

School City of Hobart's
District Strategic Plan for
Continuous School Improvement



Building College and Career Ready Brickies!

2024-2027

School City of Hobart's
District Strategic 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 warehouses data that delivers student data to target strengths and weaknesses.

Policies and procedures

- Our Board of School Trustees regularly meets to create and update bylaws and policies.
- Our Superintendent develops administrative guidelines to implement Board policy.
- Our district communicates policy in annual notices and student handbooks.
- Our district has emergency response and crisis teams for school safety.
- 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.

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.

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.

Learning Areas and High-Priority Expectations for Student Learning

Learning Area - Language Arts

Expectations for Student Learning

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

Learning Area – Problem Solving

Expectations for Student Learning

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

Learning Area - Careers

Expectations for Student Learning

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

Learning Area - Citizenship

Expectations for Student Learning

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

Rationale for Learning Areas

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

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

Our mission:

- Our Schools Equip Children for Adulthood

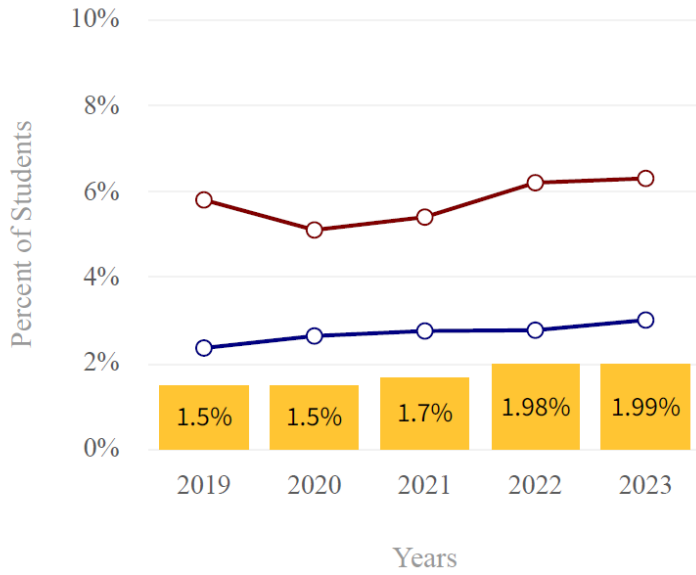
- Our Schools Address the Needs of Individual Students

- Our Schools Are Community Schools

- Our Schools Are Committed to Success

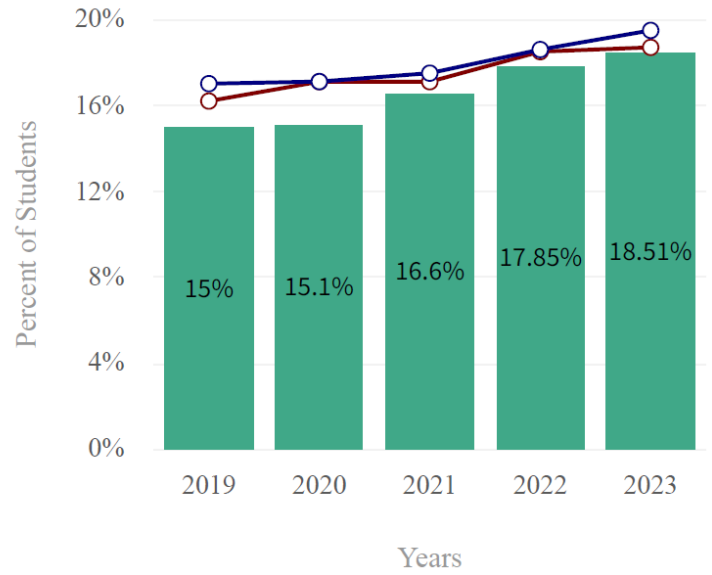
2019-2023 English Learners

School City of Hobart



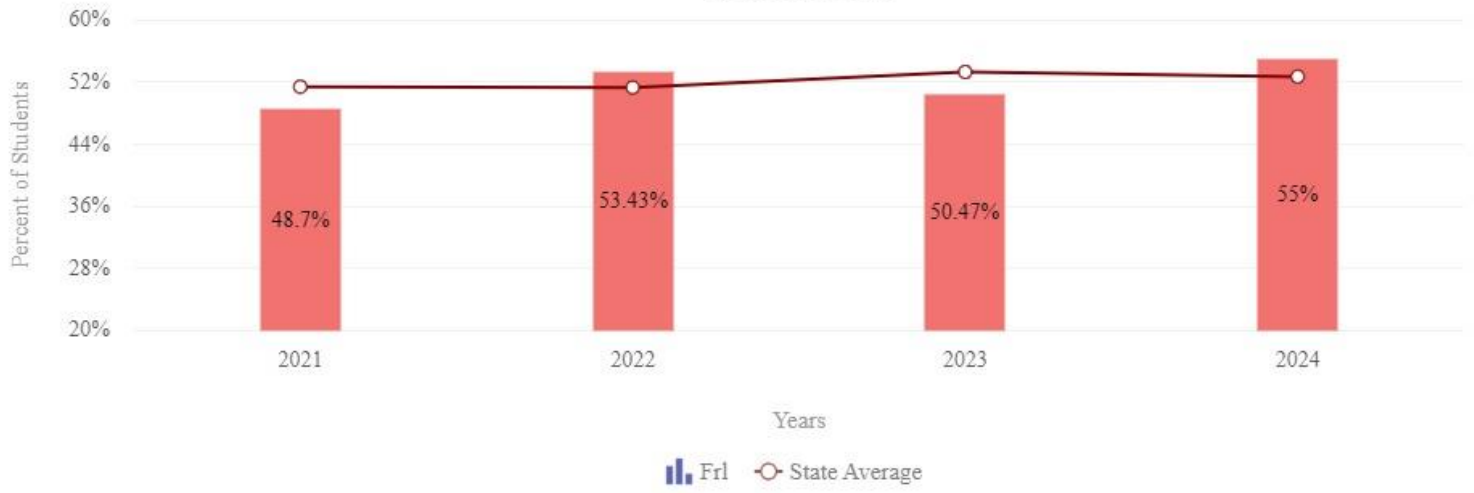
2019-2023 Special Education

School City of Hobart



2021-2024 Free and Reduced Lunch

School City of Hobart



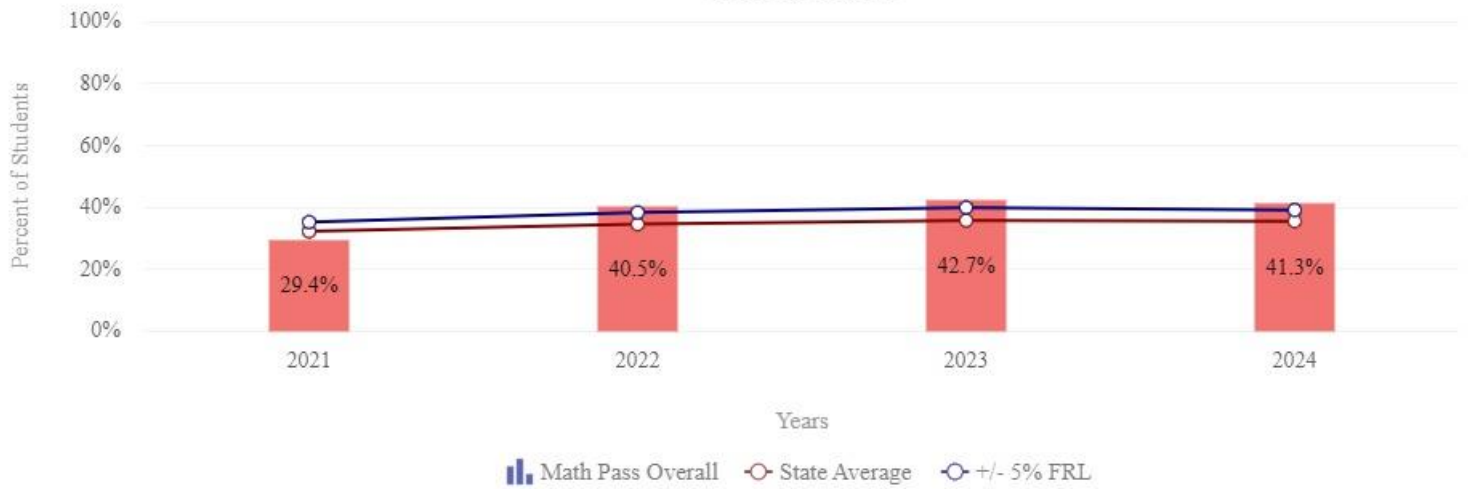
2021-2024 ELA Pass Percent

School City of Hobart



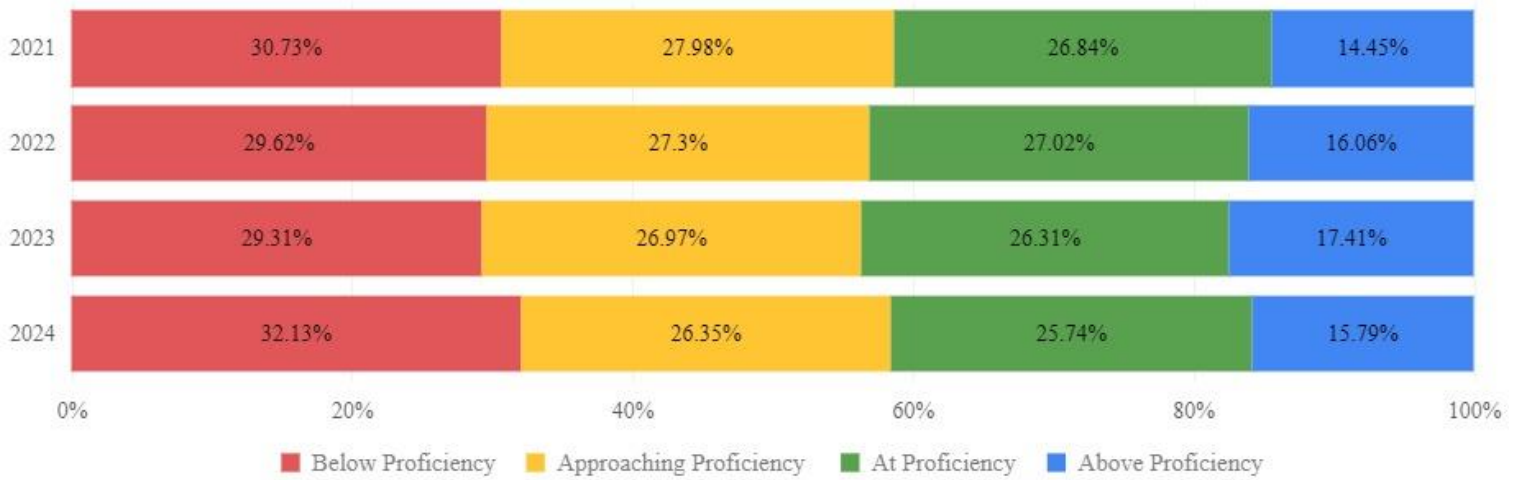
2021-2024 Math Pass Percent

School City of Hobart



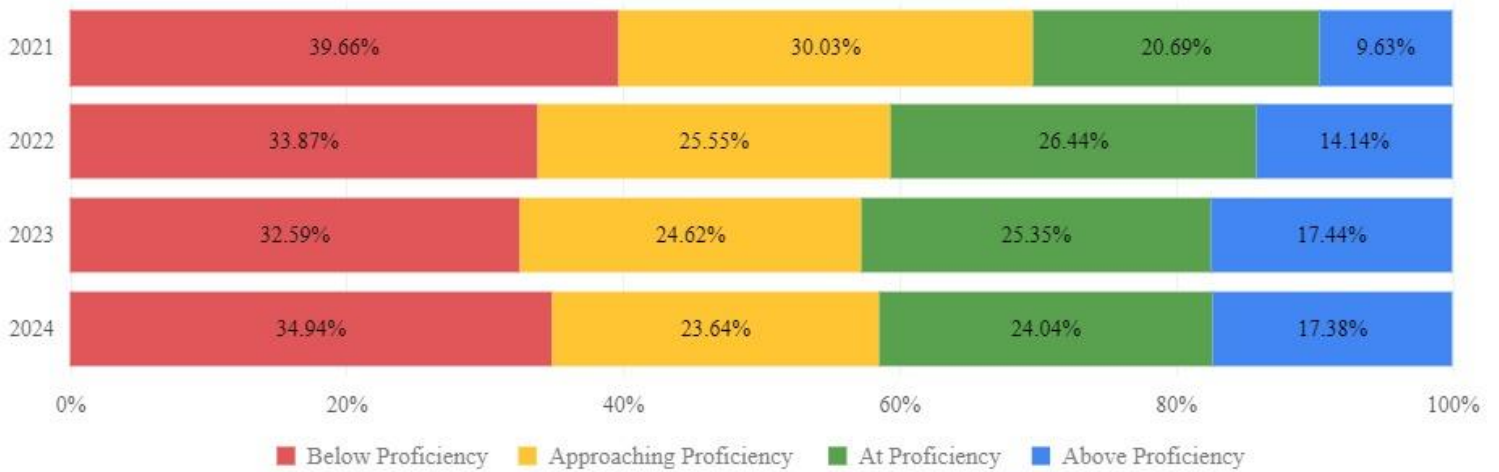
2021-2024 Ela Proficiency

School City of Hobart



2021-2024 Math Proficiency

School City of Hobart



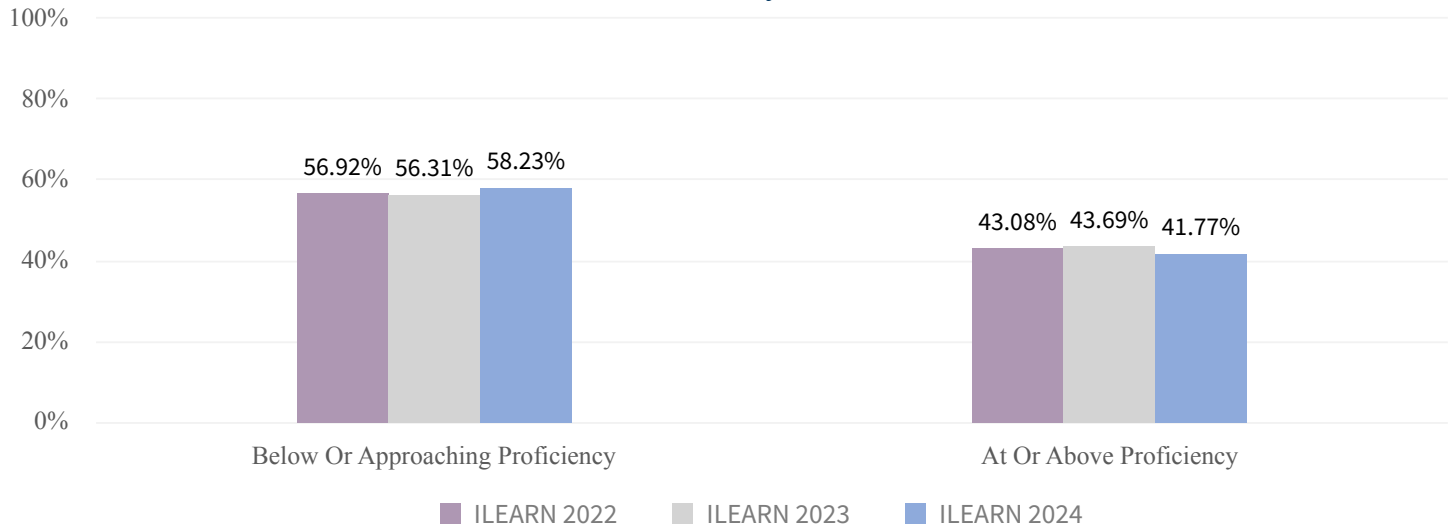
ILEARN Proficient/Not Proficient

These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 ELA Proficient Vs Not Proficient School City of Hobart



Of the 1750 students who took ILEARN in 2024, 41.77% scored at or above proficiency while 58.23% scored below or approaching proficiency. This compares to 1799 students who took ILEARN in 2023 where 43.69% scored at or above proficiency and 56.31% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -1.92% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

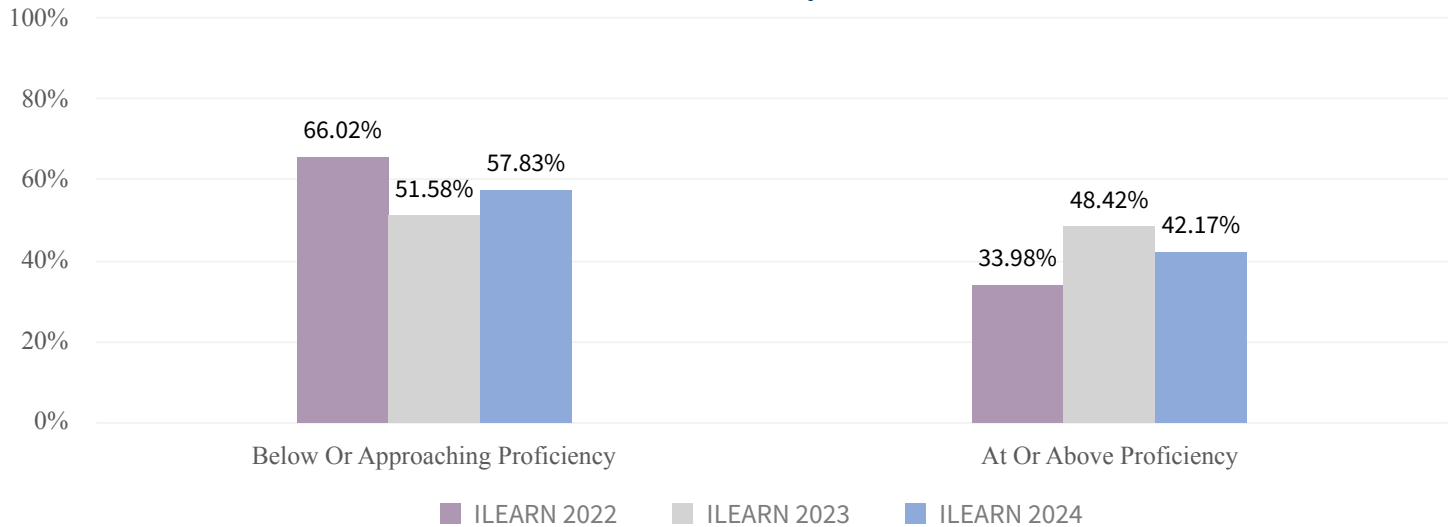
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They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 ELA Proficient Vs Not Proficient

Joan Martin Elementary School, Grade 3



Of the 83 students who took ILEARN in 2024, 42.17% scored at or above proficiency while 57.83% scored below or approaching proficiency. This compares to 95 students who took ILEARN in 2023 where 48.42% scored at or above proficiency and 51.58% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -6.25% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

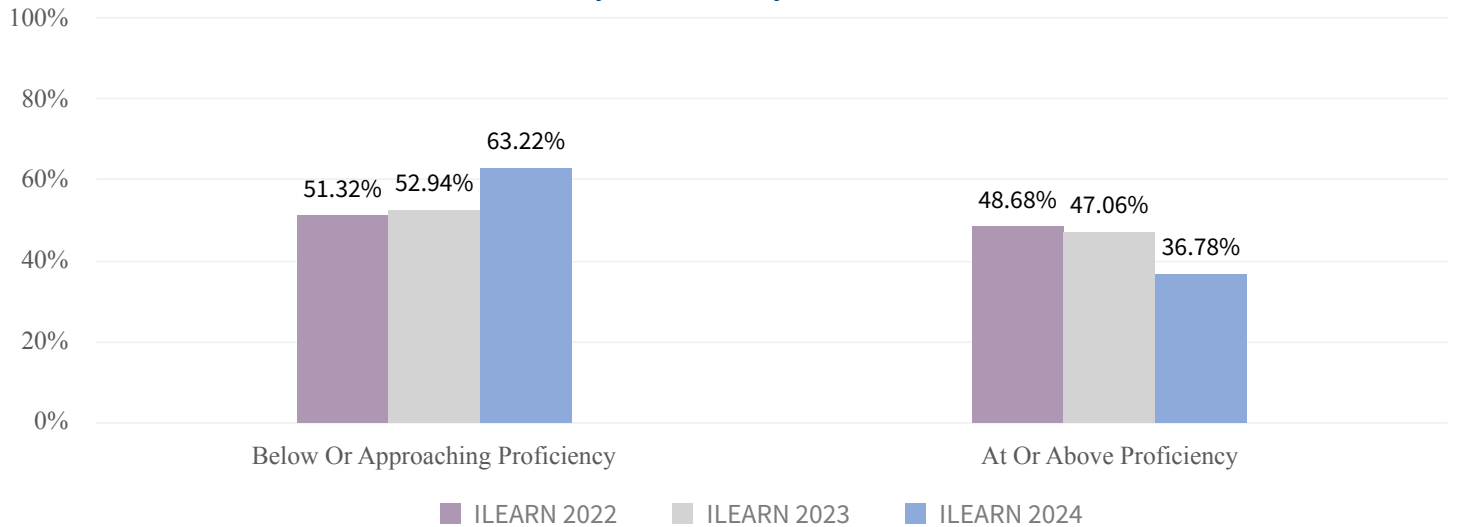
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They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 ELA Proficient Vs Not Proficient

Liberty Elementary School, Grade 3



Of the 87 students who took ILEARN in 2024, 36.78% scored at or above proficiency while 63.22% scored below or approaching proficiency. This compares to 85 students who took ILEARN in 2023 where 47.06% scored at or above proficiency and 52.94% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -10.28% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

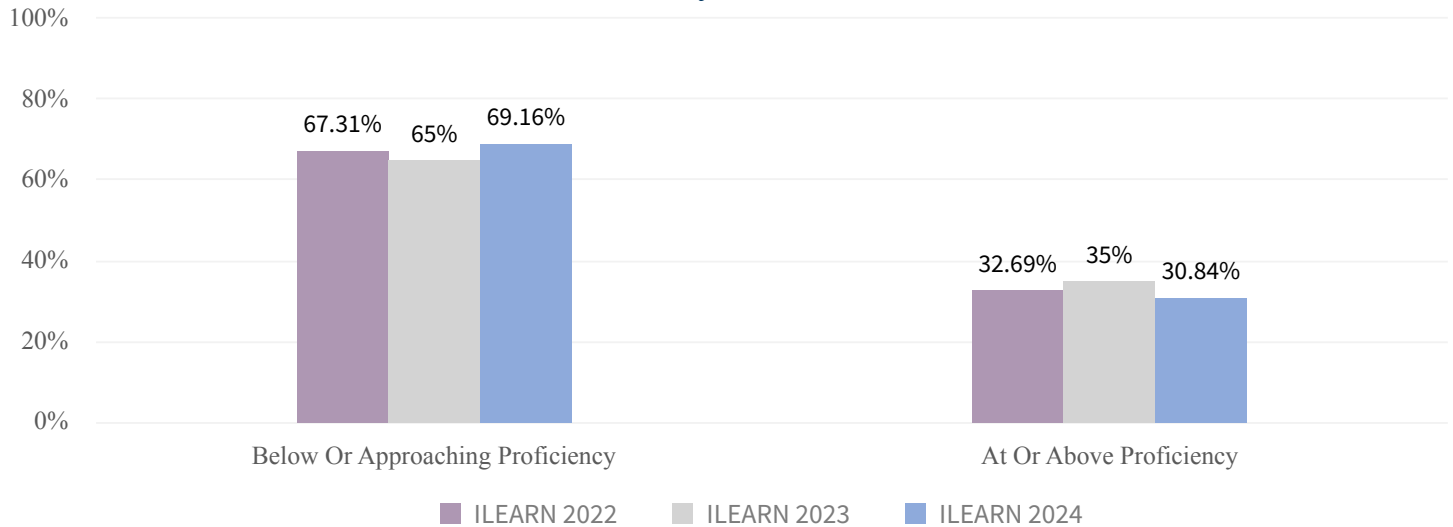
ILEARN Proficient/Not Proficient

These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 ELA Proficient Vs Not Proficient Veterans Elementary School at Mundell, Grade 3



Of the 107 students who took ILEARN in 2024, 30.84% scored at or above proficiency while 69.16% scored below or approaching proficiency. This compares to 120 students who took ILEARN in 2023 where 35.00% scored at or above proficiency and 65.00% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -4.16% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

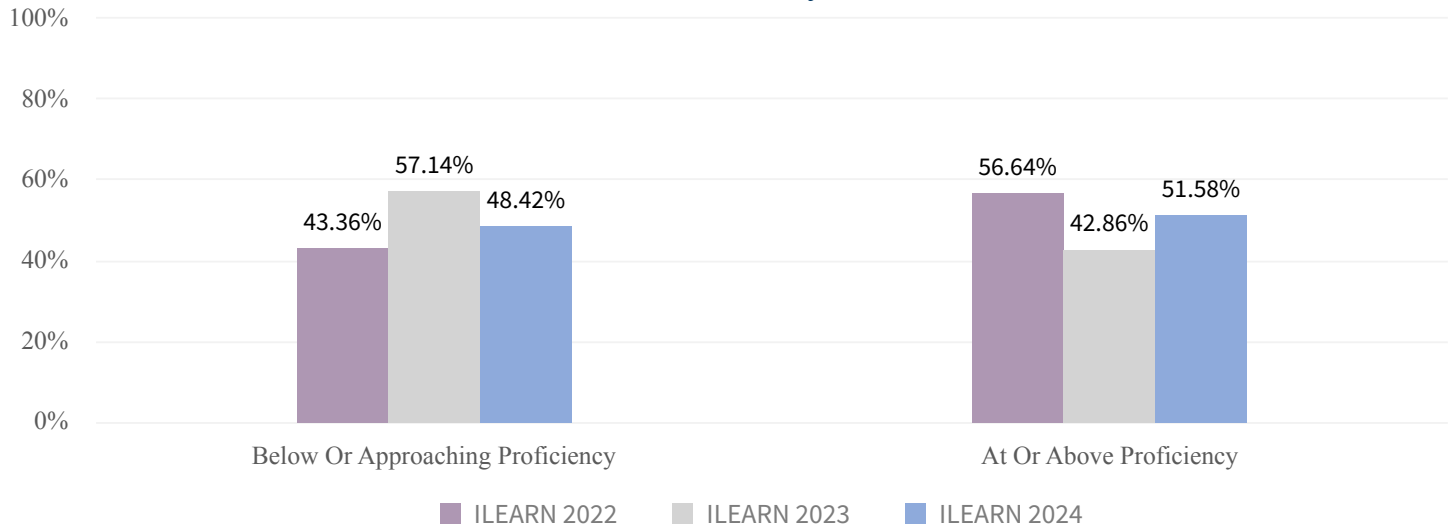
These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 ELA Proficient Vs Not Proficient

Joan Martin Elementary School, Grade 4



Of the 95 students who took ILEARN in 2024, 51.58% scored at or above proficiency while 48.42% scored below or approaching proficiency. This compares to 98 students who took ILEARN in 2023 where 42.86% scored at or above proficiency and 57.14% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of 8.72% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

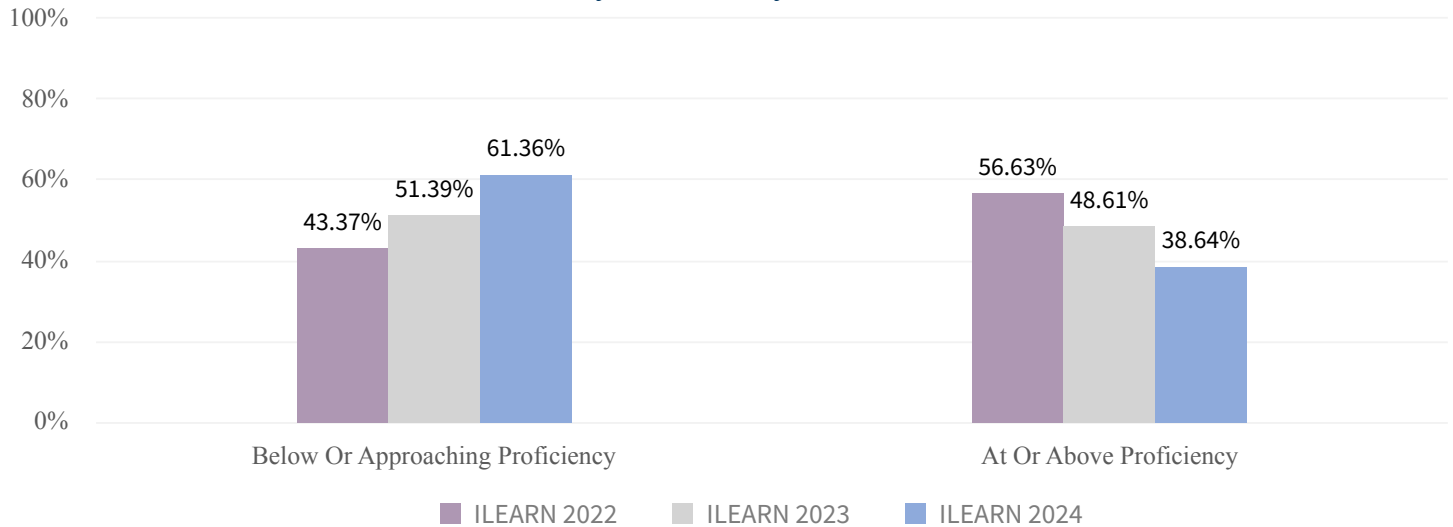
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They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 ELA Proficient Vs Not Proficient

Liberty Elementary School, Grade 4



Of the 88 students who took ILEARN in 2024, 38.64% scored at or above proficiency while 61.36% scored below or approaching proficiency. This compares to 72 students who took ILEARN in 2023 where 48.61% scored at or above proficiency and 51.39% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -9.97% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

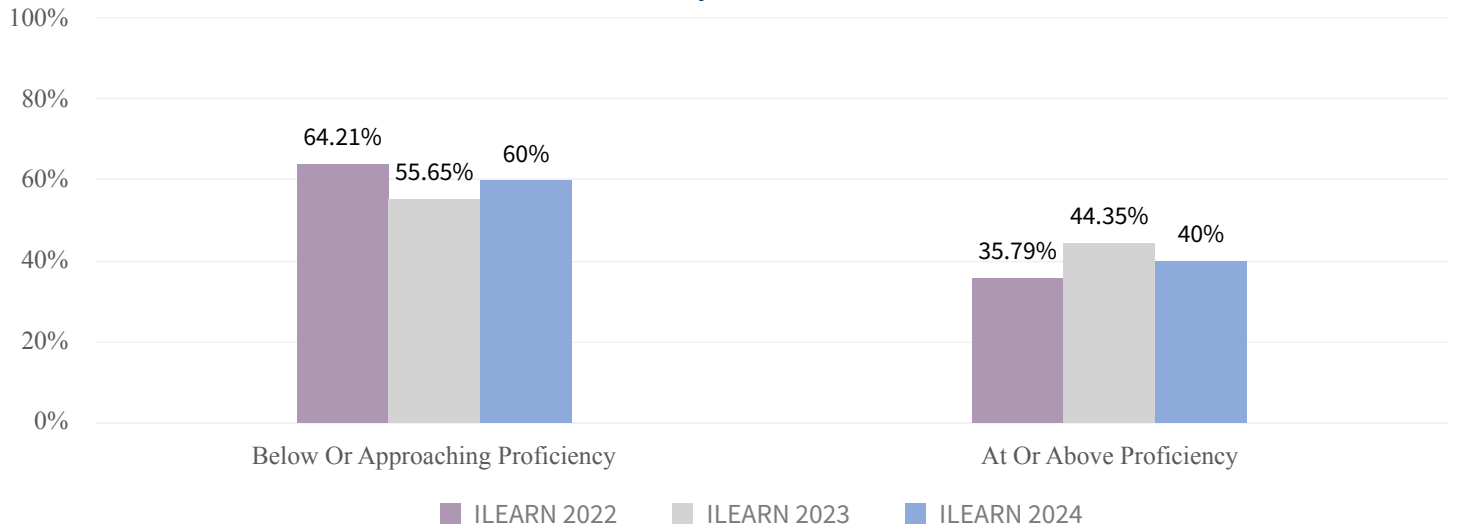
ILEARN Proficient/Not Proficient

These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 ELA Proficient Vs Not Proficient Veterans Elementary School at Mundell, Grade 4



Of the 125 students who took ILEARN in 2024, 40.00% scored at or above proficiency while 60.00% scored below or approaching proficiency. This compares to 115 students who took ILEARN in 2023 where 44.35% scored at or above proficiency and 55.65% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -4.35% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

