

Hobart High School

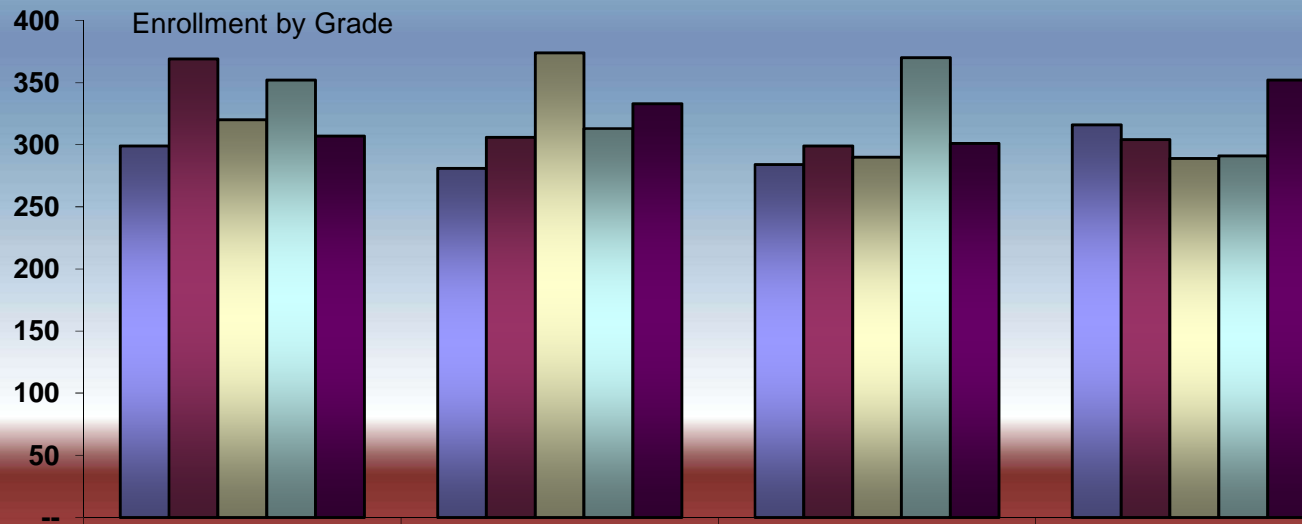
**Data
Profile
2015-2016**

Hobart High School

**Students
2015-2016**

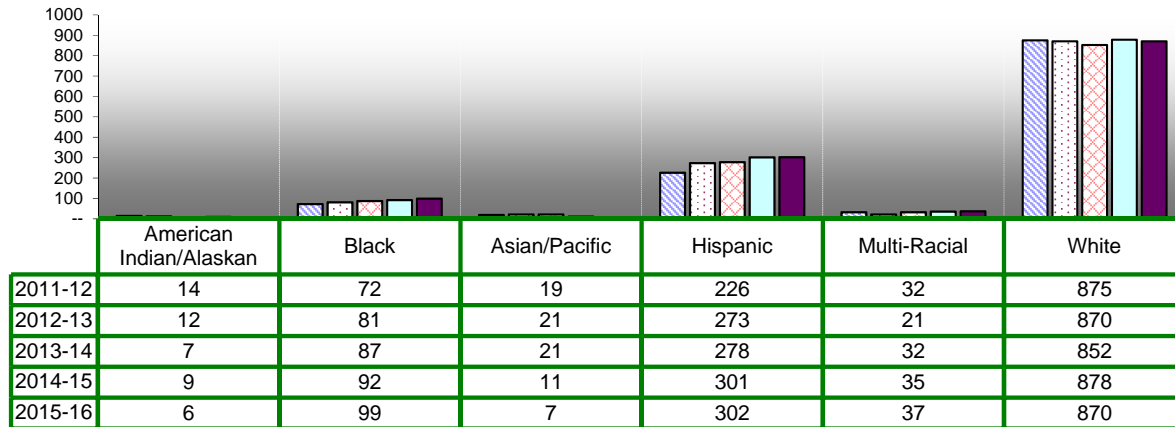
Hobart High, 4305

Enrollment by Grade



	9	10	11	12	Total
2007-08	299	281	284	316	1180
2012-13	369	306	299	304	1278
2013-14	320	374	290	289	1273
2014-15	352	313	370	291	1326
2015-16	307	333	301	352	1293

Hobart High, 4305

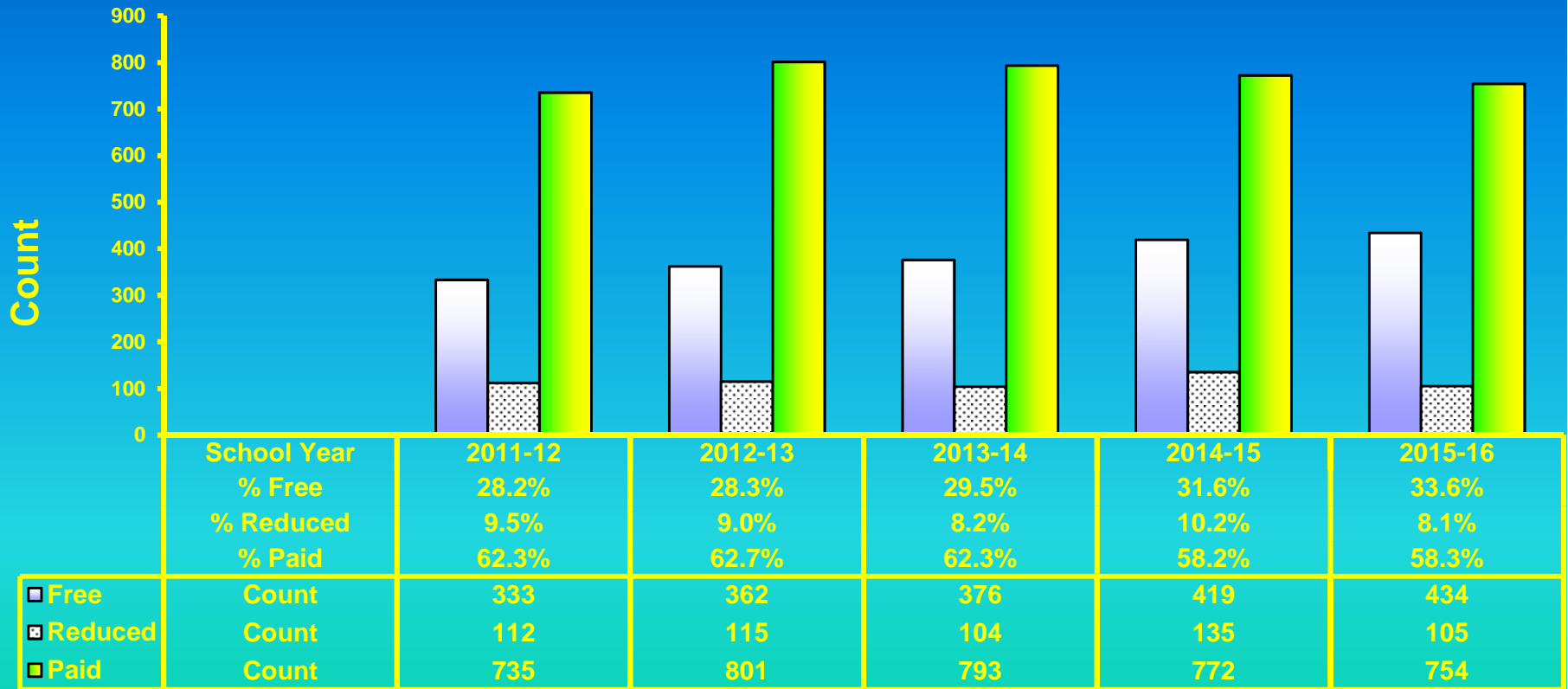


	American Indian/Alaskan	Black	Asian/Pacific	Hispanic	Multi-Racial	White
2011-12	1.1%	5.8%	1.5%	18.3%	2.6%	70.7%
2012-13	0.9%	6.3%	1.6%	21.4%	1.6%	68.1%
2013-14	0.5%	6.8%	1.6%	21.8%	2.5%	66.7%
2014-15	0.7%	6.9%	0.8%	22.7%	2.6%	66.2%
2015-16	0.5%	7.5%	0.5%	22.9%	2.8%	65.9%

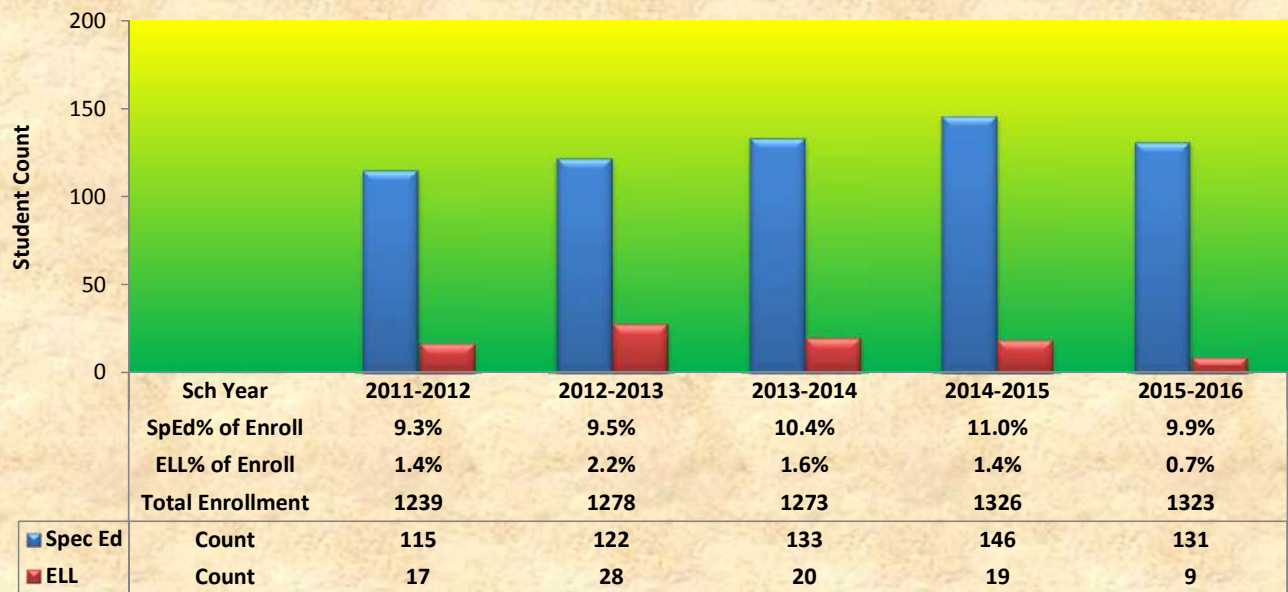
	American Indian/Alaskan	Black	Asian/Pacific	Hispanic	Multi-Racial	White
2yr avg growth	-3.5	7.5	1.0	26.0	--	-11.5
3yr avg growth	-1.7	6.7	-2.7	25.0	1.0	1.0
4yr avg growth	-2.0	6.8	-3.0	19.0	1.3	-1.3

Hobart High, 4305

Free and Reduced Lunch



High School Special Ed and ELL Student Count

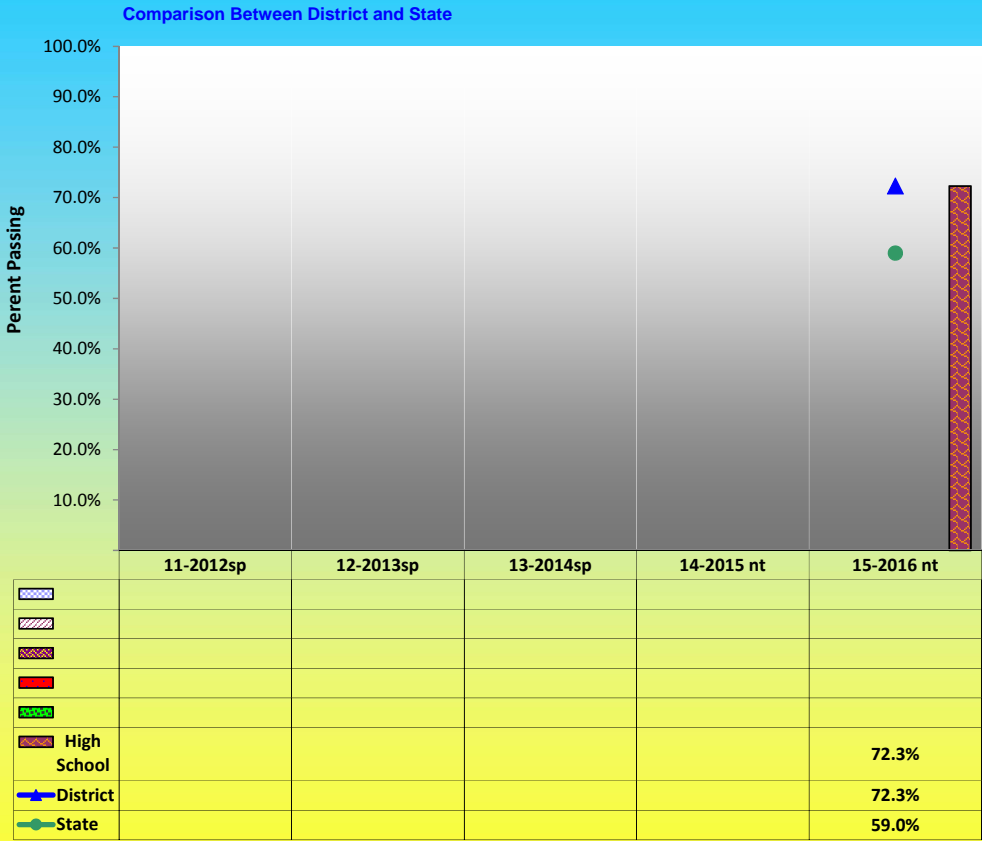


Hobart High School

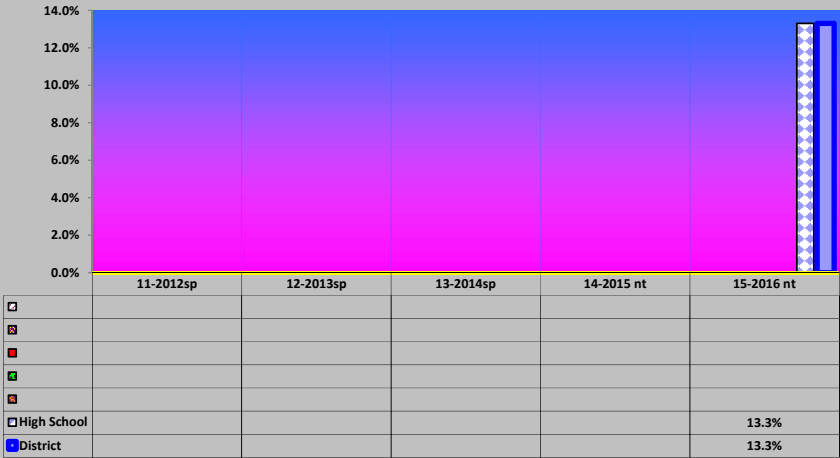
**Student
Performance
2015-2016**

Student Performance:

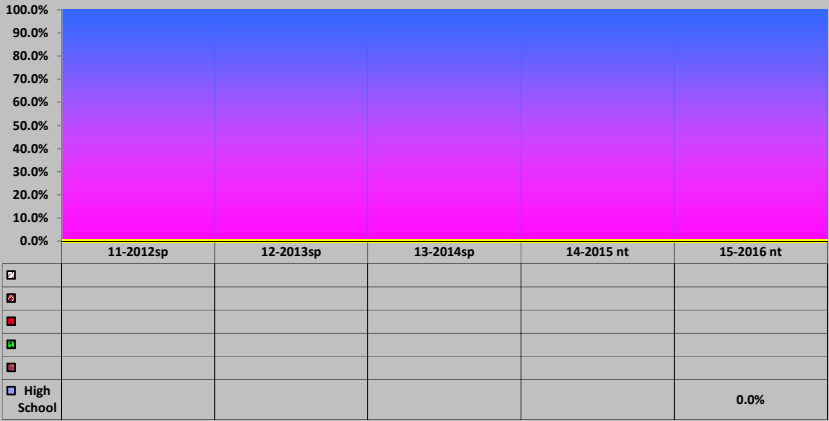
English/Language Arts



Location to State Difference



Location to District Difference



Hobart High School
AdvancED - English Strengths / Challenges

Strengths

- Better than the state average
- One of the top 15-20 in state
- Did better than many schools in area-all but Munster
- Better than state average in all areas
- Percent higher than state
- Percent mastered
- We are well above the state average in each of the components
- Above state average in several categories
- Writing process higher than state average
- Writing has improved
- Reading and writing-continued improvement

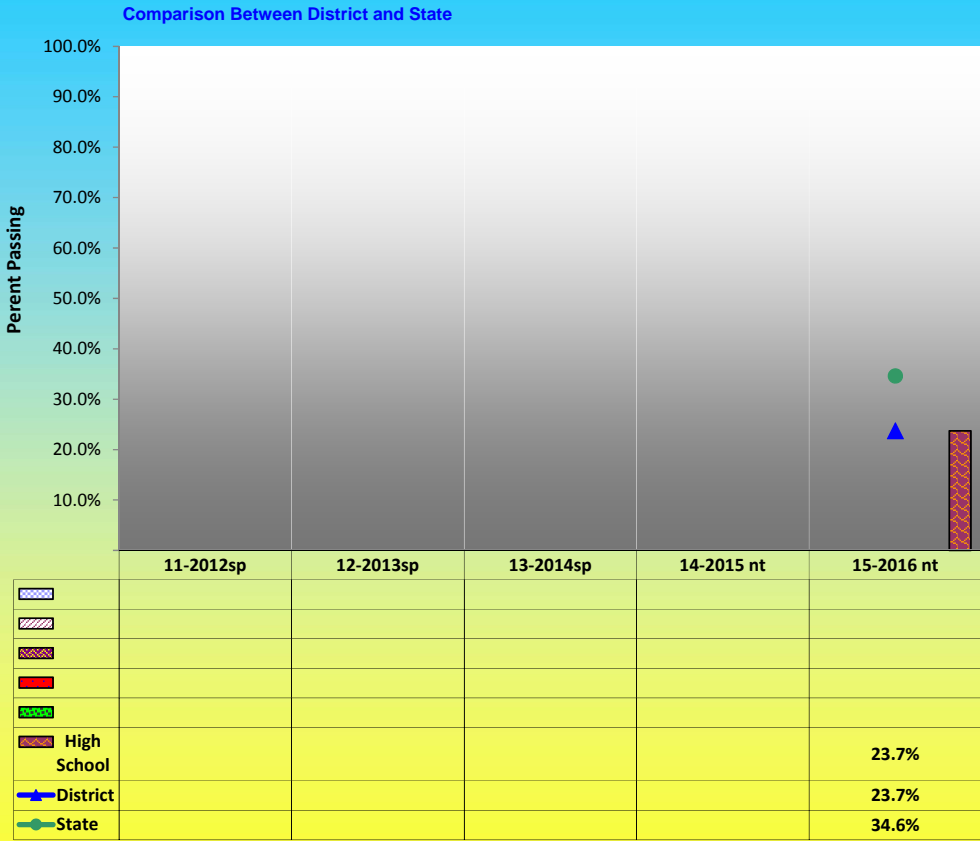
Challenges

- Above state average but barely
- Keep stressing vocabulary-still issues with it
- Lowest score on English 10
- Writing conventions of standard English only 1.64% higher than both the state average and target score
- Nonfiction is the biggest challenge
- Nonfiction vocab word-kids check out when they hear it
- Teachers spoon-feed non-fiction-perpetuate the problem
- We aren't as high in conventions of standard English (grammar)
- Comprehension is a problem due to vocab usage
- Inferencing not done-students are too literal

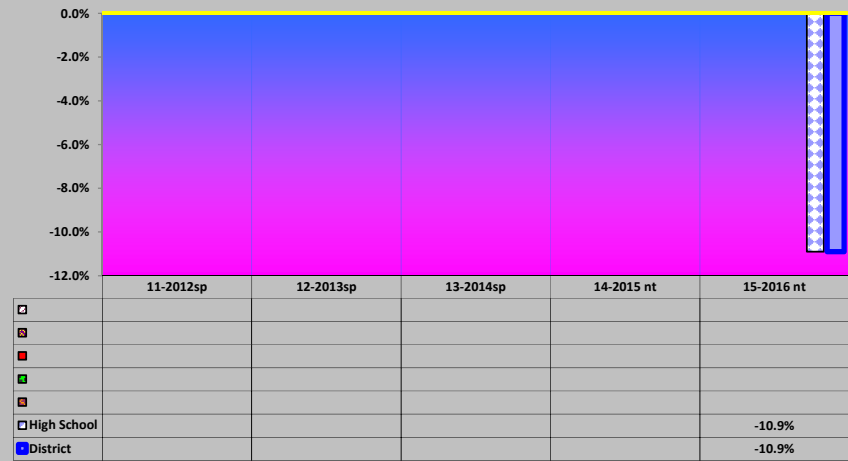
- Responses to questions are too shallow

Student Performance:

Mathematics



Location to State Difference



Location to District Difference



ISTEP Strengths and Challenges

Math Department- 10/23

Strengths:

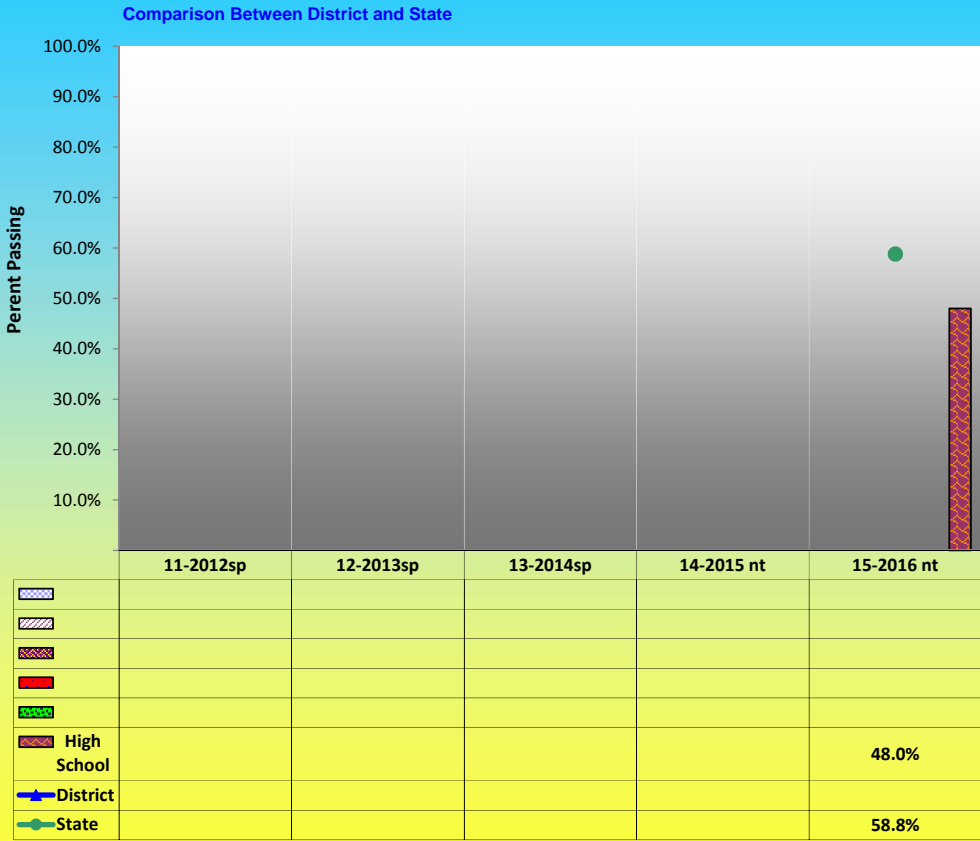
- ECA scores were high which can be translated to ISTEP

Challenges:

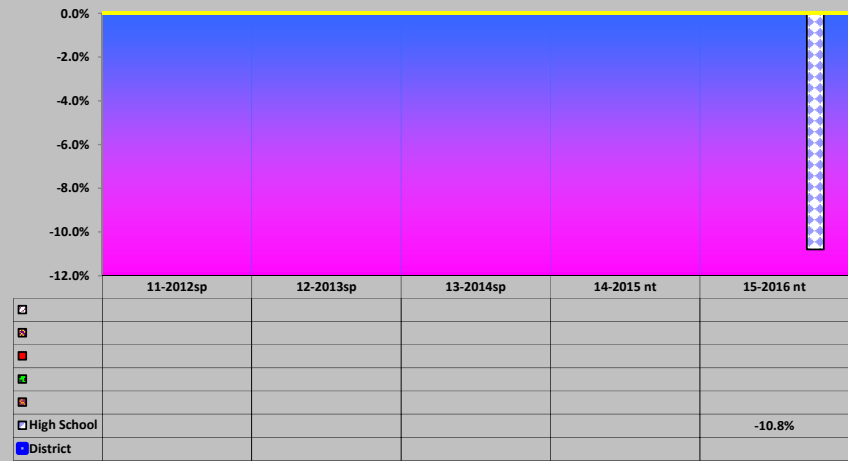
- Scores for Geometry students were much lower than Algebra II students
- Students do not have an understanding of the scoring system
- Students have difficulty reading the entire question
- Vocabulary differences between coursework and test
- Graphing on devices as opposed to paper and pencil
- Easy for students to just “click” an answer

Student Performance:

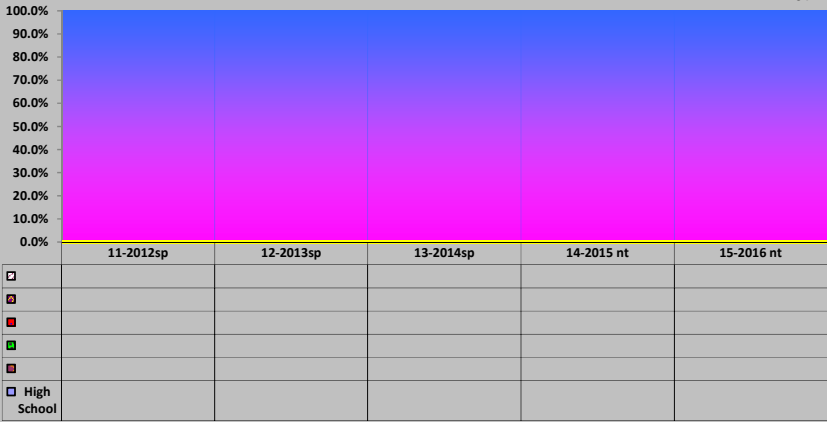
Science



Location to State Difference



Location to District Difference



Hobart High School

**Academic
Interventions
2015-2016**

Gains Analysis

School City of Hobart

READ 180 and System 44

End of Year Summary Report

Results Based On Program Data

08/20/2015 to 05/27/2016

Executive Summary

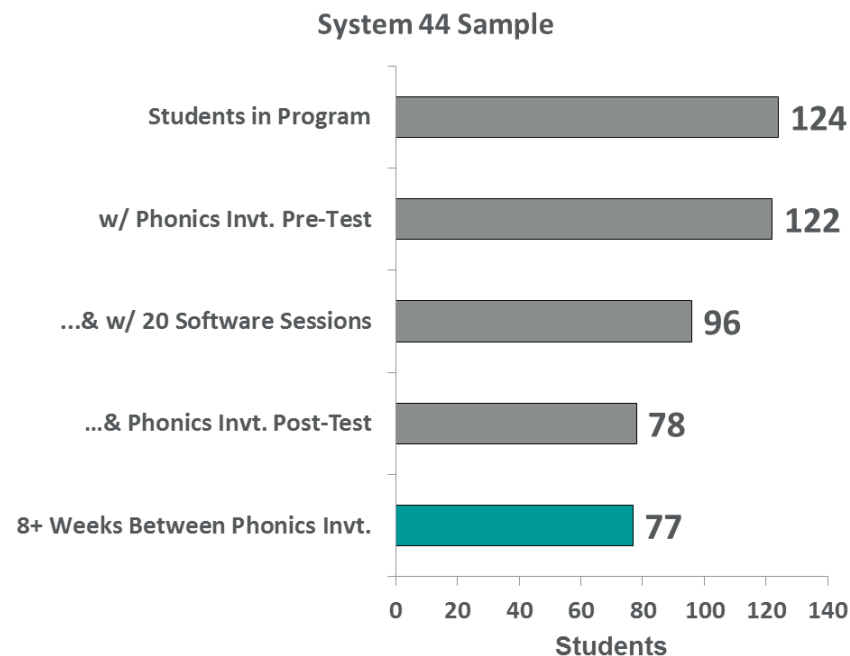
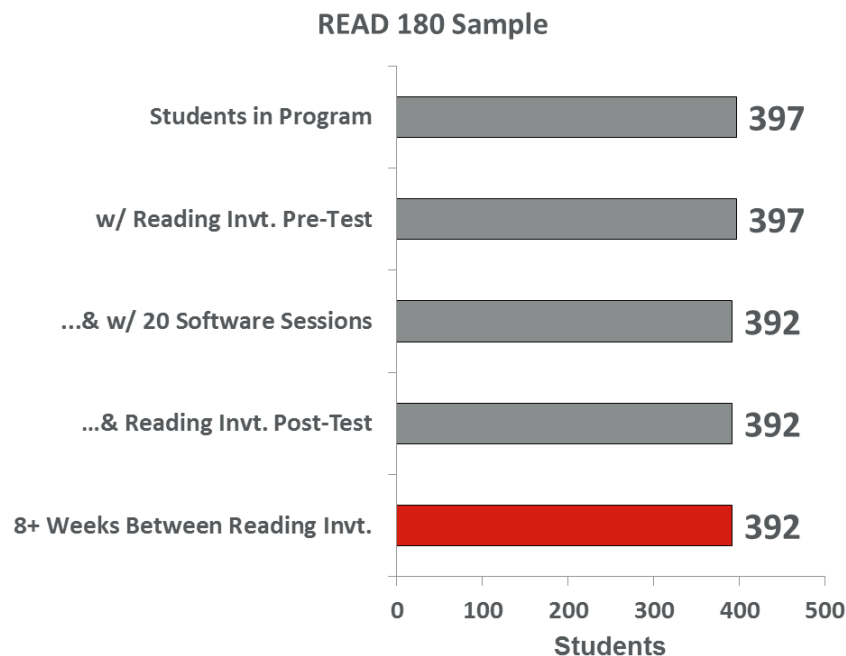
In partnership with the district, Houghton Mifflin Harcourt has analyzed data from six sites that implemented the *READ 180* & *System 44* reading intervention programs this school year.

Preliminary Analysis Observations

- The analysis includes data from 397 *READ 180* and 124 *System 44* students.
- 392 students enrolled in *READ 180* completed 20+ sessions of software usage and had 2+ Reading Inventory (8+ weeks apart).
- 77 students enrolled in *System 44* completed 20+ sessions of software usage and had 2+ Reading Inventory (8+ weeks apart).
- End of Year 2015-2016 data export indicates evidence of strong growth with good software use in *READ 180* and evidence of strong growth with good software use in *System 44*.

Analysis Sample Selection Overview

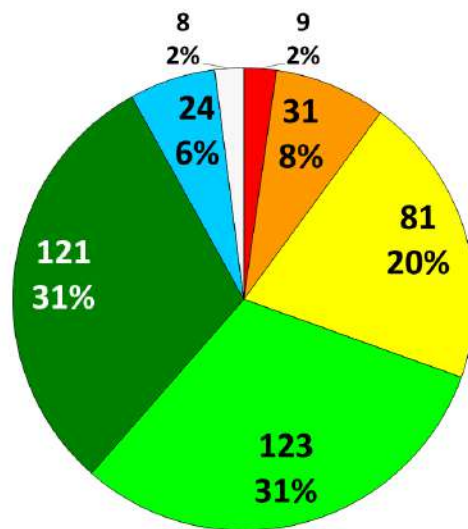
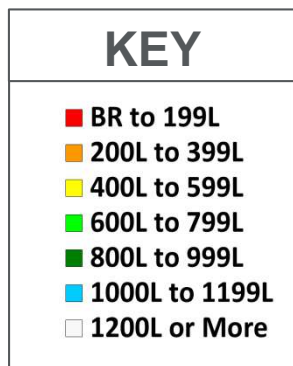
How Many Student Records Had Sufficient Data for Analysis?



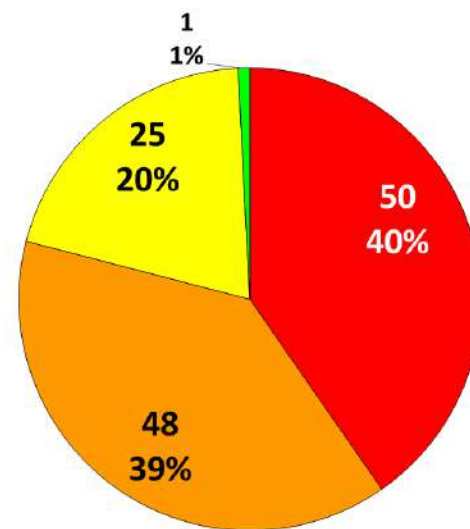
Gains analysis inclusion criteria was set to include students in *READ 180* and *System 44* who had a minimum of 20 software sessions and a minimum of two test administrations at least eight weeks apart (Reading Inventory for *READ 180* students and Phonics Inventory for *System 44* students).

Placement Reading Inventory Overview

Were Students Appropriately Placed in READ 180 & System 44?



READ 180 Students at Placement



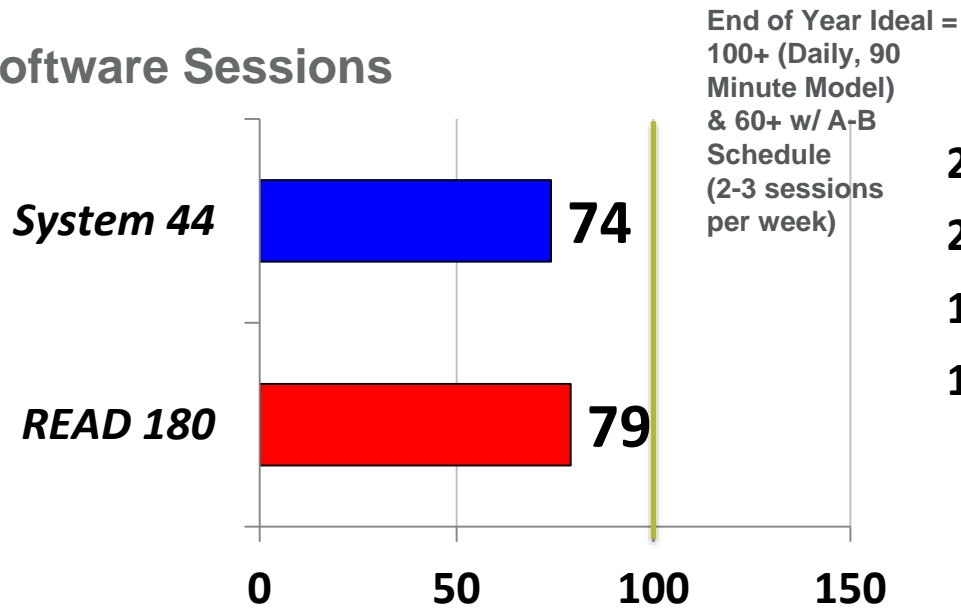
System 44 Students at Placement

Students with **low Lexiles** (BR to 400L in grades three to five & BR to 600L in grades six & up) should be screened with HMH Phonics Inventory. Pre-Decoder, Beginning or Developing Decoder status students should be placed in *System 44* but Advancing Decoders belong in *READ 180*.

