

Hobart High School Continuous School Improvement Plan

April 2006



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Hobart High School

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 strengthen 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.

Hobart High School Mission Statement:

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

The educational program will enable students to:

- Gather information and communicate effectively
- Solve problems through critical thinking and cooperation
- Incorporate technology into daily living and learning
- Develop a responsible work ethic
- Develop career awareness in a global economy
- Respect others and develop social skills

Hobart High School, in partnership with the home and community, is committed to helping students reach their potential in the areas of social growth, education, and employment.

HHS Mission Slogan

HHS will progress as we "SEE" our way to success.

Social Growth, Education, Employment

"SEE"

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.

HHS Mission Slogan
HHS will progress as we "SEE" our way to success.
Social Growth, Education, Employment
"SEE"

Student Characteristics at the Onset of the Improvement Process

Data Displays and Narrative Summaries

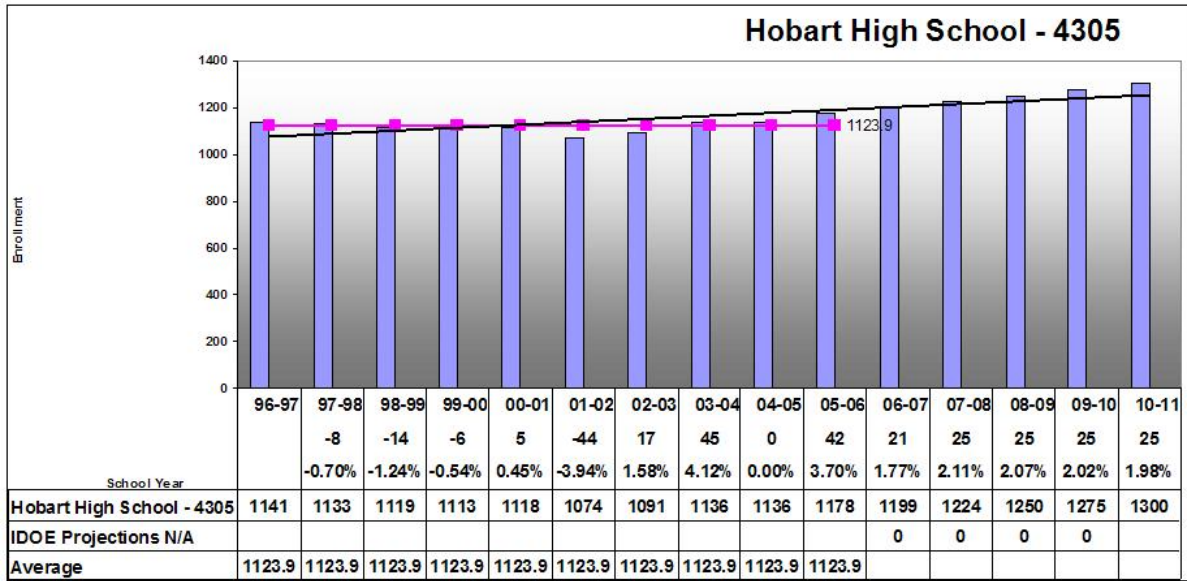
Student Characteristics

Hobart High School 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.

Hobart High School Enrollment and Projection

HHS Enrollment Projected 5 Year Trend

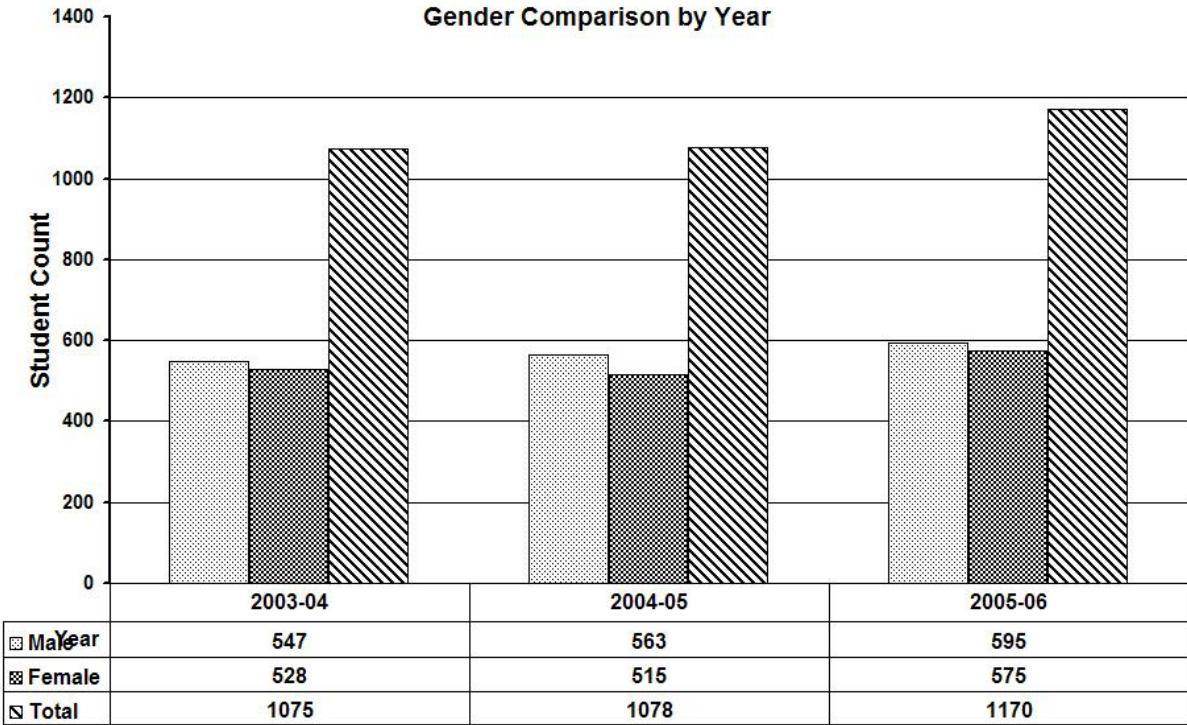


Hobart High School's projected enrollment for the next five years is to steadily increase.

Hobart High School Gender Enrollment

Hobart High School Gender Enrollment
2003-04 to 2005-06

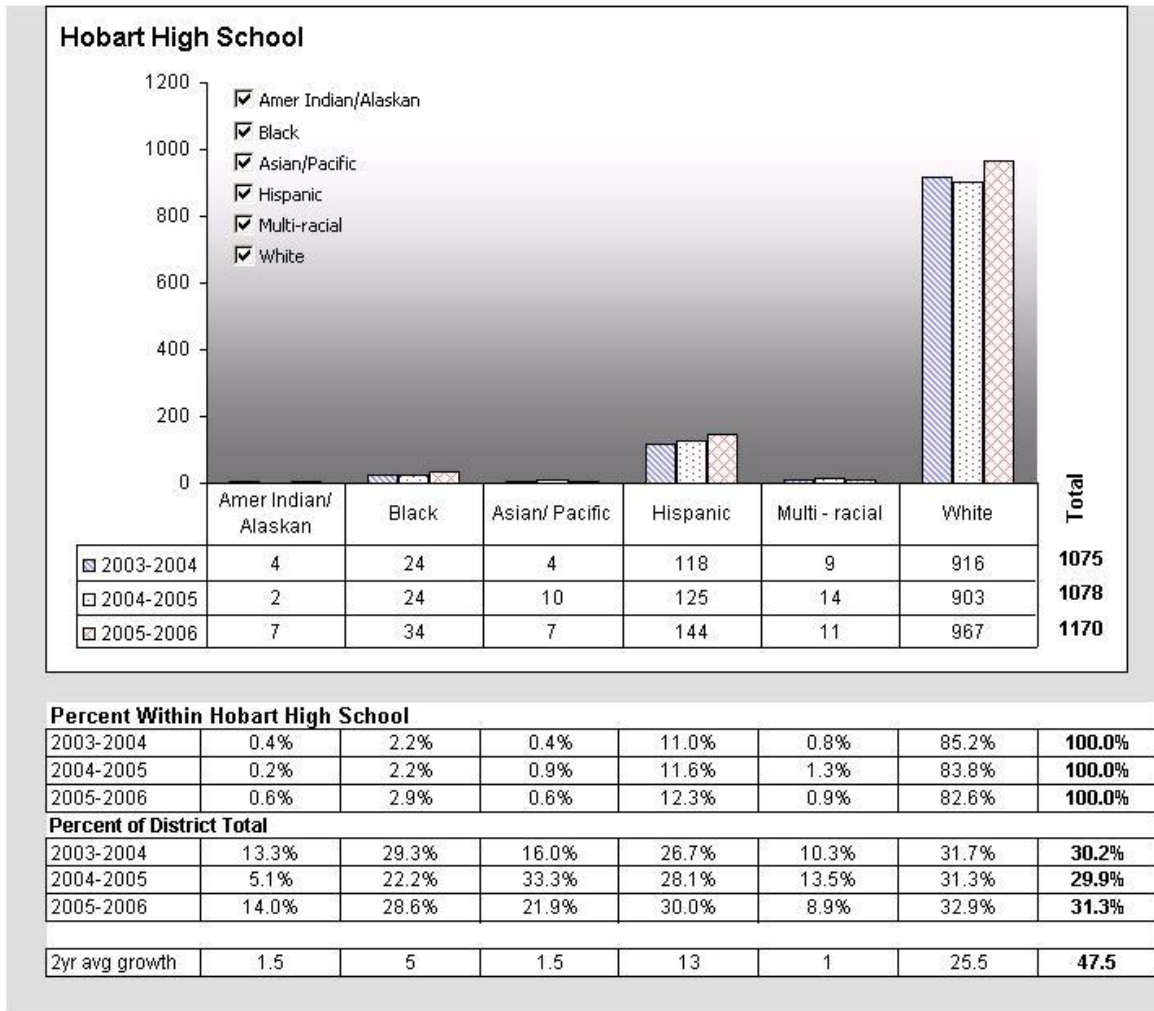
Hobart High School, 4305



The gender distribution of students varies by year.

Hobart High School Ethnicity and Linear Projection

Hobart High School Enrollment By Ethnicity 2003-04 to 2005-06



High School ethnicity is concurrent with the school district as a whole. The High School diversity makeup changes at about 1.5% per year, with the largest growth recognized in our Hispanic population.

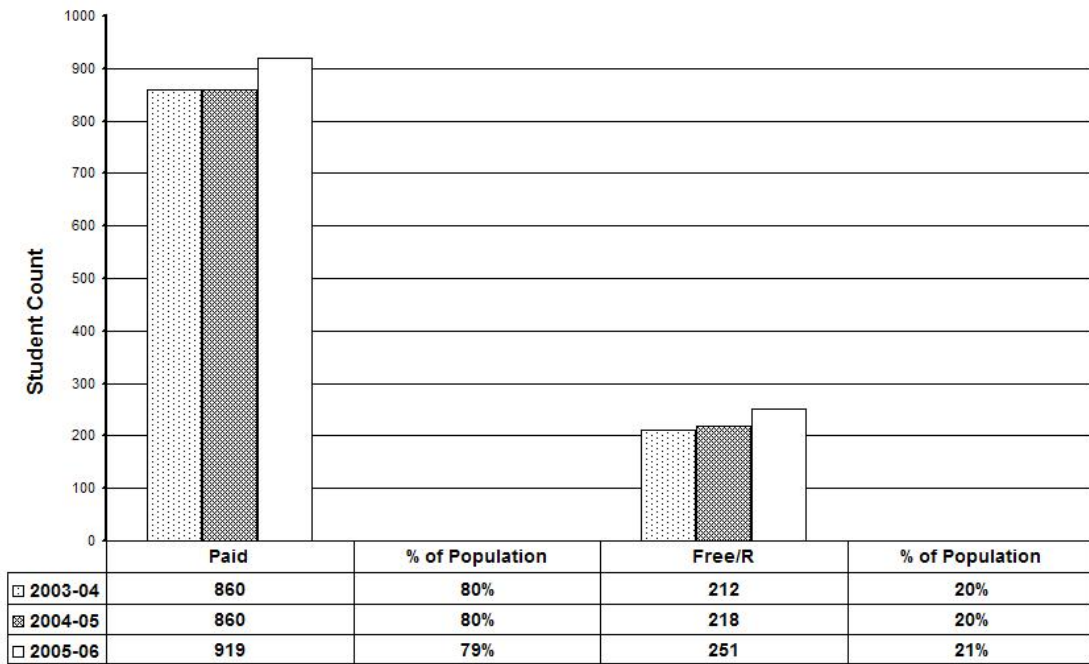
Hobart High School Participation in Special Programs

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).

Hobart High School Participation in a Lunch Program 2003-04 to 2005-06

Hobart High School, 4305

Lunch Comparison by Year

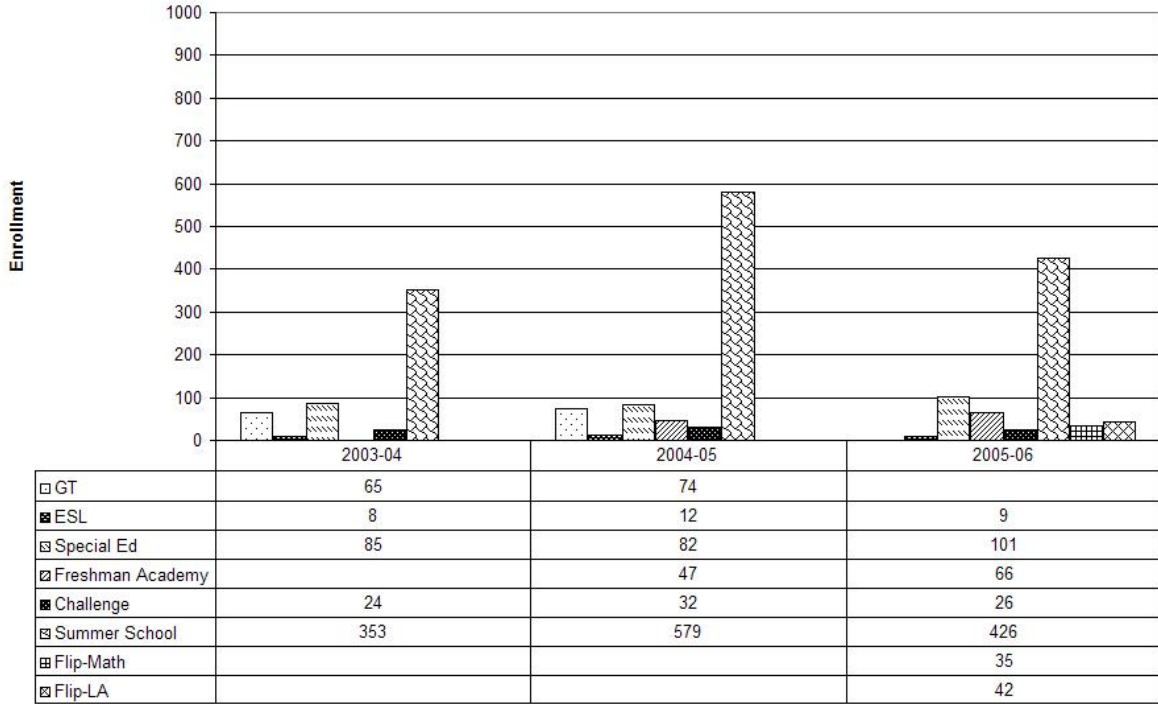


Student participation in the High School's Free and Reduced Lunch Program over the last three years shows less than a 1% increase.

Hobart High School Participation in Special Programs Con't

Hobart High School Participation in Special Programs 2003-04 to 2005-06

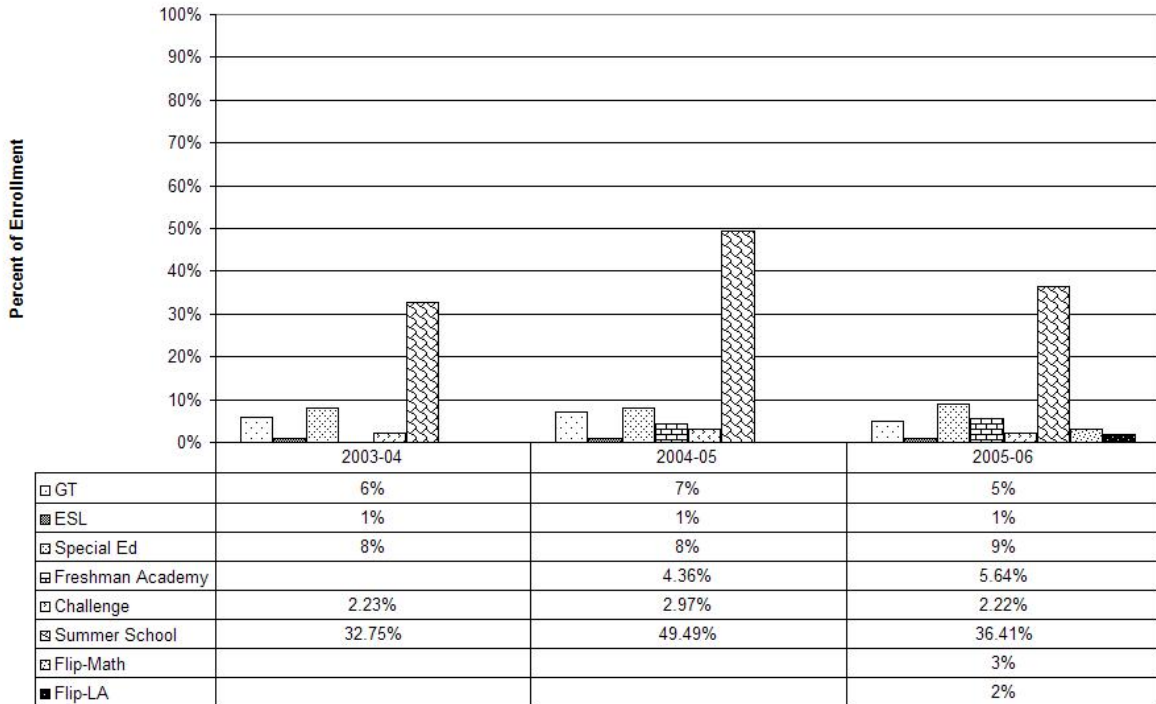
High School Participation in Special Programs



Hobart High School Participation in Special Programs Con't

Hobart High School Total
Participation in Special Programs
2003-04 to 2005-06

High School Participation in Special Programs



The percentage of students who have special needs continue to rise in a steady pattern. Of particular significance, there has been a huge increase of special education students moving from 8% to 14% of the student population. To meet the needs of our diverse student population several new programs have been created, including Flip and Freshman Academy, as well as expansion of existing programs in an attempt for students to reach their potential.

Trends and Patterns

- Overall enrollment is increasing.
- Overall the gender percentage of the student population varies by year.
- Minority student enrollment is increasing.
- Lunch program enrollment is increasing.
- Participation in GT, ESL, and Special ED increased from 2003-2004 to 2005-2006.
- Participation in Challenge and Summer School remained stable.
- Freshman Academy, FLIP Math, and FLIP Language Arts were created as new programs and serviced 29% of our student body.

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

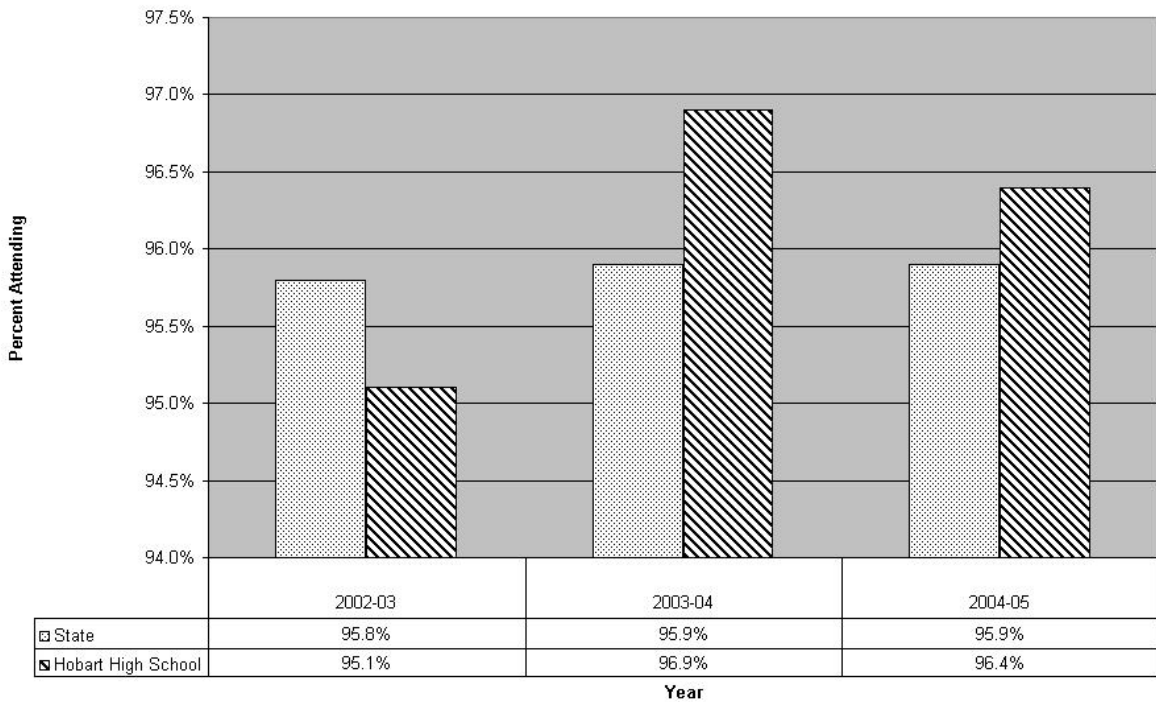
Data Displays and Narrative Summaries

Student Performance: Overall Performance

Attendance

Hobart High School Attendance 2003-04 to 2005-06

Hobart High School and State Attendance Comparison

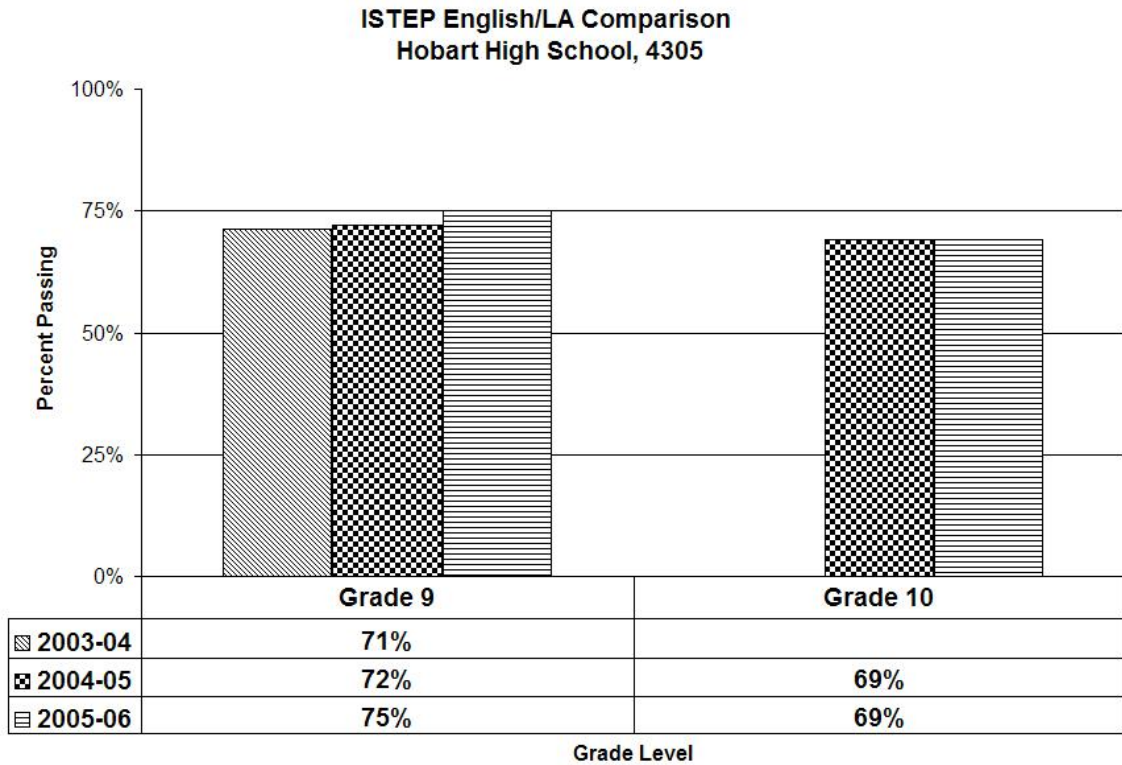


For the past two years Hobart High School attendance average has surpassed the state attendance average.

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.

