George Earle Elementary Continuous School Improvement Plan

April 2006

TABLE OF CONTENTS

George Earle Elementary

Plan For

Continuous School Improvement

Introduction

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

Research-Based Practices and Organizational Conditions of Improving Schools

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

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

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

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

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

Quality information
- Our district collects data from state and local assessments and other vital areas that contribute to the quality of excellent schools. Our district strives for data that is free from errors.
- Our district has a data warehouse that delivers student data to target strengths and weaknesses.

Policies and procedures
- Our district has monthly grade level and department meetings to collaborate on instructional practices and student performance.
- The district maintains and practices continuous school improvement planning with a relentless focus on student learning.

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

Questions for Further Examination

Ensure desired results
- Do our stakeholders understand our district's vision and mission for student learning?
- Will classroom assessment results be considered in determining immediate improvement goals?

Improve teaching and learning
- How can we ensure curriculum is consistent between grade levels?
- How do we better support the equitable opportunity of students to learn through individualization and differentiation?

Foster a culture for improvement
- How do we increase the involvement of families and the community in supporting children as learners?
- Are all grade levels and departments focused on achieving our vision and mission for student learning?
- How can we unify and stregthen our district's improvement efforts?

Quality teachers
- What characteristics should our district focus on when recruiting new teachers?
- How can we enhance individual effectiveness?

Effective leadership
- Can school leaders manage all of the priorities for improvement?

Quality information
- How do we accomplish creating standard classroom-based assessments to provide appropriate and timely action to improve areas of identified needs?

Policies and procedures
- How can the district better support teachers' improvement efforts?

Resources and support systems
- How can the budget process address priorities for improvement?
- How do we provide extra support services and special programs to optimize student learning?

Our School District's Beliefs

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

- Learning occurs best in a safe, secure environment.

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

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

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

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

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

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

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

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

Vision for Student Learning:

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

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

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

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

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

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

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

George Earle Mission Statement:

The George Earle School Community inspires our students to be confident, compassionate individuals who communicate and problem solve as 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.

- All students will read with fluency.
- All students will comprehend written text.
- All students will communicate ideas through writing.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

Learning Area - Mathematics
Expectations for Student Learning

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

- All students will compute accurately with and without a calculator.
- All students will demonstrate problem-solving skills in mathematics.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use technology resources in developing strategies and making informed decisions for solving problems.

Learning Area - Careers
Expectations for Student Learning

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

- All students will develop career awareness.
- All students will have a personal education plan.
- All students will have the opportunity to complete requirements for Core 40 or Honors Diploma.
- All students will identify post-graduate education/career opportunities.
- All students will have personal guidance to chart their future career path enabling them to reach their potential.

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.

- All students will demonstrate behavior expectations through the Lifelong Guidelines.
- All students will demonstrate the Personal Best guideline by acting on the Lifeskills.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will participate in community service activities to experience personal, intellectual, and social growth.
- All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.
- All students will demonstrate the need to be globally responsible citizens from knowledge obtained in science and social studies.

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, Mathematics, Careers, and Citizenship are the focus of accountability requirements for our district.

Our mission:

Our school inspires our students to be confident, compassionate individuals who are productive citizens in our world.

Student Characteristics at the Onset of the Improvement Process
Data Displays and Narrative Summaries

Student Characteristics

George Earle Enrollment by Grade Level
The School City of Hobart enrollment data is entered into each school's student information system (STI--Software Technology, Inc.) as each student is registered. The data is transferred daily to the STI District data file from which a summary report can be created at any point in time. An official report is sent to the state in mid-September and again in December of each year. The data on the graphs is accurate as of April 2006.

George Earle Enrollment Projection

George Earle Enrollment Projected 5 Year Trend

	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
		2	18	4	-9	16	-42	42	-12	-11	3	-2	-2	-2	-2
		0.64%	5.73%	1.20%	-2.68%	4.89%	-12.24%	13.95%	-3.50%	-3.32%	0.88%	-0.50%	-0.50%	-0.50%	-0.50%
George Earle Elem - 4311	312	314	332	336	327	343	301	343	331	320	323	321	320	318	316
IDOE Projections N/A											0	0	0	0	
Average	325.9	325.9	325.9	325.9	325.9	325.9	325.9	325.9	325.9	325.9					
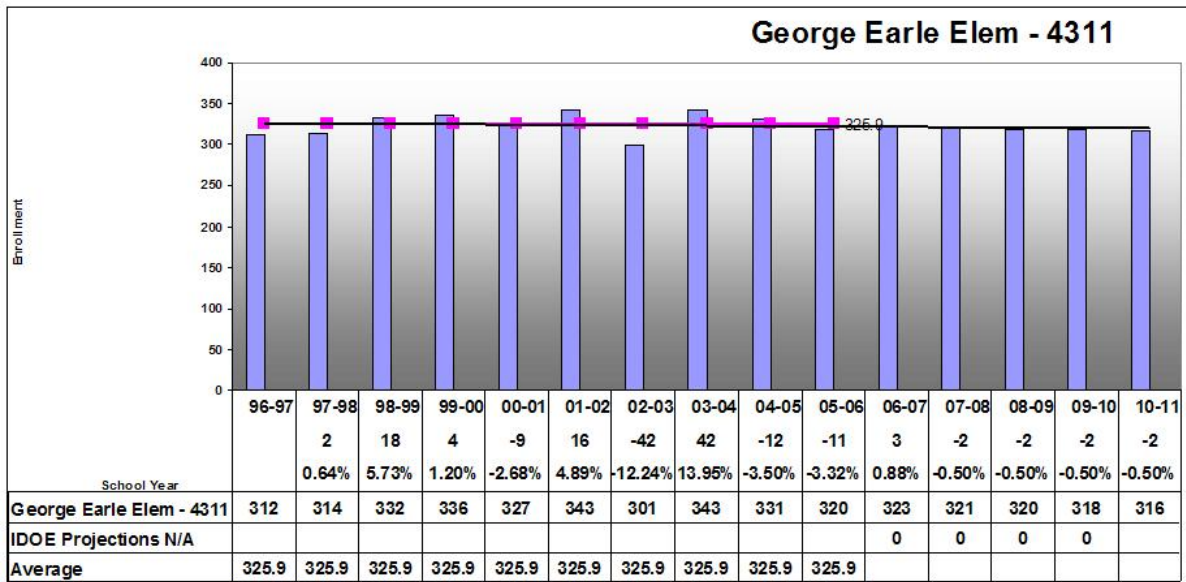
George Earle's projected enrollment for the next five years is to slightly decrease each year.

George Earle Gender Enrollment

George Earle Gender Enrollment
2003-04 to 2005-06

George Earle Elementary, 4311

Gender Comparison by Year

	2003-04	2004-05	2005-06
Male	162	169	164
Female	163	164	154
Total	325	333	318
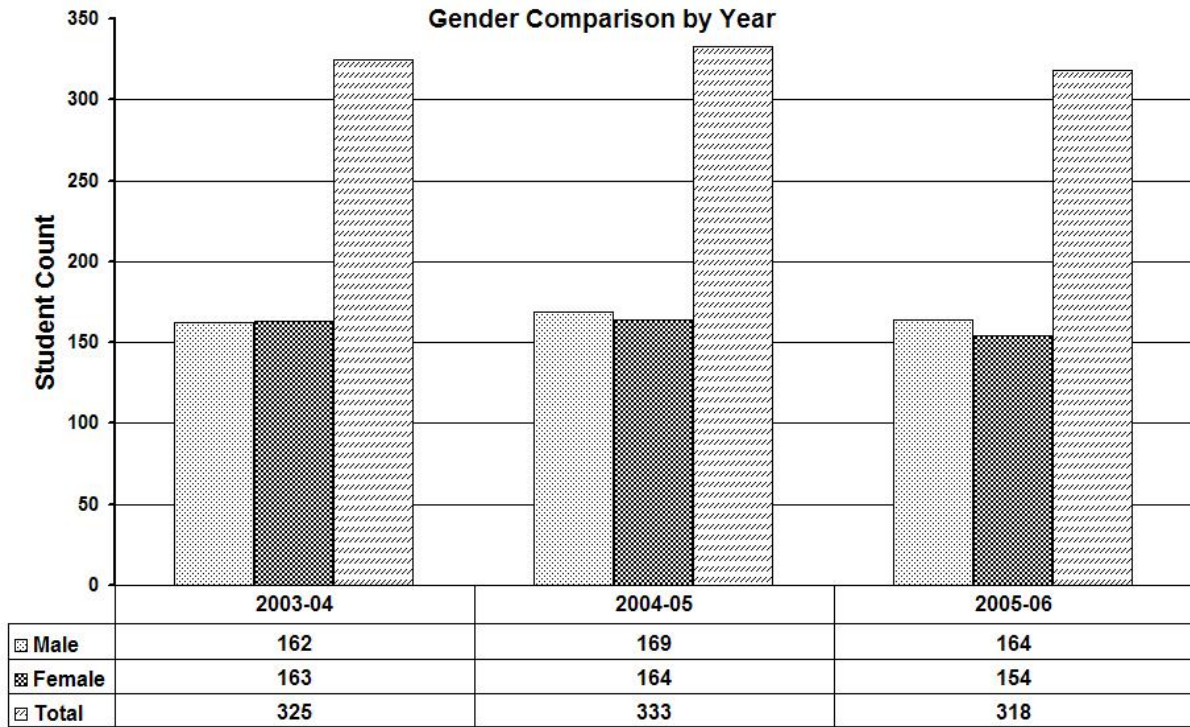
- In 2003-2004, females outnumber the males by one.
- In 2004-2005 and 2005-2006, the males outnumbered the females.

George Earle Ethnicity and Linear Projection

George Earle School Enrollment By Ethnicity 2003-04 to 2005-06

George Earle Elementary

☑ Amer Indian/Alaskan
☑ Black
☑ Asian/Pacific
☑ Hispanic
☑ Multi-racial
☑ White

	Amer Indian/ Alaskan	Black	Asian/ Pacific	Hispanic	Multi - racial	White	Total
2003-2004	7	30	7	50	18	213	**325**
2004-2005	8	35	8	49	26	207	**333**
2005-2006	5	31	8	50	25	199	**318**

Percent Within George Earle Elementary

2003-2004	2.2%	9.2%	2.2%	15.4%	5.5%	65.5%	**100.0%**
2004-2005	2.4%	10.5%	2.4%	14.7%	7.8%	62.2%	**100.0%**
2005-2006	1.6%	9.7%	2.5%	15.7%	7.9%	62.6%	**100.0%**

Percent of District Total

2003-2004	23.3%	36.6%	28.0%	11.3%	20.7%	7.4%	**9.1%**
2004-2005	20.5%	32.4%	26.7%	11.0%	25.0%	7.2%	**9.2%**
2005-2006	10.0%	26.1%	25.0%	10.4%	20.2%	6.8%	**8.5%**

2yr avg growth	-1	0.5	0.5	0	3.5	-7	**-3.5**

- The White subgroup has decreased.
- The Multi-racial subgroup increased and then decreased.
- The Hispanic subgroup decreased and then increased.
- The Asian/Pacific subgroup increased and then stayed the same.
- The Black subgroup increased and then decreased.
- The American Indian/Alaskan subgroup increased and then decreased.

George Earle Participation in Special Programs
The special programs offered by the School City of Hobart include the Lunch Program, Gifted and Talented (GT), English as a Second Language (ESL), Special Education (Spec Ed), Freshman Academy, Challenge, Title I, Summer School, and Focused Leveled Instructional Program (FLIP).

George Earle School Participation in the Lunch Program 2003-04 to 2005-06

George Earle Elementary, 4311

Lunch Comparison by Year

	Paid	% Population	Free/R	% Population
2003-04	169	52.00%	156	48.00%
2004-05	166	49.85%	167	50.15%
2005-06	158	49.69%	160	50.31%
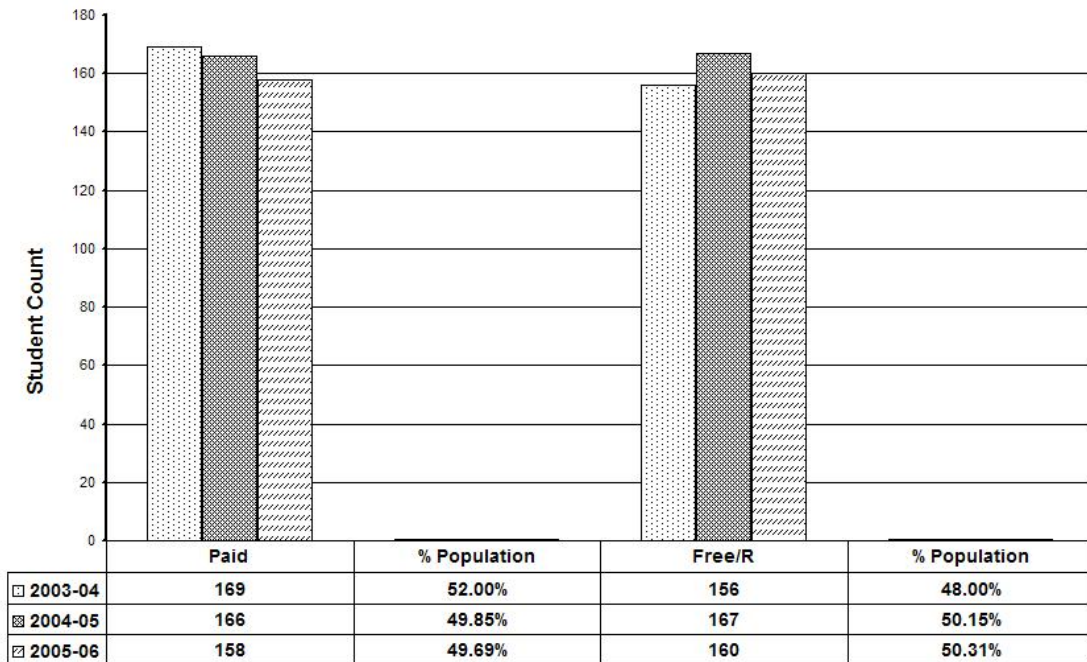
- The Free/Reduced Lunch subgroup increased and then decreased.
- The Paid Lunch subgroup consistently decreased.

George Earle Participation in Special Programs Con't

George Earle School
Participation in Special Programs
2003-04 to 2005-06

George Earle Participation in Special Programs

	2003-04	2004-05	2005-06
GT	22	26	18
ESL	24	19	23
Special Ed	42	54	34
Title I	181	188	137
Summer School	49	102	38
Flip-Math			88
Flip-LA			81
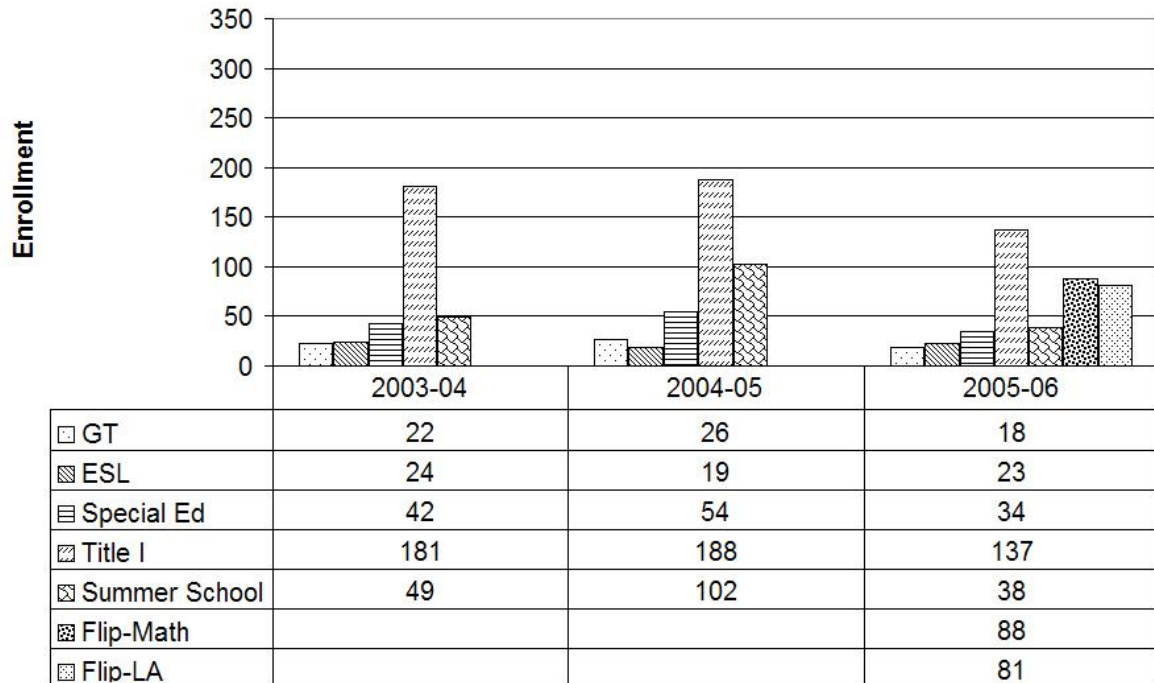
- The Gifted and Talented subgroup increased and then decreased.
- The ESL subgroup decreased and then increased.
- The Special Education subgroup increased and then decreased.
- The Title I subgroup increased and then decreased.
- The Summer School subgroup increased and then decreased.
- The FLIP (Focused Leveled Instruction Program) just began, so there is not enough data to analyze.

George Earle Participation in Special Programs Con't

George Earle School
Total Participation in Special Programs
2003-04 to 2005-06

George Earle Participation in Special Programs

	2003-04	2004-05	2005-06
GT	7%	8%	6%
ESL	7.38%	5.71%	7.23%
Special Ed	12.92%	16.22%	10.69%
Title I	55.69%	55.46%	43.08%
Summer School	15.08%	30.63%	11.95%
Flip-Math			25.47%
Flip-LA			27.67%
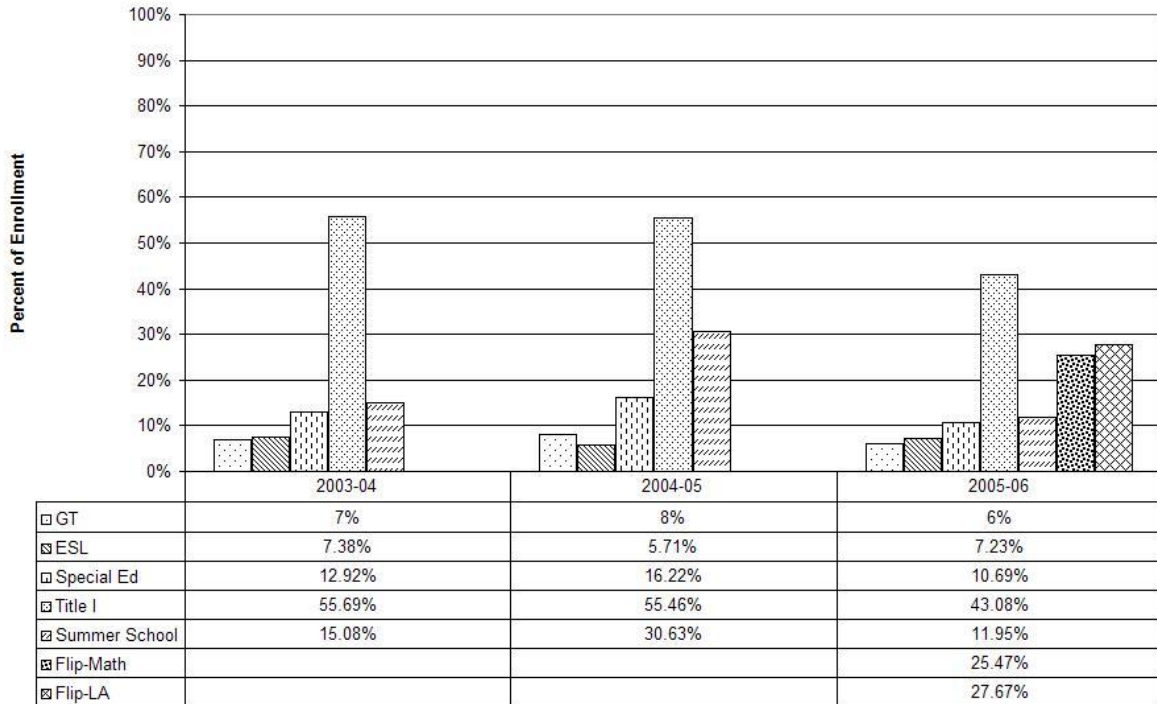
- The Gifted and Talented subgroup increased and then decreased.
- The ESL subgroup decreased and then increased.
- The Special Education subgroup increased and then decreased.
- The Title I subgroup increased and then decreased.
- The Summer School subgroup increased and then decreased.
- The FLIP (Focused Leveled Instruction Program) just began, so there is not enough data to analyze.

Trends and Patterns
- The White subgroup and the Paid Lunch subgroup decreased.
- The other subgroups increase and decrease inconsistently.

The School City of Hobart Central Office has confirmed the accuracy of the student characteristic and student participation data. The data is up-to-date as of April 2006.

Students and their Performance at the Onset of the Improvement Process

Data Displays and Narrative Summaries

Student Performance: Overall Performance

Attendance

George Earle Elementary School
District Attendance
2003-04 to 2005-06

George Earle and State Attendance Comparison

	2002-03	2003-04	2004-05
State	95.8%	95.9%	95.9%
George Earle	93.9%	95.5%	95.4%
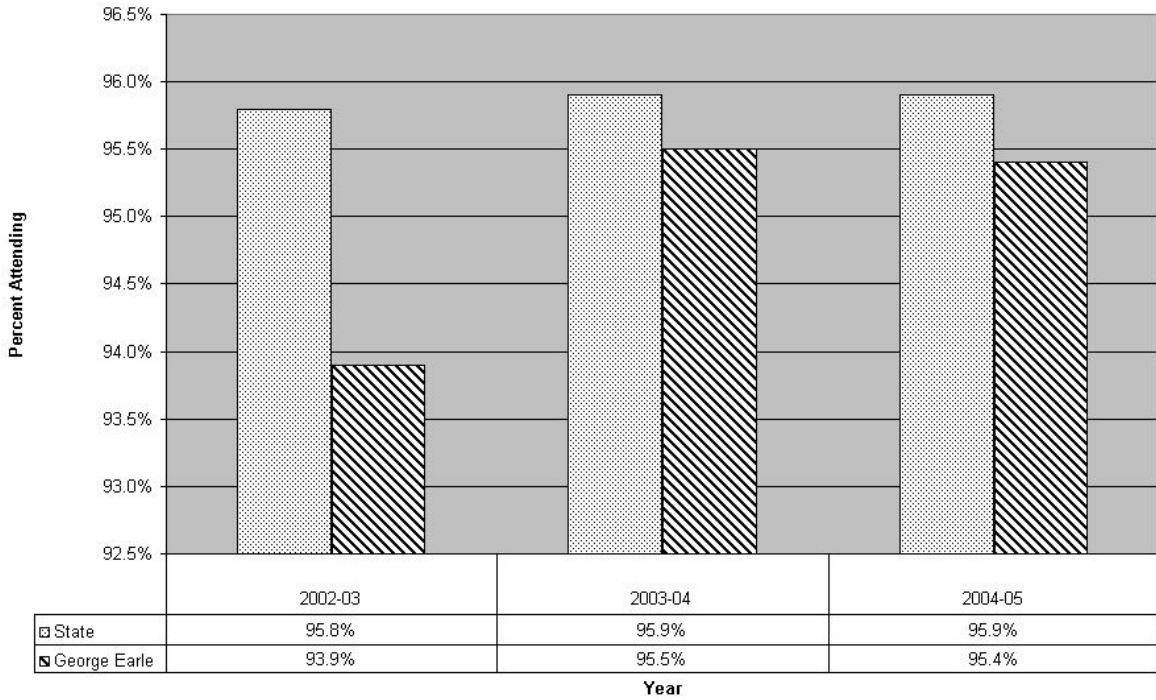
- The George Earle Elementary attendance increased significantly from 2002-2003 and decreased slightly from 2003-2004.
- The George Earle Elementary attendance is consistantly below the state average.

State Assessment English/Language Arts (LA)
The state assessment tool used is Indiana Statewide Testing for Educational Progress (ISTEP+). At the individual student level, ISTEP+ results are used to identify students' strengths and weaknesses in English/LA and mathematics. At building and district levels, the reports are used to evaluate local curriculum choices and the instructional strategies that are employed by teachers in classrooms.