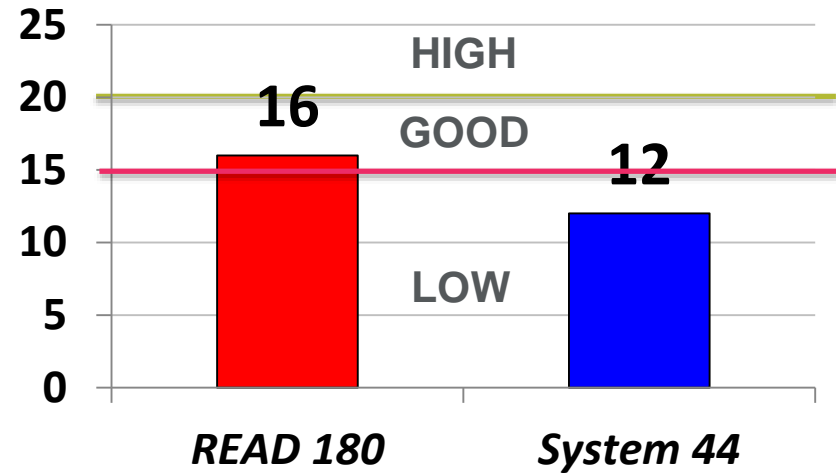
Students with limited phonemic awareness may not sustain higher Lexiles without Tier 3 intervention.

Summary Program Usage

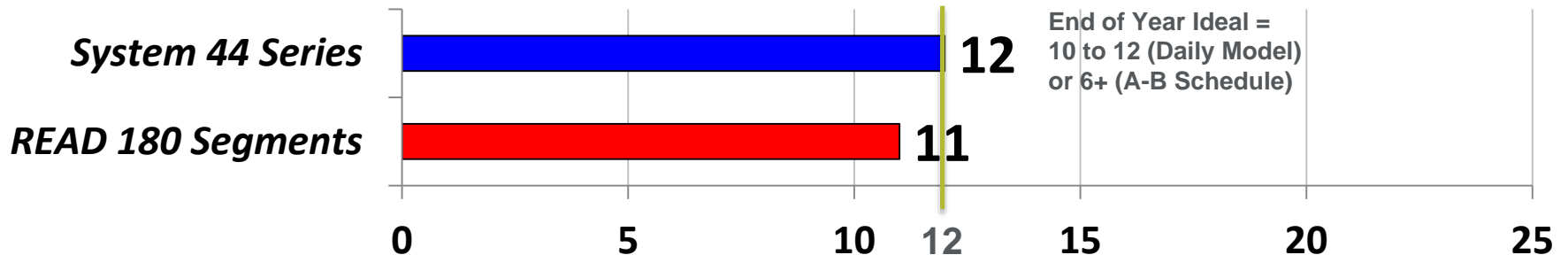
Software Sessions



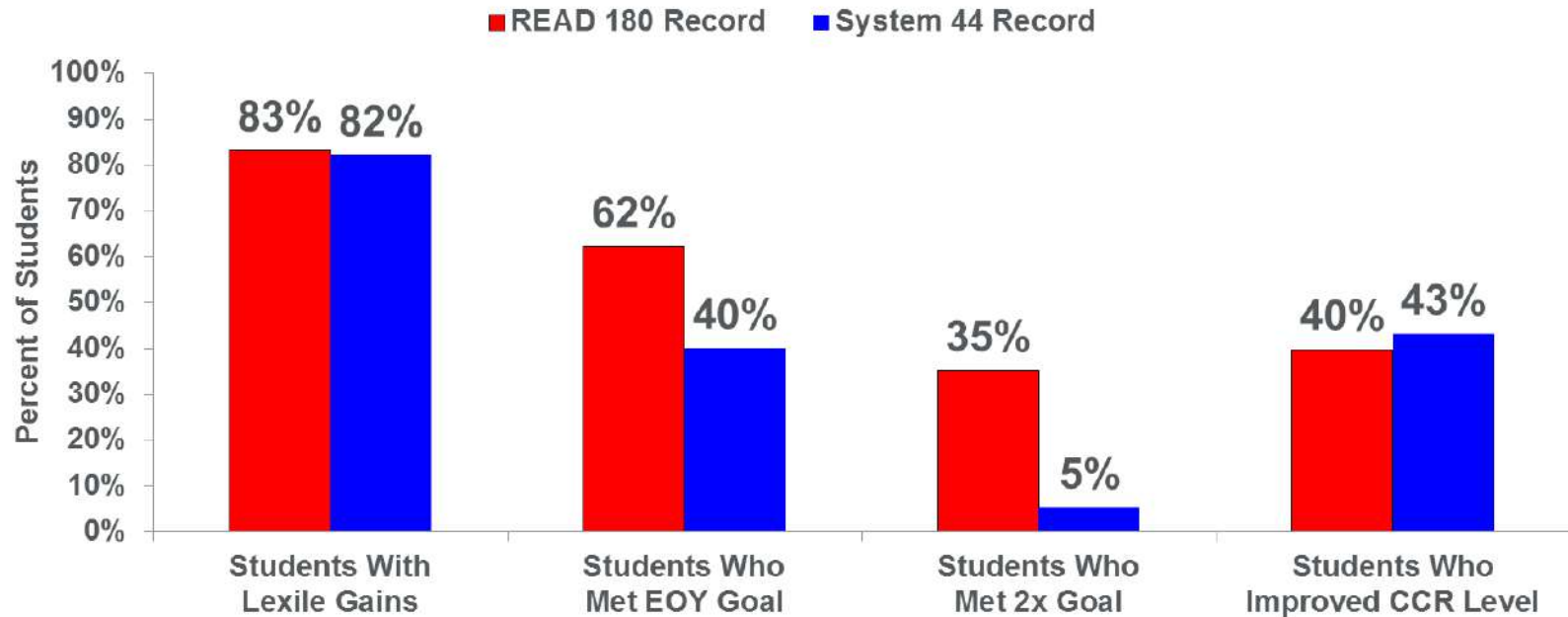
Minutes per Session



Software Content Units



Summary End of Year Reading Inventory Growth Metrics



Total Students in
Reading Inventory
Sample



392 Students
w/ Reading Inventory



95 Students
w/ Reading Inventory

These results are from students with 20+ software sessions and Reading Inventory tests that were at least eight weeks apart. Numbers for *System 44* on subsequent slides may vary because they are based on Phonics Inventory rather than Reading Inventory results.



Implementation Reports

READ 180 Super Stars

A Selection of Students with Notable Growth and Program Use

Student	Grade Level	School	READ 180 Segments Completed	READ 180 Software Sessions	First Reading Invt. Test Date	First Lexile Score	Current Reading Invt. Test Date	Current Lexile Score	Low End Annual Goal	High End Annual Goal	2x Annual Goal	Change in Lexile	Normal Growth Rate
Student #1	8	Hobart Middle School	14	108	9/2/2015	813	5/10/2016	1043	45	70	90	230	4.0
Student #2	7	Hobart Middle School	7	61	9/8/2015	910	5/10/2016	1089	30	60	60	179	4.0
Student #3	8	Hobart Middle School	10	112	9/9/2015	780	5/12/2016	1048	55	80	110	268	4.0
Student #4	6	Hobart Middle School	8	48	9/4/2015	801	5/12/2016	998	35	65	70	197	3.9
Student #5	8	Hobart Middle School	20	107	9/10/2015	814	5/11/2016	1036	45	70	90	222	3.9
Student #6	9	Hobart High School	13	50	9/17/2015	1018	3/15/2016	1156	25	50	50	138	3.7
Student #7	9	Hobart High School	8	50	9/17/2015	789	3/15/2016	988	40	70	80	199	3.6
Student #8	9	Hobart High School	8	42	9/17/2015	785	3/15/2016	975	40	70	80	190	3.5
Student #9	6	Hobart Middle School	6	52	9/4/2015	637	5/12/2016	886	55	90	110	249	3.4
Student #10	8	Hobart Middle School	21	107	9/10/2015	1046	5/11/2016	1191	30	55	60	145	3.4

There were **207 READ 180 Super Stars**, with evidence of both strong participation and Lexile gains. The students with the most growth relative to expectations are displayed above.

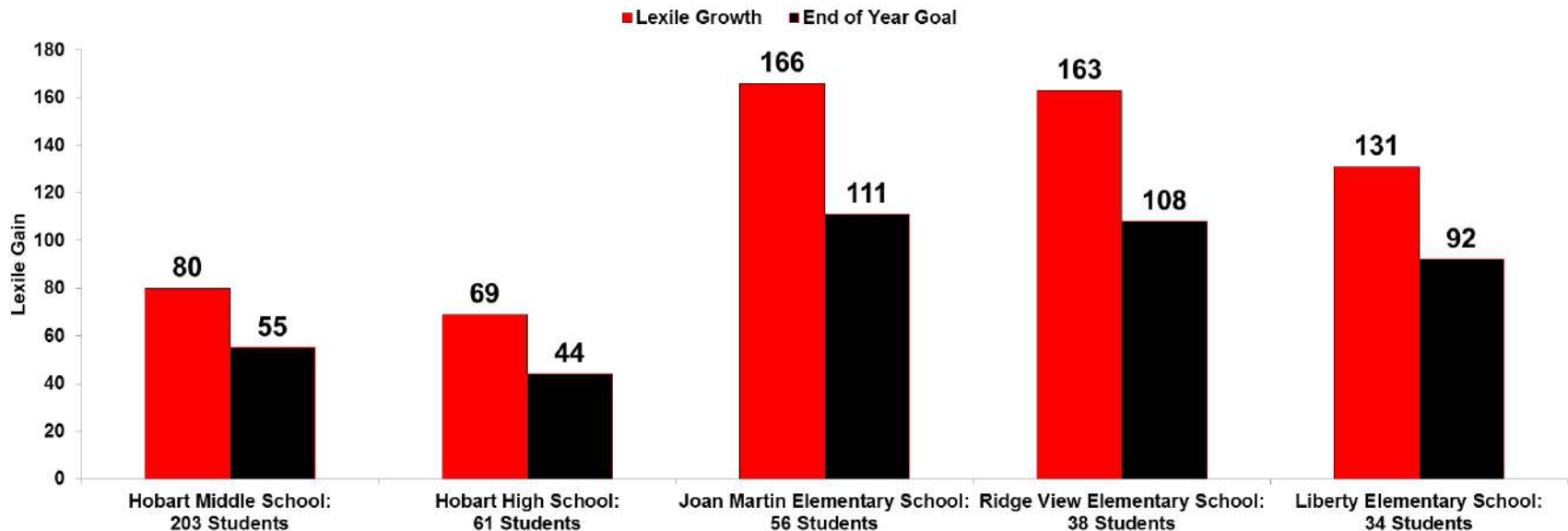
To reach “Reading Super Star” status, students must have:

- **At least 20 sessions** (days) of software usage
- **At least one Segment completed** in the *READ 180* software
- **A growth rate between 1.0 and 4.0***
- Pre-Test Reading Inventory Lexile score of **over 100L**.

*Students with greater than four times the normal growth rate may have had inappropriately low initial Lexile scores and are excluded from the Super Stars list.

Mean Lexile Gain and Goal by Site

Mean Change in Lexile and Low End Growth Goal by School



This analysis is based on students who completed **at least two** Reading Inventory tests a minimum of eight weeks apart. **Review the Reading Inventory Growth Summary Report for more information.**

(Analysis Note: Sites with fewer than 10 students or a negative change in average Lexile are not shown above)

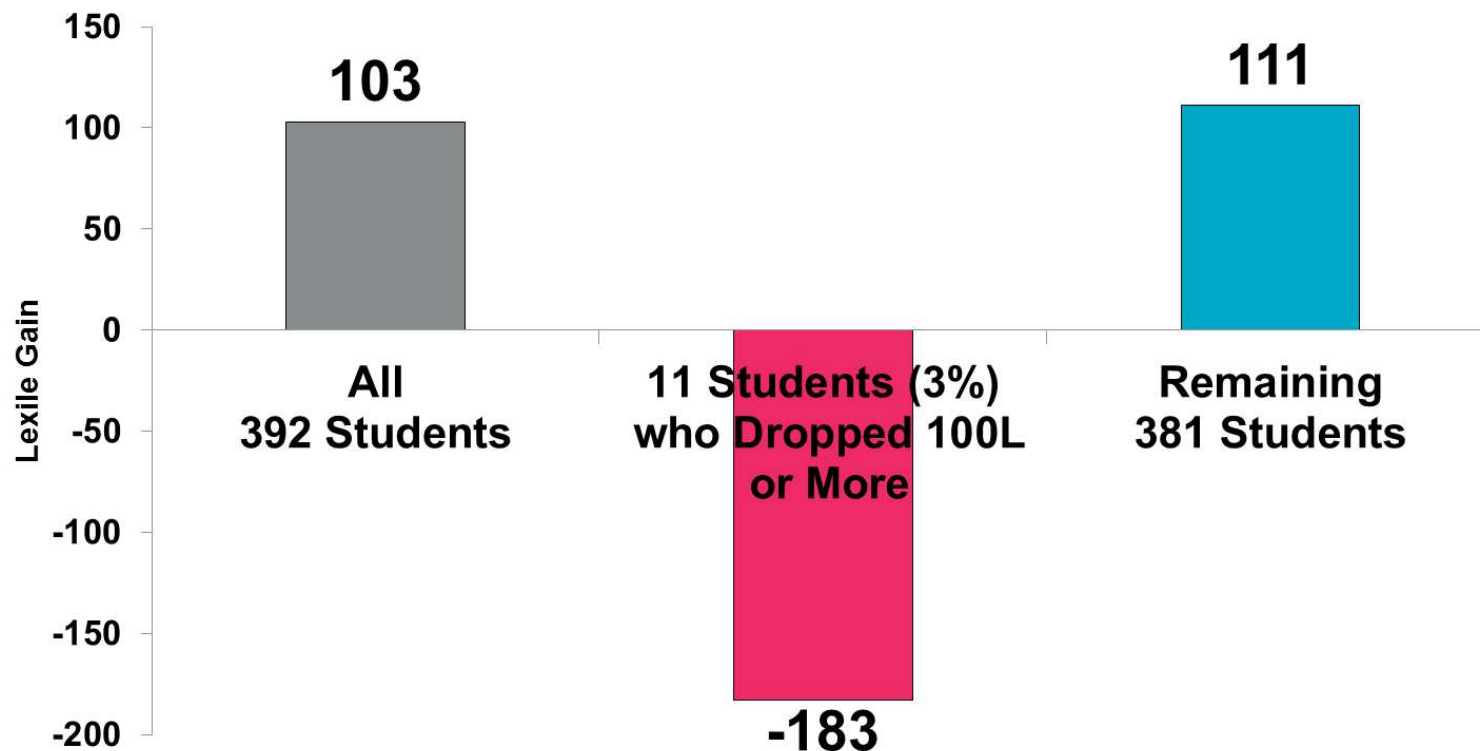
READ 180 Usage and Reading Inventory Metrics

School	Number of Students	Grade Range	Reading Inventory Lexile Metrics							READ 180 Metrics			
			Mean Starting Lexile	Mean Current Lexile	Change in Lexile	Low End Annual Growth Goal	High End Annual Growth Goal	Average Annual Growth Rate	% of Students Exceeding Average Growth	Mean READ 180 Sessions & [Max]	Sessions Per Week	Minutes Per Session	Mean Segments Completed
Ridge View Elementary School	38	4 to 5	559	722	163	108	153	1.3	68%	96 [119]	3.1	16	11
Joan Martin Elementary School	56	4 to 5	539	705	166	111	158	1.2	73%	107 [122]	3.4	18	15
Hobart High School	61	9 to 10	864	933	69	44	76	1.2	62%	48 [99]	1.9	15	7
Liberty Elementary School	34	4 to 5	627	758	131	92	135	1.2	68%	61 [112]	2.6	16	8
Hobart Middle School	203	6 to 8	757	837	80	55	90	1.1	57%	81 [142]	3.1	16	11
READ 180 Totals	392	4 to 10	712	815	103	70	108	1.2	62%	79 [142]	2.9	16	11

HMH recommends that *READ 180* students complete the Reading Inventory three to five times a year for screening, monitoring progress, and making instructional decisions. Strongest results are typically achieved when students follow the *READ 180* Instructional Model daily, and when care is taken to ensure a positive testing environment.

Potential Impact of Large Lexile Declines

Highlighted Change in Lexile That Could Reflect Test Motivation



Assuming a student was targeted, Reading Inventory can provide an accurate measure of reading comprehension ability. A drop in Lexile of 100L or more might indicate that the student was not focused and attentive and did not do as well as possible. Even when best practices are in place, expect nearly 2% to 5% of students to drop 100L or more. When challenges are present, the percentage of decliners can climb to 30%.

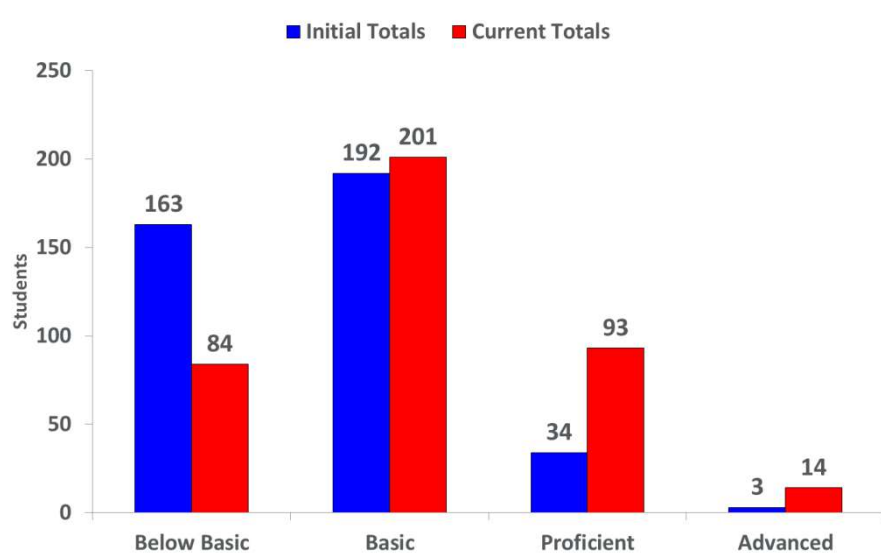
Revised *READ 180* Results

School Level Results without 100L Decliners

School	Number of Students	Grade Range	Reading Inventory Lexile Metrics							READ 180 Metrics			
			Mean Starting Lexile	Mean Current Lexile	Change in Lexile	Low End Annual Growth Goal	High End Annual Growth Goal	Average Annual Growth Rate	% of Students Exceeding Average Growth	Mean READ 180 Sessions & [Max]	Sessions Per Week	Minutes Per Session	Mean Segments Completed
Ridge View Elementary School	38	4 to 5	559	722	163	108	153	1.3	68%	96 [119]	3.1	16	11
Hobart Middle School	194	6 to 8	750	842	92	56	91	1.2	60%	81 [142]	3.1	16	11
Joan Martin Elementary School	56	4 to 5	539	705	166	111	158	1.2	73%	107 [122]	3.4	18	15
Hobart High School	60	9 to 10	868	941	73	44	76	1.2	63%	47 [99]	1.9	15	7
Liberty Elementary School	33	4 to 5	620	759	139	93	137	1.2	70%	61 [112]	2.6	16	8
READ 180 Totals	381	4 to 10	707	818	111	70	109	1.2	64%	80 [142]	2.9	16	11

When students see scores drop by 100 Lexiles or more, it often means they are being impacted by factors outside the program. Their scores, meanwhile, affect the overall averages negatively. The table above shows what the *READ 180* results would have been apart from students who dropped by 100L or more.

READ 180 Student Progress along Reading Inventory College & Career Ready Lexile Performance Levels



		Current Reading Invt. Performance Levels				Initial Totals
		Below Basic	Basic	Proficient	Advanced	
Initial Reading Invt. Performance Levels	Below Basic	77	71	15		163
	Basic	7	122	58	5	192
	Proficient		8	19	7	34
	Advanced			1	2	3
Current Totals		84	201	93	14	392

156	(40%)	Students Moved UP
220	(56%)	Students Stayed in Level
16	(4%)	Students Moved Down

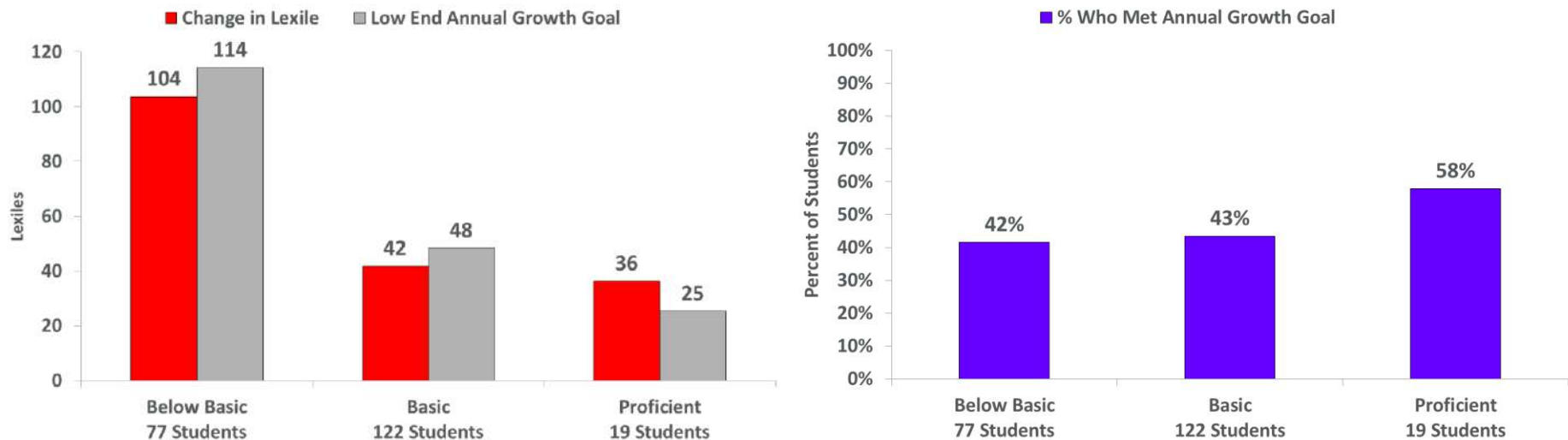
The above results show students' Reading Inventory scores aligned to the Lexile Performance Levels set by MetaMetrics. As students move through the program, lower, non-proficient reader populations should decrease and higher, proficient reader populations should increase.

Lexile performance bands used in this analysis can be found in the Appendix.

Analysis Note: Charts above reflect Lexile data aligned to the Reading Inventory College & Career performance levels, regardless of whether students were administered Reading Inventory EE or Reading Inventory CC.

Students who Maintained Performance Level

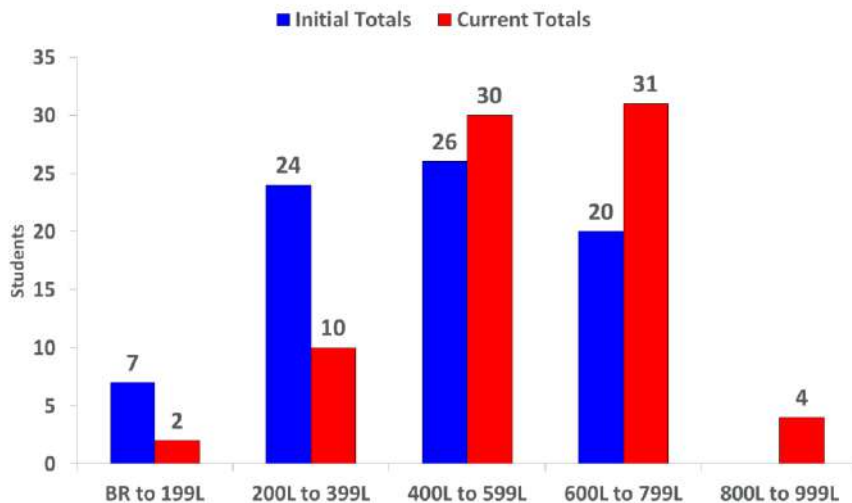
Lexile Results for Students Who Did Not Move Up/Down a Level



Students who maintained their performance levels demonstrated Lexile growth on average; these charts show the average advances they made towards growth goals. Below Basic students may need phonics instruction in order to demonstrate significant Lexile growth.

Below Basic *READ 180* Student Results

Summary Movement Between 200L Ranges of Below Basic Readers



		Current Reading Invt. 200L Band					Initial Totals
		BR to 199L	200L to 399L	400L to 599L	600L to 799L	800L to 999L	
Initial Reading Invt. 200L Band	BR to 199L	2	4	1			7
	200L to 399L		4	15	5		24
	400L to 599L		2	13	11		26
	600L to 799L			1	15	4	20
	800L to 999L						
	Current Totals	2	10	30	31	4	77

40	(52%)	Students Moved UP
34	(44%)	Students Stayed in Level
3	(4%)	Students Moved Down

Unlike other levels, the Below Basic College and Career Ready Range is 600L+ wide.

These reports show the progress of students who stayed in the Below Basic range by tracking their pre-test and post-test Reading Inventory results along 200-Lexile bands.

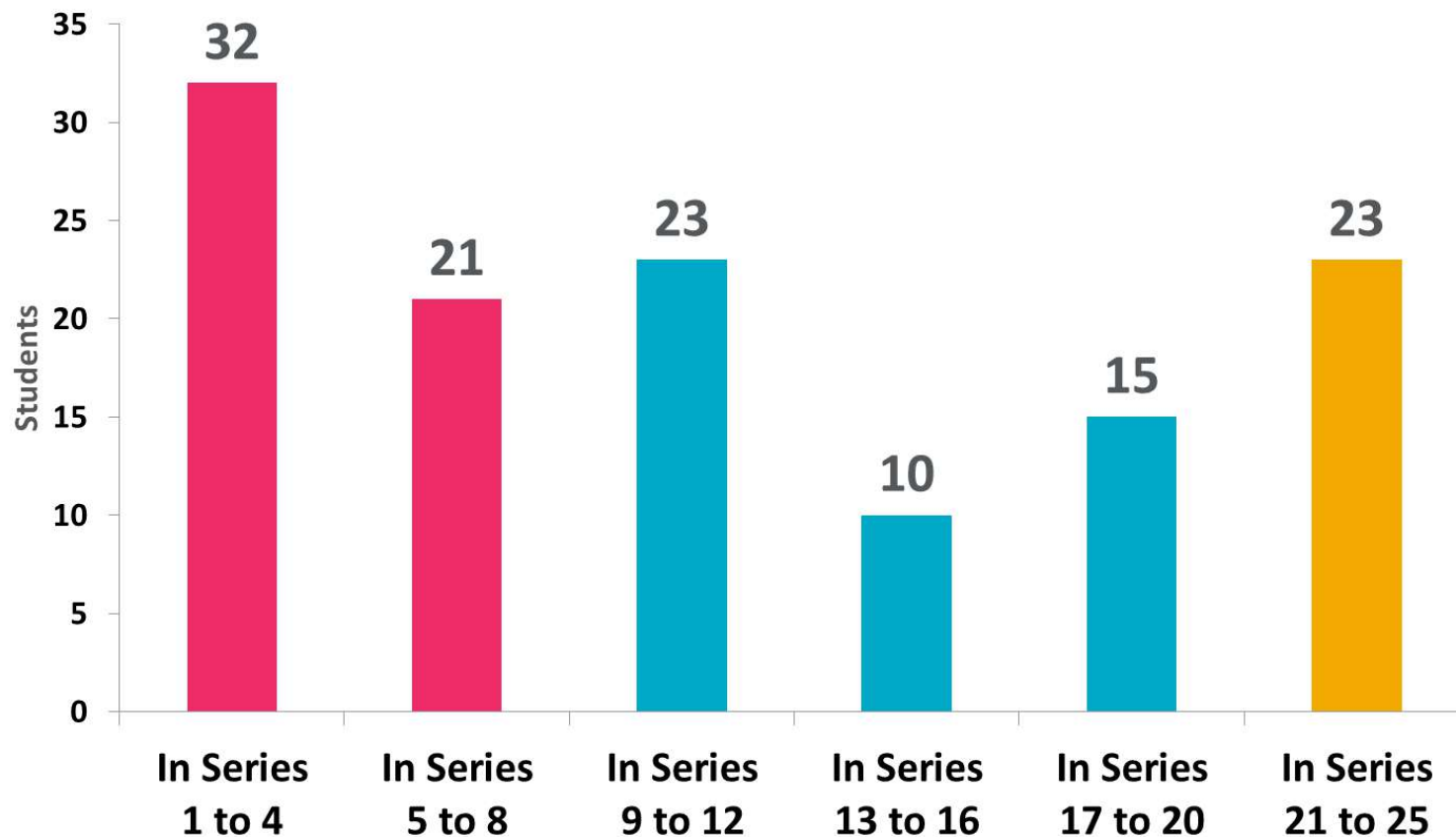


NEXTGENERATION

Implementation Reports

System 44 Student Progress and Use

Overview of Students' Current Location in Program



The chart above shows how much content *System 44* students have completed. Students should strive to complete **at least** 10 Series in a year, and to complete all 25 during their time in *System 44*.

System 44 Summary Implementation Metrics

Student Content Completion as a Measure of Growth

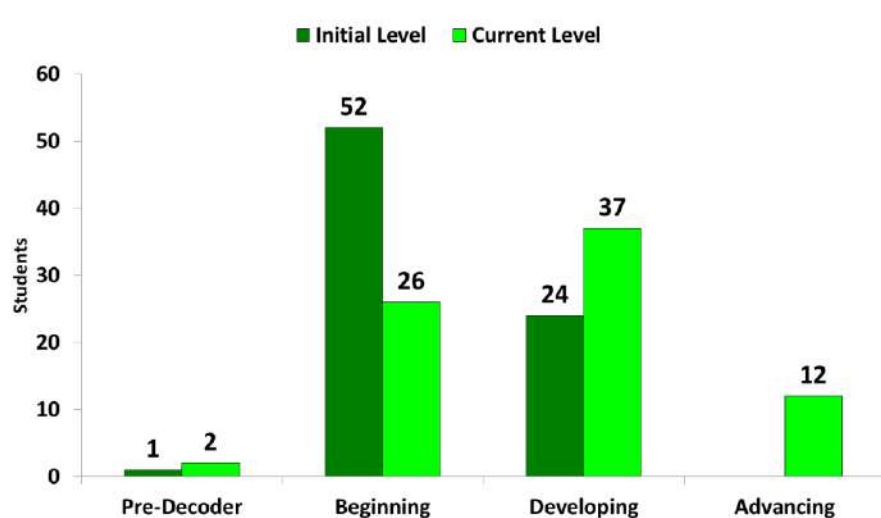
School	Number of Students	Software Metrics			Content Progress			
		Mean Sessions	Mean Sessions Per Week (NG)	Mean Minutes per Session	Mean Topics Completed	Mean Fast Tracked Topics	Mean Minutes per Topic	Mean Current Series
Hobart Middle School	24	72	0.0	13	45	12	37	18
Joan Martin Elementary School	30	96	0.0	15	79	22	33	12
Liberty Elementary School	44	46	0.0	11	47	19	29	7
Ridge View Elementary School	26	99	0.0	10	55	9	39	11
Students Placed in Series 1	93	84	0.0	10	57	12	34	12
Students Placed in Series 4	31	45	0.0	17	52	29	34	11
Students Using System 44	124	74	0.0	12	56	16	34	12

On a standard daily implementation of *System 44*, schools can achieve 100 sessions of usage in a school year. In the standard implementation model, students should use the software for 15-20 minutes each day (or session). Regular use of software helps students complete the Topics more quickly; when all 160 Topics have been completed, the student is ready to exit *System 44*. **Review the results here to identify successes as well as schools that may need additional support. Use the *System 44* Response to Intervention Summary Report for more information.**

Analysis Note: Because Phonics Inventory and Reading Inventory use varies greatly, this chart shows software use for ALL System 44-enrolled students to avoid skewing usage results based on test administration. If students were manually placed in a specific Series other than #1 or #4 then they are reported in the total and school-level results but cannot be reported by initial placement Series.

System 44 Student Phonics Inventory Results

Total Students by Initial and Current Decoding Level



		Current Phonics Inventory Decoding Levels			
		Pre-Decoder	Beginning	Developing	Advancing
Initial Phonics Inventory Decoding Levels	Pre-Decoder			1	
	Beginning	1	22	25	4
	Developing	1	4	11	8
	Advancing				
	Current Level	2	26	37	12
		38	(49%)	Students Moved UP	
		33	(43%)	Students Stayed in Level	
		6	(8%)	Students Moved Down	

HMH recommends that *System 44* students complete the Phonics Inventory three times a year for screening and monitoring progress. Students should be moving into higher levels of decoding as they progress through the program. Strongest results are typically achieved when students follow the *System 44* Instructional Model daily and when care is taken to ensure a positive testing environment. **Compare pre-test and post-test results to spotlight successes and identify areas that need additional focus. Review the Phonics Inventory Summary Progress Report for more information.**

Analysis Note: Above data reflects ONLY those students with sufficient software usage and Phonics Inventory test administrations to meet the "Gains Analysis Sample" criteria.

