares for them.)
- ☺ The discipline has been much better the last two years. (Once a referral is submitted, the student is in the office within 24 hours with a principal.)
- ☺ The administrative team works very hard to support the students and staff at HMS. (Administrators are very good in parent meetings and ACR meetings.)
- ☺ We improved from a D to a C or higher.
- ☺ We are doing a much better job personally and academically.
- ☺ We teach to all student levels and abilities.
- ☺ The schools regularly get emails from parents talking about the great things happening in the classrooms.
- ☺ Teachers and staff working on teams toward common goals and truly care for students

Areas of Improvement

- ☺ Creating a schedule that allows all students to have two segments of language arts-a writing class and a literature class.
- ☺ Character education program needs to be stronger (Bring back C.L.A.S.S. life skills and lifelong guidelines)
- o Students need to feel better about being smart, receiving good grades, and being a good citizen.
- ☺ Guidance lessons in classroom sometimes take away from our availability to help students in a crisis. (Third counselor in office would be helpful.)

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- ¢ Need more communication on student data and achievement between elementary and middle school and middle school to high school
- ¢ Need to strengthen Rti process
- ¢ Need parent classes to show parents how to access information on Harmony

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 Middle School truly has a family atmosphere where students and staff work well together and genuinely care about each other.

Hobart has a rich history of generations of families coming through the Hobart School System and many current HMS students are 3rd and 4th generation students. Teachers have longevity and have often taught more than one generation of students. Some of the programs that exemplify HMS include the following:

- o Many extracurricular clubs
- o Hall of Academic Excellence
- o Strong curriculum including PLTW and many literacy programs such as Fast ForWord, E21, S44, and Read 180
- o Community Service Credit
- o High school credit for Algebra and World Languages