George Earle Elementary School (ISTEP)
LA Summary by Grade Level
2003-04 to 2005-06

ISTEP English/LA Comparison
George Earle Elementary Sch, 4311

	Grade 3	Grade 4	Grade5
2003-04	62%		
2004-05	84%	77%	71%
2005-06	69%	93%	74%

Grade Level
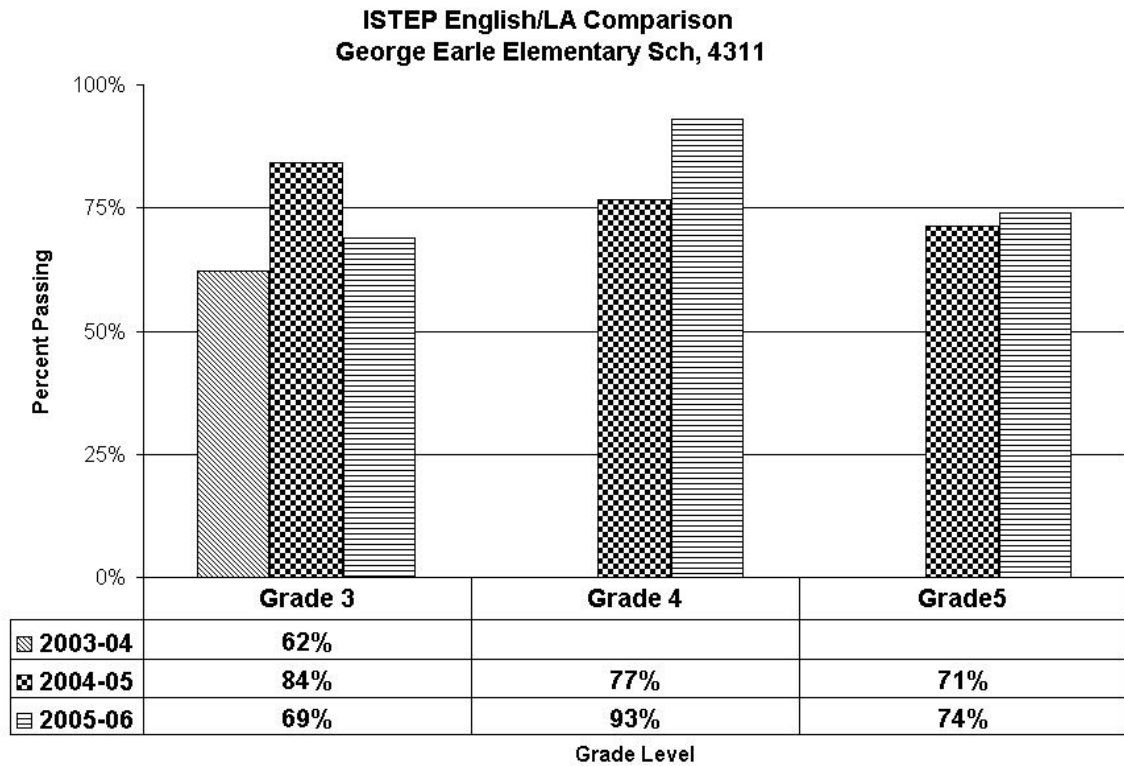
- Performance among cohort groups increased from 3rd grade to 4th grade.
- Third grade increased the number of students passing from 2003-2004 to 2004-2005.
- Fewer third grade students passed the test from 2004-2005 to 2005-2006.
- Grades 4 and 5 increased the number of students passing from 2004-2005 to 2005-2006.

George Earle Elementary School Comparison to the State (ISTEP) LA 2003-04 to 2005-06

George Earle 3rd Grade Percent Passing Comparison to State and District Language Arts

	2003-04	2004-05	2005-06
■ State	75.00%	76.00%	76.00%
■ District	73.70%	83.30%	71.00%
□ GE	62.00%	84.00%	69.00%
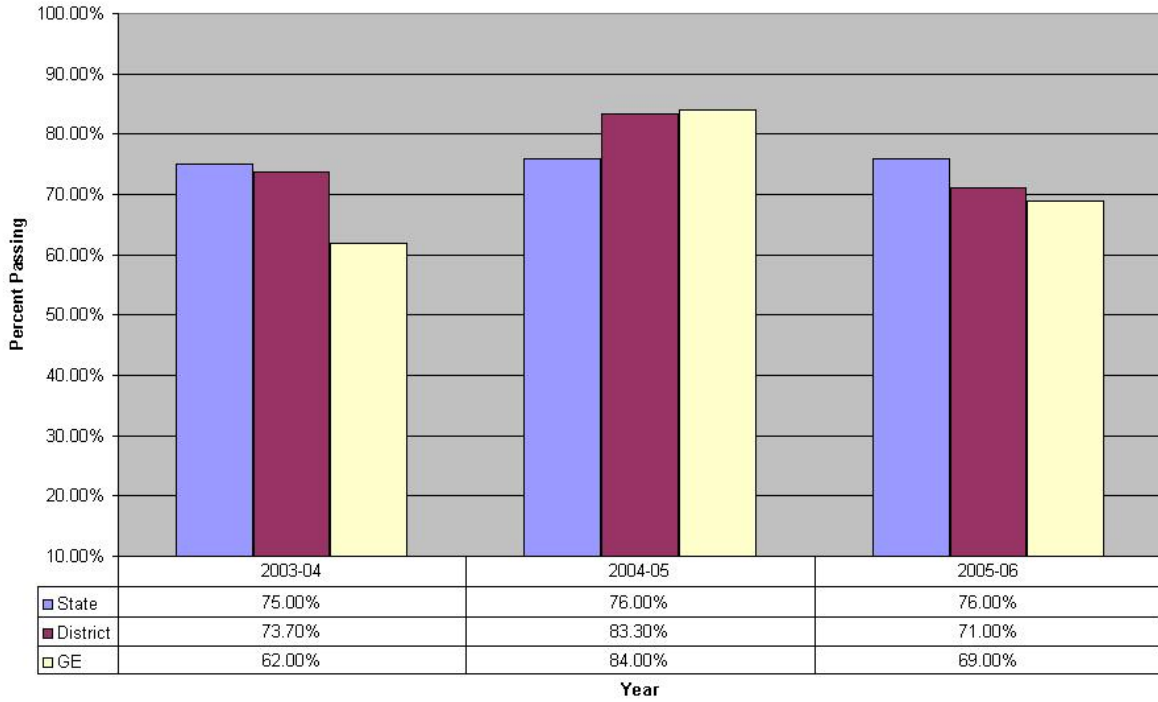
- For two out of the three years, we were below the state and district average with the 2004-2005 years performance being above the state and district average.

George Earle Elementary School
Comparison to the State (ISTEP) LA
2003-04 to 2005-06

George Earle 4th Grade Percent Passing Comparison to State and District Language Arts

	2004-05	2005-06
State	74.00%	75.00%
District	75.60%	78.70%
GE	77.00%	93.00%
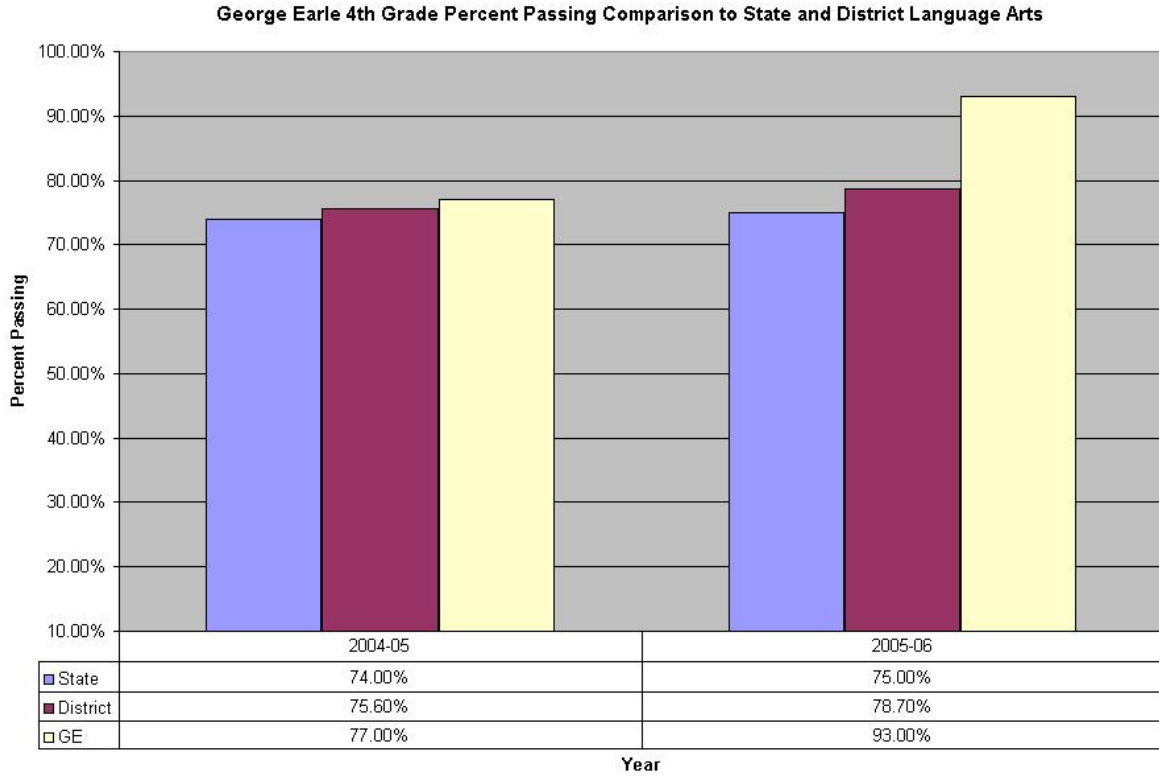
- In 2004-2005, the scores were slightly above the state and district averages.
- In 2005-2006, the scores were significantly above the state and district averages.

George Earle Elementary School
Comparison to the State (ISTEP) LA
2003-04 to 2005-06

George Earle 5th Grade Percent Passing Comparison to State and District Language Arts

	2004-05	2005-06
■ State	73.00%	75.00%
■ District	78.30%	75.50%
□ GE	71.00%	74.00%
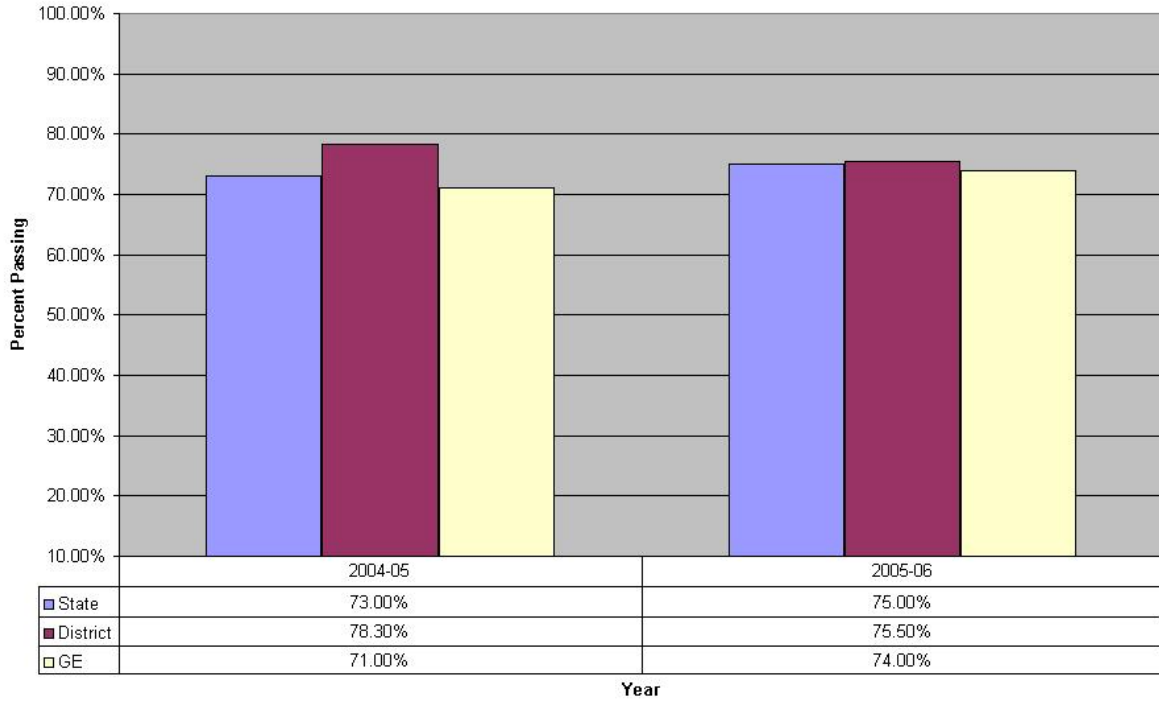
Year

- In both years, the scores were below the state and district averages.

George Earle Elementary School
ISTEP Subgroup Cohort Performance
LA 2003-04 to 2005-06

|	3rd Grade	4th Grade	5th Grade
Grade	3	4	5
Language Arts	2003-04	2004-05	2005-06
Female	63%	81%	85%
Male	61%	73%	63%
Hispanic	45%	80%	54%
White	71%	76%	81%
Paid	77%	83%	79%
Free/R	48%	73%	65%
Non-Limit	62%	77%	75%
General Ed	65%	88%	77%
Special Ed	0%	0%	0%

The following is an analysis of each of the subgroups within each cohort:
- Females are outperforming males in all cohort groups at all grade levels.
- The White ethnic subgroup outperforms the Hispanic minority subgroup in two of the cohort groups while Hispanics outperform whites in the other cohort group.
- In all cohorts Paid students outperform Free and Reduced students.
- 0% results of groups with fewer than 10 students are suppressed.

Achievement Test
The Northwest Education Association (NWEA) assessment is given in the Fall and Spring. The areas tested analyze language, reading, and math skills of individual students. The purpose of this test is to monitor individual and group growth in student achievement. This test is in the form of a computerized assessment.

George Earle Elementary School
NWEA Targeted Growth
Reading 2002-03 to 2004-05

George Earle NWEA Fall to Spring Growth Reading
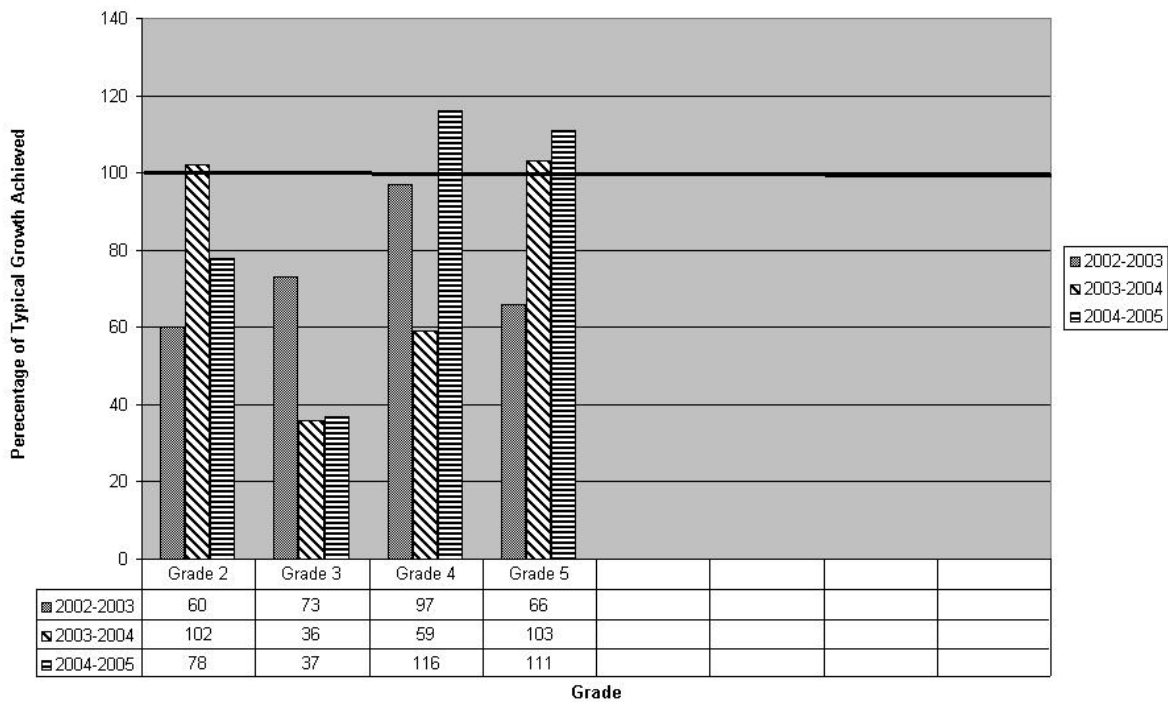
	Grade 2	Grade 3	Grade 4	Grade 5				
2002-2003	60	73	97	66				
2003-2004	102	36	59	103				
2004-2005	78	37	116	111				

- Targeted growth is the growth that is expected for each student from Fall to Spring testing. The goal for targeted growth is 100%.
- There is a significant drop in targeted growth at the third grade level.
- In two out of the three years, the fifth graders exceeded the targeted growth.
- There is no apparently consistent pattern to the percentage of targeted growth.
- Three of the four grade levels exceeded targeted growth in at least one year.

George Earle NWEA Fall to Spring Growth Language
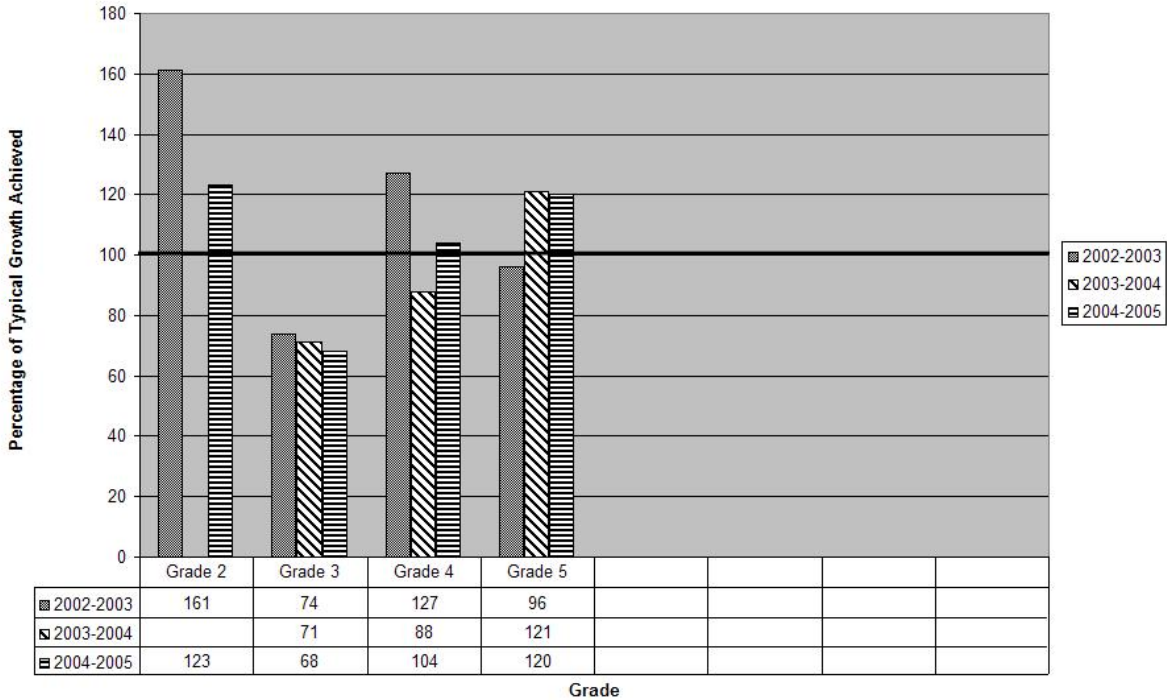
	Grade 2	Grade 3	Grade 4	Grade 5				
2002-2003	161	74	127	96				
2003-2004		71	88	121				
2004-2005	123	68	104	120				

Targeted growth is the growth that is expected for each student from Fall to Spring testing.

- Grade two students consistently exceed 100%.
- A data discrepancy exists in reporting 2nd grade scores for 2003-2004 from NWEA.
- The percentage consistently drops in third grade.
- Three of the four grade levels exceeded targeted growth in two of the three years.

Writing Achievement

The 6+1 Trait Writing framework is a powerful way to learn and use a common language to refer to characteristics of writing as well as to create a common vision of what 'good' writing looks like. Teachers and students can use the 6+1 Trait model to pinpoint areas of strength and weakness as they continue to focus on improved writing.

George Earle Elementary School
Writing Achievement
2002-03 to 2004-05

George Earle 5th Grade 6+1 Writing Trait Score Comparisons

	Ideas and Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
2002-2003	3	2	2	2	2	3
2003-2004	3	3	3	3	2	3
2004-2005	3	3	3	3	3	3
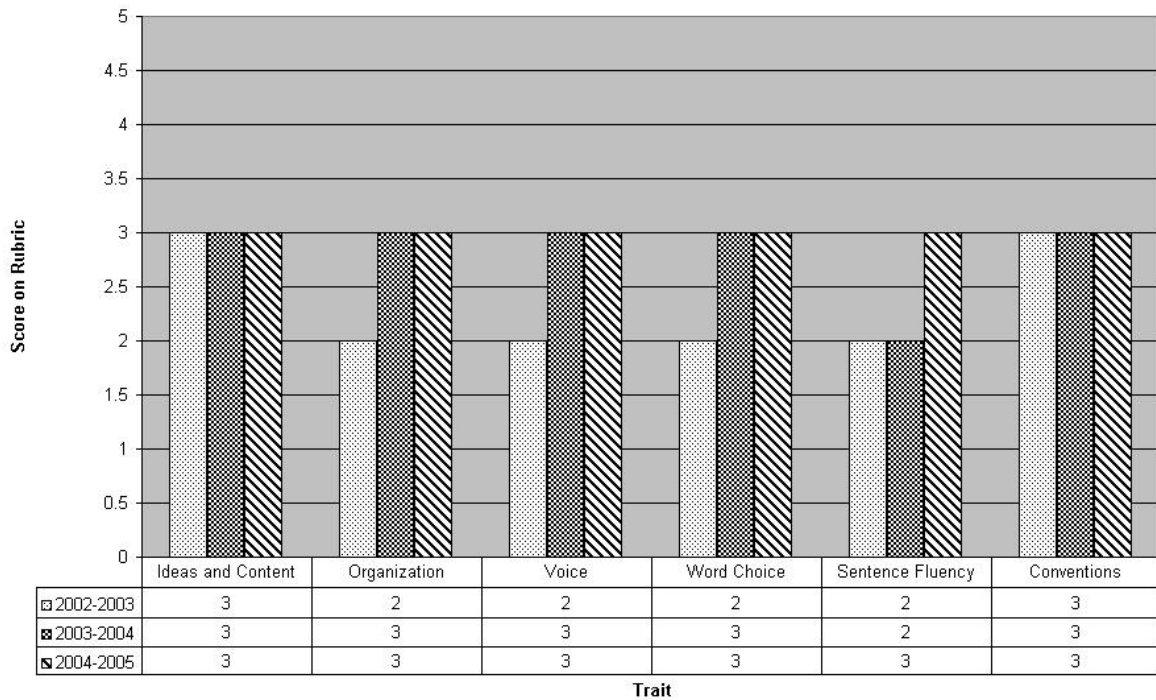
- Overall the district has improved writing skills from the 2002-03 school year. However a plateau seems to have been reached with little or no improvement indicated in the past two years.

Strengths and Weaknesses

Strengths

- There are no apparent strengths.

Weaknesses

- There are no apparent weaknesses.

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.

- All students will read with fluency.
- All students will comprehend written text.
- All students will communicate ideas through writing.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

State Assessment Math

The state assessment tool used is Indiana Statewide Testing for Educational Progress (ISTEP+). At the individual student level, ISTEP+ results are used to identify students' strengths and weaknesses in English and mathematics. On building and corporation levels, the reports are used to evaluate local curriculum choices and the instructional strategies that are employed by teachers in classrooms.