Summary Phonics Inventory Results

Accuracy and Fluency Metrics by School

School	Number of Students	Initial Phonics Invt. Accuracy of 60	Current Phonics Invt. Accuracy of 60	Change in Accuracy	% of Students with Improved Accuracy	Initial Phonics Invt. Fluency of 60	Current Phonics Invt. Fluency of 60	Change in Fluency	% of Students with 4+ Points Gain in Fluency	% of Students with Advancing Decoder Status
Hobart Middle School	20	40	44	4	60%	11	16	5	60%	20%
Joan Martin Elementary School	15	36	38	2	67%	10	14	4	47%	27%
Liberty Elementary School	19	36	39	3	74%	7	11	4	47%	5%
Ridge View Elementary School	23	33	38	6	78%	7	14	7	65%	22%
System 44 Phonics Invt. Gains Sample	77	36	40	4	70%	9	14	5	56%	18%

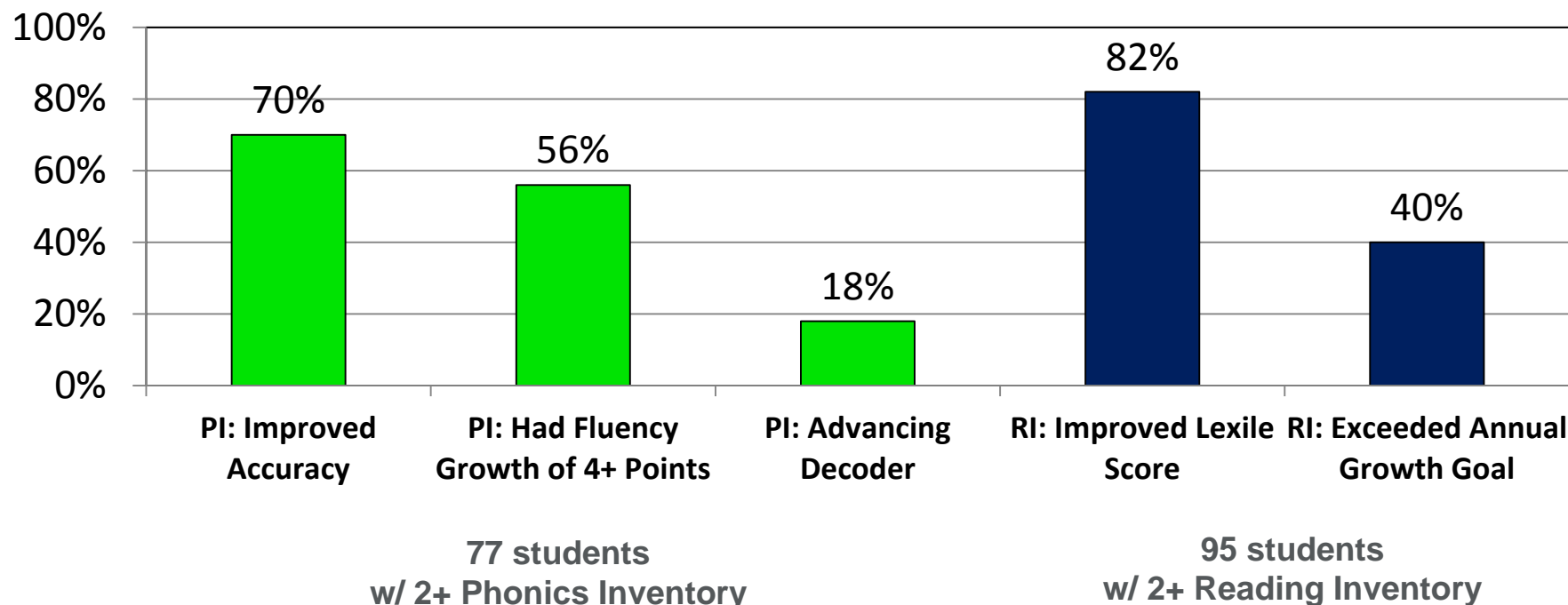
Results for *System 44* students with two or more Phonics Inventory administrations are displayed above with the initial and most recent tests providing metrics. Students with limited Series completion between Phonics Inventory administrations tend not to demonstrate changes in Accuracy and Fluency.

- Accuracy growth indicates students have improved their ability to recognize and decode words—a prerequisite skill for fluent reading.
- Fluency growth indicates students have improved their ability to recognize and decode words with automaticity—a prerequisite skill for reading comprehension.
- Fluency growth of four points is one year of growth.
- Students with Advancing Phonics Inventory decoding levels tend to demonstrate the greatest Lexile growth by end of year Reading Inventory administration.

Analysis Note: Above data includes ONLY those students with sufficient software usage and Phonics Inventory test administrations to meet the “Gains Analysis Sample” criteria.

Phonics and Reading Inventory Results

Overview of Test Results for *System 44* Students



This chart shows that foundational reading skills are improving; reading comprehension results often depend upon foundational reading skills.

Meeting annual goals for Lexile growth goal is more likely when students reach Series 20 to 25 or when students demonstrate Advancing Decoder status on Phonics Inventory.

Analysis Note: Above data reflects ONLY those students with sufficient software usage to meet the "Gains Analysis Sample" criteria and Phonics Inventory/Reading Inventory tests at least 8 weeks apart.



Implementation Reports

Reading Inventory Test Administration

Test Administration as a Measure of Screening Completion

Grade Level	Number of Students	Total Students w/ 1+ RI Score	Total Students w/ 2+ RI Scores	Total Students w/ 3+ RI Scores	Total Students w/ 4+ RI Scores	Total Students w/ 5+ RI Scores	Total Students w/ 6+ RI Scores
Kindergarten	19	19					
Grade 1	192	192	89	37			
Grade 2	291	291	249	170	5		
Grade 3	296	296	290	270	47	1	
Grade 4	220	220	216	186	3		
Grade 5	217	217	216	203	4		
Grade 6	12	12	11	9	3		
Grade 7	249	249	247	225			
Grade 8	264	264	261	248			
Grade 9	229	229	206				
Grade 10	321	321	297	3			
Grade 11	274	274	204	2			
Grade 12	300	300	232	3			
Reading Invt. Admin Totals	2884	2884	2518	1356	62	1	

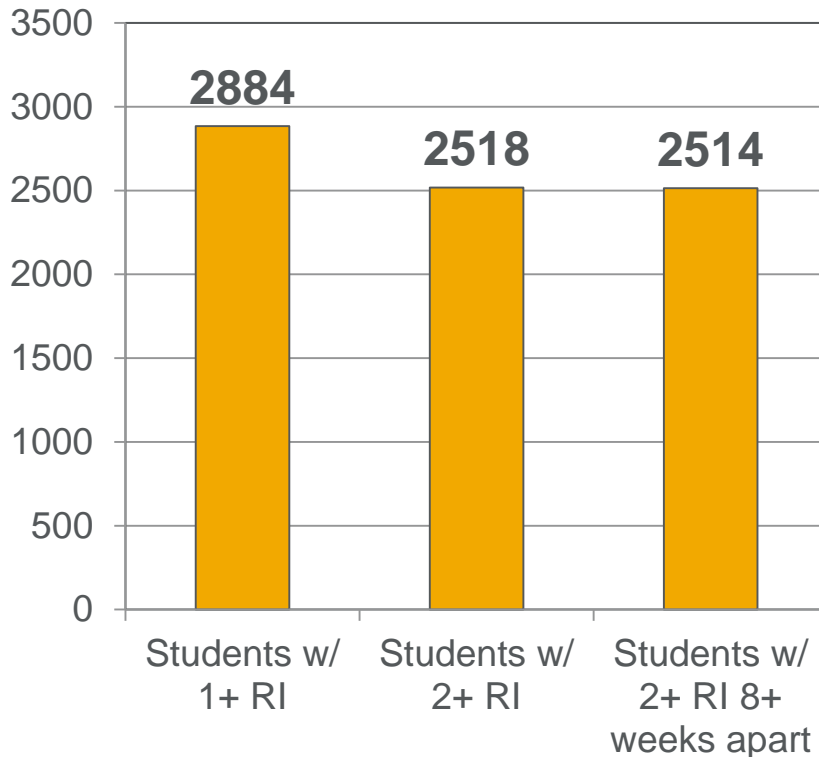
HMH recommends that districts administer the Reading Inventory to students three to five times per year. By End of Year, students should have completed two to three Reading Inventory tests.

Reading Inventory report above does not include *READ 180* or *System 44* student records.

Reading Inventory Cohorts

Intervention Need Estimate and Growth Report Sample Sizes

Cohorts for Reading Inventory Analyses



Reading Inventory summary reports serve two functions:

1. Summarize whether students need intervention. These measurements can be based on single Reading Inventory score. 2884 students have a recent Lexile for this.
1. Measure Lexile growth. This requires two Reading Inventory test administrations at least eight weeks apart. 2514 students met this standard.

Reading Inventory report above does not include *READ 180* or *System 44* student records.

Reading Inventory Screening Results

Total Students by College and Career Ready Performance Level

Grade Level	Number of Students	Minimum Proficient Lexile for Grade Level
Kindergarten	19	0
Grade 1	192	190
Grade 2	291	420
Grade 3	296	520
Grade 4	220	740
Grade 5	217	830
Grade 6	12	925
Grade 7	249	970
Grade 8	264	1010
Grade 9	229	1050
Grade 10	321	1080
Grade 11	274	1185
Grade 12	300	1185

RI Only Student Totals	2884
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Below Basic	Basic	Proficient	Advanced
		16	3
	94	89	9
51	73	102	65
19	58	146	73
10	26	116	68
10	25	81	101
11			1
9	51	80	109
6	33	116	109
7	47	106	69
24	59	189	49
34	72	129	39
53	73	127	47

234	611	1297	742
-----	-----	------	-----

The above results represent the most recent Lexile score for all non-intervention students with at least one Reading Inventory. 611 students in the Basic Reading Inventory CC range could need Tier 2 intervention and that 234 students in the Below Basic range could need either Tier 2 or Tier 3 support.

Reading Inventory report above does not include READ 180 or System 44 student records.

Reading Inventory Summary Metrics

Summary Lexile Metrics by Grade Level

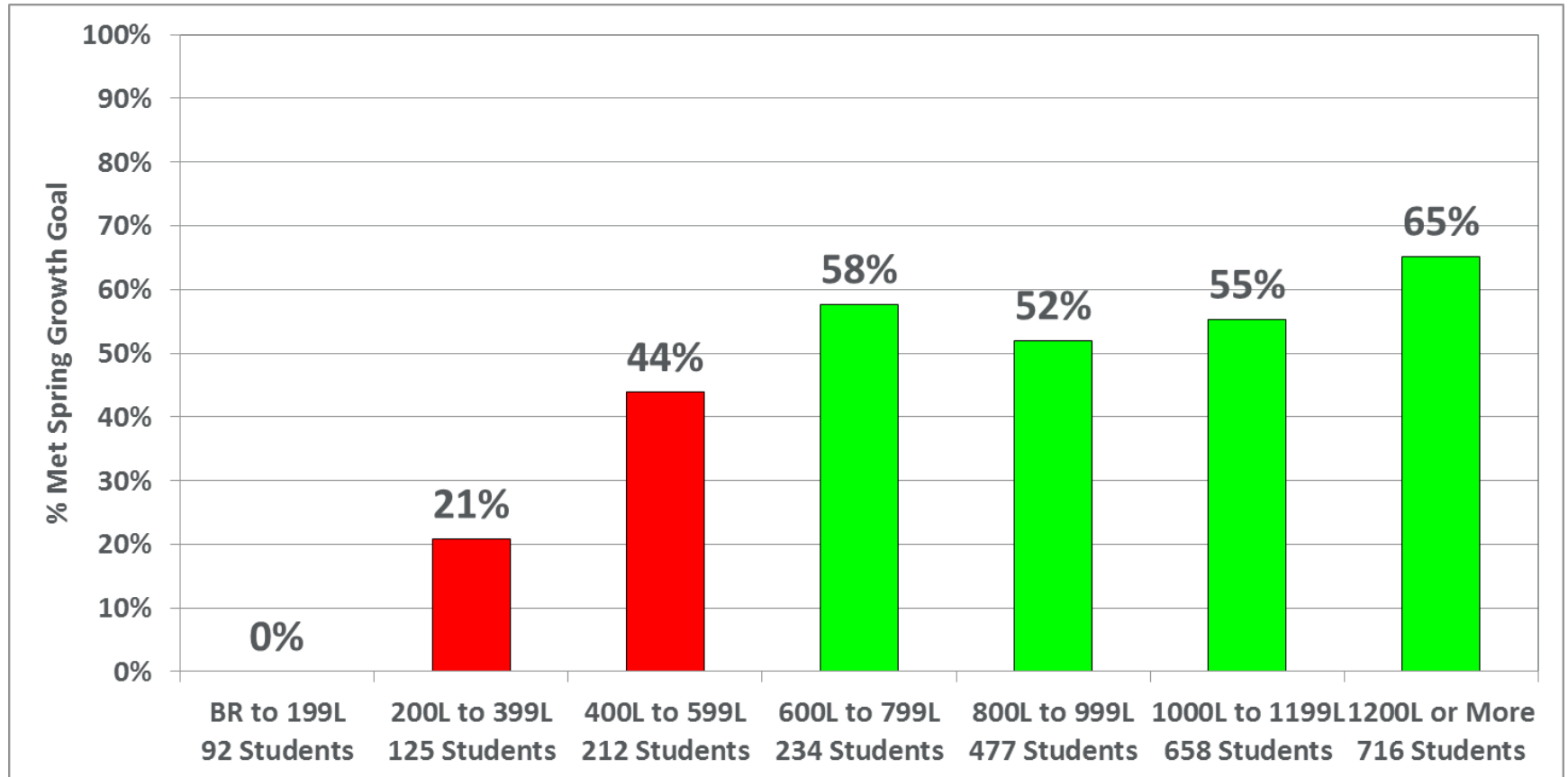
Grade Level	Number of Students	Current Lexile Range	Reading Invt. Lexile Metrics						
			Mean Starting Lexile	Mean Current Lexile	Change in Lexile	Low End Annual Growth Goal	High End Annual Growth Goal	Average Annual Growth Rate	% of Students Exceeding Average Growth
Grade 1	89	0L to 797L	91	264	172	271	287	0.6	33%
Grade 2	249	0L to 994L	269	486	218	226	242	0.9	49%
Grade 3	288	0L to 1205L	532	662	130	111	155	1.0	57%
Grade 4	215	0L to 1329L	784	877	93	64	95	1.2	65%
Grade 5	216	0L to 1353L	910	979	69	42	84	1.1	60%
Grade 6	11	0L to 1085L	279	274	-4	149	224	0.0	9%
Grade 7	247	0L to 1536L	1056	1088	32	22	51	0.9	56%
Grade 8	260	0L to 1470L	1109	1146	37	24	53	1.0	57%
Grade 9	206	734L to 1816L	1145	1174	30	16	41	1.0	56%
Grade 10	297	156L to 1728L	1157	1174	17	23	57	0.4	45%
Grade 11	204	299L to 1606L	1201	1223	22	19	53	0.6	55%
Grade 12	232	169L to 1792L	1225	1185	-41	17	50	0.0	42%
RI Screening Totals	2514	0L to 1816L	897	963	66	66	98	0.8	53%

HMH recommends that students complete the Reading Inventory three to five times a year for screening, monitoring progress and making instructional decisions. Strongest results are typically achieved when care is taken to ensure a positive testing environment and when student targeting is used for the first Reading Inventory administration.

Reading Inventory report above does not include READ 180 or System 44 student records.

Achieving Personal Lexile Growth Goals

Percent of Universal Screening Students Who Exceeded Low End Goal



Reading Inventory report above does not include *READ 180* or *System 44* student records.

Reading Inventory Screening Lexile Results

Reading Inventory Screened Students per 200L Range

Grade Level	Grand Total	CCR Proficient Reader Lexile Spring Cut-Score
Kindergarten	19	0
Grade 1	192	190
Grade 2	291	420
Grade 3	296	520
Grade 4	220	740
Grade 5	217	830
Grade 6	12	925
Grade 7	249	970
Grade 8	264	1010
Grade 9	229	1050
Grade 10	321	1080
Grade 11	274	1185
Grade 12	300	1185

Total Students in Each 200L Range	2884
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BR to 199L	200L to 399L	400L to 599L	600L to 799L	800L to 999L	1000L to 1199L	1200L or More
14	4	1				
95	60	31	6			
48	66	93	59	25		
10	25	83	90	76	11	1
3	2	8	49	106	43	9
2	3	5	13	88	80	26
6	4	1			1	
1	2	1	6	67	102	70
3		1	2	27	129	102
			1	35	83	110
2	1	8	3	30	113	164
1	1	5	6	22	80	159
1	1	8	20	28	74	168

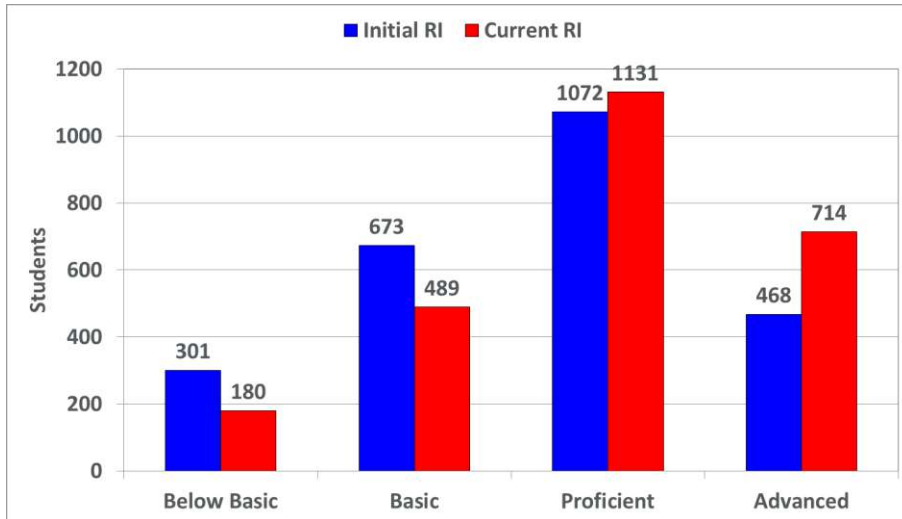
186	169	245	255	504	716	809
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- The above results reflect the most recent Lexile score for all non-intervention students with at least one Reading Inventory.
- Students with low Lexile scores may have gaps in phonemic awareness (0L to 400L in grades three to five & 0L to 600L in grades six & up). Left unaddressed, these gaps will limit potential Lexile growth each year.
- Use the HMH Phonics Inventory to determine whether such gaps exist.
- Red cells above indicate students scoring in the range where phonemic awareness could be limited.
- Green cells indicate students near the low-end cut-score for a proficient Lexile under Reading Inventory CCR bands.

Reading Inventory report above does not include *READ 180* or *System 44* student records.

Student Progress along Reading Inventory

College Career Ready Lexile Performance Levels



		Current Reading Invt. Performance Levels				Initial Totals
		Below Basic	Basic	Proficient	Advanced	
Initial Reading Invt. Performance Levels	Below Basic	142	110	47	2	301
	Basic	23	282	337	31	673
	Proficient	15	95	669	293	1072
	Advanced		2	78	388	468
Current Totals		180	489	1131	714	2514

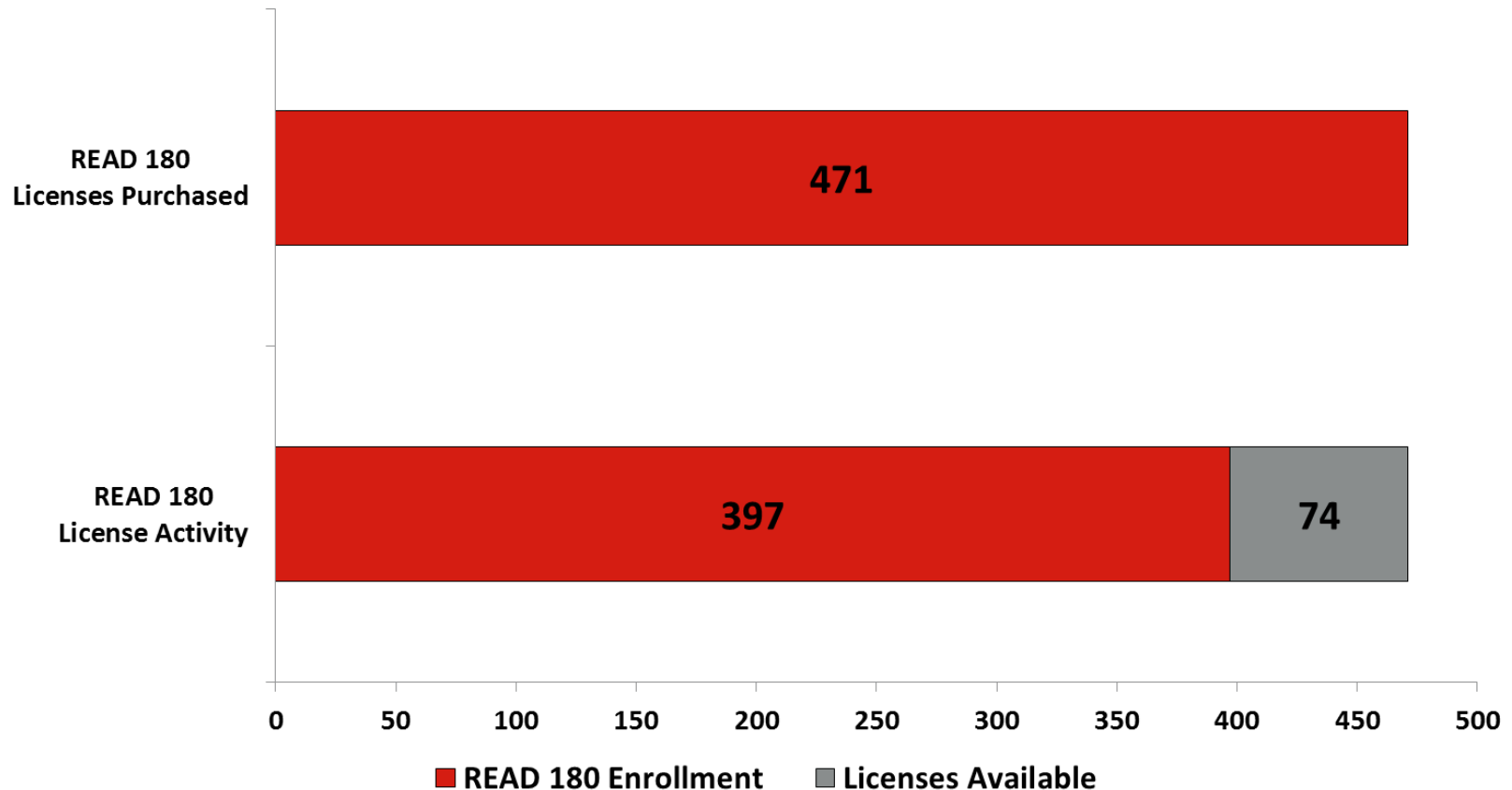
820	(33%)	Students Moved UP
1481	(59%)	Students Stayed in Level
213	(8%)	Students Moved Down

Results above indicate how students' Reading Inventory scores aligned to Lexile Performance Levels as determined by Meta Metrics. Results are positive when lower, non-proficient reader populations decline and higher, proficient reader populations increase. **Lexile performance bands used in this report can be found in the Appendix.**

Reading Inventory report above does not include READ 180 or System 44 student records.

Appendix

READ 180 License Utilization



Enrolled student counts come directly from the export and are the most accurate reflection of current license utilization. Available license counts reflect total purchased licenses. For more detailed license availability counts, including number of activated licenses, please work with your Account Executive and Customer Service reps.

READ 180 Data Inclusion Process by School

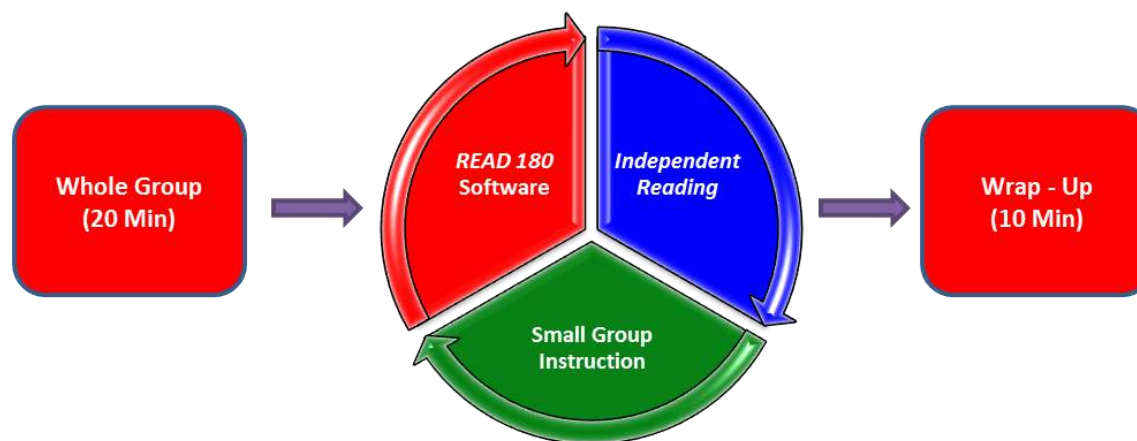
School	Students Who Used READ 180 Software	Students with Pre-Test Reading Inventory Data	Students with 20 or More READ 180 Software Sessions	Students with Post-Test Reading Inventory Data	Students with 8 or More Weeks Between Tests
Hobart High School	62	62	61	61	61
Hobart Middle School	206	206	203	203	203
Joan Martin Elementary School	56	56	56	56	56
Liberty Elementary School	35	35	34	34	34
Ridge View Elementary School	38	38	38	38	38
READ 180 Student Totals	397	397	392	392	392

Yellow highlights show where large numbers of students were lost from a site sample. Orange highlights show smaller losses and progressive losses stretching over multiple criteria at the same site.

To be in the Gains Analysis, students need to have at least two Reading Inventory tests a minimum of eight weeks apart and must have at least 10 software sessions **per semester** (20 per year). This table shows how many students from each site met each of the criteria for analysis. As you go from left to right, the number shows how many students met that criterion and **all others to the left**.

Implementation Model Affects *READ 180* Usage Metrics

Metric	Mid-Year @ 90 Minutes per Day (Daily)	End of Year @ 90 Minutes per Day (Daily)	Mid-Year @ 45-50 Minutes per Day (Daily)	End of Year @ 45-50 Minutes per Day (Daily)
Days (Sessions)	~50	100+	~30	60+
Sessions per Week	3 to 5	3 to 5	2 to 3	2 to 3
Minutes per Session	16 to 20	16 to 20	16 to 20	16 to 20
Segments	5	10	3	6



READ 180, rSkills and Reading Counts Users

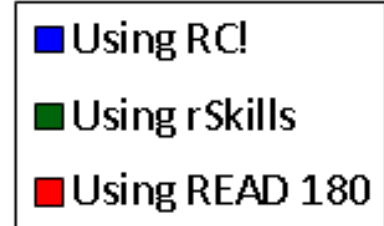
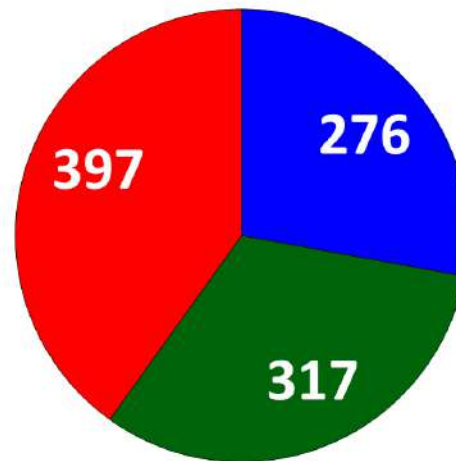
Compare Total Students Using Programs Associated with Each Rotation

READ 180 software usage indicates that part of the *READ 180* Intervention Solution is happening...

- ***rSkills*** tests indicate Small Group Instruction occurs
- ***Reading Counts*** tests passed indicate students read books during Independent Reading.

397 Students Enrolled in *READ 180*

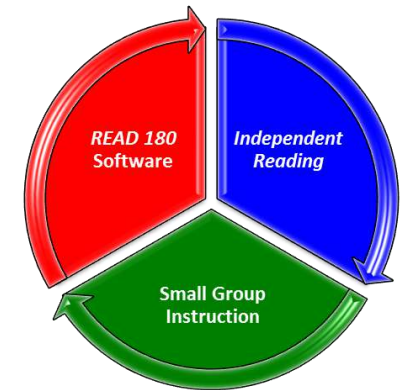
Three slices of the pie are equal when ALL rotations occur.



257 students in *READ 180* have completed work in all three rotations.

READ 180, rSkills and Reading Counts Total Participants by School

School	Number of Students Participated in READ 180	Students Using READ 180 (1+ Session)	Students Using RC! (1+ Test Taken)	Students Using rSkills (1+ Test Taken)
Hobart High School	62	62	0	4
Hobart Middle School	206	206	197	191
Joan Martin Elementary School	56	56	13	56
Liberty Elementary School	35	35	28	31
Ridge View Elementary School	38	38	38	35
Total READ 180 Students	397	397	276	317



READ 180 Sub Group Results

Student Sub-Group Data Cohort Results

SAM Demographic Group	Number of Students	Grade Range	Mean Starting Lexile	Mean Current Lexile	Change in Lexile	Low End Annual Growth Goal	High End Annual Growth Goal	Average Annual Growth Rate	% of Students Exceeding Average Growth	Mean READ 180 Sessions	Sessions Per Week	Minutes Per Session	Mean Segments Completed
Female	179	4 to 9	726	822	96	66	102	1.1	60%	80	2.9	16	11
Male	203	4 to 10	708	816	108	71	111	1.2	65%	80	2.9	16	11
African American	14	5 to 9	746	832	86	65	103	1.0	50%	94	3.0	17	14
Alaska-Native American	2	Gr. 5	602	703	101	103	153	0.8	50%	77	2.7	17	15
Asian	2	6 to 7	848	967	119	38	65	2.3	100%	77	3.2	17	15
Caucasian	144	4 to 9	784	863	79	54	89	1.1	59%	79	2.9	16	11
Hispanic	28	4 to 9	723	812	89	65	105	1.0	57%	75	2.8	15	9
Not Available	202	4 to 10	657	780	123	81	122	1.2	66%	80	2.9	16	11
Grand Total	392	4 to 10	712	815	103	70	108	1.2	62%	79	2.9	16	11

Sub-group data can either be imported into the SAM database or manually entered at the record level. Above results indicate student alignments as is – anomalous student counts indicate sub-group data is incomplete.

READ 180 Classroom Summary

Export Data Aligned Software and Test Results₁

Class Name in Export	Number of Students	Grade Range	Reading Inventory Lexile Metrics							READ 180 Metrics			
			Mean Starting Lexile	Mean Current Lexile	Change in Lexile	Low End Annual Growth Goal	High End Annual Growth Goal	Average Annual Growth Rate	% of Students Exceeding Average Growth	Mean READ 180 Sessions & [MAX]	Sessions Per Week	Minutes Per Session	Mean Segments Completed
Hobart High School	61	9 to 10	864	933	69	44	76	1.2	62%	48 [99]	1.9	15	7
R180_HHS_James_Eng 9_P1	20	Gr. 9	876	944	69	43	73	1.2	60%	47 [56]	1.8	16	7
R180_HHS_James_Eng 9_P2	12	Gr. 9	965	1027	62	27	55	1.5	58%	47 [52]	1.8	16	8
R180_HHS_James_Eng 9_P4	21	Gr. 9	951	1009	58	30	58	1.3	71%	41 [58]	1.7	15	7
R180_HHS_Lute_9th_P1	8	9 to 10	455	564	109	106	161	0.8	50%	71 [99]	2.6	14	8
Hobart Middle School	203	6 to 8	757	837	80	55	90	1.1	57%	81 [142]	3.1	16	11
R180_HMS_kanich_P3	1	Gr. 8	604	1095	491	65	100	6.0	100%	46 [46]	2.0	14	3
R180_HMS_Kanich_8_P1	3	Gr. 8	574	841	266	97	142	2.2	100%	123 [134]	3.5	17	15
R180_HMS_kanich_P2	3	Gr. 7	541	855	314	108	180	2.2	67%	112 [142]	3.6	20	20
R180_HMS_Hill_6th_3	24	Gr. 6	792	886	93	42	73	1.6	67%	66 [86]	2.3	17	10
R180_HMS_Clemmons_8th_6	16	Gr. 8	747	874	127	62	95	1.6	81%	103 [112]	3.0	16	13
R180_HMS_Winland_7_P4	17	Gr. 7	760	857	97	49	82	1.5	71%	104 [114]	3.1	15	10
R180_HMS_RINAS_6th_4	15	Gr. 6	684	782	98	53	86	1.4	60%	88 [107]	2.7	15	12
R180_HMS_Gray_8th_5	17	Gr. 8	822	887	65	48	75	1.1	47%	111 [120]	3.2	18	17
R180_HMS_Henderson_6th_P3	10	Gr. 6	620	705	85	64	102	1.0	60%	57 [72]	2.5	14	9
R180/S44_HMS_Doege_resource_2	11	7 to 8	467	595	129	112	170	0.9	45%	93 [102]	2.8	15	13
R180_HMS_Gawthrop_8th_P4	4	Gr. 8	483	600	117	109	159	0.9	50%	125 [132]	3.6	16	14
Orphaned Records	53	6 to 8	919	957	38	34	63	0.8	55%	52 [72]	3.6	16	8
S44_HMS_morin_all_resource2	7	Gr. 7	340	462	122	140	216	0.7	57%	72 [112]	3.1	18	17
R180_HMS_Albertin_7th_5th	14	Gr. 7	802	811	9	40	71	0.2	36%	98 [103]	3.1	16	12
R180/S44_HMS_morin_all_resource6	3	Gr. 6	722	636	-86	50	83	0.0	33%	110 [114]	3.2	19	16
R180_HMS_MCKEE_7th_4	5	Gr. 7	774	764	-10	48	83	0.0	0%	103 [113]	3.1	16	13

1 The READ 180 class alignment for each student is drawn from the SAM export; if classes are not properly aligned to the program, then unexpected values will appear in the export and results above.