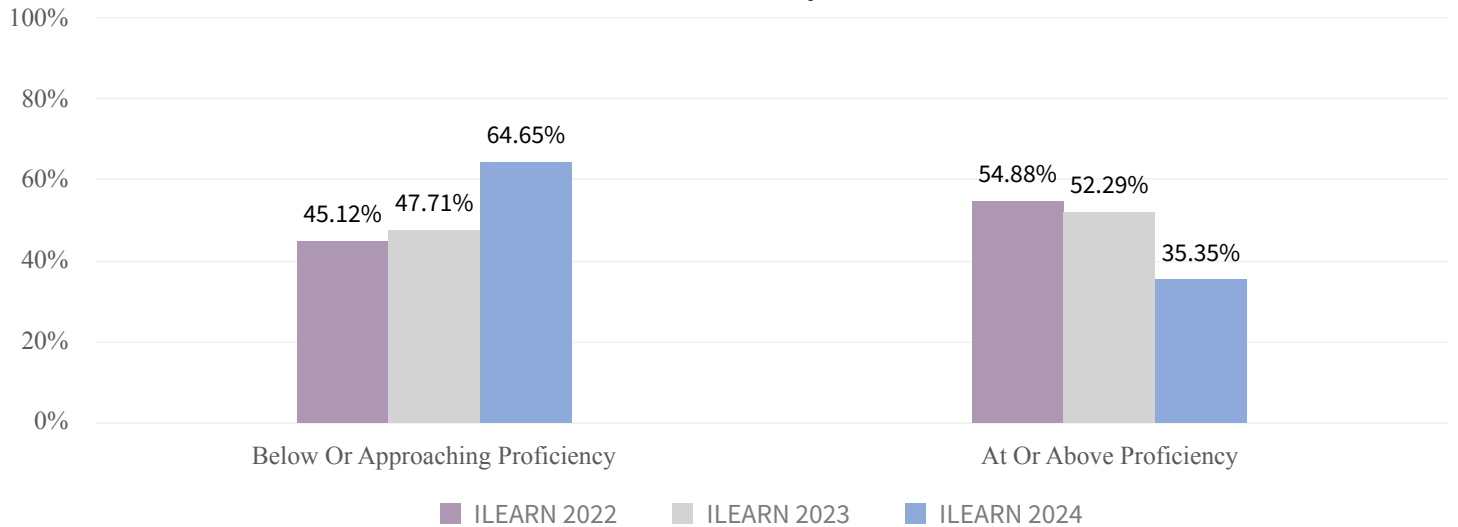
These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 ELA Proficient Vs Not Proficient

Joan Martin Elementary School, Grade 5



Of the 99 students who took ILEARN in 2024, 35.35% scored at or above proficiency while 64.65% scored below or approaching proficiency. This compares to 109 students who took ILEARN in 2023 where 52.29% scored at or above proficiency and 47.71% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -16.94% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

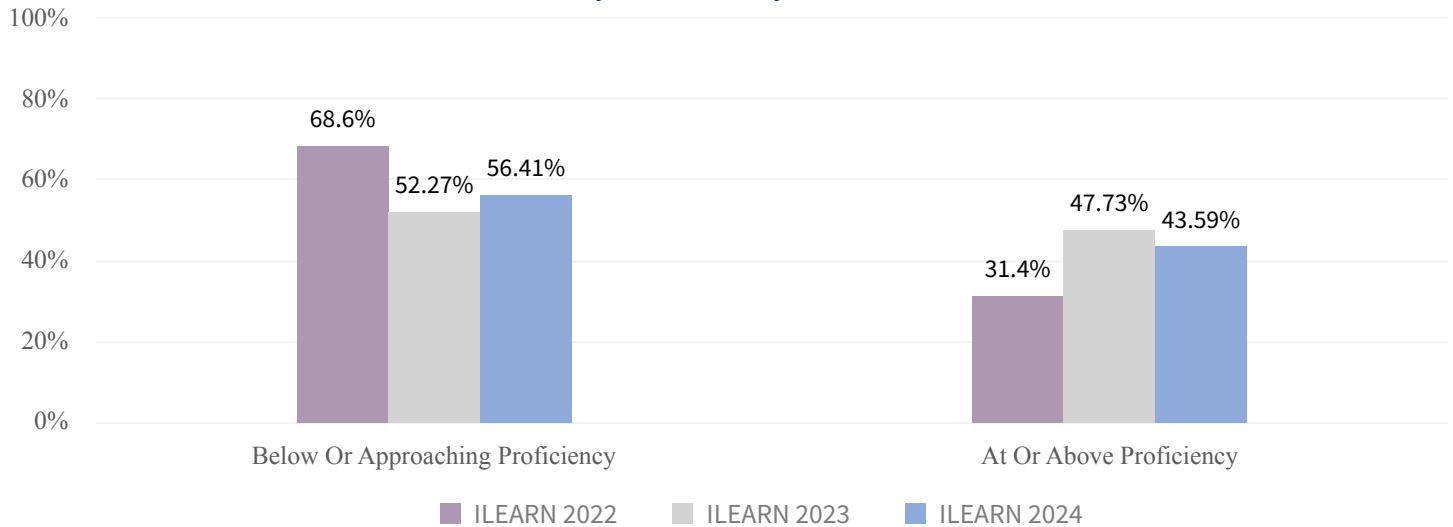
These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 ELA Proficient Vs Not Proficient

Liberty Elementary School, Grade 5



Of the 78 students who took ILEARN in 2024, 43.59% scored at or above proficiency while 56.41% scored below or approaching proficiency. This compares to 88 students who took ILEARN in 2023 where 47.73% scored at or above proficiency and 52.27% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -4.14% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

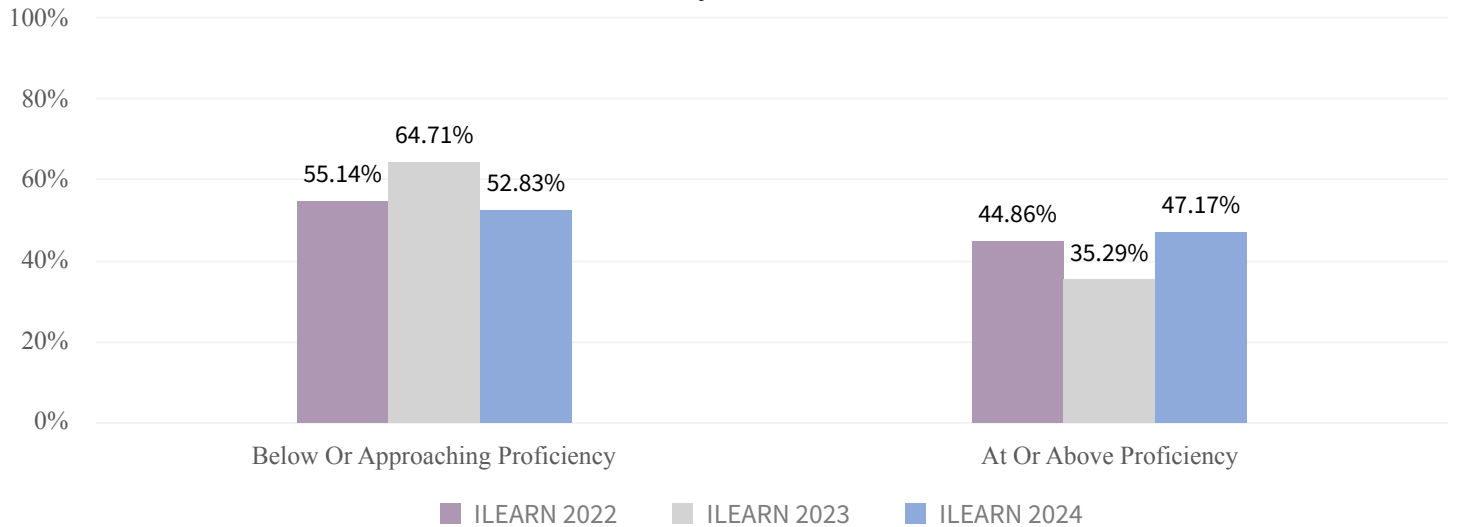
ILEARN Proficient/Not Proficient

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They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 ELA Proficient Vs Not Proficient Veterans Elementary School at Mundell, Grade 5



Of the 106 students who took ILEARN in 2024, 47.17% scored at or above proficiency while 52.83% scored below or approaching proficiency. This compares to 102 students who took ILEARN in 2023 where 35.29% scored at or above proficiency and 64.71% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of 11.88% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

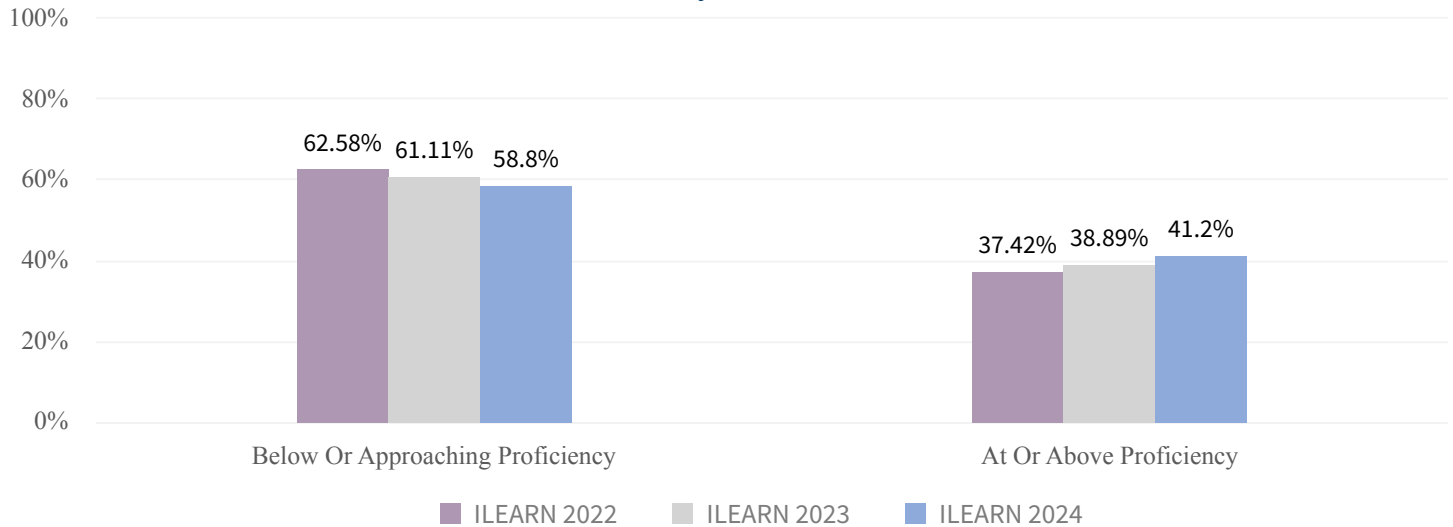
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They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 ELA Proficient Vs Not Proficient

School City of Hobart, Grade 6



Of the 301 students who took ILEARN in 2024, 41.20% scored at or above proficiency while 58.80% scored below or approaching proficiency. This compares to 288 students who took ILEARN in 2023 where 38.89% scored at or above proficiency and 61.11% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of 2.31% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

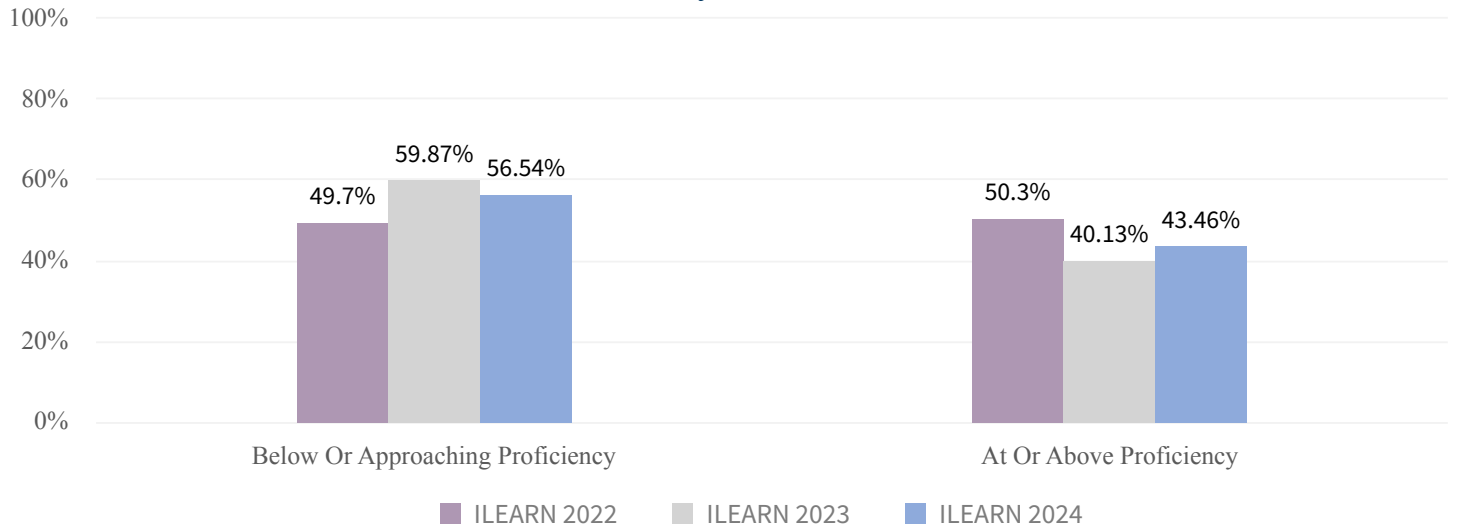
These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 ELA Proficient Vs Not Proficient

School City of Hobart, Grade 7



Of the 283 students who took ILEARN in 2024, 43.46% scored at or above proficiency while 56.54% scored below or approaching proficiency. This compares to 304 students who took ILEARN in 2023 where 40.13% scored at or above proficiency and 59.87% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of 3.33% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

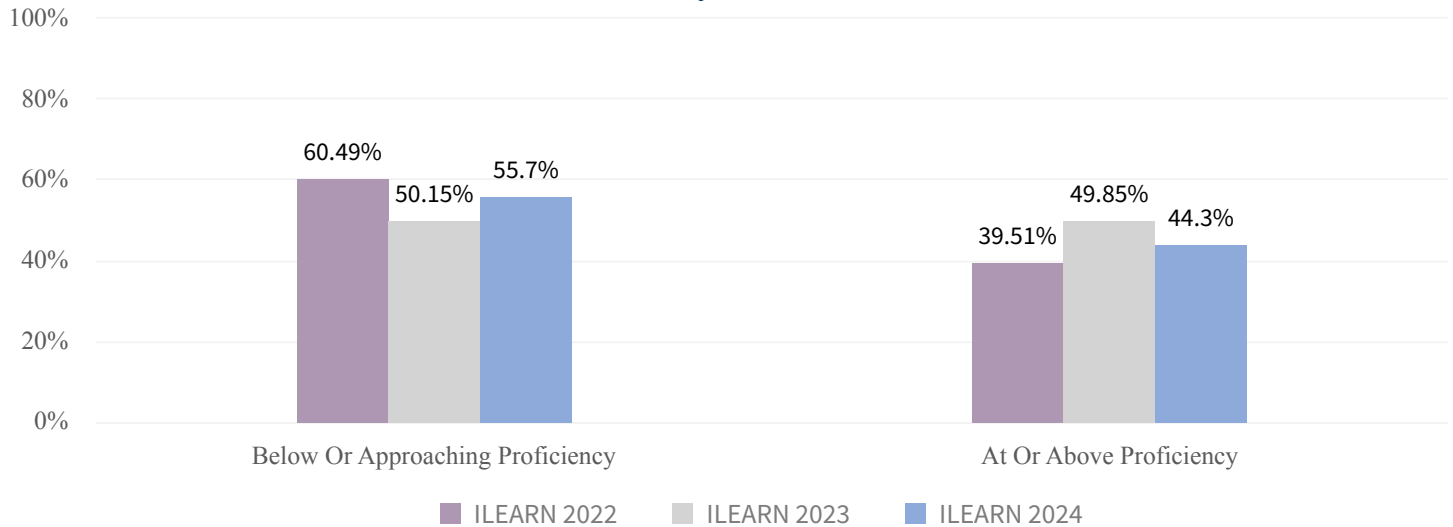
These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 ELA Proficient Vs Not Proficient

School City of Hobart, Grade 8



Of the 298 students who took ILEARN in 2024, 44.30% scored at or above proficiency while 55.70% scored below or approaching proficiency. This compares to 323 students who took ILEARN in 2023 where 49.85% scored at or above proficiency and 50.15% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -5.55% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

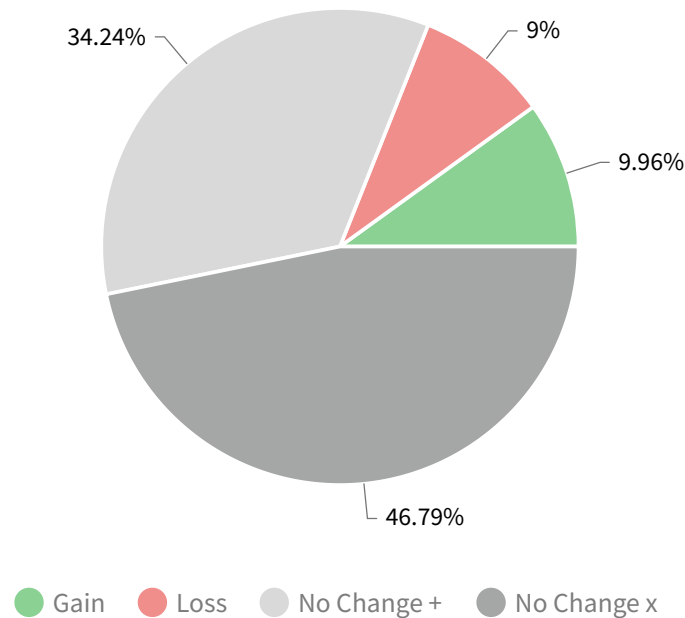
The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 ELA Net Proficiency School City of Hobart



ILEARN Net Proficiency:

0.96%

Of the 1355 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 9.96% demonstrated positive movement from not passing in 2023 to passing in 2024; while 9.00% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of 0.96% from 2023 to 2024 administration of ILEARN.

The 46.79% of students who did not pass ILEARN in both 2023 and 2024 as well as those 34.24% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

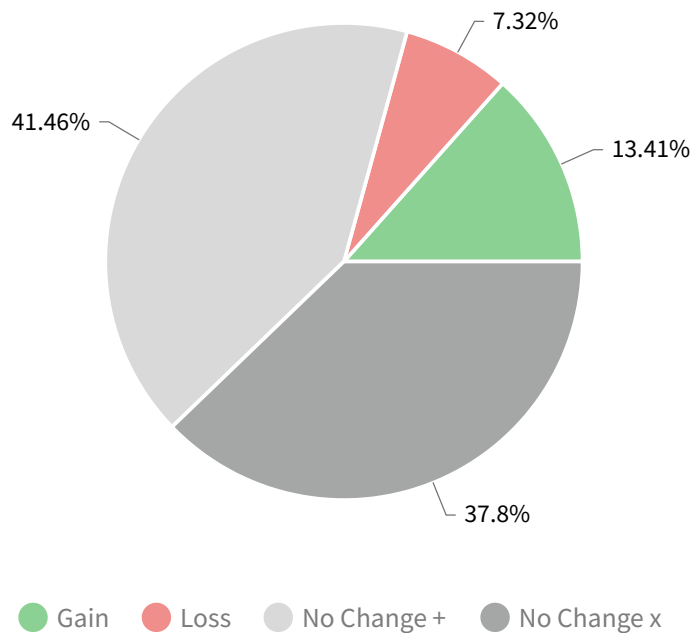
Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 ELA Net Proficiency

Joan Martin Elementary School, Grade 4



ILEARN Net Proficiency:

6.10%

Of the 82 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 13.41% demonstrated positive movement from not passing in 2023 to passing in 2024; while 7.32% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of 6.10% from 2023 to 2024 administration of ILEARN.

The 37.80% of students who did not pass ILEARN in both 2023 and 2024 as well as those 41.46% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

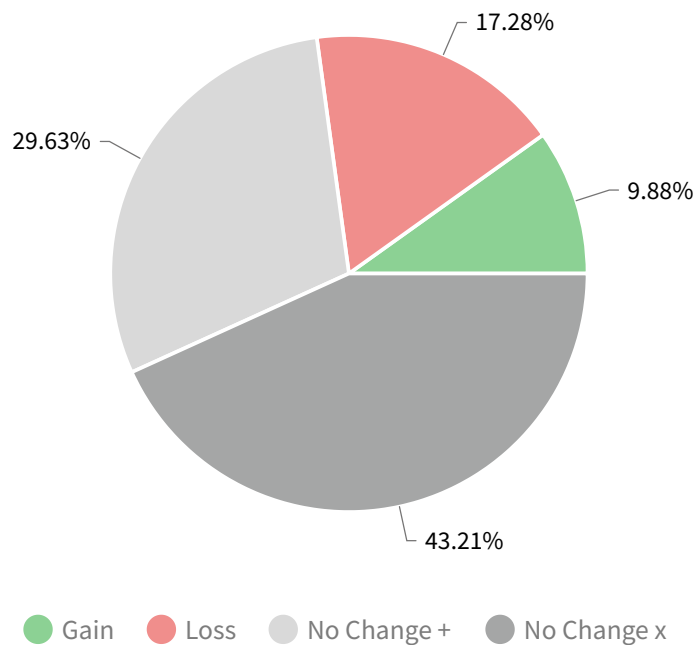
The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 ELA Net Proficiency Liberty Elementary School, Grade 4



ILEARN Net Proficiency:

-7.41%

Of the 81 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 9.88% demonstrated positive movement from not passing in 2023 to passing in 2024; while 17.28% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of -7.41% from 2023 to 2024 administration of ILEARN.

The 43.21% of students who did not pass ILEARN in both 2023 and 2024 as well as those 29.63% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

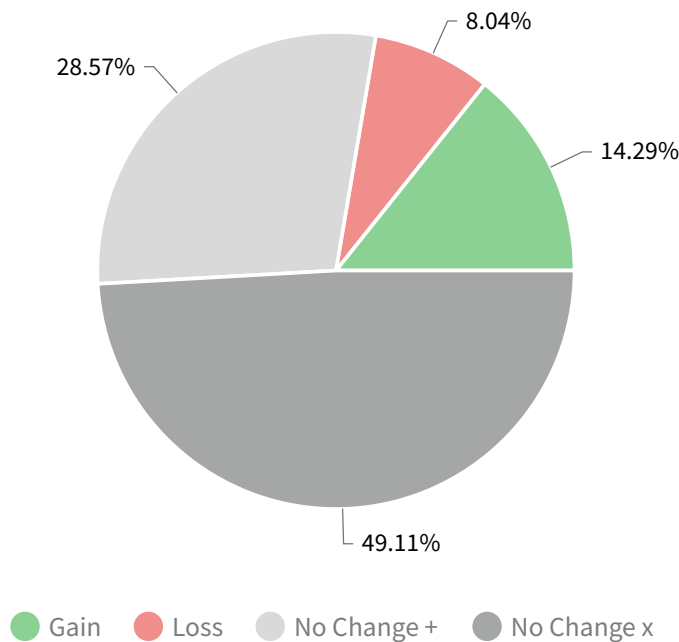
Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

Net Proficiency
Over the Selected
Period

2024 ELA Net Proficiency

Veterans Elementary School at Mundell, Grade 4



ILEARN Net Proficiency:

6.25%

Of the 112 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 14.29% demonstrated positive movement from not passing in 2023 to passing in 2024; while 8.04% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of 6.25% from 2023 to 2024 administration of ILEARN.

The 49.11% of students who did not pass ILEARN in both 2023 and 2024 as well as those 28.57% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

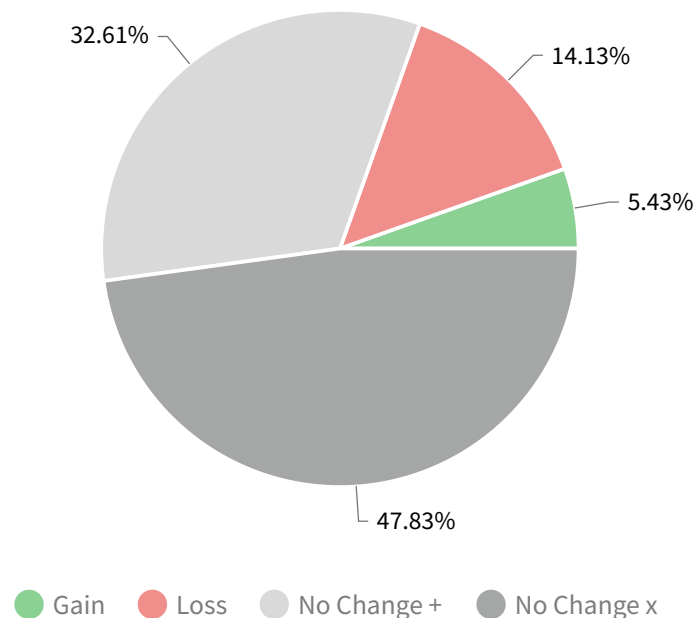
Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 ELA Net Proficiency

Joan Martin Elementary School, Grade 5



ILEARN Net Proficiency:

-8.70%

Of the 92 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 5.43% demonstrated positive movement from not passing in 2023 to passing in 2024; while 14.13% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of -8.70% from 2023 to 2024 administration of ILEARN.

The 47.83% of students who did not pass ILEARN in both 2023 and 2024 as well as those 32.61% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

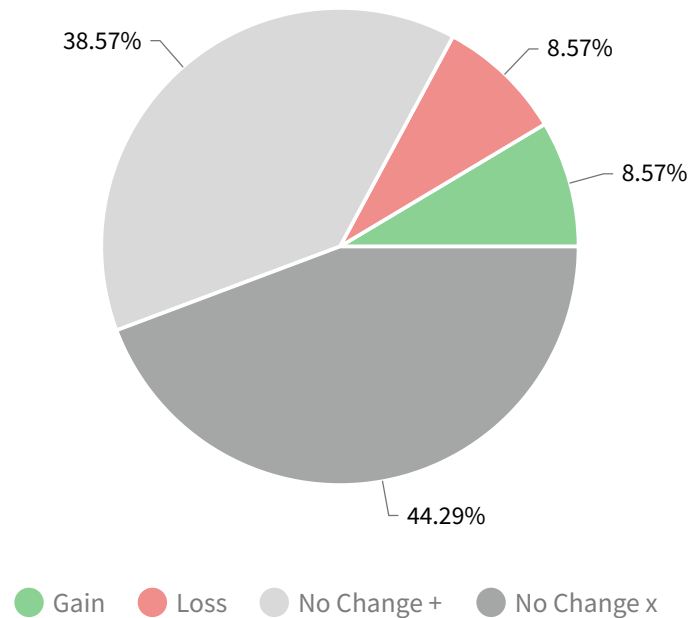
The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 ELA Net Proficiency Liberty Elementary School, Grade 5



ILEARN Net Proficiency:
0.00%

Of the 70 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 8.57% demonstrated positive movement from not passing in 2023 to passing in 2024; while 8.57% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of 0.00% from 2023 to 2024 administration of ILEARN.

The 44.29% of students who did not pass ILEARN in both 2023 and 2024 as well as those 38.57% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment,
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

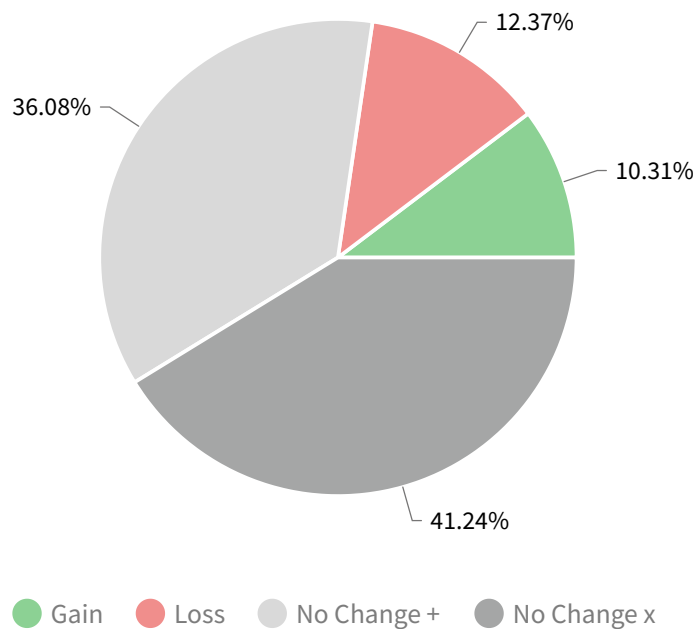
Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 ELA Net Proficiency

Veterans Elementary School at Mundell, Grade 5



ILEARN Net Proficiency:

-2.06%

Of the 97 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 10.31% demonstrated positive movement from not passing in 2023 to passing in 2024; while 12.37% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of -2.06% from 2023 to 2024 administration of ILEARN.

The 41.24% of students who did not pass ILEARN in both 2023 and 2024 as well as those 36.08% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

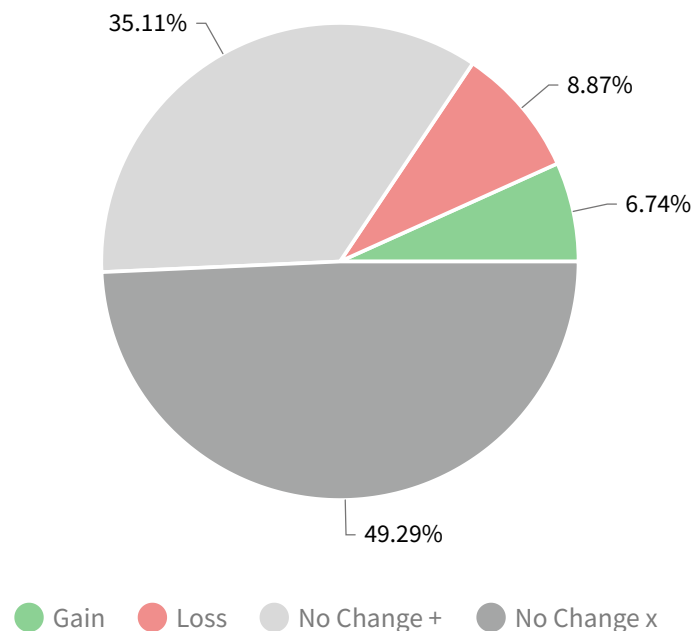
The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 ELA Net Proficiency Hobart Middle School, Grade 6



ILEARN Net Proficiency:

-2.13%

Of the 282 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 6.74% demonstrated positive movement from not passing in 2023 to passing in 2024; while 8.87% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of -2.13% from 2023 to 2024 administration of ILEARN.

The 49.29% of students who did not pass ILEARN in both 2023 and 2024 as well as those 35.11% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

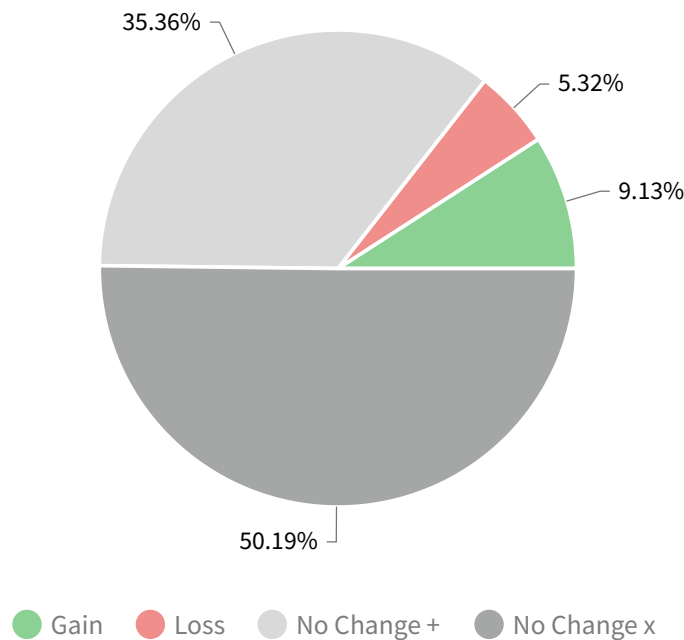
The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 ELA Net Proficiency Hobart Middle School, Grade 7



ILEARN Net Proficiency: 3.80%

Of the 263 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 9.13% demonstrated positive movement from not passing in 2023 to passing in 2024; while 5.32% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of 3.80% from 2023 to 2024 administration of ILEARN.

The 50.19% of students who did not pass ILEARN in both 2023 and 2024 as well as those 35.36% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

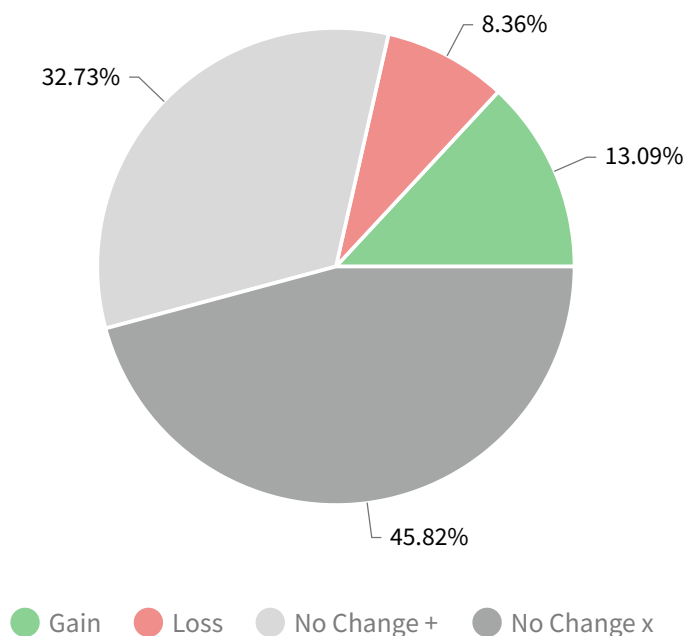
The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 ELA Net Proficiency Hobart Middle School, Grade 8



ILEARN Net Proficiency: 4.73%

Of the 275 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 13.09% demonstrated positive movement from not passing in 2023 to passing in 2024; while 8.36% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of 4.73% from 2023 to 2024 administration of ILEARN.