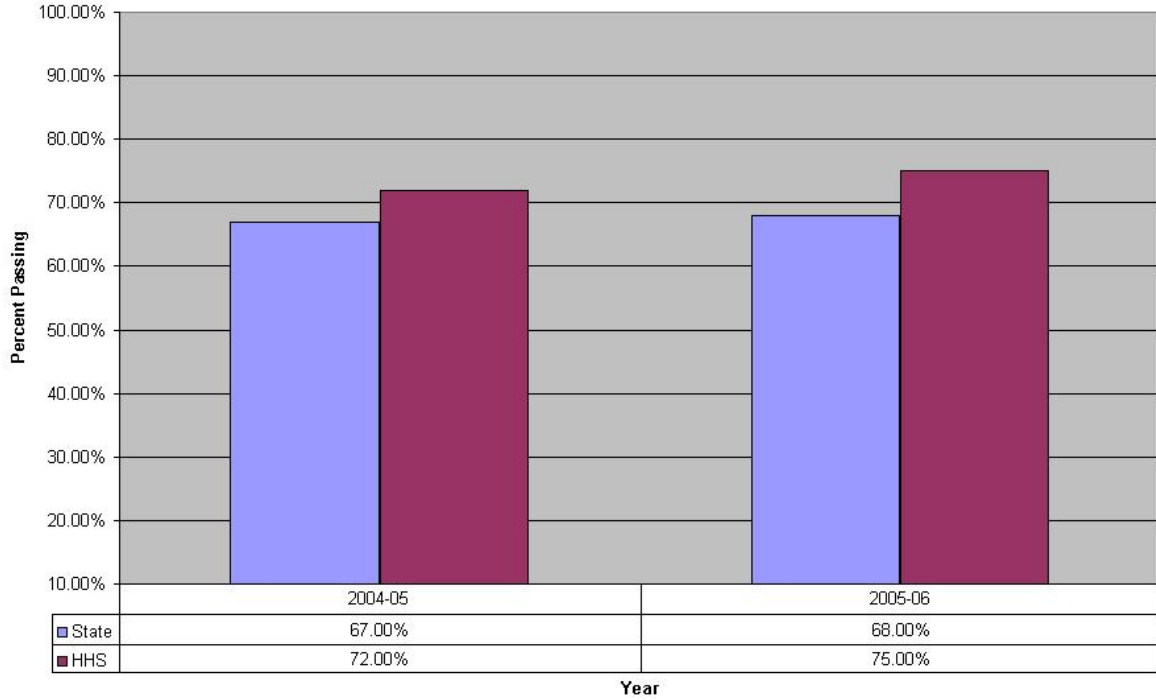
Hobart High School (ISTEP)
 LA Summary by Grade Level
 2003-04 to 2005-06



English/LA ISTEP performance has shown a consistent increase in 9th grade scores over the past three years, with 10th grade scores remaining constant for the past two years.

Hobart High School Comparison to the State (ISTEP) LA 2003-04 to 2005-06

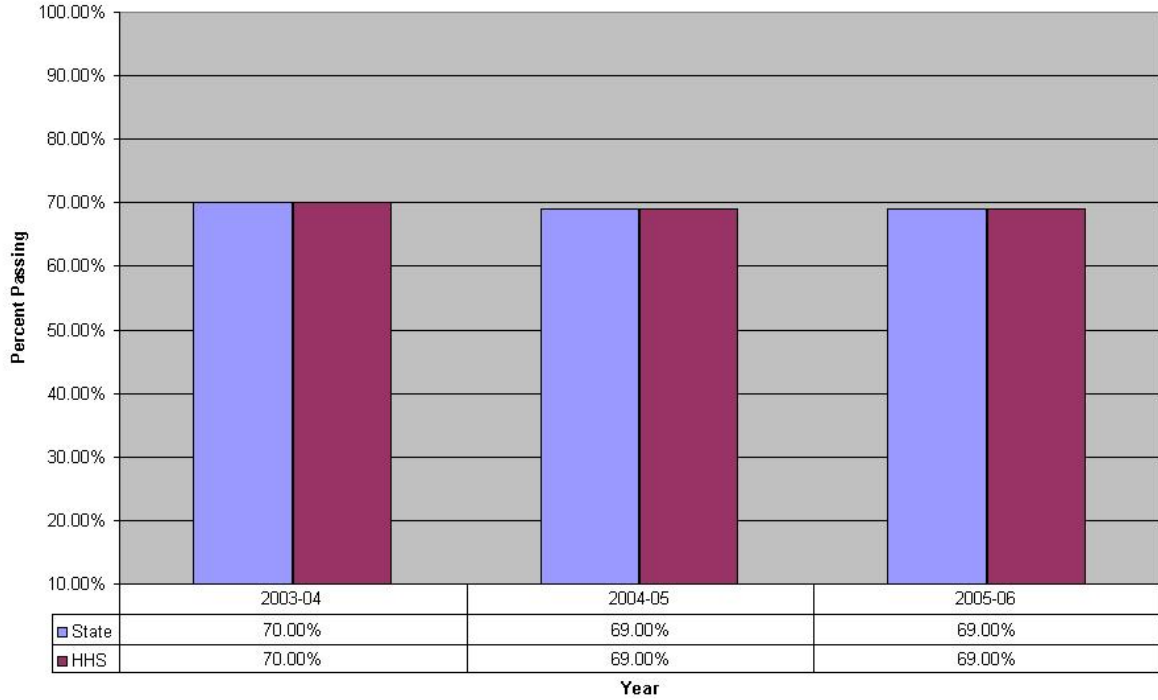
Hobart High School 9th Grade Percent Passing Comparison to State Language Arts



9th Grade ISTEP English/LA performance for the past two years has been above the state average.

Hobart High School Comparison to the State (ISTEP) LA 2003-04 to 2005-06

Hobart High School 10th Grade Percent Passing Comparison to State Language Arts



10th Grade ISTEP English/LA performance for the past two years has been the same as the state average.

Hobart High School
 ISTEP Subgroup Cohort Performance
 LA 2004-05 to 2005-06

	9th Grade	10th Grade
Grade	9	10
Language Arts	2004-05	2005-06
Female	86%	75%
Male	62%	64%
Hispanic	68%	56%
White	74%	73%
Paid	76%	73%
Free/R	63%	56%
Non-Limit	73%	69%
General Ed	76%	72%
Special Ed	22%	22%

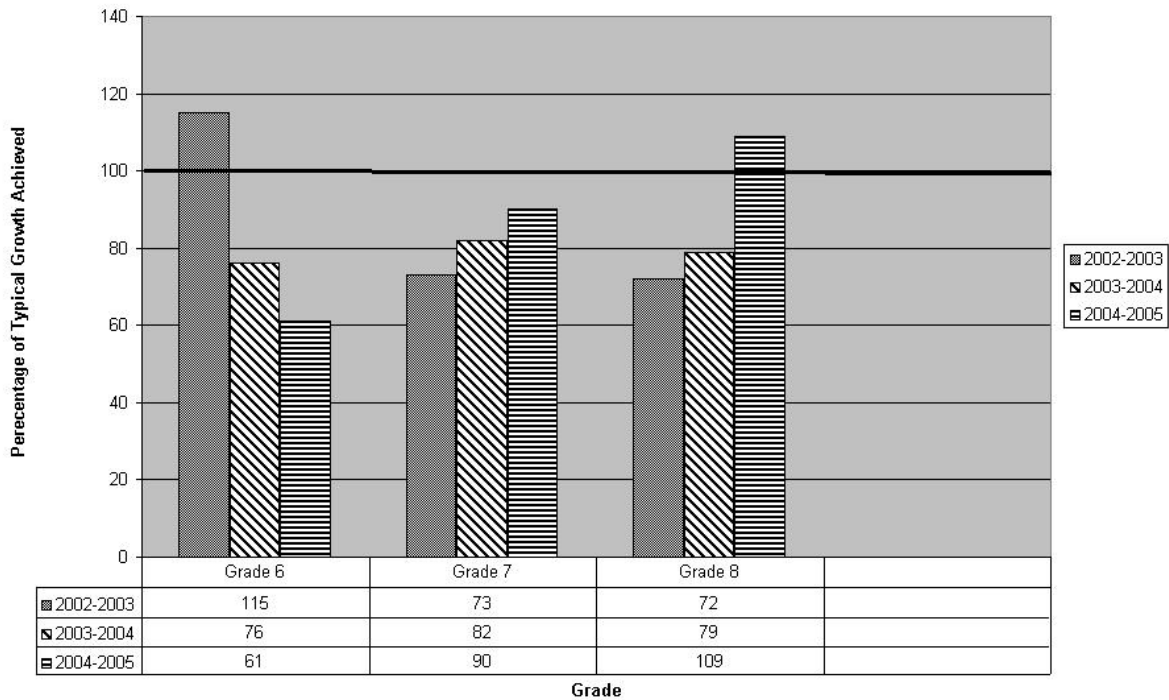
The following is an analysis of each of the subgroups within each cohort:
 In 9th and 10th grade ISTEP subgroup Cohort Performance for LA shows that females outperformed the males, Hispanics were outperformed by whites, free and reduced lunch students were outperformed by paid lunch students and general education students performed better than special education students.

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.

Hobart Middle School NWEA Targeted Growth Reading 2002-03 to 2004-05

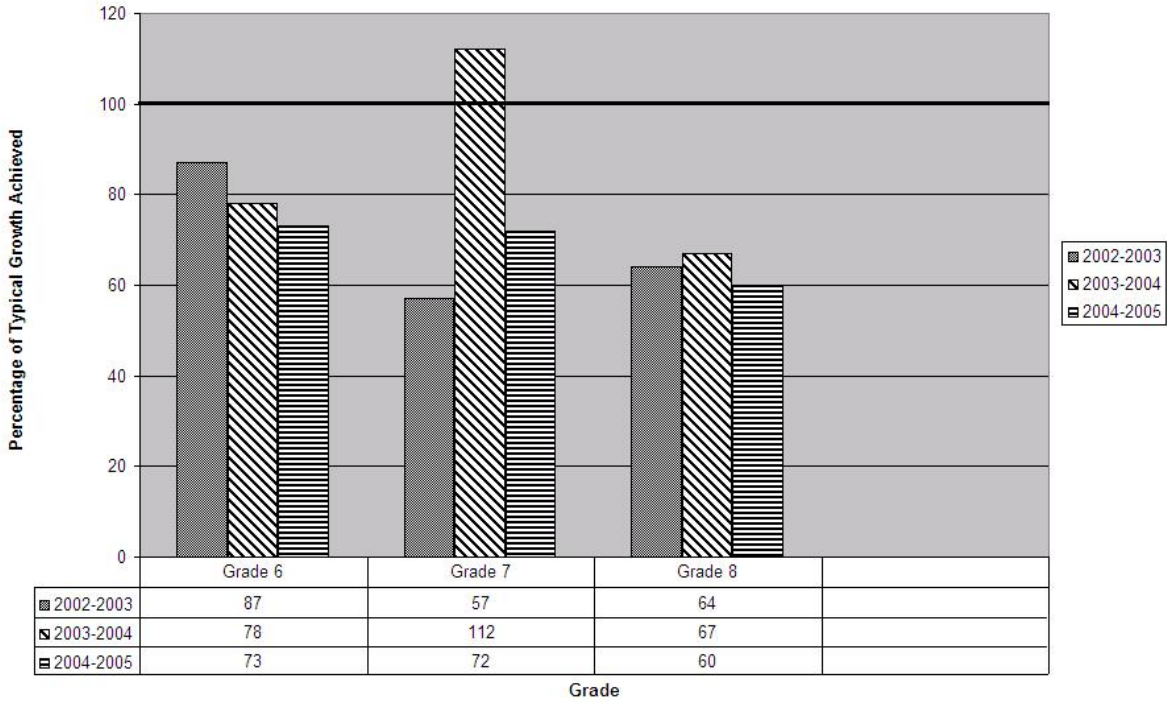
Hobart Middle School NWEA Fall to Spring Growth Reading



The incoming freshman show a significant growth in reading.

Hobart Middle School
 NWEA Targeted Growth
 LA 2002-03 to 2004-05

Hobart Middle School NWEA Fall to Spring Growth Language



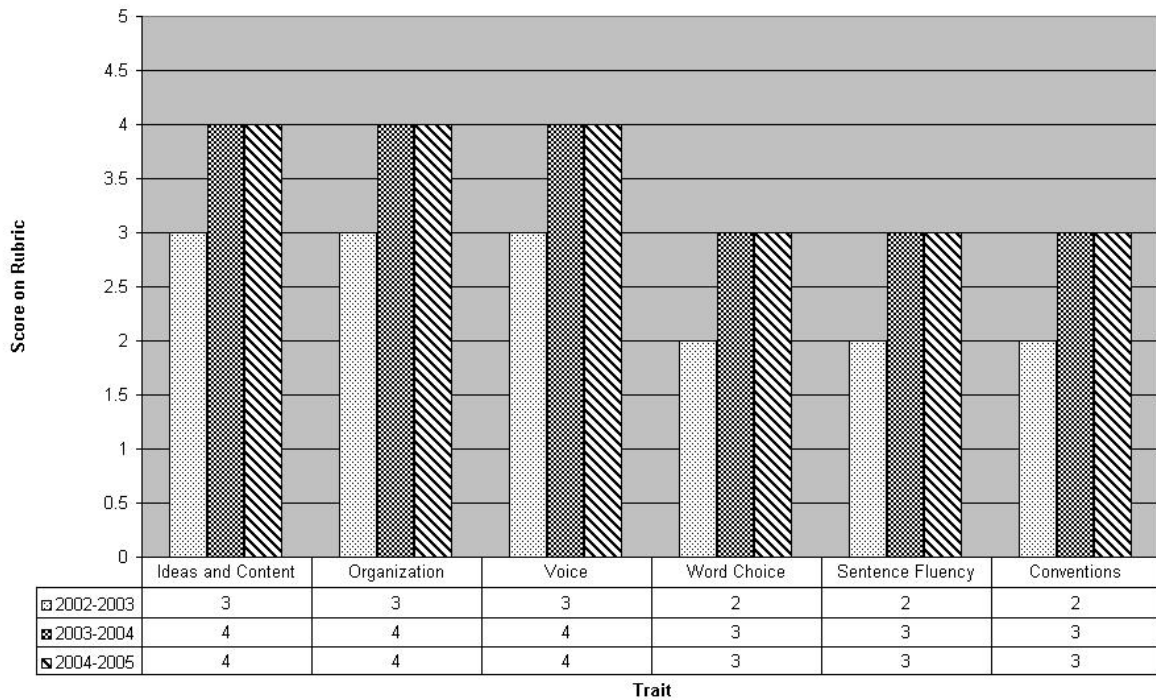
The incoming freshmen growth rate for language is lower than any other grade level.

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.

Hobart High School Writing Achievement 2002-03 to 2004-05

Hobart High School 9th Grade 6+1 Writing Trait Score Comparisons



The writing traits show an significant improvement from 2002-2003, and then plateau for years 2003-2006.

Strengths and Weaknesses

Strengths

- For the past two years 9th grade ISTEP LA scores have surpassed the state average.

Weaknesses

- Writing improvement did not show growth in the trait areas beyond the first year.
- The percent of Hispanic students passing ISTEP drops significantly in the 10th grade.
- Free and reduced lunch students and special education performed much lower than 10th graders overall.

Learning Area - Language Arts Expectations for Student Learning

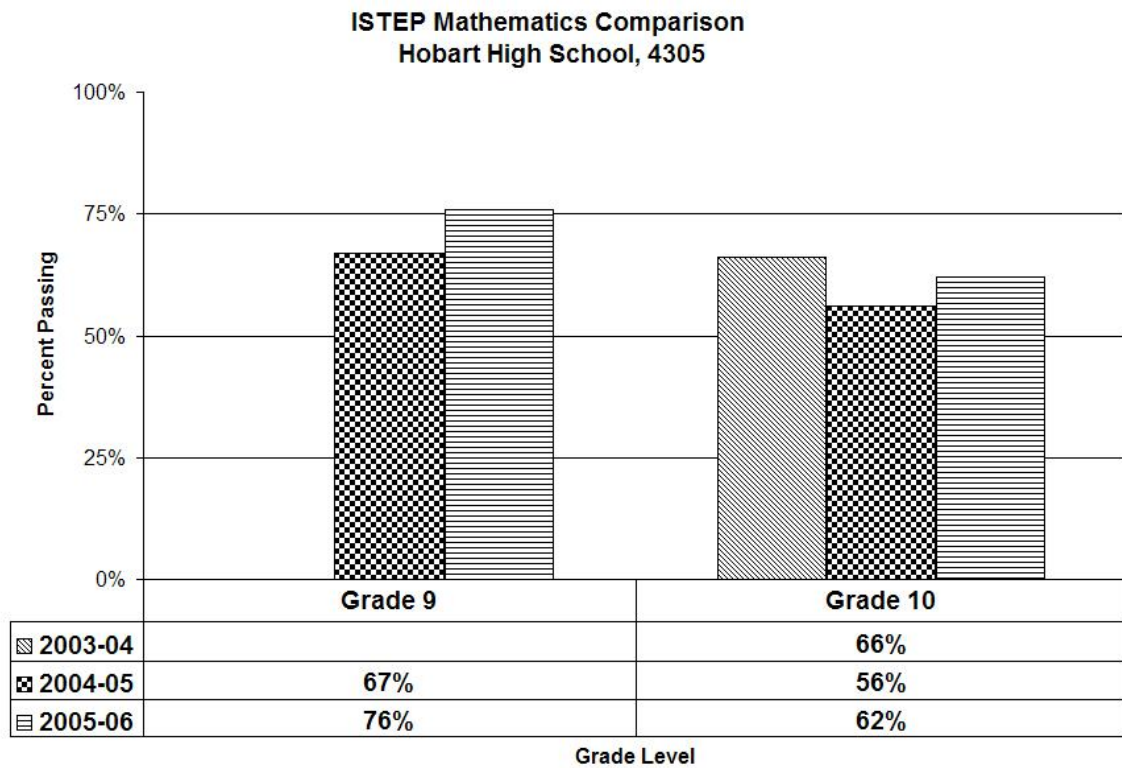
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- All students will read with fluency.
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- All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

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.

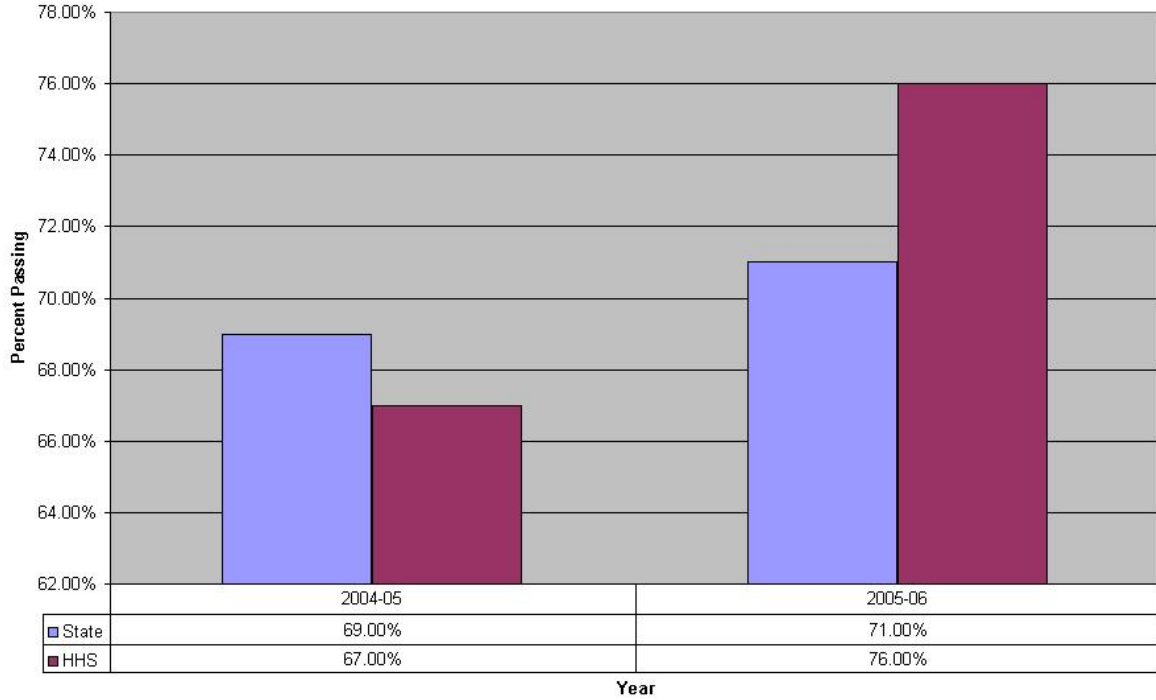
Hobart High School (ISTEP) Math Summary by Grade Level 2003-04 to 2005-06



There was a significant decline in 10th grade scores in the year 2004-2005, with improvement shown in 2005-2006.

Hobart High School Comparison to the State (ISTEP) Math 2003-04 to 2005-06

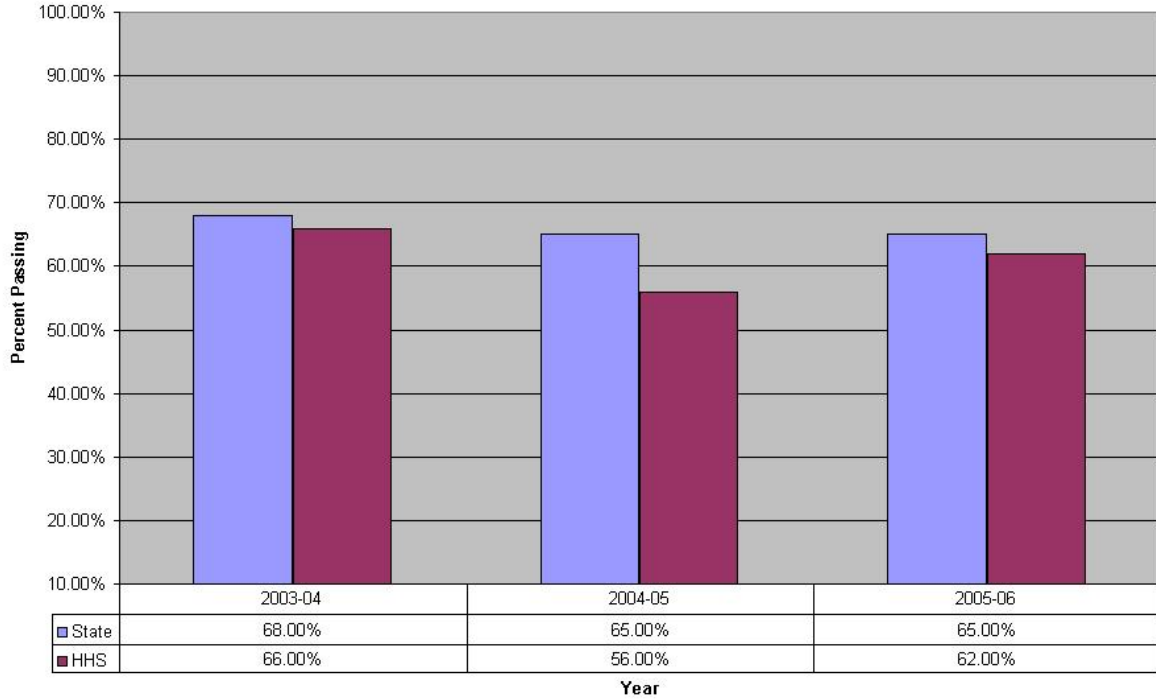
Hobart High School 9th Grade Percent Passing Comparison to State Math



In the 2004-2005 school year 9th grade students scored two percentage points below the state average. The next year 9th grade scores were 5% above the state average.

Hobart High School Comparison to the State (ISTEP) Math 2003-04 to 2005-06

Hobart High School 10th Grade Percent Passing Comparison to State Math



There was an unexplainable drop in ISTEP 10th grade scores in the year 2004-2005, followed by a rebound in scores in 2005-2006.