READ 180 Classroom Summary

Export Data Aligned Software and Test Results₁

Class Name in Export	Number of Students	Grade Range	Reading Inventory Lexile Metrics							READ 180 Metrics			
			Mean Starting Lexile	Mean Current Lexile	Change in Lexile	Low End Annual Growth Goal	High End Annual Growth Goal	Average Annual Growth Rate	% of Students Exceeding Average Growth	Mean READ 180 Sessions & [MAX]	Sessions Per Week	Minutes Per Session	Mean Segments Completed
Joan Martin Elementary School	56	4 to 5	539	705	166	111	158	1.2	73%	107 [122]	3.4	18	15
Orphaned Records	4	4 to 5	669	862	192	74	116	2.0	100%	78 [93]	3.6	17	10
R180_JM_Crouch_5th_1:30	6	Gr. 5	580	788	208	99	147	1.7	100%	110 [115]	3.3	18	17
R180_JM_York_4th_9:10	13	Gr. 4	553	736	182	101	141	1.5	77%	109 [118]	3.4	18	15
R180_JM_Doyle_5th_1:30	5	Gr. 5	463	659	196	129	189	1.2	80%	117 [122]	3.4	18	14
R180_JM_York_5th_1:30	11	Gr. 5	710	813	103	72	118	1.1	64%	114 [121]	3.4	18	19
R180_JM_Crouch_4th_9:10	7	Gr. 4	471	631	159	130	175	1.0	71%	110 [115]	3.3	18	20
R180_JM_Doyle_4th_9:05	10	Gr. 4	342	512	169	166	222	0.9	50%	102 [119]	3.3	19	10
Liberty Elementary School	34	4 to 5	627	758	131	92	135	1.2	68%	61 [112]	2.6	16	8
Orphaned Records	3	Gr. 4	560	792	232	100	140	1.9	67%	35 [37]	3.2	17	4
R180_LE_Polomchak_4th	13	Gr. 4	573	712	139	103	142	1.1	77%	72 [83]	2.8	19	9
R180_LE_Casko_5th	15	Gr. 5	689	801	113	80	125	1.1	67%	46 [65]	2.2	12	4
R180_LE_LaHart_5th_LRE	3	Gr. 5	619	703	84	100	147	0.7	33%	111 [112]	3.2	18	24
Ridge View Elementary School	38	4 to 5	559	722	163	108	153	1.3	68%	96 [119]	3.1	16	11
Orphaned Records	1	Gr. 5	688	859	171	85	130	1.6	100%	76 [76]	3.3	16	15
R180_RV_ALLAN_5TH_P1	12	Gr. 5	709	852	143	74	119	1.5	67%	92 [104]	3.0	14	9
R180_RV_CARDEN_4TH_P1	16	Gr. 4	511	709	198	117	159	1.4	88%	103 [119]	3.1	13	7
R180_RV_Bourne_4th	9	4 to 5	430	558	128	139	189	0.8	33%	92 [97]	3.1	22	20
READ 180 Totals	392	4 to 10	712	815	103	70	108	1.2	62%	79 [142]	2.9	16	11

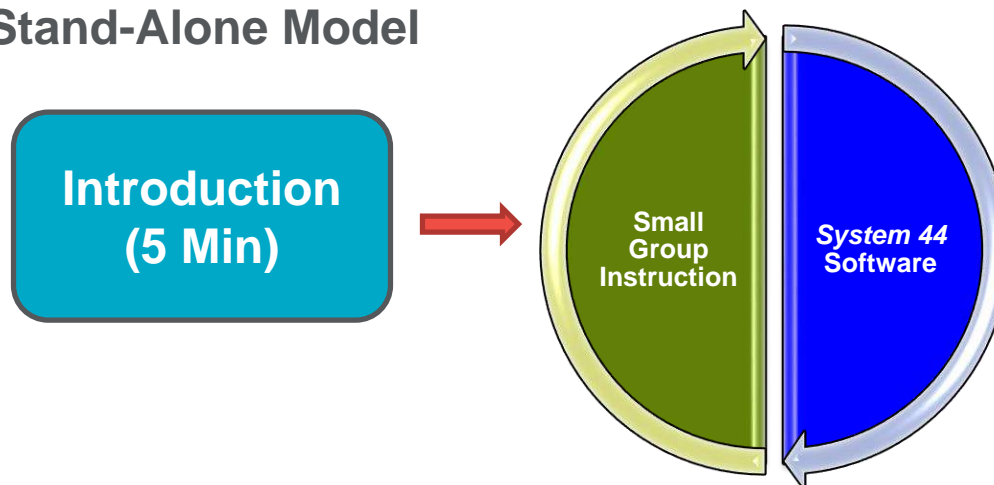
1 The *READ 180* class alignment for each student is drawn from the SAM export; if classes are not properly aligned to the program, then unexpected values will appear in the export and results above.

System 44 Usage Metrics Expectations:

Blended or Stand-Alone Model Implementations

Metric	Mid-Year	End of Year
Days (Sessions)	50	100+
Sessions per Week	3+	3+
Minutes per Session	16 to 20	16 to 20
Topics Completed	40+	80+
Series Completed	5 to 10	10 to 25
Current Series	10 to 12	10 to 25

Stand-Alone Model



System 44 Data Inclusion Process by School

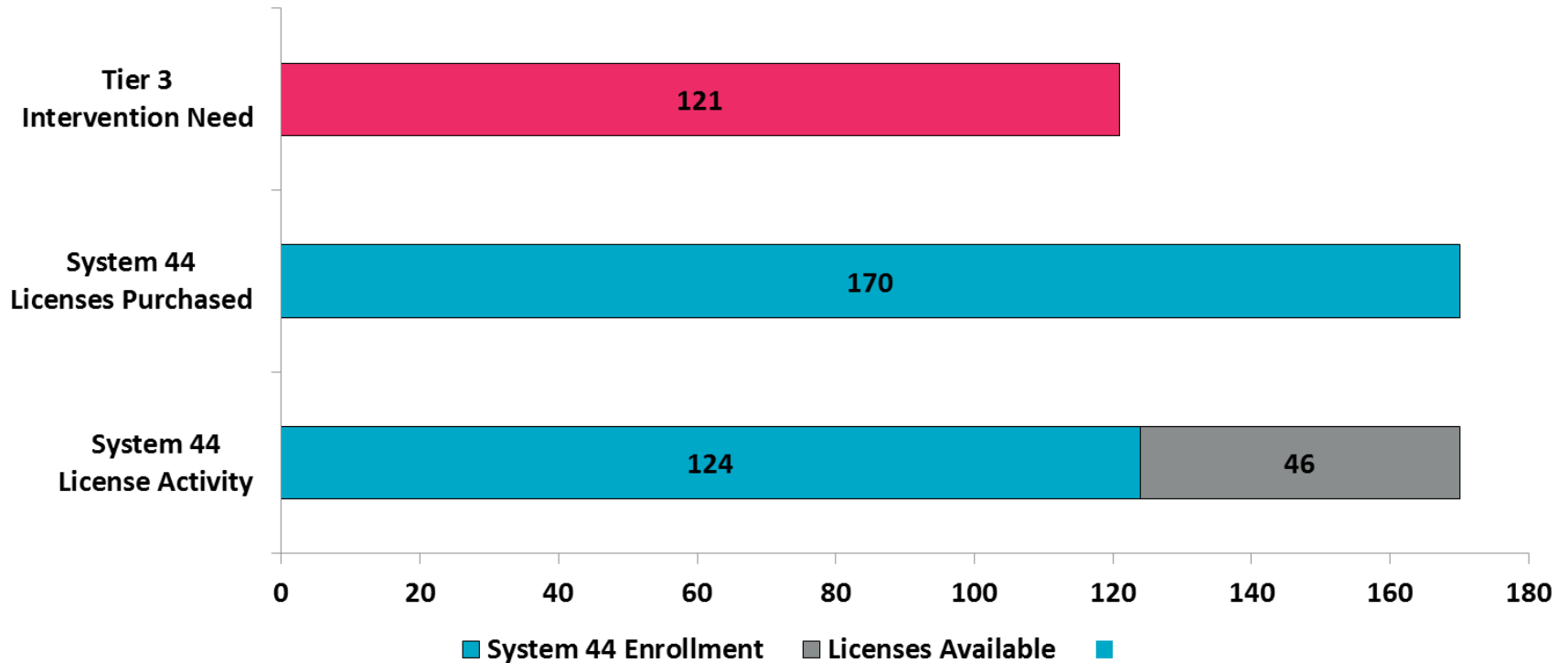
School	Students Who Used System 44 Software	Students with Pre-Test Phonics Inventory Data	Students with 20 or More System 44 Software Sessions	Students with Post-Test Phonics Inventory Data	Students with 8 or More Weeks Between Tests
Hobart Middle School	24	23	22	20	20
Joan Martin Elementary School	30	29	27	15	15
Liberty Elementary School	44	44	23	20	19
Ridge View Elementary School	26	26	24	23	23
System 44 Student Totals	124	122	96	78	77

Yellow highlights show where large numbers of students were lost from a site sample. Orange highlights show smaller losses and progressive losses stretching over multiple criteria at the same site.

To be in the Gains Analysis, students need to have at least two Phonics Inventory tests a minimum of eight weeks apart and must have at least 10 software sessions **per semester** (20 per year). This table shows how many students from each site met each of the criteria for analysis. As you go from left to right, the number shows how many students met that criterion and **all others to the left**.

Also, 95 students in System 44 had necessary software sessions and 8+ weeks between Reading Inventory test administrations.

System 44 License Utilization



Enrolled student counts come directly from the export and are the most accurate reflection of current license utilization. Available license counts reflect total purchased licenses. For more detailed license availability counts, including number of activated licenses, please work with your Account Executive and Customer Service reps.

Low and High End Lexile Growth Goals

Using Student's Fall Lexile & Grade Level to Set Goals for Students

- HMH Reading Inventory can be used to set reading goals and to compare students' response to instruction to growth expectations from fall to spring.
- Monitoring growth helps educators to determine if students are on track to meet achievement standards.
- Expected growth is determined by fall Reading Inventory Lexile and grade level. For more on using fall Lexiles to set growth goals consult the professional paper *Growth Expectations – Setting Achievable Goals*
- **Tier III reading intervention students are unlikely to reach personal growth goals without a firm grasp of phonemic principles.**
- HMH recommends that *System 44* students receive three Phonics Inventory Tests to monitor emerging skills.
- Without knowledge of a student beyond data in the export, Gains Analysts assign student records with personal Lexile growth goals derived from tables similar to the one at the right.

Grade 7 Lexile-Based Normal Growth Bands		
Fall Lexile Range	Low End of Normal Growth Range	High End of Normal Growth Range
BR to 199L	220	350
200L to 299L	165	240
300L to 399L	125	185
400L to 499L	90	145
500L to 599L	70	115
600L to 699L	55	90
700L to 799L	45	75
800L to 899L	35	65
900L to 999L	30	60
1000L to 1099L	25	55
1100L to 1199L	15	45
1200L to 1299L	0	35

College and Career Ready Proficiency Levels

Spring Proficiency Targets for Students to Meet Rigorous Demands

Grade	Below Basic	Basic	Proficient	Advanced
K	N/A	BR	0 to 279L	280 & Above
1	BR	0L to 189L	190L to 534L	535L & Above
2	BR to 219L	220L to 419L	420L to 654L	655L & Above
3	BR to 329L	330L to 519L	520L to 824L	825L & Above
4	BR to 539L	540L to 739L	740L to 944L	945L & Above
5	BR to 619L	620L to 829L	830L to 1014L	1015L & Above
6	BR to 729L	730L to 924L	925L to 1074L	1075L & Above
7	BR to 769L	770L to 969L	970L to 1124L	1125L & Above
8	BR to 789L	790L to 1009L	1010L to 1189L	1190L & Above
9	BR to 849L	850L to 1049L	1050L to 1264L	1265L & Above
10	BR to 889L	890L to 1079L	1080L to 1339L	1340L & Above
11 / 12	BR to 984L	985L to 1184L	1185L to 1389L	1390L & Above

With the release of Reading Inventory College & Career, HMH and MetaMetrics (creator of the Lexile Framework) updated the Lexile ranges that comprise Below Basic, Basic, Proficient, and Advanced performance levels for each grade. To establish the new performance levels, MetaMetrics conducted an extensive study of college and career texts. The new score ranges more accurately reflect the increased expectations for college and career readiness and indicate whether students are on track to comprehend college and career level texts by the end of high school.

Alternative School - High School Challenge -2015-2016

90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%

			graduate	obtained goals	made 1/2 goals	did not make goals	earned GED	transferred/ returned to other school setting
	3 credits	no. 9th gr	0	0	0	0	0	0
	108 credits	no. 10th gr	0	1	0	0	0	1
	644 credits	no. 11th gr	0	5	1	1	0	1
	1417 credits	no. 12th gr	44	0	2	7	0	1
% 9th			0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% 10th			0.0%	50.0%	0.0%	0.0%	0.0%	50.0%
% 11th			0.0%	62.5%	12.5%	12.5%	0.0%	12.5%
% 12th			81.5%	0.0%	3.7%	13.0%	0.0%	1.9%

Alternative School - High School Challenge Eligibility - 2015-2016

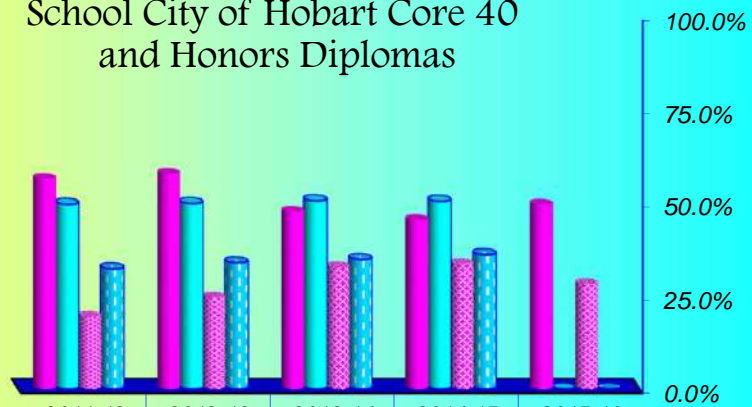
120.0%
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%

	intend to withdraw/ has withdrawn	failed academically/ benefit from other than traditional	pregnant/ parent	employment for family	disruptive student
3 credits	0	0	0	0	0
108 credits	0	1	1	0	0
644 credits	0	8	0	0	0
1417 credits	4	47	2	0	1
% 9th	0.0%	0.0%	0.0%	0.0%	0.0%
% 10th	0.0%	50.0%	50.0%	0.0%	0.0%
% 11th	0.0%	100.0%	0.0%	0.0%	0.0%
% 12th	7.4%	87.0%	3.7%	0.0%	1.9%

Student Performance:

College and Career Readiness

School City of Hobart Core 40 and Honors Diplomas



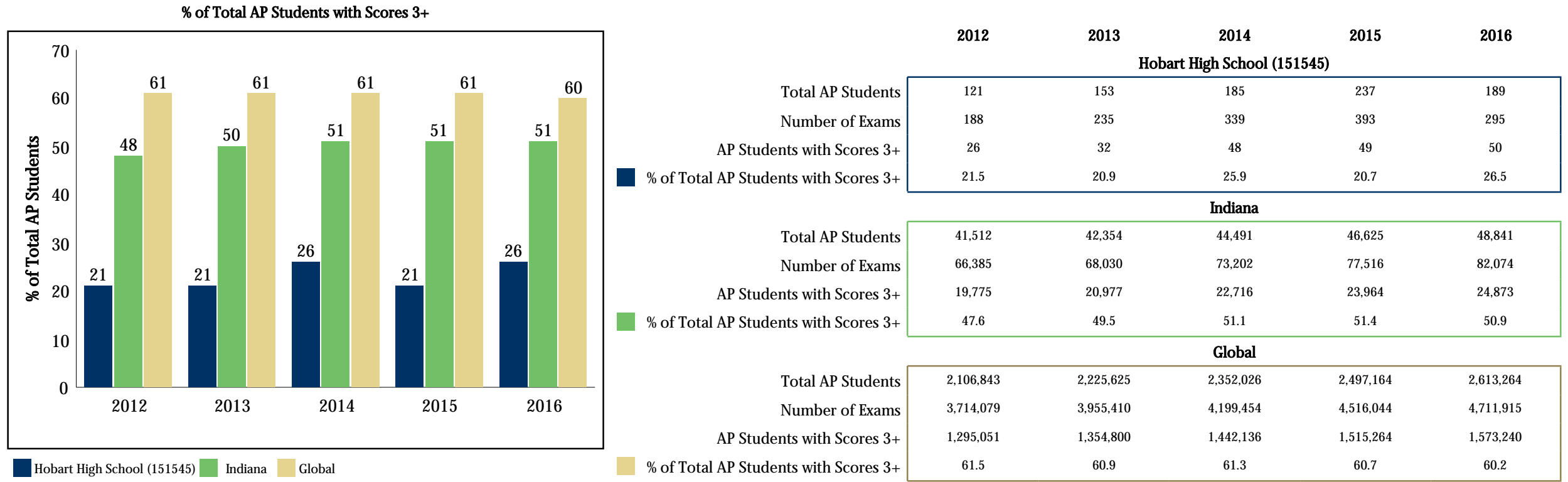
	2011-12	2012-13	2013-14	2014-15	2015-16
■ Hobart High, 4305 Core 40	56.4%	57.8%	47.6%	45.4%	49.6%
■ State Average Core 40	49.6%	49.8%	50.5%	50.4%	0.0%
■ Hobart High, 4305 Honors	19.5%	24.6%	32.8%	33.6%	28.2%
■ State Average Honors	32.3%	33.9%	34.8%	36.1%	0.0%

AP Five-Year School Score Summary (2016)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Jun 26, 2016, Report Run Jul 13, 2016

Hobart High School (151545)



“Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.



AP Five-Year School Score Summary (2016)

✓ Data Updated Jun 26, 2016, Report Run Jul 13, 2016

Hobart High School (151545)

	Hobart High School (151545)					Indiana					Global				
Biology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						479	145	185	221	224	37,875	11,188	14,169	14,351	15,712
4	3					515	590	823	837	798	32,512	44,035	47,989	49,708	50,073
3	4					469	1,428	1,514	1,495	1,633	27,513	73,865	75,312	80,744	80,088
2	21					669	1,689	1,471	1,536	1,578	27,896	59,665	58,024	61,741	68,579
1	6					2,118	448	550	467	712	66,153	15,149	18,770	18,384	24,075
Total Exams	34					4,250	4,300	4,543	4,556	4,945	191,949	203,902	214,264	224,928	238,527
Mean Score	2.12					2.19	2.60	2.70	2.74	2.64	2.73	2.88	2.91	2.91	2.85
Calculus AB	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1					1,152	1,150	1,245	1,135	1,281	67,630	67,783	72,511	66,411	76,658
4	1					913	1,071	982	1,073	1,110	45,705	51,440	48,984	51,769	53,535
3	5	5	5			1,202	1,117	1,239	1,367	1,228	46,711	49,101	52,076	56,482	53,603
2	3	1	3		1	875	947	868	874	821	27,309	31,833	31,360	31,371	30,053
1	29	27	33	24	26	3,294	3,213	3,270	3,078	3,038	80,731	83,261	89,775	98,285	94,831
Total Exams	39	33	41	24	27	7,436	7,498	7,604	7,527	7,478	268,086	283,418	294,706	304,318	308,680
Mean Score	1.51	1.33	1.32	1.00	1.04	2.43	2.47	2.48	2.51	2.57	2.97	2.96	2.94	2.86	2.96
Chemistry	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						267	346	169	208	210	21,735	26,535	15,047	14,178	16,184
4	1					391	551	412	383	406	25,674	30,081	25,155	24,703	23,960
3	2	3	3			634	626	729	930	883	26,714	26,318	38,533	43,084	42,285
2	4	1	9	7	11	626	642	1,068	1,062	1,028	19,874	20,841	38,359	38,033	38,057
1	26	29	45	43	32	1,714	1,369	1,054	1,143	1,005	38,786	36,403	31,946	33,277	33,279
Total Exams	33	33	57	50	43	3,632	3,534	3,432	3,726	3,532	132,783	140,178	149,040	153,275	153,765
Mean Score	1.33	1.21	1.26	1.14	1.26	2.14	2.40	2.29	2.32	2.37	2.79	2.93	2.68	2.66	2.69



AP Five-Year School Score Summary (2016)

✓ Data Updated Jun 26, 2016, Report Run Jul 13, 2016

Hobart High School (151545)

Hobart High School (151545)						Indiana					Global				
English Language and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5		1		1	2	670	720	725	815	859	48,795	48,927	48,497	52,434	58,410
4		4	5	1	7	1,358	1,173	1,495	1,593	1,540	90,100	77,548	90,548	97,172	96,198
3		4	10	10	9	2,220	2,215	2,541	2,566	2,653	128,834	136,438	143,859	144,613	148,622
2		27	19	31	13	2,454	2,553	2,999	3,073	3,891	124,286	142,270	152,507	157,552	175,669
1		5	12	8	10	1,006	1,177	1,291	1,414	1,646	53,157	72,552	71,713	78,604	68,897
Total Exams		41	46	51	41	7,708	7,838	9,051	9,461	10,589	445,172	477,735	507,124	530,375	547,796
Mean Score		2.24	2.17	2.14	2.46	2.77	2.71	2.71	2.72	2.63	2.90	2.77	2.79	2.79	2.82

English Literature and Composition	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1				1	422	444	434	397	410	31,628	29,387	30,531	30,460	30,160
4	3	1	3	6	2	1,046	1,064	1,167	1,208	1,211	68,478	72,663	70,802	73,125	72,244
3	15	5	17	15	21	2,191	2,285	2,323	2,442	2,545	115,711	121,601	118,081	122,631	119,302
2	13	10	26	48	36	2,951	2,910	3,074	3,045	3,656	122,977	122,374	131,572	131,534	135,408
1	1		12	14	13	888	783	882	746	987	42,279	40,506	47,745	45,004	48,604
Total Exams	33	16	58	83	73	7,498	7,486	7,880	7,838	8,809	381,073	386,531	398,731	402,754	405,718
Mean Score	2.70	2.44	2.19	2.16	2.21	2.62	2.66	2.64	2.68	2.59	2.80	2.81	2.76	2.78	2.75

European History	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						153	168	140	145	151	11,488	11,439	9,557	11,177	8,027
4				1	1	275	267	240	244	225	20,936	20,678	18,861	18,770	17,466
3				7	1	440	442	429	487	436	39,289	38,307	37,602	38,484	31,834
2				6	4	106	169	156	162	512	11,717	12,116	13,011	11,535	38,338
1				34	2	257	325	313	372	192	25,553	27,564	31,877	28,363	13,402
Total Exams				48	8	1,231	1,371	1,278	1,410	1,516	108,983	110,104	110,708	108,329	109,067
Mean Score				1.48	2.13	2.97	2.84	2.79	2.74	2.76	2.83	2.78	2.65	2.75	2.71



AP Five-Year School Score Summary (2016)

✓ Data Updated Jun 26, 2016, Report Run Jul 13, 2016

Hobart High School (151545)

	Hobart High School (151545)					Indiana					Global				
Psychology	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	2			1		423	528	554	654	745	45,811	50,833	48,766	56,123	56,032
4	8	3	5	3	3	794	881	1,042	1,068	1,121	57,351	63,606	69,937	73,009	76,504
3	4	5	10	2	6	648	770	937	1,025	979	42,944	46,778	51,953	55,148	55,999
2	8	12	11	11	8	516	561	733	708	820	29,832	31,026	35,206	36,423	41,605
1	17	28	57	43	31	834	842	1,195	1,194	1,168	44,942	47,277	54,608	57,657	63,533
Total Exams	39	48	83	60	48	3,215	3,582	4,461	4,649	4,833	220,880	239,520	260,470	278,360	293,673
Mean Score	2.23	1.65	1.55	1.47	1.60	2.83	2.91	2.78	2.85	2.89	3.13	3.17	3.09	3.12	3.07

Studio Art: 2-D Design Portfolio	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						33	40	52	79	70	3,391	3,411	3,795	4,892	4,453
4						99	118	129	118	128	6,776	7,931	8,055	8,177	10,202
3		3		5		132	140	177	149	151	7,681	8,757	9,646	9,200	10,831
2		2		3		110	116	97	98	110	5,134	4,553	5,039	5,077	4,779
1				1		27	16	14	28	7	1,062	893	969	1,385	672
Total Exams		5		9		401	430	469	472	466	24,044	25,545	27,504	28,731	30,937
Mean Score		2.60		2.44		3.00	3.12	3.23	3.26	3.31	3.26	3.33	3.32	3.35	3.42

United States Government and Politics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5			1			316	326	384	261	386	30,048	28,845	32,336	27,546	36,481
4						393	475	468	483	463	35,792	36,550	33,898	38,345	40,111
3			1	1		744	933	1,069	908	894	59,352	66,864	71,829	70,019	73,873
2			5		2	930	1,038	1,087	1,004	937	58,820	63,612	67,126	70,847	71,147
1			14	5	6	1,188	1,203	1,161	1,065	1,028	55,892	60,346	66,996	76,566	74,750
Total Exams			21	6	8	3,571	3,975	4,169	3,721	3,708	239,904	256,217	272,185	283,323	296,362
Mean Score			1.52	1.33	1.25	2.36	2.42	2.48	2.43	2.53	2.69	2.65	2.62	2.54	2.64



AP Five-Year School Score Summary (2016)

✓ Data Updated Jun 26, 2016, Report Run Jul 13, 2016

Hobart High School (151545)

United States History	Hobart High School (151545)					Indiana					Global				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5			1			513	528	523	438	720	50,106	47,306	50,976	44,897	58,717
4	1	1	1			1,182	1,227	1,326	1,049	1,234	91,098	95,758	98,927	85,806	88,262
3			1	4	1	1,586	1,635	1,543	1,651	1,839	92,766	96,020	93,548	112,701	110,928
2	11	12	12	3	2	2,821	2,653	2,656	2,277	2,303	114,111	120,095	130,143	118,045	114,475
1	32	12	18	37	26	2,897	2,538	2,138	2,526	2,545	80,636	85,449	91,384	115,077	119,726
Total Exams	44	25	33	44	29	8,999	8,581	8,186	7,941	8,641	428,717	444,628	464,978	476,526	492,108
Mean Score	1.32	1.60	1.64	1.25	1.14	2.29	2.37	2.44	2.32	2.45	2.80	2.77	2.76	2.64	2.70



Indiana College Readiness Reports

2014 High School Graduates
School City of Hobart



College Going (within a year of high school graduation)



High School Graduates Enrolling in College

Breakdown	# of HS Graduates	# Enrolled in College	% Enrolled in College
High School Diploma Type			
Honors	83	75	90%
Core 40	136	78	57%
General	55	11	20%
High School Graduation Waiver Status			
Graduated with Waiver	25	5	20%
Graduated without Waiver	249	159	64%
Advanced Placement Status			
Took and Passed an AP Test	23	19	83%
Took but Did Not Pass an AP Test	74	66	89%
Did Not Take an AP Test	177	79	45%
Dual Credit Status			
Earned Dual Credit from an Indiana Public College	162	121	75%
Did Not Earn Dual Credit from an Indiana Public College	112	43	38%
ACT/SAT College Readiness Benchmark			
Met ACT/SAT College Readiness Benchmark	76	72	95%
Did Not Meet ACT/SAT College Readiness Benchmark	43	33	77%
Did Not Take ACT/SAT	155	59	38%
21st Century Scholar Status			
21st Century Scholar	39	33	85%
Non 21st Century Scholar	235	131	56%
Socioeconomic Status			
Free or Reduced Lunch	97	54	56%
Non Free or Reduced Lunch	177	110	62%
Race/Ethnicity			
White	194	117	60%
Black	16	10	63%
Hispanic	47	25	53%
Asian	11	***	***
Other	6	***	***
All Students	274	164	60%



Indiana College Readiness Reports

2014 High School Graduates
School City of Hobart



High School Graduate Enrollment by College Type

College Type	# of HS Graduates	% of Total HS Graduates
Indiana Public College	136	49.6%
Indiana Private College (non-profit)	11	4.0%
Indiana Private College (for-profit)	0	0.0%
Out-of-State Public College	10	3.6%
Out-of-State Private College (non-profit)	6	2.2%
Out-of-State Private College (for-profit)	1	0.4%
Non-degree Granting School	0	0.0%
Did Not Enroll in College	110	40.1%

Indiana Public College Enrollment



Indiana Public College Enrollment by College

College	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Ball State University	9	6.6%
Indiana State University	2	1.5%
University of Southern Indiana	0	0.0%
Indiana University-Bloomington	10	7.4%
Indiana University-East	0	0.0%
Indiana University-Kokomo	0	0.0%
Indiana University-Northwest	39	28.7%
Indiana University-Purdue University-Indianapolis	9	6.6%
Indiana University-South Bend	0	0.0%
Indiana University-Southeast	0	0.0%
Indiana University-Purdue University-Fort Wayne	0	0.0%
Purdue University-Calumet Campus	14	10.3%
Purdue University-North Central Campus	8	5.9%
Purdue University-Statewide Technology	0	0.0%
Purdue University-West Lafayette	7	5.1%
Ivy Tech Community College	36	26.5%
Vincennes University	2	1.5%



Indiana College Readiness Reports

2014 High School Graduates
School City of Hobart



Indiana Public College Enrollment by Degree Type

Degree Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Bachelor's Degree (four-year)	97	71.3%
Associate Degree (two-year)	39	28.7%
Award of at least 1 but less than 2 academic years	0	0.0%
Award of less than 1 academic year	0	0.0%
Unclassified undergraduate	0	0.0%



Indiana Public College Enrollment by Program Type

Program Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Arts and Humanities	13	10%
Business and Communication	20	15%
Education	8	6%
Health	42	31%
Science, Technology, Engineering, and Math (STEM)	30	22%
Social and Behavioral Sciences and Human Services	9	7%
Trades	3	2%
Undecided	11	8%



Indiana Public College Enrollment by Status

Status	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Full-Time Students	107	79%
Part-Time Students	29	21%

Academic Preparation



Indiana Public College Remediation by Subject

Subject	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	# Earning Remedial Credits	% Earning Remedial Credits
Math Only	10	7%	8	80%
English/Language Arts Only	6	4%	***	***
Both Math and English/Language	4	3%	***	***
No Remediation	116	85%	--	--



Indiana College Readiness Reports

2014 High School Graduates
School City of Hobart



Indiana Public College Students Needing Remediation

Breakdown	# Enrolled in IN Public College	# Needing Remediation	% Needing Remediation	# Earning Remedial Credits	% Earning Remedial Credits
High School Diploma Type					
Honors	60	1	2%	***	***
Core 40	65	16	25%	12	75%
General	11	3	27%	***	***
High School Graduation Waiver Status					
Graduated with Waiver	***	***	***	***	***
Graduated without Waiver	***	***	***	***	***
Advanced Placement Status					
Took and Passed an AP Test	14	1	7%	***	***
Took but Did Not Pass an AP Test	54	1	2%	***	***
Did Not Take an AP Test	68	18	26%	12	67%
Dual Credit Status					
Earned Dual Credit from an Indiana Public College	100	10	10%	7	70%
Did Not Earn Dual Credit from an Indiana Public College	36	10	28%	7	70%
ACT/SAT College Readiness Benchmark					
Met ACT/SAT College Readiness Benchmark	55	2	4%	***	***
Did Not Meet ACT/SAT College Readiness Benchmark	29	5	17%	***	***
Did Not Take ACT/SAT	52	13	25%	8	62%
21st Century Scholar Status					
21st Century Scholar	31	1	3%	***	***
Non 21st Century Scholar	105	19	18%	***	***
Socioeconomic Status					
Free or Reduced Lunch	52	7	13%	***	***
Non Free or Reduced Lunch	84	13	15%	***	***
Race/Ethnicity					
White	94	10	11%	7	70%
Black	8	***	***	***	***
Hispanic	23	5	22%	***	***
Asian	***	***	***	***	***
Other	***	***	***	***	***
All Students	136	20	15%	14	70%



Indiana College Readiness Reports

2014 High School Graduates
School City of Hobart



Student Performance



Indiana Public College Student Performance

Breakdown	# Enrolled in IN Public College	Average Freshman Year GPA	Average Freshman Credit Hours Earned
High School Diploma Type			
Honors	60	3.1	27.11
Core 40	65	2.0	16.35
General	11	1.4	4.45
High School Graduation Waiver Status			
Graduated with Waiver	***	***	***
Graduated without Waiver	***	***	***
Advanced Placement Status			
Took and Passed an AP Test	14	3.2	29.50
Took but Did Not Pass an AP Test	54	2.9	25.23
Did Not Take an AP Test	68	2.0	14.16
Dual Credit Status			
Earned Dual Credit from an Indiana Public College	100	2.6	22.97
Did Not Earn Dual Credit from an Indiana Public College	36	1.9	12.28
ACT/SAT College Readiness Benchmark			
Met ACT/SAT College Readiness Benchmark	55	3.0	25.66
Did Not Meet ACT/SAT College Readiness Benchmark	29	2.4	20.79
Did Not Take ACT/SAT	52	1.9	13.92
21st Century Scholar Status			
21st Century Scholar	31	2.6	23.53
Non 21st Century Scholar	105	2.4	19.13
Socioeconomic Status			
Free or Reduced Lunch	52	2.5	20.64
Non Free or Reduced Lunch	84	2.5	19.82
Race/Ethnicity			
White	94	2.5	20.15
Black	8	***	***
Hispanic	23	2.5	21.93
Asian	***	***	***
Other	***	***	***
Enrollment Status			
Full-Time Students	107	2.6	23.02
Part-Time Students	29	1.8	9.48
All Students	136	2.5	20.14



Indiana College Readiness Reports

2014 High School Graduates
School City of Hobart



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

NOTES:

High School Graduates ("Students"): Count of Indiana high school graduates and associated disaggregations are based on the total count of graduates reported on the IDOE-GR report for 2014. Graduate counts are not IDOE cohort graduate counts and thus may not match cohort graduate counts and associated disaggregations reported in other places, such as DOE Compass. SOURCE: IDOE

College Enrollment: Represents students reported as enrolled in postsecondary education, regardless of institution type, within the year following high school graduation (e.g., for 2014 high school graduates, postsecondary enrollment is counted for 2014-15 school year). A student was considered enrolled only if: a) s/he was enrolled as a degree or certificate-seeking undergraduate student and b) s/he was enrolled for the equivalent of at least one semester during the school year.