The 45.82% of students who did not pass ILEARN in both 2023 and 2024 as well as those 32.73% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

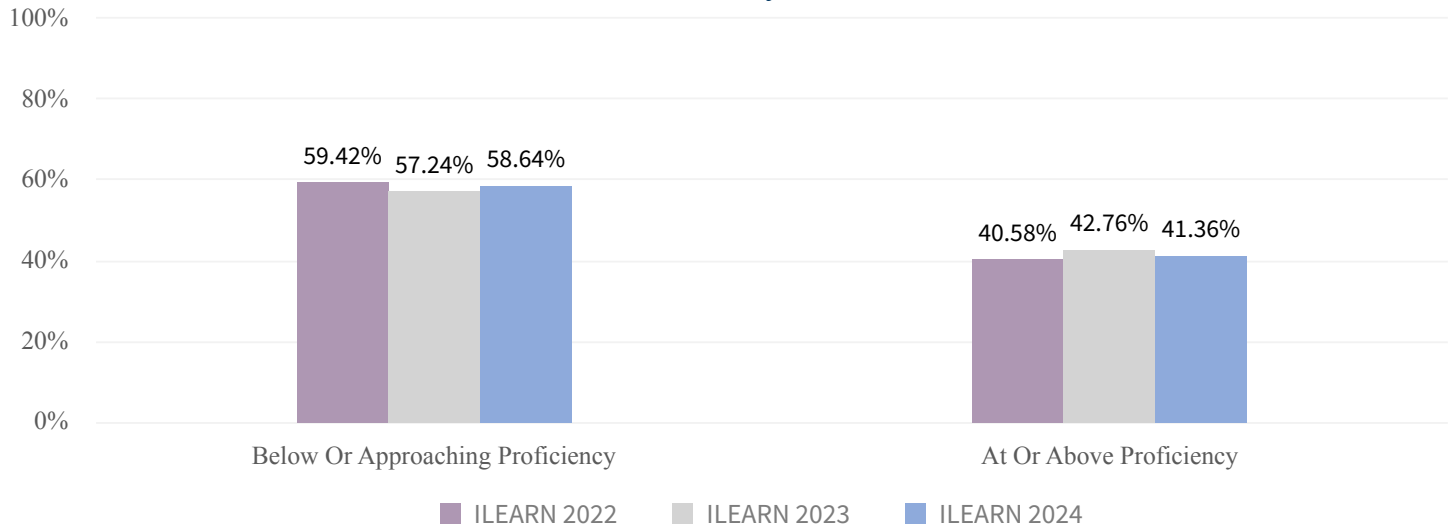
ILEARN Proficient/Not Proficient

These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 MATH Proficient Vs Not Proficient School City of Hobart



Of the 1741 students who took ILEARN in 2024, 41.36% scored at or above proficiency while 58.64% scored below or approaching proficiency. This compares to 1796 students who took ILEARN in 2023 where 42.76% scored at or above proficiency and 57.24% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -1.41% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

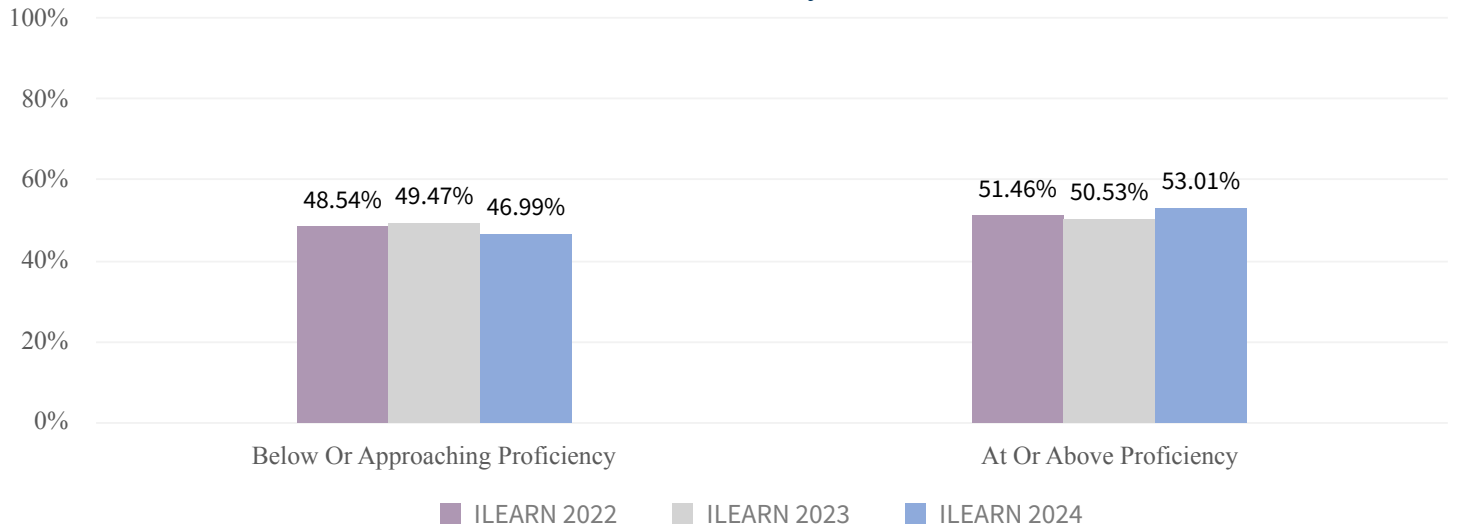
These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 MATH Proficient Vs Not Proficient

Joan Martin Elementary School, Grade 3



Of the 83 students who took ILEARN in 2024, 53.01% scored at or above proficiency while 46.99% scored below or approaching proficiency. This compares to 95 students who took ILEARN in 2023 where 50.53% scored at or above proficiency and 49.47% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of 2.49% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

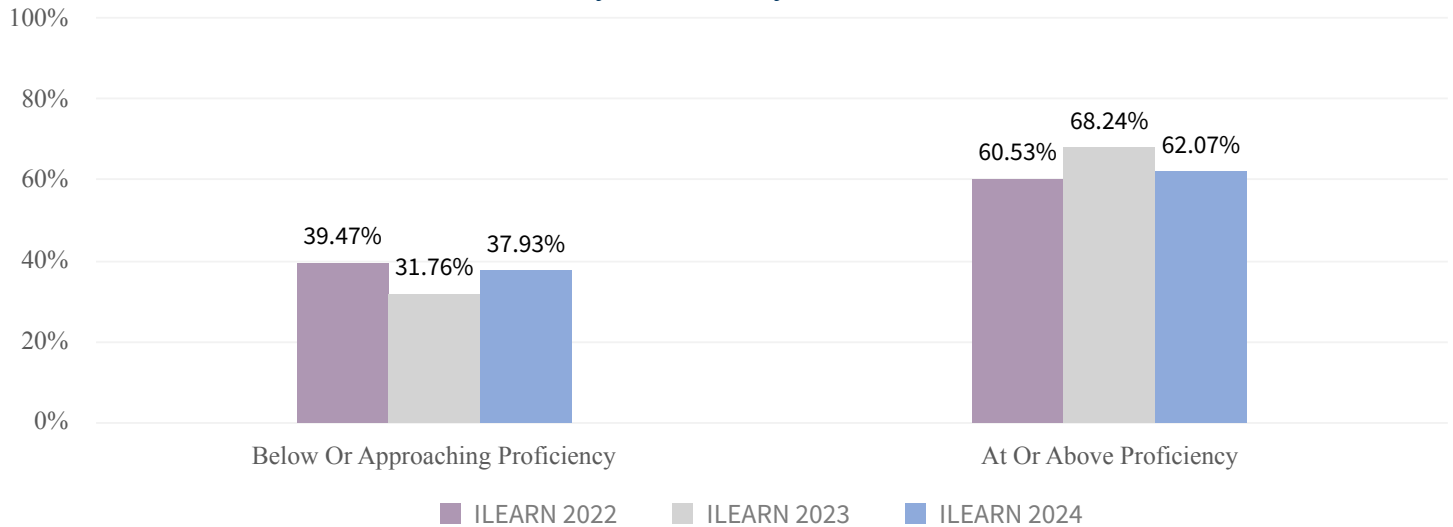
These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 MATH Proficient Vs Not Proficient

Liberty Elementary School, Grade 3



Of the 87 students who took ILEARN in 2024, 62.07% scored at or above proficiency while 37.93% scored below or approaching proficiency. This compares to 85 students who took ILEARN in 2023 where 68.24% scored at or above proficiency and 31.76% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -6.17% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

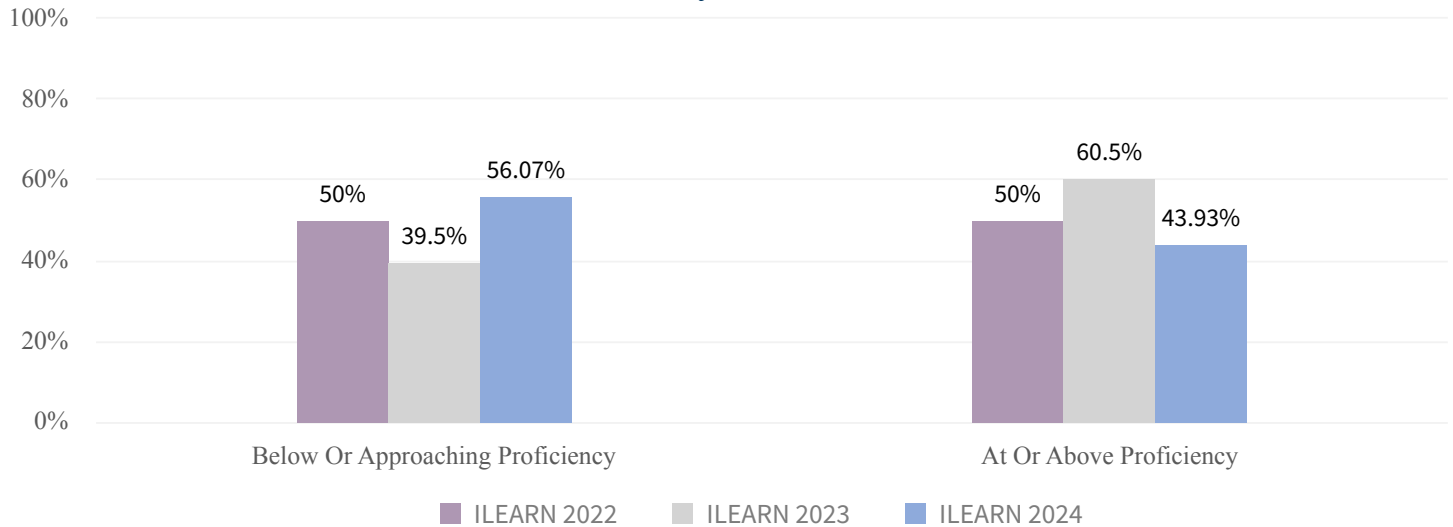
ILEARN Proficient/Not Proficient

These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 MATH Proficient Vs Not Proficient Veterans Elementary School at Mundell, Grade 3



Of the 107 students who took ILEARN in 2024, 43.93% scored at or above proficiency while 56.07% scored below or approaching proficiency. This compares to 119 students who took ILEARN in 2023 where 60.50% scored at or above proficiency and 39.50% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -16.58% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

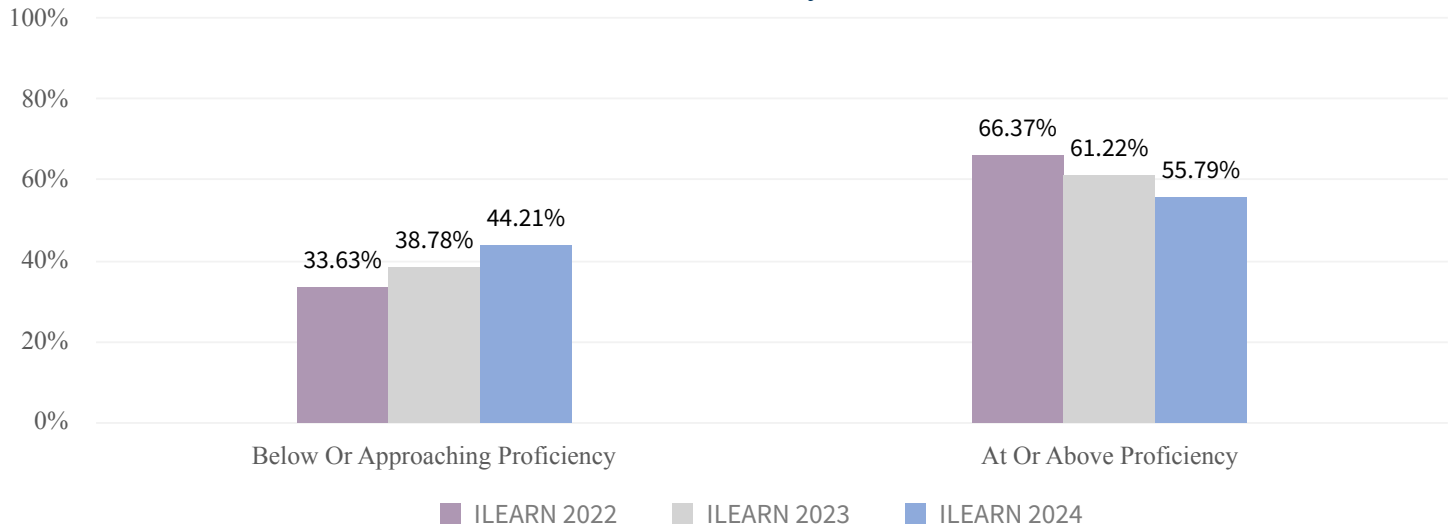
These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 MATH Proficient Vs Not Proficient

Joan Martin Elementary School, Grade 4



Of the 95 students who took ILEARN in 2024, 55.79% scored at or above proficiency while 44.21% scored below or approaching proficiency. This compares to 98 students who took ILEARN in 2023 where 61.22% scored at or above proficiency and 38.78% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -5.44% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

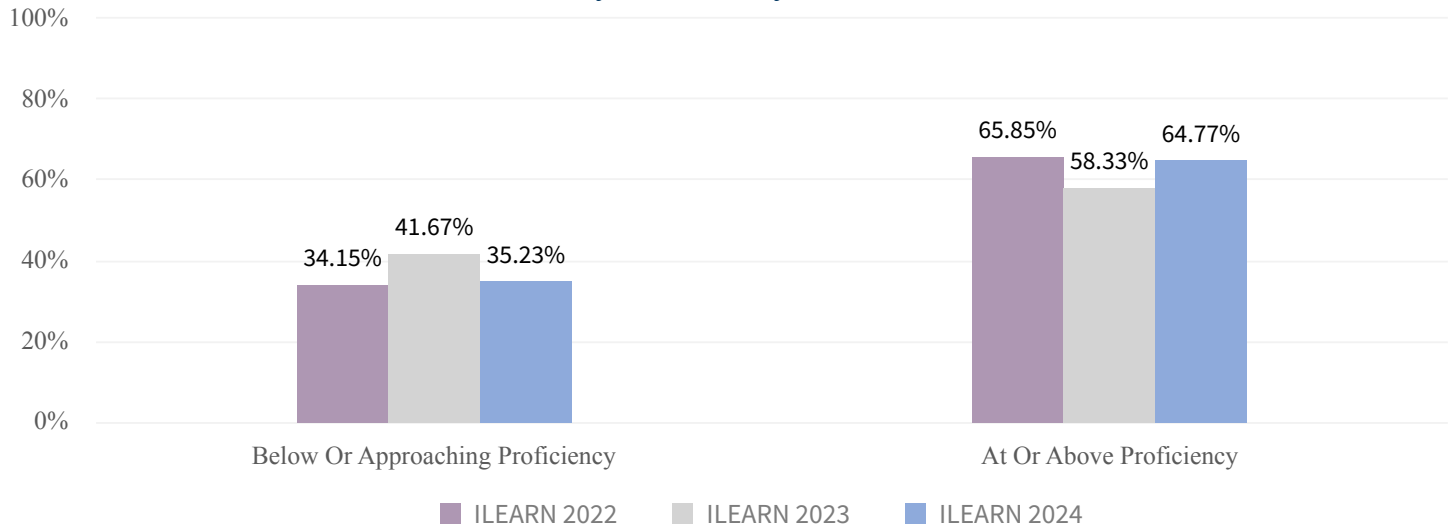
These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 MATH Proficient Vs Not Proficient

Liberty Elementary School, Grade 4



Of the 88 students who took ILEARN in 2024, 64.77% scored at or above proficiency while 35.23% scored below or approaching proficiency. This compares to 72 students who took ILEARN in 2023 where 58.33% scored at or above proficiency and 41.67% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of 6.44% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

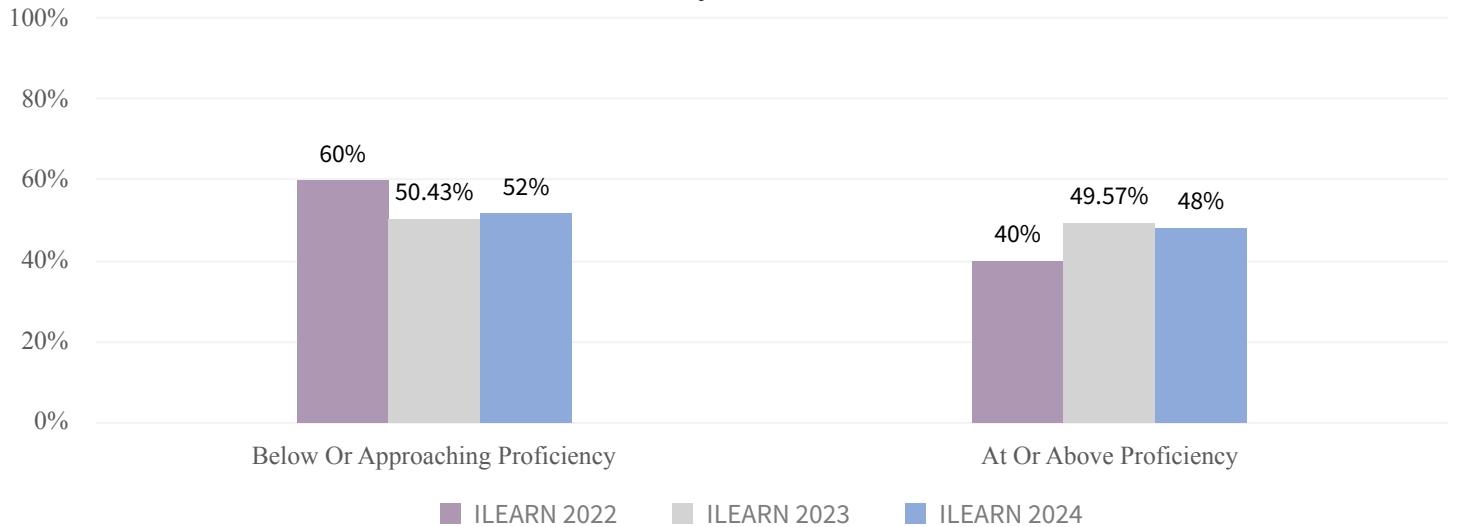
ILEARN Proficient/Not Proficient

These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 MATH Proficient Vs Not Proficient Veterans Elementary School at Mundell, Grade 4



Of the 125 students who took ILEARN in 2024, 48.00% scored at or above proficiency while 52.00% scored below or approaching proficiency. This compares to 115 students who took ILEARN in 2023 where 49.57% scored at or above proficiency and 50.43% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -1.57% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

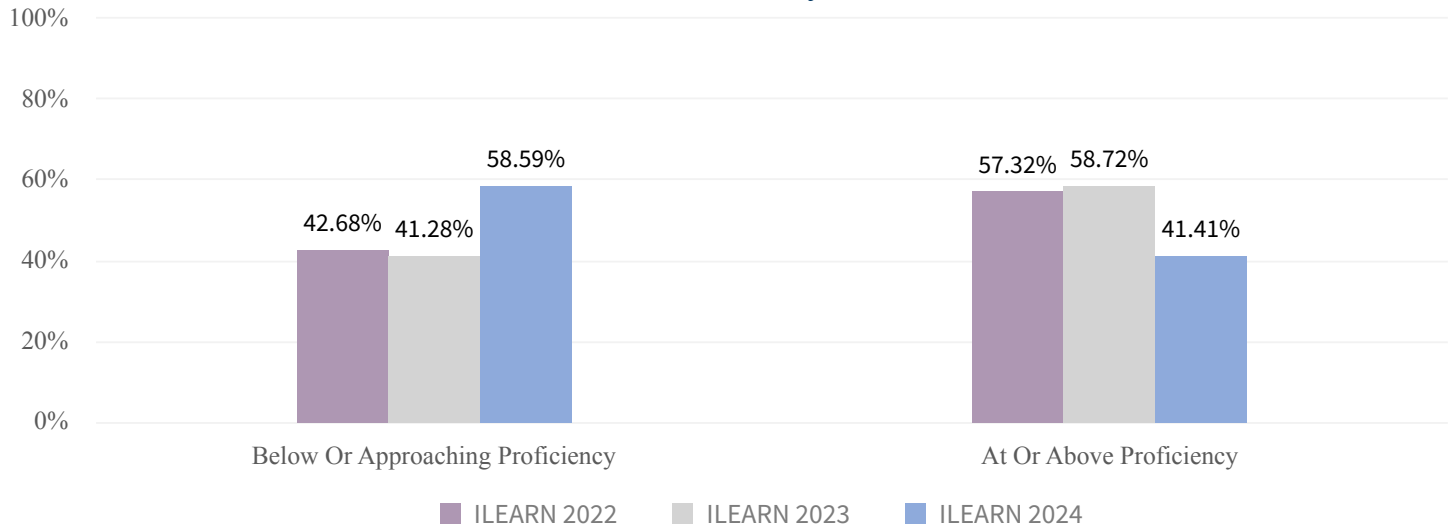
These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 MATH Proficient Vs Not Proficient

Joan Martin Elementary School, Grade 5



Of the 99 students who took ILEARN in 2024, 41.41% scored at or above proficiency while 58.59% scored below or approaching proficiency. This compares to 109 students who took ILEARN in 2023 where 58.72% scored at or above proficiency and 41.28% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -17.30% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

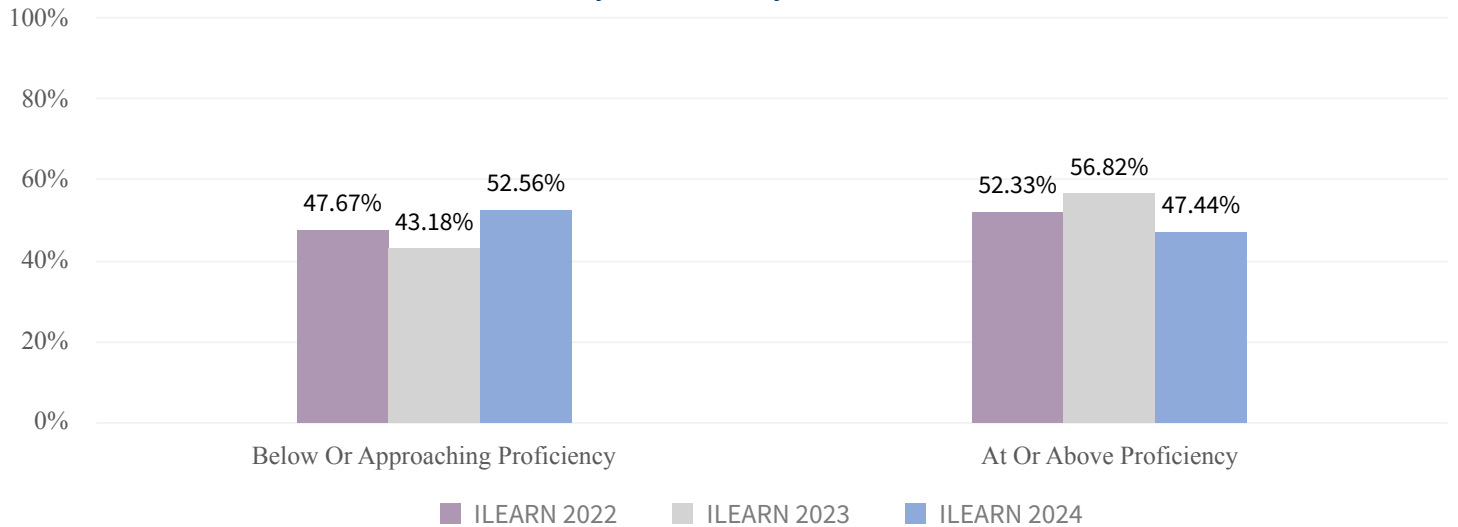
These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 MATH Proficient Vs Not Proficient

Liberty Elementary School, Grade 5



Of the 78 students who took ILEARN in 2024, 47.44% scored at or above proficiency while 52.56% scored below or approaching proficiency. This compares to 88 students who took ILEARN in 2023 where 56.82% scored at or above proficiency and 43.18% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -9.38% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

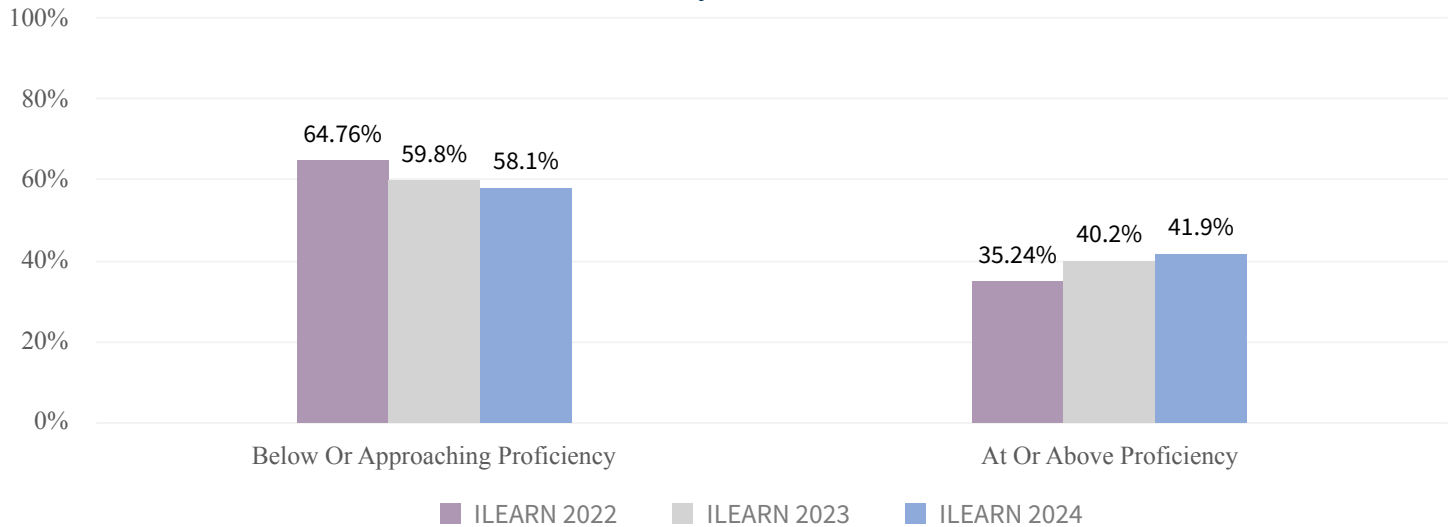
ILEARN Proficient/Not Proficient

These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 MATH Proficient Vs Not Proficient Veterans Elementary School at Mundell, Grade 5



Of the 105 students who took ILEARN in 2024, 41.90% scored at or above proficiency while 58.10% scored below or approaching proficiency. This compares to 102 students who took ILEARN in 2023 where 40.20% scored at or above proficiency and 59.80% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of 1.71% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

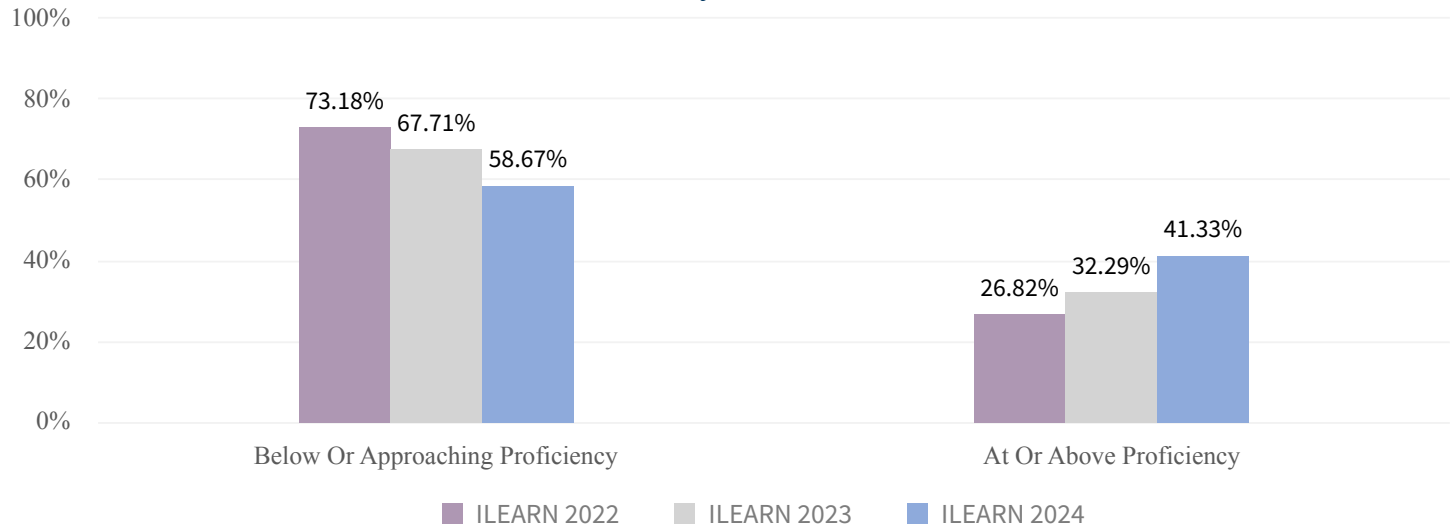
These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 MATH Proficient Vs Not Proficient

School City of Hobart, Grade 6



Of the 300 students who took ILEARN in 2024, 41.33% scored at or above proficiency while 58.67% scored below or approaching proficiency. This compares to 288 students who took ILEARN in 2023 where 32.29% scored at or above proficiency and 67.71% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of 9.04% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

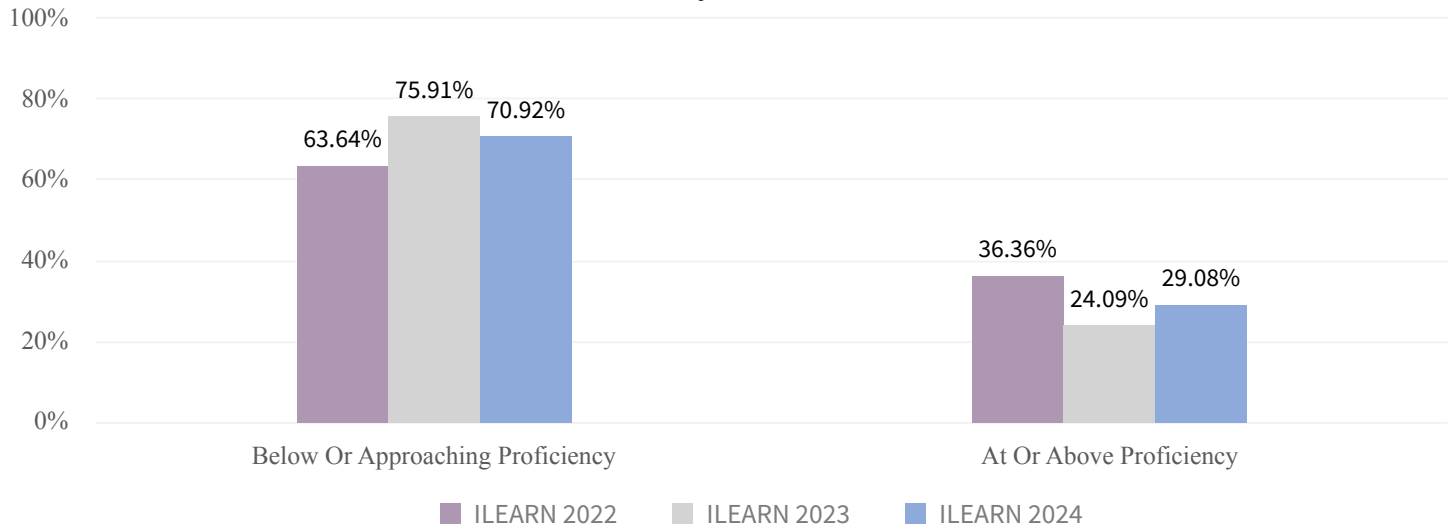
These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 MATH Proficient Vs Not Proficient

School City of Hobart, Grade 7



Of the 282 students who took ILEARN in 2024, 29.08% scored at or above proficiency while 70.92% scored below or approaching proficiency. This compares to 303 students who took ILEARN in 2023 where 24.09% scored at or above proficiency and 75.91% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of 4.99% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Proficient/Not Proficient

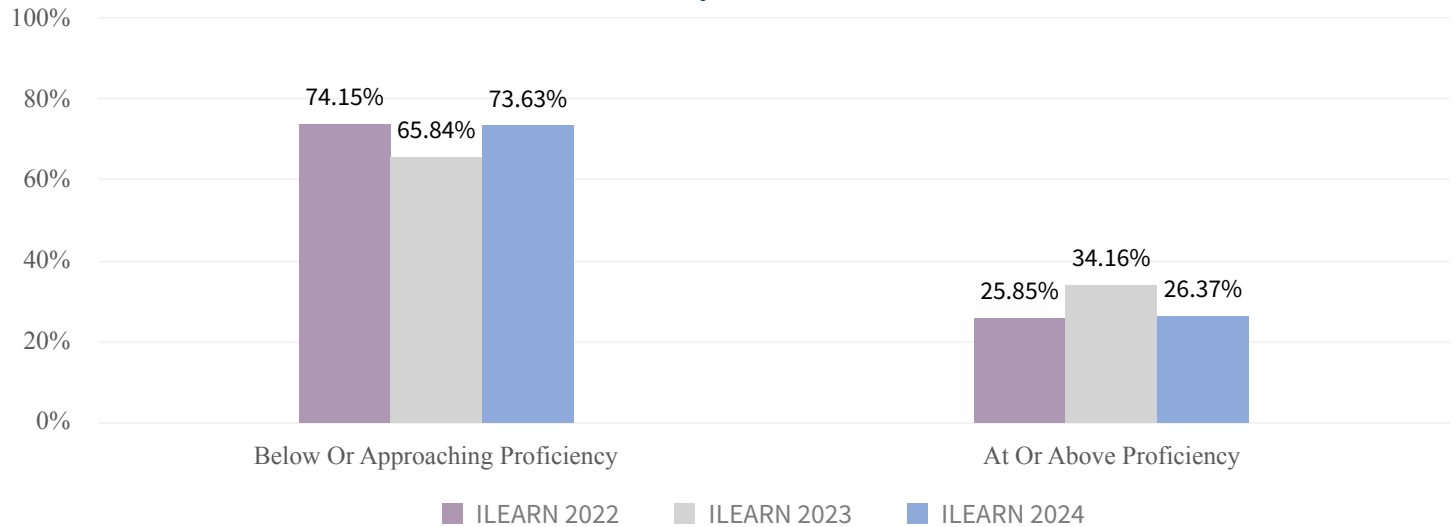
These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the current year's assessment compared to the prior year's assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the current year and prior year assessments.

Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both years.

2024 MATH Proficient Vs Not Proficient

School City of Hobart, Grade 8



Of the 292 students who took ILEARN in 2024, 26.37% scored at or above proficiency while 73.63% scored below or approaching proficiency. This compares to 322 students who took ILEARN in 2023 where 34.16% scored at or above proficiency and 65.84% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of -7.79% of students scoring at or above proficiency from the 2023 ILEARN assessment to the 2024 ILEARN assessment.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

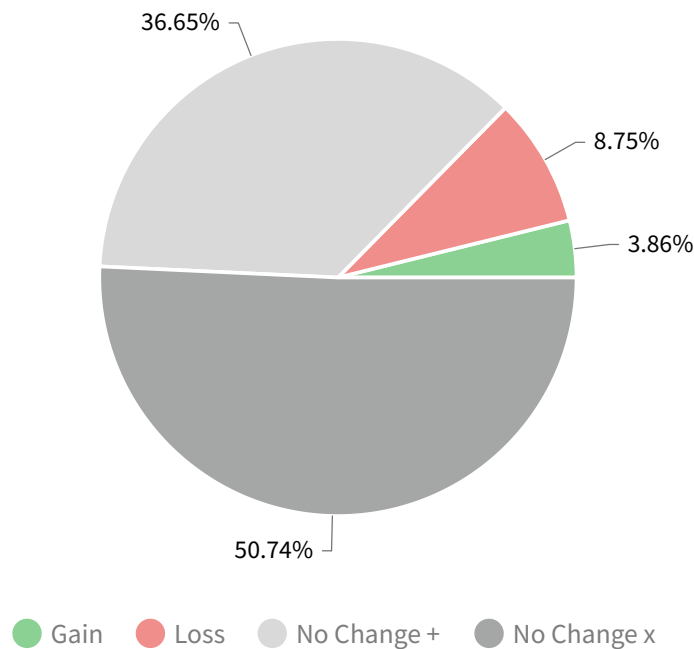
The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 MATH Net Proficiency School City of Hobart



ILEARN Net Proficiency:

-4.90%

Of the 1348 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 3.86% demonstrated positive movement from not passing in 2023 to passing in 2024; while 8.75% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of -4.90% from 2023 to 2024 administration of ILEARN.

The 50.74% of students who did not pass ILEARN in both 2023 and 2024 as well as those 36.65% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

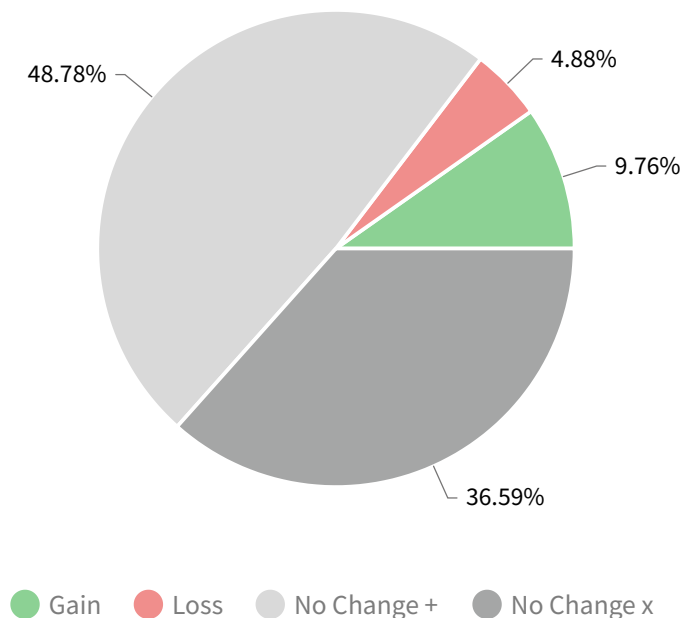
The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 MATH Net Proficiency Joan Martin Elementary School, Grade 4



ILEARN Net Proficiency: 4.88%

Of the 82 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 9.76% demonstrated positive movement from not passing in 2023 to passing in 2024; while 4.88% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of 4.88% from 2023 to 2024 administration of ILEARN.

The 36.59% of students who did not pass ILEARN in both 2023 and 2024 as well as those 48.78% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

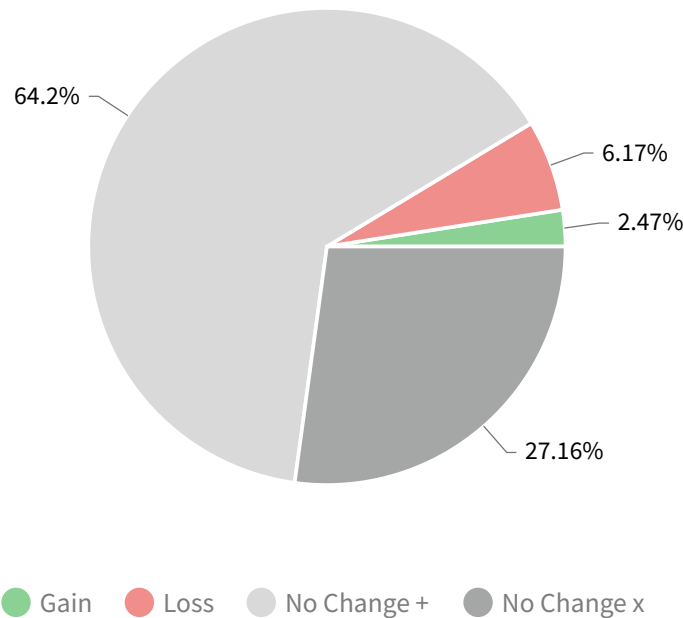
The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 MATH Net Proficiency Liberty Elementary School, Grade 4



ILEARN Net Proficiency:

-3.70%

Of the 81 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 2.47% demonstrated positive movement from not passing in 2023 to passing in 2024; while 6.17% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of -3.70% from 2023 to 2024 administration of ILEARN.

The 27.16% of students who did not pass ILEARN in both 2023 and 2024 as well as those 64.20% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

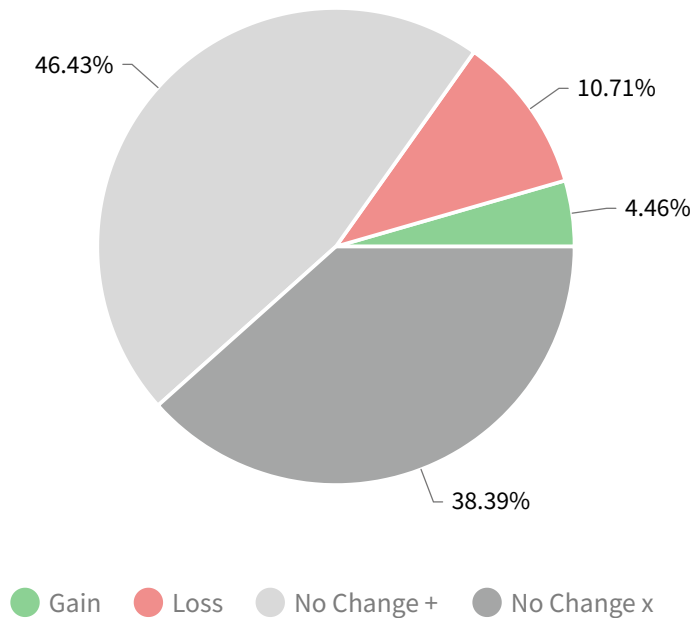
Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 MATH Net Proficiency

Veterans Elementary School at Mundell, Grade 4



ILEARN Net Proficiency:

-6.25%

Of the 112 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 4.46% demonstrated positive movement from not passing in 2023 to passing in 2024; while 10.71% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of -6.25% from 2023 to 2024 administration of ILEARN.

The 38.39% of students who did not pass ILEARN in both 2023 and 2024 as well as those 46.43% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

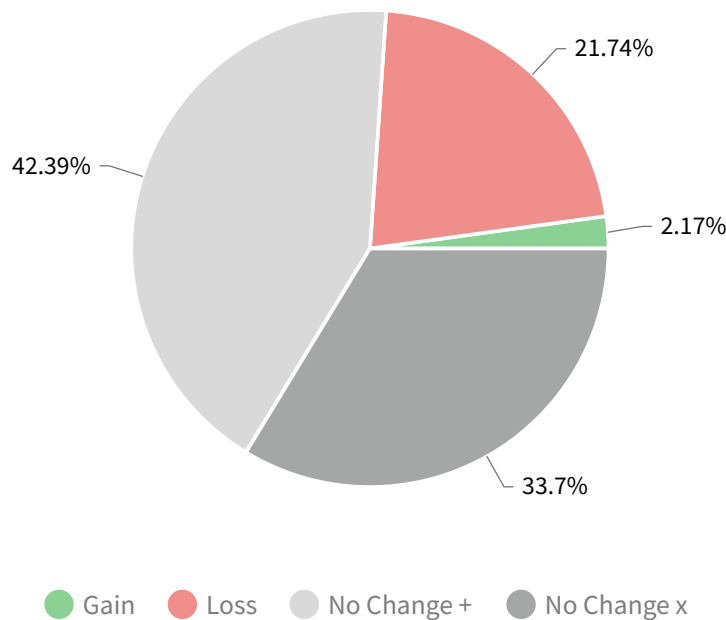
The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 MATH Net Proficiency Joan Martin Elementary School, Grade 5



ILEARN Net Proficiency:

-19.57%

Of the 92 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 2.17% demonstrated positive movement from not passing in 2023 to passing in 2024; while 21.74% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of -19.57% from 2023 to 2024 administration of ILEARN.

The 33.70% of students who did not pass ILEARN in both 2023 and 2024 as well as those 42.39% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment,
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

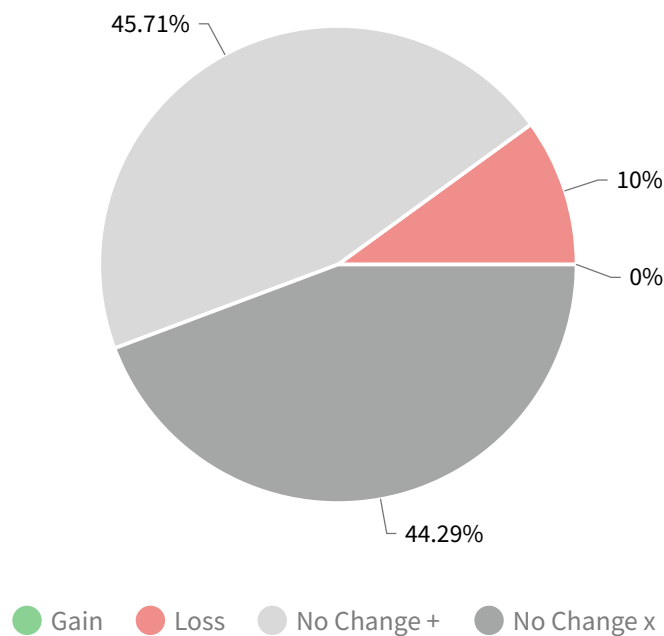
The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 MATH Net Proficiency Liberty Elementary School, Grade 5



ILEARN Net Proficiency:

-10.00%

Of the 70 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 0.00% demonstrated positive movement from not passing in 2023 to passing in 2024; while 10.00% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of -10.00% from 2023 to 2024 administration of ILEARN.

The 44.29% of students who did not pass ILEARN in both 2023 and 2024 as well as those 45.71% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment,
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

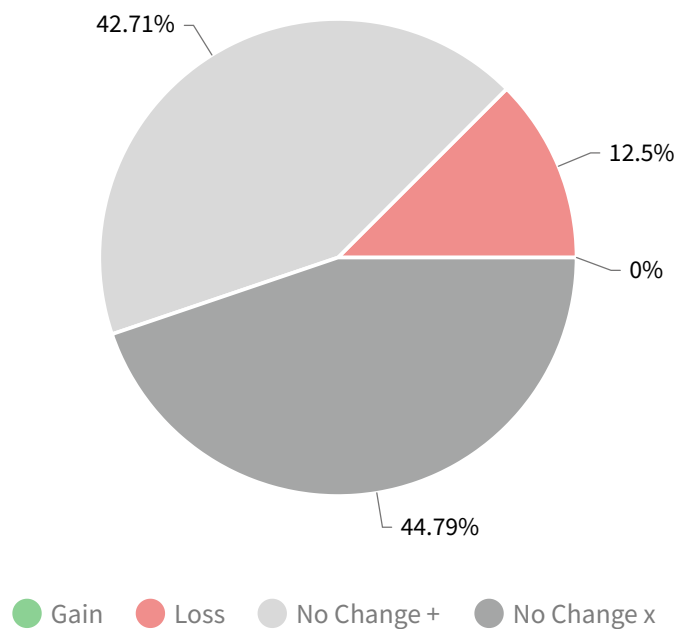
Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 MATH Net Proficiency

Veterans Elementary School at Mundell, Grade 5



ILEARN Net Proficiency:

-12.50%

Of the 96 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 0.00% demonstrated positive movement from not passing in 2023 to passing in 2024; while 12.50% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of -12.50% from 2023 to 2024 administration of ILEARN.

The 44.79% of students who did not pass ILEARN in both 2023 and 2024 as well as those 42.71% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

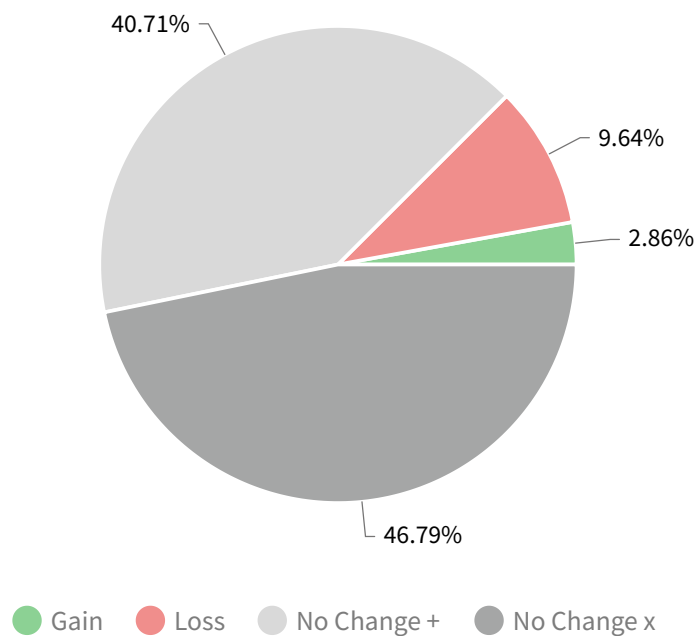
The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 MATH Net Proficiency Hobart Middle School, Grade 6



ILEARN Net Proficiency:

-6.79%

Of the 280 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 2.86% demonstrated positive movement from not passing in 2023 to passing in 2024; while 9.64% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of -6.79% from 2023 to 2024 administration of ILEARN.

The 46.79% of students who did not pass ILEARN in both 2023 and 2024 as well as those 40.71% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment.
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

Prior failing /
Current passing

Formula Calculation

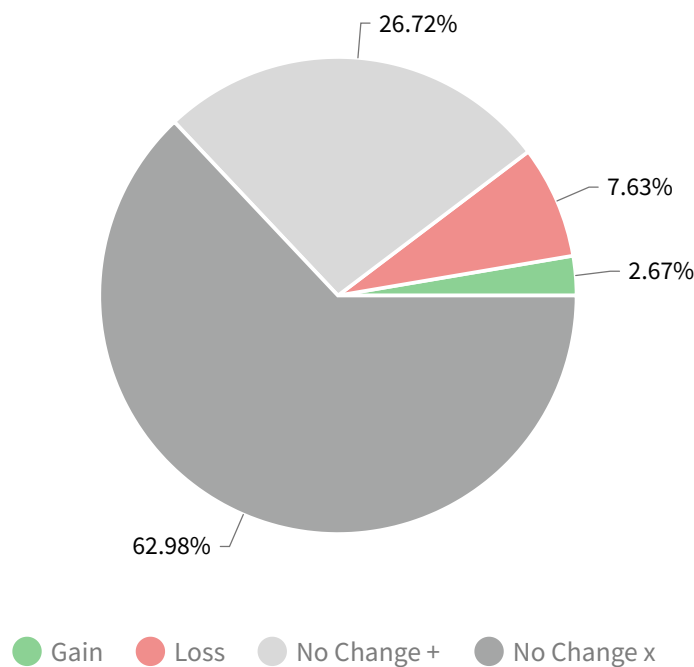
The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

Student movement from
not proficient (prior year)
to proficient (current year)
[Green]

Student movement from
proficient (prior year) to
not proficient (current year)
[Red]

= Net Proficiency
Over the Selected
Period

2024 MATH Net Proficiency Hobart Middle School, Grade 7



ILEARN Net Proficiency:

-4.96%

Of the 262 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 2.67% demonstrated positive movement from not passing in 2023 to passing in 2024; while 7.63% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of -4.96% from 2023 to 2024 administration of ILEARN.

The 62.98% of students who did not pass ILEARN in both 2023 and 2024 as well as those 26.72% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment,
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in prior year and below proficient in current year.

No change with a '✓' indicates that a student was proficient in prior year and proficient in current year.

Note: Outcomes include students that were present for ILEARN assessments in both years.

Four Categories

Prior passing /
Current failing

Prior passing /
Current passing

Prior failing /
Current failing

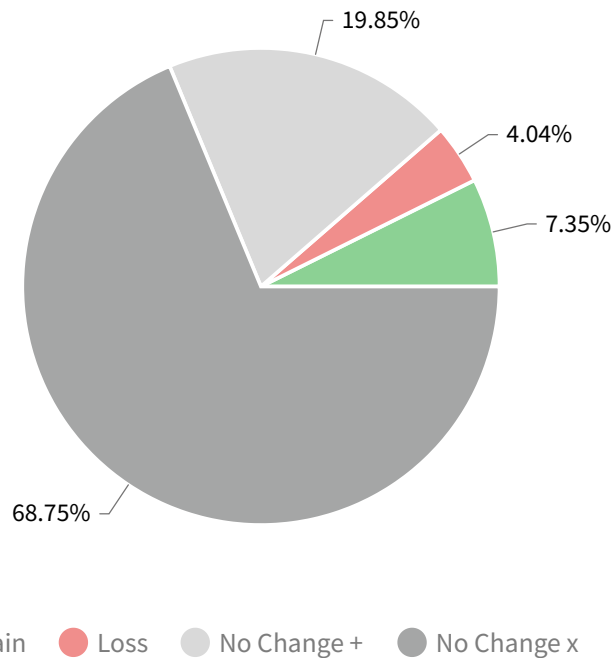
Prior failing /
Current passing

Formula Calculation

The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN over the selected period.

$$\begin{array}{l} \text{Student movement from} \\ \text{not proficient (prior year)} \\ \text{to proficient (current year)} \\ \text{[Green]} \end{array} - \begin{array}{l} \text{Student movement from} \\ \text{proficient (prior year) to} \\ \text{not proficient (current year)} \\ \text{[Red]} \end{array} = \begin{array}{l} \text{Net Proficiency} \\ \text{Over the Selected} \\ \text{Period} \end{array}$$

2024 MATH Net Proficiency Hobart Middle School, Grade 8



ILEARN Net Proficiency:

3.31%

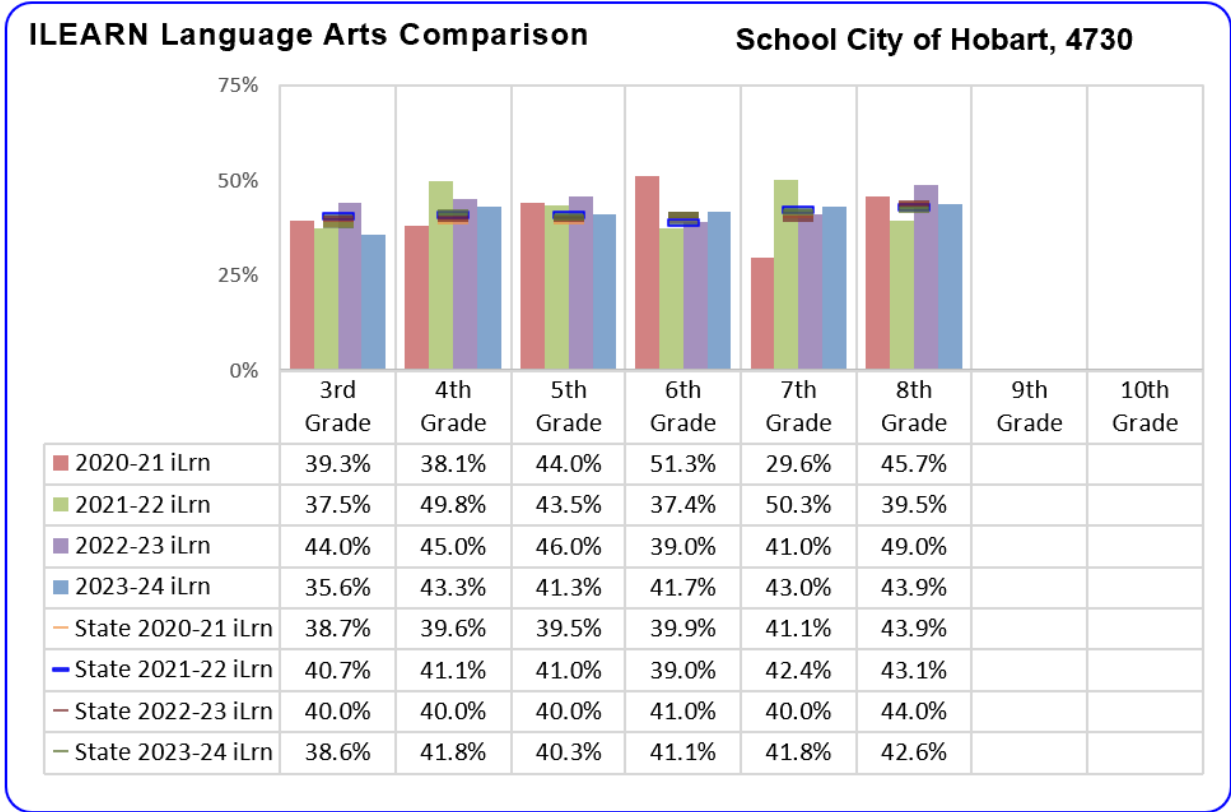
Of the 272 students who took both the ILEARN 2023 and ILEARN 2024 assessment, 7.35% demonstrated positive movement from not passing in 2023 to passing in 2024; while 4.04% demonstrated negative movement from passing in 2023 to not passing in 2024. This showed a net (decrease/increase) of 3.31% from 2023 to 2024 administration of ILEARN.

The 68.75% of students who did not pass ILEARN in both 2023 and 2024 as well as those 19.85% of students who passed ILEARN in both 2023 and 2024 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

School City of Hobart 2024 ILEARN & IREAD Results

ILEARN District Level Results

2024 ILEARN Language Arts Results:

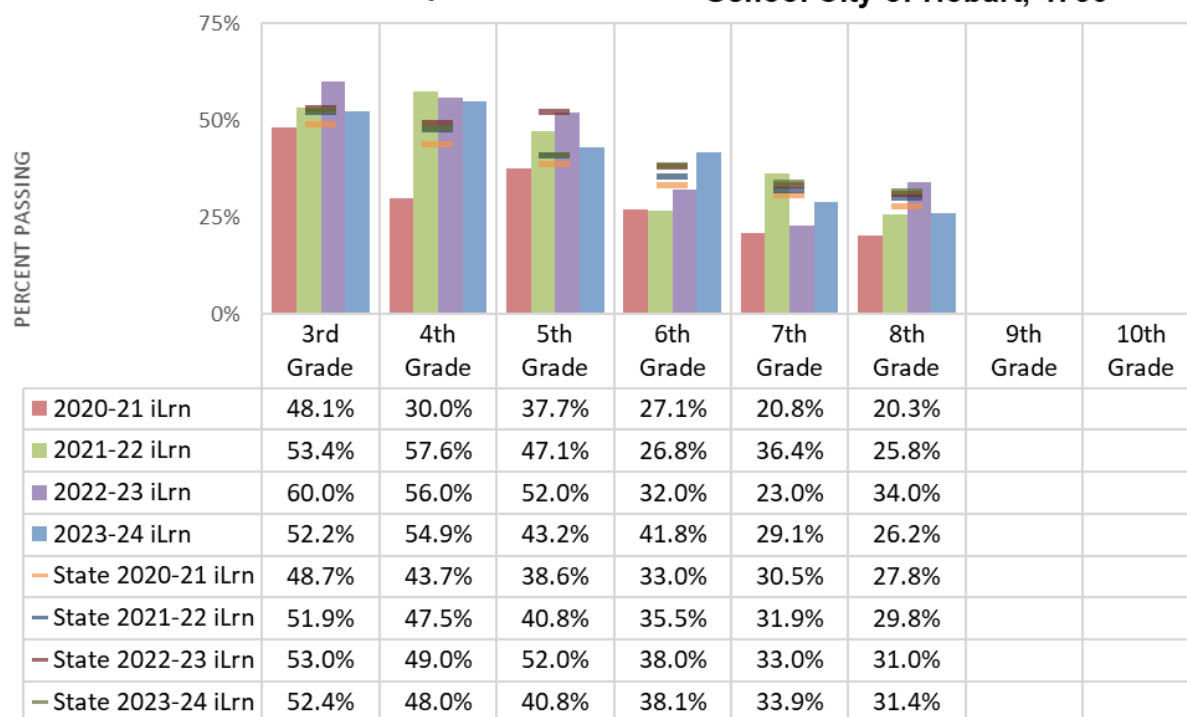


The yellow, blue and maroon horizontal bars indicate the state percentile from the 2020-2021 school year through the 2023-2024 school year. As a district, student performance on the ILEARN Language Arts test has met and/or exceeded the state average in Language Arts through the years. In 2023-2024, student performance exceeded the state average in grades 4, 5, 6, 7 and 8. As a district, performance was slightly below the state average in grade 3.

School City of Hobart 2024 ILEARN & IREAD Results

ILEARN Mathematics Comparison

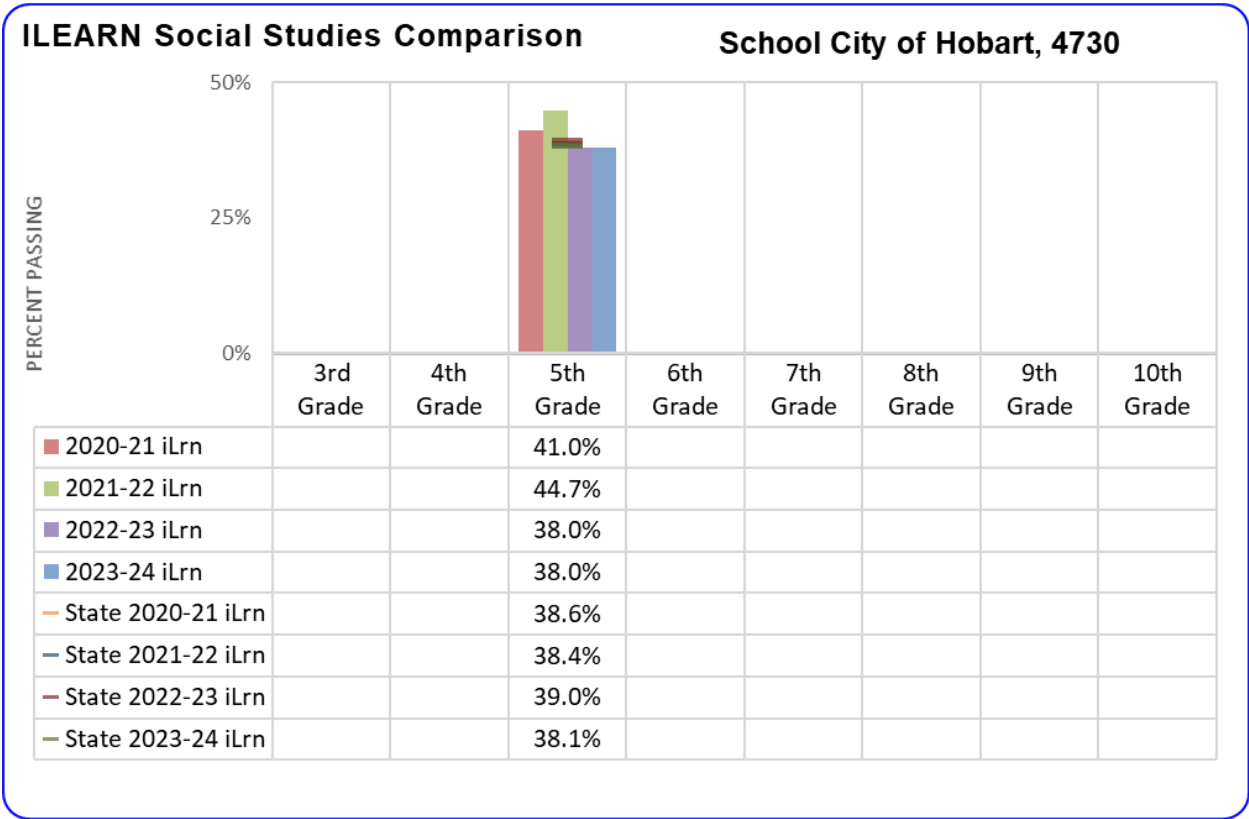
School City of Hobart, 4730



2024 ILEARN Math Results:

The yellow, blue and maroon horizontal bars indicate the state percentile from the 2020-2021 school year through the 2023-2024 school year. As a state, the grade level averages have fluctuated each year. In 2023-2024, the district student performance on the ILEARN Math test exceeded or met state averages in grades 4, 5, and 6. The ILEARN Math scores are increasing while getting closer to meeting the state average in grades 3, 7 and 8.

School City of Hobart 2024 ILEARN & IREAD Results

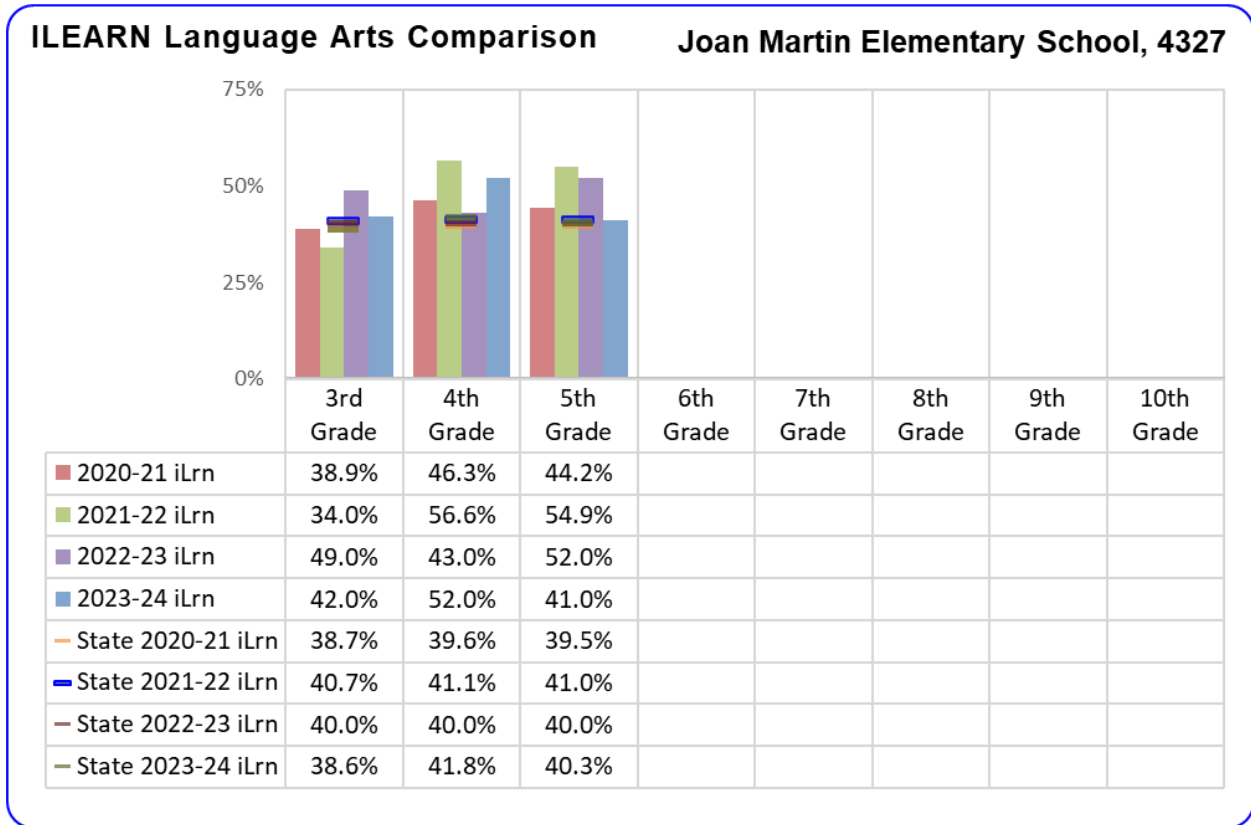


2024 ILEARN Social Studies Results:

The yellow, blue and maroon horizontal bars indicate the state percentile from the 2020-2021 school year through the 2023-2024 school year. In 2023-2024, the district’s student performance on the ILEARN Social Studies test was 0.1% below the state average. The state average was 38.1% and the district average was 38.1%

School City of Hobart 2024 ILEARN & IREAD Results

School Data:
Joan Martin Elementary School



2024 ILEARN Language Arts Results:

Third grade had a passing rate of 42% in 2024. This shows a decrease of 7% from 2023. The district passed at a rate of 35.6% and the State of Indiana passed at a rate of 38.6%. Joan Martin Elementary’s third grade was 3.4% above the state average.