Hobart High School ISTEP
 Subgroup Cohort Performance
 Math 2004-05 to 2005-06

	9th Grade	10th Grade
Grade	9	10
Mathematics	2004-05	2005-06
Female	73%	62%
Male	63%	62%
Hispanic	54%	41%
White	72%	67%
Paid	72%	66%
Free/R	56%	49%
Non-Limit	68%	62%
General Ed	70%	64%
Special Ed	33%	28%

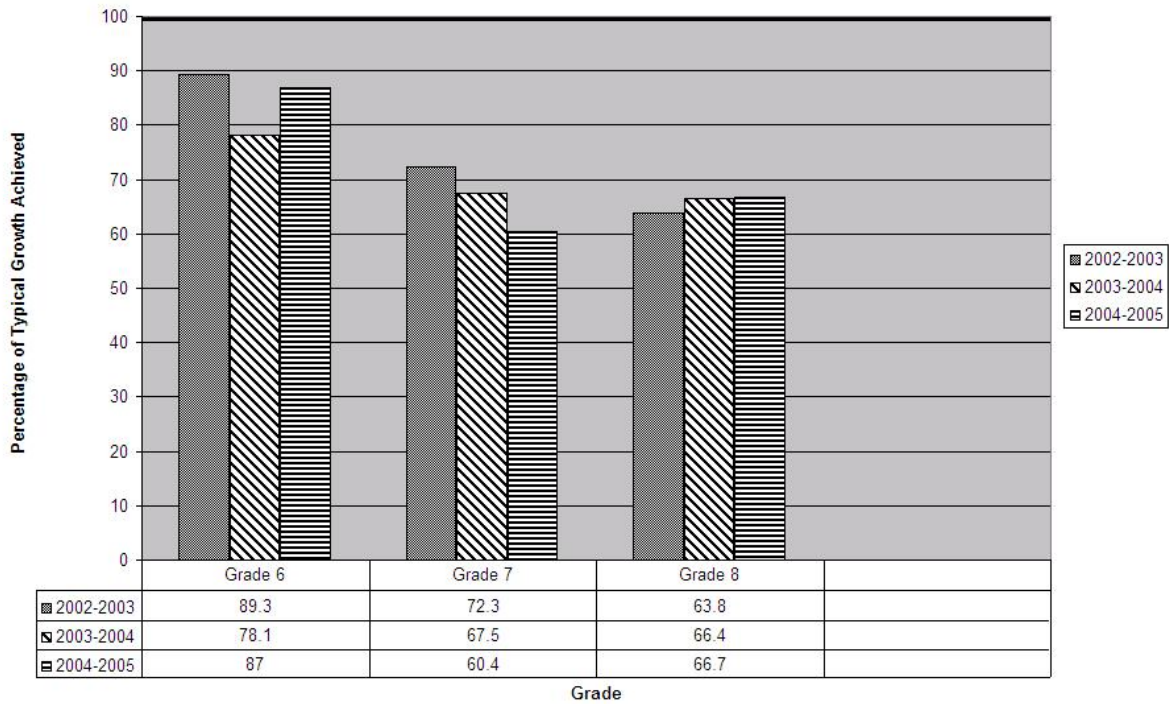
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Achievement Test

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.

Hobart Middle School NWEA Targeted Growth Math 2002-03 to 2004-05

Hobart Middle School NWEA Fall to Spring Growth Math



Incoming Freshmen growth level falls below expectations.

Strengths and Weaknesses

Strengths

- 9th and 10th grade students show improvement in ISTEP math scores during the last two years.
- Females are outperforming males in ISTEP math scores.

Weaknesses

- The ISTEP passing rate for mathematics is significantly lower than the rest of the district.
- Minority, free and reduced lunch, special education students are performing lower than expected on the ISTEP.
- Middle school targeted growth rates in NWEA are well below the expected rate.

Learning Area - Mathematics

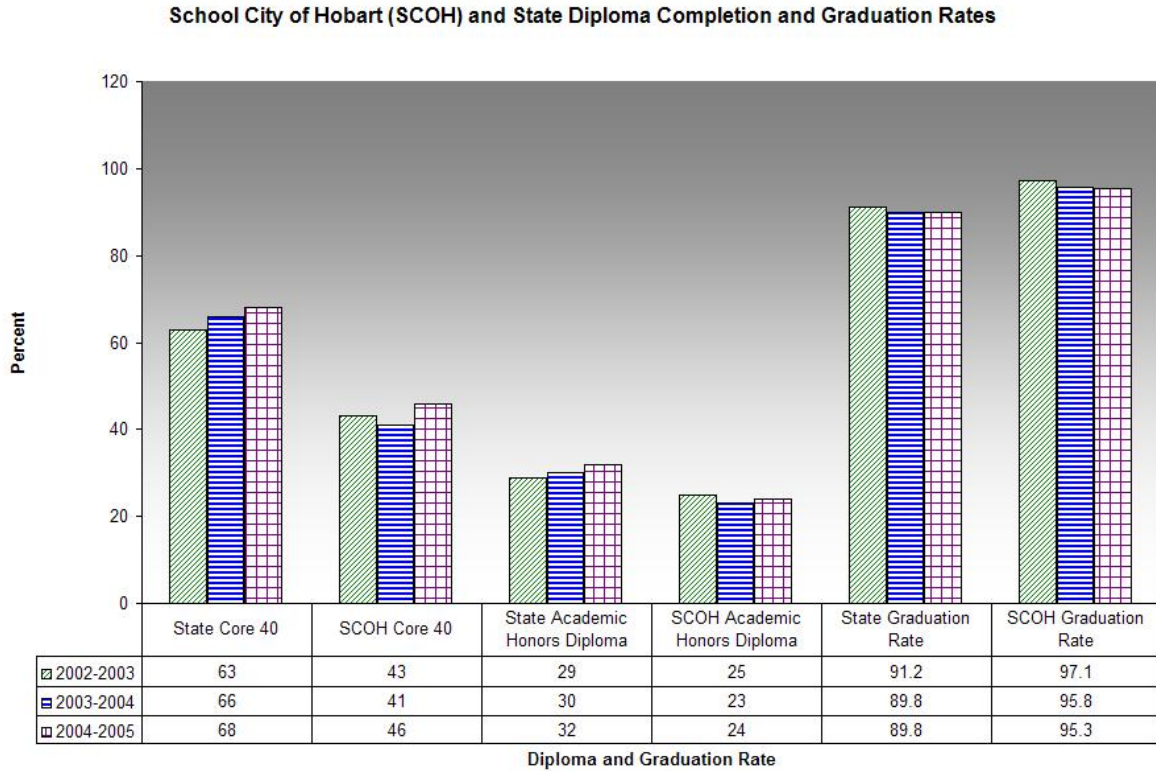
Expectations for Student Learning

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

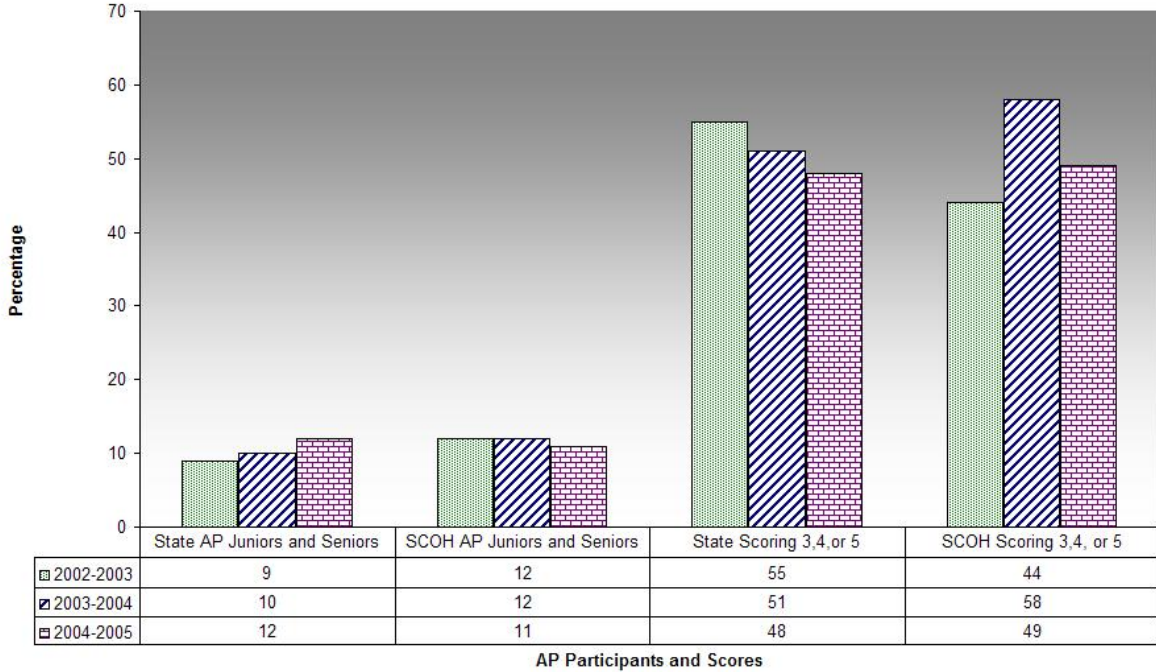
School City of Hobart and State Diploma and Graduation Rates 2002-03 to 2004-05



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

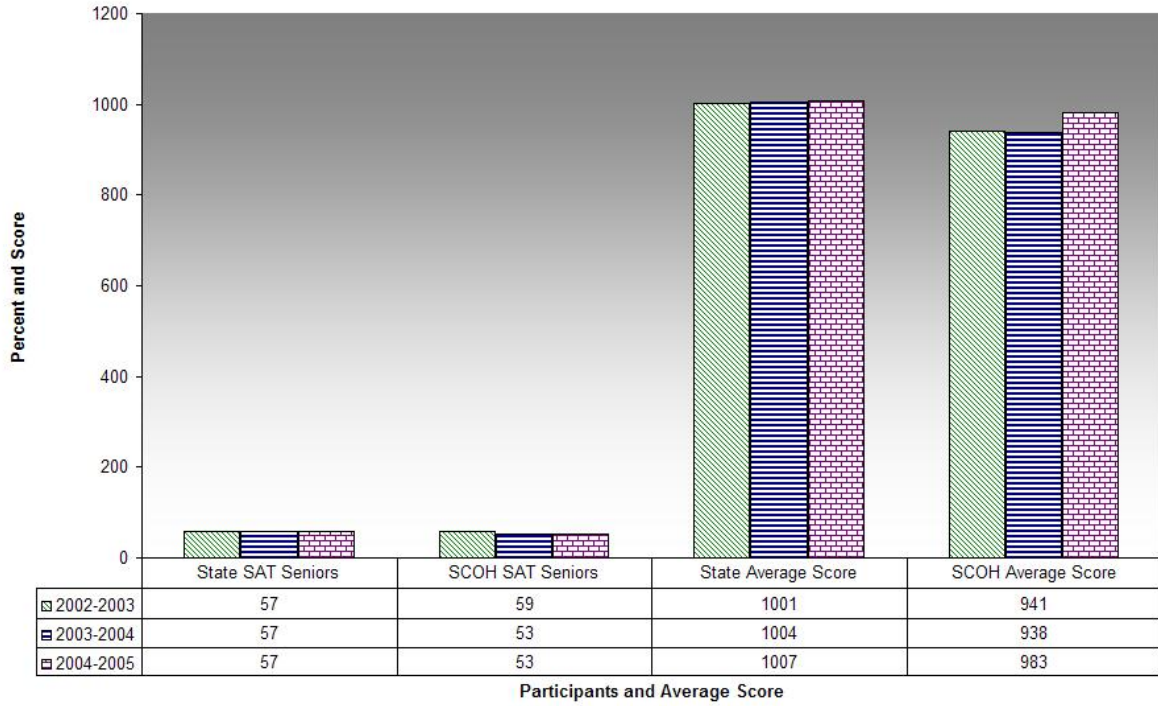
**School City of Hobart and State Advanced Placement (AP)
 Juniors and Seniors and Percent Scoring 3,4, or 5**



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

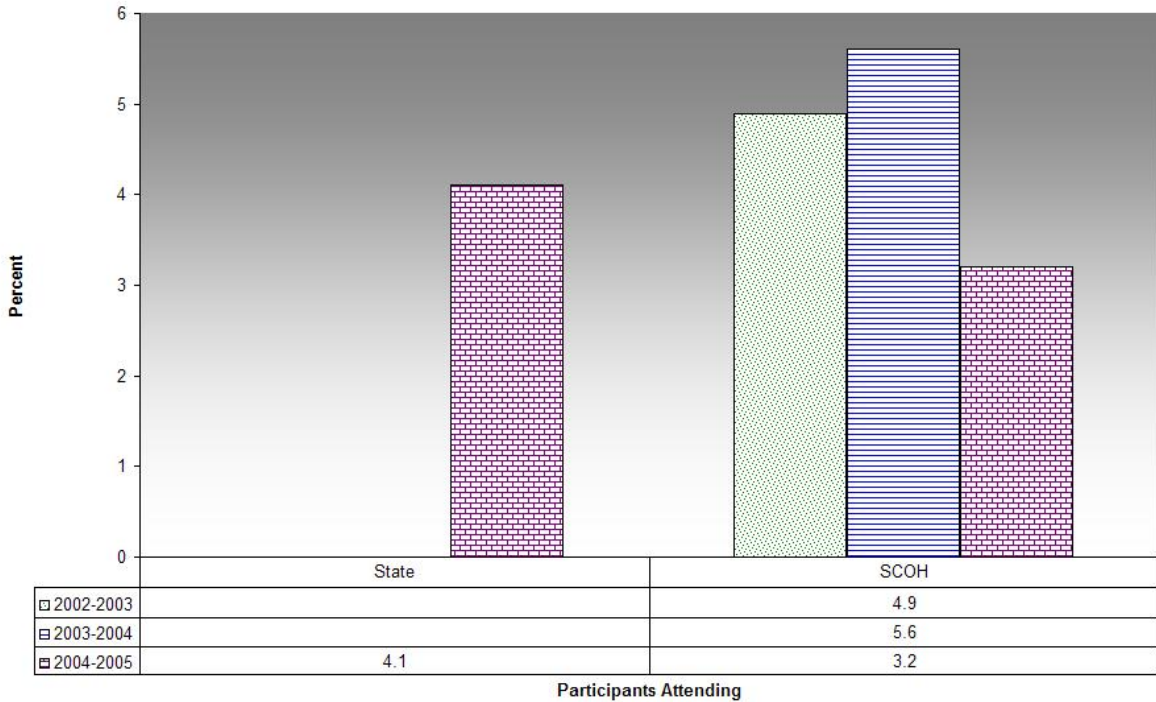
School City of Hobart (SCOH) and State Seniors Taking SAT and Average Scores



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

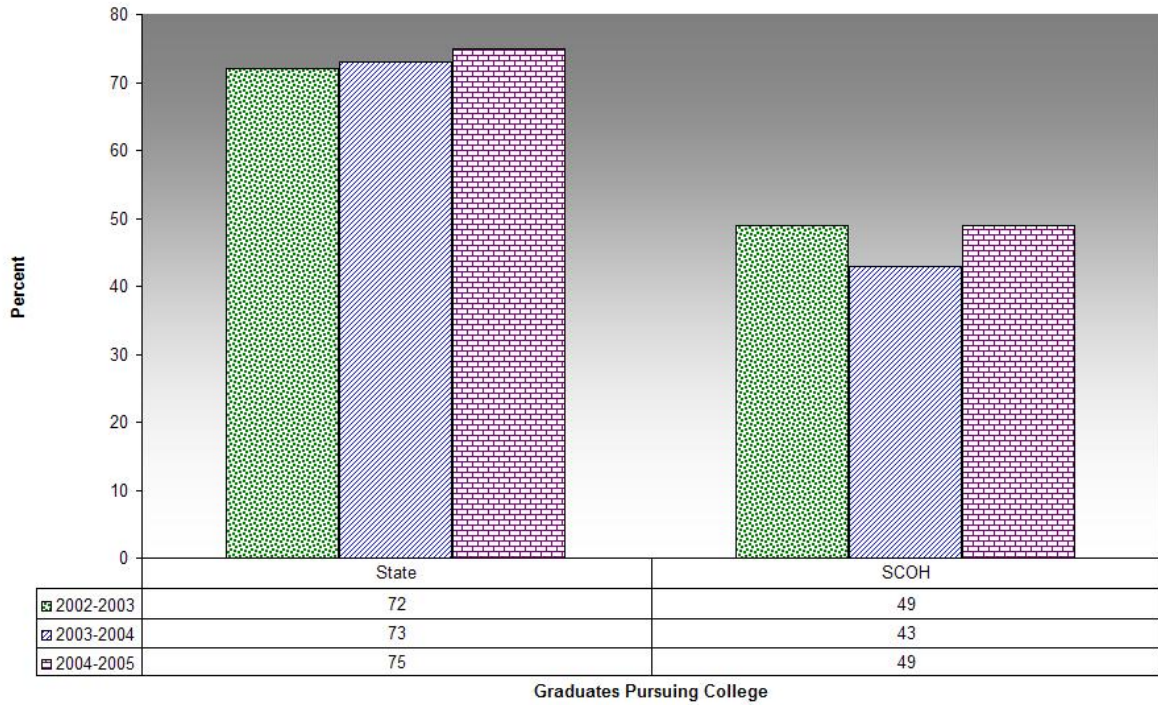
School City of Hobart (SCOH) and State Vocational Participants



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



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

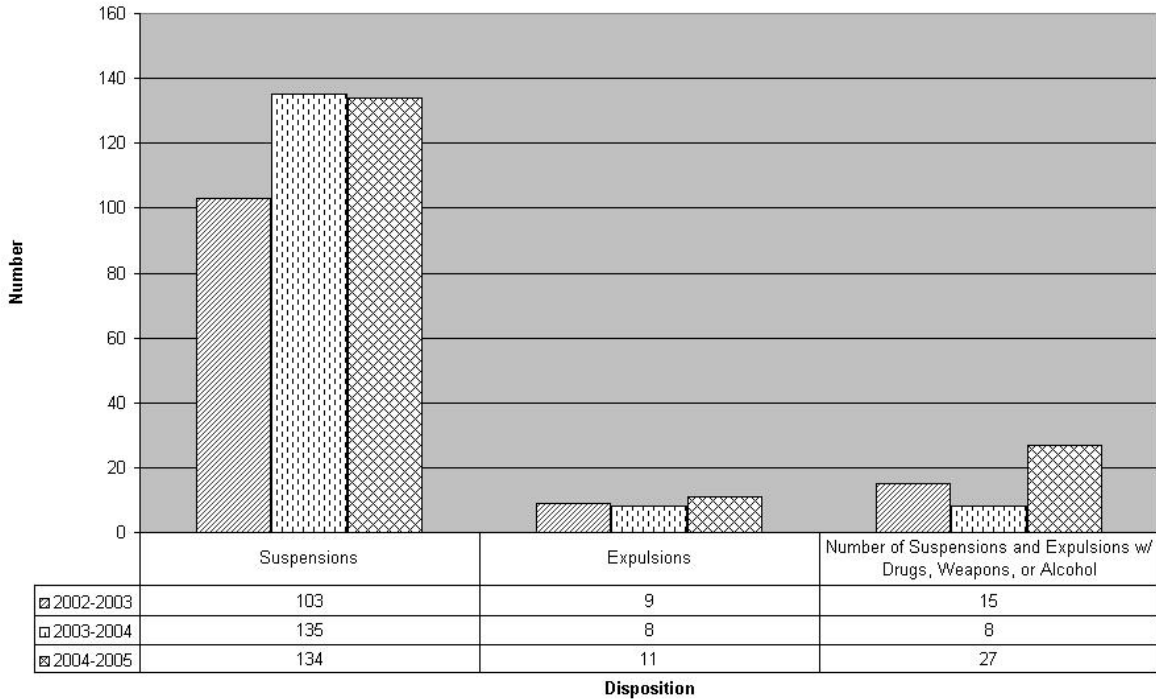
All students will demonstrate the skills and knowledge necessary for managing the dual role of family member and wage earner by gaining employment in a high-skill career or by continuing education at the post-secondary level.

- All students will develop career awareness.
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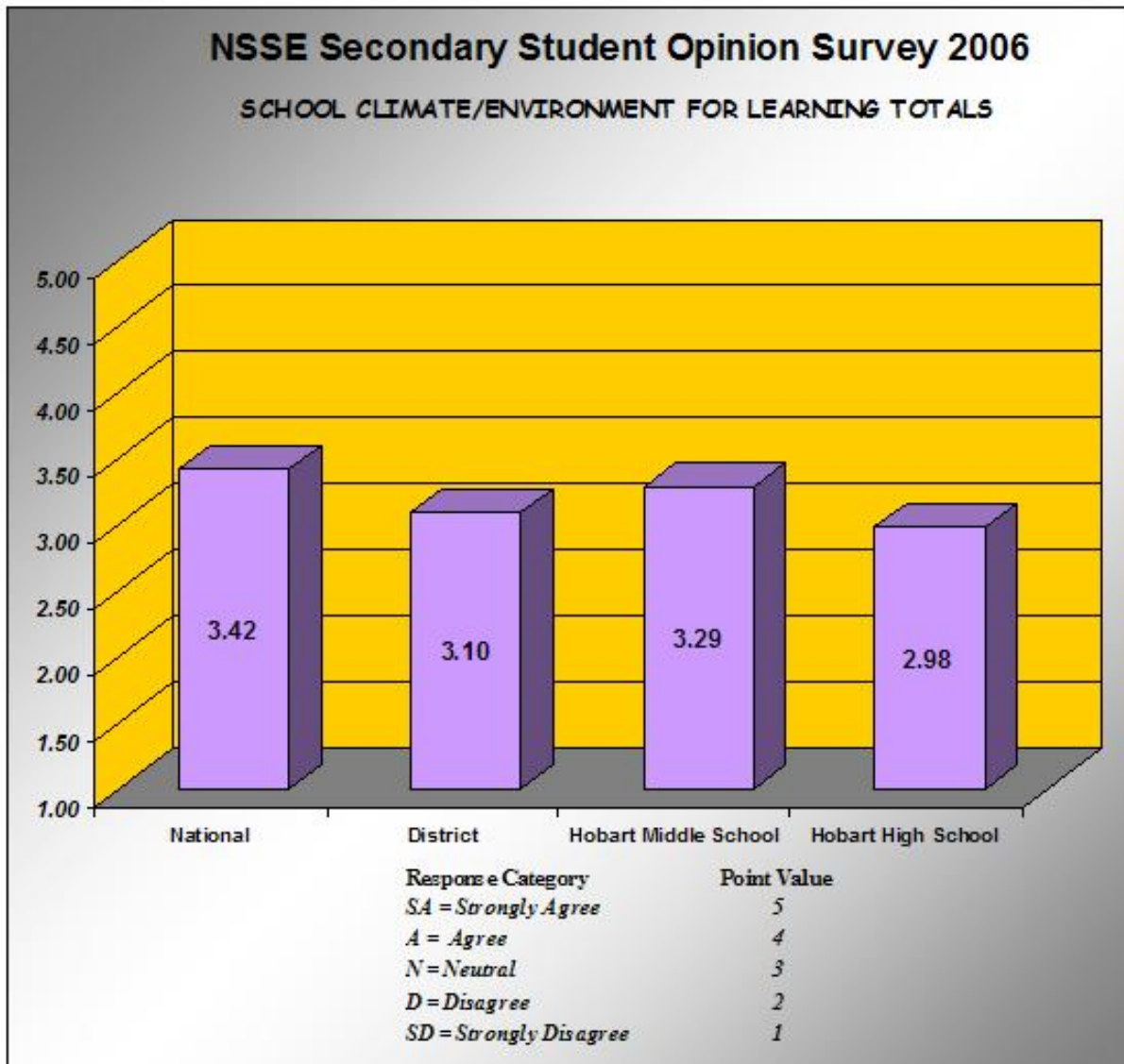
School City of Hobart Safe Learning Environment

**Hobart High School Discipline
2002-03 to 2004-05**

Hobart High School Discipline Comparison



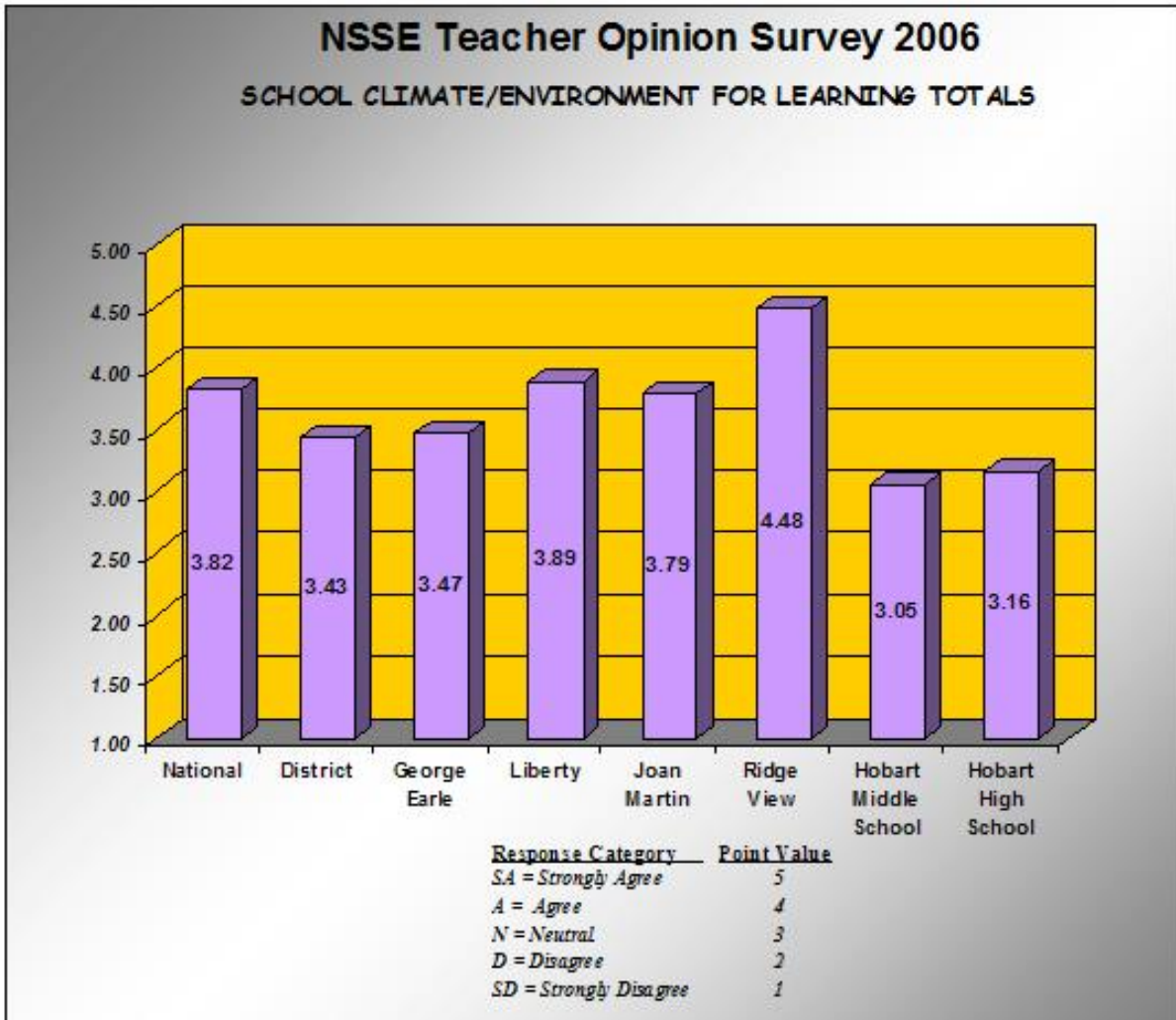
During the years 2002-2003 to 2004-2005 there was a significant increase in the number of suspensions at Hobart High School.