SOURCES: NSC, CHE

Indiana Public College Enrollment: Represents students reported as enrolled in an Indiana public postsecondary institution. SOURCE: CHE

21st Century Scholar Status: Represents students who were eligible for affirmation and affirmed. Students who were enrolled in K-12 as Scholars but did not affirm, or students who affirmed but were not eligible, are not considered 21st Century Scholars for this report. SOURCE: CHE

AP Participation/Passing Exam Status: Represents students who sat for and/or passed (received score of 3 or higher) at least one Advanced Placement exam. SOURCE: IDOE

College Entrance Exam Readiness Benchmark: Represents students who passed/did not pass at least one college readiness benchmark score established by the testing agencies. The SAT benchmarks are 500 for both the Critical Reading and Mathematics sections. The ACT benchmarks are 18, 22, 22, and 23 for the English, Mathematics, Reading, and Science sections, respectively. If no SAT or ACT score was on file for student, s/he was reported as not taking a college entrance exam. Data available for 2012 high school graduate cohort onward. SOURCE: IDOE

Dual Credit Status: Represents students who earned/did not earn 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 publics. SOURCE: CHE

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

Remediation Enrollment: Represents Indiana public college students identified as deficient in the general competencies necessary for regular postsecondary curriculum in English/language arts and/or mathematics. Students enrolled in both credit and non-credit remedial coursework are included in remediation totals. SOURCE: CHE

Remediation Success: Represents Indiana public college students who successfully complete the subject(s) in which they were identified as needing remediation. Students who were identified as needing remediation in both English/language arts and math needed to successfully complete both English/language arts and math in order to be counted as earning remedial credit. SOURCE: CHE

Freshman GPA: Represents 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: Represents average number of institutional 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



College Readiness Letter for: SCHOOL CITY OF HOBART

August 24, 2016
Code: 157296

SUPERINTENDENT
SCHOOL CITY OF HOBART
32 E 7TH ST
HOBART, IN 46342



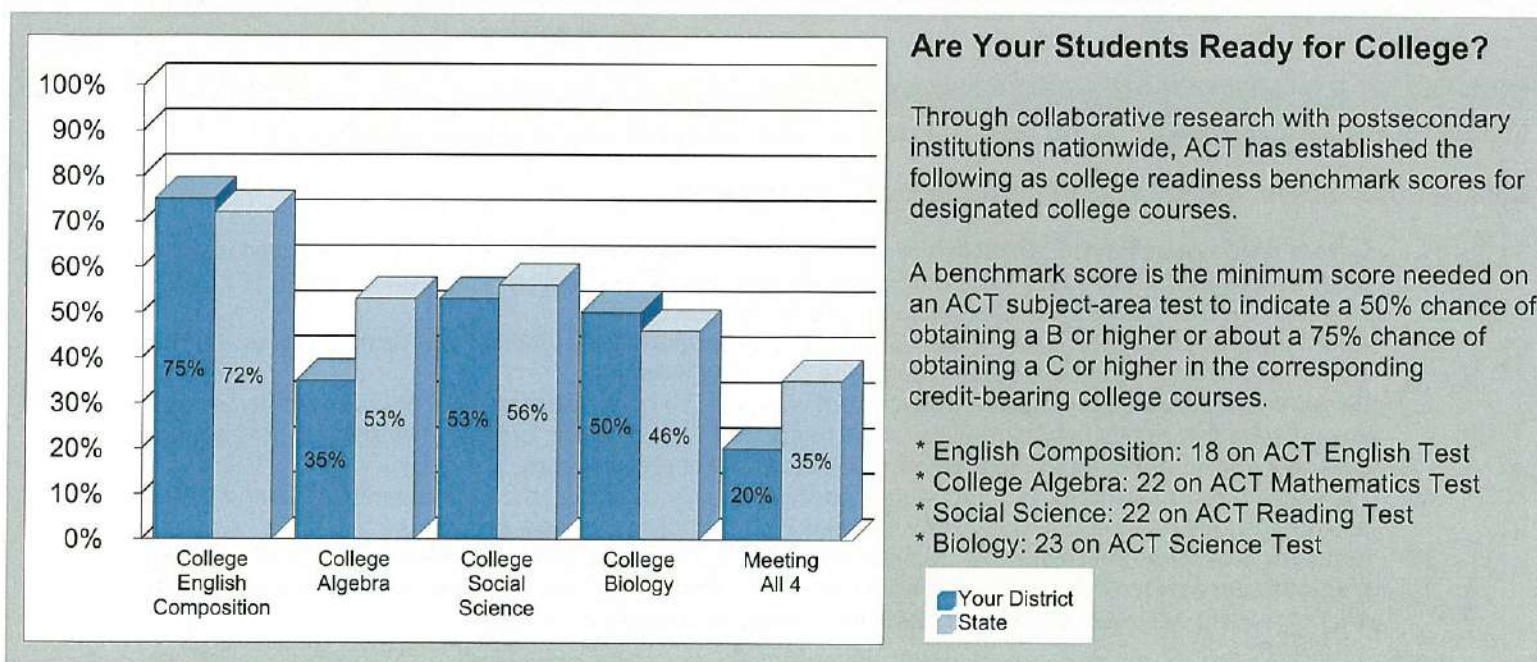
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This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2012	39	22,372	20.7	21.7	20.7	22.5	22.4	22.6	21.3	21.9	21.3	22.3
2013	292	26,227	17.4	21.0	17.5	21.9	17.6	22.1	16.8	21.4	17.5	21.7
2014	254	27,226	18.7	21.1	18.9	21.9	19.5	22.3	19.2	21.6	19.2	21.9
2015	273	27,415	18.1	21.5	17.9	22.0	19.3	22.6	18.1	21.8	18.5	22.1
2016	40	27,268	21.0	21.6	20.6	22.1	22.2	22.9	22.1	22.0	21.5	22.3

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework

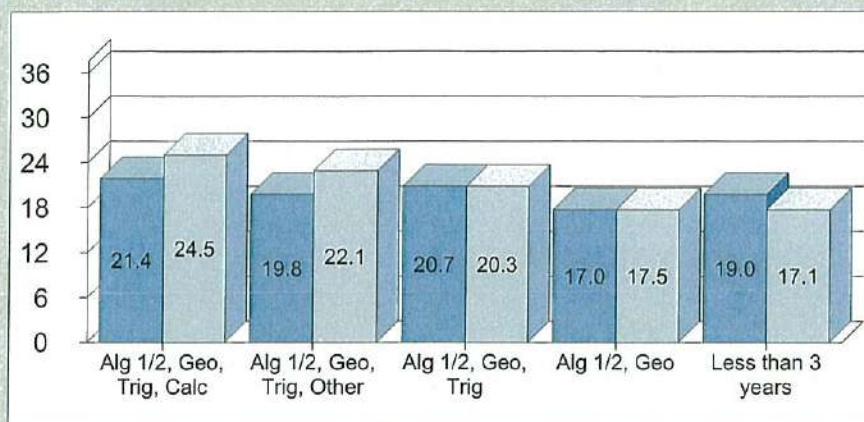


A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

College Readiness Letter for: SCHOOL CITY OF HOBART

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

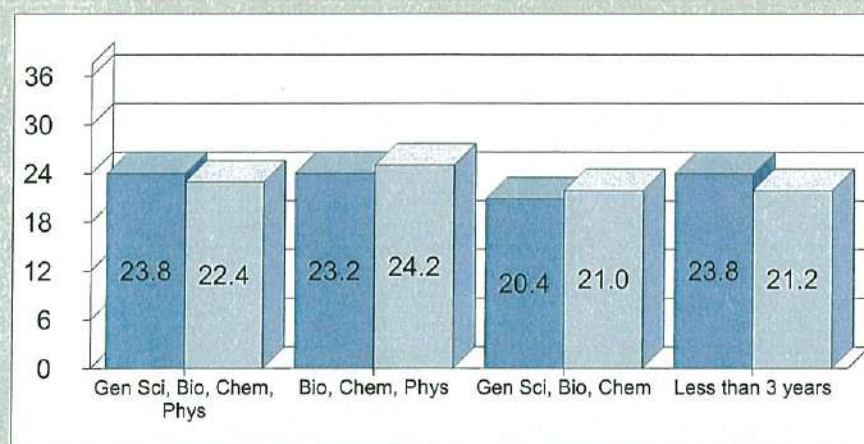
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
- Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1365 or customerservices@act.org.

PSAT 8/9 2015-Fall, 8th grade - Benchmarks by Institution

District
Met both benchmarks

43%

Mean Total Score = 818

State
Met both benchmarks

47%

Mean Total Score = 835

Total Group
Met both benchmarks

42%

Mean Total Score = 802

Institution	Mean Total Score (240-1440)	Met Both Benchmarks	Evidence-Based Reading and Writing Benchmark	Met Math Benchmark	Met No Benchmarks	# of Test Takers / Enrolled
Hobart Middle School 159038	818	43%	<div><div>96%</div><div>3%</div><div>1%</div></div>	<div><div>43%</div><div>10%</div><div>47%</div></div>	4%	304/ 331

PSAT 8/9 2015-Fall, 9th grade - Benchmarks by Institution

District
Met both benchmarks

30%

Mean Total Score = 861

State
Met both benchmarks

51%

Mean Total Score = 913

Total Group
Met both benchmarks

40%

Mean Total Score = 865

Institution	Mean Total Score (240-1440)	Met Both Benchmarks	Evidence-Based Reading and Writing Benchmark	Met Math Benchmark	Met No Benchmarks	# of Test Takers / Enrolled
Hobart High School 151545	861	30%	<div><div>95%</div><div>3%</div><div>2%</div></div>	<div><div>30%</div><div>23%</div><div>46%</div></div>	5%	299/ 320

PSAT/NMSQT 2015-Fall, 10th grade - Benchmarks by Institution

District
Met both benchmarks

45%

Mean Total Score = 912

State
Met both benchmarks

49%

Mean Total Score = 932

Total Group
Met both benchmarks

47%

Mean Total Score = 932

Institution	Mean Total Score (320-1520)	Met Both Benchmarks	Evidence-Based Reading and Writing Benchmark	Met Math Benchmark	Met No Benchmarks	# of Test Takers / Enrolled
Hobart High School 151545	912	45%	<div><div>92%</div><div>4%</div><div>4%</div></div>	<div><div>46%</div><div>6%</div><div>48%</div></div>	7%	323/ 374

PSAT/NMSQT 2015-Fall, 11th grade - Benchmarks by Institution

District
Met both benchmarks

22%

Mean Total Score = 950

State
Met both benchmarks

43%

Mean Total Score = 984

Total Group
Met both benchmarks

48%

Mean Total Score = 1009

Institution	Mean Total Score (320-1520)	Met Both Benchmarks	Evidence-Based Reading and Writing Benchmark	Met Math Benchmark	Met No Benchmarks	# of Test Takers / Enrolled
Hobart High School 151545	950	29%	<div><div>85%</div><div>10%</div><div>5%</div></div>	<div><div>29%</div><div>20%</div><div>51%</div></div>	14%	290/ 290

Old SAT School Day October 2015 (with essay), All Grades- Benchmarks by Institution

District	State	Total Group
Met Composite Benchmark	Met Composite Benchmark	Met Composite Benchmark
19%	18%	16%
25% Met Critical Reading (500)	25% Met Critical Reading (500)	22% Met Critical Reading (500)
26% Met Math (500)	27% Met Math (500)	24% Met Math (500)
24% Met Writing (500)	22% Met Writing (500)	18% Met Writing (500)
317 Test Takers	405 Test Takers	55,262 Test Takers
1,273 Enrolled	311,014 Enrolled	14,686,214 Enrolled
25% Participation	0% Participation	0% Participation

Institution	Met Composite Benchmark (1550)	Met Critical Reading Benchmark (500)	Met Math Benchmark (500)	Met Writing Benchmark (500)	# of Test Takers / Enrolled
Hobart High School 151545	19% <div><div></div></div>	25%	26%	24%	317/1,273

SAT School Day April 2016, All Grades- Benchmarks by Institution

District
Met both benchmarks

23%

Mean Total Score = 966

State
Met both benchmarks

31%

Mean Total Score = 985

Total Group
Met both benchmarks

31%

Mean Total Score = 980

Institution	Mean Total Score (400 - 1600)	Met Both Benchmarks	Evidence-based Reading and Writing Benchmark	Met Math Benchmark	Met No Benchmarks	# of Test Takers / Enrolled
Hobart High School 151545	966	23%	<div><div>55%</div><div>11%</div><div>35%</div></div>	<div><div>25%</div><div>10%</div><div>65%</div></div>	43%	281/ 1,273

SAT



2016 College-Bound Seniors

High School Highlights Report

HOBART HIGH SCHOOL (H151545)

Included in This Report

Five-Year Trends for High School, State and Total Group:

SAT® Data

SAT Subject Tests™ Data

Demographic and Academic Information

College Plans

DATA EMBARGO IN EFFECT This report contains information on college-bound students in the class of 2016 who took the pre-March 2016 SAT® or SAT Subject Tests™ at any time during high school. *Data and other information in this report are embargoed from dissemination to the media and general public until after the College Board makes state and total group-level data and information publically available. The embargo will be lifted no later than September 30, 2016.* Prior to that time, you may use the data and other information in this report for internal purposes. The College Board will post updated information in the coming weeks about the embargo at <https://collegeboard.org/press>; if you have questions, please contact the College Board communications department at communications@collegeboard.org.

Table of Contents

Section 1: SAT[®] Mean Scores and Middle 50th Percent Range

Critical Reading	1
Mathematics	2
Writing	3

Section 2: SAT Mean Scores by Race/Ethnicity

Critical Reading	4
Mathematics	5
Writing	6

Section 3: Demographic Summary of SAT Takers

Gender, First Language	7
Parental Education, Family Income	8

Section 4: Academic Record of SAT Takers

Course-Taking Patterns: Years of Study	9
High School Rank	10

Section 5: SAT Subject Test Mean Scores and Number of Test-Takers

Literature, United States History, World History, Mathematics, Biology, Chemistry, Physics	11
Chinese, French, German, Modern Hebrew, Italian, Japanese, Korean, Latin, Spanish	12

Section 6: College Plans

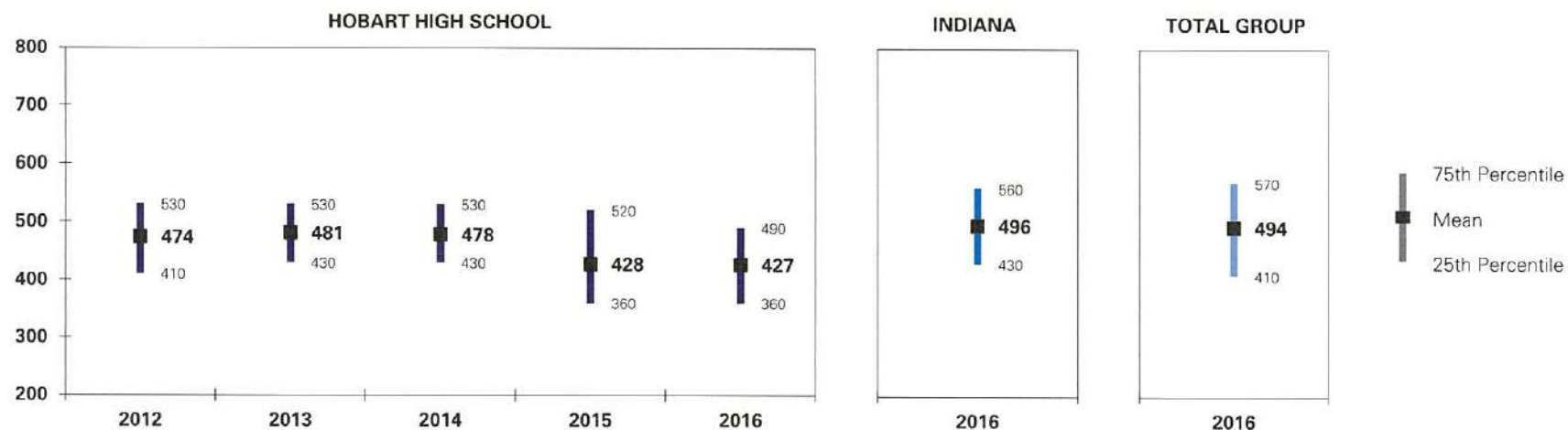
SAT Takers: Intended College Major	13
SAT Takers: Degree-Level Goal, Plans for Advanced Standing in College Courses	14
SAT Program Test-Takers: Institutions That Received the Highest Percentage of Score Reports from Your Students	15

Appendix

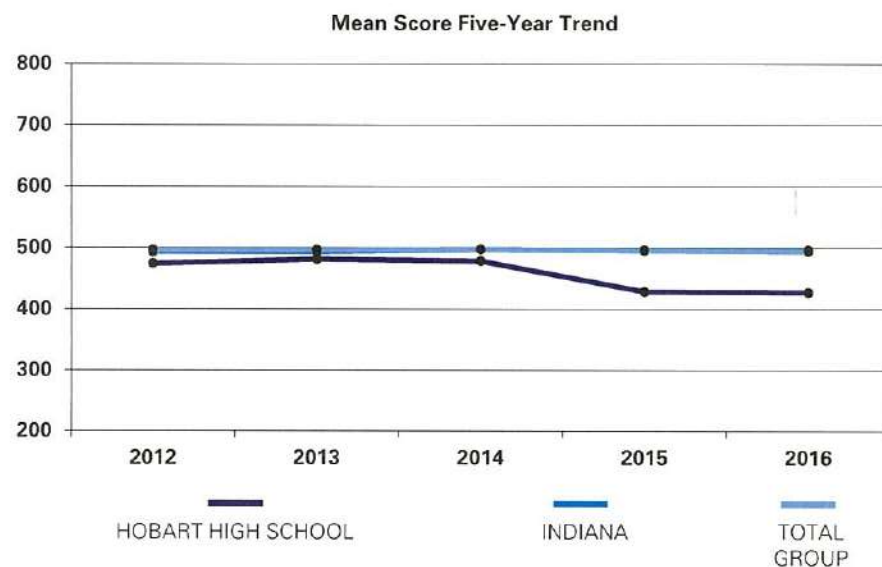
Group Scores on the SAT	
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SAT® Takers: Critical Reading Mean Scores and Middle 50th Percent Range

Data in this report are for high school graduates in the year 2016. The College Board administered the first redesigned SAT in March 2016. While a majority of the Class of 2016 took only the pre-March 2016 SAT, a small percentage took the new SAT. The report includes senior test-takers in this class who took the SAT prior to March 2016. A small percentage of seniors take their first SAT between March and June of their senior years. Results from the new SAT can be accessed from the SAT Suite of Assessments integrated score reporting portal. For more information see sat.org/k12-scores.



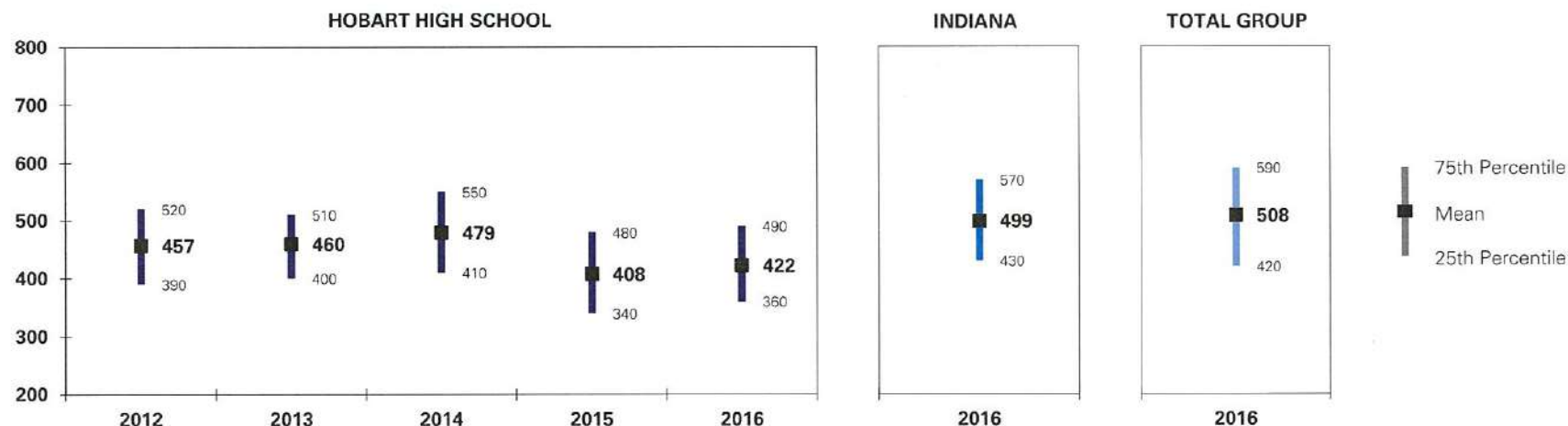
"Mean" and "Middle 50th Percent Range": The mean is the arithmetic average of a set of scores. To calculate the mean, the scores are totaled and the sum is divided by the number of scores. Extreme scores on the high or low end of the distribution may skew the mean in smaller sets of scores. The middle 50th percent range shows the score range between the 25th and 75th percentiles.



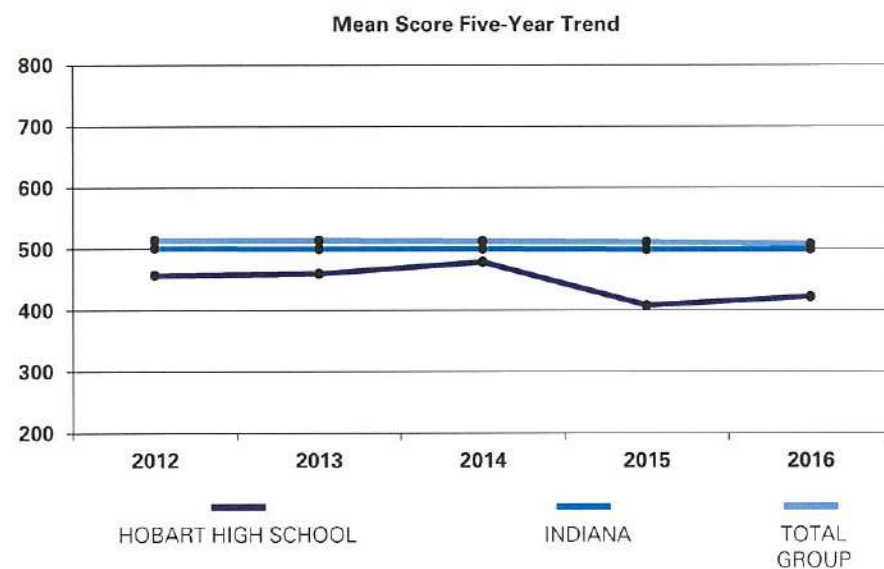
	2012	2013	2014	2015	2016	Five-Yr Change
HOBERT HIGH SCHOOL	474	481	478	428	427	-47
	Change:	+7	-3	-50	-1	
INDIANA	493	493	497	496	496	+3
	Change:	0	+4	-1	0	
TOTAL GROUP	496	496	497	495	494	-2
	Change:	0	+1	-2	-1	

"Mean Scores" and "Point Change by Year": The change below each year reflects the point difference between the mean score of that year as compared to the mean score of the previous year. The "Five-Year Change" in mean score reflects the point difference between the mean score in 2016 as compared to the mean score in 2012.

SAT Takers: Mathematics Mean Scores and Middle 50th Percent Range



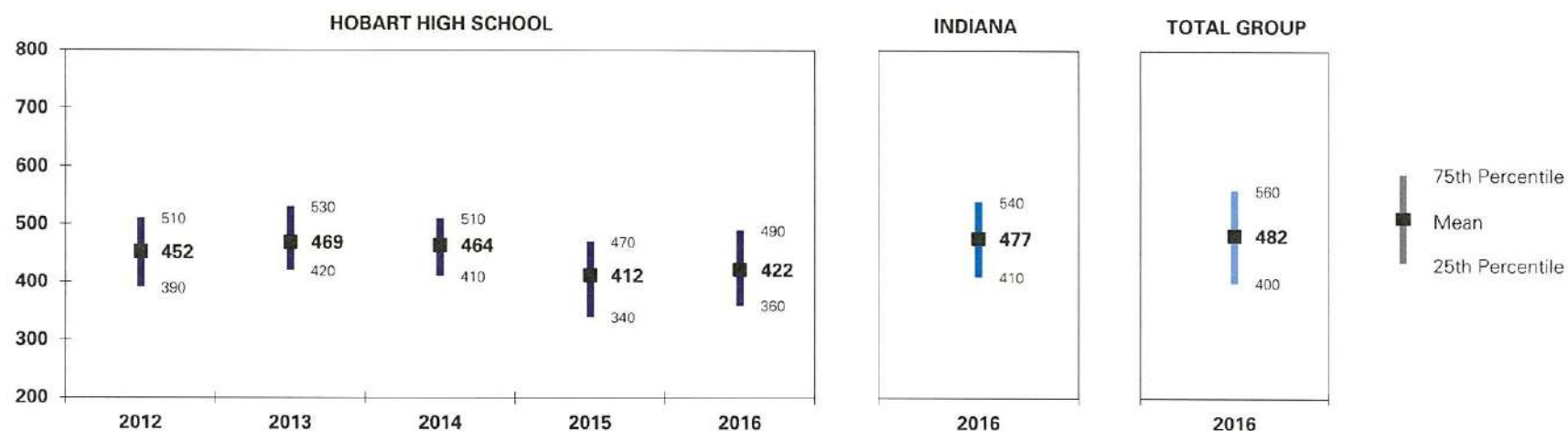
'Mean' and 'Middle 50th Percent Range': The mean is the arithmetic average of a set of scores. To calculate the mean, the scores are totaled and the sum is divided by the number of scores. Extreme scores on the high or low end of the distribution may skew the mean in smaller sets of scores. The middle 50th percent range shows the score range between the 25th and 75th percentiles.



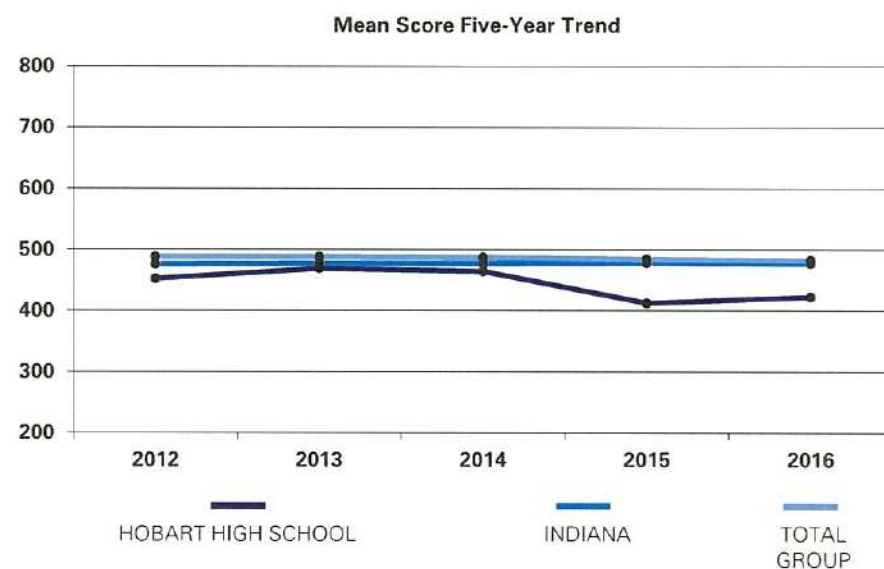
	Mean Scores and Point Change by Year					Five-Yr Change
	2012	2013	2014	2015	2016	
HOBART HIGH SCHOOL	457	460	479	408	422	-35
	Change:	+3	+19	-71	+14	
INDIANA	501	500	500	499	499	-2
	Change:	-1	0	-1	0	
TOTAL GROUP	514	514	513	511	508	-6
	Change:	0	-1	-2	-3	

'Mean Scores' and 'Point Change by Year': The change below each year reflects the point difference between the mean score of that year as compared to the mean score of the previous year. The 'Five-Year Change' in mean score reflects the point difference between the mean score in 2016 as compared to the mean score in 2012.

SAT Takers: Writing Mean Scores and Middle 50th Percent Range



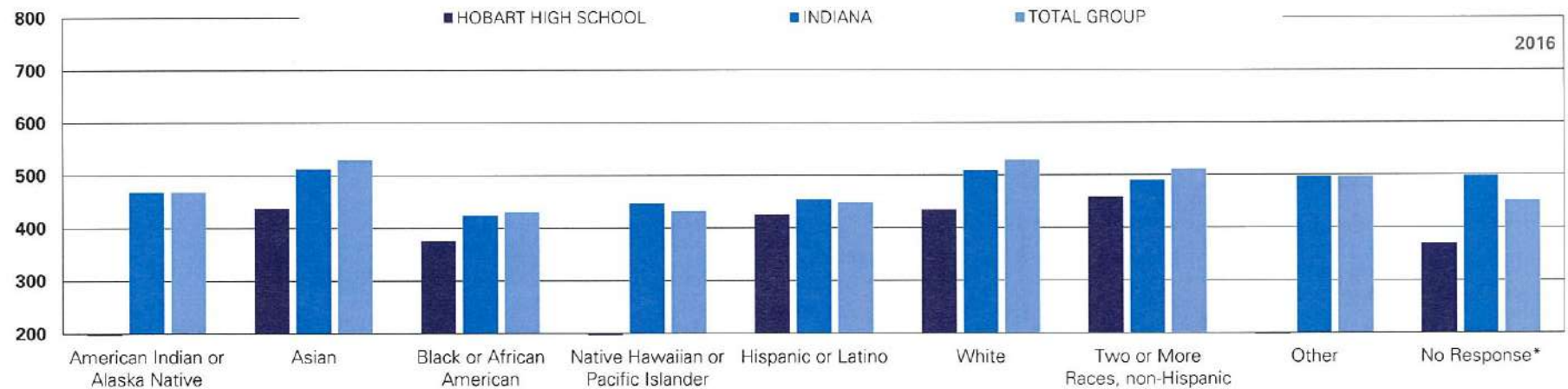
Mean and *Middle 50th Percent Range*: The mean is the arithmetic average of a set of scores. To calculate the mean, the scores are totaled and the sum is divided by the number of scores. Extreme scores on the high or low end of the distribution may skew the mean in smaller sets of scores. The middle 50th percent range shows the score range between the 25th and 75th percentiles.



	2012	2013	2014	2015	2016	Five-Yr Change
HOBART HIGH SCHOOL	452	469	464	412	422	-30
	Change:	+17	-5	-52	+10	
INDIANA	476	477	477	478	477	+1
	Change:	+1	0	+1	-1	
TOTAL GROUP	488	488	487	484	482	-6
	Change:	0	-1	-3	-2	

Mean Scores and *Point Change by Year*: The change below each year reflects the point difference between the mean score of that year as compared to the mean score of the previous year. The *Five-Year Change* in mean score reflects the point difference between the mean score in 2016 as compared to the mean score in 2012.

SAT Takers: Critical Reading Mean Scores by Race/Ethnicity

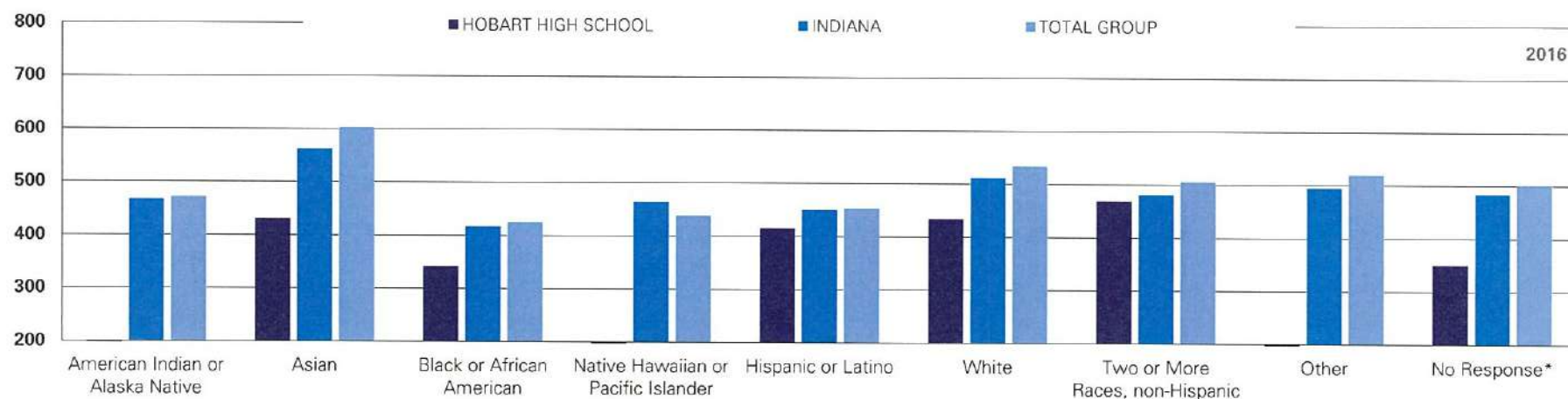


		HOBERT HIGH SCHOOL					INDIANA					TOTAL GROUP				
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
American Indian or Alaska Native	Mean				2	2	486	478	496	497	468	482	480	483	481	468
	N	1			8	6	180	200	171	185	153	9,716	9,818	9,767	10,031	7,778
Asian	Mean				449	437	507	511	511	508	512	518	521	523	525	529
	N	2	3	4	8	6	1,341	1,417	1,425	1,539	1,374	192,577	196,030	206,564	211,238	196,735
Black or African American	Mean	441		444	431	375	420	425	427	426	424	428	431	431	431	430
	N	10	3	5	15	25	4,209	4,219	4,147	4,267	3,776	217,656	210,151	212,524	219,018	199,306
Native Hawaiian or Pacific Islander	Mean										446					432
	N										7					2,371
Hispanic or Latino	Mean	441	467	442	408	425	454	454	458	459	454	448	450	451	449	448
	N	31	22	22	56	90	2,561	2,813	2,832	3,144	3,513	272,633	284,261	300,357	322,873	355,829
White	Mean	483	484	494	432	434	504	504	507	507	508	527	527	529	529	528
	N	125	82	69	159	210	38,171	38,084	37,699	36,762	33,490	852,144	834,933	822,821	800,236	742,436
Two or More Races, non-Hispanic	Mean					458					490					511
	N					12					822					28,460
Other	Mean				453		486	489	494	487	497	491	492	493	490	496
	N	1	1	1	6		1,066	1,087	1,090	1,135	380	62,340	62,251	64,774	65,063	20,604
No Response*	Mean					370	479	485	494	483	498	444	448	434	434	451
	N	1			3	5	599	656	478	516	818	57,413	62,603	55,588	70,062	84,070

In June 2015, the College Board changed the collection and reporting of race/ethnicity categories to reflect US Department of Education recommendations; trends may not be available for all race/ethnicity categories.

*"No Response" indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.

SAT Takers: Mathematics Mean Scores by Race/Ethnicity

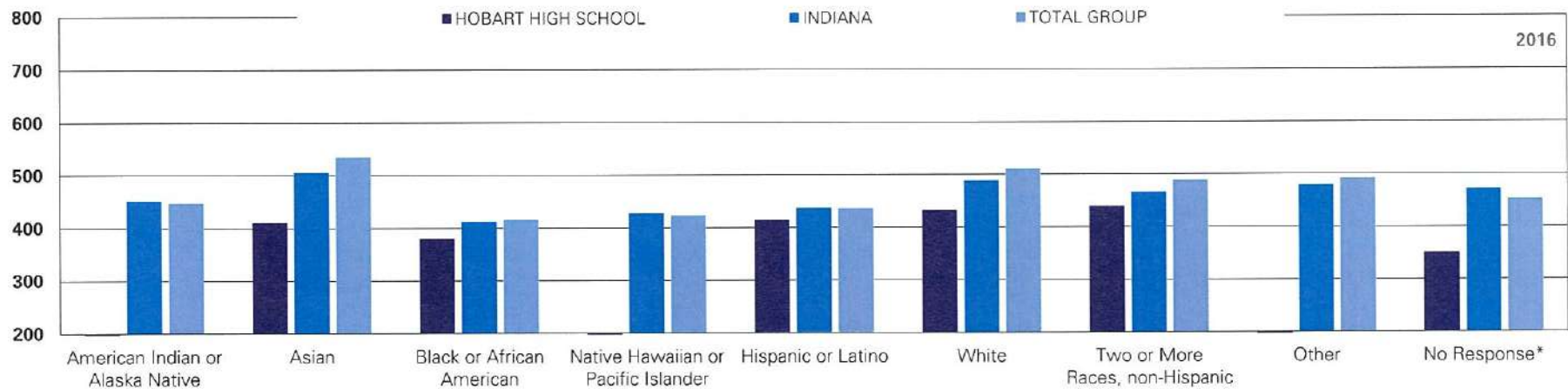


		HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
American Indian or Alaska Native	Mean						494	478	480	486	467	489	486	484	482	471
	N	1			2	2	180	200	171	185	153	9,716	9,818	9,767	10,031	7,778
Asian	Mean				474	430	561	564	561	558	562	595	597	598	598	602
	N	2	3	4	8	6	1,341	1,417	1,425	1,539	1,374	192,577	196,030	206,564	211,238	196,735
Black or African American	Mean	374		426	373	341	417	419	418	417	417	428	429	429	428	425
	N	10	3	5	15	25	4,209	4,219	4,147	4,267	3,776	217,656	210,151	212,524	219,018	199,306
Native Hawaiian or Pacific Islander	Mean										464					438
	N										7					2,371
Hispanic or Latino	Mean	433	445	445	405	416	459	457	458	457	450	462	461	459	456	453
	N	31	22	22	56	90	2,561	2,813	2,832	3,144	3,513	272,633	284,261	300,357	322,873	355,829
White	Mean	468	465	494	410	434	512	511	511	510	512	536	534	534	534	533
	N	125	82	69	159	210	38,171	38,084	37,699	36,762	33,490	852,144	834,933	822,821	800,236	742,436
Two or More Races, non-Hispanic	Mean					469					481					505
	N					12					822					28,460
Other	Mean				378		485	484	484	475	495	516	519	520	519	519
	N	1	1	1	6		1,066	1,087	1,090	1,135	380	62,340	62,251	64,774	65,063	20,604
No Response*	Mean					350	468	476	469	476	484	502	508	499	492	501
	N	1			3	5	599	656	478	516	818	57,413	62,603	55,588	70,062	84,070

In June 2015, the College Board changed the collection and reporting of race/ethnicity categories to reflect US Department of Education recommendations; trends may not be available for all race/ethnicity categories.