George Earle Elementary School (ISTEP)
Math Summary by Grade Level
2003-04 to 2005-06

ISTEP Mathematics Comparison
George Earle Elementary Sch, 4311

	Grade 3	Grade 4	Grade5
2003-04	49%		
2004-05	70%	70%	58%
2005-06	57%	77%	68%

Grade Level
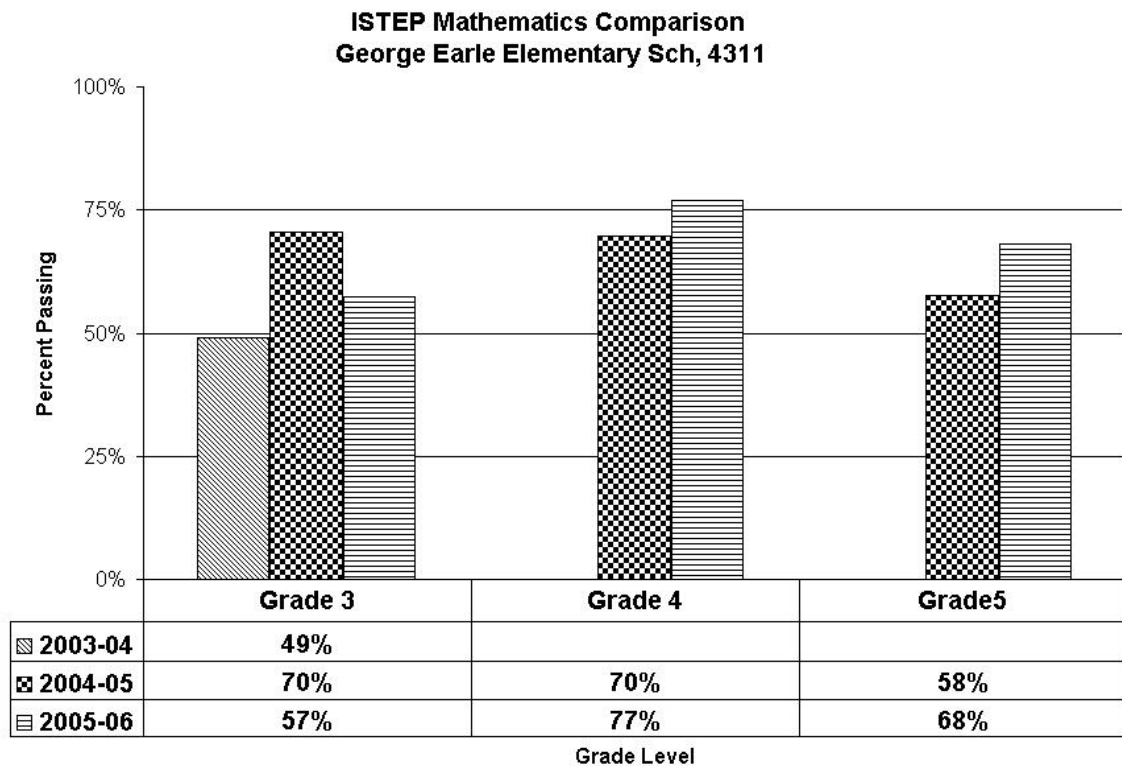
- The percentage of students passing the ISTEP mathematics increases in grades 4 and 5 from the years 2004 to 2005.
- The percentage of students passing in the cohort group of third graders in 2003-04 significantly increased as fourth graders and slightly decreased as fifth graders.
- The percentage of students passing in the cohort group of third graders in 2004-2005 slightly increased as fourth graders.

George Earle Elementary School Comparison to the State (ISTEP) Math 2003-04 to 2005-06

George Earle 3rd Grade Percent Passing Comparison to State and District Math

	2003-04	2004-05	2005-06
■ State	72.00%	74.00%	74.00%
■ District	68.20%	78.20%	71.00%
□ GE	49.00%	70.00%	57.00%
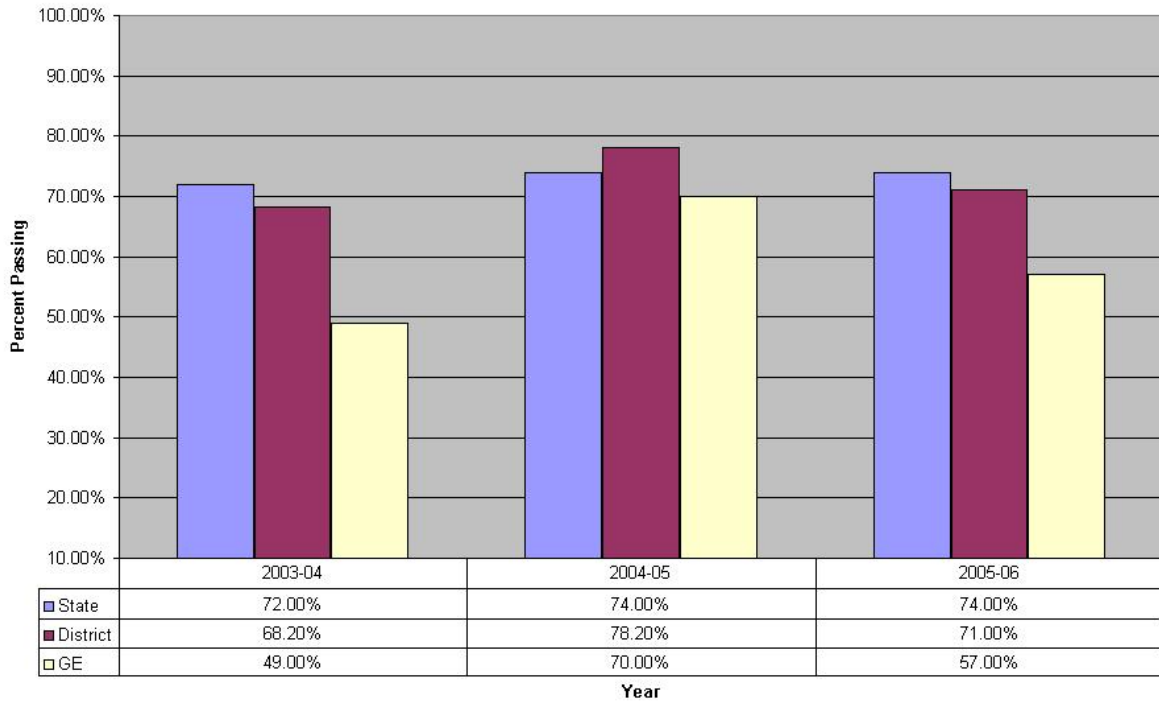
Year

- For the past three years, ISTEP mathematics performance of George Earle third graders has been below the state and district averages.

George Earle Elementary School
Comparison to the State (ISTEP) Math
2003-04 to 2005-06

George Earle 4th Grade Percent Passing Comparison to State and District Math

	2004-05	2005-06
■ State	74.00%	76.00%
■ District	77.70%	80.60%
□ GE	70.00%	77.00%
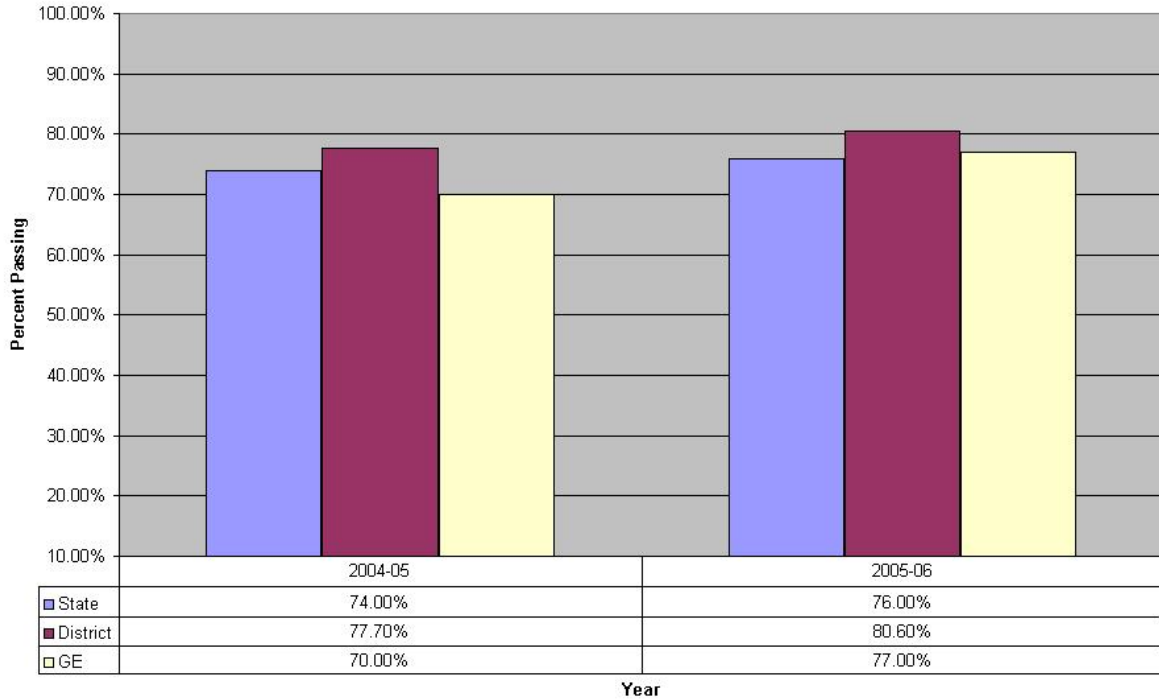
Year

- For the past two years, ISTEP mathematics performance of George Earle fourth graders has been below the district average.
- In 2005-2006, the fourth grade students scored slightly above the state average.

George Earle Elementary School
Comparison to the State (ISTEP) Math
2003-04 to 2005-06

George Earle 5th Grade Percent Passing Comparison to State and District Math

	2004-05	2005-06
State	73.00%	77.00%
District	73.40%	82.70%
GE	58.00%	68.00%
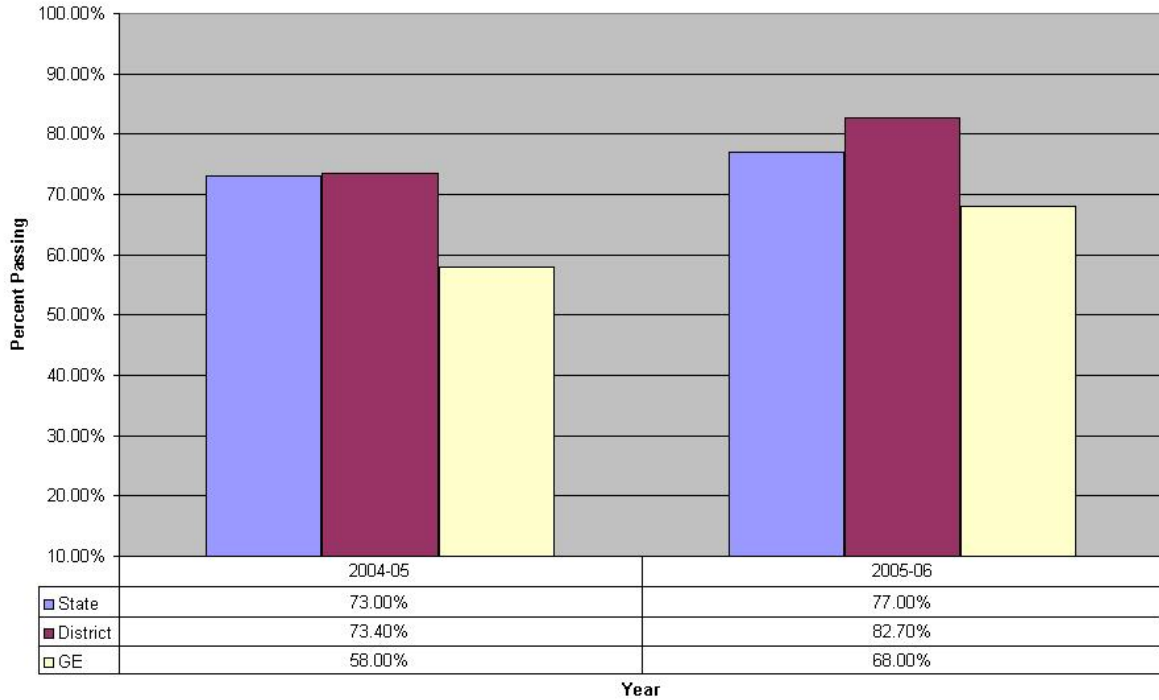
- For the past two years, ISTEP mathematics performance of George Earle fifth graders has been significantly below the state and district averages.

George Earle Elementary School District ISTEP
Subgroup Cohort Performance
Math 2003-04 to 2005-06

	3rd Grade	4th Grade	5th Grade
Grade	3	4	5
Mathematics	2003-04	2004-05	2005-06
Female	47%	73%	70%
Male	52%	67%	67%
Hispanic	18%	70%	62%
White	58%	70%	71%
Paid	63%	83%	79%
Free/R	35%	61%	58%
Non-Limit	53%	71%	73%
General Ed	52%	78%	72%
Special Ed	0%	0%	0%

The following is an analysis of each of the subgroups within each cohort:

- The females are outperforming the males in 4th and 5th grades.
- As third graders, the males outperformed the females.
- As third graders, the white subgroup passed at a significantly higher rate than the Hispanic subgroup.
- As fourth graders, both white and Hispanic subgroups performed equally.
- As fifth graders, the white subgroup again performed at a higher rate.
- Paid lunch students consistently pass the test at a higher rate than the free and reduced students.
- 0% results of groups with fewer than 10 students are suppressed.

Achievement Test

The Northwest Education Association (NWEA) assessment is given in the Fall and Spring. The areas tested analyze language, reading, and math skills of individual students. The purpose of this test is to monitor individual and group growth in student achievement. This test is in the form of a computerized assessment.

George Earle Elementary School District
NWEA Targeted Growth Math
2002-03 to 2004-05

George Earle NWEA Fall to Spring Growth Math

	Grade 2	Grade 3	Grade 4	Grade 5
2002-2003	104.3	52.4	96.1	115
2003-2004	73.01	70.3	68.8	93.1
2004-2005	51.9	96	96.9	142.7
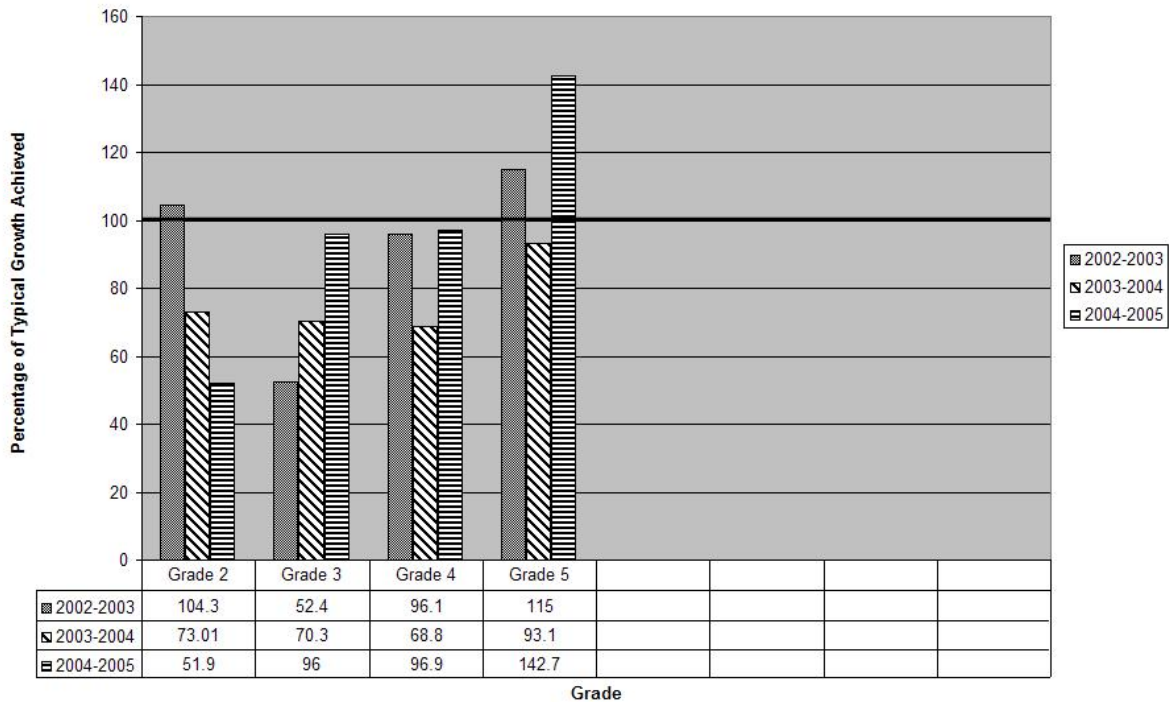
- Fifth grade is consistantly approaching or above targeted growth.
- Expected targeted growth rates in second grade steadily decreased.
- Expected targeted growth rates in third grade steadily increased.
- Expected targeted growth rates in fourth and fifth grades fluctuated from year to year.

Strengths and Weaknesses

Strengths
- Second grade met the typical growth one of three years.
- Third grade scores steadily increased, although the students did not meet typical growth.
- Fourth grade almost met typical growth two of three years.
- Fifth grade met the typical growth two of three years.

Weaknesses
- Second grade scores steadily decreased.
- Fourth and fifth grade scores decreased from 2002-2003 to 2003-2004.
- All grade levels were below typical growth in 2003-2004.

Learning Area - Mathematics
Expectations for Student Learning

All students will use mathematical skills to think critically and apply knowledge and reason to solve problems.
- All students will compute accurately with and without a calculator.
- All students will demonstrate problem-solving skills in mathematics.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use technology resources in developing strategies and making informed decisions for solving problems.

School City of Hobart Preparation for Careers

School City of Hobart and State
Diploma and Graduation Rates
2002-03 to 2004-05

School City of Hobart (SCOH) and State Diploma Completion and Graduation Rates

	State Core 40	SCOH Core 40	State Academic Honors Diploma	SCOH Academic Honors Diploma	State Graduation Rate	SCOH Graduation Rate
2002-2003	63	43	29	25	91.2	97.1
2003-2004	66	41	30	23	89.8	95.8
2004-2005	68	46	32	24	89.8	95.3

Diploma and Graduation Rate
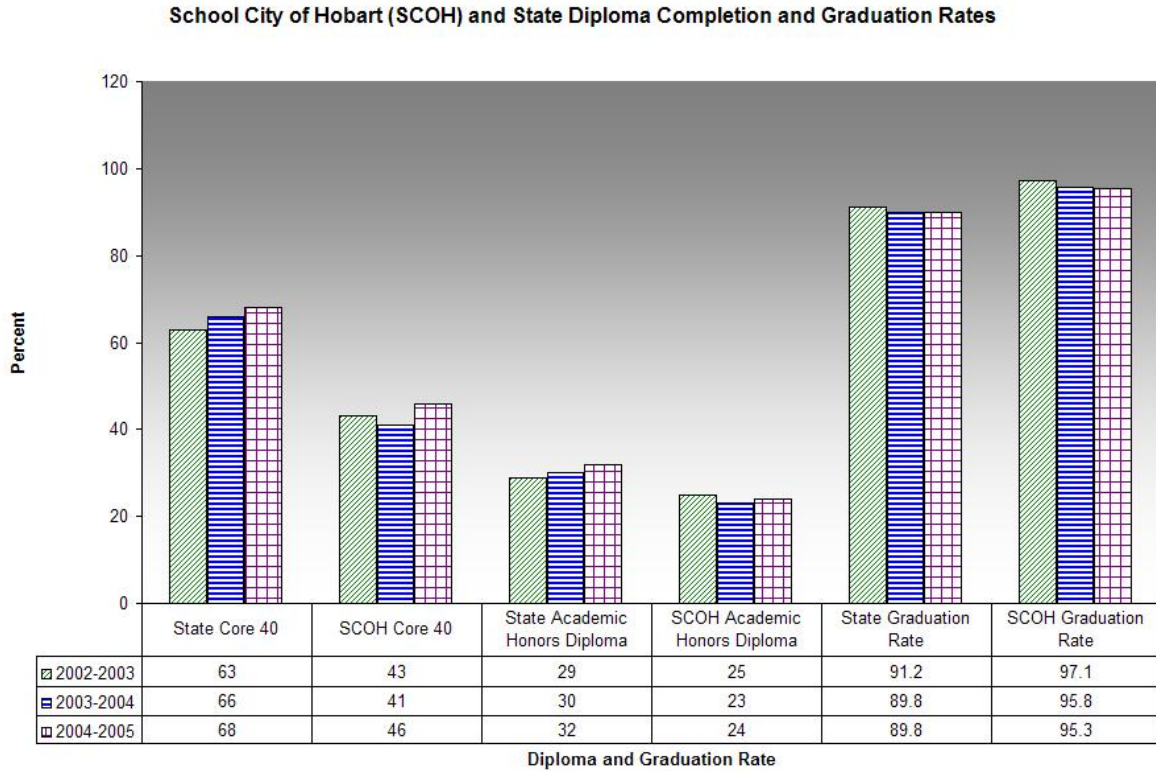
The district has a lower percentage completing Core 40 and Honors diplomas than the state's completion rates. The district's overall graduation rate is consistently higher than the state's overall graduation rate.

School City of Hobart and State
Advance Placement (AP)
2002-03 to 2004-05

School City of Hobart and State Advanced Placement (AP)
Juniors and Seniors and Percent Scoring 3,4, or 5

AP Participants and Scores	State AP Juniors and Seniors	SCOH AP Juniors and Seniors	State Scoring 3,4,or 5	SCOH Scoring 3,4, or 5
2002-2003	9	12	55	44
2003-2004	10	12	51	58
2004-2005	12	11	48	49
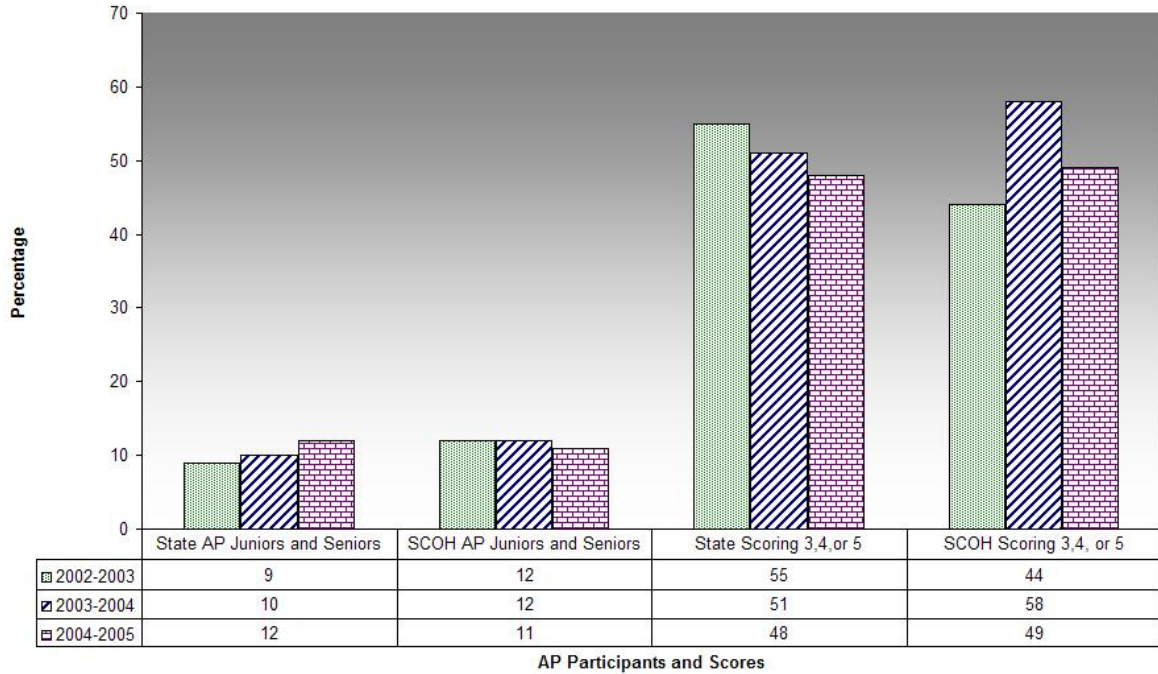
The district's overall percent of juniors and seniors taking AP exams is similar to the state's average of participation. The percent of Hobart students scoring a 3, 4, or 5 on AP tests slightly exceed the state's average over the past two years.

School City of Hobart and State SAT 2002-03 to 2004-05

School City of Hobart (SCOH) and State Seniors Taking SAT and Average Scores

	State SAT Seniors	SCOH SAT Seniors	State Average Score	SCOH Average Score
2002-2003	57	59	1001	941
2003-2004	57	53	1004	938
2004-2005	57	53	1007	983

Participants and Average Score
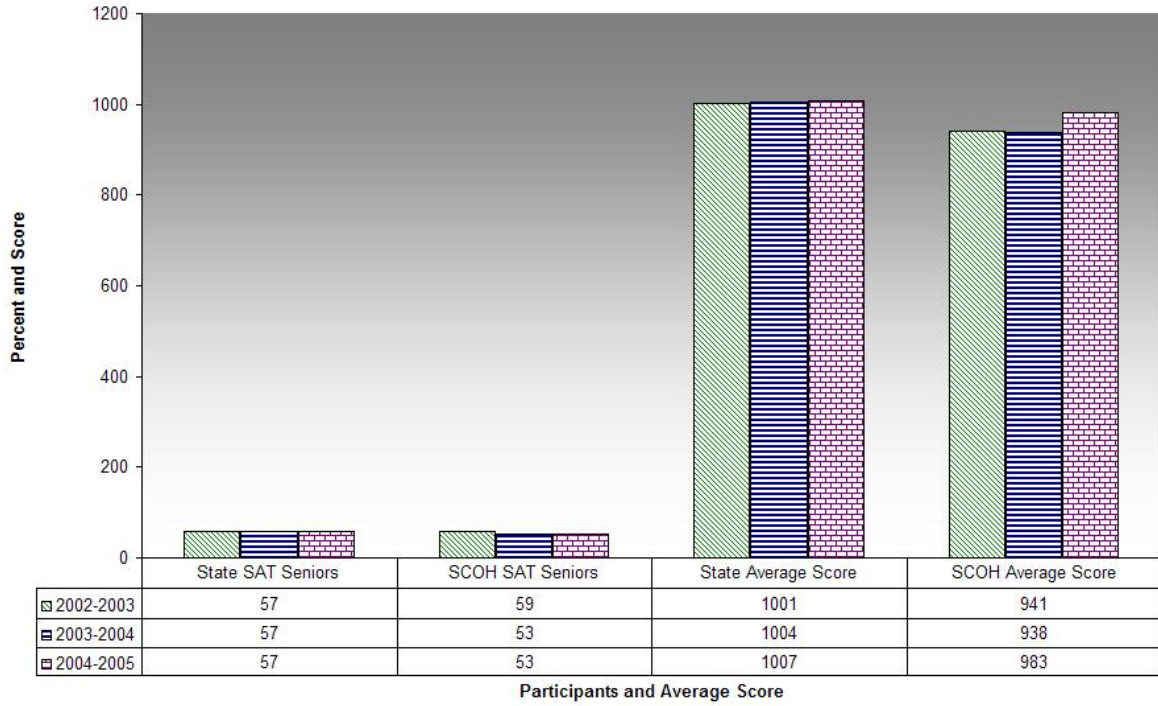
The percent of the district's seniors taking the SAT test is near the state average of 57%. The district's average score is consistently below the state average.