Middle school students rate their school climate higher than high school students rate their school climate. Both schools rate themselves below the national average.

High School students rate their school climate lower than the district and national averages.

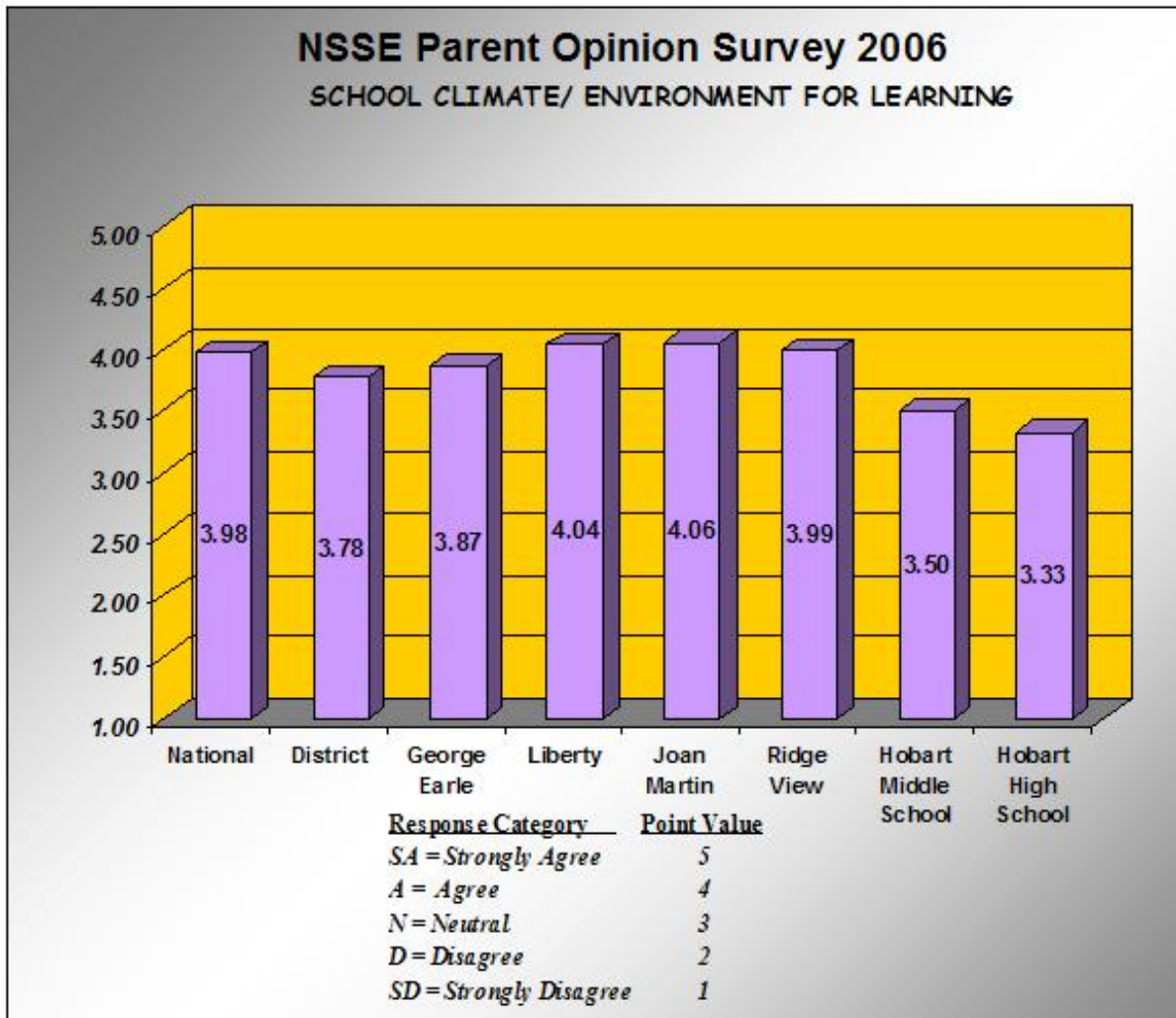
NSSE School Climate / Environment Teachers 2006



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.

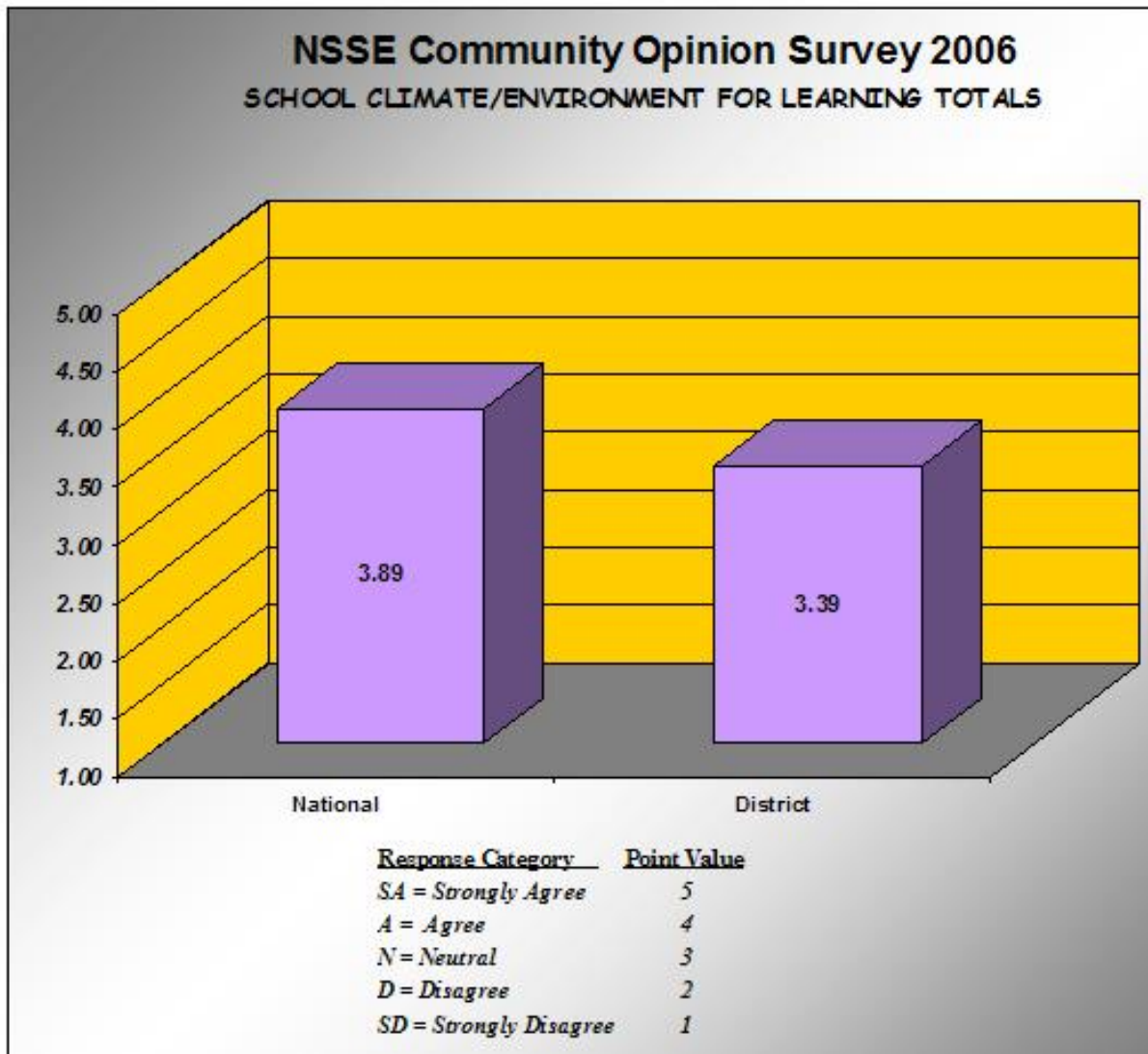
Teachers from the high school in general rated their school climate below the national and district averages.

NSSE School Climate / Environment Parent 2006



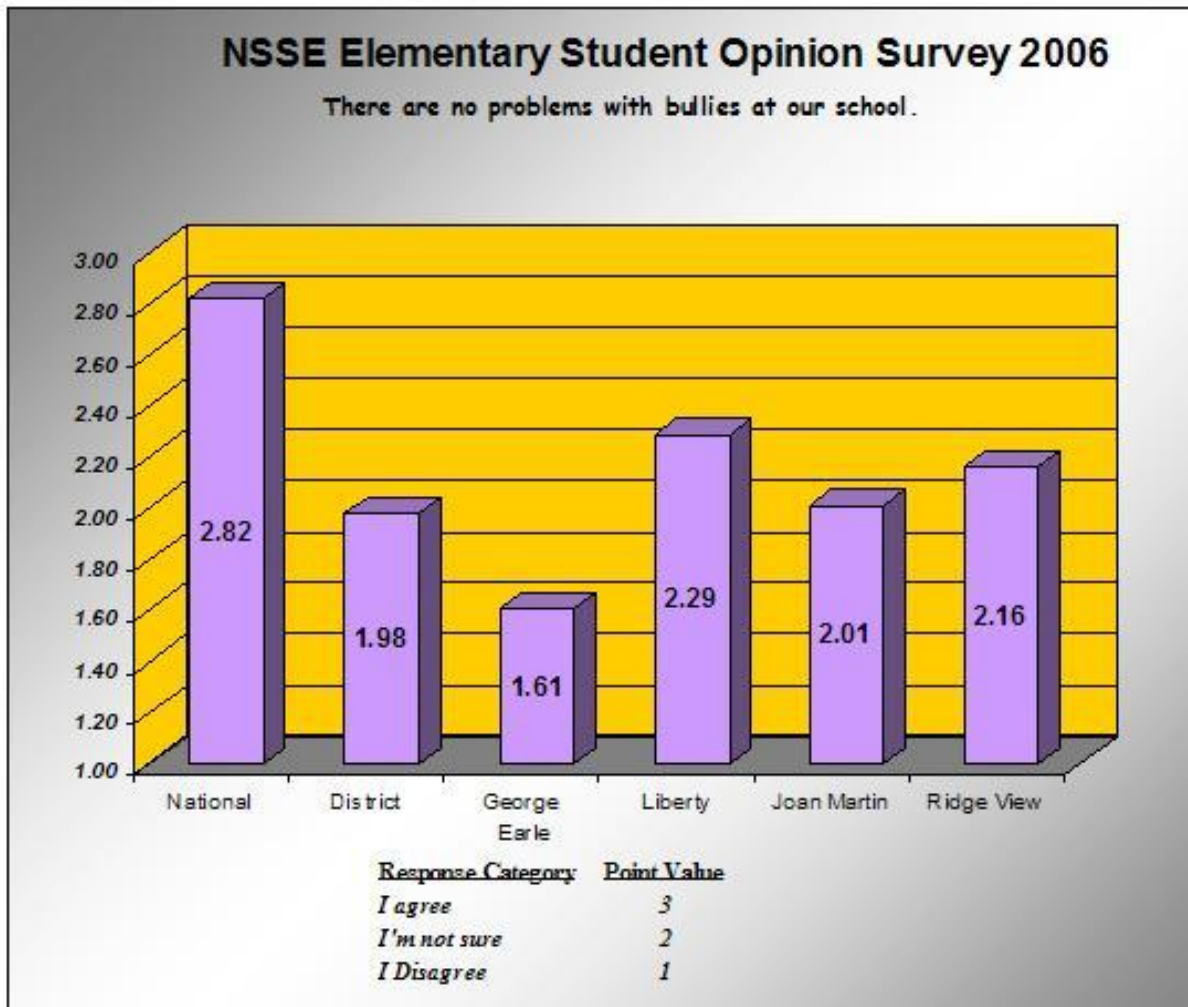
As a district, parents rate the school climate/environment for learning generally in the positive range; however, it is slightly below the national average. Parents rate all but one elementary school above the national average. Both secondary schools are rated below the national average for school climate.

High school parents rate the school climate below the national and district average.



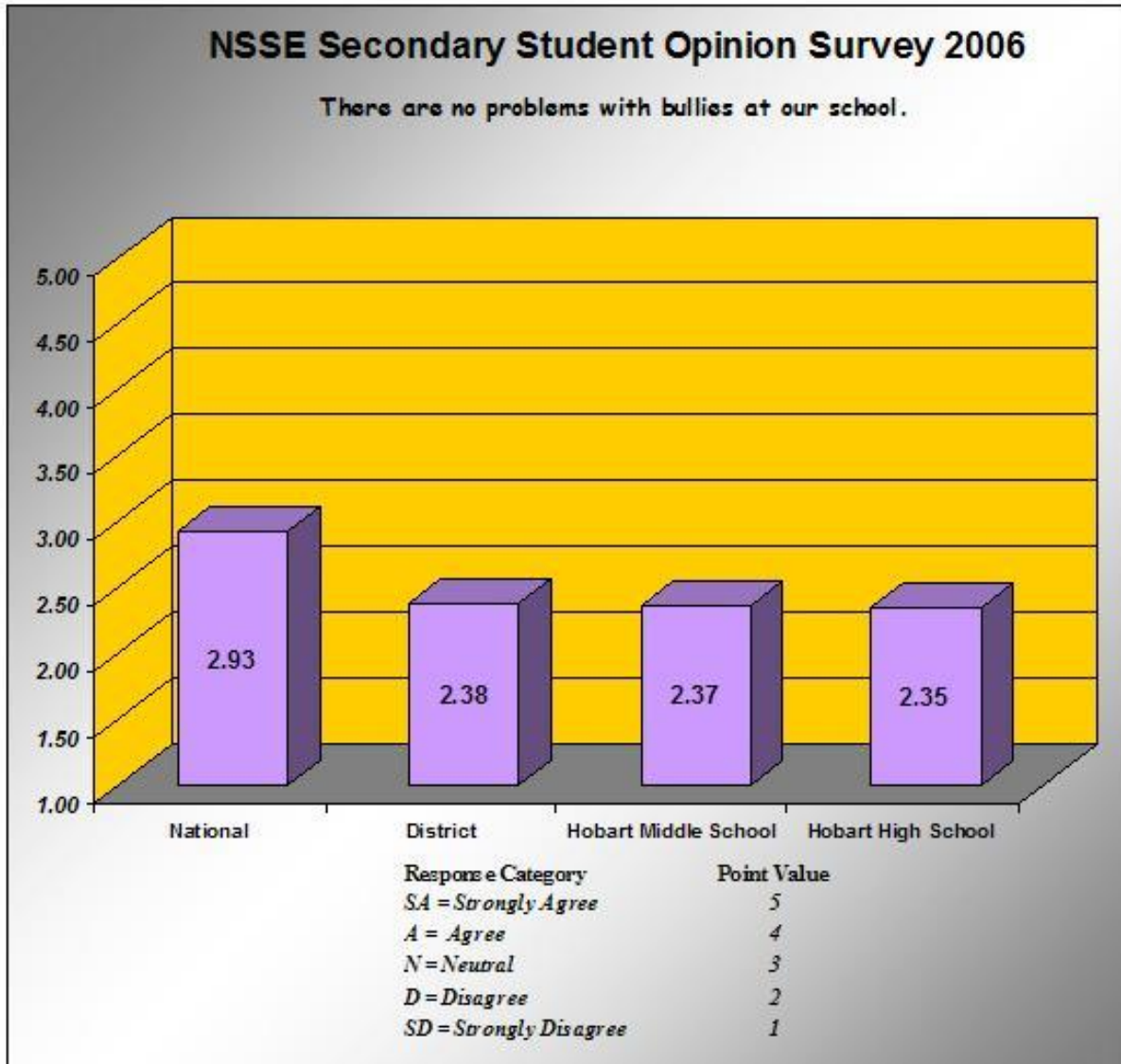
The community rates the school climate below the national average but in the positive range.

NSSE Elementary Bully Survey 2006



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.

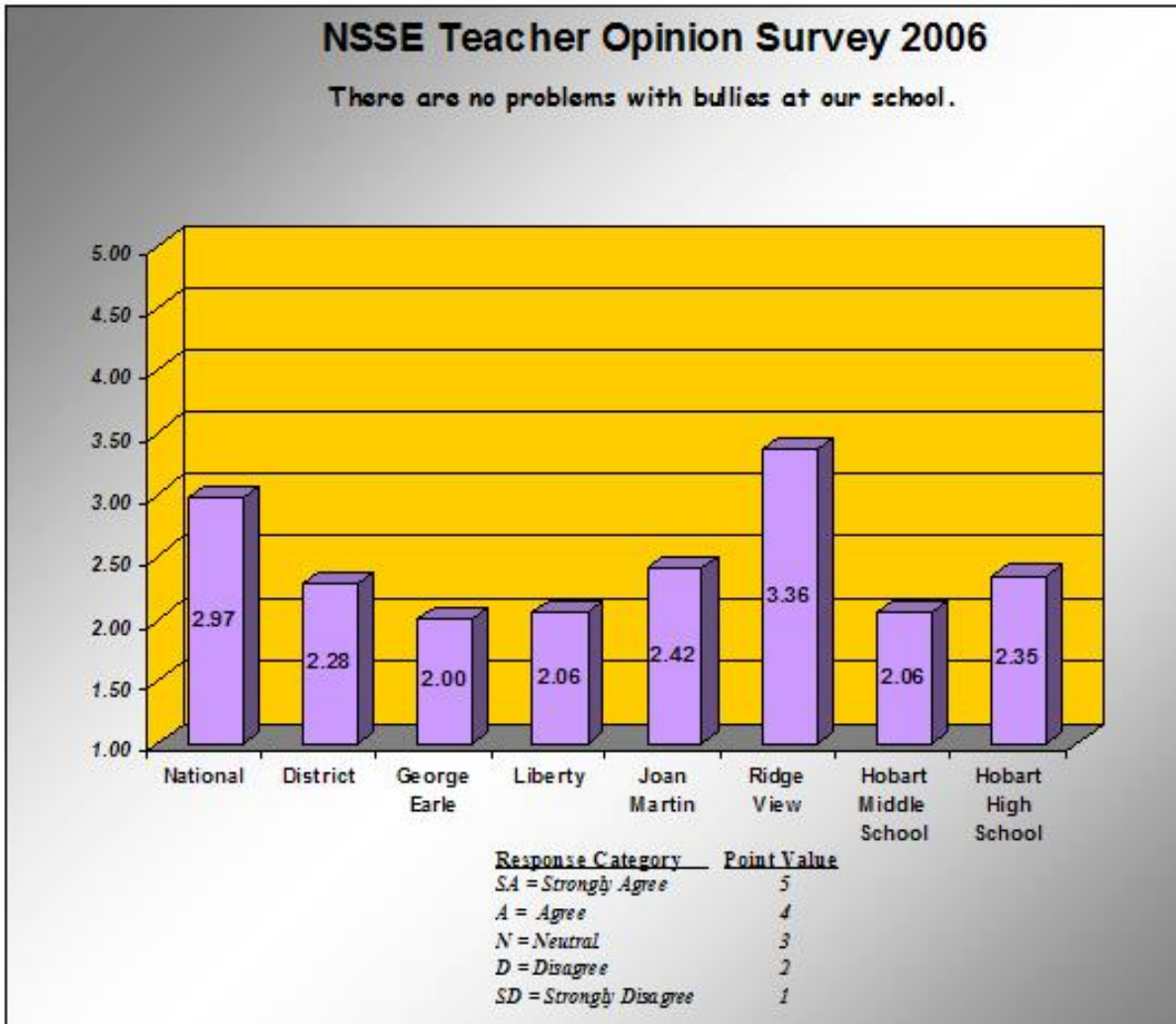
NSSE Secondary Bully Survey 2006



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.

The students perceive bullying as a problem at the high school level and this is greater than at the national and district level.

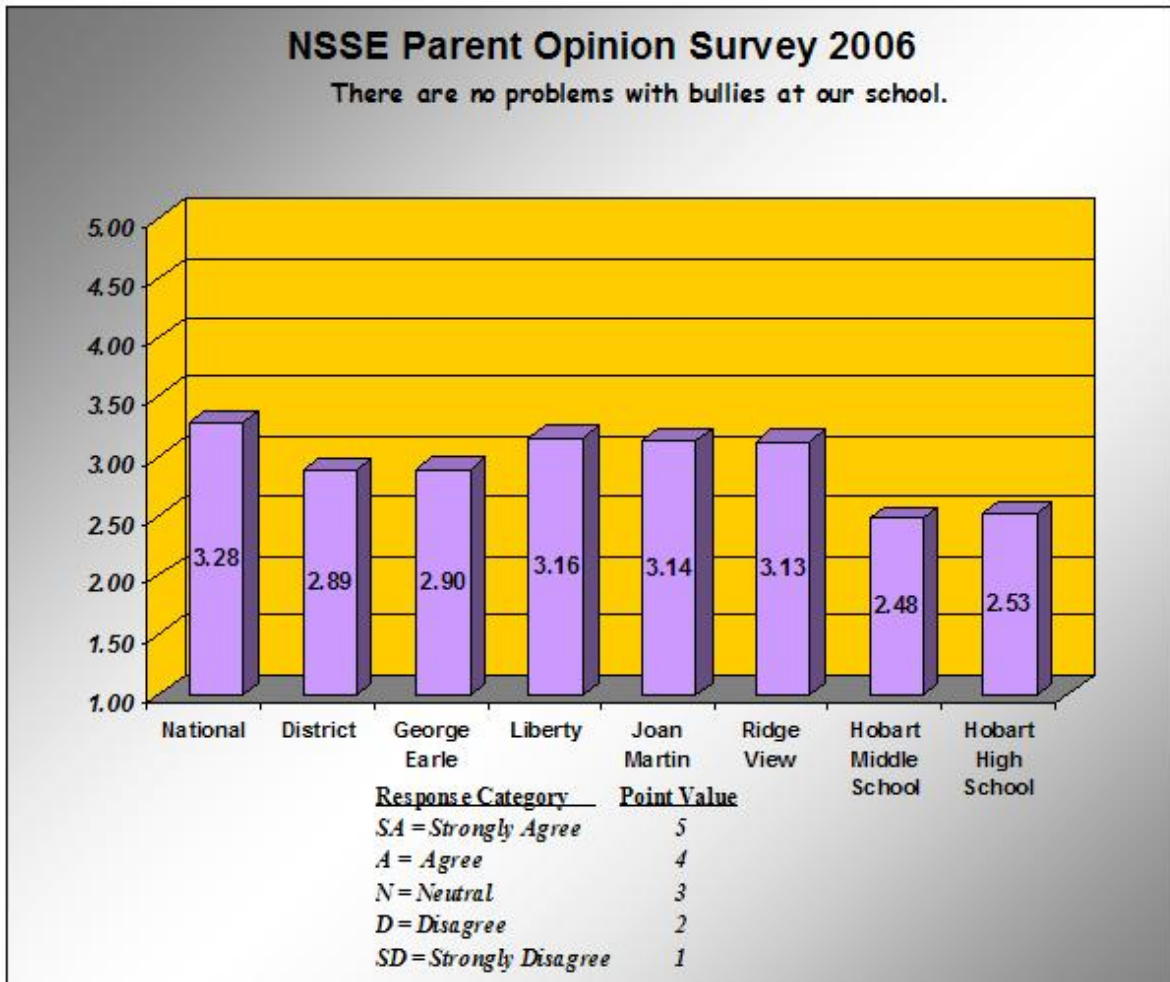
NSSE Teacher Survey on Bullying 2006



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.