**No Response* indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.

SAT Takers: Writing Mean Scores by Race/Ethnicity



		HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
American Indian or Alaska Native	Mean						463	455	467	466	452	462	461	461	460	447
	N	1			2	2	180	200	171	185	153	9,716	9,818	9,767	10,031	7,778
Asian	Mean				429	410	504	505	508	499	505	528	527	530	531	534
	N	2	3	4	8	6	1,341	1,417	1,425	1,539	1,374	192,577	196,030	206,564	211,238	196,735
Black or African American	Mean	411		422	394	380	408	409	412	414	412	417	418	418	418	415
	N	10	3	5	15	25	4,209	4,219	4,147	4,267	3,776	217,656	210,151	212,524	219,018	199,306
Native Hawaiian or Pacific Islander	Mean										427					423
	N										7					2,371
Hispanic or Latino	Mean	425	457	425	393	414	440	441	442	440	437	442	443	443	439	436
	N	31	22	22	56	90	2,561	2,813	2,832	3,144	3,513	272,633	284,261	300,357	322,873	355,829
White	Mean	460	470	480	418	432	486	487	486	489	488	515	515	513	513	511
	N	125	82	69	159	210	38,171	38,084	37,699	36,762	33,490	852,144	834,933	822,821	800,236	742,436
Two or More Races, non-Hispanic	Mean					439					466					488
	N					12					822					28,460
Other	Mean				425		470	471	471	468	479	491	490	491	487	491
	N	1	1	1	6		1,066	1,087	1,090	1,135	380	62,340	62,251	64,774	65,063	20,604
No Response*	Mean					350	459	462	461	463	471	448	453	438	436	452
	N	1			3	5	599	656	478	516	818	57,413	62,603	55,588	70,062	84,070

In June 2015, the College Board changed the collection and reporting of race/ethnicity categories to reflect US Department of Education recommendations; trends may not be available for all race/ethnicity categories.

**No Response* indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.

Demographic Summary of SAT Takers

	HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
SAT Takers	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Number of Test-Takers	171	111	101	249	350	48,127	48,476	47,842	47,548	44,333	1,664,479	1,660,047	1,672,395	1,698,521	1,637,589
Gender															
Male Test-Takers	41%	46%	35%	45%	50%	45%	45%	45%	44%	44%	47%	47%	47%	47%	47%
Critical Reading Mean	492	486	493	403	415	500	499	503	503	502	498	499	499	497	495
Mathematics Mean	483	486	516	397	420	522	519	520	519	518	532	531	530	527	524
Writing Mean	454	464	452	384	399	470	472	472	473	471	481	482	481	478	475
Female Test-Takers	59%	54%	65%	55%	50%	55%	55%	55%	56%	56%	53%	53%	53%	53%	53%
Critical Reading Mean	461	476	470	450	439	488	489	492	490	492	493	494	495	493	493
Mathematics Mean	439	439	459	417	425	483	484	484	483	485	499	499	499	496	494
Writing Mean	450	473	470	435	445	481	481	481	482	482	494	493	492	490	487
First Language															
English Only	95%	95%	90%	90%	91%	92%	92%	91%	91%	91%	72%	71%	70%	68%	68%
Critical Reading Mean	476	486	481	433	429	495	497	500	499	499	507	508	510	509	508
Mathematics Mean	458	461	479	410	424	502	501	502	500	501	514	512	512	510	508
Writing Mean	453	472	466	418	424	478	480	479	480	480	494	495	494	493	490
English and Another Language	4%	5%	5%	9%	8%	4%	5%	5%	5%	6%	16%	17%	17%	18%	19%
Critical Reading Mean	463	370	500	420	419	479	479	482	480	471	479	479	482	479	476
Mathematics Mean	440	448	516	400	422	488	491	487	486	477	509	509	508	505	499
Writing Mean	438	402	470	390	417	466	467	469	466	459	480	478	480	476	471
Another Language	2%	1%	5%	2%	1%	3%	4%	4%	4%	4%	12%	13%	13%	14%	13%
Critical Reading Mean			394			453	447	453	450	454	461	462	464	464	465
Mathematics Mean			438			493	490	489	487	486	526	526	526	524	525
Writing Mean			434			450	446	446	442	447	470	468	470	467	468

Demographic Summary of SAT Takers

	HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
SAT Takers	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Number of Test-Takers	171	111	101	249	350	48,127	48,476	47,842	47,548	44,333	1,664,479	1,660,047	1,672,395	1,698,521	1,637,589
Parental Education															
High school diploma or associate degree	63%	62%	55%	65%	62%	48%	46%	46%	45%	44%	38%	37%	37%	37%	37%
Critical Reading Mean	459	489	469	426	422	468	469	471	469	469	466	467	466	465	464
Mathematics Mean	449	466	474	402	413	475	473	472	469	470	479	479	476	473	471
Writing Mean	440	483	450	408	416	450	452	450	451	451	455	456	453	452	449
Bachelor's or four-year degree	25%	27%	23%	26%	28%	32%	33%	33%	34%	34%	31%	31%	32%	31%	31%
Critical Reading Mean	513	475	493	453	454	515	516	516	515	515	522	523	523	521	521
Mathematics Mean	496	462	493	438	460	526	524	522	521	521	540	540	539	537	535
Writing Mean	486	450	492	444	447	499	500	496	497	496	513	513	512	509	508
Graduate or professional degree	7%	10%	16%	6%	6%	18%	18%	18%	18%	18%	25%	25%	25%	25%	25%
Critical Reading Mean	475	501	506	496	473	547	549	551	551	550	560	560	560	560	558
Mathematics Mean	441	462	491	455	455	555	555	555	553	555	577	576	575	575	572
Writing Mean	460	470	495	465	469	531	533	532	533	530	555	553	551	550	547
Family Income															
Less than \$40,000	30%	18%	23%	31%	29%	27%	26%	25%	25%	24%	31%	30%	29%	30%	29%
Critical Reading Mean	472	453	464	393	422	454	458	460	456	459	449	451	453	451	452
Mathematics Mean	443	422	475	382	401	456	458	457	452	456	472	473	471	468	466
Writing Mean	439	420	459	378	417	436	439	440	438	440	442	443	443	441	440
\$40,000 to less than \$60,000	22%	20%	8%	20%	16%	17%	17%	17%	16%	15%	14%	14%	14%	14%	14%
Critical Reading Mean	439	459	440	427	443	482	487	488	487	488	485	487	489	488	488
Mathematics Mean	447	456	452	410	439	488	488	487	487	486	500	500	500	497	495
Writing Mean	427	462	473	417	431	462	469	466	469	467	473	474	474	473	471
\$60,000 to less than \$100,000	35%	31%	45%	32%	33%	31%	30%	30%	30%	31%	24%	24%	24%	23%	24%
Critical Reading Mean	499	483	489	478	443	496	500	500	502	502	505	505	509	510	510
Mathematics Mean	489	453	480	451	447	506	509	505	505	506	518	517	518	518	518
Writing Mean	490	495	463	459	437	478	483	479	482	482	492	492	494	494	493
\$100,000 and above	13%	31%	24%	17%	22%	25%	27%	28%	29%	30%	31%	32%	33%	33%	33%
Critical Reading Mean	493	487	514	444	433	521	523	527	526	528	538	537	542	543	544
Mathematics Mean	450	497	512	436	437	536	535	536	535	537	556	553	556	555	555
Writing Mean	456	474	498	447	434	506	508	508	509	510	531	529	531	531	531

Course-Taking Patterns of SAT Takers

	HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
SAT Takers	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Number of Test-Takers	171	111	101	249	350	48,127	48,476	47,842	47,548	44,333	1,664,479	1,660,047	1,672,395	1,698,521	1,637,589
Average Years of Study															
Arts and Music	1.7	1.7	1.7	1.4	1.8	2.3	2.3	2.3	2.3	2.3	2.2	2.2	2.2	2.2	2.2
English and Language Arts	3.8	4.0	3.8	3.8	3.4	3.9	3.9	3.9	3.9	3.8	3.9	3.9	3.9	3.9	3.8
Foreign and Classical Languages	2.6	2.9	3.0	2.3	2.3	2.9	2.9	2.9	2.9	2.9	2.8	2.8	2.8	2.8	2.9
Mathematics	3.9	3.9	3.8	3.8	3.3	3.9	3.9	3.9	3.9	3.8	3.9	3.9	3.9	3.9	3.8
Natural Sciences	3.4	3.3	3.3	3.2	3.1	3.4	3.4	3.4	3.3	3.4	3.6	3.6	3.6	3.6	3.6
Social Sciences and History	3.6	3.3	3.1	3.0	2.9	3.3	3.3	3.3	3.3	3.2	3.6	3.6	3.6	3.6	3.6
Total Average Years of Study	19.0	19.1	18.7	17.5	16.8	19.7	19.7	19.7	19.6	19.4	20.0	20.0	20.0	20.0	19.9
Years of Study (percent of test-takers)															
Arts and Music, 1 or More Years	66	83	86	67	76	87	88	89	89	87	84	84	84	84	84
English and Language Arts, 4 or More Years	82	90	89	88	75	85	86	86	85	84	82	83	84	83	83
Foreign Language, 3 or More Years	57	73	82	53	55	69	70	71	72	75	60	60	60	60	62
Mathematics, 4 or More Years	77	84	83	77	65	77	78	79	78	79	78	79	80	80	79
Calculus	23	34	40	21	15	22	27	29	29	28	26	33	35	34	34
Natural Sciences, 3 or More Years	85	86	85	83	83	87	86	87	86	89	89	88	89	88	90
Social Sciences and History, 3 or More Years	90	79	82	74	77	85	84	84	84	84	90	90	90	90	89

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

High School Rank of SAT Takers

	HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
High School Rank (percent of test-takers)	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Highest Tenth	27	37	29	33	25	29	31	28	28	29	36	36	35	35	35
Second Tenth	19	21	25	14	18	27	26	27	26	26	27	27	27	26	27
Second Fifth	23	21	23	16	23	20	20	21	20	21	17	18	18	18	19
Final Three-Fifths	31	21	23	37	35	24	24	25	25	24	20	20	20	21	20
Overall High School GPA	3.07	3.16	3.34	2.87	2.89	3.26	3.29	3.32	3.32	3.33	3.36	3.38	3.39	3.39	3.38
SAT Scores															
Critical Reading Mean															
All Students	474	481	478	428	427	493	493	497	496	496	496	496	497	495	494
Highest Tenth High School Rank	600	547	550	547	551	571	572	575	576	574	573	572	575	574	575
Second Tenth High School Rank	487	462	494	450	461	507	507	512	511	510	508	508	511	511	510
Second Fifth High School Rank	469	488	481	495	471	475	480	482	481	482	480	481	483	482	482
Final Three-Fifths High School Rank	424	466	433	404	395	435	434	440	437	439	435	436	439	438	438
Mathematics Mean															
All Students	457	460	479	408	422	501	500	500	499	499	514	514	513	511	508
Highest Tenth High School Rank	586	543	539	532	544	592	590	590	590	589	606	606	606	605	603
Second Tenth High School Rank	469	480	516	406	468	523	522	524	522	520	534	534	534	532	528
Second Fifth High School Rank	445	428	496	462	463	487	489	487	486	489	498	497	497	494	491
Final Three-Fifths High School Rank	410	422	423	388	405	438	437	438	436	436	446	445	445	443	442
Writing Mean															
All Students	452	469	464	412	422	476	477	477	478	477	488	488	487	484	482
Highest Tenth High School Rank	590	520	538	535	560	561	562	560	562	558	571	569	569	568	566
Second Tenth High School Rank	449	468	470	445	465	491	493	494	496	492	500	499	500	499	496
Second Fifth High School Rank	442	487	451	484	455	459	462	459	462	463	467	468	469	467	465
Final Three-Fifths High School Rank	403	423	433	368	402	416	417	420	420	421	423	423	424	423	422

SAT Subject Tests™: Mean Scores and Number of Test-Takers

		HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
SAT Subject Test-Takers		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Number of SAT Subject Test-Takers		1		3	2		1,332	1,242	1,233	1,126	1,427	265,096	251,304	248,089	241,429	237,576
Percent of SAT Takers		1%		3%	1%		3%	3%	3%	2%	3%	16%	15%	15%	14%	15%
Literature																
	Mean						643	636	648	651	546	604	613	619	618	599
	N	1		2	1		493	404	408	356	585	79,925	67,132	62,195	56,594	57,761
United States History																
	Mean						671	674	656	663	542	640	651	643	645	624
	N	1					439	410	379	341	496	96,136	84,455	77,899	70,298	66,967
World History																
	Mean						680	687	673	662	639	619	624	626	618	615
	N						62	87	70	105	85	18,074	18,172	17,779	16,657	15,542
Mathematics Level 1																
	Mean						631	627	635	637	530	617	621	621	619	599
	N			3	1		402	407	373	334	584	78,461	72,828	69,119	65,319	66,058
Mathematics Level 2																
	Mean						707	702	716	707	692	677	686	691	690	690
	N				1		711	686	697	702	749	143,317	140,690	144,432	144,772	145,140
Biology - Ecological																
	Mean						654	635	668	645	559	623	626	627	625	616
	N						140	103	120	98	162	35,532	32,662	33,058	31,027	31,965
Biology - Molecular																
	Mean						685	678	669	680	652	654	655	653	652	647
	N			1			150	175	171	174	191	41,782	41,495	41,635	42,253	40,231
Chemistry																
	Mean						686	679	695	696	666	662	666	668	666	668
	N				1		370	331	391	357	370	72,488	72,250	74,591	73,551	71,173
Physics																
	Mean						675	670	678	683	677	662	667	665	667	667
	N				1		246	225	236	229	245	49,544	52,323	56,445	58,921	56,751

SAT Subject Tests: Mean Scores and Number of Test-Takers

		HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
SAT Subject Test-Takers		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Number of SAT Subject Test-Takers		1		3	2		1,332	1,242	1,233	1,126	1,427	265,096	251,304	248,089	241,429	237,576
Percent of SAT Takers		1%		3%	1%		3%	3%	3%	2%	3%	16%	15%	15%	14%	15%
Chinese with Listening	Mean						731	686	776	758	753	759	759	758	759	761
	N						18	12	9	9	12	6,585	6,167	5,682	5,204	4,925
French	Mean						615	616	614	641	622	631	635	635	636	634
	N						65	60	58	34	48	9,213	8,635	7,993	7,587	6,800
French with Listening	Mean						675	636	619	676	627	656	654	664	666	664
	N						34	17	16	16	25	2,288	1,972	1,870	1,621	1,533
German	Mean						602	619	630	552	550	628	622	640	644	636
	N						6	7	5	5	6	734	758	739	706	621
German with Listening	Mean						603	636	555	618	602	614	624	626	636	629
	N						10	11	6	5	6	710	675	620	438	479
Modern Hebrew	Mean											616	620	615	608	614
	N						2	1	1	1		436	412	368	330	344
Italian	Mean											691	684	694	695	677
	N						4	1	1	2	2	634	635	486	492	488
Japanese with Listening	Mean						465	663		620	630	692	688	695	694	704
	N						6	6	3	6	9	1,750	1,521	1,410	1,332	1,317
Korean with Listening	Mean						784	796		744		769	767	767	768	764
	N						10	7	4	5	4	3,552	2,986	2,453	2,110	1,891
Latin	Mean						534	620	574	599	558	616	615	626	613	632
	N						9	13	14	10	11	2,864	2,960	3,041	2,790	2,483
Spanish	Mean						630	630	637	617	620	649	656	651	651	653
	N						149	121	109	111	95	26,285	22,453	21,069	19,302	18,161
Spanish with Listening	Mean						648	632	645	643	604	670	668	664	665	660
	N						51	25	17	21	17	4,698	3,868	3,321	2,982	2,914

Intended College Major

	HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
Intended Major (percent of test-takers*)	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Arts or Humanities	9	10	7	12	10	11	10	10	10	10	12	11	11	10	10
Architecture and Related Services	2	1	2	1	2	2	1	1	1	1	2	2	2	1	1
Visual and Performing Arts	5	9	3	8	7	6	6	6	6	6	7	7	7	7	7
English Language and Literature/Letters	1			1	1	1	1	1	1	1	1	1	1	1	1
Foreign Lang., Literatures and Linguistics		1	1	1		1	1	1	1	1	1	1	1	1	1
Philosophy, Religion and Theology	1					1	1	1	1	1					
Biological Sciences or Related Areas	32	27	39	28	28	33	32	33	32	32	27	27	27	27	28
Agriculture or Natural Resources	1				1	2	2	2	2	2	1	1	2	2	2
Biological and Biomedical Sciences	7	3	10	3	4	5	5	5	5	6	7	7	7	7	7
Health Professions and Related Clinical Serv.	24	24	29	25	23	26	25	25	24	24	19	19	19	19	19
Business, Commerce or Communications	11	10	14	8	13	13	14	14	14	14	15	15	15	15	15
Business and Commerce	8	9	13	6	12	10	11	11	12	12	12	12	13	13	13
Communication, Journalism and Related Prog.	3	1	1	2	2	3	3	3	3	2	3	3	3	3	2
Physical Sciences or Related Areas	14	23	18	18	14	13	14	14	15	15	15	16	17	18	19
Computer and Info. Sci. and Support Services	3	7	3	4	2	3	3	3	3	3	2	3	3	3	4
Engineering	9	15	11	14	11	9	9	9	10	10	11	11	12	12	12
Mathematics and Statistics		1				1	1	1	1	1	1	1	1	1	1
Physical Sciences	1		3		1	1	1	1	1	1	2	2	2	1	2
Social Sciences or Related Areas	24	17	16	23	23	20	20	19	19	19	20	19	19	18	18
Education	11	3	8	8	5	7	6	6	6	6	5	4	4	4	4
Family and Consumer Sci./Human Sci.				1											
Library Science And Administration															
Military Technologies & Applied Sciences	1	1		1	1		1					1	1	1	
Public Affairs and Services	2	7	3	5	10	3	3	3	3	4	3	4	4	4	4
Social Sciences and History	10	7	5	8	7	9	9	9	8	8	11	10	10	10	10
General and Interdisciplinary	1				1	1	1	1	1	1	1	1	1	1	1
Technical and Vocational	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1
Undecided	6	10	2	4	5	6	6	6	6	5	7	7	7	7	7

* Due to rounding, percent totals may not add up to 100.

SAT Takers: Degree-Level Goal, Plans for Advanced Standing in College Courses

	HOBART HIGH SCHOOL					INDIANA					TOTAL GROUP				
Degree-Level Goal (percent of test-takers*)	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Certificate	1			3	7	1	1	1	1	1	1	1	1	1	1
Associate	2		1	6	5	3	3	2	2	2	1	1	1	1	1
Bachelor's	37	53	36	40	41	41	42	42	43	40	30	30	30	31	27
Master's	19	16	32	19	21	23	23	24	24	27	30	30	30	31	34
Doctorate	18	12	19	13	11	17	17	17	17	18	22	21	22	21	24
Other	1			1	1	1			1		1	1	1	1	1
Undecided	21	19	11	18	15	15	14	14	13	12	16	15	15	14	14
Applying for Financial Aid (percent of test-takers)	85	86	93	73	65	80	79	79	79	80	75	75	75	75	77

* Due to rounding, percent totals may not add up to 100.

SAT Program Test-Takers: Institutions That Received the Highest Percentage of Score Reports from Your Students

The Percent of Score Senders Who Designated That Their Scores Be Sent to Each Institution

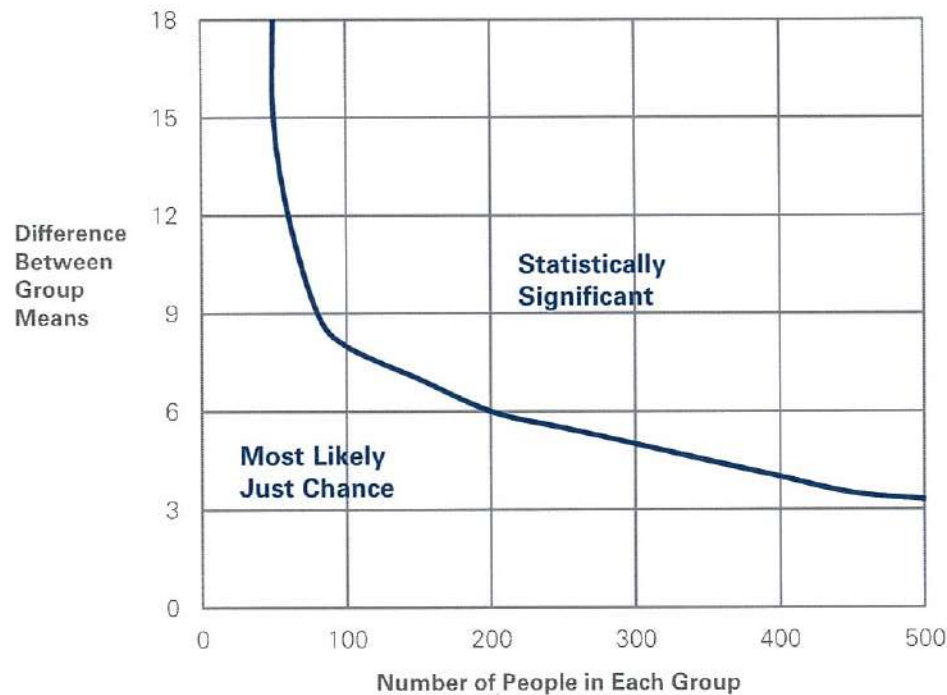
Institutions Designated by Score Senders*	HOBART HIGH SCHOOL							INDIANA			TOTAL GROUP		
	2012	2013	2014	2015	2016	One-Yr Change	Five-Yr Change	2016	One-Yr Change	Five-Yr Change	2016	One-Yr Change	Five-Yr Change
Indiana University Bloomington	29	32	48	30	46	+16	+17	42	0	+2	2	0	0
Indiana University Northwest	27	25	39	27	39	+12	+12	2	0	0	0	0	0
Indiana University-Purdue University Indianapolis	15	30	35	28	33	+5	+18	26	0	+5	1	0	0
Purdue University	42	52	48	27	29	+2	-13	33	+1	-4	3	0	+1
Ball State University	31	35	21	25	27	+2	-4	37	+2	+5	1	0	0
Purdue University Calumet	36	33	24	21	27	+6	-9	2	-1	-1	0	0	0
Ivy Tech Community College: Northwest	8	5	2	1	19	+18	+11	1	+1	0	0	0	0
Valparaiso University	22	29	27	21	18	-3	-4	5	+1	+1	0	0	0
Indiana State University	20	11	11	19	15	-4	-5	16	-1	+2	0	-1	0
Purdue University North Central	11	22	14	9	15	+6	+4	3	0	+1	0	0	0
Indiana University-Purdue University Columbus			2	1	12	+11	+12	2	+1	+1	0	0	0
Butler University	9	10	6	9	8	-1	-1	12	+1	-1	0	0	0
Indiana University-Purdue University Fort Wayne	3		3	3	5	+2	+2	7	0	0	0	0	0
Ivy Tech Community College					5	+5	+5	0	0	0	0	0	0
University of Chicago	2	3	2	1	3	+2	+1	2	0	0	2	0	0
University of Indianapolis	5	3	2	3	3	0	-2	9	+1	+1	0	0	0
American College Of Education					2	+2	+2	0	0	0	0	0	0
Anderson University					2	+2	+2	3	0	0	0	0	0
Arizona State University		2	3		2	+2	+2	1	0	0	2	0	0
Calumet College of St. Joseph	2	3			2	+2	0	0	0	0	0	0	0
Columbia College Chicago	3	2	3	3	2	-1	-1	1	0	0	0	0	0
Grace College			2	9	2	-7	+2	3	0	+1	0	0	0
Indiana Academy for Science, Math, and Humanities			2	1	2	+1	+2	0	0	0	0	0	0
Indiana University Kokomo	1				2	+2	+1	2	0	+1	0	0	0
Indiana University South Bend	1			3	2	-1	+1	4	0	+1	0	0	0

* Includes score senders who took the SAT and/or an SAT Subject Test.

'One-Year' and 'Five-Year Change': The 'One-Year Change' reflects the difference in the percent of score senders for 2016 as compared to 2015. The 'Five-Year Change' reflects the difference in the percent of score senders for 2016 as compared to 2012.

GROUP SCORES ON THE SAT

How to Tell When a Difference Between Two Group Mean (Average) Scores Is Statistically Significant or Most Likely Just Chance



How to Use This Graph

- > Use this graph when comparing the mean scores of similar groups across different years or within a given year.
- > First, determine the average size of the two groups for which you are comparing scores, then locate that point on the horizontal axis.
- > Next, locate the point on the vertical axis corresponding to the difference in the mean scores of the groups being compared.
- > Locate the point where the two values intersect. Score differences that lie in the area to the left and beneath the curve are most likely to be due to chance; i.e., the chance of the two mean scores being different is 5 percent or less. Those that lie in the area to the right and above the curve are considered statistically significant.

Percentage of High Schools Experiencing Change in Mean (Average) Scores for College-Bound Seniors from 2015 and 2016

Critical Reading

Mean Change of at Least	Schools with 50–99 Test-Takers	Schools with 100–299 Test-Takers	Schools with 300+ Test-Takers	All Schools with 50+ Test-Takers
10	59%	44%	37%	49%
20	28%	13%	11%	19%
30	11%	4%	7%	7%
40	4%	1%	4%	3%
50	2%	1%	2%	1%

Mathematics

Mean Change of at Least	Schools with 50–99 Test-Takers	Schools with 100–299 Test-Takers	Schools with 300+ Test-Takers	All Schools with 50+ Test-Takers
10	60%	46%	39%	51%
20	29%	15%	13%	20%
30	12%	4%	8%	8%
40	4%	1%	5%	3%
50	2%	1%	3%	1%

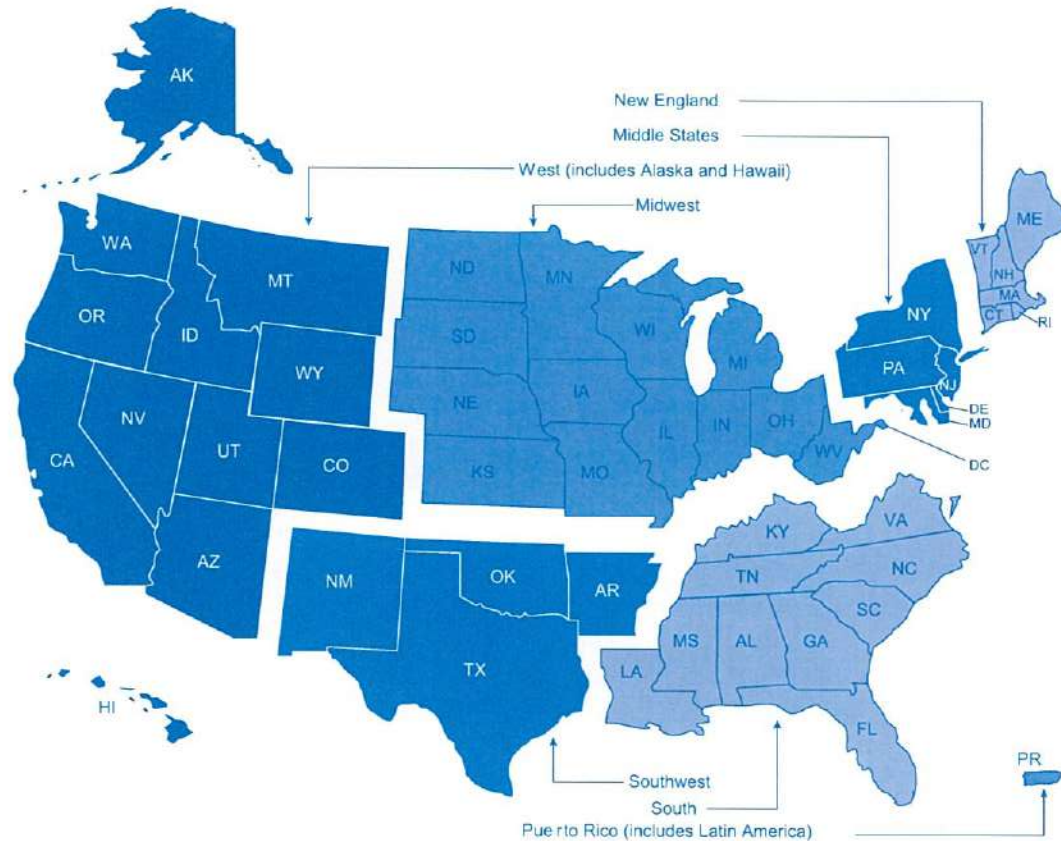
Writing

Mean Change of at Least	Schools with 50–99 Test-Takers	Schools with 100–299 Test-Takers	Schools with 300+ Test-Takers	All Schools with 50+ Test-Takers
10	59%	45%	37%	49%
20	28%	14%	12%	19%
30	10%	4%	6%	7%
40	4%	1%	3%	2%
50	2%	0%	1%	1%

Points to Note

- > More than half of all high schools experience mean score changes of at least 10 points up or down from one year to the next.
- > Broken down by school size, mean changes are most likely at low-volume schools and least likely at high-volume schools.
- > Mean scores are reported where there are five or more test-takers. Percentiles (75th, 50th and 25th) are reported when there are 20 or more test-takers.

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SAT

2016 College-Bound Seniors

High School Profile Report



HOBART HIGH SCHOOL H151545

Included in This Report

SAT[®] Data

SAT Subject Tests[™] Data

Demographic and Academic Information

College Plans

DATA EMBARGO IN EFFECT. This report contains information on college-bound students in the class of 2016 who took the pre-March 2016 SAT or SAT Subject Tests at any time during high school. ***Data and other information in this report are embargoed from dissemination to the media and general public until after the College Board makes state and total group-level data and information publically available. The embargo will be lifted no later than September 30, 2016.*** Prior to that time, you may use the data and other information in this report for internal purposes. The College Board will post updated information in the coming weeks about the embargo at <https://collegeboard.org/press>; if you have questions, please contact the College Board communications department at communications@collegeboard.org.

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The SAT® Program

The SAT® assesses student reasoning based on knowledge and skills developed by the students in their course work. The SAT Subject Tests™ (formerly known as SAT II: Subject Tests) are a series of one-hour, mostly multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. Most students also complete the optional SAT Questionnaire (formerly known as the Student Descriptive Questionnaire) when they register to take SAT Program tests, providing valuable contextual information to aid in interpreting and understanding individual and group scores. *College-Bound Seniors 2016* includes students who tested through January 2016. The College Board administered the first redesigned SAT in March 2016. While a majority of the Class of 2016 took only the pre-March 2016 SAT, a small percentage took the new SAT. The report includes senior test-takers in this class who took the SAT prior to March 2016. To help schools with the transition to the new SAT, we have included an addendum on results from the March - June 2016 administrations.

Using This Report

College-Bound Seniors presents data on high school graduates in the year 2016 who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT Questionnaire responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire responses from these students can be considered highly accurate. Therefore, you can use this report to:

- Interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors.
- Study changes over time in the characteristics of students taking SAT tests.
- Look at year-to-year educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

- Relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education, and household income are complex and interdependent. These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT and in schoolwork.
- Not all students in a high school, school district or state take the SAT. Since the population of test-takers is self-selected, using aggregate SAT scores to compare or evaluate teachers, schools, districts, states or other educational units is not valid, and the College Board strongly discourages such uses.
- Interpreting SAT scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT scores for any group, or subgroup, of test-takers is the proportion of students taking the test. For example, if state data are being

considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test-takers in these states have strong academic backgrounds and apply to the nation's most selective colleges and scholarship programs. For these states, it is expected that the SAT mean scores reported for students will be higher than the national average.

Statistical Definitions

The following terms are used throughout this report. For more statistical information, visit the College Board website at www.collegeboard.org.

Mean

The *mean* is the arithmetic average.

Percentile

The *percentile*, also called the *percentile point*, is the point on the measurement scale below which a specified percentage of scores falls. The 25th, 50th and 75th percentile points are often reported for large data sets. The 50th percentile point is also called the *median* and, like the mean, is an average and a good indicator of the center of the distribution of scores. Comparing the 25th and 75th percentile points gives an idea of the range of scores in the populations reported in this document. Like the standard deviation, the difference between the scores associated with the 75th and 25th percentiles is an indication of the variability of the scores in a particular sample.

Scaled score

A *scaled score* is a score that has been converted from the raw score (number of questions answered correctly minus a fraction of the incorrect answers) for reporting. The SAT Program uses a 200- to 800-point scale.

Standard deviation (SD)

The *standard deviation* (SD) is a measure of the variability of a set of scores. If test scores cluster tightly around the mean score, as they do when the group tested is relatively homogeneous, the standard deviation is smaller than it would be with a more diverse group and a greater scatter of scores around the mean.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program® (AP®). The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit www.collegeboard.org.