School City of Hobart and State
Vocational Education
2002-03 to 2004-05

School City of Hobart (SCOH) and State Vocational Participants

	State	SCOH
□ 2002-2003		4.9
▤ 2003-2004		5.6
▣ 2004-2005	4.1	3.2

Participants Attending
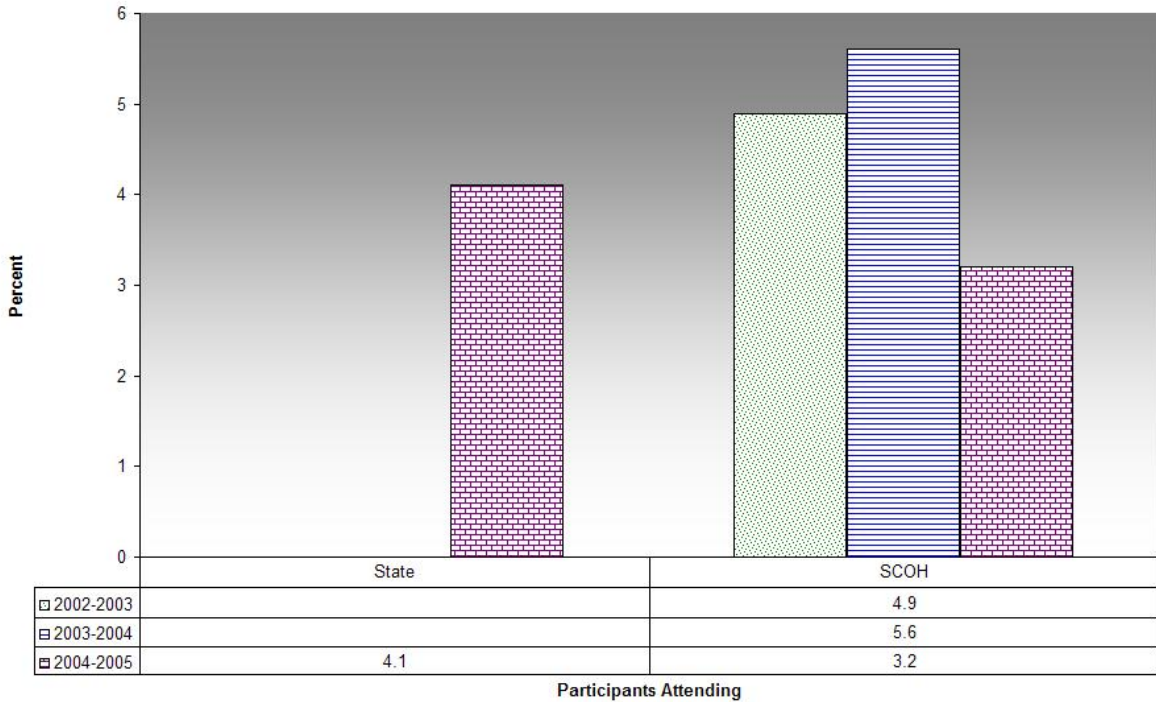
The district's vocational enrollment increased in the first two years of reporting and is followed by a drop in enrollment below the recorded state average in 2004-05. Note: The method of recording student enrollment was changed in 2004-05, which would explain the decrease in enrollment in 04-05.

School City of Hobart and State Graduates Pursuing College
2002-03 to 2004-05

School City of Hobart (SCOH) and State Graduates Pursuing College

	State	SCOH
2002-2003	72	49
2003-2004	73	43
2004-2005	75	49

Graduates Pursuing College
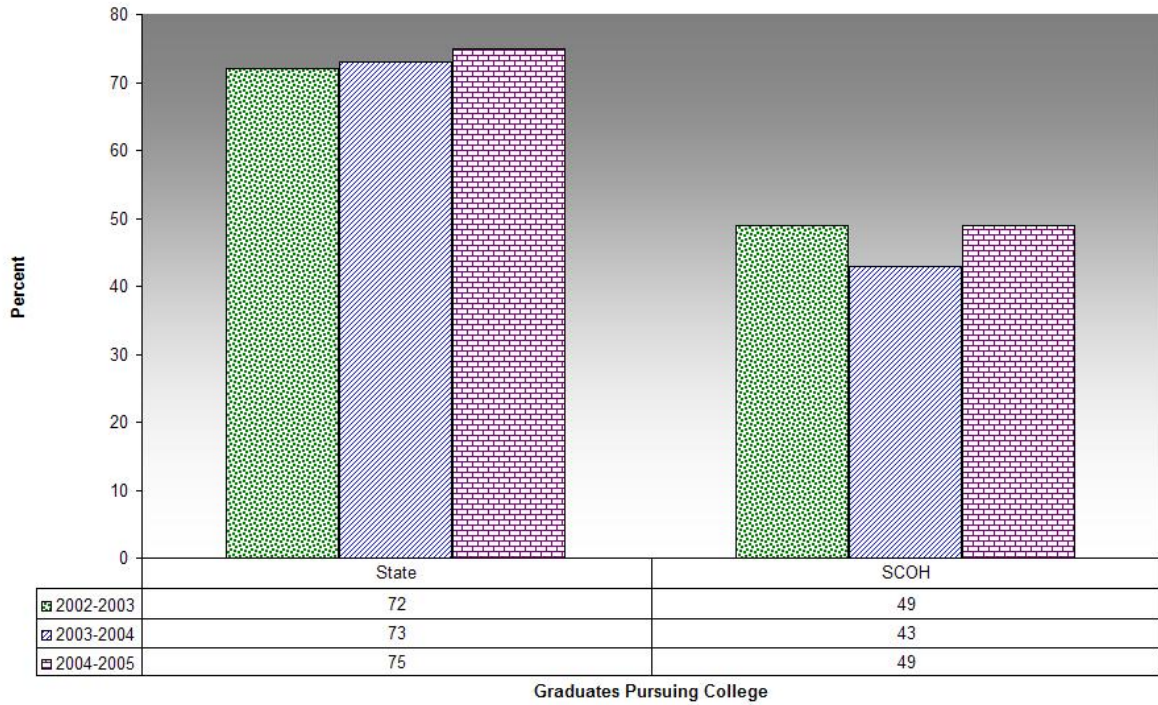
The percent of students pursuing college in the district is well below the state average.

Strengths and Weaknesses

Strengths
- The district's graduation rate is above the state average.
- The AP programs meet or exceed the state average in reference to numbers of students in the program as well as the number of students achieving passing scores on the exams.

Weaknesses
- The rate of graduates pursuing college is lower than the state average.
- Vocational education enrollment rates are low considering the number of students pursuing college.
- SAT scores are below the state average.
- Core 40 and Honors diplomas are below the state average.

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

- All students will develop career awareness.

School City of Hobart Safe Learning Enivronment

George Earle Elementary School Discipline
2002-03 to 2004-05

George Earle Discipline Comparison

	Suspensions	Expulsions	Number of Suspensions and Expulsions w/ Drugs, Weapons, or Alcohol
2002-2003	5	0	0
2003-2004	14	0	0
2004-2005	17	0	0

Disposition
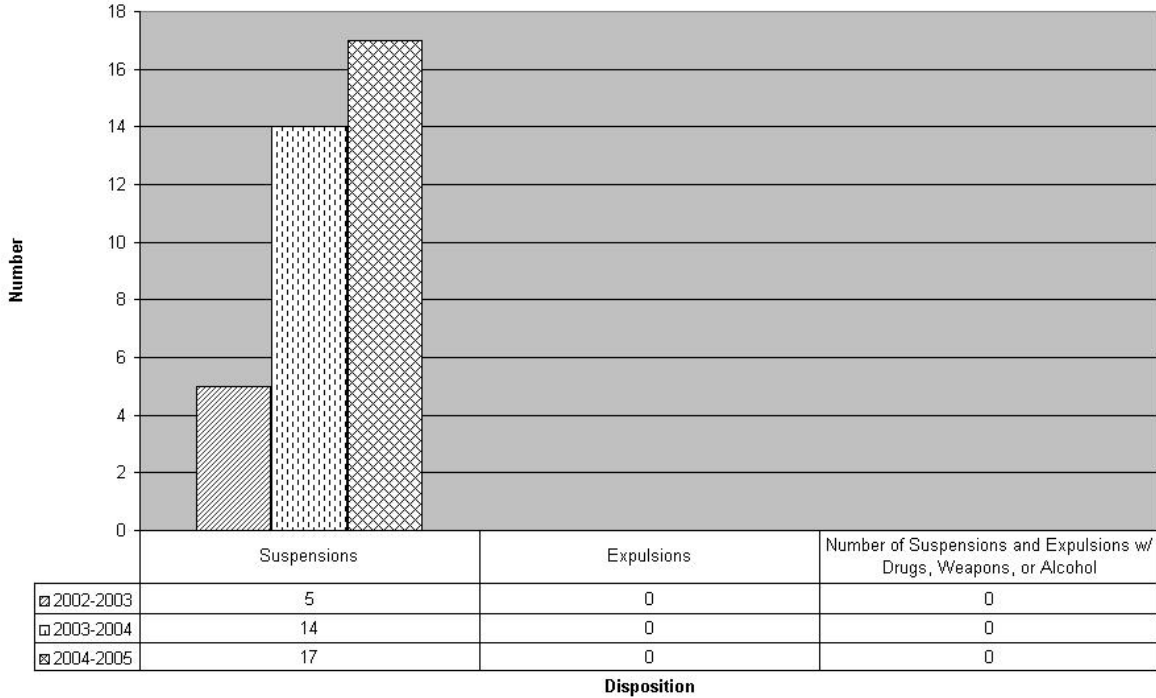
- The majority of the discipline problems can be identified from a limited number of students.

NSSE Elementary Student Opinion Survey 2006
SCHOOL CLIMATE/ENVIRONMENT FOR LEARNING TOTALS

Response Category	Point Value
I agree	3
I'm not sure	2
I Disagree	1
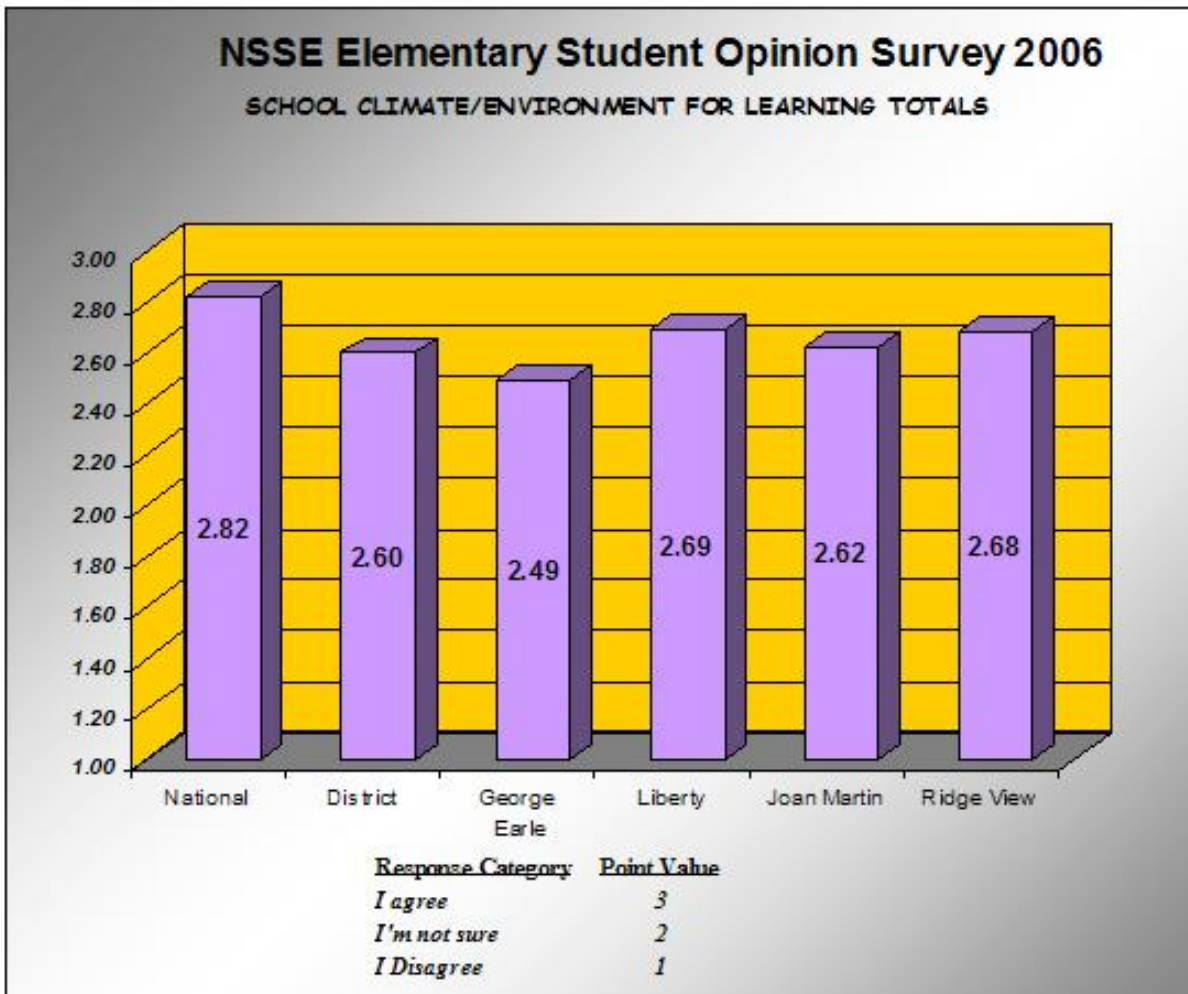
Students at the elementary grades have a generally positive feeling about their school climate. Each school was close to the overall district rating. However, all schools rated their school climate below the national average.

- George Earle was the only school below the district average.

NSSE Secondary Student Opinion Survey 2006

SCHOOL CLIMATE/ENVIRONMENT FOR LEARNING TOTALS

National: 3.42
District: 3.10
Hobart Middle School: 3.29
Hobart High School: 2.98

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1
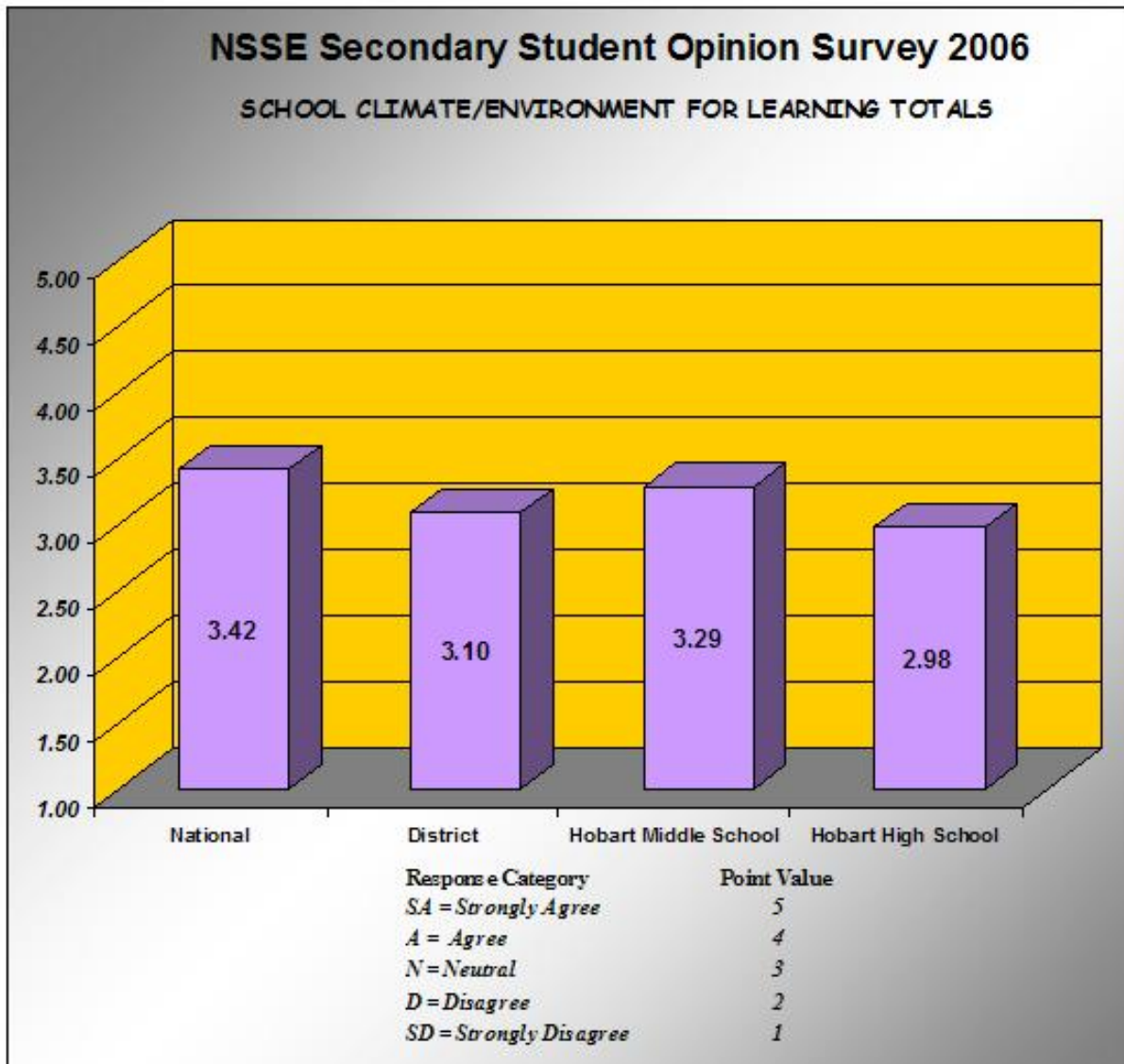
Middle school students rate their school climate higher than high school students rate their school climate. Both schools rate themselves below the national average.

NSSE Teacher Opinion Survey 2006
SCHOOL CLIMATE/ENVIRONMENT FOR LEARNING TOTALS

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1
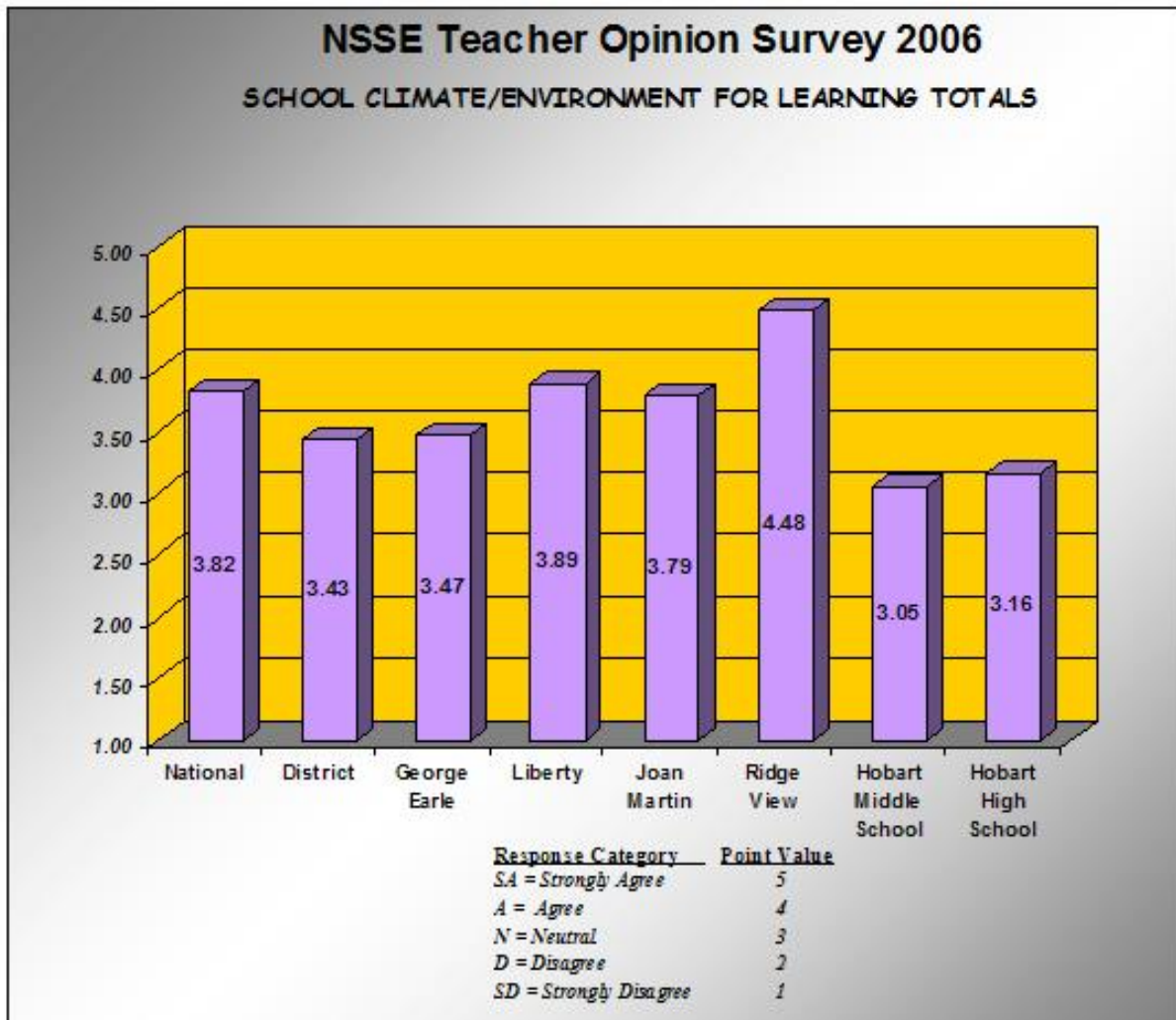
Teachers rated school climate as being positive in general. The elementary school teachers rated their schools above the district average with half of the elementary schools falling below the national average. Teachers at the middle and high schools rate their school climate below the national averages with the score being slightly above neutral.

- George Earle teachers rate their school climate above the district average but below the national average.