Teachers at the high school perceive bullying to be a problem greater than the national average but less than the district average.

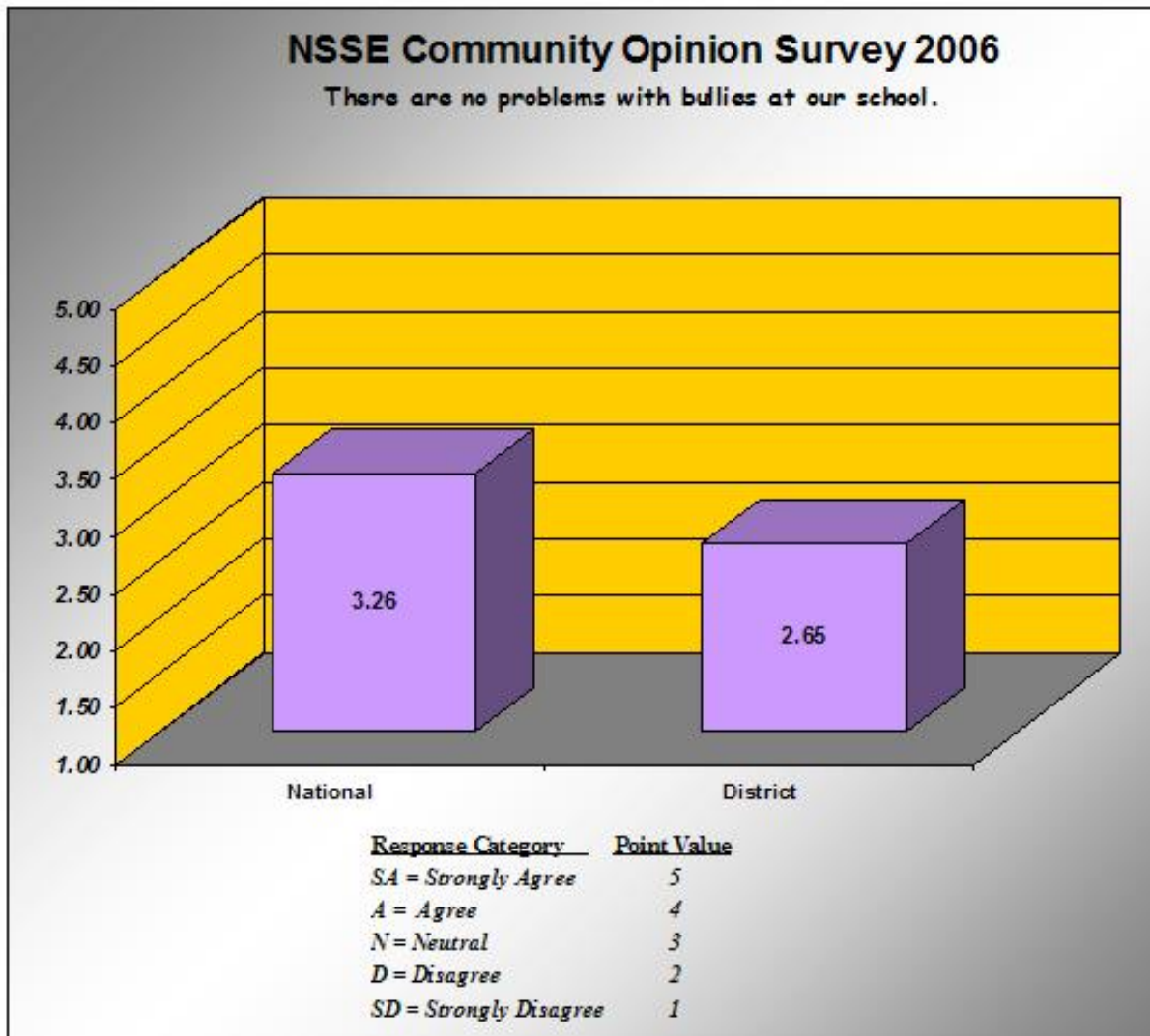
NSSE Parent Bully Survey 2006



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.

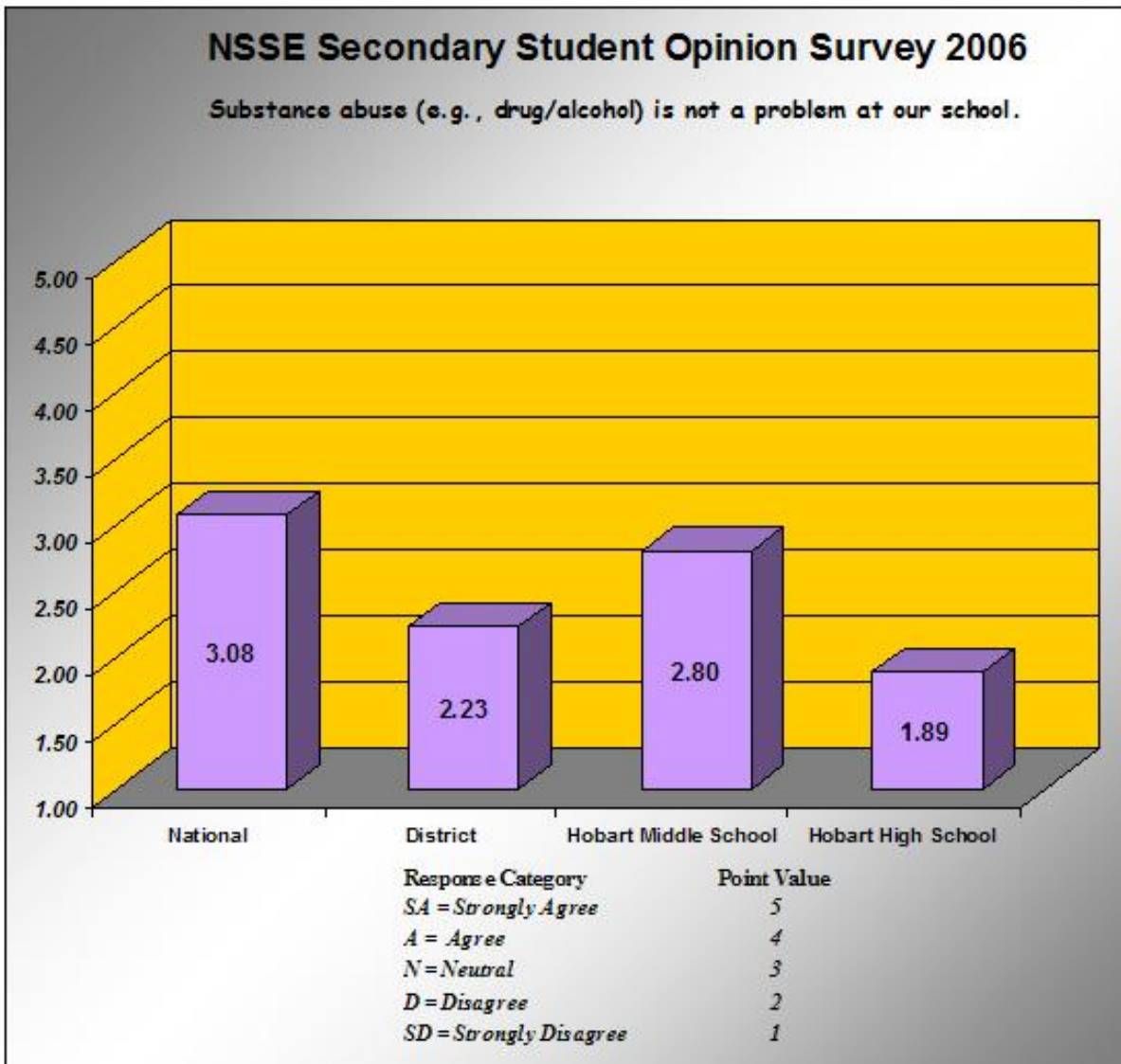
The parents of high school students perceive bullying as a greater problem than the national or district averages.

NSSE Community Survey on Bullying 2006



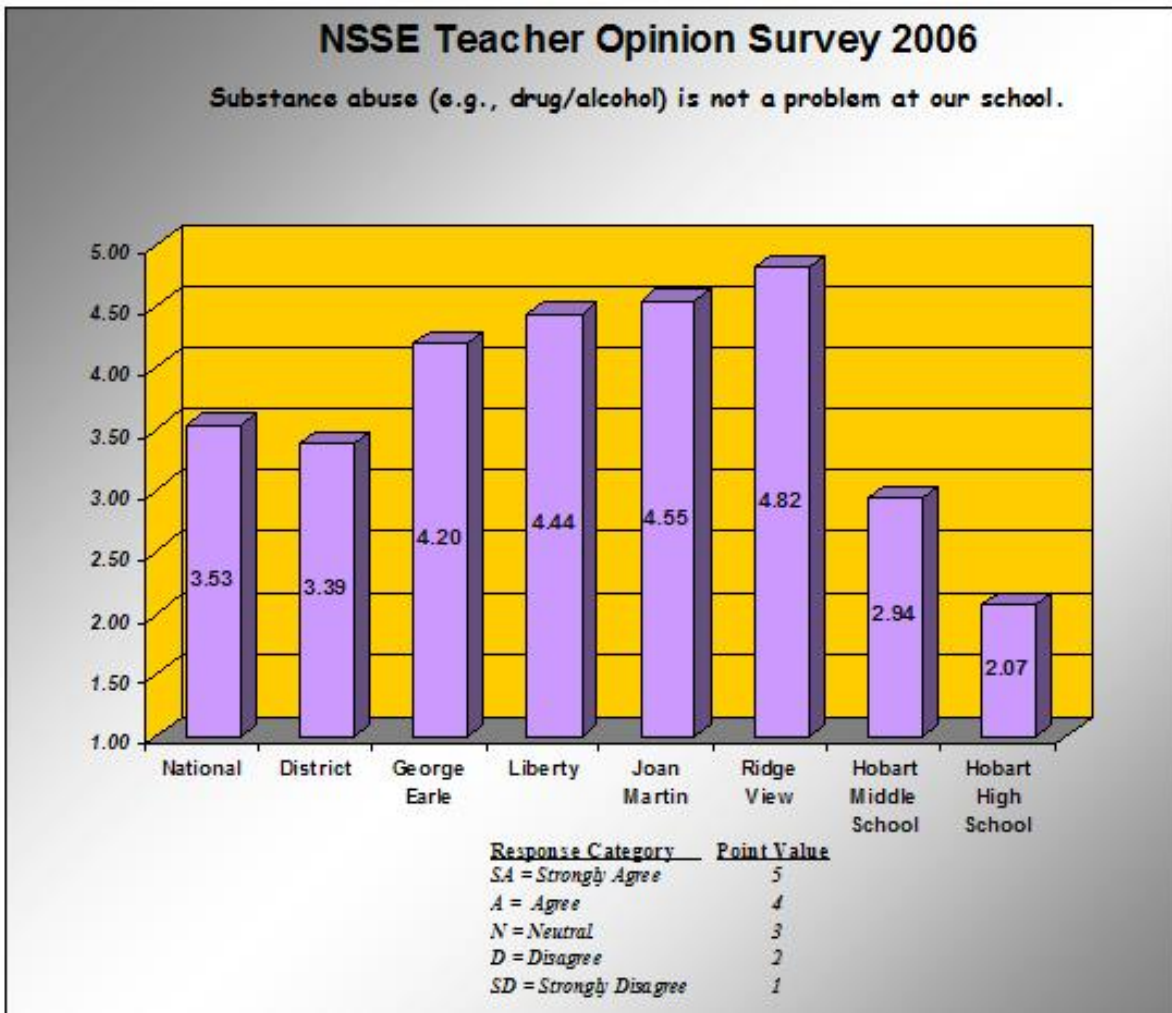
The community sees that there is a bullying problem. The problem is greater than the national average.

NSSE Secondary Student
Substance Abuse Survey 2006



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.

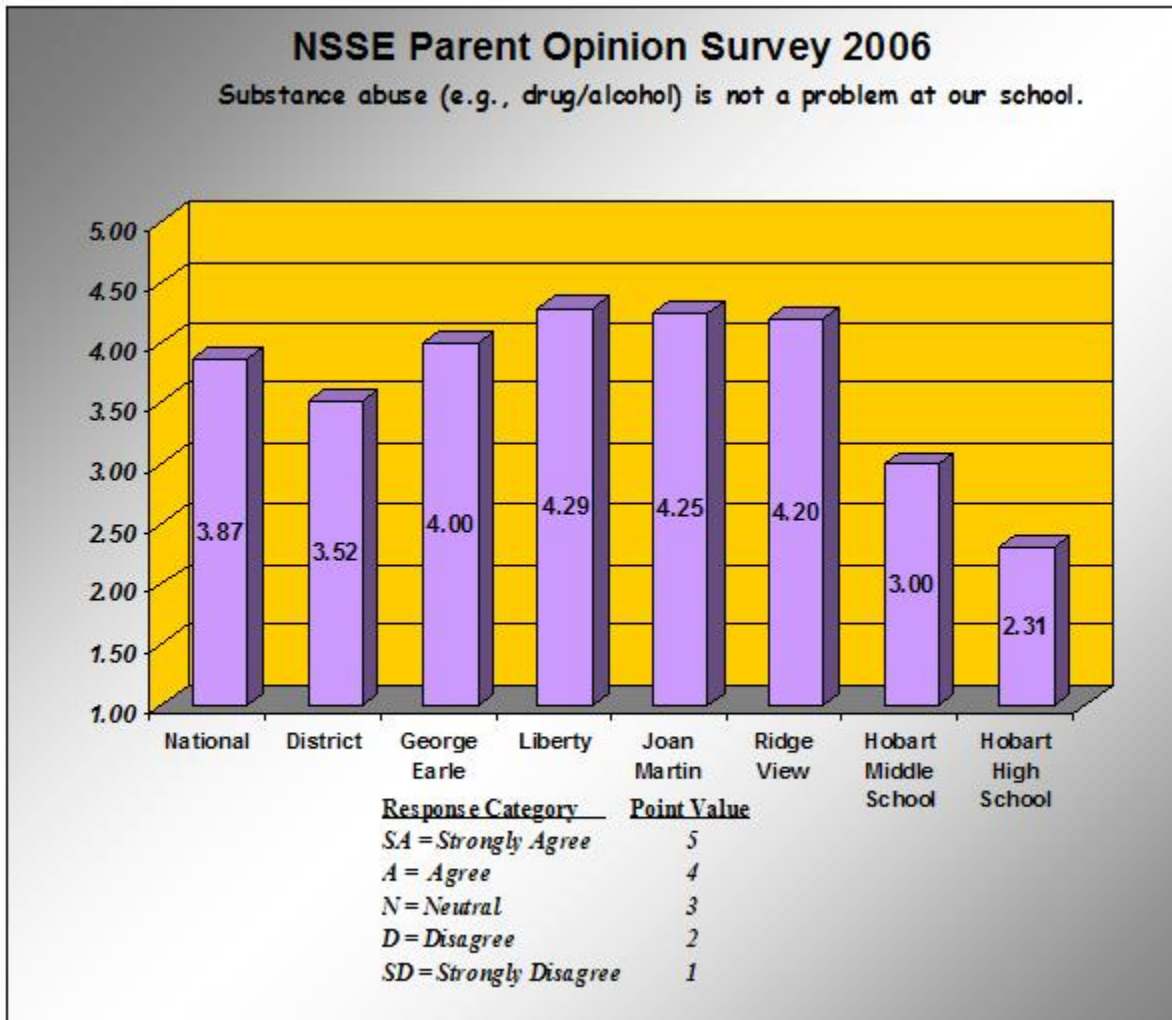
NSSE Teacher Survey on
Substance Abuse 2006



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.

High school teachers believe substance abuse to be a severe problem, greater than the national or district averages.

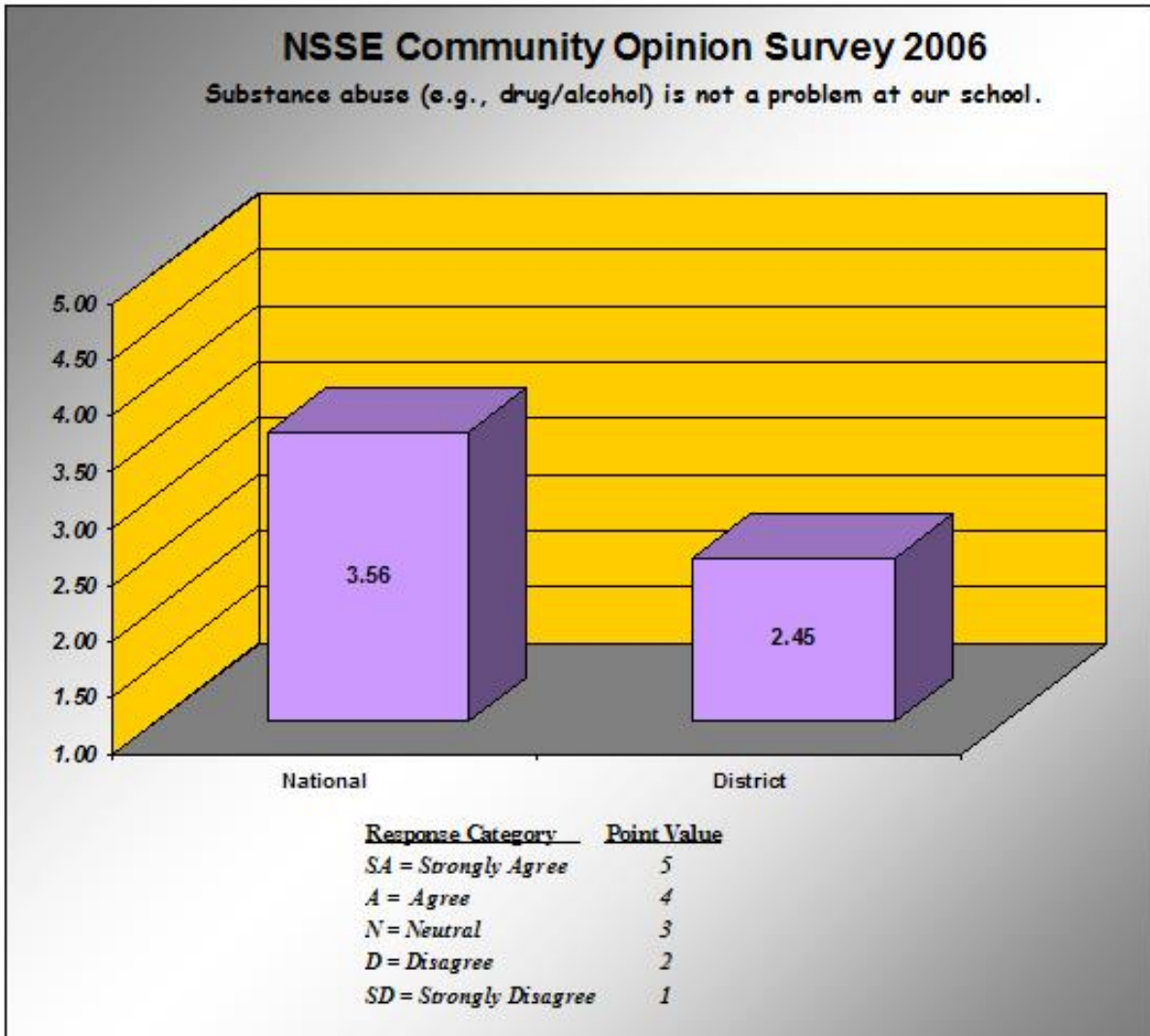
NSSE Parent Survey on Substance Abuse 2006



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

Parents of high school students perceive substance abuse to be a problem, rated well below the national and district averages.

NSSE Community Survey on Substance Abuse 2006



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 elementary 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

Hobart High School 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

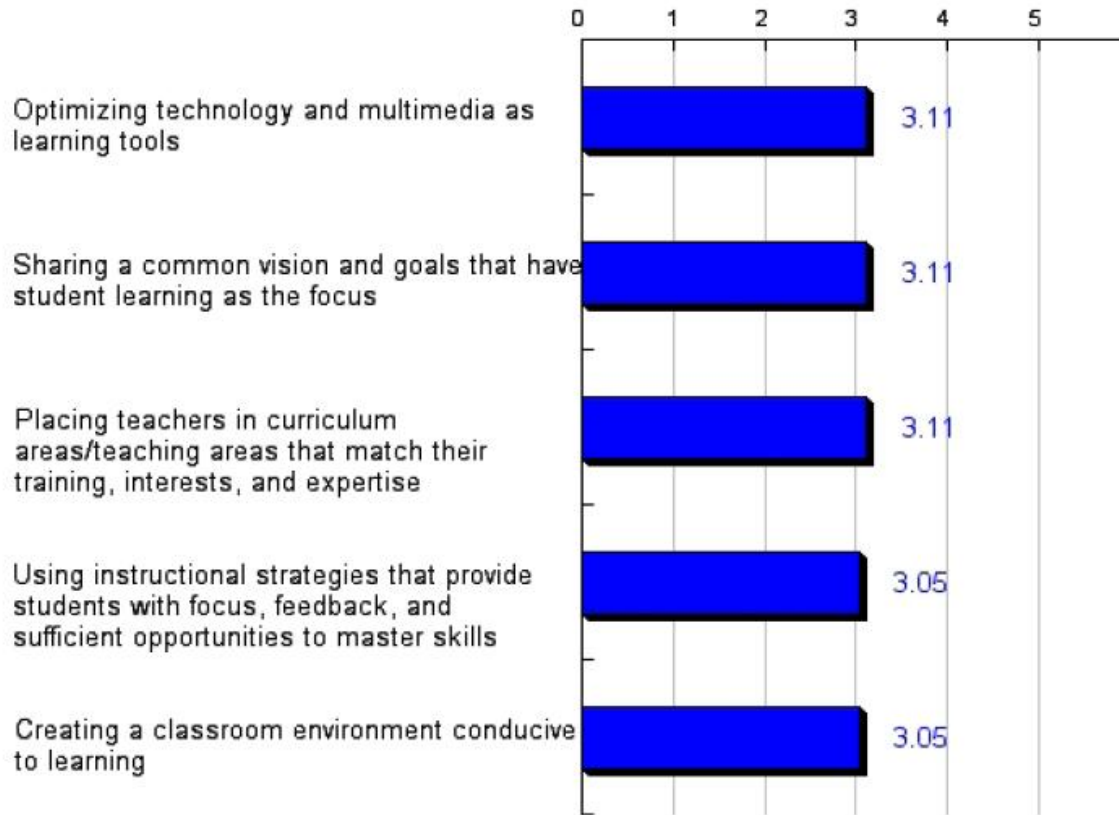
Hobart High School Inventory of School Effectiveness 2006
Topic Averages