Table of Contents

SAT®

SAT Data	Page 1
----------	--------

Table 1: Overall Mean Scores
Table 2: Mean Scores by Gender
Table 3: Year in Which Seniors Last Took the SAT
Table 4: Mean Scores for State and Total Group
Table 5: Percentiles for High School, State, and Total Group
Table 6: Score Distributions

Demographic Information

SAT: Mean Scores by Gender Within Ethnicity	Page 3
---	--------

Table 7: Total Mean Scores by Ethnicity
Table 8: Male Mean Scores by Ethnicity
Table 9: Female Mean Scores by Ethnicity

SAT: Student Background Information and Characteristics	Page 4
---	--------

Table 10: Student Background Information and Characteristics
--

Academic Information

Academic Record	Page 5
-----------------	--------

Table 11: High School Rank
Table 12: High School Grade Point Average
Table 13: Average Years of Study in Six Academic Subjects

Course-Taking Patterns	Page 6
------------------------	--------

Table 14: English, Mathematics
Table 15: Natural Sciences, Social Sciences and History
Table 16: Foreign and Classical Languages
Table 17: Arts and Music

SAT Subject Tests™

SAT Subject Tests Data	Page 10
------------------------	---------

Table 18: Number of Test-Takers and Tests for SAT Subject Tests
Table 19: Mean Scores for SAT Subject Test Takers and for Students Who Also Took the SAT

SAT Subject Tests Score Distributions	Page 11
---------------------------------------	---------

Table 20: English, History and Social Studies
Table 21: Mathematics, Science
Table 22: Foreign and Classical Languages
Table 23: Foreign and Classical Languages (continued)

College Plans

Intended College Major, Degree-Level Goal	Page 13
---	---------

Table 24: Intended College Major, Degree-Level Goal

Institutions That Received the Most SAT Program Score Reports from Your Students	Page 14
--	---------

Table 25: Institutions That Received the Most SAT Program Score Reports from Your Students
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SAT® Data

Data in this report are for high school graduates in the year 2016. Information is summarized for seniors who took the SAT at any time during their high school years through January 2016. If a student took the pre-March 2016 SAT more than once, the most recent score is used. A small percentage of seniors take their first SAT between March and June of their senior years.

Table 1: Overall Mean Scores

SAT	Test-Takers	Critical Reading		Mathematics		Writing		Writing Subscores			
								Multiple Choice		Essay	
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Total	350	427	106	422	101	422	102	42.3	10.2	6.4	1.8

Table 2: Mean Scores by Gender

SAT	Test-Takers	Critical Reading		Mathematics		Writing		Writing Subscores			
								Multiple Choice		Essay	
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Male	175	415	112	420	106	399	101	40.5	10.2	5.9	1.8
Female	175	439	98	425	96	445	98	44.1	9.9	6.9	1.6

Table 3: Year in Which Seniors Last Took the SAT

Scores are from the last administration in which seniors took the pre-March 2016 SAT.

SAT	Test-Takers	Critical Reading		Mathematics		Writing		Writing Subscores			
								Multiple Choice		Essay	
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Senior (2015-2016)	317	432	106	429	100	427	102	42.7	10.3	6.5	1.8
Junior (2014-2015)	33	382	91	355	84	376	88	38.0	9.0	5.7	1.6
Sophomore (2013-2014)	0										
Freshman (2012-2013)	0										
Total	350	427	106	422	101	422	102	42.3	10.2	6.4	1.8

Table 4: Mean Scores for State and Total Group

Mean scores for the state and total group may serve as points of reference when evaluating mean scores for the high school.

SAT	Test-Takers	Critical Reading		Mathematics		Writing		Writing Subscores			
								Multiple Choice		Essay	
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Indiana	44,333	496	100	499	104	477	96	48.3	9.9	6.8	1.4
Total Group	1,637,589	494	117	508	121	482	115	48.4	11.7	6.9	1.7

SAT Data

Table 5: Percentiles for High School, State, and Total Group

A percentile represents the point below which a percentage of scores fall. Comparing the 25th percentile point to the 75th percentile point gives an idea of the range of performance in a group.

SAT Percentile	High School			State			Total Group		
	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing
75th	490	490	490	560	570	540	570	590	560
50th	440	420	420	490	500	470	490	500	480
25th	360	360	360	430	430	410	410	420	400

Table 6: Score Distributions

SAT Score Range	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
700-800									
600-690	9	12	21	9	8	17	2	12	14
500-590	29	34	63	31	35	66	28	39	67
400-490	69	74	143	69	71	140	61	65	126
300-390	39	41	80	38	45	83	56	49	105
200-290	29	14	43	28	16	44	28	10	38

Demographic Information

SAT: Mean Scores by Gender Within Ethnicity

Table 7: Total Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	2	1						
Asian or Asian American	6	2	437		430		410	
Black or African American	25	7	375	104	341	90	380	82
Native Hawaiian or Pacific Islander	0	0						
Hispanic, Latino, or Latin American	90	26	425	103	416	109	414	97
White	210	60	434	104	434	96	432	105
Two or More Races, non-Hispanic	12	3	458		469		439	
Other	0	0						
No Response	5	1	370		350		350	
Total	350	100	427	106	422	101	422	102

Table 8: Male Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	1	0						
Asian or Asian American	5	1	434		434		396	
Black or African American	9	3	363		337		361	
Native Hawaiian or Pacific Islander	0	0						
Hispanic, Latino, or Latin American	45	13	394	108	402	119	382	98
White	102	29	427	109	432	100	409	101
Two or More Races, non-Hispanic	10	3	446		469		424	
Other	0	0						
No Response	3	1						
Total	175	50	415	112	420	106	399	101

Table 9: Female Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	1	0						
Asian or Asian American	1	0						
Black or African American	16	5	381		344		391	
Native Hawaiian or Pacific Islander	0	0						
Hispanic, Latino, or Latin American	45	13	455	86	430	97	447	84
White	108	31	441	99	437	92	454	103
Two or More Races, non-Hispanic	2	1						
Other	0	0						
No Response	2	1						
Total	175	50	439	98	425	96	445	98

Demographic Information

SAT: Student Background Information and Characteristics

Table 10: Student Background Information and Characteristics

Student demographic information provides a broader context to aid in interpreting and understanding individual and group scores.

SAT	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
All Test-Takers	350	100	427	106	422	101	422	102
First Language Learned								
English	316	91	429	105	424	100	424	100
English and Another	29	8	419	113	422	111	417	116
Another Language	3	1						
No Response	2							
Citizenship								
U.S. Citizen / U.S. National	344	99	429	105	424	101	424	101
U.S. Permanent Resident or Refugee	2	1						
Citizen of Another Country	0	0						
Other, Unknown, or No Response	4							
Plans to Apply for Financial Aid								
Yes	188	65	452	97	449	91	447	97
No	16	5	434		446		436	
Don't Know	87	30	411	99	403	98	403	99
No Response	59		370	115	361	105	366	101
Family Income								
Less than \$20,000	23	10	400		383		390	
About \$20,000 to \$40,000	44	19	433	102	410	104	431	107
About \$40,001 to \$60,000	36	16	443	90	439	91	431	81
About \$60,001 to \$80,000	40	17	438	91	452	79	449	89
About \$80,001 to \$100,000	36	16	449	128	443	92	424	98
About \$100,001 to \$140,000	32	14	443	98	450	88	444	96
About \$140,001 to \$200,000	16	7	428		421		427	
More than \$200,000	3	1						
No Response	120		413	109	408	114	407	113
Highest Level of Parental Education								
No High School Diploma	12	4	429		403		435	
High School Diploma	148	45	412	105	405	101	406	100
Associate Degree	54	17	447	96	435	96	441	92
Bachelor's Degree	93	28	454	95	460	89	447	92
Graduate Degree	20	6	473		455		469	
No Response	23		325		337		327	
Took the PSAT/NMSQT®								
Yes, As a Junior	103	32	431	98	420	99	418	89
Yes, As a Sophomore or Younger	68	21	420	105	424	100	414	102
Yes, As a Junior and As a Sophomore or Younger	121	38	455	98	453	90	465	96
No	27	8	367	113	354	99	344	97
No Response	31		371	107	367	98	352	83

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Academic Record

Table 11: High School Rank

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Highest Tenth	35	25	26	74	551	544	560
Second Tenth	25	18	48	52	461	468	465
Second Fifth	32	23	53	47	471	463	455
Final Three Fifths	50	35	46	54	395	405	402
No Response	208		55	45	403	394	393

Table 12: High School Grade Point Average

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
A+ (97–100)	13	4	38	62	544	542	544
A (93–96)	35	11	29	71	515	511	523
A- (90–92)	31	9	45	55	467	484	469
B (80–89)	144	44	49	51	429	427	426
C (70–79)	95	29	58	42	376	375	372
D, E, or F (below 70)	13	4	62	38	339	305	315
No Response	19		63	37	420	367	367
Mean Grade Point Average	All Students: 2.89		Male: 2.75		Female: 3.03		

Table 13: Average Years of Study in Six Academic Subjects

SAT	Average Years of Study			Grade Point Average: Each Subject		
	Male	Female	Total	Male	Female	Total
Arts and Music	1.3	2.1	1.8	3.51	3.54	3.53
English and Language Arts	3.2	3.5	3.4	2.80	3.14	2.99
Foreign and Classical Languages	2.0	2.4	2.3	2.64	3.23	2.98
Mathematics	3.2	3.4	3.3	2.81	2.89	2.85
Natural Sciences	3.0	3.1	3.1	2.74	2.85	2.80
Social Sciences and History	2.8	2.9	2.9	2.85	2.98	2.92
Total for All Subjects	15.5	17.4	16.8			

Academic Information

Course-Taking Patterns

Table 14: English, Mathematics

English and Language Arts	Test-Takers		Percent by Gender		SAT Mean Scores		
Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	11	5	27	73	485	475	502
4 Years	169	70	40	60	464	452	461
3 Years	20	8	50	50	425	381	402
2 Years	9	4	33	67	469	444	474
1 Year	6	3	50	50	363	400	350
1/2 Year or Less	25	10	56	44	364	368	348
No Response	110		68	32	379	391	374
AP®/Honors Courses	82	34	27	73	515	507	520
Course Work or Experience							
English/Language Arts	284	99	47	53	437	434	433
Journalism	29	10	17	83	451	418	458
Creative Writing	29	10	28	72	397	382	398
American Literature	53	18	36	64	463	449	463
Composition/Writing	151	52	44	56	451	446	451
British Literature	3	1	33	67			
World Literature	10	3	40	60	434	419	407
Communications	5	2	40	60	392	452	344
Public Speaking	37	13	35	65	437	428	430
English As Second Language	5	2	80	20	342	354	356

Mathematics	Test-Takers		Percent by Gender		SAT Mean Scores		
Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	29	10	31	69	501	513	509
4 Years	157	55	49	51	465	455	458
3 Years	45	16	38	62	412	389	412
2 Years	12	4	75	25	407	364	382
1 Year	8	3	75	25	383	455	349
1/2 Year or Less	34	12	47	53	343	351	342
No Response	65		63	37	368	372	361
AP/Honors Courses	95	33	39	61	502	514	503
Highest Level of Mathematics Achieved*							
Calculus	46	15	46	54	514	528	515
Pre-calculus	68	23	43	57	481	483	474
Geometry	172	57	51	49	405	396	403
Algebra II	6	2	67	33	422	377	368
Algebra I	6	2	50	50	312	320	323

*To better reflect the relationship between students' SAT scores and their Mathematics course work, course work is now being displayed as the highest level of mathematics achieved. This means that each student is counted only once under their highest level of mathematics course taken.

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 15: Natural Sciences, Social Sciences and History

Natural Sciences	Test-Takers		Percent by Gender		SAT Mean Scores		
Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	14	6	36	64	461	470	496
4 Years	77	32	36	64	476	471	468
3 Years	106	45	44	56	454	435	449
2 Years	12	5	42	58	381	360	378
1 Year	6	3	83	17	420	460	365
1/2 Year or Less	23	10	39	61	377	368	371
No Response	112		68	32	380	387	374
AP/Honors Courses	65	27	31	69	526	522	526
Course Work or Experience							
Biology	290	99	47	53	439	435	436
Chemistry	222	76	44	56	465	458	460
Physics	45	15	53	47	469	477	463
Geology, Earth, or Space Science	168	57	52	48	418	413	415
Other Sciences	110	38	45	55	428	424	427

Social Sciences and History	Test-Takers		Percent by Gender		SAT Mean Scores		
Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	8	3	13	88	463	434	461
4 Years	60	26	43	57	446	434	444
3 Years	109	47	44	56	474	464	466
2 Years	21	9	43	57	417	399	420
1 Year	9	4	33	67	441	414	433
1/2 Year or Less	24	10	42	58	380	381	375
No Response	119		66	34	383	391	376
AP/Honors Courses	47	20	47	53	541	524	538
Course Work or Experience							
U.S. History	287	99	47	53	438	434	435
World History or Cultures	263	91	46	54	441	437	437
U.S. Government or Civics	226	78	43	57	450	447	448
Economics	220	76	41	59	449	446	445
Geography	9	3	22	78	468	432	447
Psychology	124	43	31	69	451	440	453
European History	22	8	36	64	520	505	532
Sociology	62	21	34	66	435	414	431
Ancient History	1	0	0	100			
Other Courses	9	3	56	44	429	442	422

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 16: Foreign and Classical Languages

Foreign and Classical Languages Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	10	4	20	80	535	534	528
4 Years	22	10	32	68	480	476	497
3 Years	92	41	30	70	483	480	484
2 Years	37	16	57	43	436	409	424
1 Year	27	12	56	44	404	382	389
1/2 Year or Less	39	17	41	59	396	388	381
No Response	123		70	30	379	385	373
AP/Honors Courses	18	8	17	83	536	498	523
Course Work or Experience							
Chinese	1	0	100	0			
French	45	17	33	67	462	454	471
German	14	5	71	29	459	437	454
Greek		0					
Hebrew		0					
Italian		0					
Japanese		0					
Korean		0					
Latin	1	0	0	100			
Russian		0					
Spanish	215	83	47	53	444	443	440
Other Languages	2	1	50	50			

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 17: Arts and Music

Arts and Music Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	10	7	20	80	468	470	485
4 Years	19	13	16	84	521	501	535
3 Years	10	7	30	70	394	371	409
2 Years	34	23	41	59	479	448	453
1 Year	41	27	46	54	475	472	473
1/2 Year or Less	36	24	56	44	402	387	392
No Response	200		57	43	404	407	398
AP/Honors Courses	6	4	17	83	477	477	472
Course Work or Experience							
Acting or Play Production	26	11	23	77	484	460	489
Art History or Appreciation	21	9	24	76	445	447	462
Dance	8	3	0	100	374	359	388
Drama: Study or Appreciation	35	15	9	91	430	418	440
Music: Study or Appreciation	35	15	54	46	467	451	463
Music Performance	107	45	38	62	467	454	464
Photography or Film	19	8	47	53	433	403	424
Studio Art and Design	22	9	32	68	456	438	446
None	76	32	55	45	414	411	401

SAT Subject Tests™ Data

Table 18: Number of Test-Takers and Tests for SAT Subject Tests

Students Who Took SAT Subject Tests		Students Who Took an SAT Subject Test and Also Took the SAT			
Number of Test-Takers	Number of Tests	Number of Test-Takers	Critical Reading Mean	Mathematics Mean	Writing Mean
Students Who Took One or More Different SAT Subject Tests					
Number of Tests Taken	Number of Test-Takers	Percent of Total Test-Takers Who Took One or More Tests			
1					
2					
3					
4 or More					

Table 19: Mean Scores for SAT Subject Test Takers and for Students Who Also Took the SAT

Most, but not all, students who take SAT Subject Tests also take the SAT. This table provides SAT Subject Test scores for students who took SAT Subject Tests. It also provides the SAT scores for those students who also took the pre-March 2016 SAT.

	SAT Subject Test				SAT					
English	N	Mean	SD	N	Critical Reading		Mathematics		Writing	
					Mean	SD	Mean	SD	Mean	SD
Literature										
History and Social Studies										
U.S. History										
World History										
Mathematics										
Mathematics Level 1										
Mathematics Level 2										
Science										
Biology-E										
Biology-M										
Chemistry										
Physics										
Foreign and Classical Languages										
Chinese/Listening										
French										
French/Listening										
German										
German/Listening										
Modern Hebrew										
Italian										
Japanese/Listening										
Korean/Listening										
Latin										
Spanish										
Spanish/Listening										

SAT Subject Tests Score Distributions

Table 20: English, History and Social Studies

SAT Subject Tests	English		History and Social Studies			
	Literature		U.S. History		World History	
	N	Pct	N	Pct	N	Pct
750-800						
700-740						
650-690						
600-640						
550-590						
500-540						
450-490						
400-440						
350-390						
300-340						
250-290						
200-240						
Total						
Mean						
SD						
75th percentile						
50th percentile						
25th percentile						

Table 21: Mathematics, Science

SAT Subject Tests	Mathematics				Science					
	Mathematics Level 1		Mathematics Level 2		Biology-E		Biology-M		Chemistry	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800										
700-740										
650-690										
600-640										
550-590										
500-540										
450-490										
400-440										
350-390										
300-340										
250-290										
200-240										
Total										
Mean										
SD										
75th percentile										
50th percentile										
25th percentile										

SAT Subject Tests Score Distributions

Table 22: Foreign and Classical Languages

SAT Subject Tests	Foreign and Classical Languages											
	Chinese/Listening		French		French/Listening		German		German/Listening		Modern Hebrew	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800												
700-740												
650-690												
600-640												
550-590												
500-540												
450-490												
400-440												
350-390												
300-340												
250-290												
200-240												
Total												
Mean												
SD												
75th percentile												
50th percentile												
25th percentile												

Table 23: Foreign and Classical Languages (continued)

SAT Subject Tests	Foreign and Classical Languages											
	Italian		Japanese/Listening		Korean/Listening		Latin		Spanish		Spanish/Listening	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800												
700-740												
650-690												
600-640												
550-590												
500-540												
450-490												
400-440												
350-390												
300-340												
250-290												
200-240												
Total												
Mean												
SD												
75th percentile												
50th percentile												
25th percentile												

College Plans

Table 24: Intended College Major, Degree-Level Goal

SAT Intended College Major	Test-Takers		Mean Scores		
	Number	Pct	Critical Reading	Mathematics	Writing
Agriculture, Agriculture Operations, and Related Sciences	0	0			
Architecture and Related Services	5	2	332	384	320
Area, Ethnic, Cultural and Gender Studies	0	0			
Biological and Biomedical Sciences	11	4	528	514	505
Business Management, Marketing, and Related Support Services	33	11	439	428	445
Communication, Journalism and Related Programs	6	2	462	427	450
Computer and Information Sciences and Support Services	5	2	446	410	384
Construction Trades	3	1			
Education	15	5	427	437	449
Engineering	31	10	418	446	401
Engineering Technologies/Technicians	4	1			
English Language and Literature/Letters	3	1			
Family and Consumer Sciences/Human Sciences	1	0			
Foreign Languages, Literatures, and Linguistics	0	0			
Health Professions and Related Clinical Services	73	23	424	423	427
History	1	0			
Legal Professions and Studies	7	2	454	467	466
Liberal Arts and Sciences, General Studies, and Humanities	1	0			
Library Science And Administration	0	0			
Mathematics and Statistics	1	0			
Mechanic and Repair Technologies/Technician	1	0			
Military Technologies And Applied Sciences	2	1			
Multi/Interdisciplinary Studies	1	0			
Natural Resources and Conservation	4	1			
Parks, Recreation, Leisure and Fitness Studies	3	1			
Personal and Culinary Services	3	1			
Philosophy and Religious Studies	0	0			
Physical Sciences	2	1			
Precision Production	0	0			
Psychology	15	5	431	423	439
Public Administration and Social Services Professions	7	2	370	343	363
Security and Protective Services	24	8	405	420	400
Social Sciences	0	0			
Theology and Religious Vocations	0	0			
Transportation and Materials Moving	1	0			
Visual and Performing Arts	23	7	460	431	461
Other	10	3	394	408	416
Undecided	17	5	436	416	411
Degree-Level Goal					
Certificate Program	20	7	378	365	356
Associate Degree	15	5	422	403	406
Bachelor's Degree	120	41	437	441	438
Master's Degree	61	21	454	454	451
Doctoral or Related Degree	33	11	470	475	470
Other	2	1			
Undecided	43	15	435	406	414

College Plans

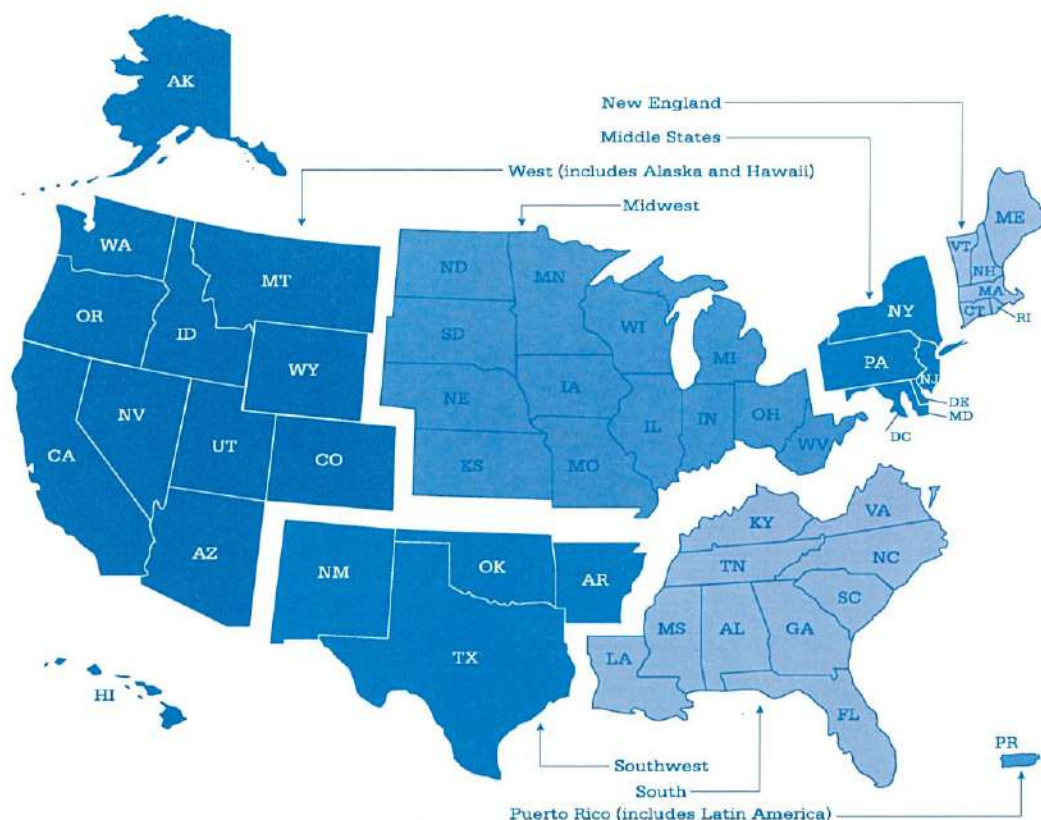
Table 25: Institutions That Received the Most SAT Program Score Reports from Your Students

Of the 350 students from your school who took the SAT and/or an SAT Subject Test, 261 designated that their score reports be sent to institutions. Students may designate more than one institution to receive scores. This list includes only the 45 institutions that received the most score reports. A total of 171 institutions received score reports from your students.

Institution	State	Type	Number of Students	Percent of Score Senders*
Indiana University Bloomington	IN	Public	121	46.4
Indiana University Northwest	IN	Public	102	39.1
Indiana University-Purdue University Indianapolis	IN	Public	85	32.6
Purdue University	IN	Public	75	28.7
Purdue University Calumet	IN	Public	71	27.2
Ball State University	IN	Public	70	26.8
Ivy Tech Community College: Northwest	IN	Public	50	19.2
Valparaiso University	IN	Private	48	18.4
Purdue University North Central	IN	Public	39	14.9
Indiana State University	IN	Public	39	14.9
Indiana University-Purdue University Columbus	IN	Public	32	12.3
Butler University	IN	Private	21	8.0
Ivy Tech Community College	IN	Public	14	5.4
Indiana University-Purdue University Fort Wayne	IN	Public	13	5.0
University of Indianapolis	IN	Private	8	3.1
University of Chicago	IL	Private	7	2.7
Trine University	IN	Private	6	2.3
University of Southern Indiana	IN	Public	6	2.3
Vincennes University	IN	Public	6	2.3
Grace College	IN	Private	6	2.3
Indiana Academy for Science, Math, and Humanities	IN	Scholarship	6	2.3
Arizona State University	AZ	Public	5	1.9
University of Kentucky	KY	Public	5	1.9
University of Notre Dame	IN	Private	5	1.9
Manchester University	IN	Private	5	1.9
Saint Joseph's College	IN	Private	5	1.9
Calumet College of St. Joseph	IN	Private	5	1.9
American College Of Education	IN	Public	4	1.5
Marian University	IN	Private	4	1.5
Anderson University	IN	Private	4	1.5
Indiana University South Bend	IN	Public	4	1.5
Indiana University Kokomo	IN	Public	4	1.5
Michigan State University	MI	Public	4	1.5
Samford University	AL	Private	4	1.5
Columbia College Chicago	IL	Private	4	1.5
University of Illinois at Chicago	IL	Public	3	1.1
New York University	NY	Private	3	1.1
Western Michigan University	MI	Public	3	1.1
Wabash College	IN	Private	3	1.1
Penn State University Park	PA	Public	3	1.1
Indiana University East	IN	Public	3	1.1
American Academy of Art	IL	Private	3	1.1
Grand Valley State University	MI	Public	3	1.1
University of California: Los Angeles	CA	Public	3	1.1
Saint Mary's College	IN	Private	3	1.1

*Of your students who designated that their SAT and/or SAT Subject Test score reports be sent to institutions, the "Percent of Score Senders" indicates the percent of those students who had their scores sent to each institution listed.

2



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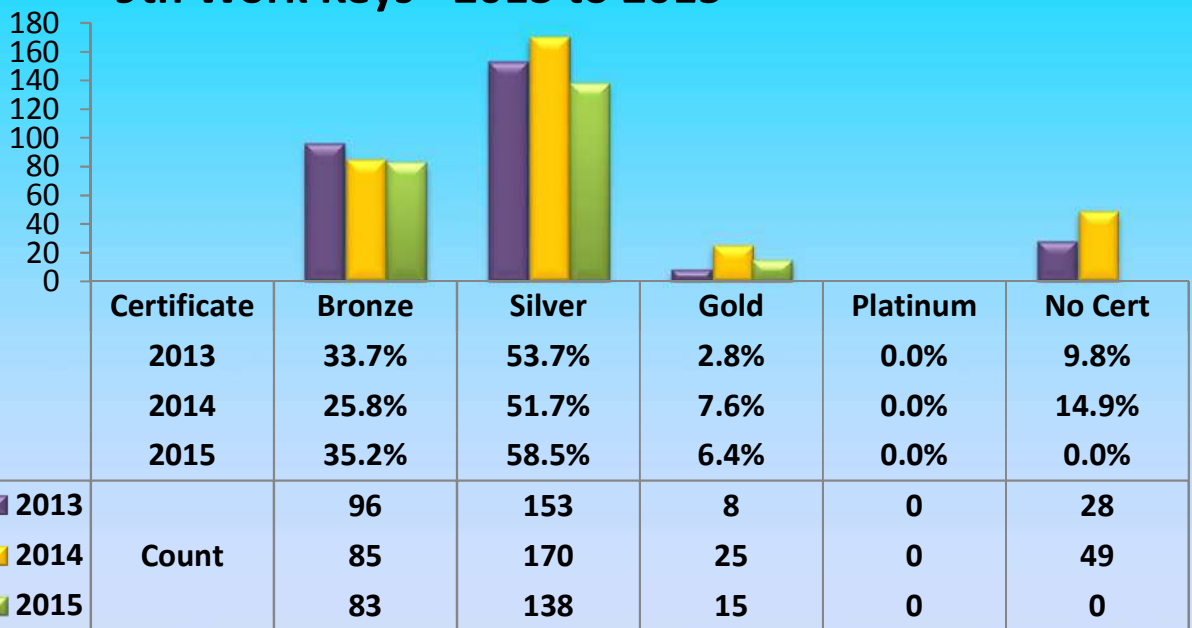
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9th Work Keys - 2013 to 2015



COLLEGE AND CAREER READINESS

TRENDS AND PATTERNS

1. Core 40 participation has been at or above the state average the past 3 years and is trending up.
2. After trending up for four years, AP participation fell off in 2015, but rebounded this year.
3. Students are participating in ACT testing to help identify college and career readiness.
4. Honors diplomas granted each year continues at below the average, but fell off this year.
5. AP participation continues at around 50% of the Indiana average.
6. HHS mean SAT scores are trending lower or steady.
7. Overall GPA of SAT test takers is trending downward, while the state average is trending up.
8. With wider participation, AP test scores are trending down.

STRENGTHS

1. AP participation in 2016 has improved by 5% since 2015.
2. Core 40 participation increased by 4% over 2015.
3. AP participation remains high in Chemistry, English and Psychology although each experienced slight dips this year.
4. ACT score in both English and Mathematics are increasing and approaching the state average.
5. Act scores are above the state average in reading, biology and English comp.
6. 43% of 8th graders me the PSAT benchmarks approaching the state average of 47%.
7. 45% of 10th graders met the PSAT benchmarks approaching the state average of 49%.
8. 19% of all grades met the old SAT benchmarks, exceeding the state average.

CHALLENGES

1. The number of Honors Diplomas remains well below the state average during the last year, although they are well above the 2011-12 numbers.
2. SAT score averages have been below the state average.
3. AP participation in Biology and Calculus dropped nearly 50% since 2013.
4. AP participation in European History is less than 80% of 2015.
5. AP participation in US Gov't and US History have dropped.
6. ACT scores in College Algebra are less than the state average at 18%.
7. ACT score in all four areas are less than the state average at 15%
8. Only 30% of 9th graders met both PSAT benchmarks when the state average was 51%.
9. The mid range score of the middle 50% on SAT held steady in the 427 range, but the state average was 496.

Student Performance:

Citizenship



GALLUP STUDENT POLL

ENGAGED TODAY - READY FOR TOMORROW

HOBART HIGH SCHOOL

FALL 2015 SCORECARD

INTRODUCTION

The Gallup Student Poll is a 24-question survey that measures the engagement, hope, entrepreneurial aspiration and career/financial literacy of students in grades 5-12. The Gallup Student Poll includes non-cognitive metrics with links to student success. This scorecard reflects U.S. overall data comparison results from surveys completed in U.S. public schools.



Engagement: The involvement in and enthusiasm for school.



Hope: The ideas and energy students have for the future.



Entrepreneurial Aspiration: The talent and energy for building businesses that survive, thrive and employ others.



Career/Financial Literacy: The information, attitudes and behaviors that students need to practice for healthy participation in the economy.

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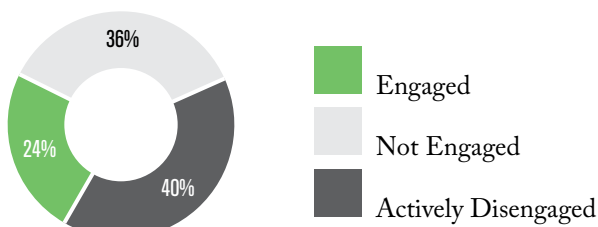


ENGAGEMENT

THE INVOLVEMENT IN AND ENTHUSIASM FOR SCHOOL.

ENGAGEMENT INDEX*

n=688



	Your School	Your District	U.S. Overall
ENGAGEMENT GRANDMEAN	3.45 n=688	3.70 n=1,596	3.90 n=867,454
At this school, I get to do what I do best every day.	3.10	3.30	3.57
My teachers make me feel my schoolwork is important.	3.65	3.94	4.04
I feel safe in this school.	3.82	3.95	3.93
I have fun at school.	2.77	2.99	3.50
I have a best friend at school.	4.28	4.47	4.38
In the last seven days, someone has told me I have done good work at school.	3.07	3.32	3.65
In the last seven days, I have learned something interesting at school.	3.39	3.65	3.92
The adults at my school care about me.	3.25	3.64	3.85
I have at least one teacher who makes me excited about the future.	3.69	3.92	4.13

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
-	-	-	-	3.46	3.53	3.34	3.47

ITEM RESPONSES

		%1	%2	%3	%4	%5
	TOTAL N	STRONGLY DISAGREE			STRONGLY AGREE	
At this school, I get to do what I do best every day.	685	8	18	41	22	11
My teachers make me feel my schoolwork is important.	710	11	26	33	25	
I feel safe in this school.	713	8	20	35	32	
I have fun at school.	717	19	23	29	18	10
I have a best friend at school.	711	7	8	15	66	
In the last seven days, someone has told me I have done good work at school.	703	24	15	17	17	26
In the last seven days, I have learned something interesting at school.	713	12	12	23	30	22
The adults at my school care about me.	668	11	16	26	27	18
I have at least one teacher who makes me excited about the future.	703	10	10	18	25	37

*Minimum n size of 100 required for full index and 30 for percent Engaged only.

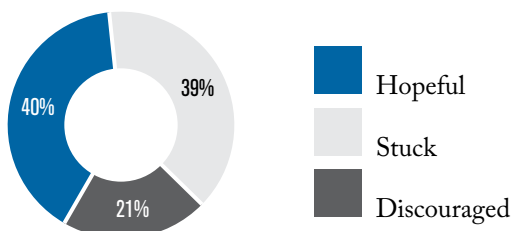


HOPE

THE IDEAS AND ENERGY STUDENTS HAVE FOR THE FUTURE.

HOPE INDEX

n=706



	Your School	Your District	U.S. Overall
HOPE GRANDMEAN	4.06 n=706	4.14 n=1,653	4.25 n=901,714
I know I will graduate from high school.	4.73	4.68	4.69
I have a great future ahead of me.	4.29	4.36	4.48
I can think of many ways to get good grades.	4.02	4.16	4.21
I have many goals.	4.13	4.10	4.26
I can find many ways around problems.	3.81	3.82	3.92
I have a mentor who encourages my development.	3.15	3.30	3.52
I know I will find a good job in the future.	4.08	4.24	4.43

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
-	-	-	-	4.11	4.11	3.97	4.12

ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
I know I will graduate from high school.	710	11	83			
I have a great future ahead of me.	677	14	24	56		
I can think of many ways to get good grades.	713	19	35	39		
I have many goals.	713	17	27	49		
I can find many ways around problems.	708	6	26	37	28	
I have a mentor who encourages my development.	698	15	18	25	22	20
I know I will find a good job in the future.	676	19	30	44		



ENTREPRENEURIAL ASPIRATION

THE TALENT AND ENERGY FOR BUILDING BUSINESSES THAT SURVIVE, THRIVE AND EMPLOY OTHERS.

ENTREPRENEURIAL ASPIRATION

n=567

	Your School	Your District	U.S. Overall
ENTREPRENEURIAL ASPIRATION GRANDMEAN	1.99 n=567	2.16 n=1,292	2.48 n=684,180
I will invent something that changes the world.	2.30	2.51	2.81
I plan to start my own business.	2.44	2.66	3.10
I am learning how to start and run a business.	2.01	2.11	2.45
I have my own business now.	1.30	1.39	1.58

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
-	-	-	-	2.14	1.97	1.85	2.10

ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
I will invent something that changes the world.	612	36	23	25	7	9
I plan to start my own business.	631	34	24	19	11	12
I am learning how to start and run a business.	693	50	21	15	7	7
I have my own business now.	702	87				



CAREER/FINANCIAL LITERACY

THE INFORMATION, ATTITUDES AND BEHAVIORS THAT STUDENTS NEED TO PRACTICE FOR HEALTHY PARTICIPATION IN THE ECONOMY.