NSSE Parent Opinion Survey 2006
SCHOOL CLIMATE/ ENVIRONMENT FOR LEARNING

	National	District	George Earle	Liberty	Joan Martin	Ridge View	Hobart Middle School	Hobart High School
Value	3.98	3.78	3.87	4.04	4.06	3.99	3.50	3.33

Response Category	Point Value
S.A = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1
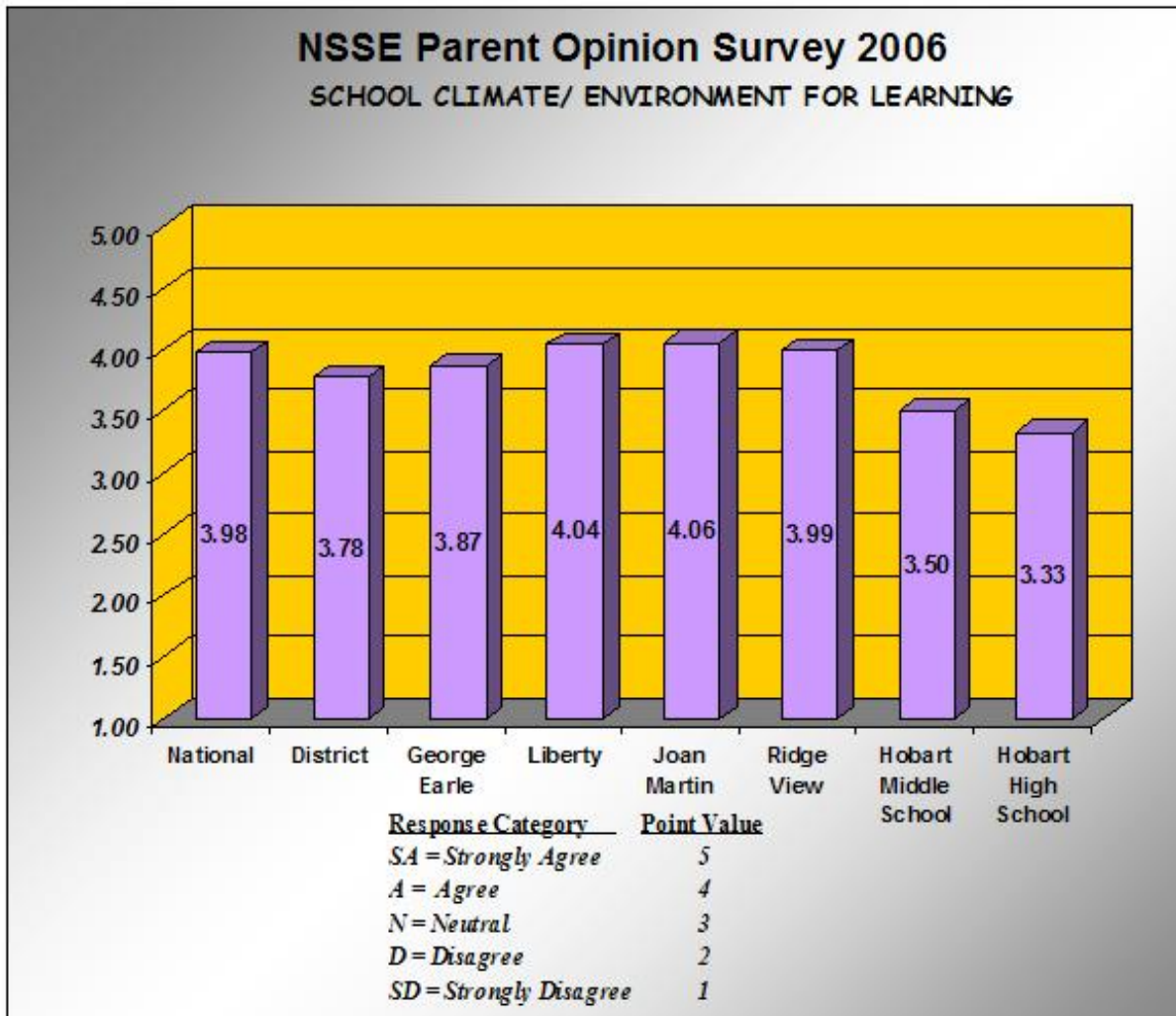
As a district, parents rate the school climate/environment for learning generally in the positive range; however, it is slightly below the national average. Parents rate all but one elementary school above the national average. Both secondary schools are rated below the national average for school climate.

- Parents rated George Earle Elementary above the district average but below the national average.

NSSE Community Opinion Survey 2006
SCHOOL CLIMATE/ENVIRONMENT FOR LEARNING TOTALS

	Point Value
National	3.89
District	3.39

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1
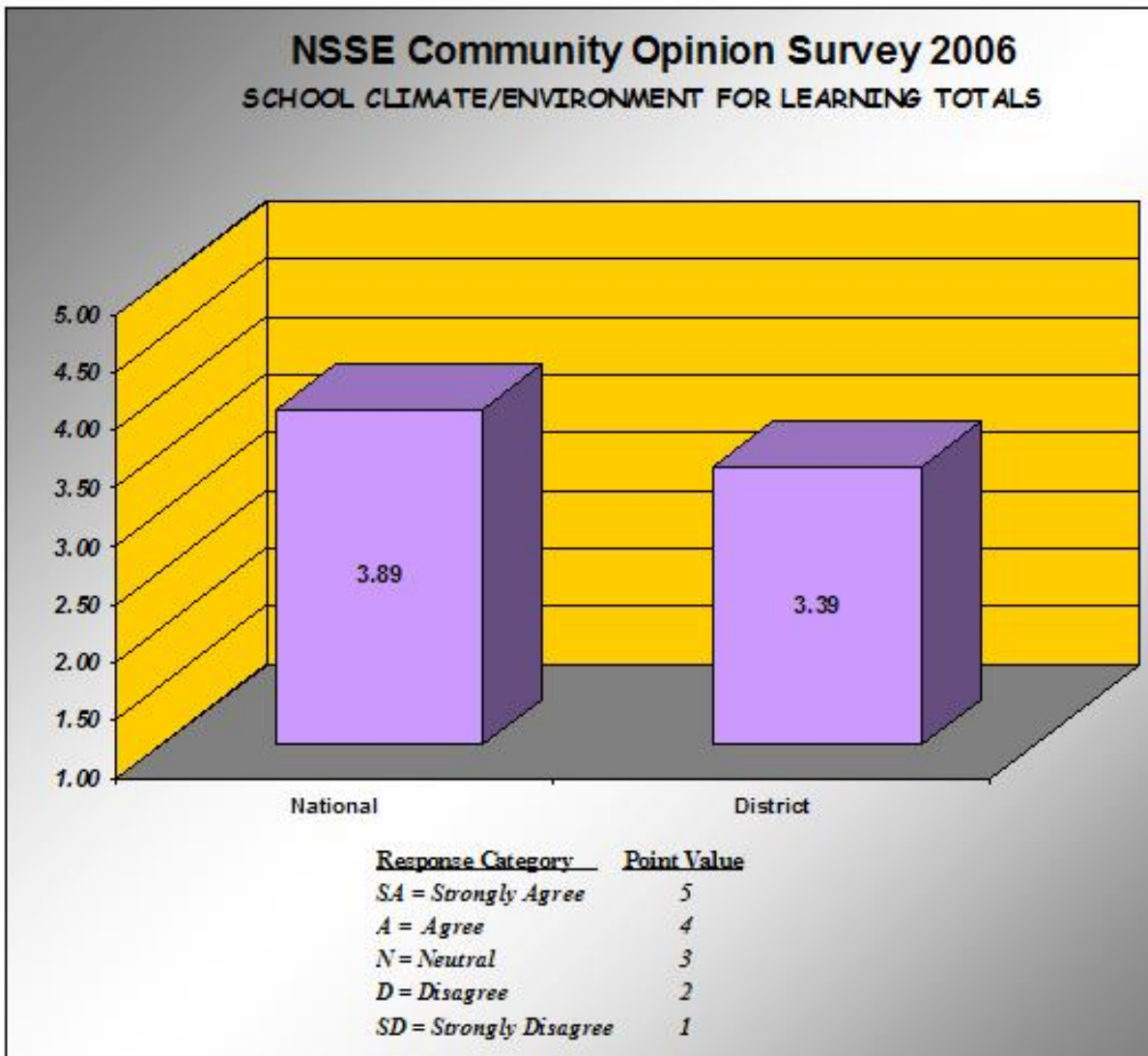
The community rates the school climate below the national average but in the positive range.

NSSE Elementary Student Opinion Survey 2006

There are no problems with bullies at our school.

Response Category	Point Value
I agree	3
I'm not sure	2
I Disagree	1
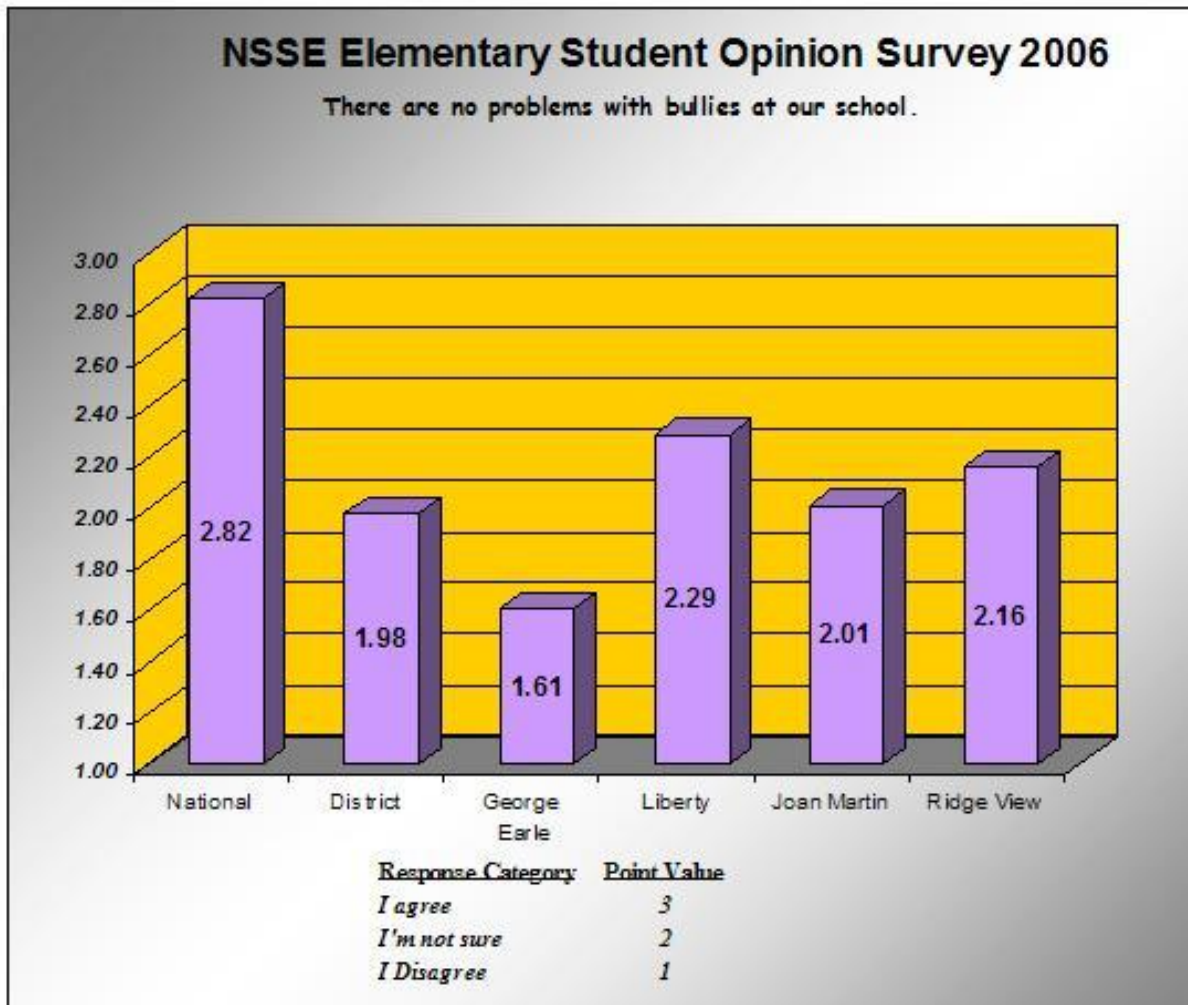
The overall district score from students indicates that there is a problem with bullies in the elementary schools. George Earle's score is significantly low. Of the other three schools, Liberty has the most positive score but falls far below the score indicating no problems with bullies. The four schools have a more negative response than the national average.

- Students indicated a serious problem with bullies at George Earle Elementary.
- There are more problems with bullies at George Earle Elementary than any other school in Hobart.
- There are more problems with bullies at George Earle Elementary than the district and national averages.

NSSE Secondary Student Opinion Survey 2006

There are no problems with bullies at our school.

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1
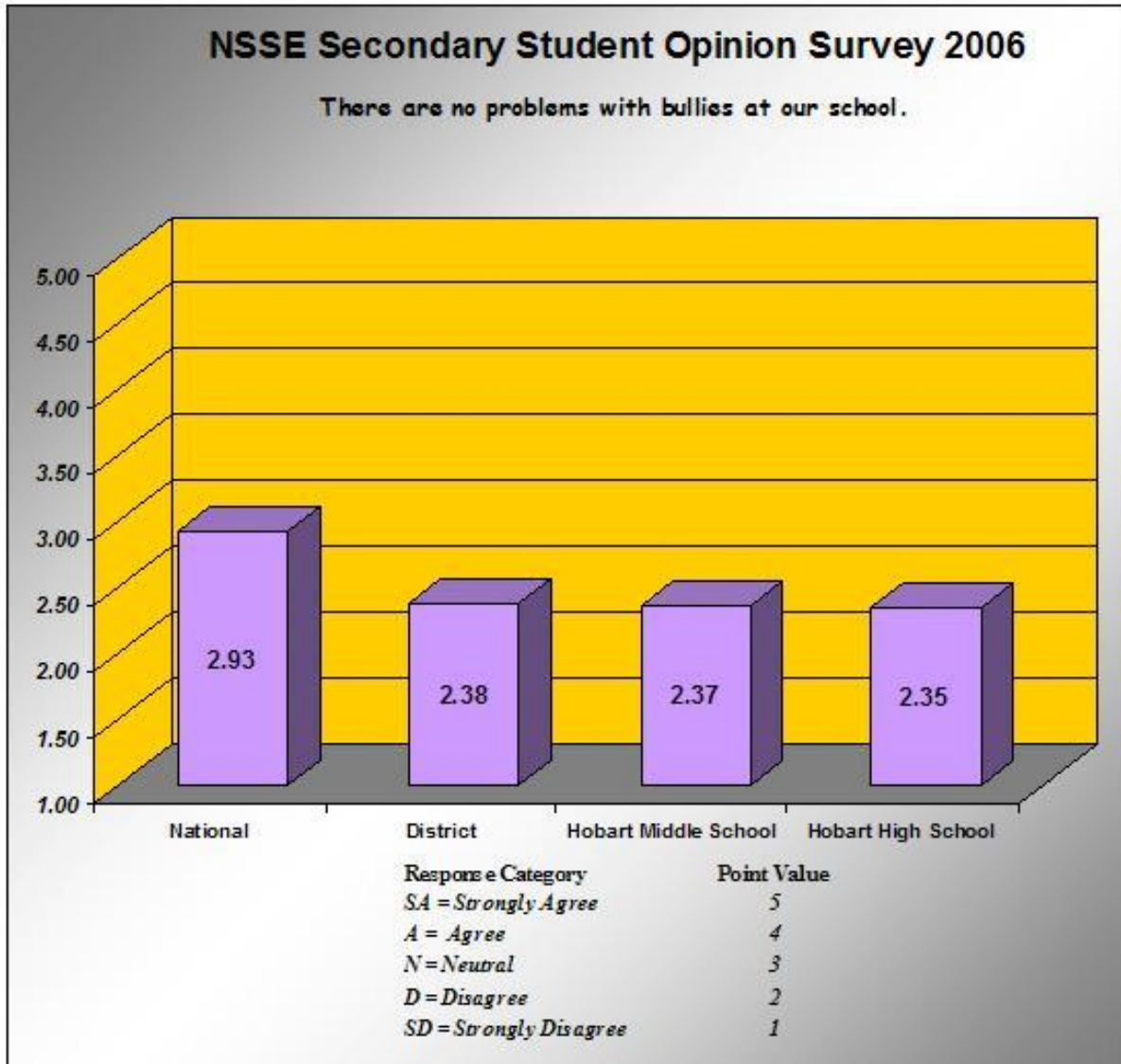
The middle school and high school students all perceive a bullying problem at their schools. The district score overall indicates a bullying problem for the secondary schools. The problem is greater than the national average.

NSSE Teacher Opinion Survey 2006

There are no problems with bullies at our school.

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1
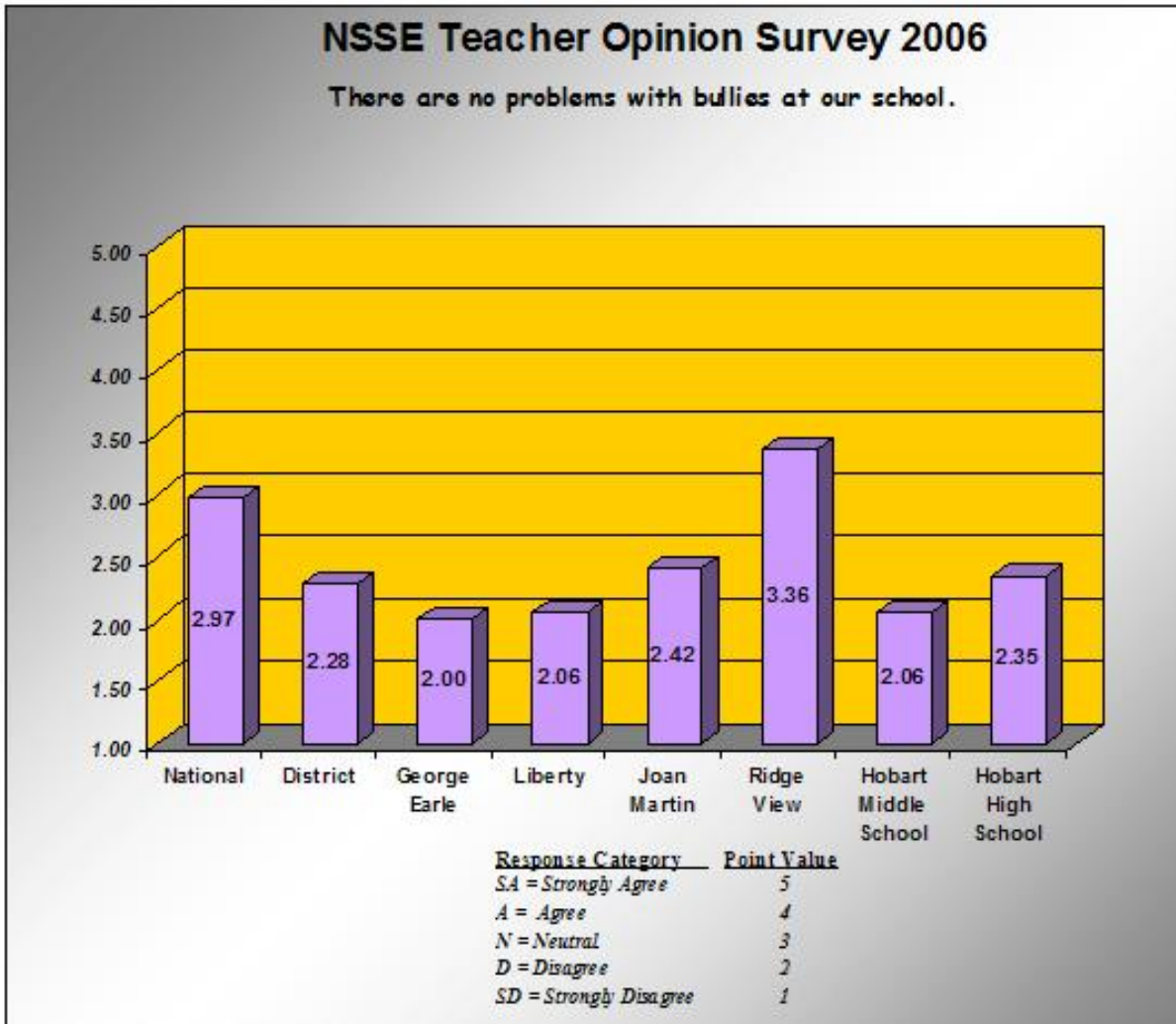
Except at Ridge View, all teachers indicate that there is a bullying problem at their respective schools. The district score overall is fairly close to each individual school's rating from the teachers. All schools, excluding Ridge View, perceive bullying to be a greater problem than the national average.

- The teachers at George Earle perceive bullying to be a greater problem than the district and national averages.

NSSE Parent Opinion Survey 2006
There are no problems with bullies at our school.

National	District	George Earle	Liberty	Joan Martin	Ridge View	Hobart Middle School	Hobart High School
3.28	2.89	2.90	3.16	3.14	3.13	2.48	2.53

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1
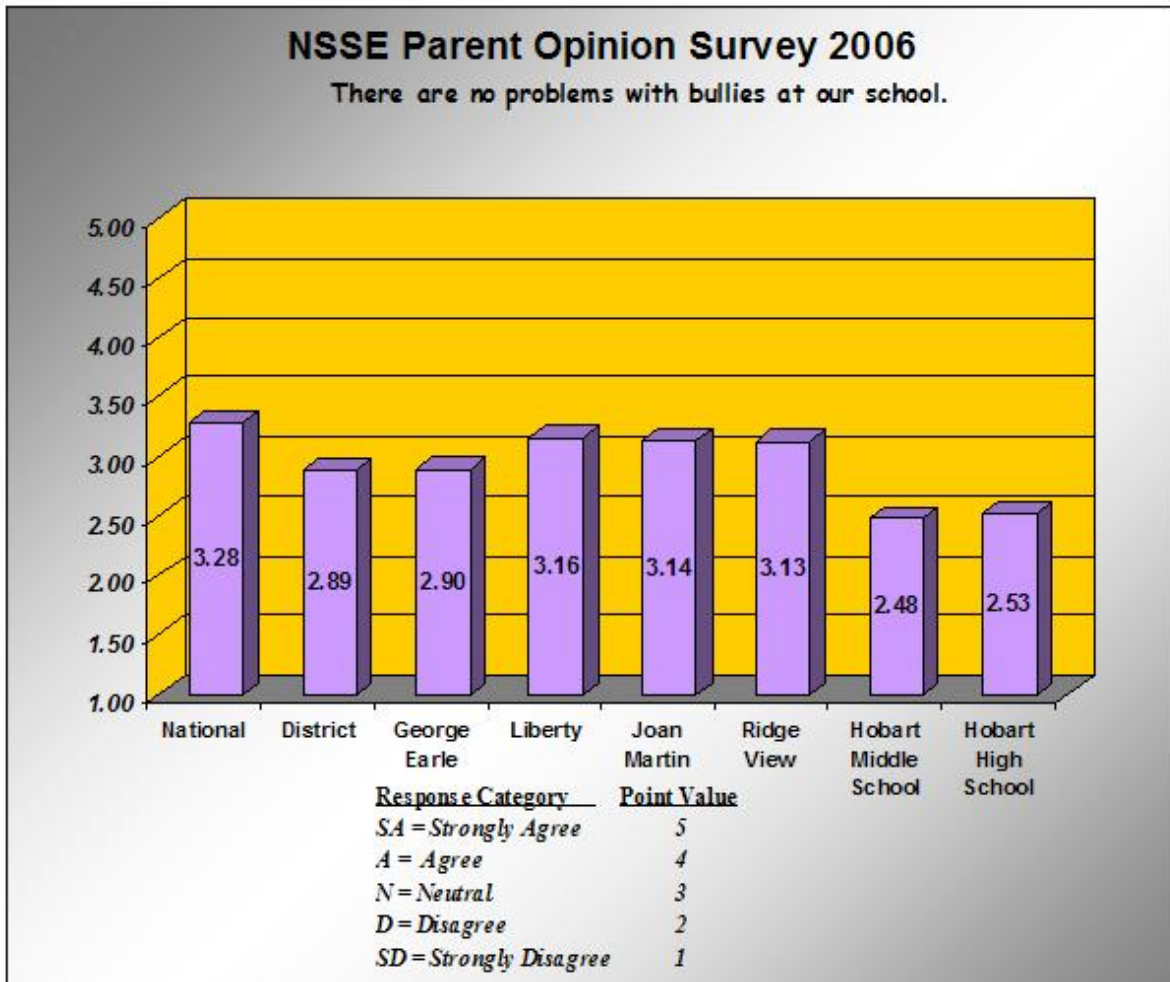
Parents in the school district are generally concerned about bullying. Parents of George Earle, Hobart Middle School and Hobart High School students agree that bullying is a problem. The bullying problem is larger than the national average.

- Parents at George Earle Elementary indicated that bullying is a problem.
- Parents at George Earle Elementary rated the bullying problem almost the same as the district averaqge and above the national average.

NSSE Community Opinion Survey 2006

There are no problems with bullies at our school.