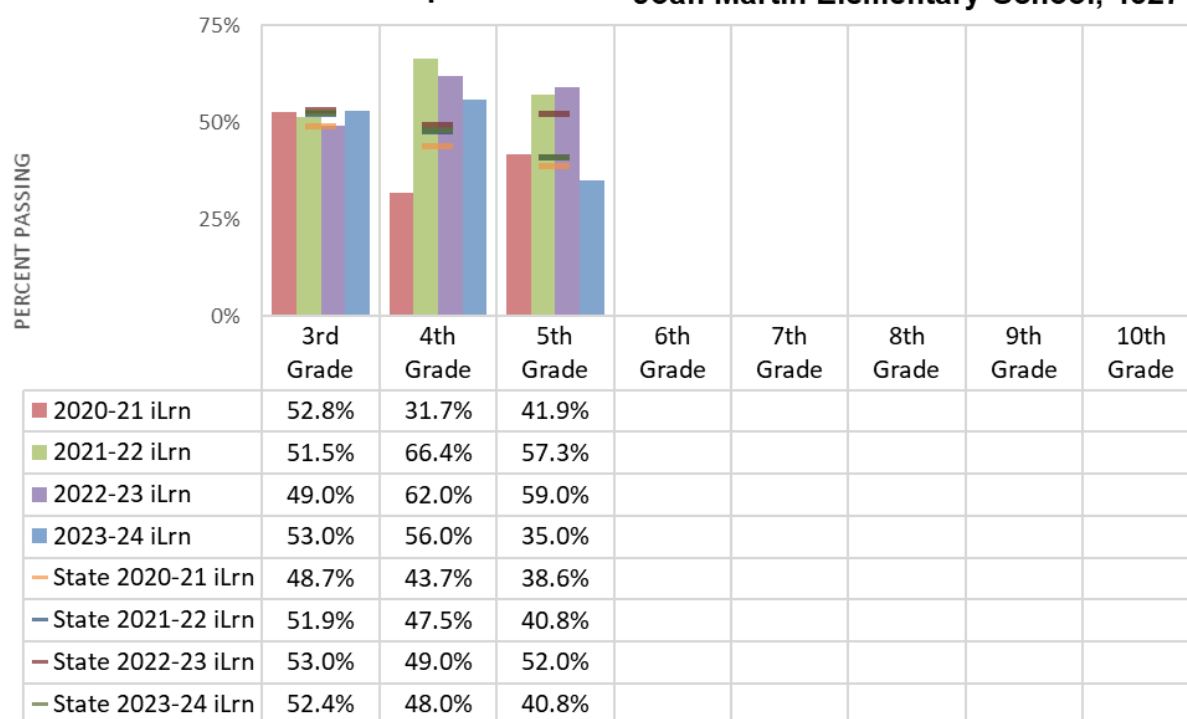
Fourth grade had a passing rate of 52% in 2024. In 2023, this cohort scored 49% and as fourth graders the cohort scored 52%. This shows a growth of 3%. The district passed at a rate of 43.3% and the State of Indiana passed at a rate of 41.8%. Joan Martin Elementary’s fourth grade was 10.8% above the state average.

Fifth grade had a passing rate of 41% in 2024. This cohort scored 43% in 2023. The cohort shows a decrease of 2% in one year. The district passed at a rate of 41.3% and the State of Indiana passed at a rate of 40.3%. Joan Martin Elementary’s fifth grade was 0.7% above the state average.

School City of Hobart 2024 ILEARN & IREAD Results

ILEARN Mathematics Comparison

Joan Martin Elementary School, 4327



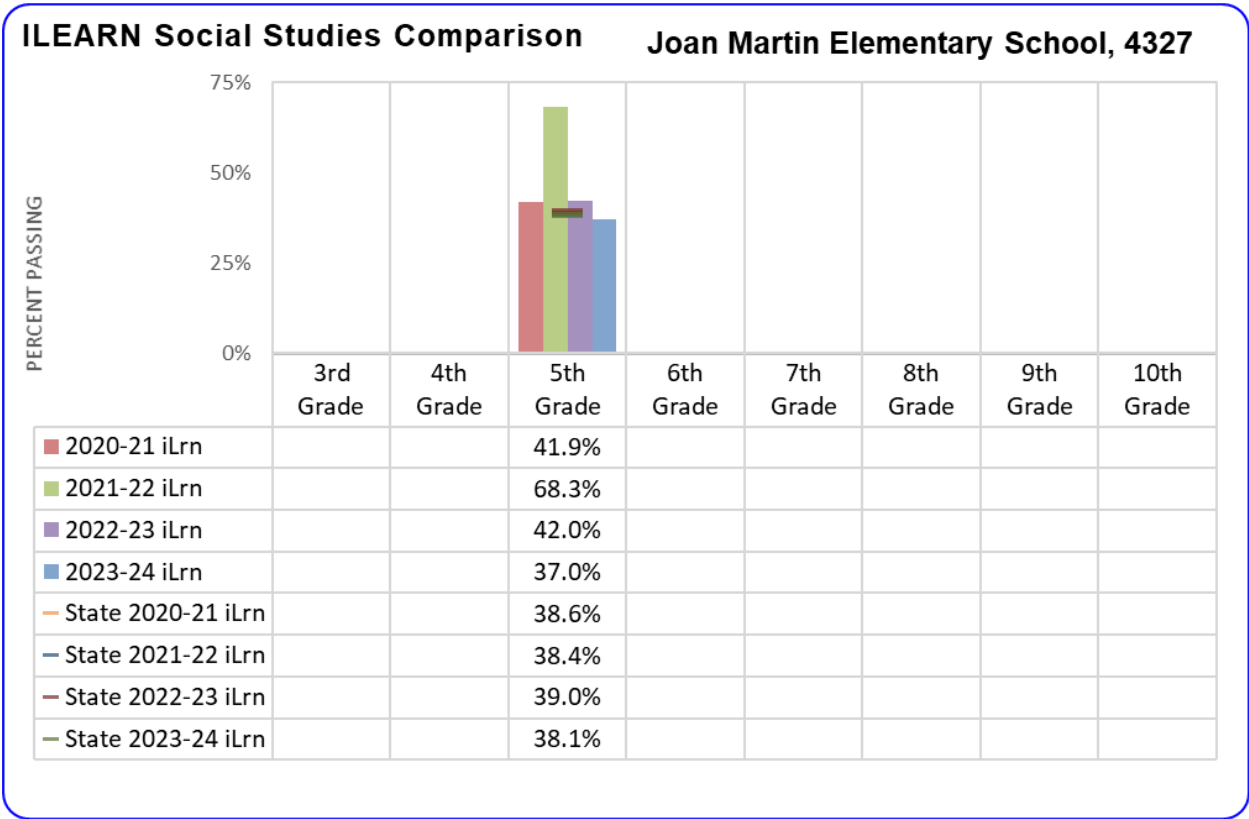
2024 ILEARN Math Results:

Third grade had a passing rate of 53% in 2024. This shows an increase of 4% from 2023. The district passed at a rate of 52.2% and the State of Indiana passed at a rate of 52.4%. Joan Martin Elementary's third grade was 0.6% above the state average.

Fourth grade had a passing rate of 56% in 2024. In 2023, this cohort scored 49% and as fourth graders the cohort scored 56%. This shows a growth of 7%. The district passed at a rate of 54.9% and the State of Indiana passed at a rate of 48%. Joan Martin Elementary's fourth grade was 8% above the state average.

Fifth grade had a passing rate of 35% in 2024. This cohort scored 62% in 2023. The cohort shows a decrease of 27%. The district passed at a rate of 43.2% and the State of Indiana passed at a rate of 40.8%. Joan Martin Elementary's fifth grade was 5.8% below the state average.

School City of Hobart 2024 ILEARN & IREAD Results



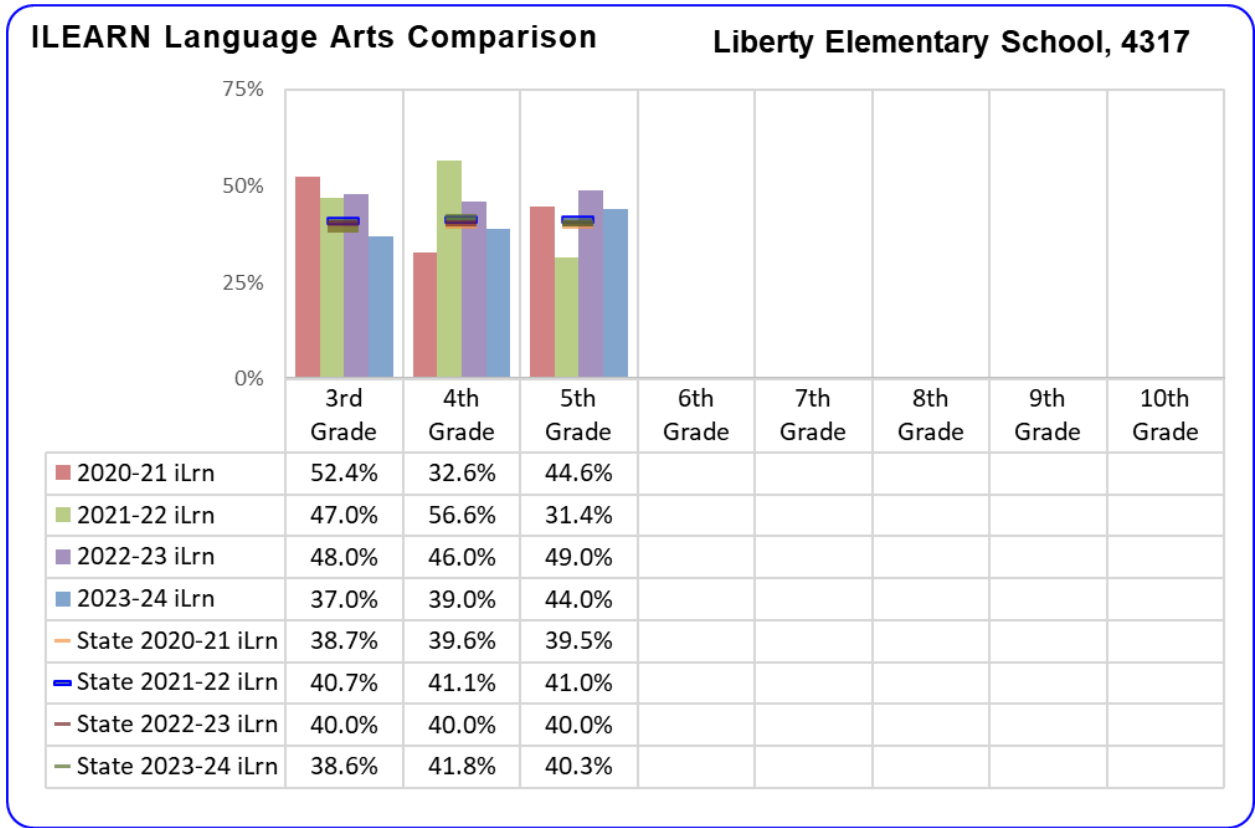
2024 ILEARN Social Studies Results:

Fifth grade had a passing rate of 37% in 2024. This shows a decrease of 5% from 2023. The district passed at a rate of 38% and the State of Indiana passed at a rate of 38.1%. Joan Martin Elementary’s fifth grade was 1.1% below the state average.

School City of Hobart 2024 ILEARN & IREAD Results

School Data:

Liberty Elementary School



2024 ILEARN Language Arts Results:

Third grade had a passing rate of 37% in 2024. This shows a decrease of 11% from 2023. The district passed at a rate of 35.6% and the State of Indiana passed at a rate of 38.6%. Liberty Elementary’s third grade was 1.6% below the state average.

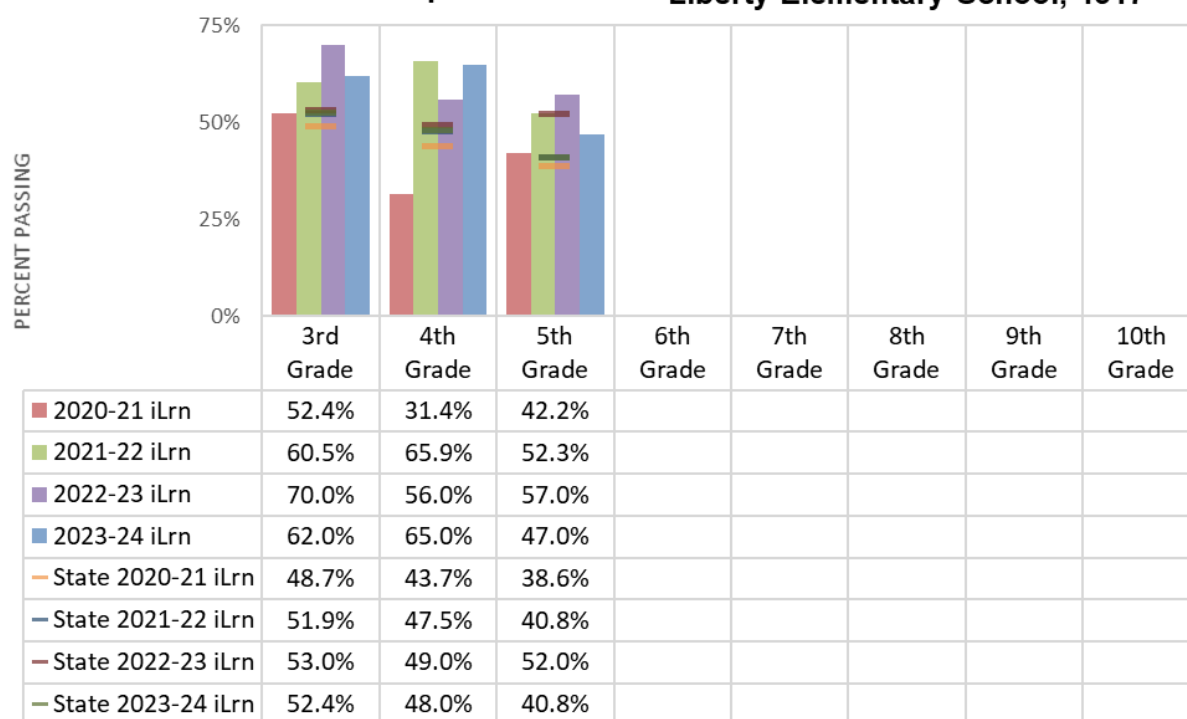
Fourth grade had a passing rate of 39% in 2024. In 2023, this cohort scored 48% and as fourth graders the cohort scored 39%. This shows a decrease of 9%. The district passed at a rate of 43.3% and the State of Indiana passed at a rate of 41.8%. Liberty Elementary’s fourth grade was 2.8% below the state average.

Fifth grade had a passing rate of 44% in 2024. This cohort scored 46% in 2023. The cohort shows a decrease of 2% growth in one year. The district passed at a rate of 41.3% and the State of Indiana passed at a rate of 40.3%. Liberty Elementary’s fifth grade was 3.7% above the state average.

School City of Hobart 2024 ILEARN & IREAD Results

ILEARN Mathematics Comparison

Liberty Elementary School, 4317



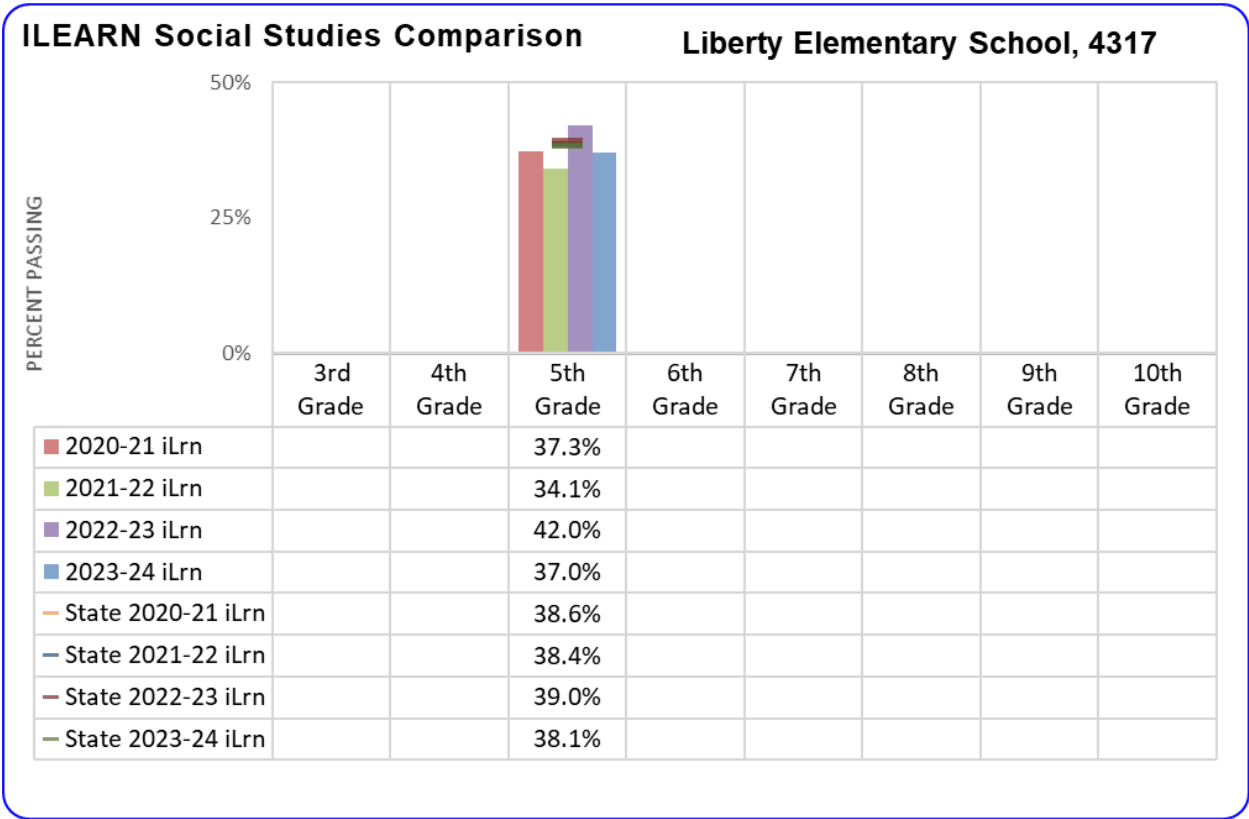
2024 ILEARN Math Results:

Third grade had a passing rate of 62% in 2024. This shows a decrease of 12% from 2023. The district passed at a rate of 52.2% and the State of Indiana passed at a rate of 52.4%. Liberty Elementary's third grade was 9.6% above the state average.

Fourth grade had a passing rate of 65% in 2024. In 2023, this cohort scored 70% and as fourth graders the cohort scored 65%. This shows a decrease of 5%. The district passed at a rate of 54.9% and the State of Indiana passed at a rate of 48%. Liberty Elementary's fourth grade was 17% above the state average.

Fifth grade had a passing rate of 47% in 2024. This cohort scored 56% in 2023. The cohort shows a decrease of 9% in one year. The district passed at a rate of 43.2% and the State of Indiana passed at a rate of 40.8%. Liberty Elementary's fifth grade was 6.2% above the state average.

School City of Hobart 2024 ILEARN & IREAD Results



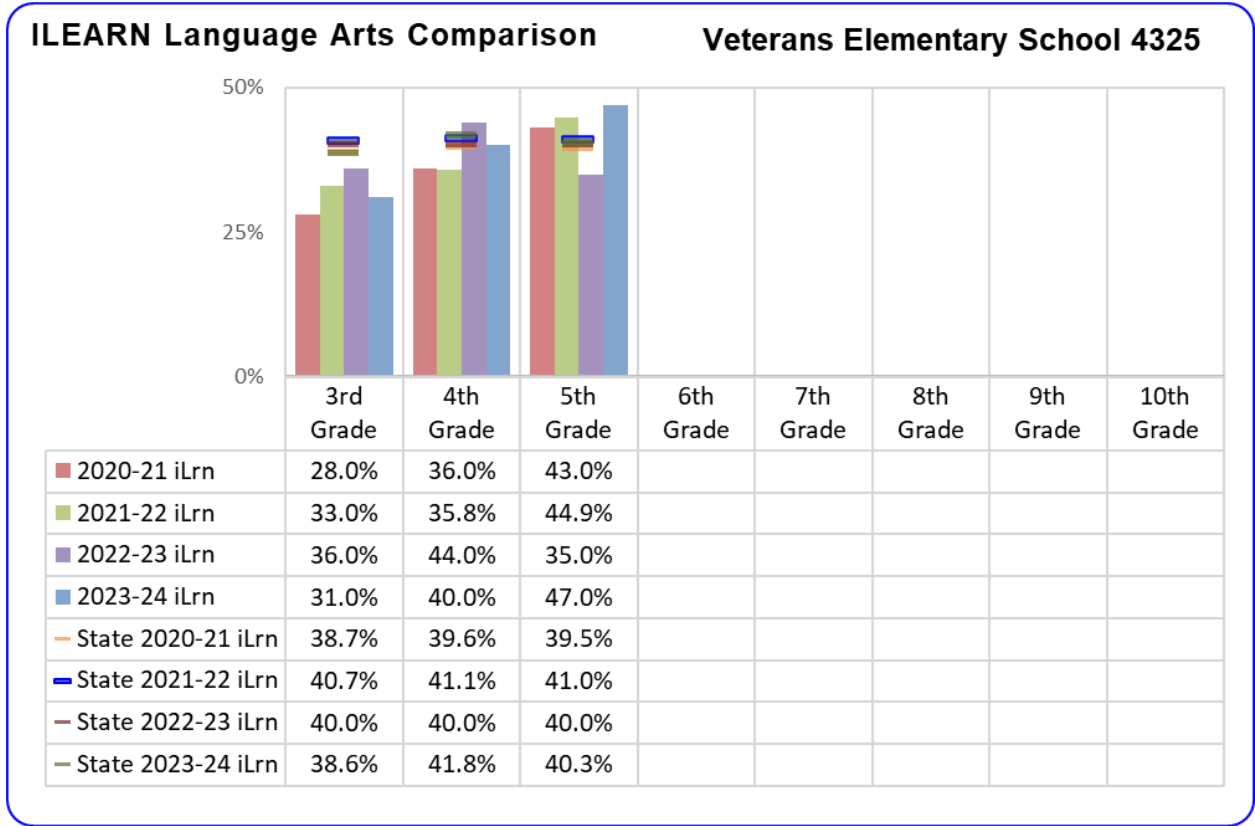
2024 ILEARN Social Studies Results:

Fifth grade had a passing rate of 37% in 2024. This shows a decrease of 5% from 2023. The district passed at a rate of 38% and the State of Indiana passed at a rate of 38.1%. Liberty Elementary’s fifth grade was 1.1% below the state average.

School City of Hobart 2024 ILEARN & IREAD Results

School Data:

Veterans Elementary School



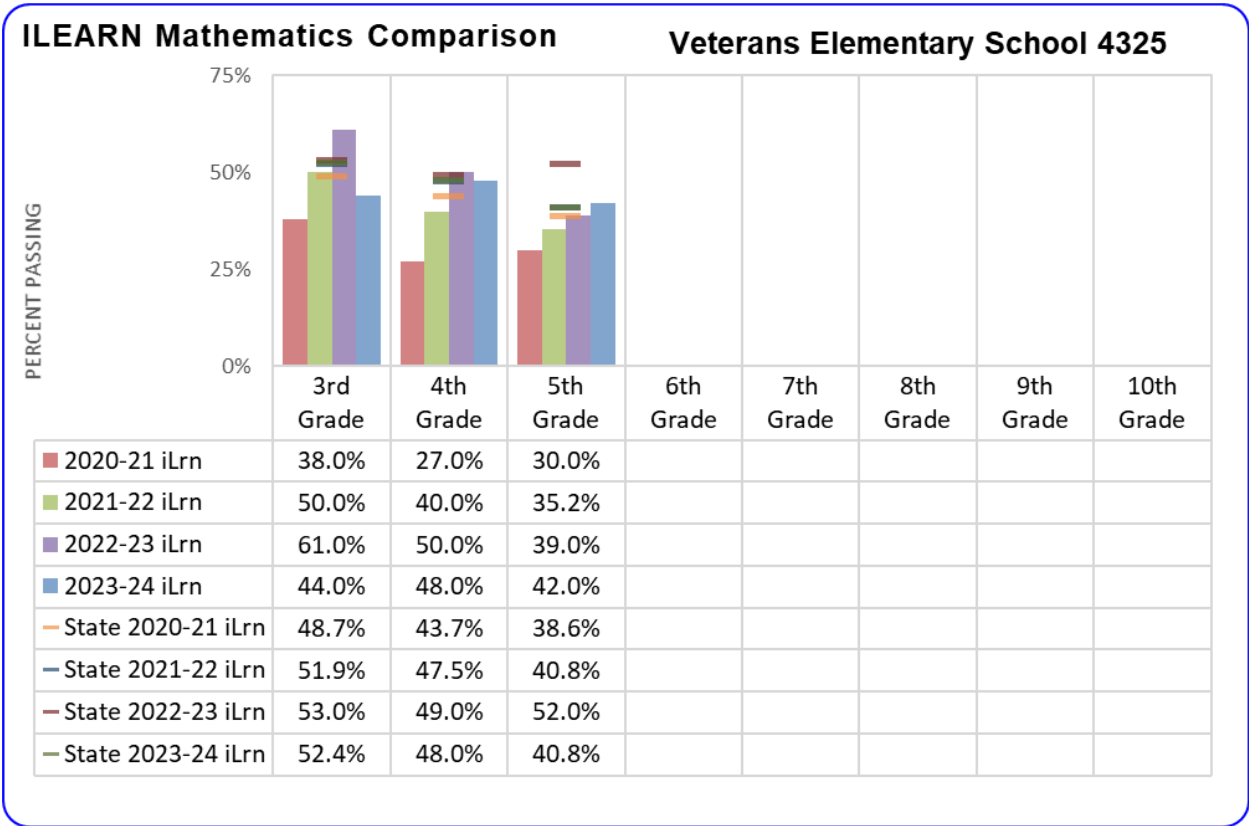
2024 ILEARN Language Arts Results:

Third grade had a passing rate of 31% in 2024. This shows a decrease of 5% from 2023. The district passed at a rate of 35.6% and the State of Indiana passed at a rate of 38.6%. Veterans Elementary’s third grade was 7.6% below the state average.

Fourth grade had a passing rate of 40% in 2024. In 2023, this cohort scored 36% and as fourth graders the cohort scored 40%. This shows a growth of 6%. The district passed at a rate of 43.3% and the State of Indiana passed at a rate of 41.8%. Veterans Elementary’s fourth grade was 1.8% below the state average.

Fifth grade had a passing rate of 47% in 2024. This cohort scored 44% in 2023. The cohort shows an increase of 3% growth in one year. The district passed at a rate of 41.3% and the State of Indiana passed at a rate of 40.3%. Veterans Elementary’s fifth grade was 5.7% above the state average.

School City of Hobart 2024 ILEARN & IREAD Results



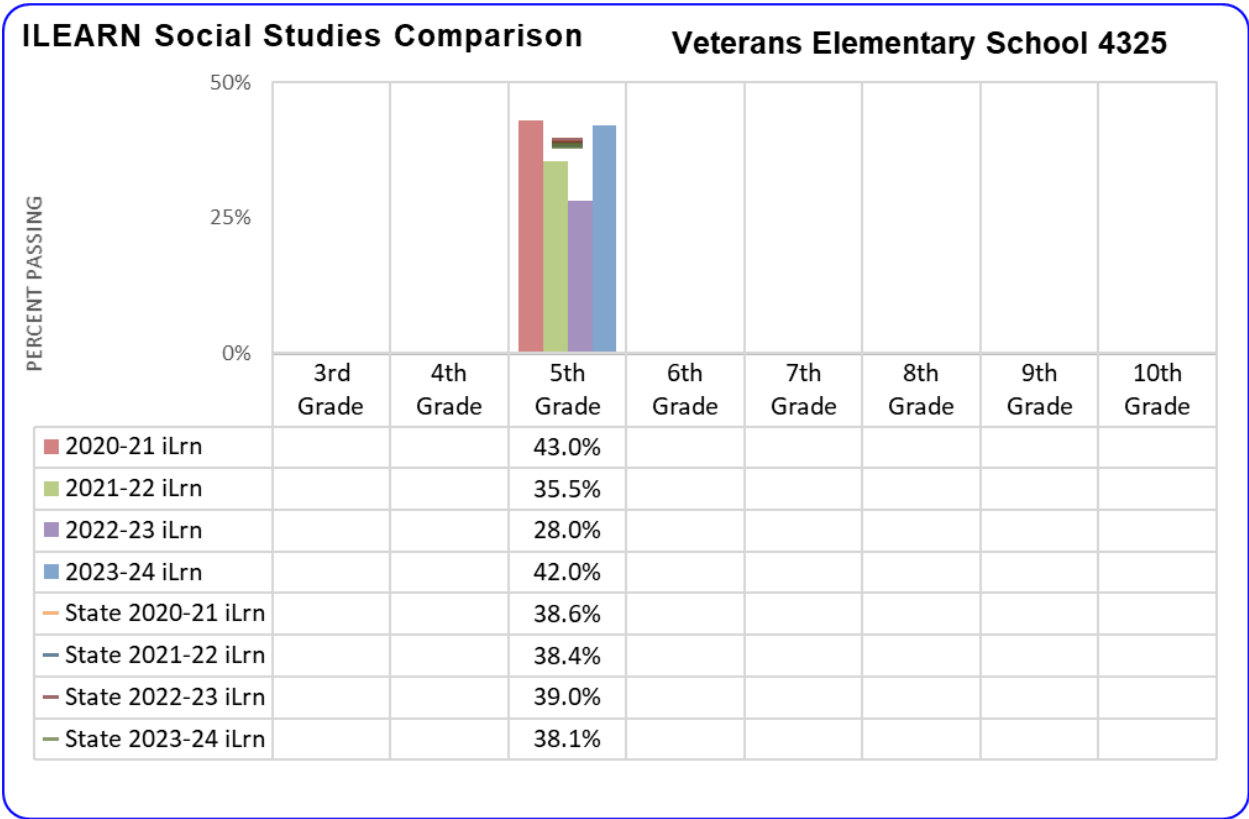
2024 ILEARN Math Results:

Third grade had a passing rate of 44% in 2024. This shows a decrease of 17% from 2023. The district passed at a rate of 52.2% and the State of Indiana passed at a rate of 52.4%. Veterans Elementary’s third grade was 8.4% below the state average.

Fourth grade had a passing rate of 48% in 2024. In 2023, this cohort scored 61% and as fourth graders the cohort scored 48%. The district passed at a rate of 54.9% and the State of Indiana passed at a rate of 48%. Veterans Elementary’s fourth grade was at the state average.

Fifth grade had a passing rate of 42% in 2024. This cohort scored 50% in 2023. The cohort shows a decrease of 12% in one year. The district passed at a rate of 43.2% and the State of Indiana passed at a rate of 40.8%. Veterans Elementary’s fifth grade was 1. 2% above the state average.