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

Top 5 Rated Survey Items NSSE Inventory of School Effectiveness

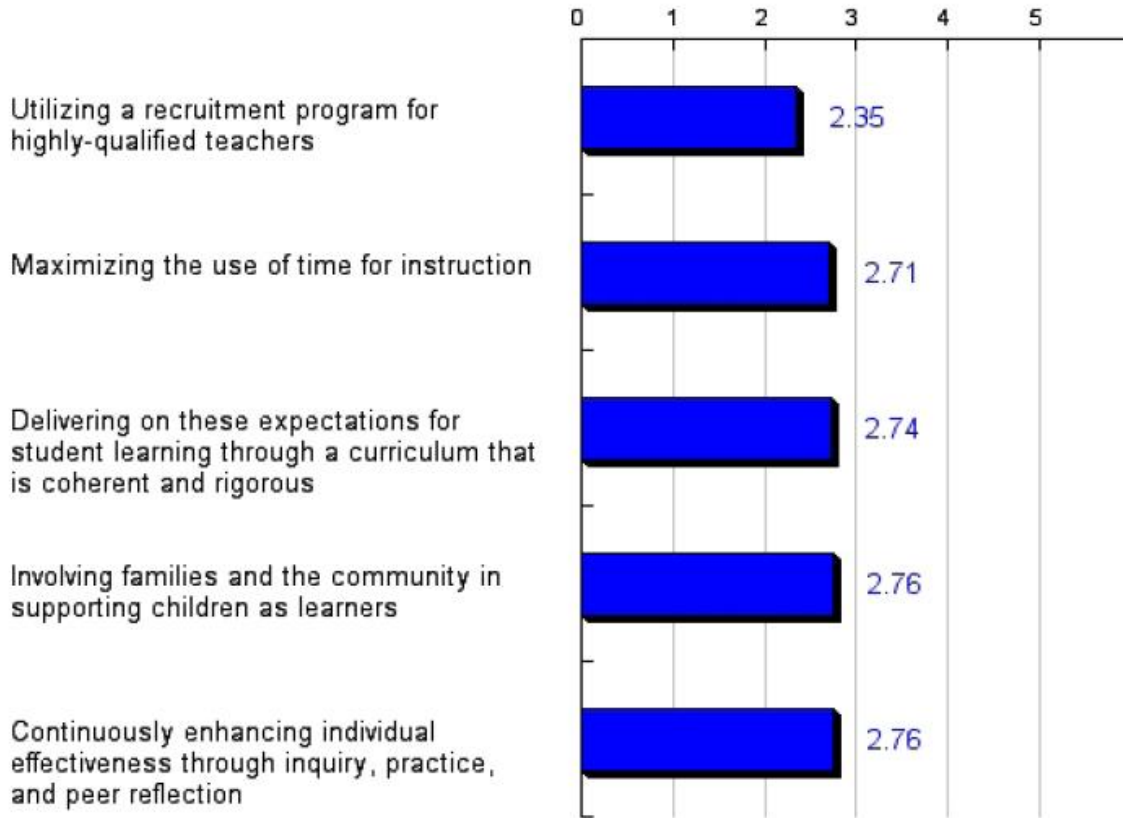
Top 5 Items



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

Bottom 5 Rated Survey Items NSSE Inventory of School Effectiveness

Bottom 5 Items



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

Strengths and Weaknesses

Strengths

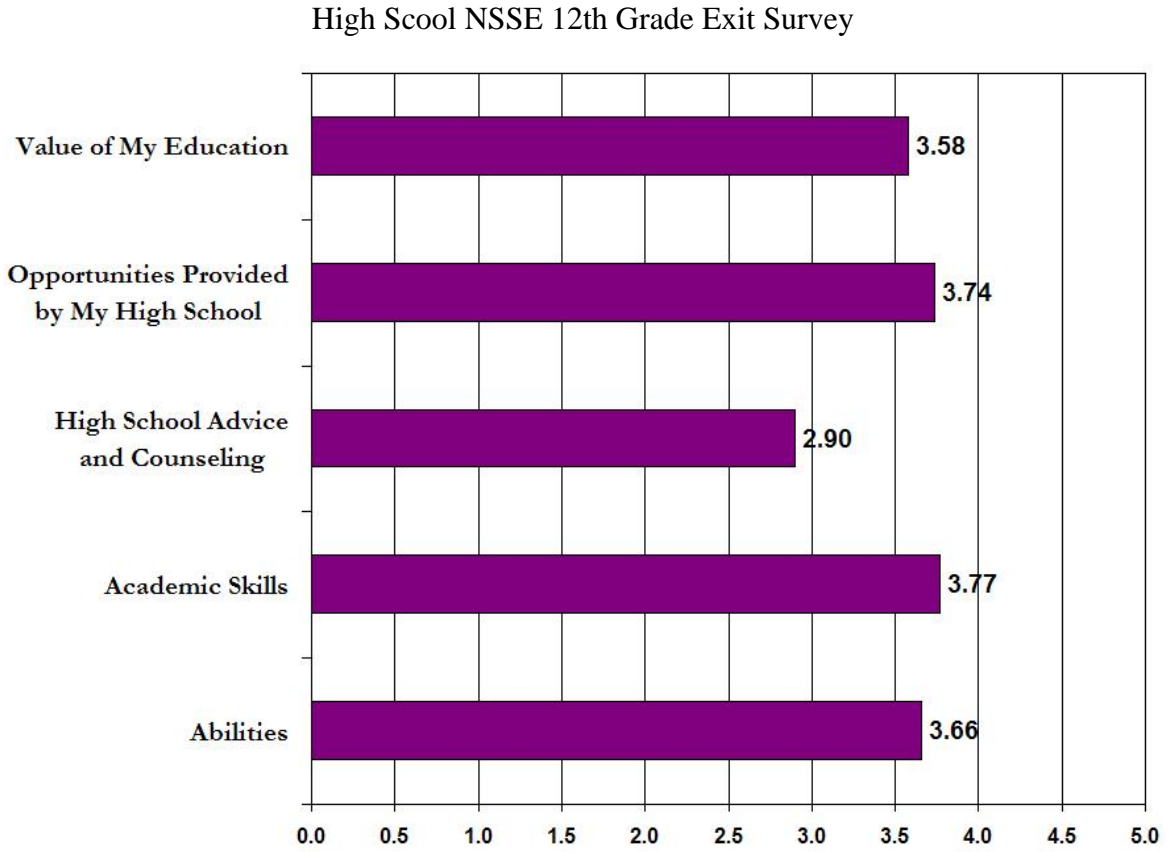
- High school teachers use technology and multimedia as learning tools.
- High school teachers share a common vision and goals that have student learning as the focus.
- High School teachers believe they are matched to their training, interests and expertise.
- High school teachers use instructional strategies that provide students with focus, feedback, and sufficient opportunities to master skills.
- High school teachers create a classroom environment conducive to learning.

Weaknesses

- High school teachers think there could be improvement in a recruitment program for highly-qualified teachers.
- Maximizing the use of time for instruction could be improved.
- High school teachers could better involve families and the community in supporting children as learners.

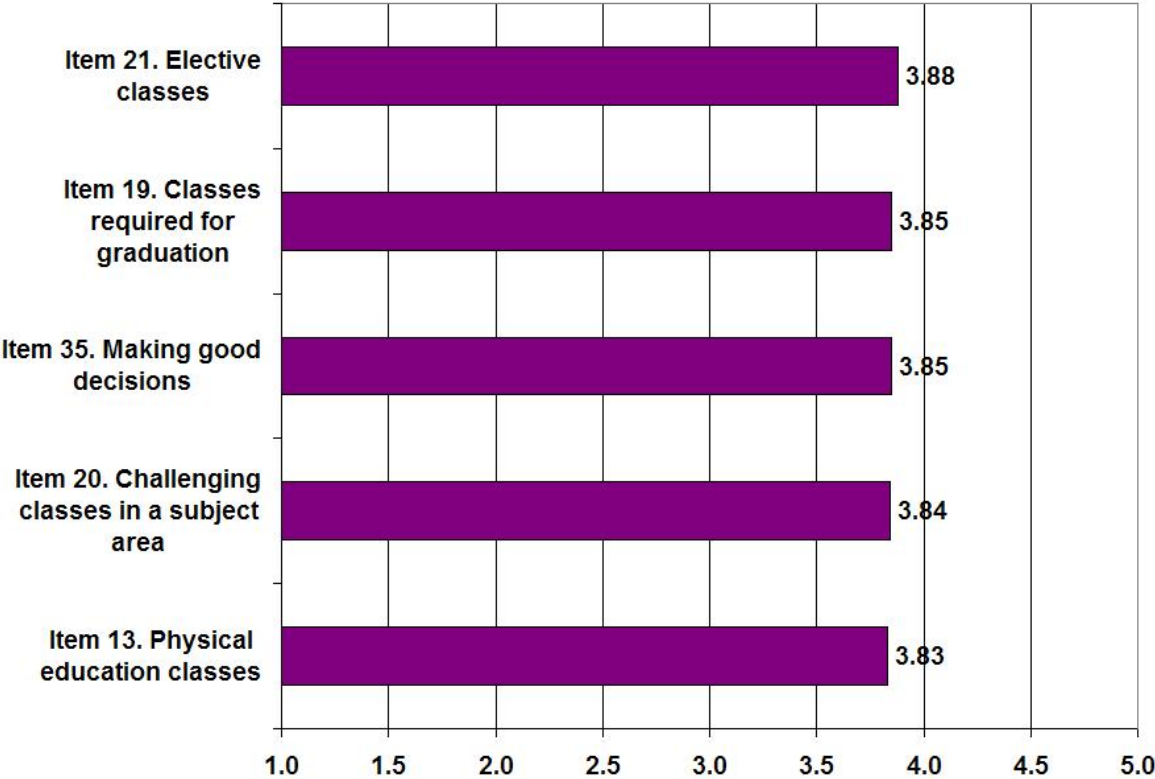
High School Senior Exit Survey

The NSSE High School Exit Survey was administered to 12th graders at School City of Hobart High School during the 2005-2006 school year.



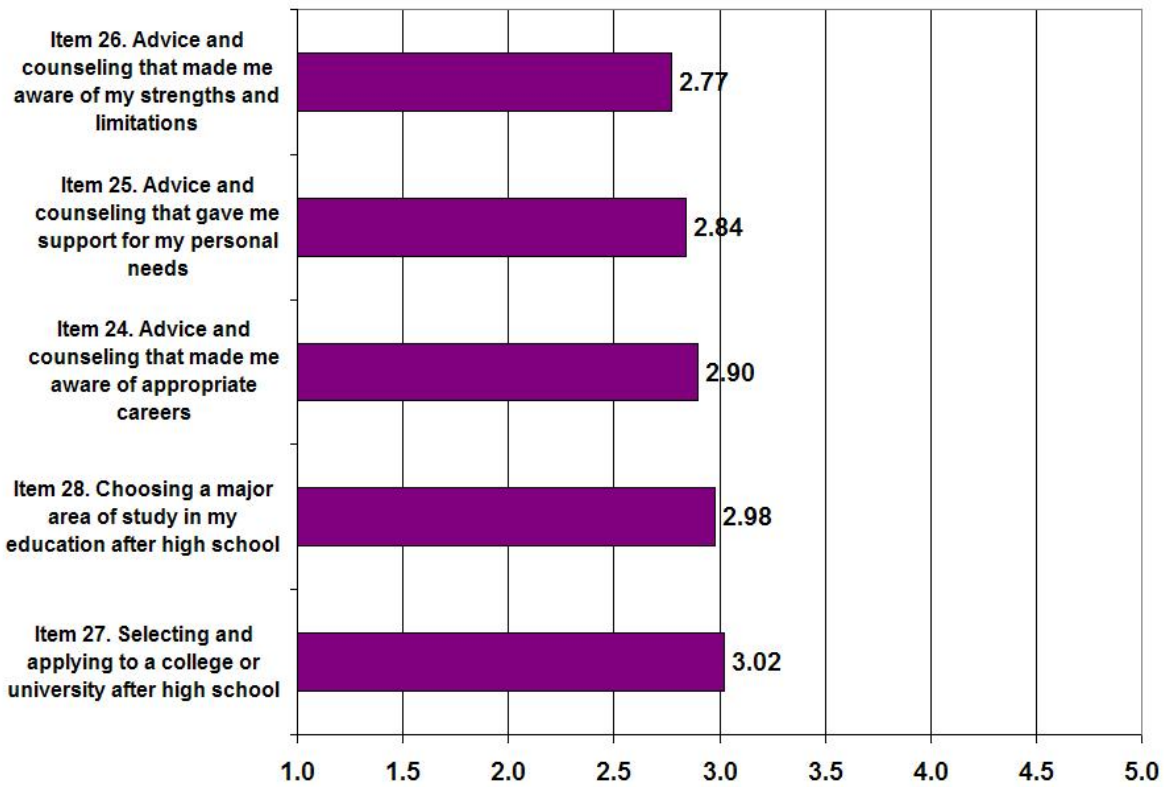
5 = Excellent, 4 = Good, 3 = Fair, 2 = Poor, 1 = Very Poor

Top 5 Rated Items NSSE 12th Grade Exit Survey



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

Bottom 5 Rated Items NSSE 12th Grade Exit Survey



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

High School NSSE 12th Grade Exit Survey Grades and Post-Secondary Plans

<p>My grades in high school are generally:</p>	<p align="right"> A's: 13.0% A's and B's: 28.1% B's: 15.6% B's and C's: 30.2% C's: 5.7% C's and D's: 5.2% D's: 2.1% </p>
<p>Immediately after I leave high school, I plan to:</p>	<p align="right"> Enter a GED program: 1.6% Enter a local community college intending to transfer to a four-year college: 11.5% Enter a local community college and work toward a degree: 7.3% Enter a technical or vocational school: 6.3% Enter a program that offers a specialized certificate: 1.6% Enter a four-year college or university: 55.7% Enter the military: 6.3% Become employed full-time: 4.7% Become a homemaker: 0.5% Other: 4.7% </p>

High School NSSE 12th Grade Exit Survey Post-Secondary Plans

<p>The highest degree that I would like to complete is:</p>	<p align="right"> No plans for further education: 1.0% A high school diploma or equivalent (GED): 3.7% Some college-level courses: 4.2% A specialized certificate from a technical or vocational school: 9.4% An associate's degree: 5.8% A bachelor's degree: 29.3% A master's degree: 26.7% A doctorate or other professional degree: 19.9% </p>
<p>My future career goal is:</p>	<p align="right"> Science and Technology, Professional: 18.0% Science and Technology, Skilled: 9.6% Consumer Economics/Home Economics: 1.1% Business, Professional: 13.5% Business, Skilled: 4.5% Communication: 2.8% Arts, Professional: 3.9% Arts, Skilled: 6.2% Service, Professional: 28.1% Service, Skilled: 12.4% </p>

Strengths and Weaknesses

Responding students at Hobart High School were generally positive in their responses.

Of students who received extra help during high school the largest percent received help with basic academic skills

The largest percent of students reported that they:

Worked 20 or more hours per week

Participated in after-school activities

Completed high school in four years

Received B's and C's

Plan to attend a four-year college or university

Plan to receive a bachelor's degree as their highest degree

Plan to pursue a career as a service professional

Strengths

- The topic that was rated the most favorably was Academic Skills.
- The most favorably rated items were:
 - English language arts (Academic Skills)
 - Elective classes (Opportunities Provided by My High School)
 - Classes required for graduation (Opportunities Provided by My High School)

Weaknesses

- The topic that was rated most unfavorably was High School Advice and Counseling.
- The most unfavorably rated items were:
 - Advice and counseling that made me aware of my strengths and limitations (High School Advice and Counseling)
 - Advice and counseling that gave me support for my personal needs (High School Advice and Counseling)
 - Advice and counseling that made me aware of appropriate careers (High School Advice and Counseling)

High School Follow-up Survey

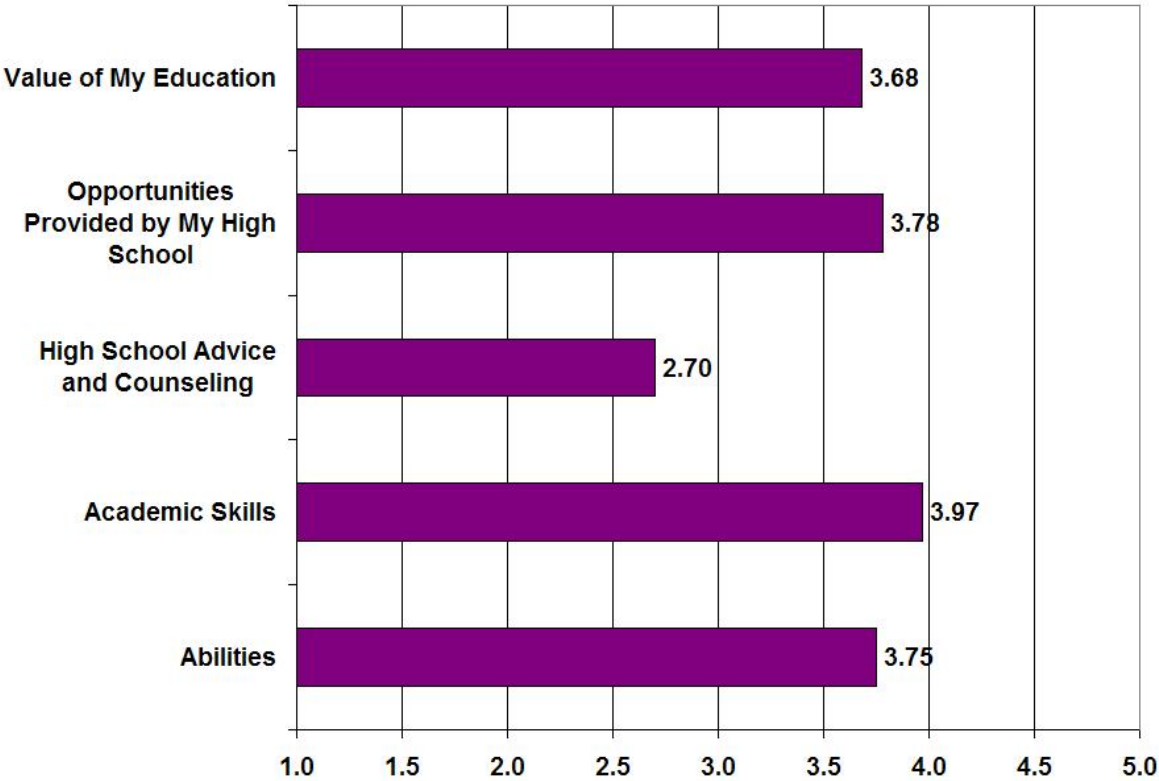
The NSSE High School Follow-up Survey was administered to graduates of the 2003-04 and 2004-05 classes of Hobart High School during the 2005-2006 school year.

NSSE High School Follow-up Survey

Total respondents	42
The last school year I attended high school	Prior to 2000: 4.8% 2000-2001: 0.0% 2001-2002: 0.0% 2002-2003: 2.4% 2003-2004: 45.2% 2004-2005: 45.2% 2005-2006: 2.4% 2006-2007: 0.0%
Immediately after I left my last high school, I :	Entered a GED program: 0.0% Entered a local community college intending to transfer to a four-year college: 0.0% Entered a local community college and work toward a degree: 7.3% Entered a technical or vocational school: 2.4% Entered a program that offered a specialized certificate: 2.4% Entered a four-year college or university: 65.9%

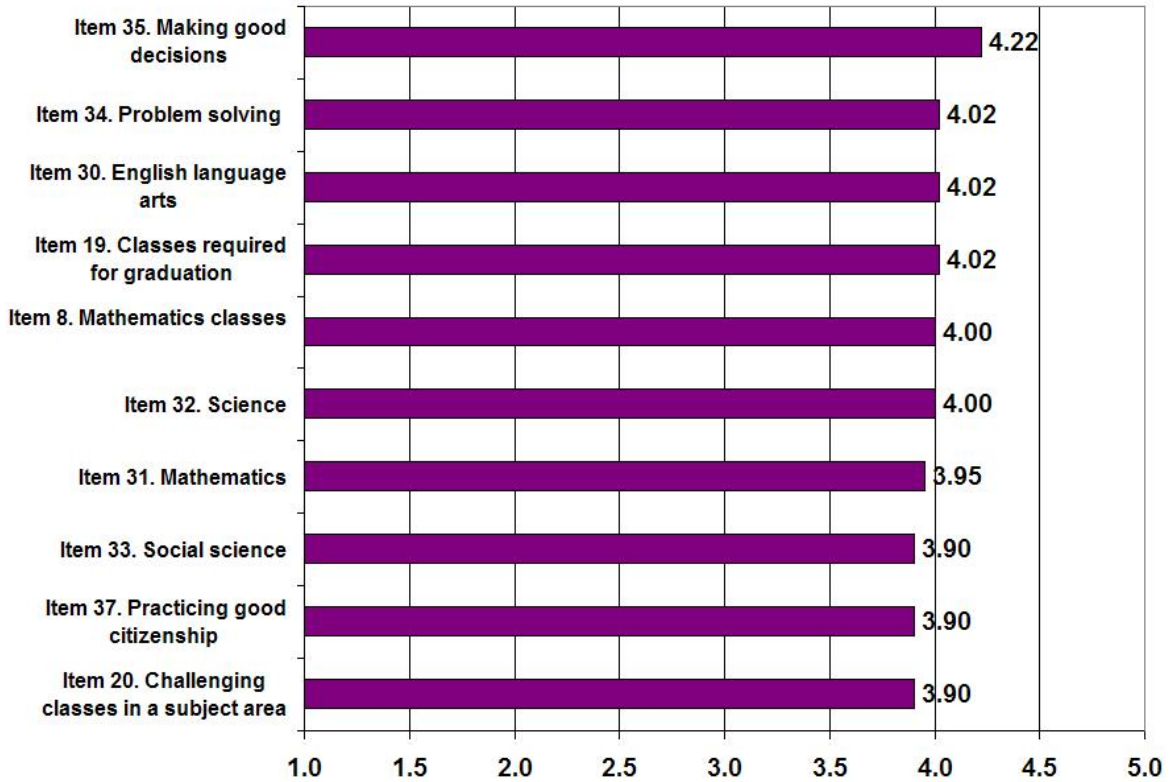
Since high school, the highest degree that I have completed is:	No plans for further education: 2.5% A high school diploma or equivalent (GED): 17.5% Some college-level courses: 70.0% A specialized certificate from a technical or vocational school: 5.0% An associate's degree: 0.0% A bachelor's degree: 5.0% A master's degree: 0.0% A doctorate or other professional degree: 0.0%
The highest degree that I would like to complete is:	No plans for further education: 2.4% A high school diploma or equivalent (GED): 2.4% Some college-level courses: 2.4% A specialized certificate from a technical or vocational school: 7.3% An associate's degree: 2.4% A bachelor's degree: 34.1% A master's degree: 22.0% A doctorate or other professional degree: 26.8%

High School Follow-up Survey
Comparison of Topic Averages



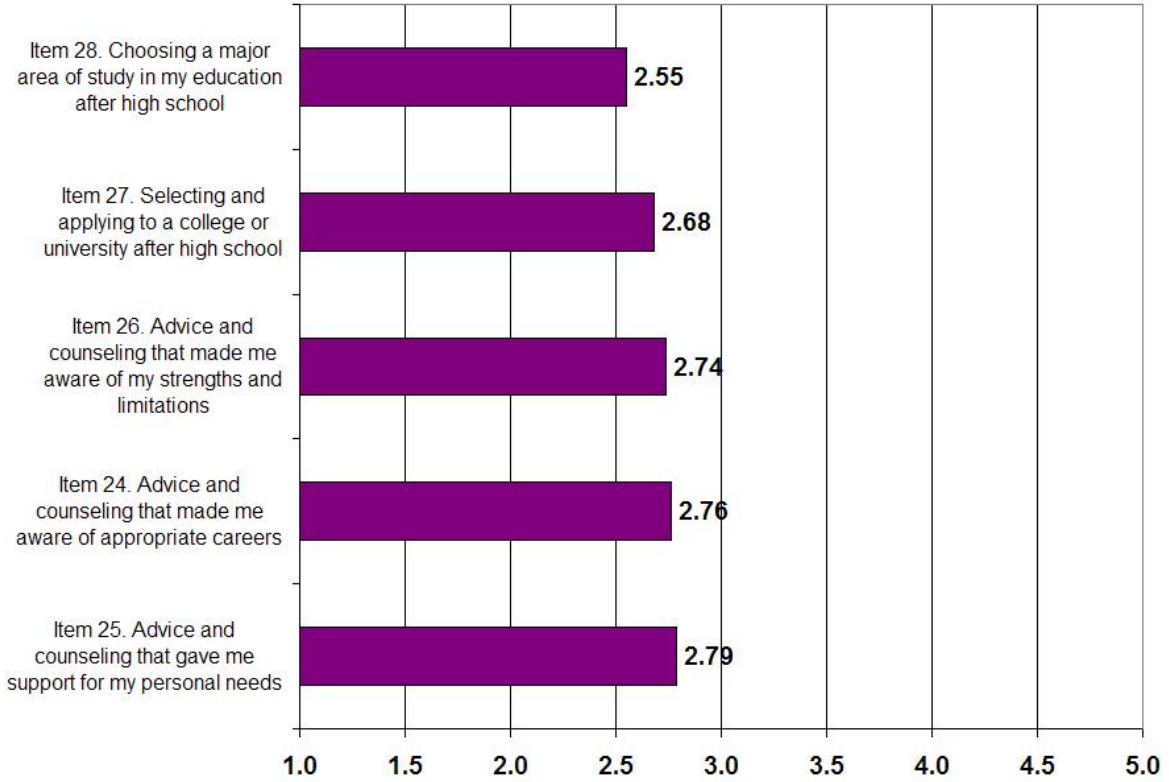
5 = Excellent, 4 = Good, 3 = Fair, 2 = Poor, 1 = Very Poor

Top 5 Rated Items
NSSE High School Follow-up
Survey Averages



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

Bottom 5 Rated Items
NSSE High School Follow-up
Survey Averages



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

Strengths and Weaknesses

Responding alumni students from Hobart High School were generally positive in their responses.