National: 3.26
District: 2.65

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1
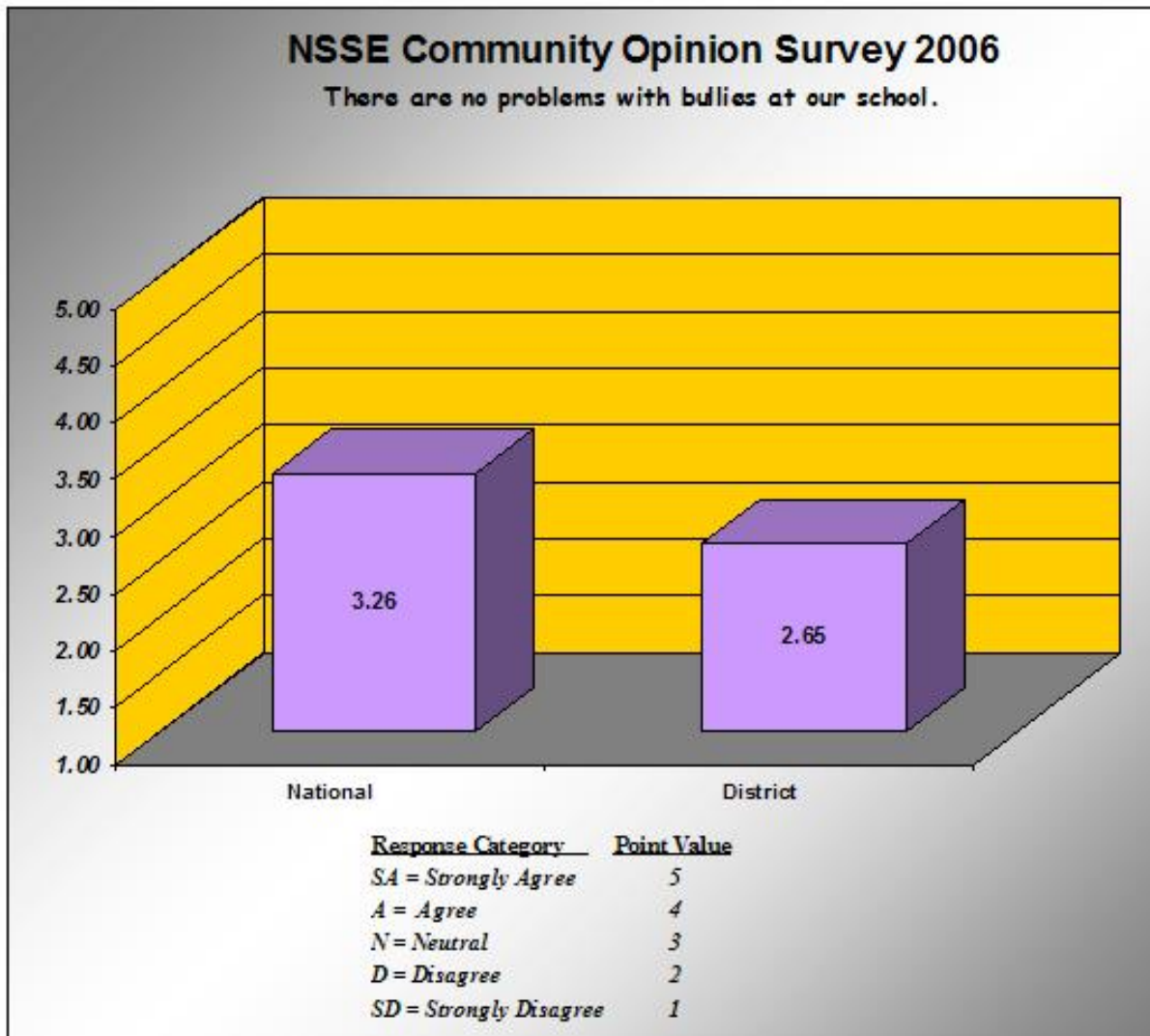
The community sees that there is a bullying problem. The problem is greater than the national average.

NSSE Secondary Student Opinion Survey 2006

Substance abuse (e.g., drug/alcohol) is not a problem at our school.

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1
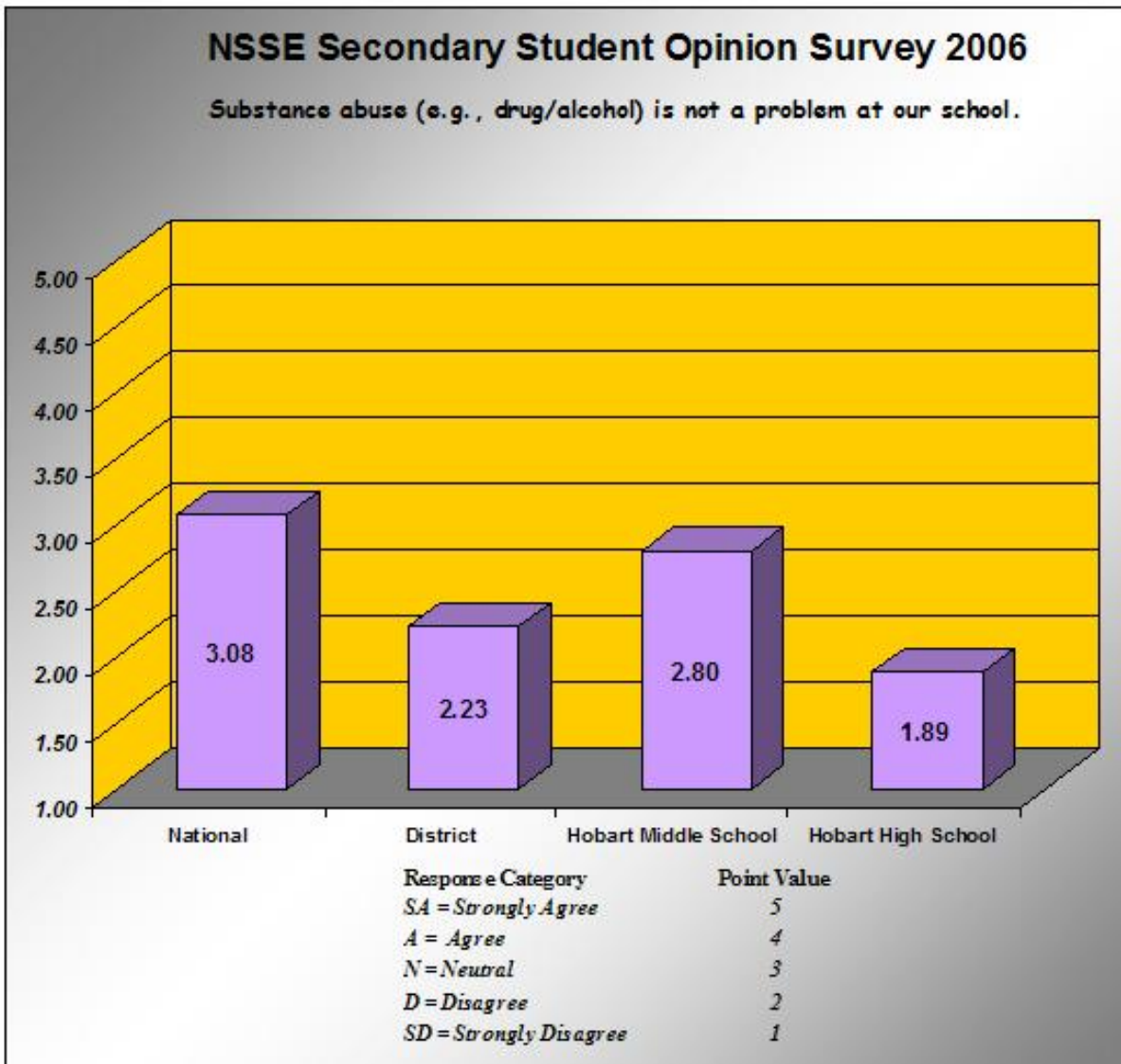
Middle school and high school students say that there is a problem with substance abuse with the larger problem being at the high school level. The district score overall is below the national average indicating a perceived larger problem.

NSSE Teacher Survey on
Substance Abuse 2006

NSSE Teacher Opinion Survey 2006

Substance abuse (e.g., drug/alcohol) is not a problem at our school.

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1
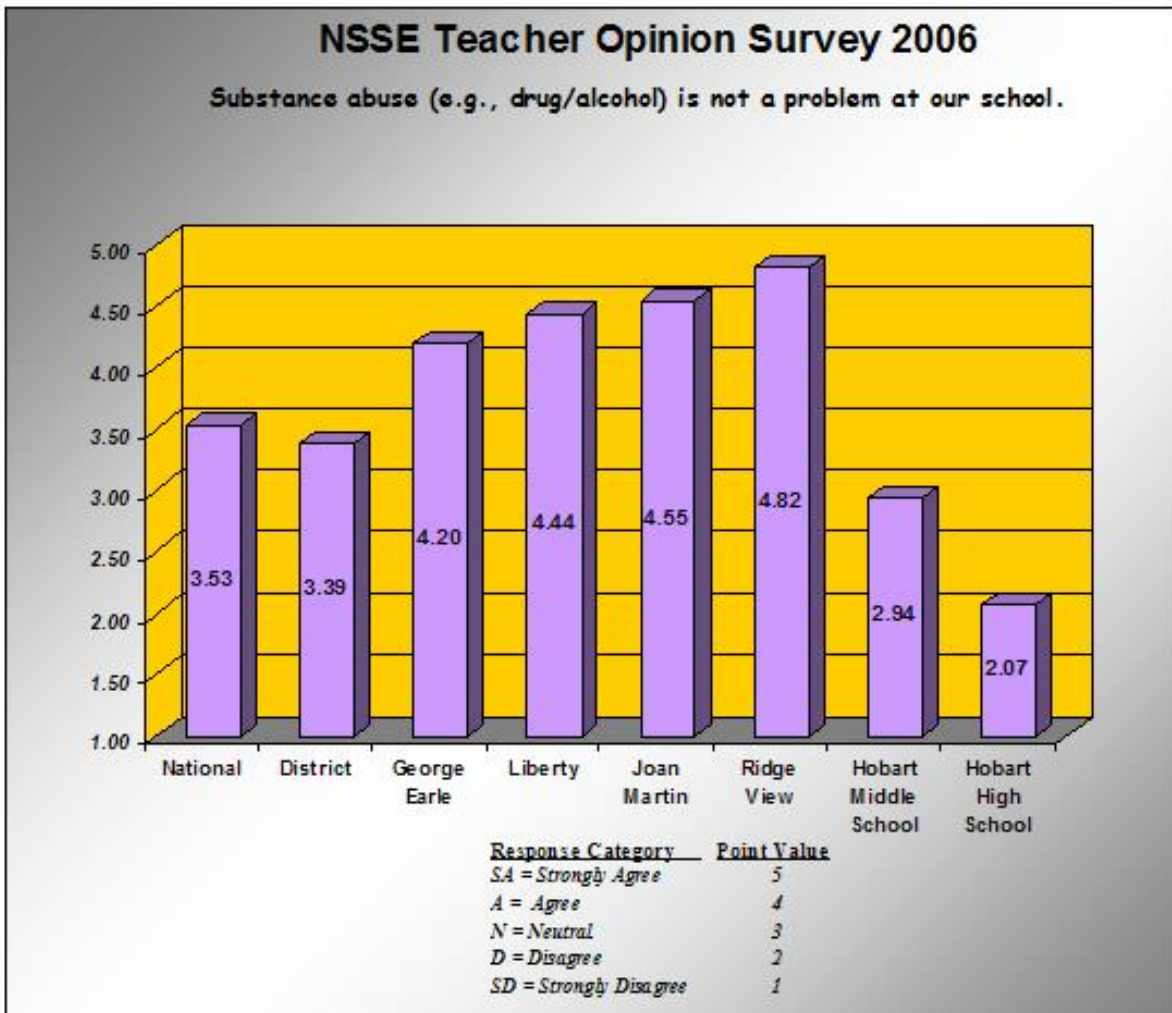
Elementary teachers do not perceive substance abuse to be a problem in their schools. The middle and high school teachers see substance abuse as a problem and a problem to a greater degree than the district average due to the elementary school scores being higher. The district score overall shows substance abuse as a larger problem than the national average.

- The teachers at George Earle do not perceive substance abuse as a problem in their school.
- The teachers see substance abuse as less of a problem than the national and district averages.

NSSE Parent Opinion Survey 2006
Substance abuse (e.g., drug/alcohol) is not a problem at our school.

Category	Value
National	3.87
District	3.52
George Earle	4.00
Liberty	4.29
Joan Martin	4.25
Ridge View	4.20
Hobart Middle School	3.00
Hobart High School	2.31

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1

Parents perceive the subtance abuse problems do not occur in the elementary schools. Parents are neutral in their rating of the middle school substance abuse problems. Parents believe that substance abuse is a problem at the high school and rate it well below the national average.

- The parents at George Earle do not perceive substance abuse as a problem in their school. The parents see substance abuse as less of a problem than the national and district averages.

NSSE Community Opinion Survey 2006

Substance abuse (e.g., drug/alcohol) is not a problem at our school.

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1

The community sees substance abuse as a problem in our schools to a greater extent than the national average.

Strengths and Weaknesses

Strengths
- Students, teachers, and community members generally feel positive about the school climate in the district.
- The elementary teachers do not feel there is a substance abuse problem at the eementary schools.

Weaknesses
- Bullying is a problem at all schools from the perceptions of all stakeholder groups.
- The number of suspensions and expulsions due to drugs, weapons, or alcohol is on the rise.
- Secondary students, secondary teachers, and the community see substance abuse as a problem in the middle and high schools.

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.
- All students will demonstrate behavior expectations through the Lifelong Guidelines.
- All students will demonstrate the Personal Best guideline by acting on the Lifeskills.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will participate in community service activities to experience personal, intellectual, and social growth.
- All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.
- All students will demonstrate the need to be globally responsible citizens from knowledge obtained in science and social studies.

Profile Section Two

School Effectiveness at the Onset of the Improvement Process

George Earle Inventory of School Effectiveness

The NSSE Inventory of School Effectiveness was administered to staff at the School City of Hobart schools during the 2005-2006 school year. This survey contains the effective instructional practices and organizational conditions that were identified in the Technical Guide to School and District Factors Impacting Student Learning (2005). The 34 factors that constitute school effectiveness are rated by survey respondents using a five-point evidence scale.

Comparison of Topic Averages

George Earle Inventory of School Effectiveness 2006

Topic Averages

Topic	Value
Ensure Desired Results: Expect Results	3.64
Ensure Desired Results: Monitor Performance	3.40
Improve Teaching and Learning: Support Students in Their Learning	3.27
Improve Teaching and Learning: Maximize Teaching Effectiveness	3.32
Foster a Culture for Improvement: Develop a Learning Community	3.45
Foster a Culture for Improvement: Lead for Improvement	3.33
Organizational Conditions: Quality Teachers	3.53
Organizational Conditions: Effective Leadership	3.27
Organizational Conditions: Quality Information	3.39
Organizational Conditions: Policies and Procedures	3.45
Organizational Conditions: Resources and Support Systems	2.88

4 = Exemplary, 3 = Operational, 2 = Emerging, 1 = Absent

Top 5 Rated Survey Items NSSE Inventory of School Effectiveness

Top 5 Items

Item	Rating
Maintaining a relentless focus on improving student learning that permeates all levels of the school	3.73
Sharing a common vision and goals that have student learning as the focus	3.64
Placing teachers in curriculum areas/teaching areas that match their training, interests, and expertise	3.64
Using data to inform decision-making about teaching and learning	3.64
Being compelled by a common belief that, collectively, staff, students, and other stakeholders can impact the desired results of the school	3.64

4 = Exemplary, 3 = Operational, 2 = Emerging, 1 = Absent

Bottom 5 Rated Survey Items NSSE Inventory of School Effectiveness

Bottom 5 Items

Item	Rating
Allocating human resources to target areas of improvement	2.73
Allocating material resources to target areas of improvement	2.82
Involving families and the community in supporting children as learners	2.91
Allocating technological resources to target areas of improvement	3.09
Optimizing technology and multimedia as learning tools	3.09
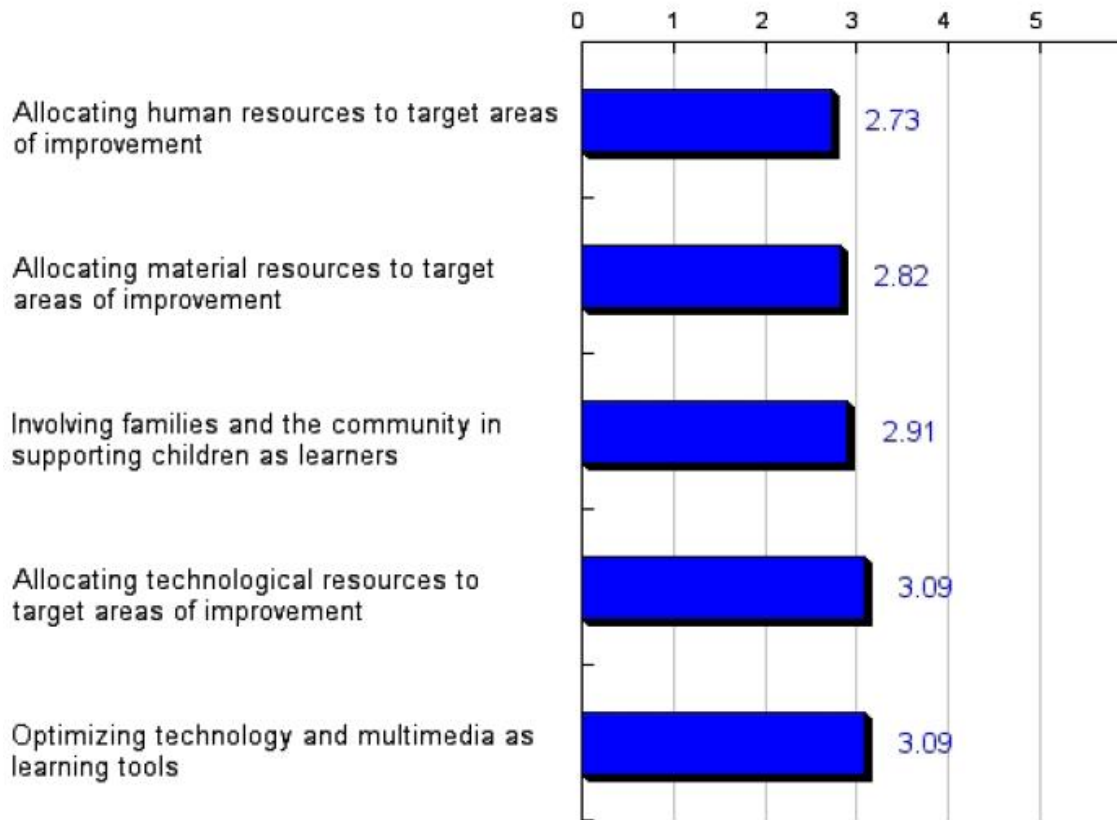
4 = Exemplary, 3 = Operational, 2 = Emerging, 1 = Absent

Strengths and Weaknesses

Strengths
- The George Earle Elementary Staff expects results from the interventions and stragegies utilized.
- The George Earle Elementary Staff believes in developing a learning community to foster a culture for improvement.
- The George Earle Elementary Staff shares the common belief that quality teachers are necessary for student success.
- The George Earle Elementary Staff implements policies and procedures to encourageElementary Staff focuses on improving student learning that permeates all levels of the school.
- The George Earle Elementary Staff shares a common vision and goals that have student learning as the focus.
- The George Earle Elementary Staff shares a common belief that teachers be placed in teaching areas that match their training, interests, and expertise.
- The Geoge Earle Elementary Staff believes in using data to inform decision-making about teaching and learning.
- The George Earle Elementary Staff shares a common vision that staff, students, and other stakeholders can impact the desired results of the school.

Weaknesses
- The George Earle Elementary Staff believes that students need more support in their learning.
- The George Earle Elementary Staff shares a common belief that effective leadership is necessary.
- The George Earle Elementary Staff recognizes the need for more resources and support systems.
- The George Earle Elementary Staff believes in allocating more human resources, material resources, and technological resources to target areas of improvement.
- The George Earle Elementary Staff shares a common belief that familes and the community need to be more involved in supporting children as learners.
- The George Earle Elementary Staff believes in a focus on optimizing technology and multimedia as learning tools.

George Earle Elementary School will use this data to help inform the processes at the school and to help the staff facilitate an improved quality of the educational program for the school.

School and Community Context at the Onset of the Improvement Process

School Context

School City of Hobart serves a K-12 population of 3,756. The district is comprised of four elementaries, one middle school, and one high school. George Earle's enrollment is 325. In addition, the area offers the following training facilities, colleges, and universities: Porter County Career Center, Indiana Plan for Equal Employment Job Corps, LCEOC-Metropolitan Corp, Small Business Development Center, Indiana University Northwest (IUN), Purdue University Calumet and Northwest, Calumet College, Valpariaso University, Sawyer College, and Ivy Tech State College.

Descriptive Data	School City of Hobart	Indiana
Enrollment 2005-06	3,756	3,182
Assessed Value per A.D.M. 2005	$186,715	$275,542
State Support per A.D.M. 2005	4,060	3,844
Total Expenditure Per Pupil	$8,600	$9,600
Elementary Average Class Size	20	21
Teacher Average Age 2004-05	41.9	43
Same Residence 2000 as 1995, Pct	60.60%	55%
Square miles (Area)	14	123
Round Trip Bus Miles 2005	897	1,513
George Earle Elem School Enrollment	320	

With a district enrollment higher than the state average and an assessed value considerably lower than the state average, the per pupil state support is higher than the state average. These factors contribute to the district spending $1000 less per pupil than the state average of $9,600. The average class size and the average teacher age are both close to the state averages for those categories. The community has a more stable population than the state as a whole. The square mileage of the district is smaller than the state average resulting in a smaller round trip bus mileage.

NSSE Opinion Surveys
The National Study of School Evaluation (NSSE) is a non-profit educational research and development organization founded in 1933 by the six regional school accreditation commissions in the United States to focus on essential questions for the school improvement process. The NSSE now works with more than 30,000 schools - public and private and kindergarten through grade 12 - across the country and abroad. Through its resources, tools and professional development, the NSSE supports school evaluation and the development of school improvement plans and system-wide improvement plans.

Elementary Student Opinion Survey

NSSE Elementary Student Opinion Survey

NSSE Elementary Student Opinion Survey 2006

	QUALITY OF THE INSTRUCTIONAL PROGRAM	SUPPORT FOR STUDENT LEARNING	SCHOOL CLIMATE/ ENVIRONMENT FOR LEARNING	STUDENT/ SCHOOL RELATIONSHIPS	COMPOSITE
National	2.82	2.68	2.64	2.73	2.72
District	2.79	2.54	2.60	2.67	2.66
George Earle	2.84	2.43	2.49	2.62	2.62
Liberty	2.76	2.53	2.69	2.63	2.66
Joan Martin	2.78	2.62	2.62	2.70	2.68
Ridge View	2.74	2.61	2.68	2.77	2.71

Response Category	Point Value
I agree	3
I'm not sure	2
I Disagree	1

In general, the elementary students view their schools in a positive light in all four areas of focus. Three of the elementary schools have at least one focus area where they are above the national average. The district composite is slightly below the national average. When looking at the composite score, the overall differences are negligible.

- George Earle students rated the quality of the instructional program higher than the district and national averages.
- George Earle students rated the other three areas lower than the district and national averages.

Secondary Student Opinion Survey

NSSE Secondary Student Opinion Survey 2006

NSSE Secondary Student Opinion Survey 2006

	QUALITY OF THE INSTRUCTIONAL PROGRAM	SUPPORT FOR STUDENT LEARNING	SCHOOL CLIMATE/ ENVIRONMENT FOR LEARNING	STUDENT/ SCHOOL RELATIONSHIPS	COMPOSITE
National	3.61	3.71	3.42	3.57	3.58
District	3.33	3.56	3.10	3.47	3.37
Hobart Middle School	3.57	3.68	3.29	3.62	3.54
Hobart High School	3.20	3.49	2.98	3.39	3.26

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1

All categories fall below the national average with the exception of the middle school's student/school relationship, which is slightly above the national average. In general, the students see the secondary schools in a positive way with the middle school students scoring their school higher than the high school students. The high school climate/environment is rated below the national average. The overall composite scores for the district and high school are lower in comparison with the national average.