School City of Hobart 2024 ILEARN & IREAD Results

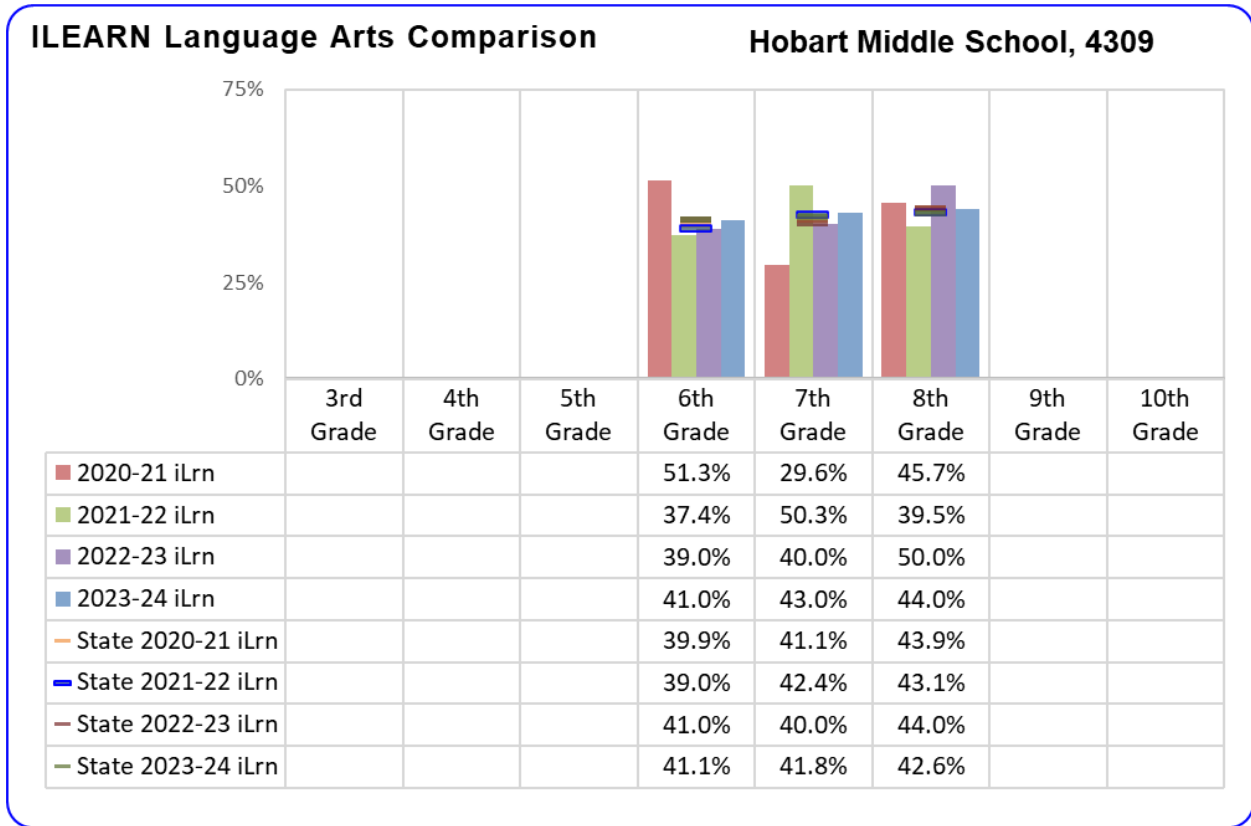


2024 ILEARN Social Studies Results:

Fifth grade had a passing rate of 42% in 2024. This shows an increase of 14% from 2023. The district passed at a rate of 38% and the State of Indiana passed at a rate of 38.1%. Veterans Elementary’s fifth grade was 3.9% above the state average.

School City of Hobart 2024 ILEARN & IREAD Results

ILEARN School Data:
Hobart Middle School



2024 ILEARN Language Arts Results:

Sixth grade had a passing rate of 41% in 2024. This shows an increase of 1% from 2023. The State of Indiana passed at a rate of 41.1%. Hobart Middle School's sixth grade was 0.1% below the state average.

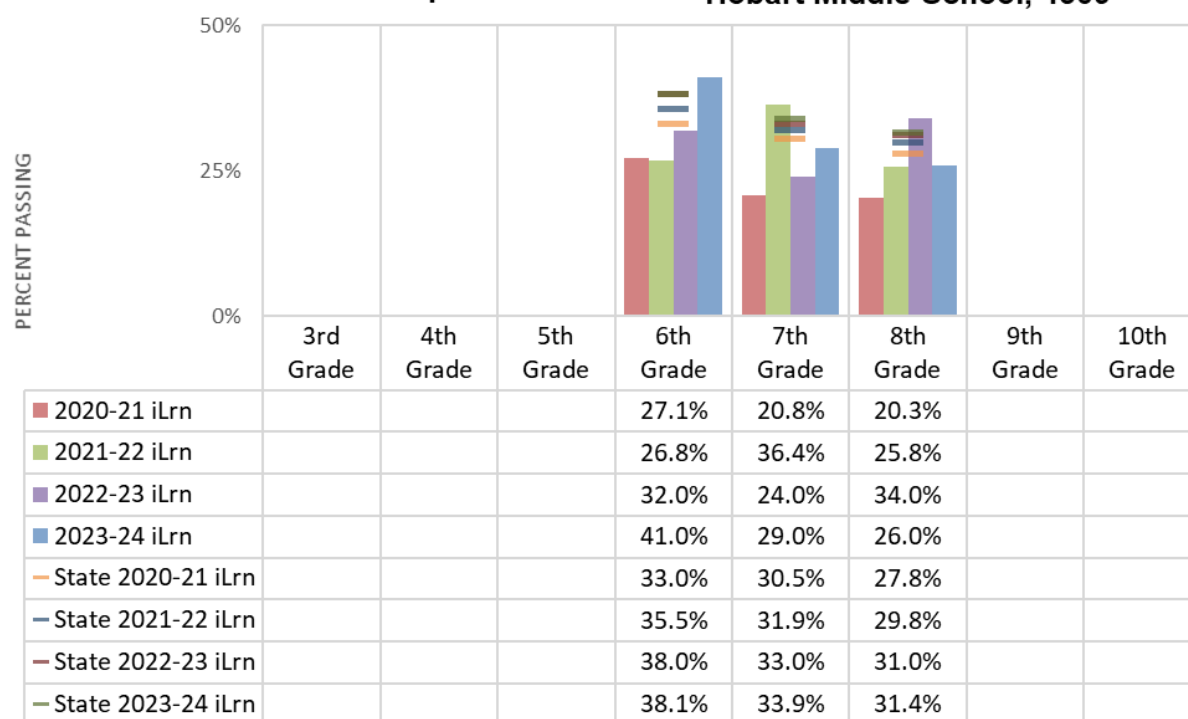
Seventh grade had a passing rate of 43% in 2024. In 2023, this cohort scored 39% and as seventh graders the cohort scored 43%. This shows an increase of 24% from 2023. The State of Indiana passed at a rate of 41.8%. Hobart Middle School's seventh grade was 1.2% above the state average.

Eighth grade had a passing rate of 44% in 2024. This cohort scored 40% in 2023. The State of Indiana passed at a rate of 42.6%. Hobart Middle School's eighth grade was 1.4% above the state average.

School City of Hobart 2024 ILEARN & IREAD Results

ILEARN Mathematics Comparison

Hobart Middle School, 4309



2024 ILEARN Math Results:

Sixth grade had a passing rate of 41% in 2024. This shows an increase of 9% from 2023. The State of Indiana passed at a rate of 38.1%. Hobart Middle School's sixth grade was 2.9% above the state average.

Seventh grade had a passing rate of 29% in 2024. In 2023, this cohort scored 32% and as seventh graders the cohort scored 29%. This shows a decrease of 3%. The State of Indiana passed at a rate of 33.9%. Hobart Middle School's seventh grade was 4.9% below the state average.

Eighth grade had a passing rate of 26% in 2024. This cohort scored 24% in 2023. The cohort shows a slight decrease of 2% in one year. The State of Indiana passed at a rate of 31.4%. Hobart Middle School's eighth grade was 5.4% below the state average.

School City of Hobart 2024 ILEARN & IREAD Results

IREAD District Level Results

IDOE Reporting - September 2024	IREAD School City of Hobart Summary							
	Total Students	Passing	Passing Rate	DNP	DNP Rate		Promoted	Good Cause Exemption
District Reported Summary	289	237	82%	52	18%		5	6
<i>State of Indiana</i>	81,892	67,532	82.5%	14,360	17.5%			

IREAD 3 is completed by students during second and third grade. The summary of 3rd grade students passing IREAD is above. This indicates the number of students passing in March 2024 with a summer retest in June of 2024. The SCOH IREAD pass rate was 82% in 2024. The School City of Hobart's pass rate was 0.5% lower than the state average.

School City of Hobart 2024 ILEARN & IREAD Results

IREAD School Level Results

Joan Martin Elementary School

Joan Martin - IREAD 3 Data								
	Total Students	Passing	Passing Rate	DNP	DNP Rate		Promoted	Good Cause Exemption
Joan Martin Reported Results	86	70	81.4%	16	18.6%		5	2
District Reported Summary	289	237	82%	52	18%			
<i>State of Indiana</i>	81,892	67,532	82.5%	14360	17.5%			

IREAD 3 is completed by students during second and third grade. The SCOH IREAD pass rate was 82% in 2024. Joan Martin Elementary School pass rate was 81.4%. This was 0.6% below the district and 1.1% below the state average of 82.5%.

School City of Hobart 2024 ILEARN & IREAD Results

IREAD School Level Results

Liberty Elementary School

Liberty - IREAD 3 Data								
	Total Students	Passing	Passing Rate	DNP	DNP Rate		Promoted	Good Cause Exemption
Liberty Reported Results	92	76	82.6%	16	17.4%			2
District Reported Summary	289	237	82%	52	18%			
<i>State of Indiana</i>	81,892	67,532	82.5%	14360	17.5%			

IREAD 3 is completed by students during second and third grade. The SCOH IREAD pass rate was 82% in 2024. Liberty Elementary School pass rate was 82.6%. This was 0.6% above the district and 0.1% above the state average of 82.5%.

School City of Hobart 2024 ILEARN & IREAD Results

IREAD School Level Results

Veterans Elementary School

Veterans - IREAD 3 Data								
	Total Students	Passing	Passing Rate	DNP	DNP Rate		Promoted	Good Cause Exemption
Veterans Reported Results	111	91	82%	20	18%			2
District Reported Summary	289	237	82%	52	18%			
<i>State of Indiana</i>	81,892	67,532	82.5%	14360	17.5%			

IREAD 3 is completed by students during second and third grade. The SCOH IREAD pass rate was 82% in 2024. Veterans Elementary School pass rate was 82%. Veterans Elementary School's percentage of passing is the same as the district's score. Veterans Elementary was 0.5% below the state average of 82.5%.

HHS 2023-2024 PSAT Data Analysis

Grade Level: Grade 10

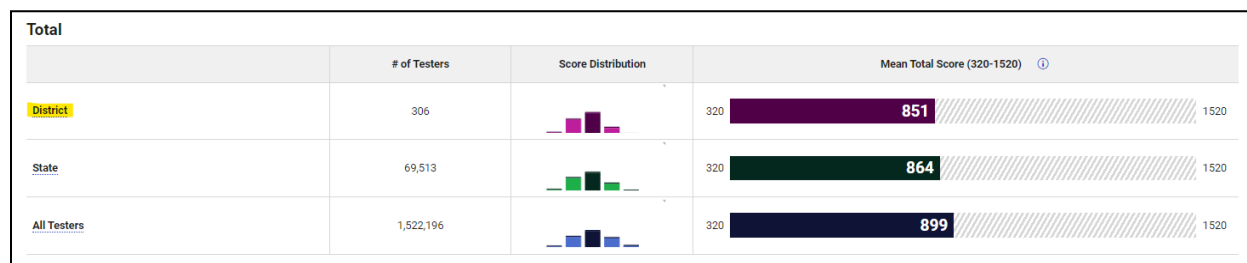
Cohort: Class of 2026

Testing Window: Fall 2023 All Test Day

PSAT Mean Score (Total)

This component of the digital PSAT 10 and PSAT/NMSQT is the sum of the Reading and Writing and Math section scores..

☐ HHS Mean (Total) PSAT Score = 851 (13 points below State Mean of 864)

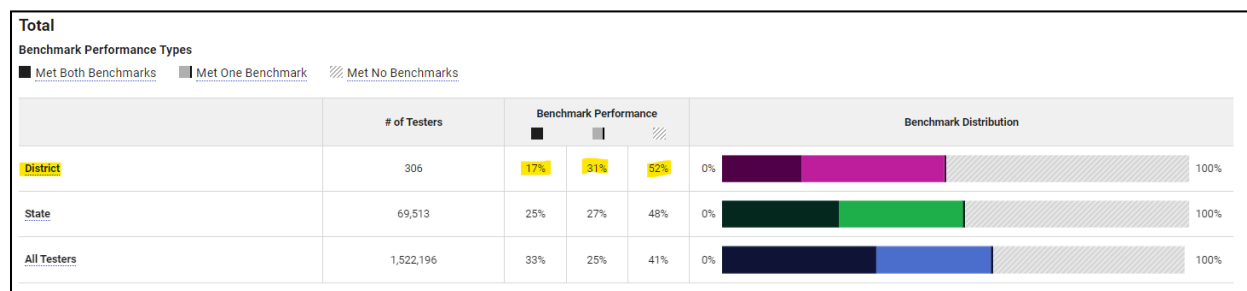


PSAT Benchmark Performance Types

☐ HHS Met Both Benchmarks = 17% (8% below State Performance, 25%)

☒ HHS Met One Benchmark = 31% (4% above State Performance, 27%)

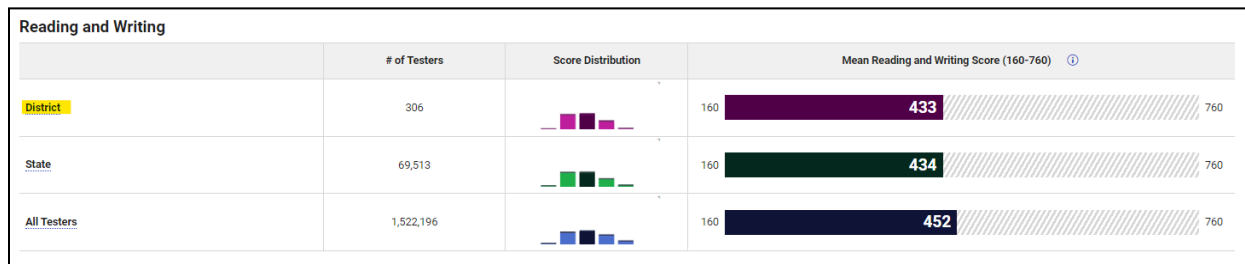
☐ HHS Met No Benchmarks = 52% (4% below State Performance, 52%)



PSAT Mean Score: Reading and Writing

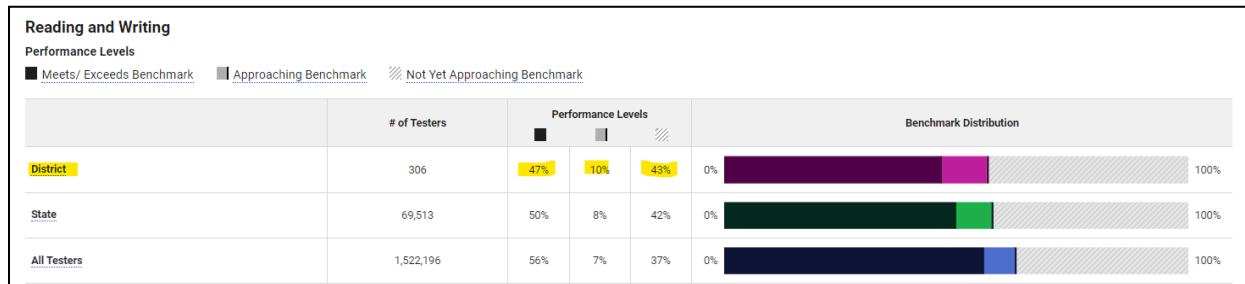
The digital PSAT 10 and PSAT/NMSQT Reading and Writing section evaluates students' ability to read, comprehend, and use information and ideas in texts; analyze the craft and structure of texts; revise texts to improve the rhetorical expression of ideas; and edit texts to conform to core conventions of Standard English – all within the context of various academic disciplines, including literature, history/social studies, the humanities, and science.

☒ HHS Mean PSAT Reading and Writing Score = 433 (1 point below State Mean of 434)



PSAT Performance Levels: Reading and Writing

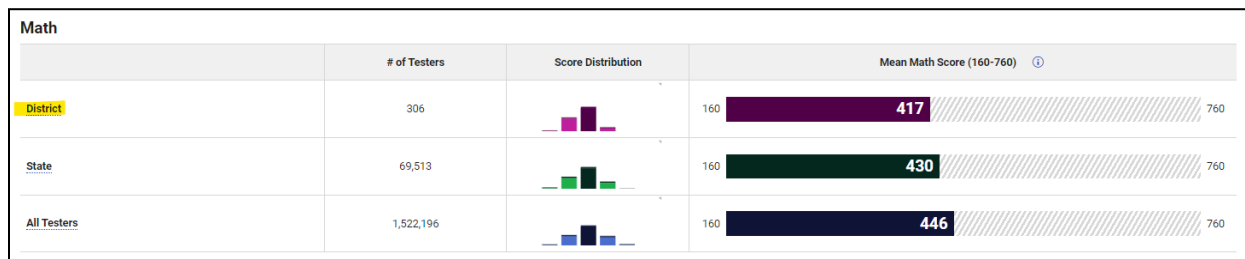
- ☒ HHS Meets / Exceeds Benchmark = 47% (3% below State Performance, 50%)
- ☐ HHS Approaching Benchmark = 10% (2% above State Performance, 8%)
- ☐ HHS Not Yet Approaching Benchmark = 43% (1% below State Performance, 42%)



PSAT Mean Score: Math

The digital PSAT 10 and PSAT/NMSQT Math section evaluates students' fluency with, understanding of, and ability to apply the math concepts, skills, practices on key elements of algebra, advanced math, problem-solving and data analysis, and geometry and trigonometry.

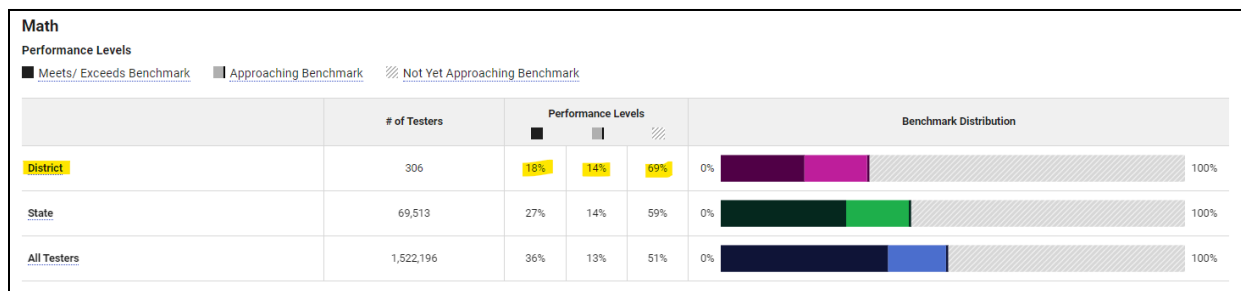
- ☐ HHS Mean PSAT Math Score = 417 (13 points below State Mean of 430)



PSAT Performance Levels: Math

- ☐ HHS Meets / Exceeds Benchmark = 18% (9% below State Performance, 27%)

- ☐ HHS Approaching Benchmark = 14% (Same as State Performance, 14%)
- ☐ HHS Not Yet Approaching Benchmark = 69% (10% less than State Performance, 59%)



Knowledge and Skills Report

The Knowledge and Skills Report for the digital SAT provides an overview of student performance across eight content domains in the Reading and Writing and Math sections. It categorizes each student's performance into one of seven score bands for each domain. The report includes links to the Skills Insight™ tool, where you can access detailed statements and example questions that illustrate the abilities of test takers within specific score ranges.

[Using Skills Insight™ – For K–12 Educators | College Board](#)

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[View Skills Insight](#)



Access Question Bank

Students and educators can find sample questions at varying levels of difficulty aligned to the content domains and skill/knowledge elements represented in Skills Insight and on the digital SAT Suite tests.

[Review Sample Questions](#)

Reading and Writing

- ☐ **Information and Ideas (26% of section, 12-14 questions):** Students will use comprehension, analysis, and reasoning skills and knowledge and the ability to locate, interpret, evaluate, and integrate information and ideas from texts and informational graphics.
- ☐ **Craft and Structure (28% of section, 13-15 questions):** Students will use comprehension, vocabulary, analysis, synthesis, and reasoning skills and knowledge to understand and use

high-utility words and phrases in context, evaluate texts rhetorically, and make connections between topically related texts.

- ☐ **Expression of Ideas (20% of section, 8-12 questions):** Students will use the ability to revise texts to improve the effectiveness of written expression and to meet specific rhetorical goals.
- ☐ **Standard English Conventions (26% of section, 11-15 questions) :** Students will use editing skills and knowledge to make text conform to core conventions of Standard English sentence structure, usage, and punctuation.

	Reading and Writing		Information and Ideas ⓘ (26% of section, 12-14 questions)		Craft and Structure ⓘ (28% of section, 13-15 questions)		Expression of Ideas ⓘ (20% of section, 8-12 questions)		Standard English Conventions ⓘ (26% of section, 11-15 questions)	
Performance Score Band	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage
160-360	81	26%	67	22%	61	20%	101	33%	96	31%
State	15,082	22%	16,474	24%	14,312	21%	23,411	34%	22,091	32%
370-410	66	22%	47	15%	50	16%	70	23%	71	23%
State	13,645	20%	10,518	15%	12,613	18%	11,720	17%	14,756	21%
420-480	76	25%	76	25%	85	28%	47	15%	74	24%
State	16,658	24%	15,226	22%	16,819	24%	12,385	18%	16,396	24%
490-540	39	13%	54	18%	57	19%	41	13%	37	12%
State	13,254	19%	11,683	17%	12,376	18%	9,846	14%	9,598	14%
550-600	31	10%	33	11%	29	9%	21	7%	11	4%
State	6,673	10%	7,970	11%	7,262	10%	6,643	10%	3,997	6%
610-670	8	3%	21	7%	19	6%	13	4%	9	3%
State	3,155	5%	5,166	7%	4,418	6%	2,609	4%	1,915	3%
680-760	5	2%	8	3%	5	2%	13	4%	8	3%
State	1,022	1%	2,452	4%	1,689	2%	2,875	4%	736	1%

Math

- ☐ **Algebra (35% of section, 13-15 questions):** Students will analyze, fluently solve, and create linear equations and inequalities as well as analyze and fluently solve equations and systems of equations using multiple techniques.
- ☐ **Advanced Math (32.5% of section, 12-14 questions):** Students will demonstrate the ability to progress to more advanced math courses, including demonstrating an understanding of absolute value, quadratic, exponential, polynomial, rational, radical, and other nonlinear equations.
- ☐ **Problem-Solving and Data Analysis (20% of section, 7-9 questions):** Students will apply quantitative reasoning about ratios, rates, and proportional relationships; understand and apply unit rate; and analyze and interpret one- and two-variable data.
- ☐ **Geometry and Trigonometry (12.5% of section, 4-6 questions):** Students will solve problems that focus on area and volume; angles, triangles, and trigonometry; and circles.

	Math		Algebra ⓘ		Advanced Math ⓘ		Problem-Solving and Data Analysis ⓘ		Geometry and Trigonometry ⓘ	
			(35% of section, 13-15 questions)		(32.5% of section, 12-14 questions)		(20% of section, 7-9 questions)		(12.5% of section, 4-6 questions)	
Performance Score Band	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage
160-360 ^	47	15%	45	15%	71	23%	52	17%	69	23%
State	12,966	19%	12,192	18%	15,063	22%	11,288	16%	13,918	20%
370-410 ^	105	34%	82	27%	107	35%	72	24%	89	29%
State	16,319	23%	14,708	21%	19,355	28%	13,608	20%	14,464	21%
420-460 ^	89	29%	91	30%	66	22%	72	24%	63	21%
State	18,112	26%	16,541	24%	16,445	24%	15,074	22%	14,898	21%
470-540 ^	54	18%	75	25%	48	16%	79	26%	59	19%
State	16,380	24%	18,381	26%	13,568	20%	20,153	29%	17,944	26%
550-600 ^	11	4%	8	3%	11	4%	12	4%	15	5%
State	4,016	6%	4,720	7%	3,374	5%	4,755	7%	4,331	6%
610-670 ^	0	0%	3	1%	1	0%	18	6%	7	2%
State	1,164	2%	1,848	3%	1,068	2%	2,786	4%	2,741	4%
680-760 ^	0	0%	2	1%	2	1%	1	0%	4	1%
State	532	1%	1,099	2%	616	1%	1,825	3%	1,193	2%

HHS 2023-2024 SAT Data Analysis

Grade Level: Grade 11

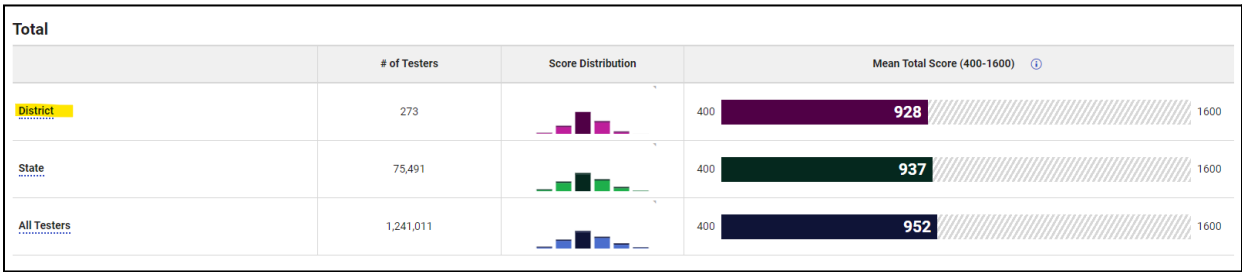
Cohort: Class of 2025

Testing Window: Spring 2024 All Test Day

SAT Mean Score (Total)

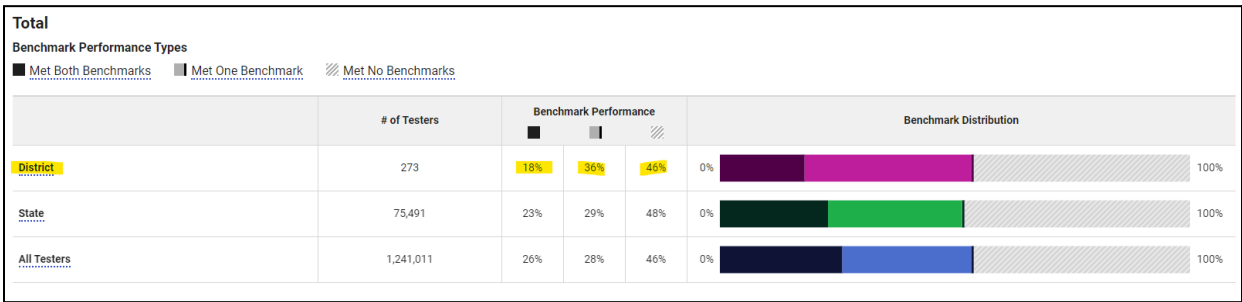
This component of the digital SAT is the sum of the Reading and Writing and Math section scores.

☐ HHS Mean (Total) SAT Score = 928 (9 points below State Mean of 937)



SAT Benchmark Performance Types

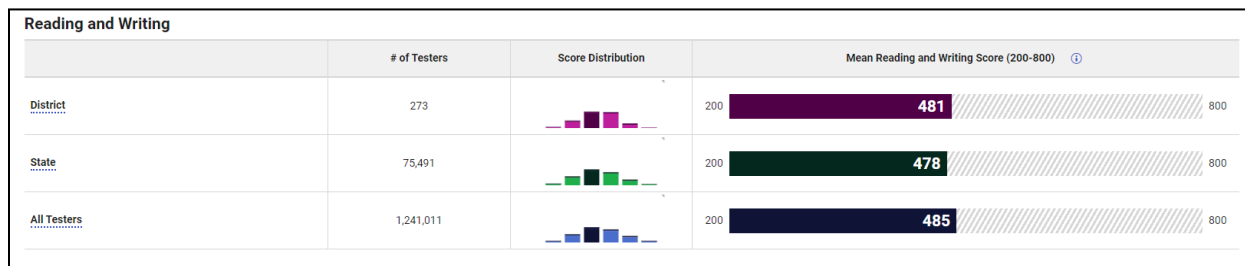
- ☐ HHS Met Both Benchmarks = 18% (5% below State Performance, 23%)
- ☒ HHS Met One Benchmark = 36% (7% above State Performance, 29%)
- ☐ HHS Met No Benchmarks = 46% (2% below State Performance, 48%)



SAT Mean Score: Reading and Writing

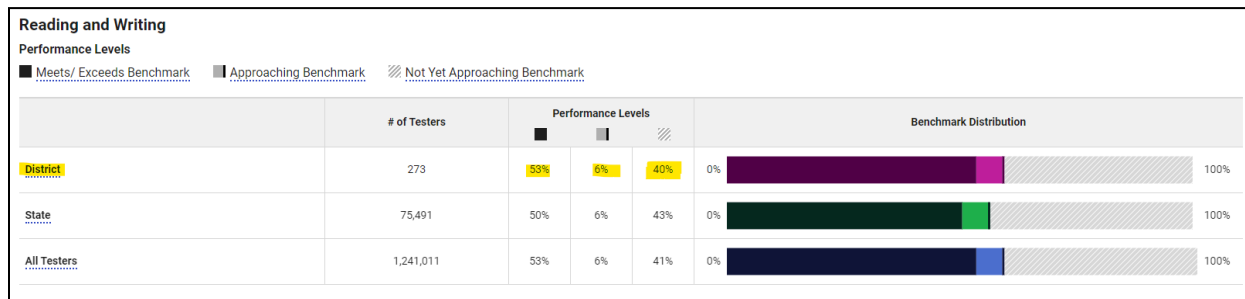
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☒ HHS Mean SAT Reading and Writing Score = 481 (3 points above State Mean of 478)



SAT Performance Levels: Reading and Writing

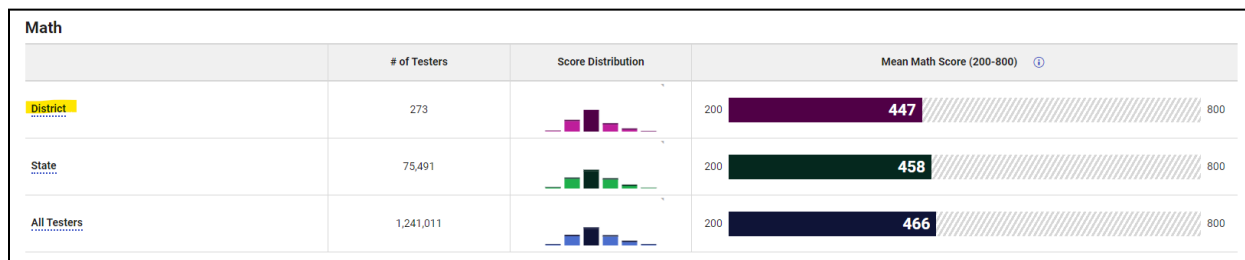
- ☒ HHS Meets / Exceeds Benchmark = 53% (3% above State Performance, 50%)
- ☐ HHS Approaching Benchmark = 6% (Same as State Performance, 6%)
- ☐ HHS Not Yet Approaching Benchmark = 40% (3% below State Performance, 43%)



SAT Mean Score: Math

The digital SAT Math section evaluates students' fluency with, understanding of, and ability to apply the math concepts, skills, practices on key elements of algebra, advanced math, problem-solving and data analysis, and geometry and trigonometry.

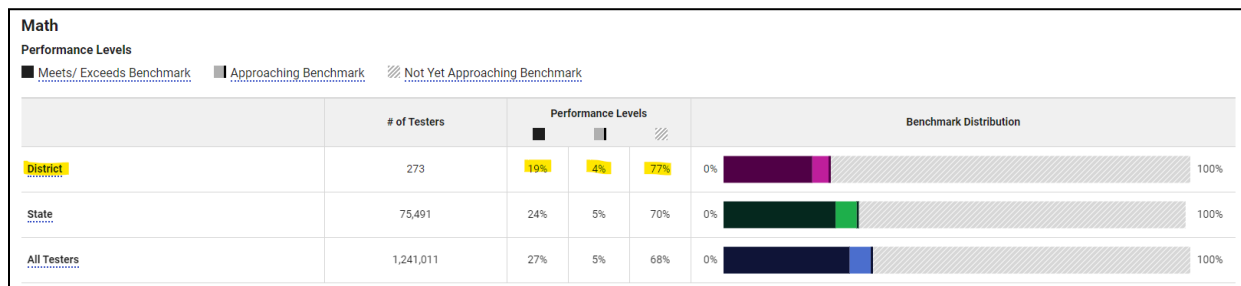
- ☐ HHS Mean SAT Math Score = 447 (11 points below State Mean of 458)



SAT Performance Levels: Math

- ☐ HHS Meets / Exceeds Benchmark = 19% (5% below State Performance, 24%)

- ☐ HHS Approaching Benchmark = 4% (1% below State Performance, 5%)
- ☐ HHS Not Yet Approaching Benchmark = 77% (7% less than State Performance, 70%)



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View Skills Insight



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Students and educators can find sample questions at varying levels of difficulty aligned to the content domains and skill/knowledge elements represented in Skills Insight and on the digital SAT Suite tests.

Review Sample Questions

Reading and Writing

- ☐ **Information and Ideas (26% of section, 12-14 questions):** Students will use comprehension, analysis, and reasoning skills and knowledge and the ability to locate, interpret, evaluate, and integrate information and ideas from texts and informational graphics.
- ☐ **Craft and Structure (28% of section, 13-15 questions):** Students will use comprehension, vocabulary, analysis, synthesis, and reasoning skills and knowledge to understand and use

high-utility words and phrases in context, evaluate texts rhetorically, and make connections between topically related texts.

- ☐ **Expression of Ideas (20% of section, 8-12 questions):** Students will use the ability to revise texts to improve the effectiveness of written expression and to meet specific rhetorical goals.
- ☐ **Standard English Conventions (26% of section, 11-15 questions) :** Students will use editing skills and knowledge to make text conform to core conventions of Standard English sentence structure, usage, and punctuation.