The largest percent of students reported that they:

- Have completed some college-level courses
- Are currently employed part-time
- Are currently employed as a skilled business worker
- Plan to receive a bachelor's degree as their highest degree
- Plan to pursue a career as a business professional or science and technology professional

Strengths

- The topic that was rated the most favorably was Academic Skills.
- The most favorably rated items were:
 - Making good decisions (Abilities)
 - Problem solving (Abilities)
 - English language arts* (Academic Skills)
 - Classes required for graduation* (Opportunities Provided by My High School)

*Tied

Weaknesses

- The topic that was rated most unfavorably was High School Advice and Counseling.
- The most unfavorably rated items were:
 - Choosing a major area of study in my education after high school (High School Advice and Counseling)
 - Selecting and applying to a college or university after high school (High School Advice and Counseling)
 - Advice and counseling that made me aware of my strengths and limitations (High School Advice and Counseling)

Hobart High School will use this data to help to inform the processes at the schools to help staff facilitate an improved quality of the educational program for the schools.

Profile Section Three

School and Community Context at the Onset of the Improvement Process

School Context

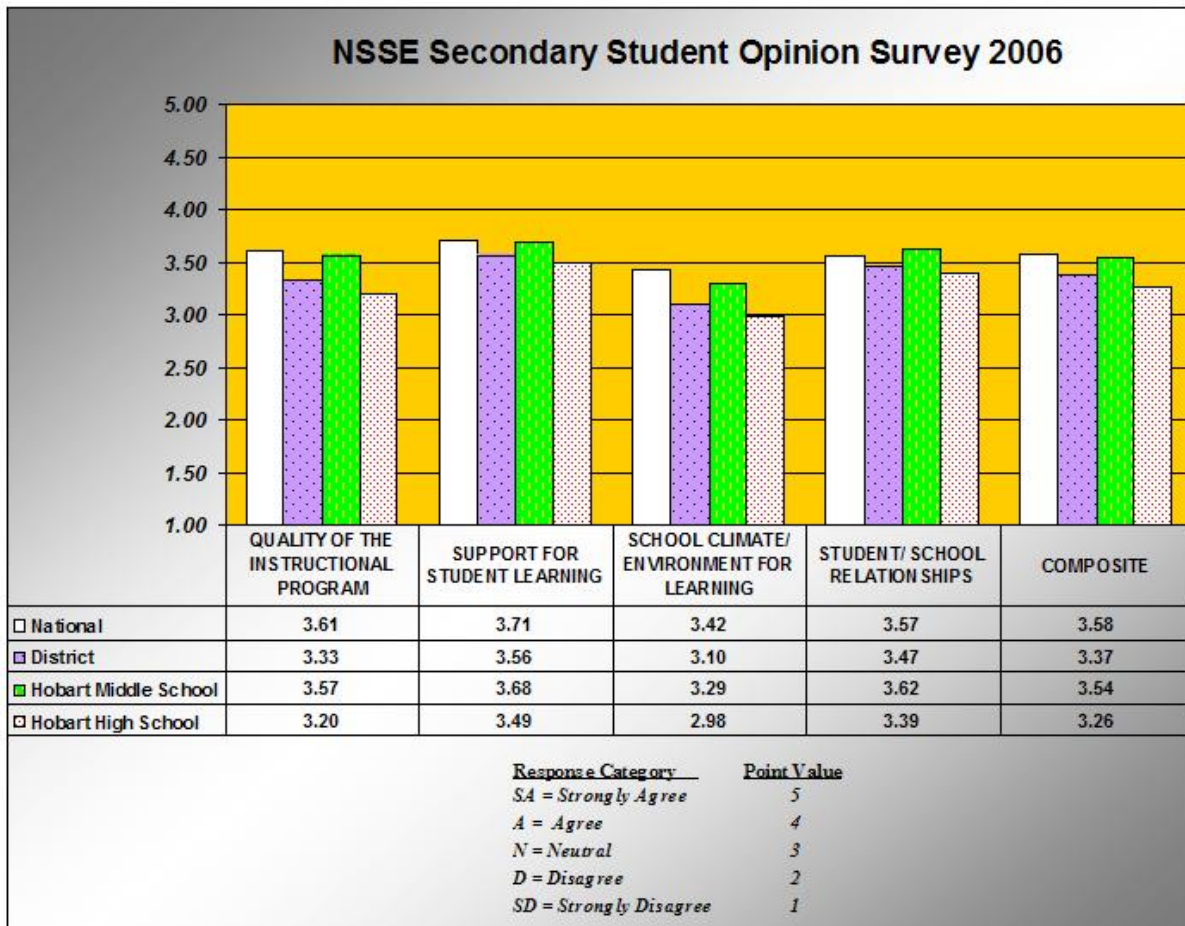
School City of Hobart serves a K-12 population of 3,756. The district is comprised of four elementaries, one middle school, and one high school. Hobart High School's enrollment is 1123. In addition, the area offers the following training facilities, colleges, and universities: Porter County Career Center, 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
Hobart High School Enrollment	1178	

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.

Secondary Student Opinion Survey

NSSE Secondary Student Opinion Survey 2006

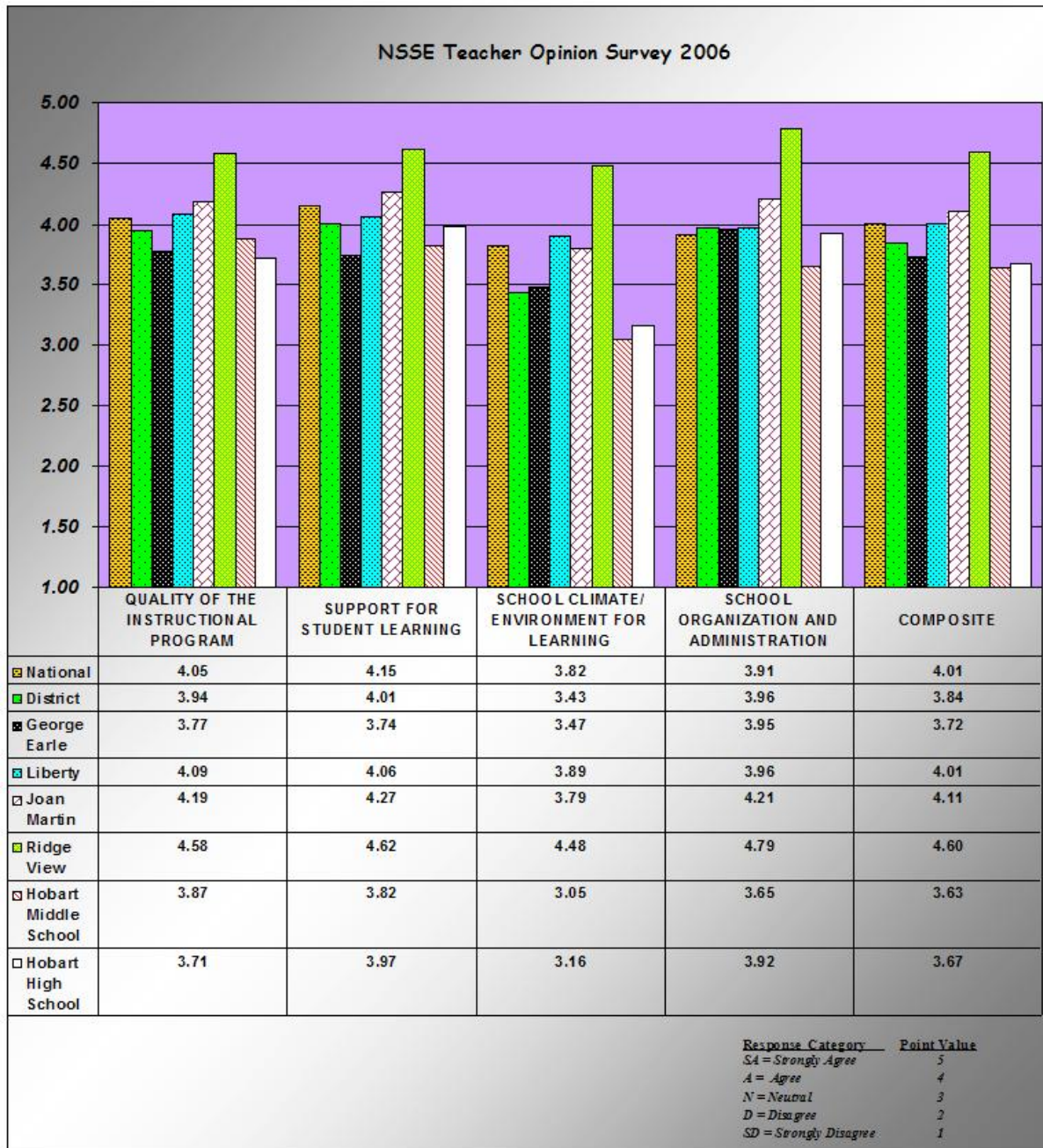


All categories fall below the national average with the exception of the middle school's student/school relationship, which is slightly above the national average. In general the students see the secondary schools in a positive way with the middle school students scoring their school higher than the 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.

Hobart High School students view their school in a positive way, while slightly falling below the national and district average.

Teacher Opinion Survey

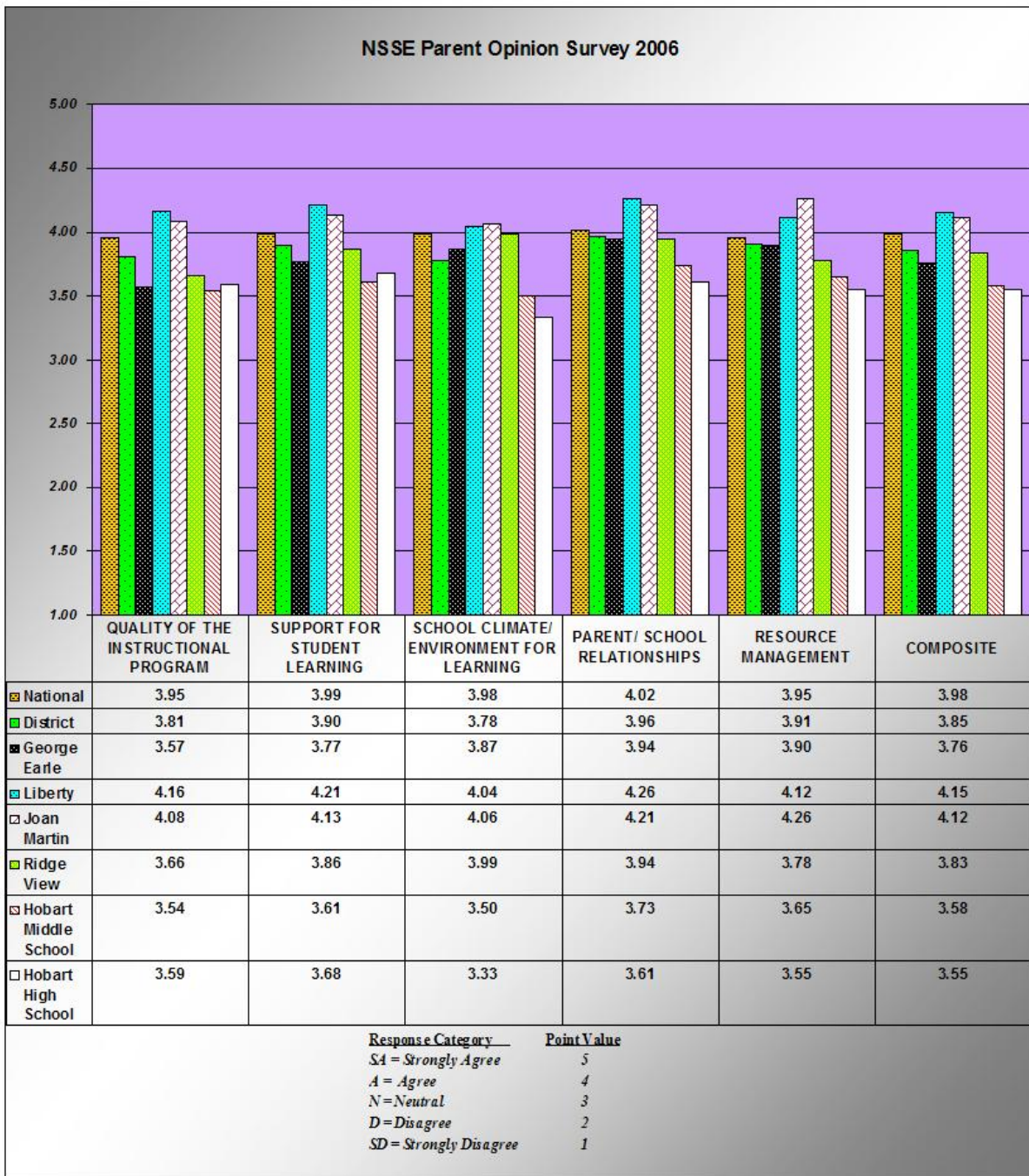
NSSE Teacher Opinion Survey



Teachers at Hobart High School view their school with a positive attitude, yet remain slightly lower than the district or national averages.

Parent Opinion Survey

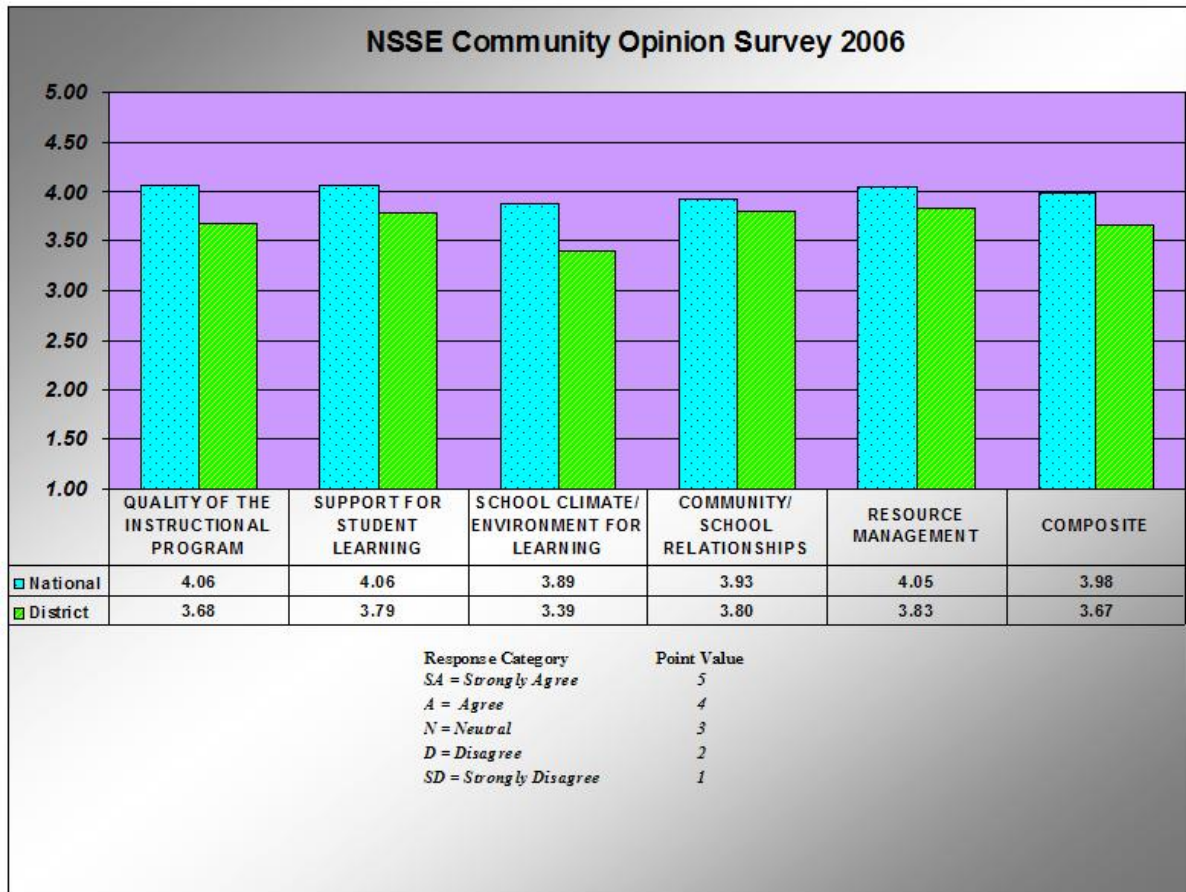
NSSE Parent Opinion Survey



The parents of Hobart High School students view their school in a positive way, but remain slightly lower than the district or national averages.

Community Opinion Survey

NSSE Community Opinion Survey 2006

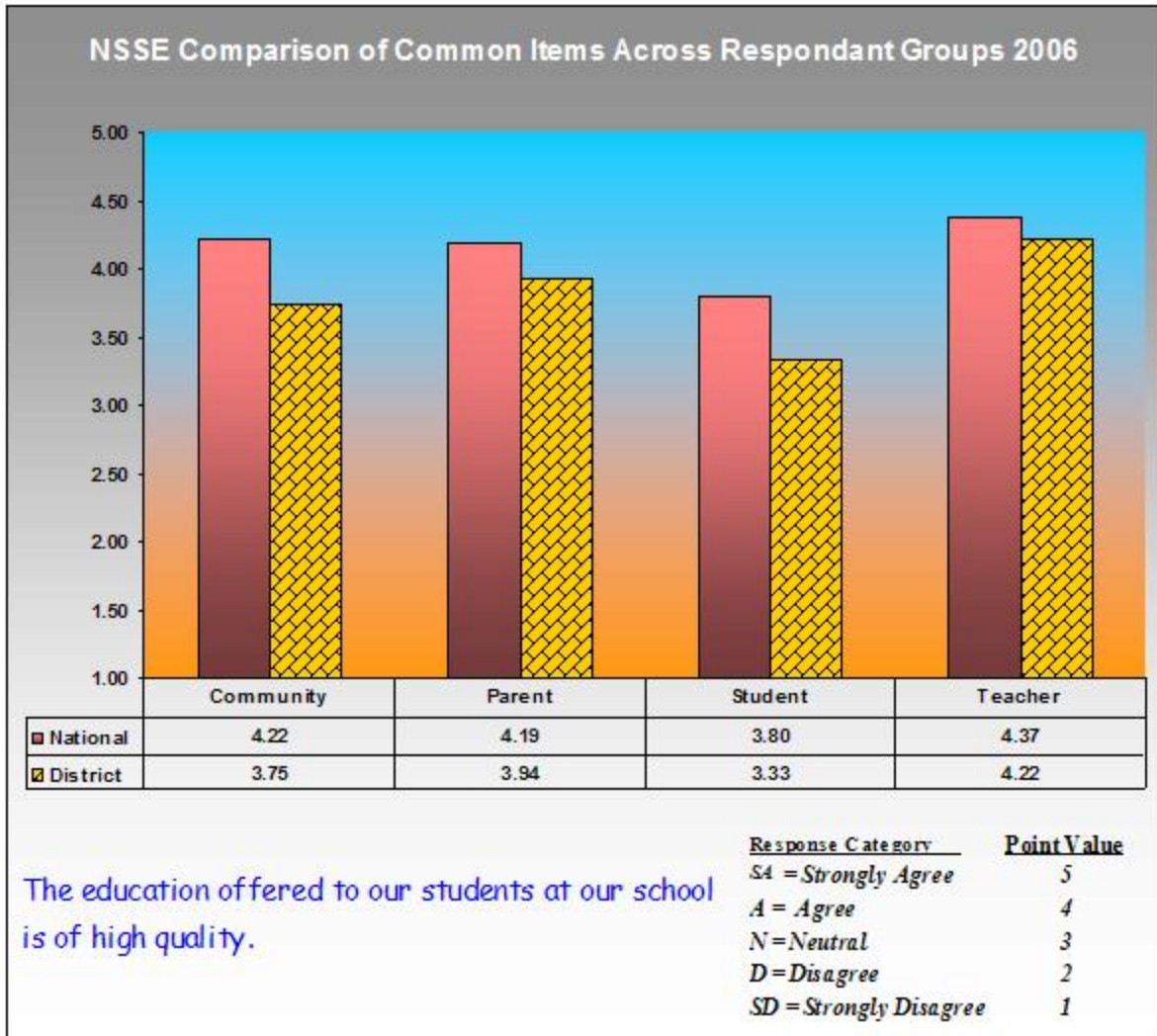


Community members view the school system in a positive way. In the five focus areas the district community members rate the system below the national average with the highest differences in quality of instruction and school climate.

Common Opinion Survey Items Across All Respondent Groups

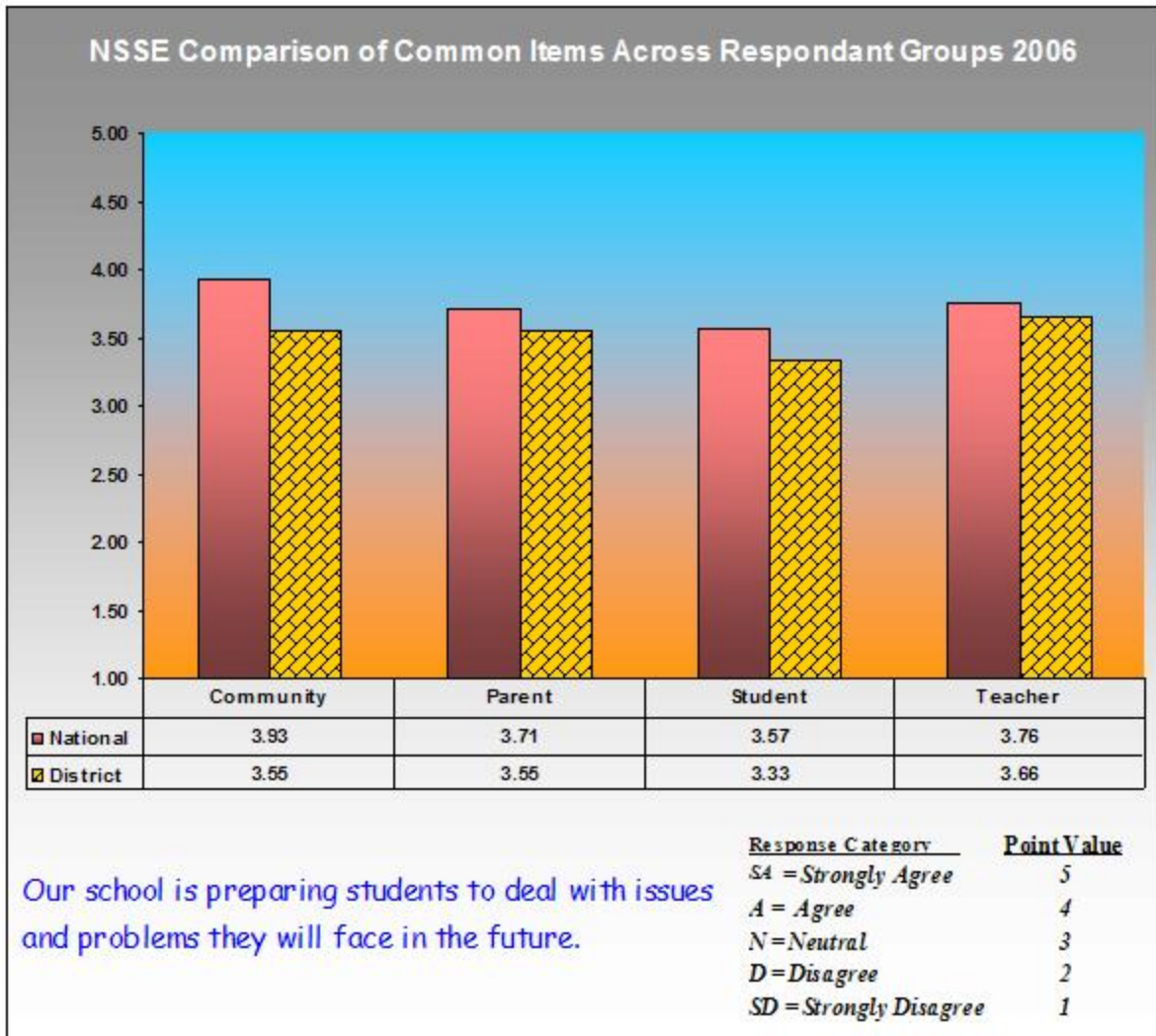
There were 7 questions that appeared on the NSSE opinion surveys that were asked to all respondents (students, teachers, parents, and community).