Teacher Opinion Survey

NSSE Teacher Opinion Survey

NSSE Teacher Opinion Survey 2006

	QUALITY OF THE INSTRUCTIONAL PROGRAM	SUPPORT FOR STUDENT LEARNING	SCHOOL CLIMATE/ ENVIRONMENT FOR LEARNING	SCHOOL ORGANIZATION AND ADMINISTRATION	COMPOSITE
National	4.05	4.15	3.82	3.91	4.01
District	3.94	4.01	3.43	3.96	3.84
George Earle	3.77	3.74	3.47	3.95	3.72
Liberty	4.09	4.06	3.89	3.96	4.01
Joan Martin	4.19	4.27	3.79	4.21	4.11
Ridge View	4.58	4.62	4.48	4.79	4.60
Hobart Middle School	3.87	3.82	3.05	3.65	3.63
Hobart High School	3.71	3.97	3.16	3.92	3.67

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1

- George Earle teachers rate their school positively but below the national average in all categories except school organization.
- George Earle teachers rated their school climate/environment for learning above the district average.
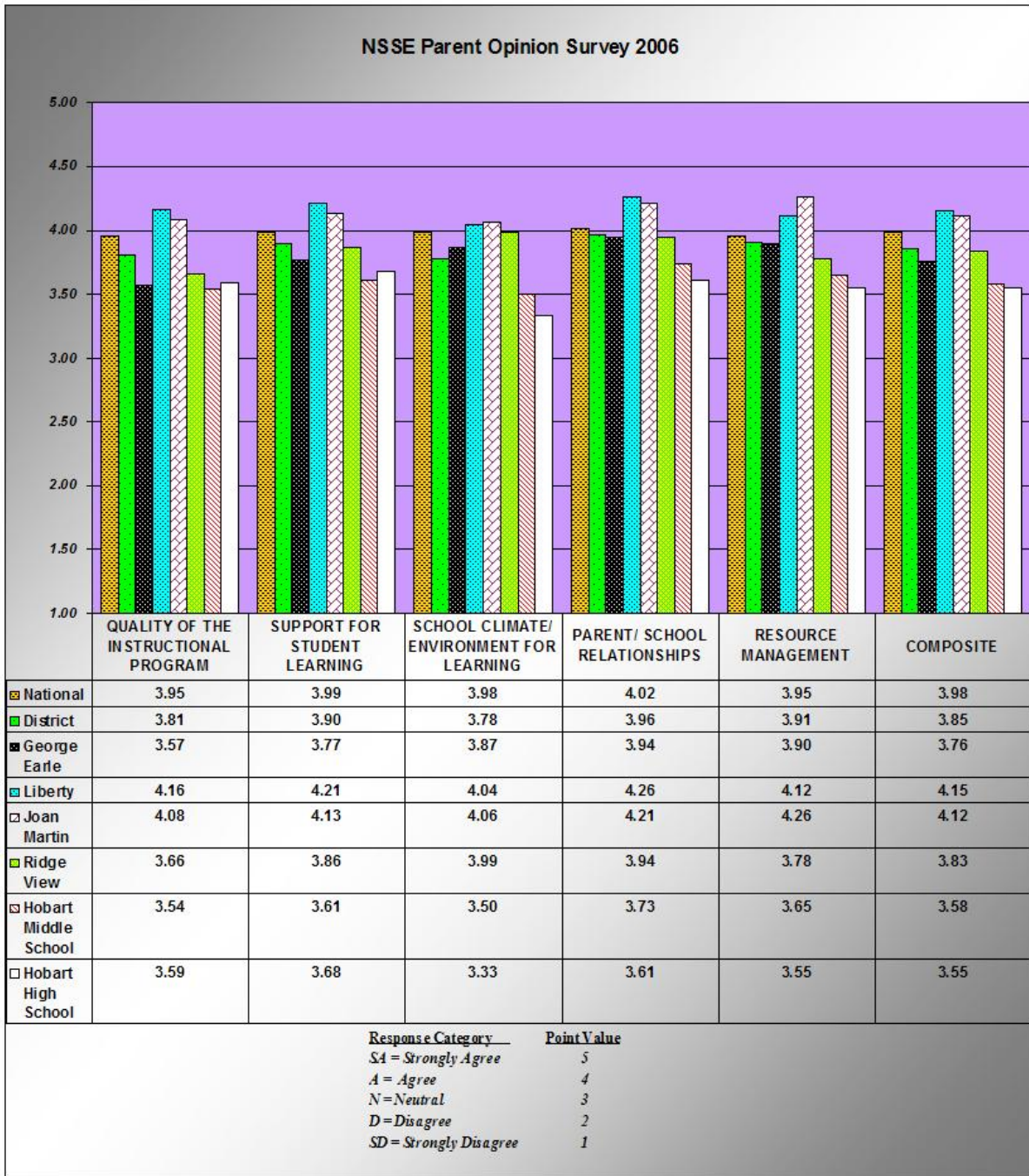
Parent Opinion Survey

NSSE Parent Opinion Survey

NSSE Parent Opinion Survey 2006

	QUALITY OF THE INSTRUCTIONAL PROGRAM	SUPPORT FOR STUDENT LEARNING	SCHOOL CLIMATE/ ENVIRONMENT FOR LEARNING	PARENT/ SCHOOL RELATIONSHIPS	RESOURCE MANAGEMENT	COMPOSITE
National	3.95	3.99	3.98	4.02	3.95	3.98
District	3.81	3.90	3.78	3.96	3.91	3.85
George Earle	3.57	3.77	3.87	3.94	3.90	3.76
Liberty	4.16	4.21	4.04	4.26	4.12	4.15
Joan Martin	4.08	4.13	4.06	4.21	4.26	4.12
Ridge View	3.66	3.86	3.99	3.94	3.78	3.83
Hobart Middle School	3.54	3.61	3.50	3.73	3.65	3.58
Hobart High School	3.59	3.68	3.33	3.61	3.55	3.55

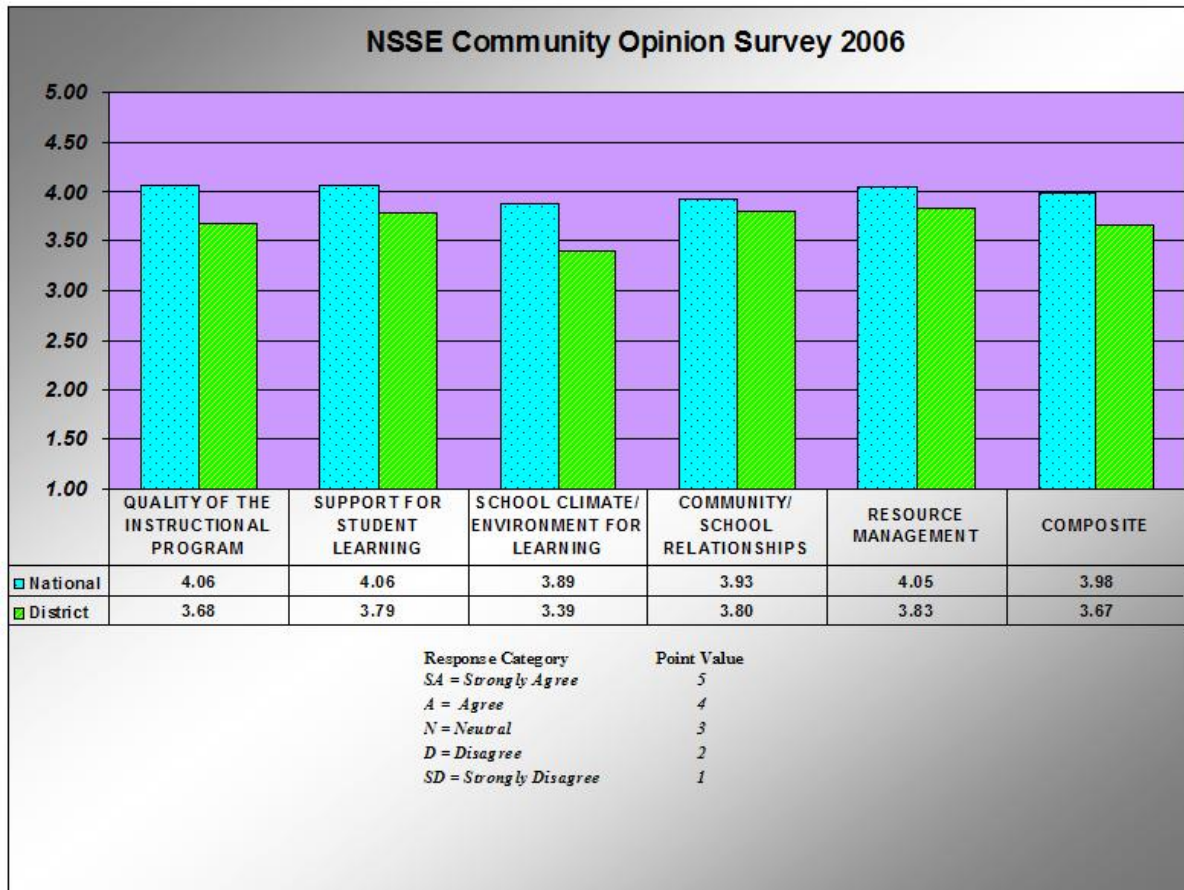| Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1

- The George Earle parents rated their school positively but below the national average in all categories.
- The George Earle parents rated their school below the district average in all areas except school climate/environment for learning.

Community Opinion Survey

NSSE Community Opinion Survey 2006

NSSE Community Opinion Survey 2006

	QUALITY OF THE INSTRUCTIONAL PROGRAM	SUPPORT FOR STUDENT LEARNING	SCHOOL CLIMATE/ ENVIRONMENT FOR LEARNING	COMMUNITY/ SCHOOL RELATIONSHIPS	RESOURCE MANAGEMENT	COMPOSITE
National	4.06	4.06	3.89	3.93	4.05	3.98
District	3.68	3.79	3.39	3.80	3.83	3.67

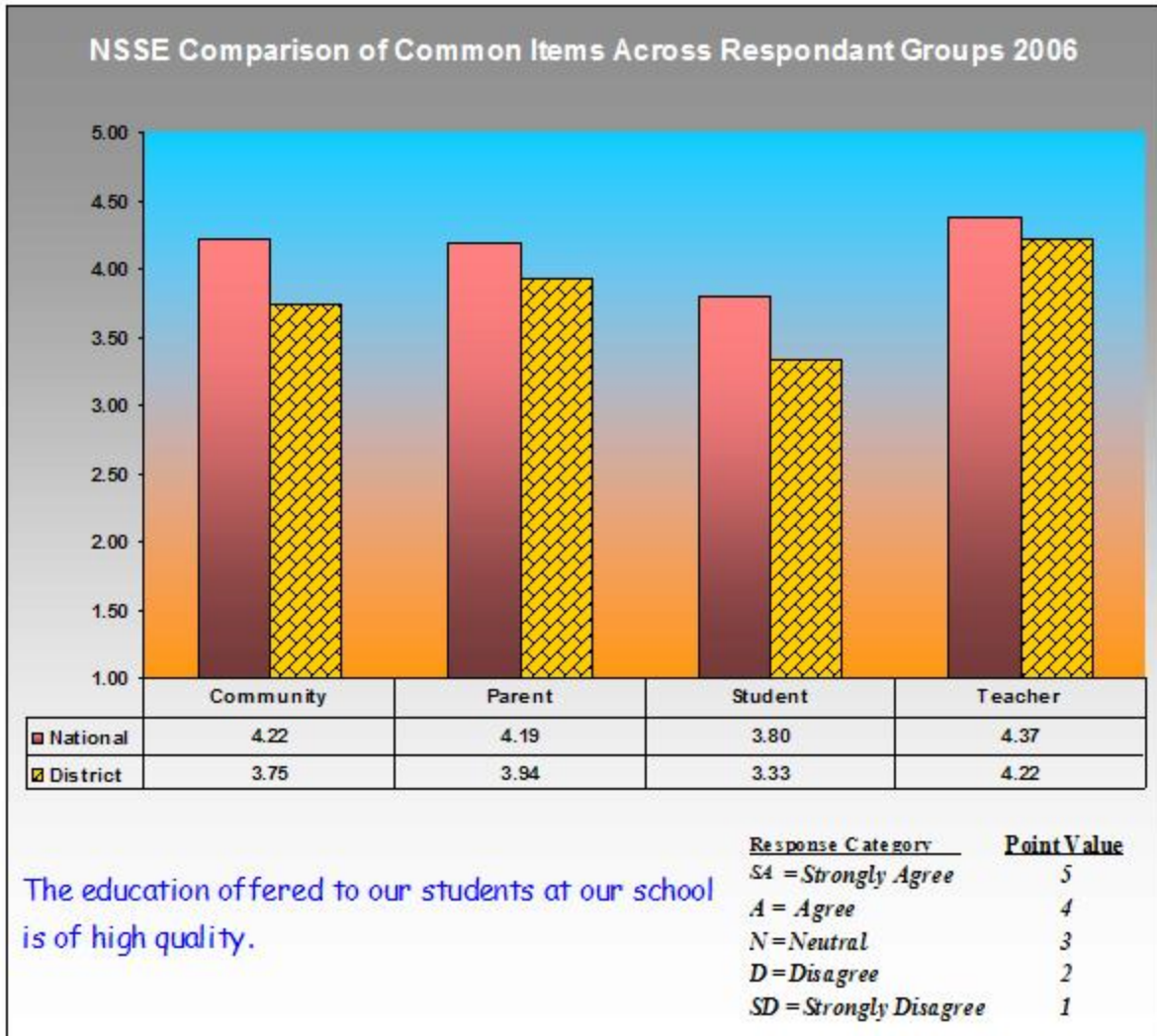| Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1

Community members view the school system in a positive way. In the five focus areas the district community members rate the system below the national average with the highest differences in quality of instruction and school climate.

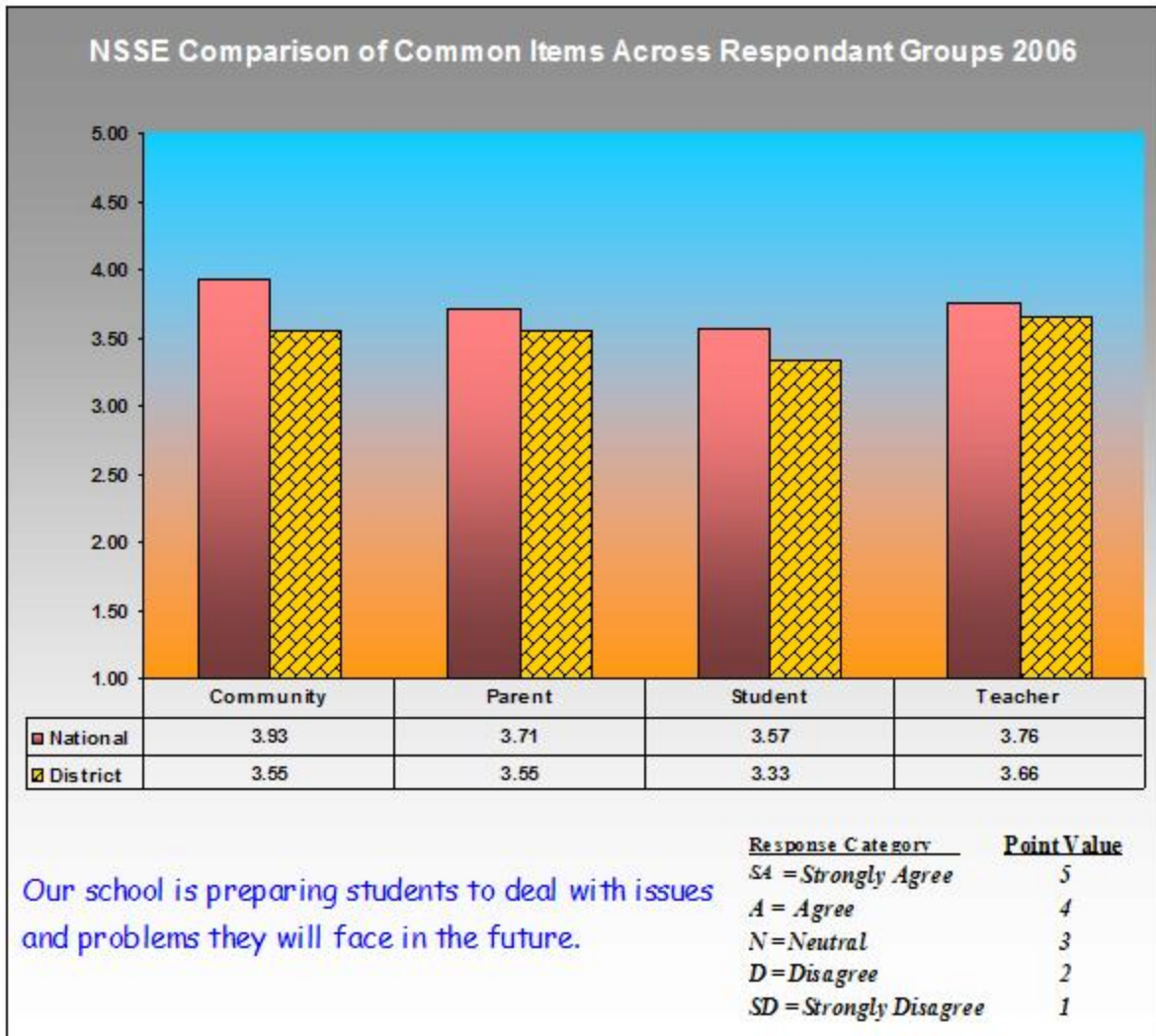**Common Opinion Survey Items Across All Respondent Groups**

There were 7 questions that appeared on the NSSE opinion surveys that were asked to all respondents (students, teachers, parents, and community).

Common Survey Question #1 Across All Respondent Groups

NSSE Comparison of Common Items Across Respondant Groups 2006

	Community	Parent	Student	Teacher
National	4.22	4.19	3.80	4.37
District	3.75	3.94	3.33	4.22

The education offered to our students at our school is of high quality.

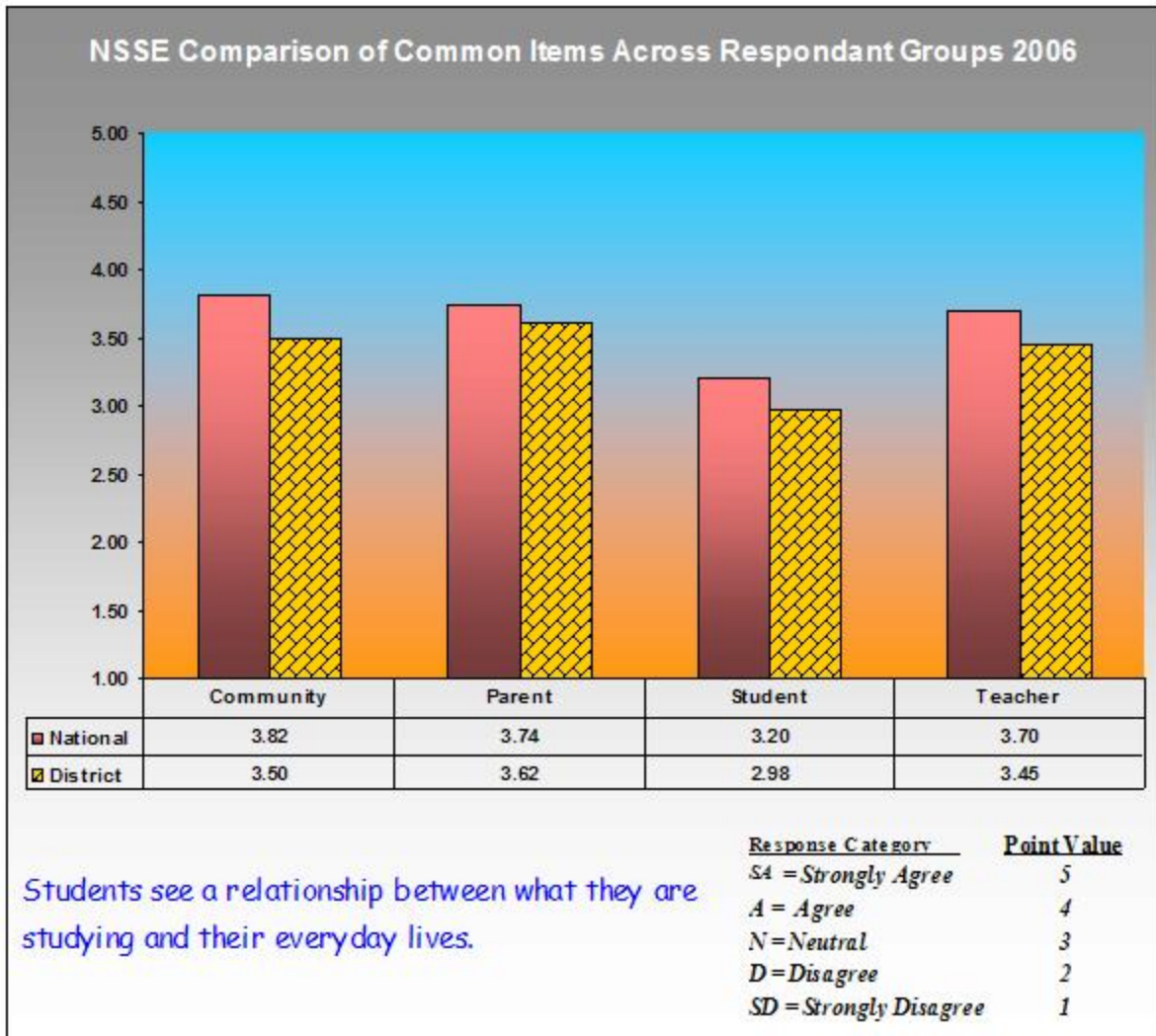| Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1

All respondent groups fall below the national average although the scores indicate a positive response to the question. Students have the lowest value and teachers the highest.

Common Survey Question #2 Across All Respondent Groups

NSSE Comparison of Common Items Across Respondant Groups 2006

	Community	Parent	Student	Teacher
National	3.93	3.71	3.57	3.76
District	3.55	3.55	3.33	3.66

Our school is preparing students to deal with issues and problems they will face in the future.

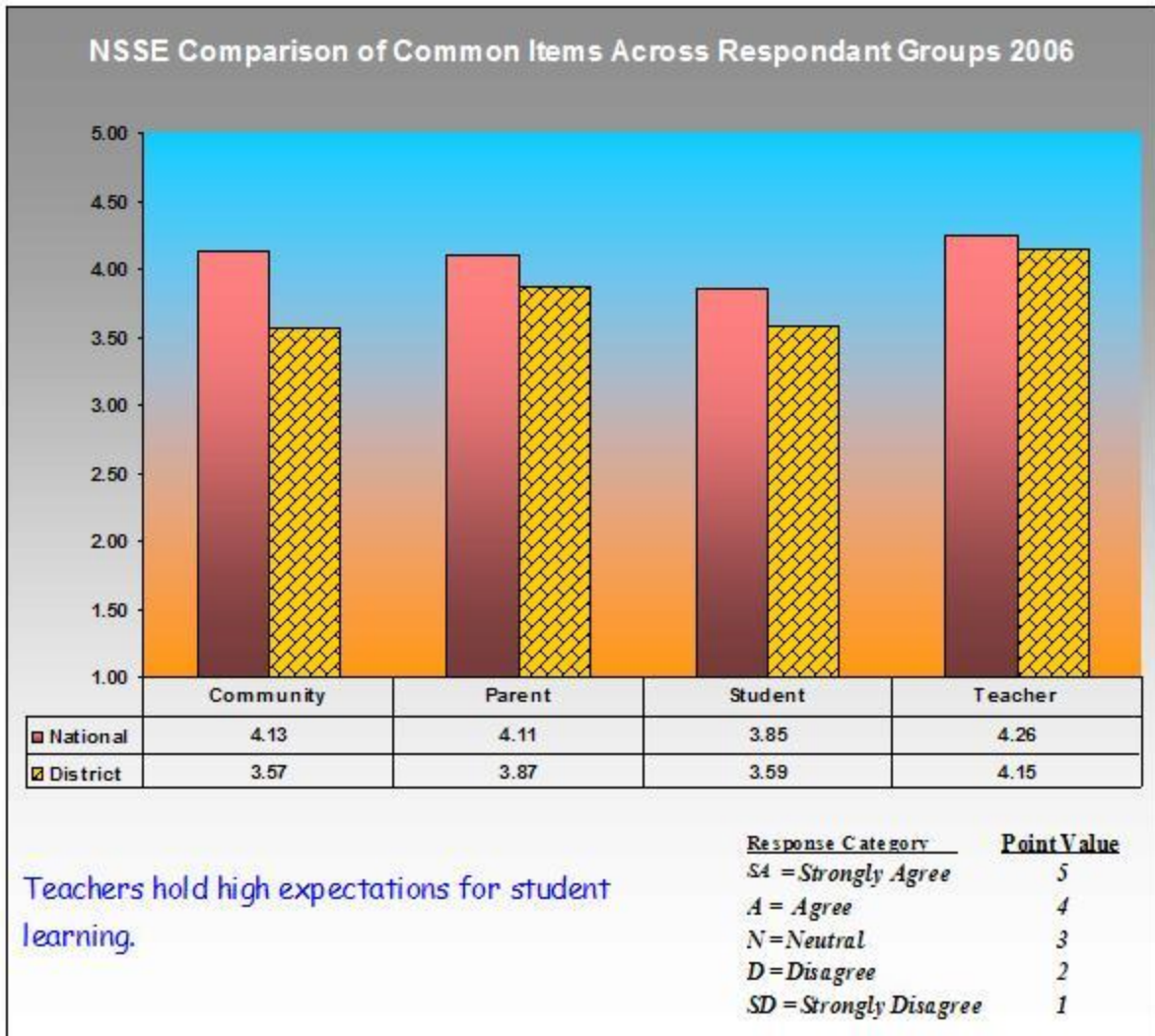| Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1

All respondent groups fall below the national average with scores still falling in the positive range. Students have the lowest value and teachers the highest.

Common Survey Question #3 Across All Respondent Groups

NSSE Comparison of Common Items Across Respondant Groups 2006

	Community	Parent	Student	Teacher
National	3.82	3.74	3.20	3.70
District	3.50	3.62	2.98	3.45

Students see a relationship between what they are studying and their everyday lives.