Performance Score Band	Reading and Writing		Information and Ideas ⓘ		Craft and Structure ⓘ		Expression of Ideas ⓘ		Standard English Conventions ⓘ	
	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage
200-360 ⓘ	24	9%	27	10%	24	9%	56	21%	32	12%
State	9,724	13%	8,923	12%	8,863	12%	16,430	22%	11,952	16%
370-410 ⓘ	44	16%	26	10%	46	17%	38	14%	53	19%
State	12,672	17%	8,243	11%	12,339	16%	11,515	15%	15,132	20%
420-480 ⓘ	68	25%	65	24%	68	25%	59	22%	90	33%
State	17,717	23%	16,127	21%	16,594	22%	15,248	20%	22,870	30%
490-540 ⓘ	75	27%	65	24%	67	25%	53	19%	59	22%
State	15,741	21%	16,351	22%	14,708	19%	12,691	17%	13,485	18%
550-600 ⓘ	37	14%	41	15%	32	12%	28	10%	23	8%
State	9,848	13%	12,019	16%	10,383	14%	8,667	11%	6,102	8%
610-670 ⓘ	17	6%	36	13%	20	7%	18	7%	10	4%
State	6,834	9%	9,549	13%	8,286	11%	5,504	7%	3,587	5%
680-800 ⓘ	8	3%	13	5%	16	6%	21	8%	6	2%
State	2,953	4%	4,277	6%	4,316	6%	5,434	7%	2,361	3%

Math

- ☐ **Algebra (35% of section, 13-15 questions):** Students will analyze, fluently solve, and create linear equations and inequalities as well as analyze and fluently solve equations and systems of equations using multiple techniques.
- ☐ **Advanced Math (35% of section, 13-15 questions):** Students will demonstrate the ability to progress to more advanced math courses, including demonstrating an understanding of absolute value, quadratic, exponential, polynomial, rational, radical, and other nonlinear equations.
- ☐ **Problem-Solving and Data Analysis (15% of section, 5-7 questions):** Students will apply quantitative reasoning about ratios, rates, and proportional relationships; understand and apply unit rate; and analyze and interpret one- and two-variable data.
- ☐ **Geometry and Trigonometry (15% of section, 5-7 questions):** Students will solve problems that focus on area and volume; angles, triangles, and trigonometry; and circles.

	Math		Algebra ⓘ		Advanced Math ⓘ		Problem-Solving and Data Analysis ⓘ		Geometry and Trigonometry ⓘ	
			(35% of section, 13-15 questions)		(35% of section, 13-15 questions)		(15% of section, 5-7 questions)		(15% of section, 5-7 questions)	
Performance Score Band	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage	# of Testers	% Percentage
200-360 ⬆	24	9%	44	16%	27	10%	28	10%	39	14%
State	10,895	14%	11,989	16%	9,726	13%	9,771	13%	13,609	18%
370-410 ⬆	95	35%	71	26%	90	33%	59	22%	52	19%
State	17,689	23%	16,020	21%	19,417	26%	16,522	22%	13,879	18%
420-460 ⬆	58	21%	61	22%	54	20%	62	23%	54	20%
State	15,075	20%	15,499	21%	13,423	18%	15,895	21%	12,702	17%
470-540 ⬆	61	22%	58	21%	65	24%	65	24%	82	30%
State	17,224	23%	16,712	22%	17,855	24%	17,123	23%	17,531	23%
550-600 ⬆	21	8%	19	7%	24	9%	34	12%	25	9%
State	7,794	10%	7,032	9%	8,045	11%	7,201	10%	8,991	12%
610-670 ⬆	11	4%	12	4%	10	4%	21	8%	19	7%
State	4,735	6%	4,821	6%	4,665	6%	7,295	10%	6,322	8%
680-800 ⬆	3	1%	8	3%	3	1%	4	1%	2	1%
State	2,077	3%	3,416	5%	2,358	3%	1,682	2%	2,455	3%

Dual Credit Eligibility through Knowledge Assessment for the 2024-2025 School Year

	Reading/ Writing Ready	% Qualified	Lower Math Ready	% Qualified	Upper Math Ready	% Qualified	Qualify in All 3	% Qualified
Class of 2028 (Grade 9)	157/313	50.20%	175/313	55.90%	154/313	49.20%	145/313	46.30%
Class of 2027 (Grade 10)	291/342	85.10%	292/342	85.40%	278/342	81.30%	273/342	79.80%
Class of 2026 (Grade 11)	299/353	84.70%	297/353	84.10%	263/353	74.50%	259/353	73.40%
Class of 2025 (Grade 12)	253/300	84.30%	246/300	82.00%	210/300	70.00%	209/300	69.70%

Class of 2024 Credentials Earned	
Associate Degree	27.02%
Indiana College Core	29.5%
Technical Certificate	6.08%
Certificate	13.18%
Industry Certifications	9.12%
40.2% of students earned some postsecondary credential (Technical Certificate, Certificate, Associate Degree, Industry Certification)	



HOBART UNIVERSITY



**BUILDING COLLEGE & CAREER READY
BRICKIES ONE BRICK AT A TIME**



**SCHOOL CITY
OF HOBART
BELIEVES THAT
BRICKIES
KNOW HOW TO
BE EXCELLENT
ON PURPOSE!**

**HOBART UNIVERSITY TOTALS
2018-2024:**

47,609

COLLEGE CREDITS EARNED

\$7,517,451.18

GRAND TOTAL SAVINGS

THE FUTURE IS YOURS...
plan today!

VISIT WWW.HOBART.K12.IN.US/HU TO LEARN MORE!



School of Business Services & Informational Technology Marketing & Management Office Technologies Accounting Information Technology Cisco Networking	School of Human Services Public Safety & Protective Services Educational & Social Services Hospitality Marketing	School of Communication & Fine Arts Journalism, Media & Telecommunications Visual Arts Performing Arts Instrumental Music Vocal Music Theatre	School of Engineering & Industrial Technology Construction & Maintenance Transportation Engineering & Applied Technologies PLTW Pre-Engineering	School of Health & Natural Sciences Natural Science & Mathematics Medicine & Medical Technology Nursing & Human Care Agricultural Science PLTW Biomedical Sciences
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Cohort
2022

GeoType
School

Location
Hobart High School-Hobart



2024

INDIANA COMMISSION for
HIGHER EDUCATION

COLLEGE-GOING SCORECARD

Hobart High School-Hobart

First-year college results for students who graduated from high school during the previous academic year: 2022

46.5%

of students enrolled in college

2022 Cohort

48.0%

of students enrolled in public college and met all early college success benchmarks (outlined below)

2021 Cohort

98.0%

of students did not need remediation

52.9%

of students completed all coursework attempted

71.6%

of students persisted to the second year

18.8%

of students enrolled in a two-year public college completed on time

2021 Cohort

26.6%

of students enrolled in a four-year public college completed on time

2019 Cohort

Cohort 2022	GeoType School	Location Hobart High School-Hobart
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High School Graduates Enrolling in College

Category	Breakout	# of HS Graduates	# Enrolled in College	% Enrolled in College	One Year Trend
Diploma Type	Honors	92	82	89.1%	▲
	Core 40	158	54	34.2%	▼
	General	49	3	6.1%	▼
Waiver Status	Graduated with Waiver	15	0	0.0%	▼
	Graduated without Waiver	284	139	48.9%	▼
Advanced Placement	Took and Passed an AP Test	12	9	75.0%	
	Took but Did Not Pass an AP Test	10	9	90.0%	
	Did Not Take an AP Test	277	121	43.7%	▼
Dual Credit	Earned Dual Credit	276	137	49.6%	▼
	Did Not Earn Dual Credit	23	2	8.7%	▼
Credential Earned While in High School	INCollegeCore	50	49	98.0%	▲
	Other Certificate	4			
	Associate	33			
	No Degree Earned	245	87	35.5%	▼
Twenty First Century Scholar	21st Century Scholar	29	27	93.1%	▲
	Non 21st Century Scholar	270	112	41.5%	▼
Socioeconomic Status	Free or Reduced Lunch	120	49	40.8%	▼
	Non Free or Reduced Lunch	179	90	50.3%	▼
Race/Ethnicity	White	168	78	46.4%	▼
	Black	23	14	60.9%	▼
	Hispanic or Latino	93	40	43.0%	▼
	Asian	1			
	Small Populations	14			
Gender	Female	153	79	51.6%	▼
	Male	146	60	41.1%	▼
Statewide	Statewide	299	139	46.5%	▼

High School Graduate Enrollment by College Type

Breakout	# of HS Graduates	% of Total HS Graduates	One Year Trend
Indiana Public College	110	36.8%	▲
Indiana Private College (non-profit)	22	7.4%	▲
Indiana Private College (for-profit)	0	0.0%	
Out-of-State Public College	2	0.7%	▼
Out-of-State Private College (non-profit)	5	1.7%	▼
Out-of-State Private College (for-profit)	0	0.0%	▼
Non-degree Granting School	0	0.0%	
Indiana State-Affiliated Public	0	0.0%	▼
Did Not Enroll In College	160	53.5%	▲

Cohort

2022

GeoType

School

Location

Hobart High School-Hobart

Indiana Public College Enrollment by College

Breakout	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	One Year Trend
Ball State University	8	7.3%	▲
Indiana State University	4	3.6%	▼
University of Southern Indiana	1	0.9%	
Indiana University-Bloomington	14	12.7%	▲
Indiana University-East	0	0.0%	
Indiana University-Kokomo	0	0.0%	
Indiana University-Northwest	22	20.0%	▲
Indiana University-Purdue University-Indianapolis	5	4.5%	▼
Indiana University-South Bend	1	0.9%	▼
Indiana University-Southeast	0	0.0%	
Purdue University-Fort Wayne	0	0.0%	
Purdue University-Northwest	20	18.2%	▼
Purdue University-Polytechnic Statewide	0	0.0%	
Purdue University-West Lafayette	17	15.5%	▼
Ivy Tech Community College	16	14.5%	▼
Vincennes University	2	1.8%	▼

Indiana Public College Enrollment by Degree Type

Breakout	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	One Year Trend
Bachelor's	91	82.7%	▲
Associate	13	11.8%	▲
Award of at least 1 but less than 2 academic years	5	4.5%	▲
Award of less than 1 academic year	1	0.9%	▼
Unclassified undergraduate	0	0.0%	

Indiana Public College Enrollment by Program Type

Breakout	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	One Year Trend
Arts and Humanities	10	9.1%	▼
Business and Communication	16	14.5%	▼
Education	11	10.0%	▲
Health	19	17.3%	▲
Science, Technology, Engineering, and Math (STEM)	28	25.5%	▼
Social and Behavioral Sciences and Human Services	15	13.6%	▲
Trades	9	8.2%	▲
Undecided	2	1.8%	▼

Indiana Public College Enrollment by Status

Breakout	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	One Year Trend
Full-Time	99	90.0%	▲
Part-Time	11	10.0%	▼

Cohort 2022	GeoType School	Location Hobart High School-Hobart
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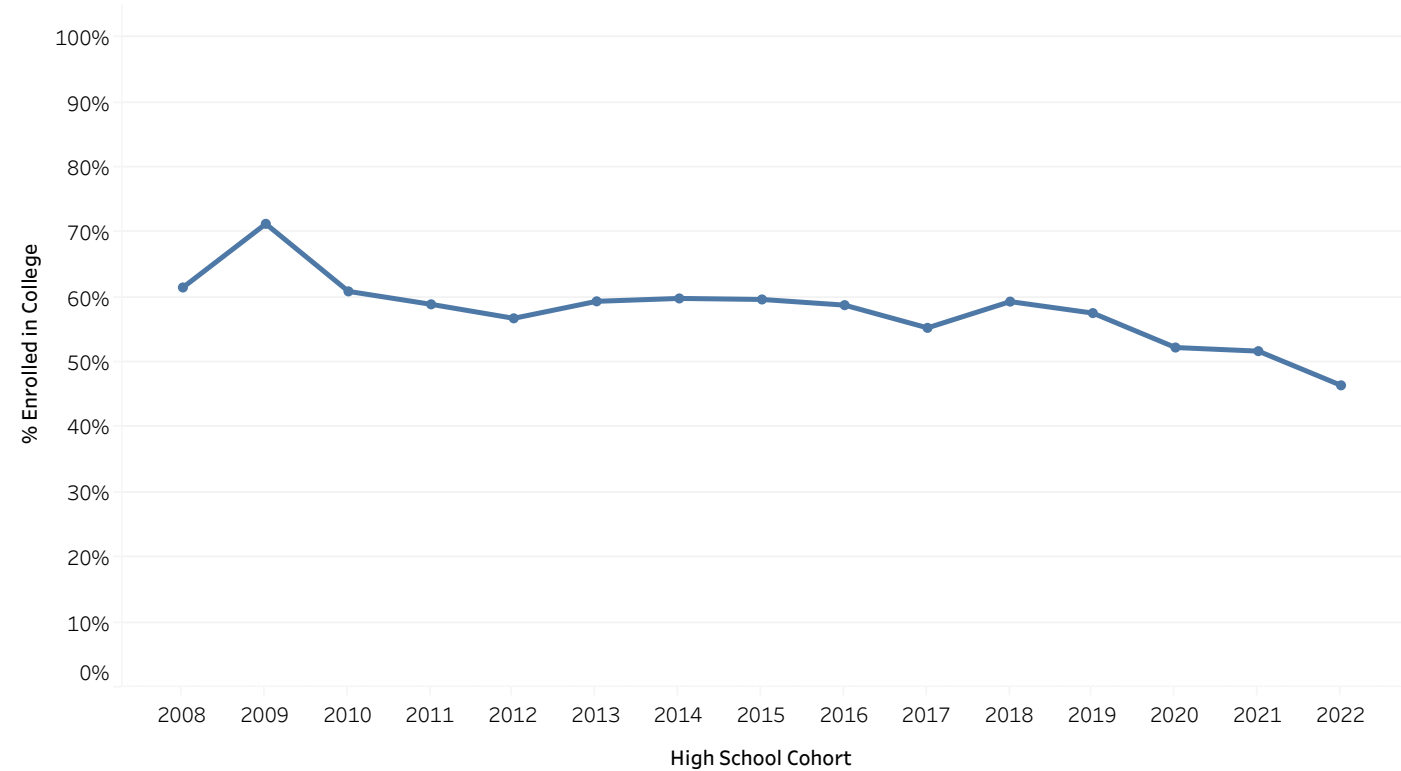
Indiana Public College **Student Performance**

Category	Breakout	# Enrolled in IN Public College	Average Freshman Year GPA	Average Freshman Credit Hours Earned	One Year Trend
Diploma Type	Honors	61	3.1	27.10	
	Core 40				
	General				
Waiver Status	Graduated with Waiver	0			
	Graduated without Waiver	110	2.7	22.93	
Advanced Placement	Took and Passed an AP Test				
	Took but Did Not Pass an AP Test				
	Did Not Take an AP Test	97	2.7	22.37	▲
Dual Credit	Earned Dual Credit				
	Did Not Earn Dual Credit				
Credential Earned While in High School	INCollegeCore	37	3.0	25.68	▼
	Other Certificate				
	Associate				
	No Degree Earned	70	2.4	19.94	▲
Twenty First Century Scholar	21st Century Scholar	26	3.0	26.25	▲
	Non 21st Century Scholar	84	2.6	21.81	▲
Socioeconomic Status	Free or Reduced Lunch	39	2.6	23.48	▲
	Non Free or Reduced Lunch	71	2.8	22.64	▲
Race/Ethnicity	White	61	2.8	23.71	▲
	Black	13	2.2	22.31	
	Hispanic or Latino	30	2.8	22.08	▲
	Asian				
	Small Populations				
Gender	Female	60	2.8	23.64	▲
	Male	50	2.7	22.07	▲
Statewide	Statewide	110	2.7	22.93	▲

Breakout

Statewide

High School Graduates Enrolling in College



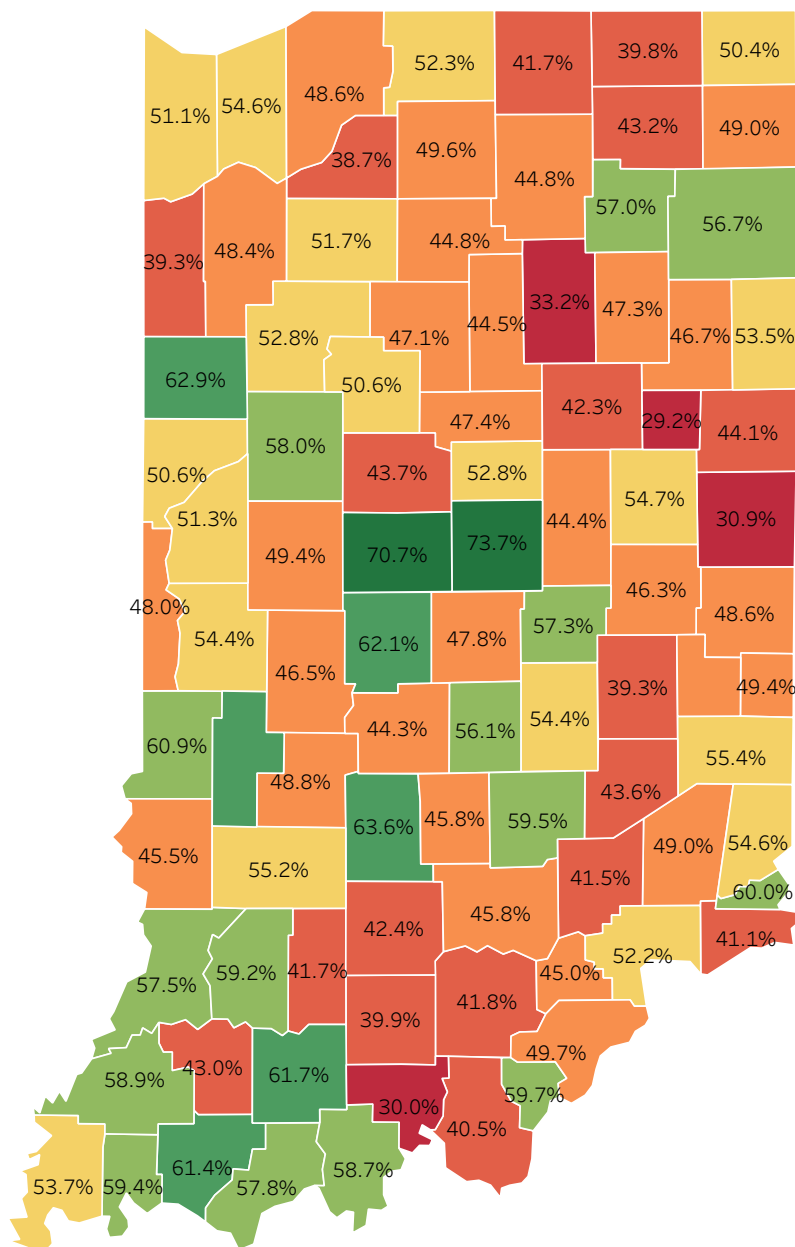
		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Statewide	% Enrolled in College	61.5%	71.3%	60.9%	58.9%	56.8%	59.4%	59.9%	59.7%	58.8%	55.3%	59.4%	57.6%	52.3%	51.7%	46.5%
	Δ		9.8	-10.4	-2.0	-2.2	2.6	0.4	-0.2	-0.9	-3.5	4.0	-1.8	-5.3	-0.6	-5.3

2022

Category

- % Enrolled in College
- % Enrolled in IN Public College
- % Persist to Second Year

Overall



Data Notes

Data Sources: Indiana Commission for Higher Education (CHE); Indiana Department of Education (IDOE), National Student Clearinghouse (NSC)

High School Graduates (“Students”): Count of Indiana high school graduates are based on the IDOE-GR report for 2022. The IDOE-GR report includes public schools, accredited nonpublic schools and third-party accredited choice nonpublic schools. Graduate counts are the number of students who graduated in a certain year regardless of how long it took to graduate, and are not cohort graduate counts, which are based on when a student started high school. Thus, Readiness Report figures may not match cohort graduate figures reported in other places, such as IDOE INview. SOURCE: IDOE

Socioeconomic Status: Enrollment status in the Federal Free and Reduced-Price School Meals (FRL) program during a student’s senior year in high school. FRL status is generally used to indicate a student comes from a low-income household. Where noted, socioeconomic status may be broken into three distinct groups: students who participated in the FRL program during senior year but did not graduate as a 21st Century Scholar; students who graduated as a 21st Century Scholar (most of whom were FRL participants during senior year and nearly all of whom were FRL in middle school); and non-FRL, non-Scholar students, who may also be referred to as middle or higher income students. SOURCE: CHE, IDOE

High School Diploma Type: High school diploma type received upon high school graduation. Honors represents students who received an Academic Honors Diploma, an Academic and Technical Honors Diploma, or an International Baccalaureate Diploma. Core 40 represents students who received a Core 40 Diploma or a Technical Honors Diploma. Technical Honors are grouped with Core 40 in part because their college-going rates are closer to those of Core 40 recipients than to Academic Honors recipients. SOURCE: IDOE

College Enrollment: Students reported as enrolled in postsecondary education, regardless of institution type, within the year following high school graduation (e.g., for 2022 high school graduates, postsecondary enrollment is counted for 2022-23 school year). Student were considered enrolled only if: a) they were enrolled as a degree- or certificate-seeking undergraduate student and b) they were enrolled for the equivalent of at least one semester during the school year. SOURCES: NSC, CHE

Indiana College Core: Formerly known as the Statewide Transfer General Education Core (STGEC), the Indiana College Core consists of 30 credit hours of general education credit. Once completed, the Indiana College Core can be transferred as a block to any public institution and some private institutions. **Rural/non-rural:** Identifies whether a county falls within a Metropolitan Area established by the Office of Management and Budget. Any county that is not a part of a Metropolitan..

Dual Credit Status: Students who earned credit hours awarded by Indiana public colleges that were recognized by both the high school and the postsecondary institution. Dual credit calculations only include credits awarded by Indiana public institutions. SOURCE: CHE

Indiana Private College (for-profit): Due to data limitations, the number of 2019 high school graduates enrolling in an Indiana private college (for profit) in the “High School Graduates Enrollment by College Type” table is an estimate based on previous years’ enrollments. (In past years, this has been less than half a percent.) All other tables, including “High School Graduates Enrolling in College,” do not include this estimate. As a result, the numbers in the College Type table will differ slightly from numbers elsewhere in the report. This estimate is made for the statewide version only.

Full-time/Part-time Enrollment Status: Full-time enrollment defined as enrolled in 12 or more credits in the semester of entry at an Indiana public college. Part-time enrollment defined as enrolled in fewer than 12 credits in the semester of entry at an Indiana public college. SOURCE: CHE

Freshman GPA: Cumulative grade point average for the latest term of enrollment at an Indiana public college in the year following high school graduation. SOURCE: CHE

Freshman Credit Hours Earned: Average number of credits earned during the year following high school graduation at an Indiana public college. SOURCE: CHE

Not Applicable/Suppressed Data: Data may be missing either because no data were available or fewer than 10 students were in a group and the data had to be suppressed for privacy reasons. In some cases, at least two groups of student data had to be suppressed because of complementary suppression rules.

School Name: School City of Hobart

School Number: 4730

Street Address: 32 E 7th Street

City: Hobart

Zip Code: 46342

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, 2021-2024, 2022-2025, 2023-2026 (Highlight implementation years)

----- CONTACT INFORMATION -----

Principal:
Telephone:

Email:

Superintendent: Dr. Peggy Buffington
Telephone: 219-942-8885

Email: peggyb@hobart.k12.in.us

Contact for Grants: Dr. Peggy Buffington; Mrs. Lori Anderson; Mrs. Debbie Matthys, Dr. Tim Krieg;
Telephone: 219-942-8885 Email: peggyb@hobart.k12.in.us;
landerson@hobart.k12.in.us; debbiem@hobart.k12.in.us, tkrieg@hobart.k12.in.us

Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

TSI Targeted Support and Improvement – federal government school designation under ESSA

ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA

CSI Comprehensive Support and Improvement – federal government school designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI (Hobart High School/Veterans Elementary at Mundell)**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI (Hobart High School/Veterans Elementary at Mundell)**

Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

This is an initial three (3) year plan. **Yes No**

This is a review/update of a plan currently in use. **Yes No**

This school is identified as the following by the federal government: (Highlight all that apply) **TSI, ATSI, CSI**

(TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI**

This school receives Title IA funding. **Yes No** Is the school's Title I program **Schoolwide** or Targeted Assistance? **SW TA** Veterans Elementary **If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
		<i>CNA, SIP, BOTH</i>	
Peggy Buffington	Superintendent of Schools	CNA, SIP, Both	- Curriculum - Instructional Program - Assessment - Coordination of Technology Initiatives - Career Awareness and Development - Safe and Disciplined Environment - Cultural Competency - Review Attendance - Parent and Family Engagement - Provision for Secondary Schools - Provision for Title I Schools Operating a Schoolwide Program
Building Principal's Name	Principal	CNA, SIP, Both	Professional Learning Communities (PLCs)
Debbie Matthys	Director of Social Emotional Learning (SEL)	CNA, SIP, Both	- Career Awareness and Development - Parent and Family Engagement
Lori Anderson	Director of Elementary Curriculum	CNA, SIP, Both	- Curriculum - Instructional Program - Assessment - Parent and Family Engagement

			• Provision for Title I Schools Operating a Schoolwide Program
Jon Mock	Director of HR & Compliance	CNA, SIP, Both	• Safe and Disciplined Environment • School Improvement Plan and Professional Development Plan
Tim Krieg	Director of Secondary Curriculum	CNA, SIP, Both	• Curriculum • Instructional Program • Assessment • Provision for Secondary Schools • Provision for Title I Schools Operating a Schoolwide Program
Matt Whiteman	Director of Student Services	CNA, SIP, Both	• Review Attendance • Gap Analysis
Danielle Adams	Director of Counselors	CNA, SIP, Both	• College and Career Readiness
Chris King	Director of Technology	CNA, SIP, Both	• Coordination of Technology Initiatives
Brooke Paschen	Director of Early College and Careers	CNA, SIP, Both	• College and Career Readiness
Robert Glover Jr.	Business Manager	CNA, SIP, Both	• School Improvement Plan and Professional Development Plan (Funding)
Link additional committee information here (if necessary):			

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision:

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 Vision:

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.

District Mission:

Our Schools equip children for adulthood. Our Schools address the needs of individual students. Our Schools are Community Schools. Our Schools are committed to success.

School Mission: The public SCOH Strategic Plan Page includes the mission and vision statements: [Click here for the SCOH District Data Profile and Action Plan page](#)

District Goals:

- The district has an established vision and mission for providing high expectations of learning for students.
- The district has governance and leadership that promotes student performance and school effectiveness.
- 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 increase academic achievement with a specific focus on language arts and problem solving across the curriculum.
- All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.
- All students will use problem solving skills to think critically and apply knowledge and reason to solve problems.
- All students' achievement is ensured by providing resources and services necessary to support success.
- All students will demonstrate the skills and knowledge necessary for managing the dual role of productive and successful community member and wage earner by gaining employment in a career or by continuing education.
- Maintaining an assessment system to monitor and document results to improve student performance and school effectiveness.

Does the school's vision support the district's vision? <i>(highlight response)</i>	Yes	No
Does the school's mission support the district's mission? <i>(highlight response)</i>	Yes	No
Do the school's mission and vision support district goals? <i>(highlight response)</i>	Yes	No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

N/A

Link additional information here (if necessary):

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. **Secondary schools may attach or link course descriptions.** (For 'X' column, right-click and ✓)

Subject/Course	Grades	Resource Name	Align ed to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Curricular Resources	K-12	See Attached Link Below	Yes	Tier 1, 2, 3	See Attached Link Below	Yes No	☒
Place link here (if necessary) ->		 SCOH Curriculum Resources					

Core Element 1: Curriculum [Required for all]

continued

Best Practice/Requirements Self-Check	Yes/No		X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	No	☒
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	No	☒
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	No	☒
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	No	☒

The public may view the school's curriculum in the following location(s):

SCOH employs curriculum maps for many of our courses, using Google to provide an overarching view and to outline the scope and sequence (pacing). English and Math courses (K-12) now feature shared curriculum maps available on our Teacher Resource Center, which can also be accessed by parents and students through Canvas. The Science and Social Studies curriculum for grades 6-12 underwent this mapping process during the 2022-2023 school year. In Spring and Summer 2024, the ELA and Math Curriculum Maps (K-12) were updated to align with the 2023 Indiana Academic Standards. These updates include alignment with the sequencing of the new ILEARN Checkpoints for grades 3-8 and the new Digital SAT for high school students.

SCOH utilizes Canvas as our living curriculum, serving as the primary platform for daily communication regarding the curricula. Through Canvas, parents and students can access a variety of curricular resources, including announcements, learning modules, syllabi and course outlines, assignments, assessments, rubrics, discussion boards, and more. Beginning in the 2024-2025 school year, SCOH will implement Parent Square to enhance communication with parents, guardians, and key stakeholders.

[IN State Standards, Curriculum & Assessments](#)

Currently, syllabi and curriculum maps designed for students and parents are accessible on Canvas. As our Learning Management System (LMS), Canvas integrates with our Student Information System (SIS), allowing students and their parents or guardians to view all enrolled courses. Additionally, we maintain vertically articulated, standards-based pacing guides that are available upon request.

Our vertically articulated curriculum maps for core Science and Social Studies classes (Grades 6-12) are now complete, with current efforts focused on aligning with the new 2023 Indiana Academic Standards. SCOH collaborates with the NIESC and NWIESC as part of this partnership, which includes adjusting our vertically aligned curriculum maps in accordance with the approved reduced and prioritized Indiana Academic Standards. We are strategically working with staff to implement these changes in line with updates to our state assessments, starting with grades K-2, progressing through Grade 3, and continuing with the remaining grade levels. Changes for high school will align with the new digital SAT assessment.

SCOH is committed to partnering with these consortia and The Khan Academy to ensure a thorough approach to the new digital SAT, maximizing opportunities for all students to pursue their college, career, or military interests upon graduation. The Indiana GPS dashboard serves as a key resource for decision-making as we expand our course offerings and opportunities.

Ongoing refinement and iterative work with our K-12 curricula will continue to focus on the integration of Essential Standards and the adjustments made in response to standards reduction mandated by legislation. We are committed to continuously revising and enhancing our curriculum to ensure it meets the needs of our students.

Refinement (Ongoing)

We will regularly meet to refine curriculum maps based on implementation feedback, ensuring alignment with Essential Standards and any further legislative changes. This process will involve assessing the effectiveness of our curriculum and making necessary adjustments to improve student outcomes.

Intentional Lesson Planning and Student Engagement

In our commitment to maximizing student engagement, we emphasize intentional lesson planning that incorporates the gradual release of responsibility model (I Do, We Do, You Do). This approach encourages active participation and fosters student independence in their learning journey.

Furthermore, we are leveraging our partnership with The Khan Academy to enhance our instructional practices. By utilizing Khanmigo's Teacher Tools and student-facing AI resources, such as The Writing Coach, we aim to provide targeted support that empowers students to take ownership of their learning. Our goal is to help students effectively use Khanmigo as their personal tutor, enhancing their skills and engagement in the learning process.

To ensure the success of this iteratively collaborative process, SCOH is committed to protecting time for teachers, grade-level contacts, department chairs, and administrators to engage in this process. Strategic grade-level representation of stakeholders and an inclusive approach will further ensure the collective buy-in of this process.

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. **Assess your practices using the chart below.**

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of highly proficient students and at risk of failure.	Yes	No	☒

A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	☒
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	☒
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	☒
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	☒
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	☒
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes	No	☒
Instructional strategies foster active participation by students during the instructional process.	Yes	No	☒
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	☒
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	☒
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	☒
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	☒
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc.).	Yes	No	☒
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	☒

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

The SCOH employs a rigorous MTSS framework that systematically ensures all students acquire the skills, knowledge, and experiences necessary to meet standards that are both driven and vertically articulated. These experiences are delivered with fidelity and within the least restrictive environment. To address mastery and learning gaps, the SCOH utilizes the gradual release of responsibility framework, breaking learning segments into manageable chunks. This approach is supported by flexible grouping, targeted interventions, WIN (What I Need) time, PBIS-infused Voice & Choice learning segments, and other related measures, all of which create an infrastructure that effectively cultivates our vision and mission.

Since the 2021-2022 school year, the SCOH's new Director of Student Services has orchestrated behind-the-scenes data mining, enabling building-level faculty to provide immediate interventions tailored to students' needs. Our data warehousing infrastructure, including Equitable Education Solutions (EES), employs a mixed-methods approach to quantify each student's Weighted Integrated Need score. Co-teaching, departmentalizing, and other pedagogical strategies afford the SCOH ongoing opportunities to ensure that students struggling to achieve proficient and advanced levels receive timely and effective additional assistance.

After extensive collaboration and ongoing reflection, SCOH's current MTSS framework continues to evolve across K-12. WIN time is utilized district-wide as we streamline our targeted needs and systems of support. Academic tiered supports and immediate interventions are aligned with specified Indiana Academic Standards at, below, and beyond grade level. The SCOH has gathered trend data from i-Ready diagnostic assessments and conducted a robust analysis of the

effectiveness of targeted interventions and supports during the 2022-2023 and 2023-2024 academic years. Moving forward, i-Ready Diagnostic Assessments and Standards Mastery Assessments (K-8) will drive weekly discussions within grade-level and subject-specific PLCs, with immediate tiered interventions following based on proficiency levels from these assessments. Differentiation for students above and below grade level is facilitated through the Khan Academy, Khanmigo, and other related initiatives. For Grades 3-8, our active participation in piloting the ILEARN Checkpoint Assessments will lead to ongoing reassessment of existing formative and interim assessments, as well as the spiraling of priority, supporting, and essential standards.

Additionally, all SCOH Administrators are applying the principles of Covey's The 4 Disciplines of Execution®. These disciplines emphasize a conscious awareness and acceptance that there will always be more good ideas than there is capacity to execute. Consequently, SCOH administrators have identified, communicated, and are actively tracking Wildly Important Goals (WIGs) by focusing on lead measures, maintaining a compelling scorecard, and fostering a culture of accountability.

Using EES Analytics' reports, including the FAIR reports, further informs tiered supports and interventions (K-12) based on proficiency levels.