Common Survey Question #1 Across All Respondent Groups



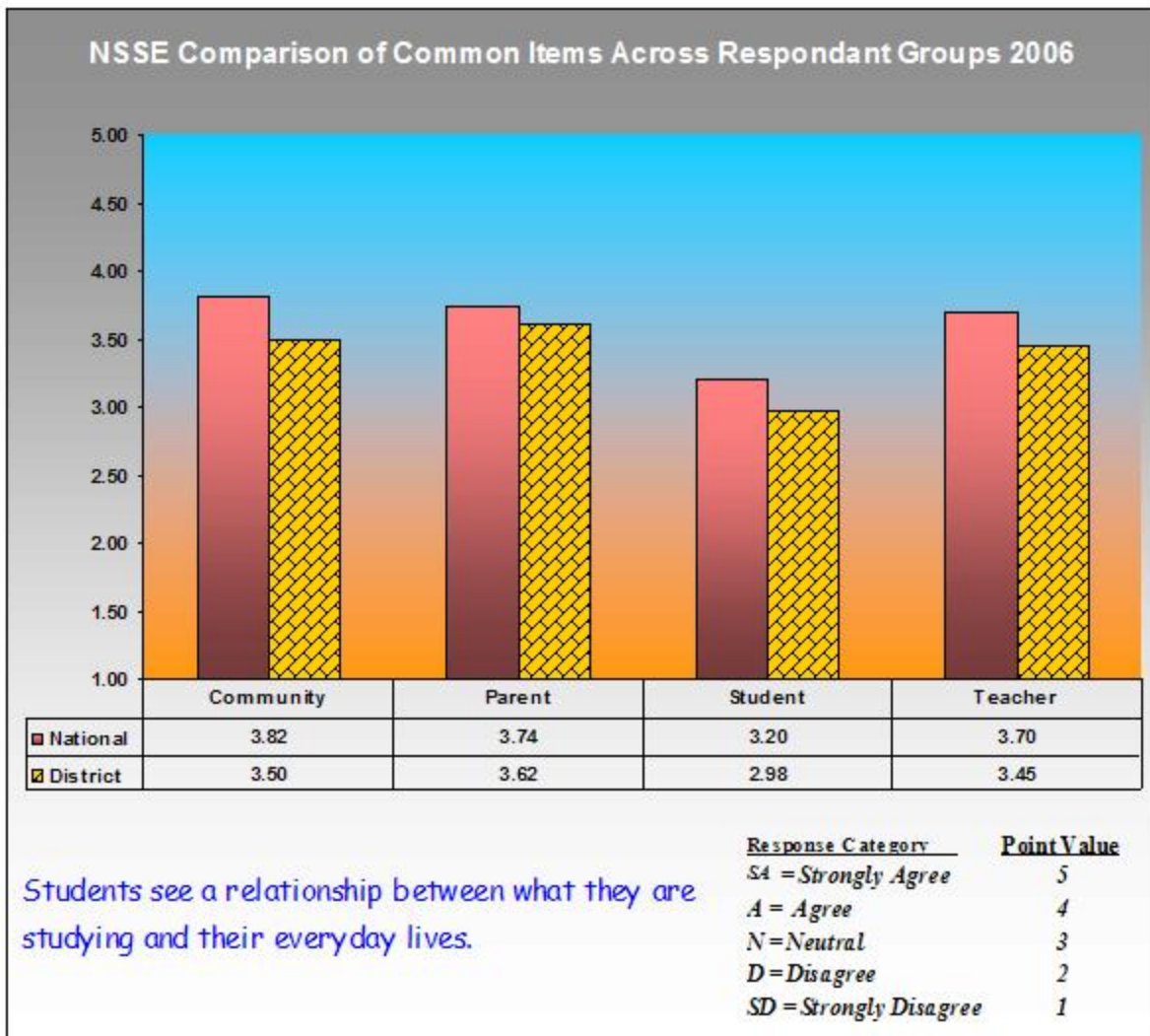
All respondent groups fall below the national average although the scores indicate a positive response to the question. Students have the lowest value and teachers the highest.

Common Survey Question #2 Across All Respondent Groups



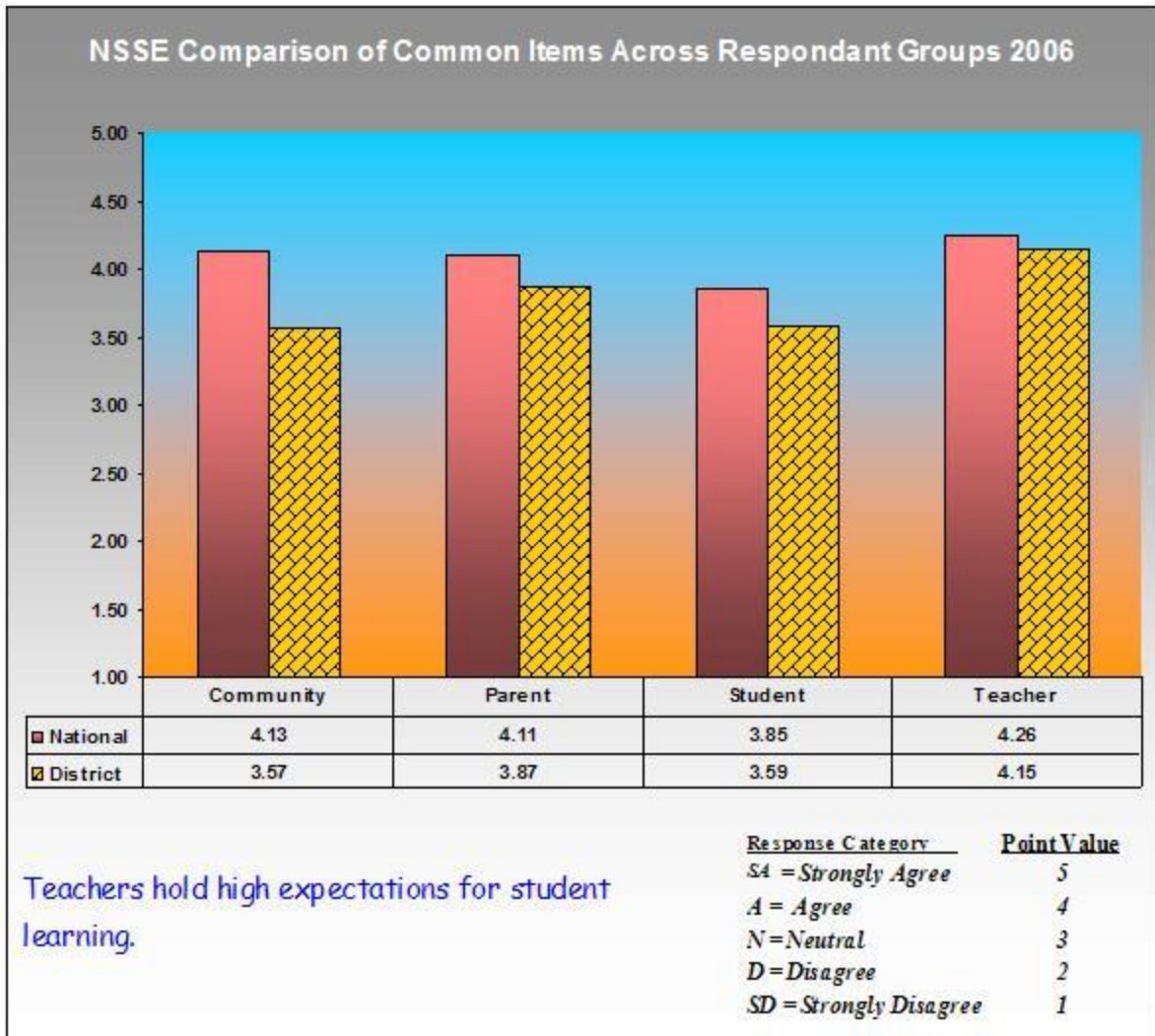
All respondent groups fall below the national average with scores still falling in the positive range. Students have the lowest value and teachers the highest.

Common Survey Question #3 Across All Respondent Groups



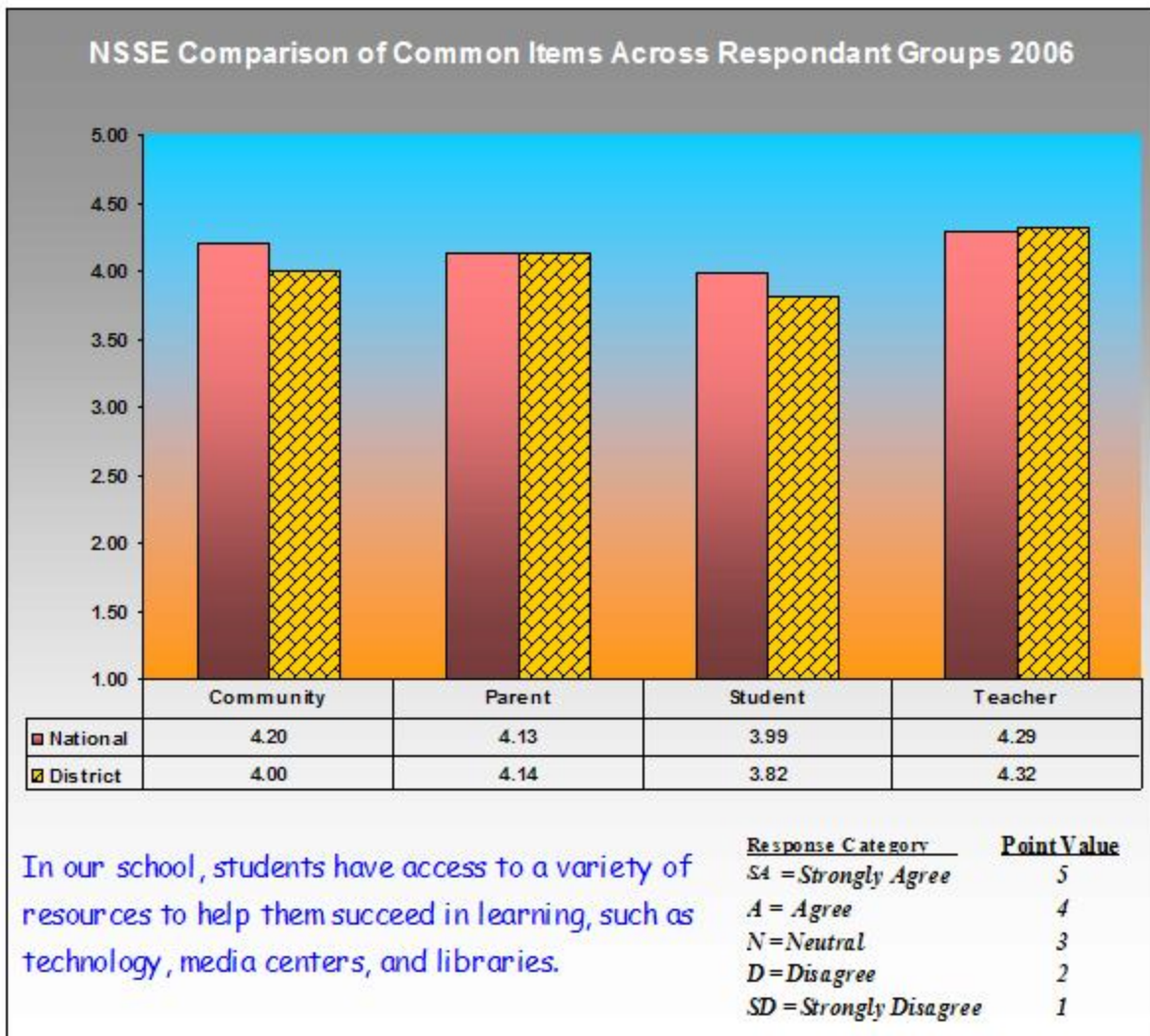
All respondent groups fall below the national average with scores still falling in the positive range. Students have the lowest value and parents the highest.

Common Survey Question #4 Across All Respondent Groups



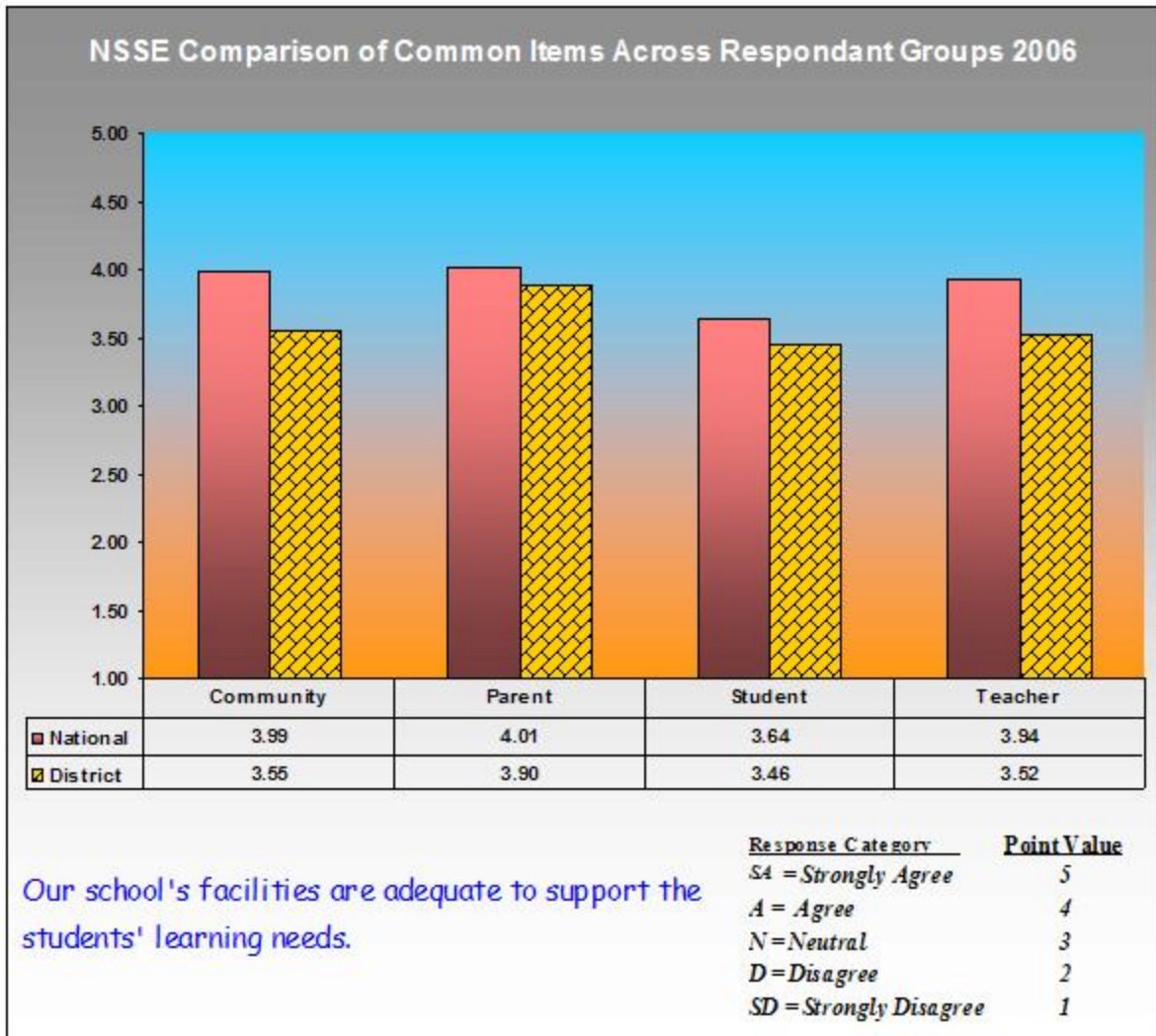
All respondent groups fall below the national average with scores still falling in the positive range. Students have the lowest value and teachers the highest.

Common Survey Question #5 Across All Respondent Groups



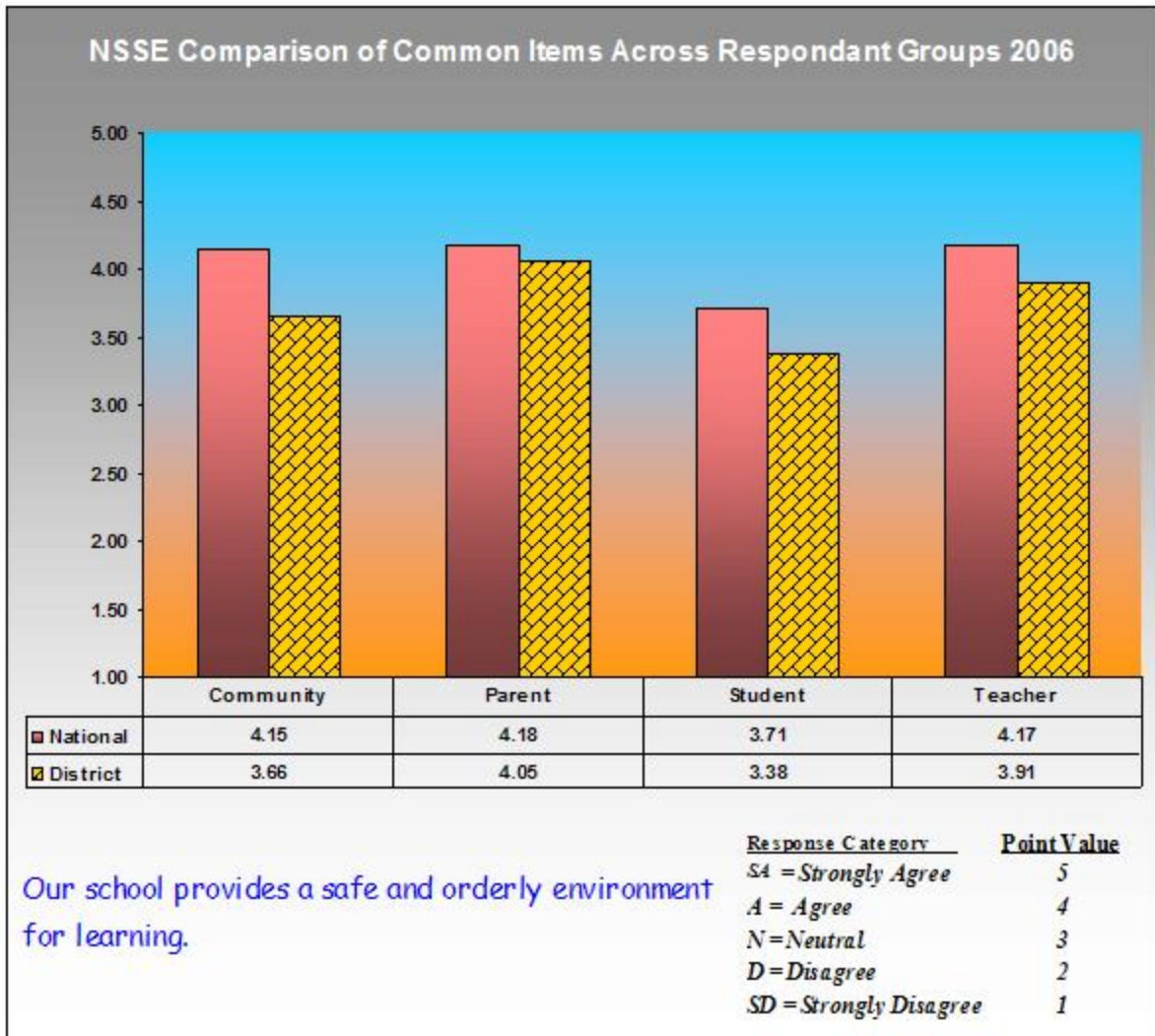
All respondent groups fall below the national average with scores still falling in the positive range. Students and the community have the lowest value and teachers the highest.

Common Survey Question #6 Across All Respondent Groups



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



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 over)	5,764	54.3	52.10%
Speak a language other than English at home (population 5 years and over)	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)

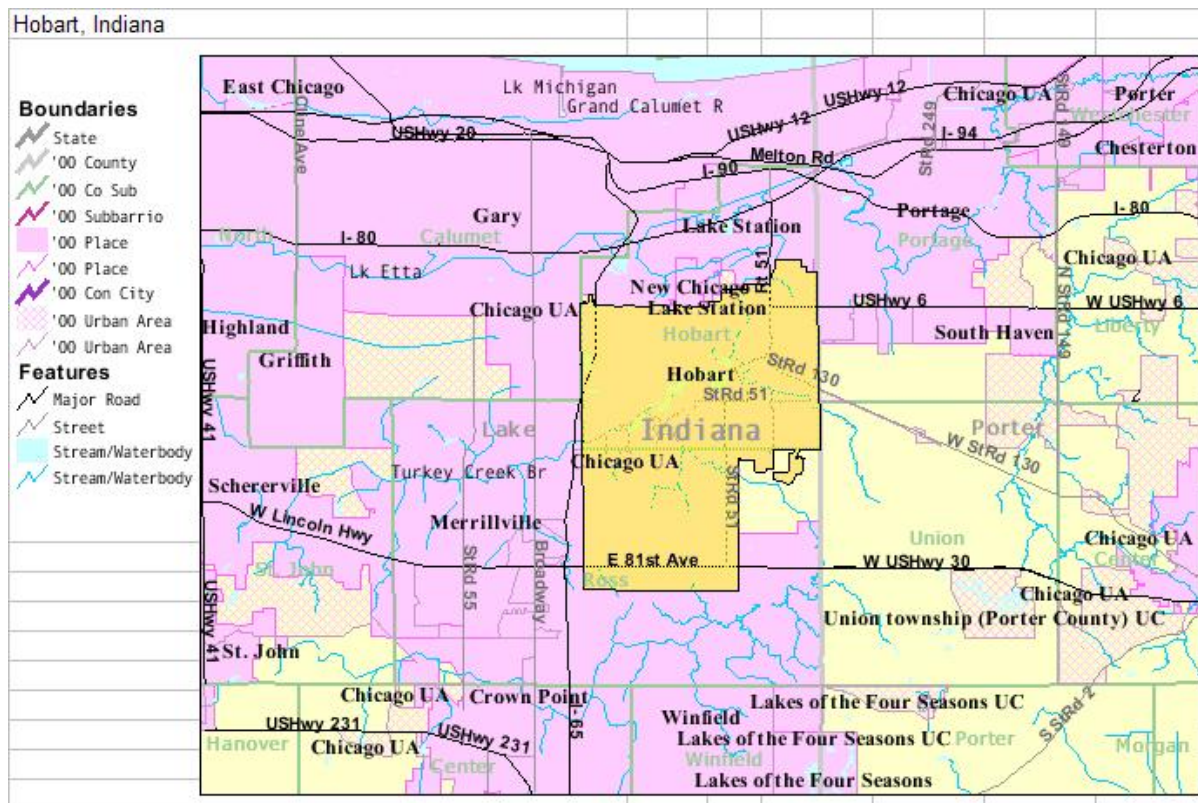
The community's statistics are consistent with the national levels for males and females married, but separated. Seventy percent of Hobart's population has families with 30.6 percent having children under age 18 years of age. The average Hobart household has 3.04 individuals in the family.

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

- Students and teachers generally feel positive about the High School climate.
- 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 of \$41,759 and \$50,046.
- The poverty level for families and individuals is less than the national average.

Weaknesses

- Bullying is a problem at Hobart High School from the perception of all stakeholder groups.
- Substance abuse is viewed as a problem at the High School by all stakeholder groups.
- 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 upper 70's at the elementary with significant drops in the percentage of passing students in sixth and tenth grades. Within the ISTEP cohort subgroups males are underperforming. Hispanics have a large drop in ISTEP performance in middle and high school, and Blacks are underperforming at all levels. 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 eight indicate that reading and language arts is improving in the elementary but is not at the expected targeted growth across the board, especially at the middle school where there is a drop in achievement of targeted growth. Beyond the first year of implementing the 6 + 1 Writing Program, no improvement occurred. The NSSE surveys indicate that eighth grade students rate Language Arts at a lower level than other subjects. 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 elementary (past two years low 80s) and then a decline in the middle grades and tenth grade. The ISTEP passing level at the high school is the lowest rate of all grade levels declining to the low 60s. Within the cohort subgroups males are underperforming females, Hispanics are performing well

until middle school, and Blacks are underperforming at all levels. Free and reduced, limited-English, and special education students are underperforming at all levels. Students rated the schools lowest among all NSSE respondent groups for access to resources including computers. NWEA data over the past three years in grades two through eight indicate that growth rates are being met or exceeded at the elementary while significantly declining in middle school.

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. In the NSSE Senior Exit Survey students rated the High School Advice and Counseling most unfavorably. Students did not feel they had enough guidance to identify their strengths and weaknesses, to support their personal needs and to learn about appropriate careers that would allow 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:

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 all schools and to a greater degree than the national average. The NSSE surveys also identify substance abuse as a problem in the middle and high schools by all stakeholders. Among the NSSE survey's seven common questions asked of all respondents, students rated the schools lowest in providing a safe and orderly environment.