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1

All respondent groups fall below the national average with scores still falling in the positive range. Students have the lowest value and parents the highest.
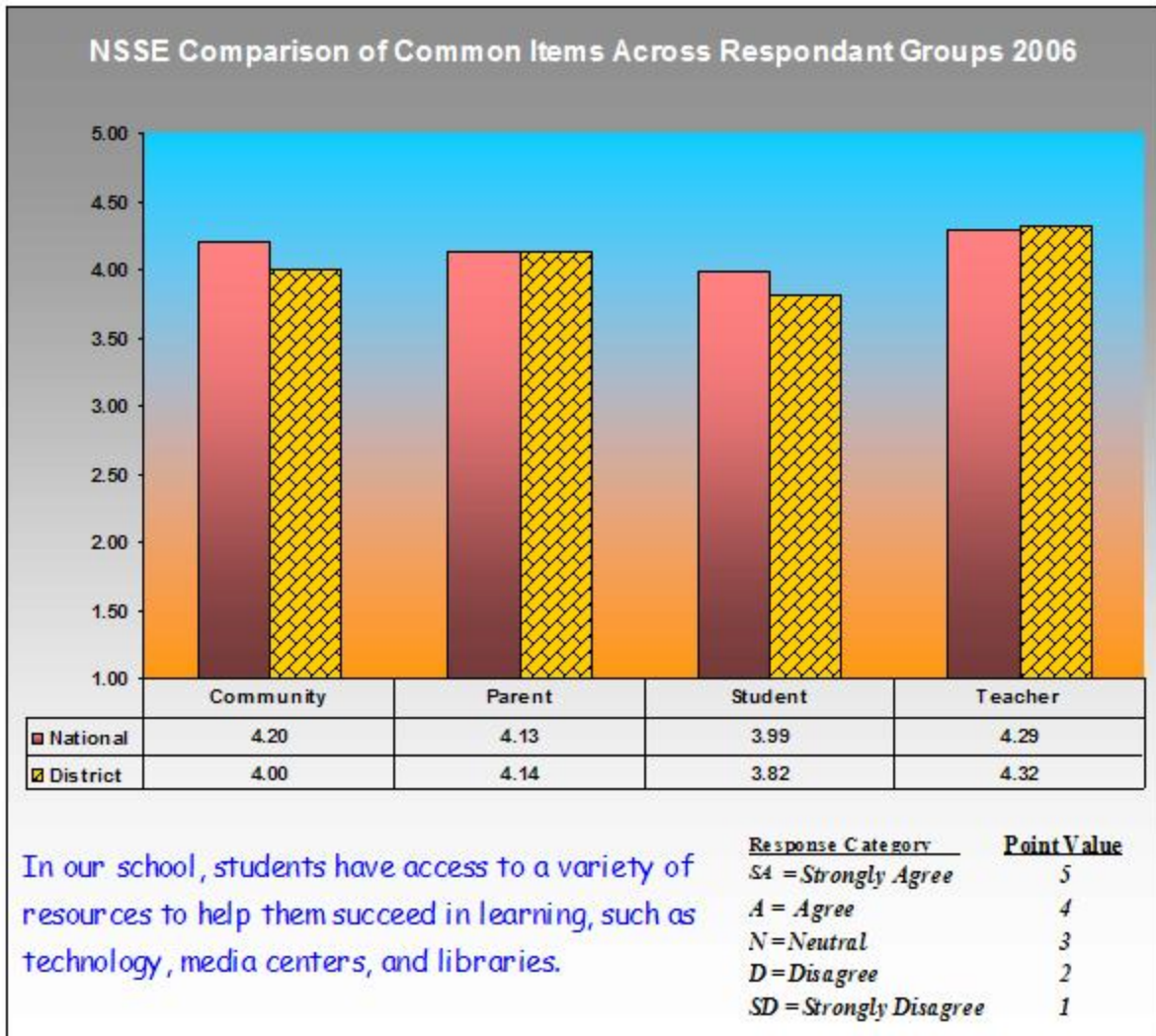
Common Survey Question #4 Across All Respondent Groups

NSSE Comparison of Common Items Across Respondant Groups 2006

	Community	Parent	Student	Teacher
National	4.13	4.11	3.85	4.26
District	3.57	3.87	3.59	4.15

Teachers hold high expectations for student learning.

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1

All respondent groups fall below the national average with scores still falling in the positive range. Students have the lowest value and teachers the highest.
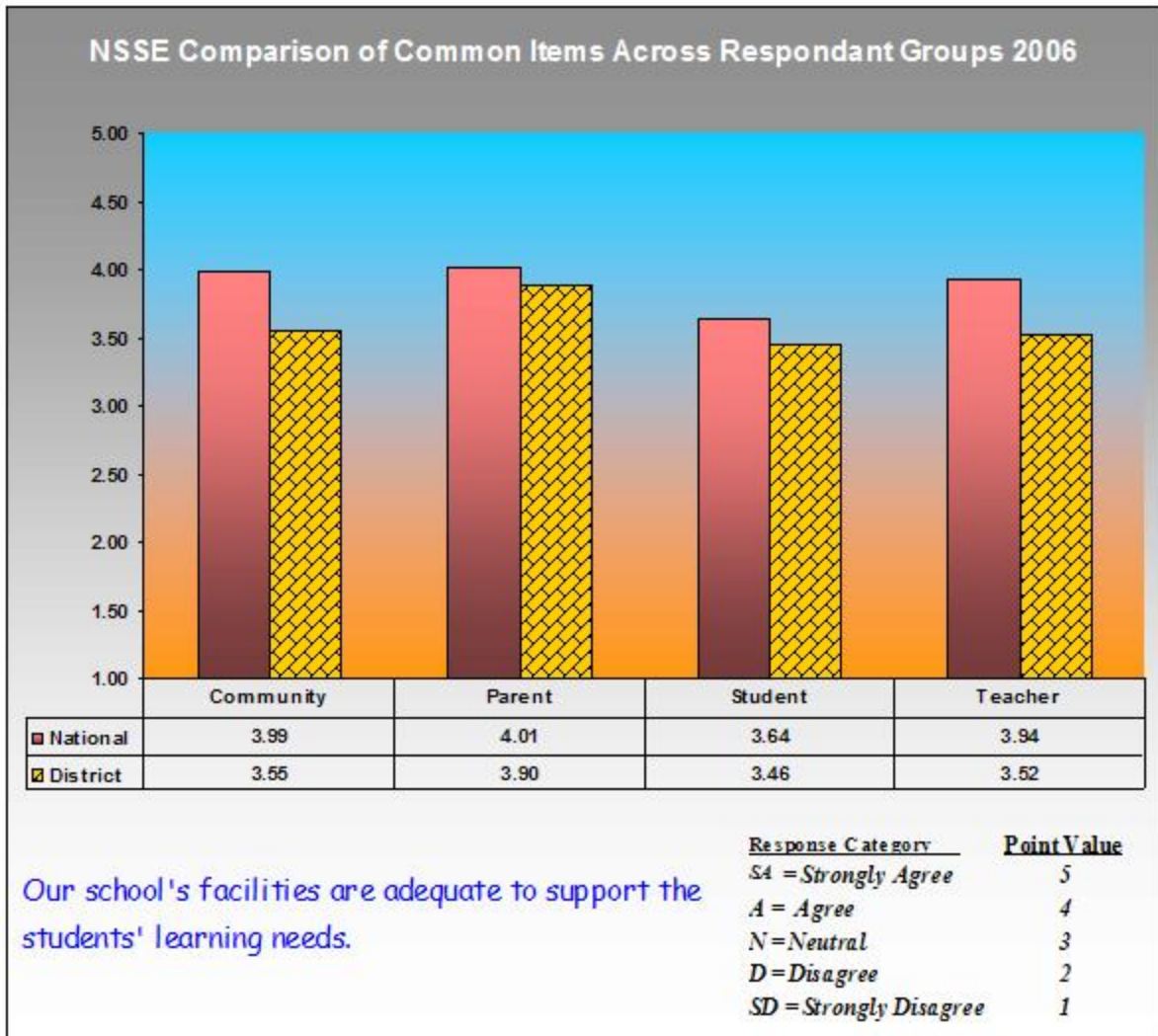
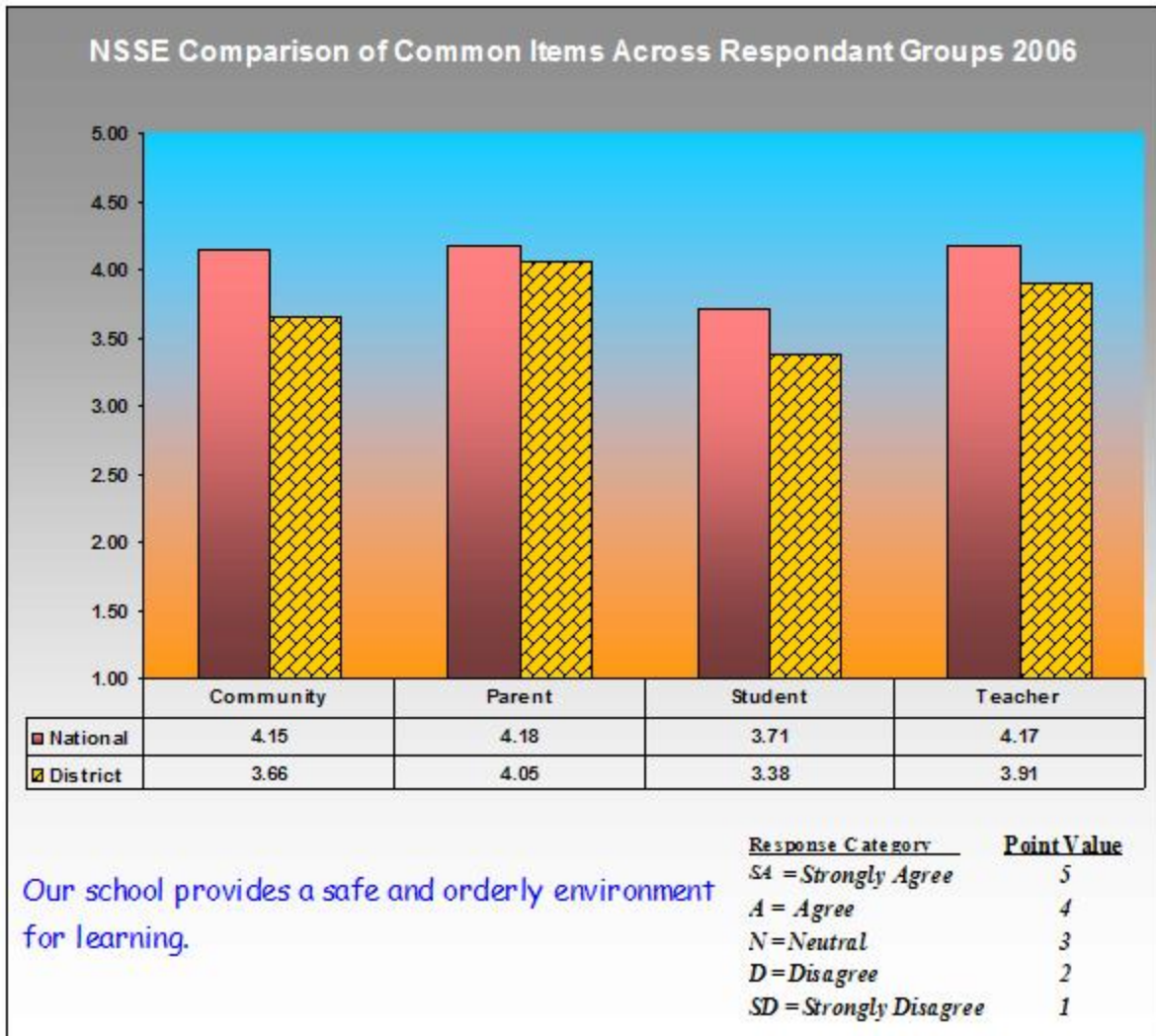## Common Survey Question #5 Across All Respondent Groups

NSSE Comparison of Common Items Across Respondant Groups 2006

	Community	Parent	Student	Teacher
National	4.20	4.13	3.99	4.29
District	4.00	4.14	3.82	4.32

In our school, students have access to a variety of resources to help them succeed in learning, such as technology, media centers, and libraries.

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1

All respondent groups fall below the national average with scores still falling in the positive range. Students and the community have the lowest value and teachers the highest.

Common Survey Question #6 Across All Respondent Groups

NSSE Comparison of Common Items Across Respondant Groups 2006

	Community	Parent	Student	Teacher
National	3.99	4.01	3.64	3.94
District	3.55	3.90	3.46	3.52

Our school's facilities are adequate to support the students' learning needs.

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1

All respondent groups fall below the national average with scores still falling in the positive range. Students and the community have the lowest value and parents the highest.

Common Survey Question #7 Across All Respondent Groups

NSSE Comparison of Common Items Across Respondant Groups 2006

	Community	Parent	Student	Teacher
National	4.15	4.18	3.71	4.17
District	3.66	4.05	3.38	3.91

Our school provides a safe and orderly environment for learning.

Response Category	Point Value
SA = Strongly Agree	5
A = Agree	4
N = Neutral	3
D = Disagree	2
SD = Strongly Disagree	1

All respondent groups fall below the national average with scores still falling in the positive range. Students and the community have the lowest value and parents the highest.

Family Context

The following information on the community of Hobart was obtained from the U.S. Census Bureau, Census 2000

Hobart Community - Family Characteristics

Social Characteristics	Number	Percent	U.S.
Population 25 years and over	17,130		
High school graduate or higher	14,434	84.3	80.40%
Bachelor's degree or higher	2,439	14.2	24.40%
Civilian veterans (civilian population 18 years and over)	2,931	15.1	12.70%
Disability status (population 5 years and over)	4,258	17.9	19.30%
Foreign born	746	2.9	11.10%
Male, Now married, except separated (population 15 years and over)	5,802	59.1	56.70%
Female, Now married, except separated (population 15 years and ove	5,764	54.3	52.10%
Speak a language other than English at home (population 5 years and	1,856	7.7	17.90%
Families below poverty level	201	2.9	9.20%
Individuals below poverty level	1,201	4.8	12.40%

The Hobart community has a higher high school graduation rate (84.3%) than the national average (80.4%), yet the community has a percentage of 14.2 for those holding a bachelor's or higher degree. This percentage is well below the national average of 24.4 percent. There are 201 families recorded as below the poverty level within Hobart. This is equivalent to 2.9 percent, which is well below the national percentage of 9.20.

| HOUSEHOLDS BY TYPE	Number	Percent
Total households	9,855	100
Family households (families)	6,977	70.8
With own children under 18 years	3,014	30.6
Married-couple family	5,549	56.3
With own children under 18 years	2,320	23.5
Female householder, no husband present	1,021	10.4
With own children under 18 years	493	5
Nonfamily households	2,878	29.2
Householder living alone	2,376	24.1
Householder 65 years and over	1,025	10.4
Households with individuals under 18 years	3,311	33.6
Households with individuals 65 years and over	2,683	27.2
Average household size	2.55	(X)
Average family size	3.04	(X)

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 30.6 percent having children under age 18 years of age. The average Hobart household has 3.04 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 STI Home+, an online portal that allows parents to view his/her child's grades, attendance, and discipline.

Map of Hobart, Indiana
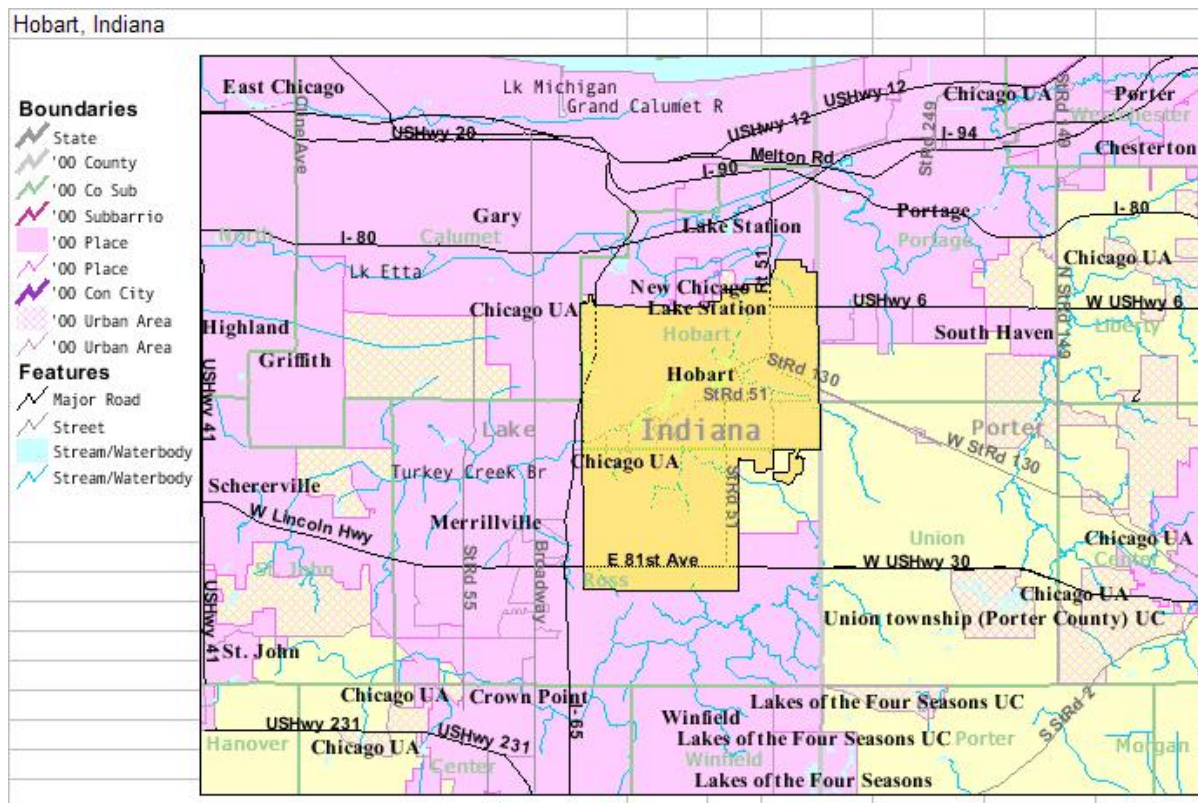
General Characteristics

Hobart Community - General Characteristics

	Number	Percent
Total population	25,363	100
SEX AND AGE		
Male	12,313	48.5
Female	13,050	51.5
Under 5 years	1,537	6.1
5 to 9 years	1,634	6.4
10 to 14 years	1,703	6.7
15 to 19 years	1,735	6.8
20 to 24 years	1,545	6.1
25 to 34 years	3,458	13.6
35 to 44 years	4,082	16.1
45 to 54 years	3,500	13.8
55 to 59 years	1,282	5.1
60 to 64 years	1,062	4.2
65 to 74 years	1,933	7.6
75 to 84 years	1,451	5.7
85 years and over	441	1.7
Median age (years)	37.7	(X)
18 years and over	19,390	76.4
Male	9,273	36.6
Female	10,117	39.9
21 years and over	18,411	72.6
62 years and over	4,448	17.5
65 years and over	3,825	15.1

The total population of Hobart is 25,363 with 43 percent of the population ranging in age from 25 to 54 years of age. The median age is 37.7 years of age. The School City of Hobart can expect enrollment to continue to remain at current levels according to the statistics from the 2000 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.

Ethnicity/Race

Hobart Community - Ethnicity/Race

Ethnicity/Race	Number	Percent	U.S.
One race	24,979	98.5	97.60%
White	23,773	93.7	75.10%
Black or African American	353	1.4	12.30%
American Indian and Alaska Native	53	0.2	0.90%
Asian	136	0.5	3.60%
Native Hawaiian and Other Pacific Islander	4	0	0.10%
Some other race	660	2.6	5.50%
Two or more races	384	1.5	2.40%
Hispanic or Latino (of any race)	2,042	8.1	12.50%

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 75.1% of its population as White, as Hobart has reported 93.7%. The U.S has a higher Black or African American population (12.30%) than Hobart (1.4%). Further, the Hispanic or Latino population in the U.S. is 12.5% of the population, and Hobart is lower at 8.1%. The Hispanic population ranks as the largest minority in the community.

Housing

Hobart Community - Housing

HOUSING OCCUPANCY	Number	Percent
Total housing units	**10,299**	**100**
Occupied housing units	9,855	95.7
Vacant housing units	444	4.3
For seasonal, recreational, or occasional use	34	0.3
Homeowner vacancy rate (percent)	1.8	(X)
Rental vacancy rate (percent)	5.8	(X)
HOUSING TENURE		
Occupied housing units	**9,855**	**100**
Owner-occupied housing units	7,905	80.2
Renter-occupied housing units	1,950	19.8
Average household size of owner-occupied unit	2.63	(X)
Average household size of renter-occupied unit	2.21	(X)

There is a wide range of housing choices in Hobart. The average cost of a home in Hobart is $97,000 compared to the national average of $119,600. Within the Hobart community, there are 7,905 single-family owner-occupied homes.

Eighty percent of residents live in owner-occupied housing units, while 19.8 percent rent a home. The average family size in Hobart is 3.04.

Economic Characteristics

Hobart Community - Economics

Economic Characteristics	Number	Percent	U.S.
In labor force (population 16 years and over)	12,950	64.5	63.90%
Mean travel time to work in minutes (workers 16 years and over)	25.8	(X)	25.5
Median household income in 1999 (dollars)	47,759	(X)	41,994
Median family income in 1999 (dollars)	55,078	(X)	50,046
Per capita income in 1999 (dollars)	21,508	(X)	21,587
Families below poverty level	201	2.9	9.20%
Individuals below poverty level	1,201	4.8	12.40%

Housing Characteristics	Number	Percent	U.S.
Single-family owner-occupied homes	7,566		
Median value (dollars)	97,700	(X)	119,600
Median of selected monthly owner costs	(X)	(X)	
With a mortgage (dollars)	856	(X)	1,088
Not mortgaged (dollars)	310	(X)	295

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.

Strengths and Weaknesses

Strengths

- The George Earle students rated our school higher than the district and national averages in quality of the instructional program.
- The George Earle teachers rated school organization and administration higher than the national average but lower than the district average.
- The George Earle parents rated parent/school relationships and resource management positively but lower than the district and national averages.
- Community members view the school system in a positive way.
- The Hobart community has a higher high school graduation rate (84.3%) than the national average (80.4%).
- The community has a more stable population than the state as a whole.
- The median household of $47,759 and the family income of $55,078 recorded in 1999 exceeds the national average or $41,759 and $50,046.
- The poverty level for families and individuals is less than the national average.

Weaknesses

- The George Earle students rated support for student learning and school climate/environment for learning below the district and national averages.
- The George Earle teachers rated school climate/environment for learning higher than the district average but significantly lower than the national average.
- The George Earle parents rated quality of the instructional program significantly lower than the district and national averages.
- The Hobart community percentage for those holding a bachelor's or higher degree (14.2%) is well below the national average (24.4%).

Target Areas for Improvement

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.

- All students will read with fluency.
- All students will comprehend written text.
- All students will communicate ideas through writing.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

Rationale:

The percent of students passing the English/Language Arts portion of ISTEP is in the low 70's at George Earle Elementary. Within the ISTEP cohort subgroups, males are underperforming. Hispanics had an increase and then a large drop in ISTEP performance. Free and reduced, limited-English, and special education subgroups are consistently underperforming on ISTEP. The results of NWEA testing data from the past three years in grades two through five indicate that reading and language arts is improving in the elementary but is not at the expected targeted growth across the board. Beyond the first year of implementing the 6 + 1 Writing Program, no improvement occurred. Students rated the schools lowest among all NSSE respondent groups for access to resources including computers.

Learning Area - Mathematics

Expectations for Student Learning

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

- All students will compute accurately with and without a calculator.
- All students will demonstrate problem-solving skills in mathematics.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use technology resources in developing strategies and making informed decisions for solving problems.

Rationale:

ISTEP data supports a trend to have a higher percentage rate of students passing at George Earle Elementary. Within the cohort subgroups, males are underperforming females, and Hispanics are performing well. Free and reduced, limited-English, and special education students are consistently underperforming on ISTEP. NWEA data over the past three years in grades two through five indicate that growth rates are being met or exceeded at George Earle Elementary. Students rated the schools lowest among all NSSE respondent groups for access to resources including computers.

Learning Area - Careers
 Expectations for Student Learning

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

- All students will develop career awareness.
- All students will have a personal education plan.
- All students will have the opportunity to complete requirements for Core 40 or Honors Diploma.
- All students will identify post-graduate education/career opportunities.
- All students will have personal guidance to chart their future career path enabling them to reach their potential.

Rationale:

In the 8th Grade NSSE Exit Survey, the majority of students indicate they plan to enter college. According to the state report, the high school's rate of graduates pursuing college is lower than the state average. Vocational Education enrollment is also low. SAT scores are also lower than the state average. At George Earle Elementary, the students are exposed to careers in a variety of ways.

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.

- All students will demonstrate behavior expectations through the Lifelong Guidelines.
- All students will demonstrate the Personal Best guideline by acting on the Lifeskills.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will participate in community service activities to experience personal, intellectual, and social growth.
- All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.
- All students will demonstrate the need to be globally responsible citizens from knowledge obtained in science and social studies.

Rationale:
Data collected through the student information system show the number of suspensions and expulsions due to drugs, weapons, or alcohol is on the rise. From the NSSE surveys, all stakeholders indicate a problem with bullying at George Earle Elementary and to a greater degree than the national average. Among the NSSE survey's seven common questions asked of all respondents, students rated the schools lowest in providing a safe and orderly environment.