Finally, SCOH's K-12 partnership with The Khan Academy through Khan Academy Districts provides ongoing analytics that drive tiered supports and interventions based on all student work completed in The Khan Academy. This partnership facilitates rostering and plays a crucial role in our new use of Khanmigo. As previously mentioned, Khanmigo is a transformative tool that acts as a Teacher Assistant for staff and a Tutor for students. With Khanmigo, teachers can break down standards, content, curriculum, assessments, and pedagogical practices into more digestible and effective learning experiences that maximize student interest and enhance learning outcomes. For students, Khanmigo offers a secure way to utilize AI that prevents cheating while promoting higher Depth of Knowledge (DOK) levels for in-class content and areas of interest beyond core instructional purposes.

Core Element 3: Assessment [Required for all]

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
i-Ready (Curriculum Associates)	K-12	Benchmark, Com. Form., Summative, Other	The i-Ready Diagnostic equips teachers with actionable data that addresses the initial phase of the iterative learning process—understanding precisely where each student stands on the learning spectrum in relation to the Indiana Academic Standards. These diagnostics offer teachers a comprehensive view of student performance, comparing it to both grade-level expectations and national norms. Additionally, the assessments include Lexile® and Quantile® information, providing valuable insights into students' reading and mathematics performance.	Yes No (TBD)	☒

			Teachers can set Typical Growth and Stretch Growth goals to personalize learning for each student. In addition to administering diagnostic assessments three times a year, we will also implement Growth Monitoring throughout the year to evaluate student progress. These standard mastery adaptive assessments are brief (approximately 15 minutes) and adjust to each student's strengths and challenges. Each assessment features tiered Depth of Knowledge (DOK) questions, ensuring mastery of standards across DOK levels 1-3. Unlike many other assessments, i-Ready provides both normative and criterion-referenced data, which facilitates equitable access and growth opportunities for every student.		
i-Ready (Curriculum Associates)	K-12	Benchmark, Com. Form., Summative, Other	In addition to the diagnostic assessments administered in the Fall, we will utilize the i-Ready Standard Mastery Checks throughout the year to evaluate progress on specific Indiana Academic Standards. These mastery assessments are brief (approximately 15 minutes) and are outlined in our ELA and Math Curriculum Maps for each unit (Grades 3-8). Each assessment features tiered Depth of Knowledge (DOK) level questions to ensure mastery of standards across DOK levels 1-3. Unlike many other assessments, i-Ready provides both normative and criterion-referenced data, facilitating equitable access and growth opportunities for every student. As needed for tiered interventions, supports, or new enrollees, we will also utilize additional i-Ready Diagnostic Assessments. Given our participation in the pilot ILEARN Checkpoints this year, we are mindful of avoiding over-assessment to maximize instructional time.	Yes No (TBD)	☒
Equitable Education Solutions (EES Analytics)	K-12	Benchmark, Com. Form., Summative, Other	Equitable Education Solutions (EES) provides a data platform that delivers timely and relevant information to inform decisions aimed at improving student outcomes efficiently. This year, we are continuing our partnership with EES to analyze our historical performance on standardized assessments, interpret our proficiency on ILEARN, accelerate learning, utilize weighted integrated need scores to ensure the growth of all students, and conduct a rigorous audit of our curriculum and assessments. This audit will focus on identifying our essential standards and evaluating the rigor of our embedded formative, summative, and interim assessments. We will also analyze retention rates after students are deemed to have achieved mastery. As we enter our fourth year with EES, we plan to maintain our partnership unless we can objectively measure its effectiveness and proven value. Additionally, we are incorporating EES's new standard assessments for ELA	Yes No	☒

			and Math (K-12) as optional assessments for teachers who wish to pilot them. These assessments are aligned with the 2023 Indiana Academic Standards and will be implemented in the 2024-2025 school year.		
Khan Academy Districts	K-12	Benchmark, Com. Form., Summative, Other	We are entering our third year of utilizing Khan Academy Districts K-12. While we have been using Khan Academy Districts at the secondary level for several years, we are now expanding this partnership to include elementary education. This collaboration provides a personalized learning system designed to rigorously assess student progress and deliver real-time feedback. It includes lessons specifically designed to address gaps in understanding and accelerate learning across K-12 subjects, including math, science, social studies, art history, and computer science. As the new digital SAT serves as our accountability assessment for high school students, our partnership with Khan Academy offers all students differentiated practice based on their linked PSAT/NMSQT results. Since this is our first year implementing Khan Academy Districts K-12, we plan to continue our partnership unless we can objectively measure its effectiveness and proven value.	Yes No	☒
ACCESS	K-12	Benchmark, Com. Form., Summative, Other	ACCESS for ELLs (ACCESS) refers to WIDA's comprehensive suite of summative assessments designed to measure English language proficiency. This assessment is administered annually to English language learners from Kindergarten through Grade 12 in member states of the WIDA Consortium.	Yes No	☒
Cognitive Abilities Test (CogAT)	K, 2, 5	Screeners (High Ability)	The Terra Nova Cognitive Abilities Test (CogAT) evaluates students' aptitude and reasoning skills, particularly for identifying high-ability learners. It measures cognitive abilities across three domains: verbal reasoning, quantitative reasoning, and nonverbal reasoning. By providing a comprehensive evaluation apart from achievement, the CogAT aids in our efforts to identify students who may benefit from advanced educational opportunities and tailored instructional strategies.	Yes No	☒

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	☒
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	☒
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	☒

Continued from Core Element 3: Assessment

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

As SCOH advances its mission to Be Excellent on Purpose (BEOP), we are revolutionizing K-12 education for the 21st century by maximizing our time with learners. This evolution has led to schedule changes, staffing adjustments, technological infrastructure enhancements, and modifications to building layouts. BEOP is now deeply ingrained in our culture as Brickies.

For K-8, SCOH utilizes i-Ready's Diagnostic Assessment once a year, in addition to screenings for tiered systems of support as needed, to provide a comprehensive view of instructional needs. Building administrators and curriculum directors collaborate with grade-level teams in PLCs to review scores, which offer key data points such as criterion-referenced grade-level placements, national norms, Lexiles, and growth measures. Teams analyze these scores to inform instruction, discussing student strengths and learning priorities to create a complete picture of classroom and individual student learning. Alongside class grades, formative assessments, and other data points, we schedule tiered interventions and supports to ensure all students have access to grade-level priority and supporting standards based on their proficiency levels. Standards Mastery scores provide deeper insights into individual performance, and weekly PLCs facilitate discussions on these measures, leading to regular real-time interventions.

For K-12, SCOH's partnership with EES Analytics provides real-time data that drives discussions during our weekly Late Start Wednesday meetings, where teachers, counselors, and administrators review progress, set goals, and adjust tiered supports and interventions accordingly.

We are also implementing strategic changes in our credit recovery programming based on collective input from teachers. One significant change is that credit recovery will now be offered solely after school hours for high school students, encouraging them to fully utilize the extensive support available during school hours.

SCOH's partnership with Khan Academy and the adoption of Khanmigo as both a student tutor and teacher assistant involve whole-staff meetings, which have already commenced, followed by breakout sessions during planning periods. At the high school level, these meetings focus on the digital SAT, as we are the College Board's Official SAT preparation partner.

Hobart High School, in collaboration with the Center of Excellence in Education (CELL), is a fully endorsed Early College High School. This partnership fosters ongoing collaboration for dual credit teachers through active participation in network meetings. Additionally, Hobart serves as one of four mentor schools in CELL's Urban College Acceleration Network (UCAN), a funded initiative for urban high schools to develop accelerated pathways toward endorsement as an Early College High School. CELL provides professional development and operational support to all UCAN schools, enabling students to earn post-secondary credits alongside their high school diplomas through dual credit opportunities. Teachers, counselors, administrators, and, most importantly, students are actively engaged in these efforts.

SCOH's involvement in the Wabash Valley Education Center (WVEC) affords our staff, including the EL Teachers of Record, a wealth of ongoing collaborative opportunities to work through WIDA scores, learn best practices, and share experiences as we grow in providing English Learners the best educational services according to their respective needs.

We also focus on applying the Science of Reading at the elementary level. Such an application includes the addition of a literacy coach along with our existing math coach, who is entering her second year in this role. Changes in curricula resulting from our curriculum audit in partnership with EES and applying the Science of Reading led to substantive changes in science and social studies at the elementary level. For instance, the second and third year adoption of Wonders streamlined this process as we move away from a skills-based process and intentionally continue to shift our focus to a theme-based focus that capitalizes on knowledge building.

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

All students at the School City of Hobart use 1:1 technology to develop critical thinking and collaboration skills. The technology is used in classrooms, STEM spaces, within project-based learning environments, and for providing differentiated learning to help students reach their learning goals. SCOH uses technology healthily, fostering collaboration and community, helping others, and learning. Students learn to be responsible digital citizens and how to discern information in the vast digital world available to them. Starting in the 23-24 school year, students (Grades 3-12) use Khanmigo, Khan Academy's AI-integrated student tutor. K-12 Teachers utilize Khanmigo as a Teacher Assistant. K-2 students utilize Khan Kids.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes No	☒
A plan is in place to provide in-service training in the use of technology.	Yes No	☒
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	☒
There are established procedures for maintaining technology equipment.	Yes No	☒
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	☒

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other: Pathful Connect (formerly Nepris) will match teachers and students with the right industry experts virtually without spending much planning time or leaving the classroom while providing an effective way for companies to extend education outreach and create equity of access.	

If “Not currently implementing career exploration activities” was indicated above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other: Pathful Connect (formerly Nepris) will be used to match teachers and students with the right industry experts virtually without spending much planning time or leaving the classroom while providing an effective way for companies to extend education outreach and create equity of access.	

If “Not currently implementing career exploration activities” was indicated above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Career Day/Fair or Community Day

Guest speakers	Other: Pathful Connect (formerly Nepris) will be used to match teachers and students with the right industry experts virtually without having to spend much planning time or leaving the classroom while providing an effective way for companies to extend education outreach and create equity of access.
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Other: Kuder Navigator will be used to help students discover what they're good at and match it with what they're interested in as a means of further connecting students' passions, purpose, and possibilities whereby they can pursue career paths that are relevant to them.
Industry-related Project-Based Learning	Other (list)
Online career navigation program	Other (list)
Job shadowing	Other (list)

If "Not currently implementing career exploration activities" was indicated above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes No	☒
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	☒
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	☒
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes No	☒
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes No	☒
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes No	☒
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes No	☒
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes No	☒

Briefly answer the following:

What practices are in place to maintain a safe environment?

The School City of Hobart employs a multi-layered approach to maintaining a positive and safe school environment. In partnership with the Hobart Police Department, each school has a full-time School Resource Officer (SRO) who fosters positive relationships with students while ensuring their safety. These relationships play a crucial role in developing students into productive members of society.

Additionally, the School City of Hobart utilizes various technology tools to enhance school safety, including CrisisGo for drills and emergency management, STOPit for anonymous reporting of bullying and safety concerns, and comprehensive safety training for both staff and students. A district-wide surveillance camera system further supports our safety efforts.

MTSS teams are established at all levels to provide academic and behavioral assistance to students. The Director of Social Emotional Learning conducts weekly lessons focused on self-care and emotional regulation. Furthermore, administrators, counselors, teachers, and support staff engage in adult SEL skill development and overall wellness practices. As a district, we are committed to implementing restorative practices to foster a supportive and inclusive school culture.

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document.

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting the groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

- Racial, ethnic, language-minority, and socio-economic groups are identified during student registration. Parents/guardians complete this information during the registration process.
- Individual schools as well as the foodservice department work in conjunction to support families completing the Free/Reduced lunch information. The Food Service Department receives direct certification from the state website. This identifies needs based on individuals receiving medicare and food stamp assistance. The Food Service works with families throughout the year as the need arises based on income.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school?

Additional educational opportunities

- Tier 1, Tier 2, and Tier 3 strategies for academic and behavioral support are given to all students.
- Through Tier 1 and MTSS tiers, intervention, extensions, and enrichment opportunities are provided to all students.
- Asset-based thinking is universal in the district.

- Project-based learning, PLTW, Maker Spaces, Passion Projects.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

- SEL, cultural awareness, restorative practices are a part of the PD that all staff will receive.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

- Inventory and auditing of current curricular materials is an ongoing process. As new materials are selected, the textbook committees are using the board policy curricular checklists when adopting materials.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students above 10% or more of the school year.

Last year: 15.2%

Two Years Ago: 20%

Three Years Ago: 19%

What may be contributing to the attendance trend?

- State law changes leading to school policy updates regarding attendance, disciplinary actions, and communication with families can also affect absenteeism rates.
- Increased student responsibility at home.
- Use of Parent Square for ongoing parent communication (K-12).
- Mental health issues increased concurrently with the pandemic, causing missed school due to stress and appointments.
- Increases in Special Education students and free and reduced lunch students, who typically miss more school.

What procedures and practices are being implemented to address chronic absenteeism?

- Schoolwide training of administrators, secretaries, and administrative assistants related to systematic monitoring, prevention, and intervention activities pursuant to IC 20-19-3-12.2.
- Changes in the Credit Recovery process at Hobart High School to de-incentivize lost instructional time.
- Assistance from Lake County courts with probation and supervision for our most chronically absent.
- The use of Brickie Virtual School via Pearson, with direct attendance oversight from SCOH and Pearson.
- The use of restorative practices for discipline instead of suspensions.
- PBIS: [Click here for the public PBIS information for all schools](#)

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

- EES Analytics use of Indiana GPS Dashboard data and daily progress monitoring.
- District attendance is monitored through Skyward by Administration and MTSS Interventionists, including social workers.
- Lake County assigns a probation officer to monitor a chronically absent student's attendance with directives and goals in place from the officer and/or judge.
- Our school nurses, secretaries, and administrators monitor absenteeism pursuant to the Chronic Absenteeism Legislation.
- The Director of Student Services monitors virtual students through Edmentum.
- MTSS staffing personnel monitor attendance through EES analysis in weekly meetings. MTSS plans may include attendance goals.
- Administrators monitor and implement restorative discipline to reduce suspension days.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	☒
A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social-emotional needs of chronically absent students.	Yes No	☒

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

- The district utilizes Parent Square, a communication platform that helps educators reach students and parents where they are.
- All Pro Dad Chapters have been established to increase parent and family engagement. Chapter meetings are held monthly.
- The district shares the district newsletter called Focus on Education. This is shared weekly with the community. This newsletter contains district information of knowledge events inviting the community and families to join with the district. The Focus on Education (FOE) page is found here: www.hobart.k12.in.us/foe
- The district utilizes
- Parents/families are able to be observers in Canvas, the Learning Management System (LMS) utilized by the district.
- Parents/families are encouraged to sign up for daily, weekly, or monthly grade reports from Skyward our Student Information System (SIS).
- Parent workshops are offered (Safety, College and Careers, Assessment, Title I, EL, etc.)
- Parent-teacher conferences annually and as needed (Setmore/Zoom, Live)

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

- Parents/families constantly communicate with the district office through phone calls, Facebook, and Twitter. There are multiple tools to communicate with the district office through phone calls, email, the SCOH Tip Line, and social media.
- Students in grades 5-12 will participate in the SCOH SEL survey and IYI surveys.
- Parents are involved during the annual school handbook committee.

- Schools hold monthly PTO meetings.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

- Daily attendance calls are made to parents/families to check on the student.
- Counselors support parents/families in need of attendance-based concerns.
- School offices are in communication with each absence. Schools proactively send letters to families to make them aware of absences of 5 days and 10 days.
- Attendance plans are created based on the specific needs of students.
- Community Partners, Lake County Wrap Around, and Geminus Truancy Prevention Program are all utilized by district personnel to assist the SCOH families.
- School City of Hobart Building Brickies' has parent educators who engage in home visits, early screening, group meetings/playgroups, and resource networking for families with children from birth to five years old.

How do teachers and staff bridge cultural differences through effective communication?

- TransAct Parent Notice - this program is utilized to change SCOH documents into the home language of parents/guardians.
- The district uses a translation line (called Language Line Services) as interpreters are needed. This provides just-in-time assistance as families enroll or as needed during conferences, etc.
- SCOH has partnered with families to offer language classes to the community.
- Continuous Family nights are offered throughout the district to highlight multicultural celebrations, problem-solving/game nights, and the arts. These have continued during the pandemic as virtual nights.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

- The district has a Title 1 Parent Policy and Parent Compact established. Documents are mailed home and shared with families at the annual Title 1 Parent meetings each fall and spring. Families have access to this information on our website.
- Parents are involved in annual SIP plan reviews, handbook meetings, and curricular committees of newly adopted materials.
- Parents are involved in MTSS plans, IEP meetings, and plans as well as ILP plans.
- Parents can be a part of the PTOs at each school, booster clubs, volunteers for tutoring, and events throughout the district.
- Building Brickies (Early Childhood)
- PTOs
- Parent workshops on school safety, EL, CCR, Graduation Pathways, FAFSA, Testing, and many more topics.
- All Pro Dad Chapters have been established at the elementary and middle school.

How does the school provide individual academic assessment results to parents/guardians?

- Individual student reports from district assessments are uploaded into Skyward for family access. Messages are sent to parents to inform them of the score reports and guidance for reviewing the document.
- Parent-teacher conferences are used at all levels.
- Parents are encouraged to attend celebrations at the buildings.
- District and school newsletters are used monthly to keep parents informed.
- Weekly Remind, Skyward, Canvas, and all calls are used by each school to keep families informed.
- A standard Canvas format has been implemented so all classes are organized consistently for our students and families.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

- Community members, parents, and school board members are part of the yearly SIP plans and textbook adoption committees.
- Parents can access the School City of Hobart website, which includes academic, instructional model, social-emotional, assessment, the arts, and athletic information. The district is constantly highlighting and sharing information with parents to offer support for multiple reasons: prevention of vaping, drugs, and alcohol; service-learning, etc.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

As outlined in the Graduation Pathways, the SCOH recognizes that “the path to graduation is not one-size-fits-all.” Across K-12, we implement the Engage, Explore, Experience framework to systematically integrate college and career readiness (CCR) into our culture. We intentionally collaborate to build college and career-ready Brickies, one credit at a time.

For students pursuing the academic honors diploma, our College Planning Guide and Career Pathway Guide illustrate the vertically articulated sequencing of course offerings, ensuring that all incoming 9th graders remain eligible to earn an academic honors diploma. These guides include sequenced checklists for each cohort, detailing the requirements to be completed by the end of each year to maintain eligibility.

To prepare students for these opportunities, our school counseling team, led by the Director of Counselors, meets with 8th-grade students to inform them about the requirements for earning the CORE 40 with the Academic Honors Diploma and the CORE 40 with the Technical Honors Diploma. We are also being intentional about proposed changes to diplomas in Indiana, ensuring that our students are well-informed and prepared for any new requirements that may arise. We provide every student with a personal copy of these pathway guides and promote them through Canvas (our LMS), newsletters, Parent Square, and various other streamlined services. Counselors also meet with students individually and in small groups to ensure each

student has a tailored game plan for success.

Under the leadership of our Director of Student Services, we triangulate data from our data warehouses to offer wraparound services within the daily schedule through Academic Assist, Voice & Choice, and Power Hour segments. Through routine credit checks, grade checks, PLCs, Counselor-Administrator meetings, Administrative Cabinet meetings, and other related initiatives, we strive to ensure that all students maintain eligibility to earn the degree they seek.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

As mentioned, we emphasize cultivating a culture where students build agency by engaging, exploring, and experiencing the avenues through which their passions, purpose, and possibilities converge. We encourage students to construct their personal brands as Brickies, brick by brick, reinforcing the idea that they are the CEOs of their respective brands. Through voice and choice sessions integrated into students' weekly schedules, they are intentionally encouraged to actively participate in experiences that highlight the importance of pursuing a diploma that offers the most options for future success. We collaborate with local and statewide community stakeholders and business leaders to support this initiative. Students focus on developing individualized transfer plans aimed at achieving their educational, career, and life goals.

Additionally, students explore various career options and demonstrate their understanding of goal setting by creating specific career goals. For the 2024-2025 school year, we are expanding our career awareness opportunities by strategically staffing to increase connections between students and employers, bridging their school experiences with their personal and professional lives.

In this process, students develop essential computer literacy skills, including the ability to send and receive emails, navigate institutional websites, use internet search engines, and conduct research using library resources. They learn to locate and utilize various resources both on and off-campus, including navigating college infrastructure, advising, financial offices, and other academic and student support services. Students are also encouraged to explore the college's social environment and understand the impact of diversity.

Furthermore, students develop effective study skills such as note-taking, listening, textbook usage, test preparation, concentration, memory skills, and time management. They explore and apply critical and creative thinking strategies while examining personal wellness issues, developing stress management techniques, and understanding the single articulation pathways at Ivy Tech, which support their transfer plans.

We are also being intentional about the proposed changes to diplomas in Indiana, ensuring that our students are well-informed and prepared for any new requirements that may arise. By integrating these changes into our curriculum and support systems, we aim to equip our students with the knowledge and skills necessary to navigate their educational journeys successfully.

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

The School City of Hobart (SCOH) is recognized as one of the leading school districts in Indiana for our CELL-endorsed early college program, Hobart University.

Since 2018, our students have earned 47,609 dual credits, resulting in a total tuition savings of \$7,517,451.18. SCOH is a recipient of the 3 E's Grant, which has been utilized to expand stackable credentialing options on campus for our students. We continually survey students in conjunction with supply and demand, and we are committed to expanding partnerships with employers and higher education institutions. We are thrilled to serve as a mentor school for UCAN! Our year-over-year growth in the number of credits earned, the number of students obtaining currency credentials, and, most importantly, fostering student advocacy and agency, aligns with our mission to Be Excellent on Purpose (BEOP).

Through Hobart University, students have the opportunity to earn their high school diploma alongside a college degree, certificate, or technical certificate. This framework allows students to graduate with 1-2 years of Early College experience, aligning with high-demand careers that they can enter immediately after completing a certificate, technical certificate, or Associate's Degree. Many of these opportunities are in high-demand CTE fields and offer stackable credentials that provide the flexibility needed to meet the constantly evolving workforce demands in Indiana, the nation, and globally. Additionally, we partner with the Porter County Career Center to send students to programs not offered at our school and host several programs, including Criminal Justice, EMT, Early Childhood Development, and CISCO. SCOH also offers AP courses and encourages students to take AP exams as desired. Collectively, we are confident that these opportunities are unparalleled in Indiana.

In the 2022-2023 school year, CELL selected us through the University of Indianapolis to serve as an endorsed early college mentor school. Over the next year, we will conclude our mentoring of three urban school districts. We will continue to collaborate with these schools to help them design and successfully implement dual credit opportunities that lead to currency credentials, similar to what we have achieved for our students. Notably, the West Side Leadership Academy in Gary, Indiana, recently became the first UCAN mentee school to earn its Early College endorsement through CELL! We are also grateful for the opportunity to have received the 3 E's Grant. As outlined in our grant, we have surveyed students and are providing them with opportunities to complete credential-bearing pathways through Ivy Tech, resulting in certificates, technical certificates, associate degrees, and other credentials of value. Courses completed at Ivy Tech campuses, tailored to student interests and needs, have been tuition-free as part of our grant! Moving forward, however, we are actively inquiring about alternative funding sources so we can ensure our sustained ability to provide tuition-free dual credit and dual enrollment courses not on the crosswalk and/or offered on our home campus.

2024 Graduation Rate: 91.16%

Percent of students on track to graduate in each cohort: 2025 = ~94.98%; 2026 = ~86.89%; 2027 = ~89.18%; 2028 = ~100%

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

Our four elementary schools utilize funds to employ MTSS Interventionists, Parent Educators, and a Behaviorist. These interventionists provide supplemental services to all Kindergarten through fifth-grade students who require reading and/or math intervention. They collaborate with staff and students to close gaps in foundational skills, ensuring that all students can achieve their academic goals.

We also utilize grant monies to fund our High Ability Math Coach at the elementary level. Our Reading Specialist through The Literacy Cadre with CELL works with K-3 teachers. The High Ability Math Coach works with advanced learners to enhance their mathematical skills and provides enrichment opportunities, while the Reading Specialist focuses on improving literacy outcomes for all students, offering targeted support and strategies to foster reading development. Our interventionists offer WIN (What I Need) push-in support for students in reading/language arts, math, and overall classroom performance.

Additionally, we have a Parent Educator who conducts in-home visits, early screenings, group meetings, playgroups, and resource networking for families with children from prenatal to five years old. She is actively involved in our Building Brickies/Parents as Teachers program and divides her time among our elementary schools. We also employ a Behaviorist who supports students with behavioral difficulties at our Kindergarten School and Veterans Elementary at Mundell. This specialist teaches students techniques and strategies to help them regulate their behavior and succeed in the classroom and school environment. Our Behaviorist services students with behavior difficulties by teaching techniques and strategies for students to regulate their emotions and be successful in the classroom/school.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Our MTSS team utilizes, as needed, our district's curriculum resources which include Wonders, Wonderworks, Heggerty, Foundations, UFLI, Learning A-Z, and i-Ready (benchmarks and standards mastery CFAs) and Savvas Math (Envisions).

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

The School City of Hobart (SCOH) collaborates with Geminus Head Start by allowing them to utilize one of our facilities for their services. Additionally, SCOH has established the Ready, Set, Go initiative, which brings together local preschools in Hobart to meet monthly with the Brickies From the Start Coordinator, the Principal of the Early Learning Center, and kindergarten teachers for collaborative discussions.

Through this initiative, preschools receive comprehensive information about attending kindergarten and effective strategies to prepare their students and families. They play a crucial role in disseminating important information about kindergarten to parents. Preschools are also invited to schedule visits to the Early Learning Center, where they can bring their classes and parents for a tour of the school and classroom visits. Each family signs a release allowing the preschool teacher to share information with the Early Learning Center (ELC) and completes a questionnaire to help us better understand the child and prepare for a successful school year.

A Kindergarten Kick-Off event is organized to invite all students and families to the ELC for an informational presentation and playtime. During this event, families tour the school and visit different classrooms to engage in fun and interactive kindergarten activities that simulate what they will experience in kindergarten.

To further support incoming kindergarten students, we administer the DIAL 4 Screening, which helps staff understand each student's strengths and needs. The results are reviewed individually with parents, along with suggested activities to prepare their child for kindergarten over the summer. These results are also shared with the preschools to facilitate their growth and understanding.

Based on the screening data, students who would benefit from a Jump Start to Kindergarten program are invited to attend a two-week class prior to the start of school to help them acclimate to the kindergarten experience. Additionally, the School City of Hobart maintains a partnership with Head Start, signing a Memorandum of Understanding (MOU) each year, and they are located within a building in our school district.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

The School City of Hobart employs various strategies to attract high-quality teachers to our district, starting with a comprehensive New Teacher Induction program held before the school year begins in August. During this program, new teachers learn about our gradual release model, curriculum (including curriculum maps), and district initiatives. Mentor teachers are assigned to each new hire, allowing them to establish a supportive partnership during induction, where they can ask questions and collaborate. Their relationship builds throughout the year.

Our district also provides professional development on late start Wednesdays for all staff, focusing on district initiatives. We encourage our educators to pursue external professional development opportunities aligned with their interests and to share their insights with colleagues upon their return. Additionally, SCOH supports secondary teachers in furthering their education to qualify for teaching advanced and dual-credit courses.

We are intentional about sustaining the recruitment and retention of credentialed instructors. Our partnership with the Hobart Teacher Association (HTA) includes an agreed-upon reimbursement program that has proven effective, along with retention efforts that offer both fiscal and qualitative benefits for staff teaching dual credit courses.

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school’s current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. **This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark “X” next to each source of data used in the following steps and attach or link the data reviewed for this plan.**

General Academic			Specific Student Groups			General School Data	
X	Statewide Assessments	X	Statewide Assessment Data	X	ELL Assessment(s)	X	Student Attendance

X	Federal (ESSA) Data	X	Federal (ESSA) Data	X	Individual Education Plans (IEPs)	X	Discipline/Behavior
X	Districtwide Assessments	X	IAM Assessment	X	Individual Learning Plans (ILPs)	X	Parent/Student Survey
X	Dyslexia Assessment(s)	X	Aptitude Assessment(s)	X	Staff Training	X	Staff Attendance
X	Common Formative Assessments	X	Special Education Compliance Rpt				
X	PSAT/SAT/ACT						
List Other Data Sources Below							
National Clearinghouse on Graduates		SCOH SEL Survey			Indiana Youth Institute (IYI) Student Survey		

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using the data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? Yes **No**

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

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 2

Measurable outcome met? **Yes** **No**

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

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 3

Measurable outcome met? **Yes** **No**

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

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements, we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment to a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our findings in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).

1	2	3	4	5	6
<i>Desired Performance Indicators Based on Prioritized Goals / Characteristics</i>	<i>Current Goal</i>	<i>Actual Performance Based on School Data</i>	<i>Brief Description Comparing Current Performance to Desired Performance</i>	<i>Gap</i>	<i>Priority</i>
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being</i>	No	<u>In School Suspensions</u> 2 yr Mean (383), Year 2022 (460). <u>Out of School Suspensions</u> 2 yr Mean (317), Year	<i>We are committed to a learning environment that ensures safety and well-being for all. The suspension and expulsion increases are, in part, due to the return of in-person learners in lieu of the COVID 19 pandemic.</i>	X	1

		2022 (662). <u>Expulsions</u> 2 year Mean (14), Year 2022 (28).			
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There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
All students will grow in ILEARN proficiency growth bands. The goal under the Indiana ESSA plan is to reduce the number of students not passing. To make progress towards this goal by 2027, the pass rate would have to increase by 8.23% over a (3) year period, which means 2.74% per year. All students will increase achievement in PSAT/SAT/Knowledge Assessment in order to be eligible for Early College and Career Courses.	Yes No	Our goal is to increase the amount of students in the at or above proficiency level on ILEARN ELA. To make progress towards this goal by 2027, the pass rate would have to increase by 8.23% over a (3) year period from 2024-2027, which means 2.74% per year. In 2024, 41.77% of students scored either at or above proficiency on ILEARN ELA. To reach our goal of a net increase of 8.23% by 2027, we	Increase the number of students eligible for early college classes with an increase in benchmark scores in PSAT/SAT and/or Knowledge Assessment. In the fall of 2024, the following percentages of students were eligible for early college classes using PSAT scores, Knowledge Assessment scores, and/or a GPA of 2.6 or higher: 46.3% of 9th graders, 79.8% of 10th graders, 73.4% of 11th graders, and 69.7% of 12th graders qualified in reading/writing, lower math, and upper math toward dual credit eligibility.	x	1

		need a net increase of 2.74% this year.			
All students will grow in ILEARN proficiency growth bands. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2027, the pass rate would have to increase by 8.64% increase in students passing by 2027 which is an annual increase of 2.88% from 2024-2027. All students will increase achievement in PSAT/SAT/Knowledge Assessment to be eligible for Early College and Career Courses.	Yes No	Our goal is to increase the amount of students in the at or above proficiency level on ILEARN Math. To make progress towards this goal by 2027, it would require an overall 8.64% increase in students passing by 2027 which is an annual increase of 2.88%. To reach our goal of a net increase of 8.64% by 2027, we need a net increase of 2.88% this year.	Increase the number of students eligible for early college classes with an increase in benchmark scores in PSAT/SAT and/or Knowledge Assessment. For 2023, Knowledge Assessment was used to determine eligibility in dual credit courses. 43.15% of 9th graders, 64.31% of 10th graders, 62.83% of 11th graders, and 56.27% of 12th graders qualified in reading/writing, lower math, and upper math toward dual credit eligibility.	x	2
All graduates have a post-secondary plan.	Yes No	Students explore interests and have career awareness as well as knowledge of Early College and Career opportunities in high school and post-secondary education. 40.2% of the Class of 2024 earned a credential (AS, ICC, TC, Individual Certificate, or	Increase the number of students eligible for early college classes with an increase in benchmark scores in PSAT/SAT and/or Knowledge Assessment. In the fall of 2024, the following percentages of students were eligible for early college classes using PSAT scores, Knowledge Assessment scores, and/or a GPA of 2.6 or higher: 46.3% of 9th graders, 79.8% of	x	3

		Individual Industry Certificate). In total, 252 credentials were earned by the Class of 2024. Of which, 80 AS degrees were earned, 88 ICC, 18 TC, 39 Total Certificates, and 27 Total Industry Certificates). Our goal is to continue to increase our already impressive college and career readiness numbers in dual credit, college enrollment, technical certificates, and all other forms of postsecondary credentialing.	10th graders, 73.4% of 11th graders, and 69.7% of 12th graders qualified in reading/writing, lower math, and upper math toward dual credit eligibility.		
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List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

Step 2: Conduct Root Cause Analyses

Based on the review of data from the Gap Analysis, **list at least 3 priorities where improvement is needed immediately in the chart below.** Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from the Previous Chart	List Root Cause(s)
All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.	<i>The root causes stem from our reports by EES Analytics. Reports are found here: https://www.hobart.k12.in.us/Page/90</i>

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

All students will explore, engage, and experience vertically articulated college and career readiness opportunities based on the employability skills thereby equipping them for lifelong learning beyond the K-12 academic setting.

Write your Goal(s) from these.

Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources

- Title IA
- Title II
- Title III/NESP
- Title IV
- School Improvement (SIG)
- High Ability
- Early Literacy
- Formative Assessment Grant

- ESSER
- Hobart Education Foundation
- Hobart Redevelopment Commission
- Homeland Security Grant
- Anderson Foundation Grant

School Improvement Plan

[Click Here for the CNA_SIP Planning Calendars for the District & all Schools](#)[SCOH CNA_SIP Planning Calendar with PD](#)

*Included in the SCOH CNA/SIP Workbook link above are worksheets for each School including:

- Hobart High School (HHS) CNA/SIP
- Veterans Elementary School (VEM) CNA/SIP
- Early Learning Center (ELC) SIP
- Joan Martin Elementary School (JM) SIP
- Liberty Elementary School (LE) SIP
- Hobart Middle School (HMS) SIP