CAREER/FINANCIAL LITERACY

n=687

	Your School	Your District	U.S. Overall
CAREER/FINANCIAL LITERACY GRANDMEAN	3.19 n=687	3.21 n=1,532	3.30 n=817,732
I have a paying job now.	2.32	2.10	2.10
I am learning how to save and spend money.	3.35	3.48	3.77
I have a bank account with money in it.	3.25	3.19	3.22
I am involved in at least one activity, such as a club, music, sports or volunteering.	3.85	4.06	4.12

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
-	-	-	-	3.07	2.96	3.19	3.65

ITEM RESPONSES

	TOTAL N	<div> <div>%1</div> <div>%2</div> <div>%3</div> <div>%4</div> <div>%5</div> </div>				
		STRONGLY DISAGREE			STRONGLY AGREE	
I have a paying job now.	711	59			6	26
I am learning how to save and spend money.	715	15	14	22	22	28
I have a bank account with money in it.	697	35			6	45
I am involved in at least one activity, such as a club, music, sports or volunteering.	713	21	8	8	61	

ITEMS BY GRADE

	Your School							
	5th	6th	7th	8th	9th	10th	11th	12th
ENGAGEMENT GRANDMEAN BY GRADE	-	-	-	-	3.46	3.53	3.34	3.47
At this school, I get to do what I do best every day.	-	-	-	-	3.17	3.15	2.99	3.12
My teachers make me feel my schoolwork is important.	-	-	-	-	3.55	3.79	3.47	3.66
I feel safe in this school.	-	-	-	-	3.68	3.90	3.77	3.87
I have fun at school.	-	-	-	-	2.80	2.80	2.63	2.88
I have a best friend at school.	-	-	-	-	4.57	4.27	4.34	4.19
In the last seven days, someone has told me I have done good work at school.	-	-	-	-	3.16	3.24	2.85	3.00
In the last seven days, I have learned something interesting at school.	-	-	-	-	3.18	3.51	3.35	3.37
The adults at my school care about me.	-	-	-	-	3.23	3.29	3.04	3.45
I have at least one teacher who makes me excited about the future.	-	-	-	-	3.77	3.76	3.58	3.71
HOPE GRANDMEAN BY GRADE	-	-	-	-	4.11	4.11	3.97	4.12
I know I will graduate from high school.	-	-	-	-	4.78	4.74	4.73	4.77
I have a great future ahead of me.	-	-	-	-	4.47	4.30	4.18	4.36
I can think of many ways to get good grades.	-	-	-	-	4.04	4.10	4.00	3.97
I have many goals.	-	-	-	-	3.93	4.18	4.10	4.25
I can find many ways around problems.	-	-	-	-	3.83	3.83	3.73	3.92
I have a mentor who encourages my development.	-	-	-	-	3.27	3.29	2.85	3.19
I know I will find a good job in the future.	-	-	-	-	4.10	4.11	3.89	4.26
ENTREPRENEURIAL ASPIRATION GRANDMEAN BY GRADE	-	-	-	-	2.14	1.97	1.85	2.10
I will invent something that changes the world.	-	-	-	-	2.81	2.40	1.97	2.26
I plan to start my own business.	-	-	-	-	2.43	2.43	2.30	2.62
I am learning how to start and run a business.	-	-	-	-	2.05	1.90	1.86	2.32
I have my own business now.	-	-	-	-	1.58	1.21	1.28	1.36
CAREER/FINANCIAL LITERACY GRANDMEAN BY GRADE	-	-	-	-	3.07	2.96	3.19	3.65
I have a paying job now.	-	-	-	-	1.92	1.83	2.35	3.27
I am learning how to save and spend money.	-	-	-	-	3.15	3.21	3.27	3.79
I have a bank account with money in it.	-	-	-	-	3.18	2.94	3.29	3.78
I am involved in at least one activity, such as a club, music, sports or volunteering.	-	-	-	-	4.26	3.85	3.85	3.70

- No Data Available

APPENDIX

SHARING GALLUP STUDENT POLL RESULTS

Gallup encourages schools and districts to share their Gallup Student Poll results with your local community and key stakeholders. Below are some guidelines for the public release of school, district, and the overall convenience sample data and results.

- You may share the Gallup Student Poll participation results for your school and/or district. The total number of respondents for your school or district is represented by the n sizes on the scorecard. Your school or district participation rate is based upon the total number of eligible students in your school. Students in grades 5 through 12 are eligible to participate in the Gallup Student Poll.
- Please include the Gallup Student Poll Methodology and Limitations of Polling. If most eligible students in grades five through twelve were polled, the district (or school) may indicate that the data represent a census.
- Please do not compare your school or district's data to the overall line of data on your scorecard when publicly sharing results. Since the overall data found in your school or district report is an aggregate of a convenience sample of all schools and districts that opted to participate in the Gallup Student Poll within that survey year, the data are not representative of the U.S. population of students in grades 5 through 12 and are thereby not fit for data comparisons.
- You may share district or school plans to utilize the data to inform strategies and focus.
- If you would like more information on how to publicly share Gallup Student Poll data, please email Gallup at: educationhelp@gallup.com.

GALLUP STUDENT POLL METHODOLOGY AND LIMITATIONS OF POLLING

The annual Gallup Student Poll is offered at no cost for U.S. schools and districts in the United States. The online poll is completed by a convenience sample of schools and districts each fall. Schools participating in the annual Gallup Student Poll are not randomly selected and are neither charged nor given any incentives beyond receipt of school-specific data. Participation rates vary by school. The poll is conducted during a designated survey period and available during school hours Monday through Friday only. The Gallup Student Poll is administered to students in grades 5 through 12. The primary application of the Gallup Student Poll is as a measure of non-cognitive metrics with links to student success in academic and other youth development settings.

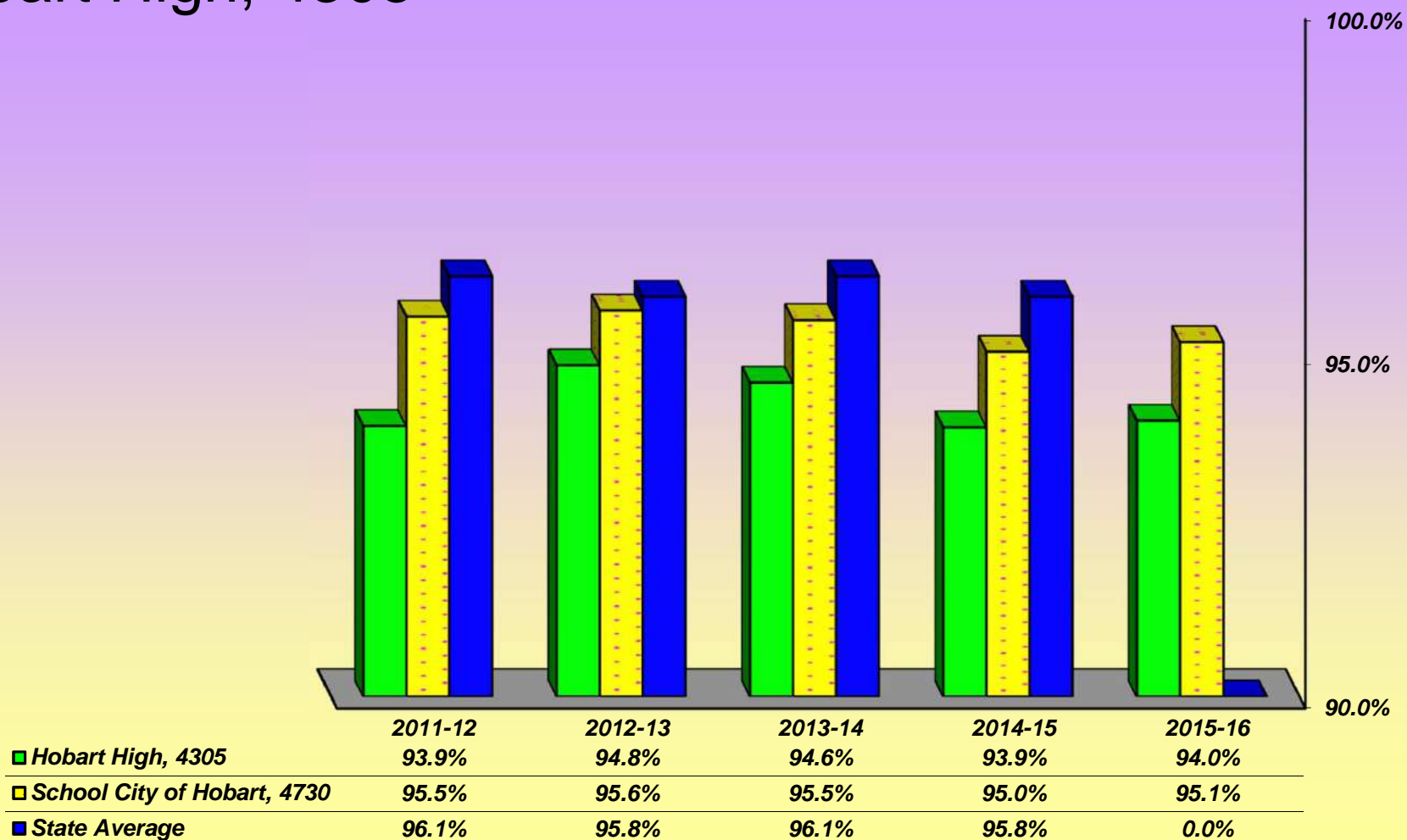
The overall data from the annual administration of the Gallup Student Poll may not reflect responses from a nationally representative sample of students, and the overall data are not statistically weighted to reflect the U.S. student population; thereby, overall data and scorecards should be used cautiously by local schools and districts as a data comparison. School and district data and scorecards provide meaningful data for local comparisons and may inform strategic initiatives and programming, though the results are not generalizable beyond the universe of the participating school or district.

School City of Hobart
Service Learning Hours Summary
2015-2016 School Year

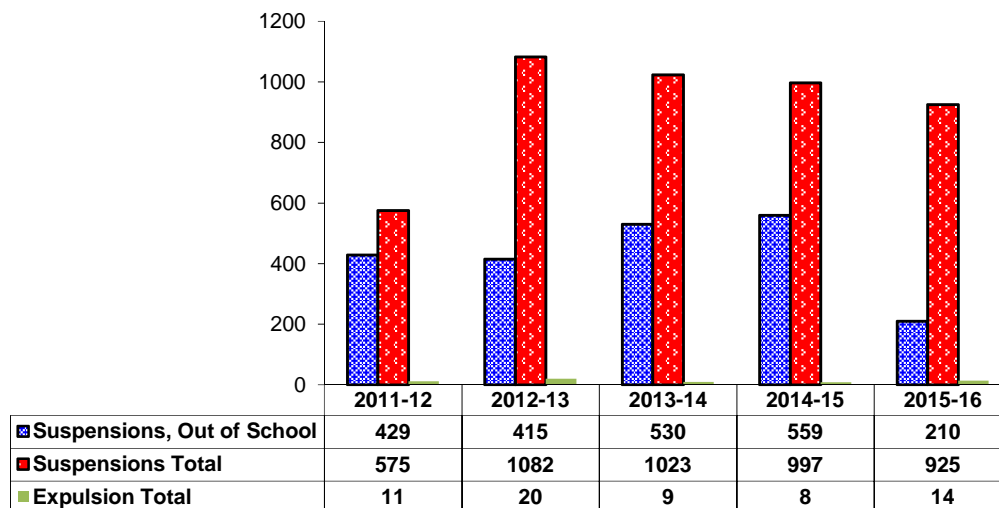
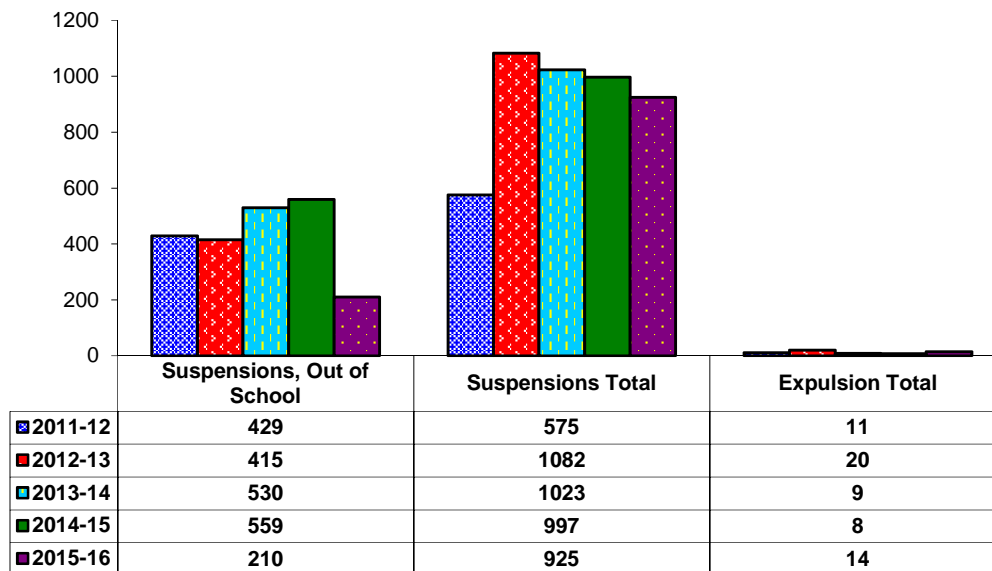
School	Hours
Early Learning Center at George Earle	105
Joan Martin Elementary	39
Liberty Elementary	13
Ridge View Elementary	147
Elementary School Total	304
Hobart Middle School	262
Hobart High School	5,141
School City of Hobart Total	5,403

Hobart High, 4305

Attendance Percent



Hobart High - 4305





THE INDIANA PREVENTION RESOURCE CENTER
2015 MAIN FINDINGS

INDIANA YOUTH SURVEY

(Formerly known as Alcohol, Tobacco and Other Drug
Use by Indiana Children and Adolescents)

School City of Hobart - 7th - 12th Grade Students -

Survey Conducted January through April 2015
Report Dated August 2015

**Conducted by: Indiana Prevention Resource Center
School of Public Health-Bloomington
Indiana University
501 North Morton Street Suite 110
Bloomington, IN 47404**

**<http://www.drugs.indiana.edu>
INYS@indiana.edu
Toll free: 1-800-346-3077
Fax: 812-855-4940**

Funded in part by a contract with the Indiana Family
and Social Services Administration - Division of
Mental Health and Addiction

INDIANA YOUTH SURVEY

Thank you for participating in the 2015 Indiana Youth Survey! Your participation allows us to collect valid data about children and adolescents across the state of Indiana. We can then present this data to state officials so they can better understand the students in Indiana as well as identify and address any issues related to substance use and mental health.

We also hope that your INYS report results will be of value to your school/corporation. We believe these results can help you better understand your student body, inform school policies, select prevention programs or curricula, collaborate with community prevention efforts, and provide necessary data for grant and funding applications.

If you have any questions about your report, please contact the INYS Coordinators at 1-800-346-3077 or at INYS@indiana.edu.

Thank you!

Note: A single copy of this report was prepared for the designated local survey coordinator. The local data contained herein are the property of the local survey sponsor. They will not be released to anyone else by the Indiana Prevention Resource Center (IPRC). The local survey sponsor may determine whether or not to release these data to anyone else. If released, a reference to the source would be appreciated. Statewide data are the property of the IPRC and the Trustees of Indiana University, and they are copyrighted. Permission is granted to distribute the statewide results with the copyright notice.



Table of Contents

Selection Criteria.....	3
Demographic Information.....	4
Prevalence Rates for Alcohol, Tobacco and Other Drug Use.....	5
Mean Age of First Time Use of Alcohol, Tobacco and Other Drugs.....	8
Communities that Care (CTC) Risk and Protective Factors	9
Mental Health	13
Gambling Behavior.....	14
Frequency Tables	16

Selection Criteria

The table below describes the number of surveys collected from participating students in your school/corporation. There is a protocol for checking errors to eliminate unreliable responses. A survey meeting any one of the following exclusion criteria was not included in the data analysis:

- Majority of the survey questions were left unanswered
- Student indicated they did not answer survey truthfully
- Student indicated use of fictitious drug
- No gender information provided
- No grade information provided
- Implausible combination of age and grade
- Implausible combination of age and age of first time use of substances
- Inconsistent responses
- Pharmacologically implausible responses

Only valid surveys (**Usable surveys**) were included in the final analyses.

**Number of Usable Questionnaires
School City of Hobart Students, 2015
(Count, Percentage)**

		Year	
		2015	
selected	Blank surveys/Refused to participate	.	.
	Not honest at all response	5	.9
	Indicated fictitious drug (vivo) use	8	1.5
	Rejected by gender check	2	.4
	Rejected by grade check	5	.9
	Rejected by grade and age check	1	.2
	Rejected by age and onset age check	1	.2
	Rejected by consistent use check	.	.
	Rejected by dose check	.	.
	Usable surveys	524	96.0
	Total	546	100.0

Demographic Information

The following table shows the demographic characteristics of the students participating in the survey from your school corporation. Please note that NO DATA will be presented in this report for any **grade level with fewer than 30 usable surveys**. This is to protect the **confidentiality** of your students.

**Demographic Information
School City of Hobart Students, 2015
(Valid cases only: Count, Percentage)**

		Year	
		2015	
Q1 Gender	Male	239	45.6
	Female	285	54.4
Q2 Hispanic/Latino	Non-Hispanic	363	70.3
	Hispanic	153	29.7
Q3 Race	White	346	67.3
	Black/African American	33	6.4
	Asian	1	.2
	Native Hawaiian/Pacific Islander	2	.4
	American Indian/Alaskan Native	3	.6
	Race not known or other	23	4.5
	More than one race	106	20.6
Q4 Grade	7th	281	53.6
	8th	242	46.2
	9th	1	.2
Q5 Age	11 years	4	.8
	12 years	111	21.4
	13 years	224	43.2
	14 years	162	31.3
	15 years	16	3.1
	16 years	1	.2

Prevalence Rates for Alcohol, Tobacco and Other Drug Use

Monthly prevalence rate is defined as the percentage of students who reported using a particular substance at least once within the past 30 days. The following table shows the monthly prevalence rates among your school corporation's students who participated in the survey. Binge drinking is defined as five or more alcoholic drinks in a row in the past two weeks.

If your school corporation has participated in the survey more than once in the past ten years, trend data are provided so that you can monitor changes in prevalence rates between years. Please note that the cleaning protocol used by the IPRC to determine valid surveys was changed in 2015. These changes were made to better align the methodology with that used by national surveys. These changes may have a noticeable effect on the reported rates, especially for alcohol use, binge drinking, and marijuana use. Therefore, caution should be used when comparing the 2015 data with earlier years.

Monthly Use of Alcohol, Tobacco, and Other Drugs
School City of Hobart Students, 2015
(Percentages)

	7th Grade				
	Local				State
	2008	2011	2013	2015	2015
Cigarettes	9.7	5.4	2.1	2.9	3.5
Smokeless tobacco	2.5	1.3	0.0	1.4	1.3
Cigars	6.7	1.3	0.0	0.7	0.9
Pipe	2.1	1.9	0.7	2.5	1.5
Electronic vapor products	--	--	--	7.5	5.5
Alcohol	18.1	9.9	7.4	12.1	7.7
Binge drinking*	13.9	5.4	4.6	1.8	2.7
Marijuana	3.8	4.1	2.1	2.5	3.3
Synthetic marijuana	--	--	0.4	0.0	0.7
Cocaine/Crack	0.8	0.0	0.0	0.0	0.2
Inhalants	4.2	1.6	0.7	0.7	0.7
Methamphetamines	0.4	0.0	0.0	0.0	0.2
Heroin	0.8	0.3	0.0	0.0	0.2
Hallucinogens/Ecstasy	0.4	0.6	0.0	0.4	0.3
Prescription drugs	0.8	2.9	1.8	2.5	1.4
Over the counter drugs	5.0	3.8	0.7	2.6	2.4

Notes: -- Data not available.

* Binge drinking during the past two weeks.

Local data represent entire school corporation for this and previous years, when available.

State data from the Indiana Youth Survey, IPRC, 2015.

National data from the Monitoring the Future Study, University of Michigan, 2014.

Monthly Use of Alcohol, Tobacco, and Other Drugs
School City of Hobart Students, 2015
(Percentages)

	8th Grade					
	Local				State	National
	2008	2011	2013	2015	2015	2014
Cigarettes	11.2	10.0	4.5	6.3	6.3	4.0
Smokeless tobacco	5.4	1.2	0.4	2.5	2.4	3.0
Cigars	8.1	2.4	2.9	3.4	1.9	--
Pipe	4.3	4.8	2.9	11.0	3.2	--
Electronic vapor products	--	--	--	23.1	10.4	8.7
Alcohol	23.3	16.5	18.2	24.8	13.3	9.0
Binge drinking*	12.4	11.6	14.5	8.4	5.4	4.1
Marijuana	7.4	9.2	9.1	10.2	7.1	6.5
Synthetic marijuana	--	--	1.2	1.3	1.4	4.4
Cocaine/Crack	0.8	1.2	0.8	0.8	0.4	0.5
Inhalants	1.9	1.6	0.8	1.3	1.0	2.2
Methamphetamines	0.0	0.8	0.0	0.0	0.3	0.2
Heroin	0.0	1.2	0.8	0.0	0.2	0.3
Hallucinogens/Ecstasy	0.8	1.2	0.4	0.0	0.8	0.5
Prescription drugs	1.9	4.4	5.0	2.1	2.3	--
Over the counter drugs	3.1	4.0	2.9	3.4	3.0	--

Notes: -- Data not available.

* Binge drinking during the past two weeks.

Local data represent entire school corporation for this and previous years, when available.

State data from the Indiana Youth Survey, IPRC, 2015.

National data from the Monitoring the Future Study, University of Michigan, 2014.

Mean Age of First Time Use of Alcohol, Tobacco and Other Drugs

Research has shown that the younger a person is when she or he begins using alcohol, the more likely the person is to experience alcohol dependence and abuse.^{1,2} Compared to persons who began drinking at age 21 or older, those who began drinking before age 14 were more likely to experience alcohol dependence later in life.³ The table below shows the average age of first use among students who reported using a particular substance at least once during their lifetime.

Mean Age of First Time Alcohol, Tobacco, and Other Drug Use
School City of Hobart Students, 2015
(Valid cases only: Mean age)

At what age did you first use...?	Grade	
	7th	8th
Q9 Cigarettes	11.50	12.29
Q9 Smokeless tobacco	11.33	12.50
Q9 Cigars	12.25	12.35
Q9 Pipe	12.08	12.71
Q9 Electronic vapor products	12.11	12.68
Q9 Alcohol	11.48	12.22
Q9 Marijuana	12.11	12.92
Q9 Synthetic marijuana	.	12.29
Q9 Cocaine/Crack	.	13.33
Q9 Inhalants	11.50	11.00
Q9 Methamphetamines	.	.
Q9 Heroin	.	.
Q9 Hallucinogens/Ecstasy	13.00	13.00
Q9 Prescription drugs not prescribed to you	10.75	11.80
Q9 Over the counter drugs to get high	10.29	11.56

1 Grant, B. F., Stinson, F. S., & Harford, T. C. (2001). Age at onset of alcohol use and DSM-IV alcohol abuse and dependence: A 12-year follow-up. *Journal of Substance Abuse, 13*(4), 493-504.

2 Warner, L. A., & White, H. R. (2003). Longitudinal effects of age at onset and first drinking situations on problem drinking. *Substance Use & Misuse, 38*(14), 1983-2016.

3 Hingson, R. W., Heeren, T., & Winter, M. R. (2006). Age at drinking onset and alcohol dependence: Age at onset, duration, and severity. *Archives of Pediatrics & Adolescent Medicine, 160*(7), 739-746.

Communities that Care (CTC) Risk and Protective Factors

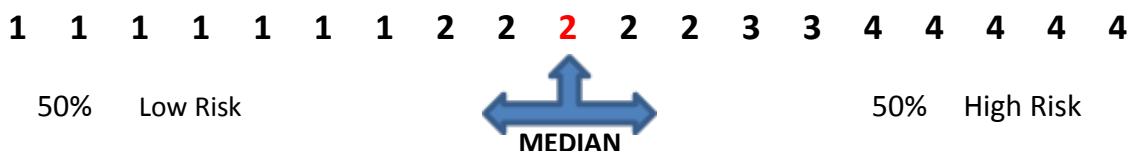
Risk factors are conditions that increase the chances that children will become involved in problem behaviors in adolescence and young adulthood.¹ Measures included in the *Indiana Youth Survey* from the Communities That Care (CTC) System can predict alcohol and other drugs use, as well as delinquency, dropping out of school, teen pregnancy and violence. Students with elevated risk factor scores have a higher likelihood of substance use and problem behaviors compared to those with low risk factor scores.

CTC is based on the Social Development Strategy which focuses primarily on the strengthening of protective factors. **Protective factors** are conditions that have a positive influence and “protect” or “buffer” against the negative influences associated with risk factors. Though closely related, protective factors are not the opposite of risk factors but rather reduce the effects of existing risk factors.

The Indiana Prevention Resource Center uses a cut-point method to identify elevated risk factors and depressed protective factors on the *Indiana Youth Survey* for students in grades 6, 8, 10 and 12.² Survey respondents were divided into two categories – low risk and high risk for risk factors, and low protection and high protection for protective factors– based upon national data. Students from around the country were asked the same questions.

For example, youth were asked: “How much do you think people risk harming themselves if they try marijuana once or twice?”

All of the responses from the national survey were scored with a numerical value and put in order from lowest to highest, and the middlemost score was identified. This score is the median and it divided all responses into two halves (50% of responses are at/below the median and 50% are above the median). The median was used to determine the cut point for low and high groups. In this example, any youth that indicated a 2 or higher is considered to be at high risk.



In simple terms, if 50% of the students in Indiana are at high risk and 50% are at low risk on a particular risk factor, then the Indiana students are similar to the nationwide data. **Problem areas are considered to be any risk factors with 50% or more of students showing high risk or any protective factors with 50% or more of students showing low protection.** The following

table shows the percentage of students at low or high risk for fourteen different risk factors, while the second table shows the percentage of students at low or high protection for six protective factors. Please take note of **bold numbers over 50.0**.

**Percentage of students with CTC risk factor
scores
at/below (low risk) or above (high risk) the national
standard
School City of Hobart Students, 2015**

		Grade
		8th
Community: Laws and norms favorable to drug use	Low risk	66.9
	High risk	33.1
Community: Perceived availability of drugs	Low risk	71.5
	High risk	28.5
Family: Poor family management	Low risk	67.2
	High risk	32.8
Family: Family conflict	Low risk	39.4
	High risk	60.6
Family: Parental attitudes favorable toward drug use	Low risk	75.5
	High risk	24.5
Family: Parental attitudes favorable toward antisocial behavior	Low risk	49.4
	High risk	50.6
School: Academic failure	Low risk	67.1
	High risk	32.9
School: Low commitment to school	Low risk	48.7
	High risk	51.3
Peer-individual: Early initiation of drug use	Low risk	77.4
	High risk	22.6
Peer-individual: Favorable attitudes toward antisocial behavior	Low risk	66.4
	High risk	33.6
Peer-individual: Favorable attitudes toward drug use	Low risk	70.6
	High risk	29.4
Peer-individual: Perceived risk of drug use	Low risk	39.8
	High risk	60.2
Peer-individual: Interaction with antisocial peers	Low risk	63.8
	High risk	36.2
Peer-individual: Rewards for antisocial involvement	Low risk	42.9
	High risk	57.1

Note: The national standards (cut-off points) are provided by the Social Development Research Group at the University of Washington.

**Percentage of students with CTC protective factor scores
at/below (low protection) or above (high protection) the
national standard**

School City of Hobart Students, 2015

		Grade
		8th
Community: Rewards for prosocial involvement	Low protection	73.9
	High protection	26.1
Family: Opportunities for prosocial involvement	Low protection	39.7
	High protection	60.3
Family: Rewards for prosocial involvement	Low protection	33.6
	High protection	66.4
School: Opportunities for prosocial involvement	Low protection	29.2
	High protection	70.8
School: Rewards for prosocial involvement	Low protection	44.7
	High protection	55.3
Peer-individual: Interaction with prosocial peers	Low protection	50.0
	High protection	50.0

Note: The national standards (cut-off points) are provided by the Social Development Research Group at the University of Washington.

Identification of elevated risk and low protection is important to addressing several problem behaviors among youth. Implementation of evidence-based curricula and environmental strategies is the best way to address these issues. Visit www.findyouthinfo.gov for more information.

1 Hawkins, J. D., & Catalano, R. F. (2005). Investing in your community's youth: An introduction to the Communities that Care System. Retrieved July 1, 2010 from <http://download.ncadi.samhsa.gov/Prevline/pdfs/ctc/Investing%20in%20Your%20Community's%20Youth.pdf>.

2 Arthur, M. W., Briney, J. S., Hawkins, J. D., Abbott, R.D. Brooke-Weiss, B. L., & Catalano, R. F. (2007). Measuring risk and protection in communities using the Communities That Care Youth Survey. *Evaluation and Program Planning*, 20, 197-211.

Mental Health

Prior research has demonstrated robust relationships between adolescent depression, suicidal behavior and substance abuse.^{1,2,3} As a result, the State is trying to better understand the prevalence of mental health concerns among Indiana's youth. Mental health was measured for the past year (12 months) with survey items that asked about "feeling so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities," "seriously consider attempting suicide," and "making a plan about how you would attempt suicide." Since the survey is anonymous, individual students and their mental health problems cannot be identified. Thus, it is advised that referral resources be a part of your school's student assistance policy.

Mental Health in the Past Twelve Months
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

During the past 12 months, did you...?		Grade	
		7th	8th
Q21 Feel sad or hopeless for 2+ weeks in a row	No	68.9	62.0
	Yes	31.1	38.0
Q21 Seriously consider attempting suicide	No	81.3	72.7
	Yes	18.8	27.3
Q21 Make a plan about attempting suicide	No	83.9	82.4
	Yes	16.1	17.6

¹ Esposito-Smythers, C., & Spirito, A. (2004). Adolescent substance use and suicidal behavior: A review with implications for treatment research. *Alcoholism: Clinical and Experimental Research*, 28 (5), 775-885.

² Hallfors, D. D., Waller, M.W., Ford, C.A., Halpern, C. T., Brodish, P. H., & Iritani, B. (2004). Adolescent depression and suicide risk: Association with sex and drug behavior. *American Journal of Preventive Medicine*, 27(3), 224-230.

³ Light, J.M., Grube, J.W., Madden, P.A., & Gover, J. (2003). Adolescent alcohol use and suicidal ideation: A nonrecursive model. *Addictive Behaviors*, 28, 705-724.

Gambling Behavior

As gambling options and venues in the state expand, monitoring the prevalence of gambling activities among children and adolescents is increasingly important for planning prevention efforts. All gambling-related questions on the *Indiana Youth Survey* asked about behavior and experiences in the past year. Gambling behaviors include playing card games, bingo, or online games; betting on personal games of skill, sports, or personal challenges; and buying lottery tickets. The response options have been collapsed into yes (any amount of gambling)/no categories in the following tables but all response options are presented separately at the end of the report in the frequency tables.

Gambling during the Last Twelve Months

School City of Hobart Students, 2015

(Values are percentages, valid cases only)

How often have you bet/gambled for money or valuables in the following ways?		Grade	
		7th	8th
Q22 Card games	No	80.5	81.4
	Yes	19.5	18.6
Q22 Personal games of skill	No	65.3	71.8
	Yes	34.7	28.2
Q22 Sports	No	74.1	75.6
	Yes	25.9	24.4
Q22 Lottery	No	86.5	90.3
	Yes	13.5	9.7
Q22 Bingo	No	81.0	85.7
	Yes	19.0	14.3
Q22 Online gambling	No	93.8	94.5
	Yes	6.2	5.5
Q22 Personal challenges	No	64.2	66.8
	Yes	35.8	33.2
Q22 Gambled in other ways	No	85.8	83.5
	Yes	14.2	16.5

Given the various types of gambling activities attractive to youth and their widespread availability, the negative consequences associated with adolescent gambling need to be addressed. Communities are better positioned to address gambling problems if they understand the relationship of these behaviors to their consequences (for example, academic problems, poor health, or issues with family, friends, or the legal system).

Consequences of Gambling
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

How often have you experienced the following consequences due to your gambling?		Grade	
		7th	8th
Q23 Academic problems	No	74.7	74.4
	Yes	25.3	25.6
Q23 Issues with the legal system	No	74.9	74.2
	Yes	25.1	25.8
Q23 Lost possessions or money	No	73.2	73.5
	Yes	26.8	26.5
Q23 Felt bad about gambling	No	74.3	74.8
	Yes	25.7	25.2
Q23 Poor health	No	73.8	73.5
	Yes	26.2	26.5
Q23 Issues with friends and family	No	71.1	72.6
	Yes	28.9	27.4

For more information on problem gambling prevention and approaches for youth and the community, contact the Indiana Problem Gambling Awareness Program at 812-855-1237 or visit www.ipgap.indiana.edu.

Frequency Tables

The responses to all survey questions are presented in this section, in three segments. The tables are first presented by grade level, followed by tables including only male student responses, and lastly tables including only female student responses. The responses to the individual items that make up each of the CTC risk and protective factors are provided. The frequency tables are presented in the following order in each of the segments:

- Personal and Family Information
- Past Month Use of Alcohol, Tobacco, and Other Drugs
- Age Distribution of First Time Alcohol, Tobacco, and Other Drug Use
- Binge Drinking in the Last Two Weeks
- Perceived Availability of Drugs
- Usual Sources of Alcoholic Beverages in the Past Year
- Usual Sources of Prescription Drugs in the Past Year
- CRAFFT Substance Abuse Screening
- Consequences of Alcohol, Tobacco, and Other Drug Use
- Perceived Risks of Drug Use
- Favorable Attitudes Toward Antisocial Behavior
- Favorable Attitudes Toward Drug Use
- Perceived Peer Approval of Drug Use
- Rewards for Antisocial Involvement
- Parental Attitudes Favorable Toward Drug Use
- Parental Attitudes Favorable Toward Antisocial Behavior
- Mental Health in the Past Twelve Months
- Gambling during the Last Twelve Months
- Consequences of Gambling
- School Opportunities for Prosocial Involvement
- School Rewards for Prosocial Involvement
- Academic Failure
- Low Commitment to School
- Poor Family Management
- Family Conflict
- Family Opportunities for Prosocial Involvement
- Family Rewards for Prosocial Involvement
- Interaction with Antisocial Peers
- Interaction with Prosocial Peers

- Community Laws and Norms Favorable to Drug Use
- Community Rewards for Prosocial Involvement

Personal and Family Information
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q1 Gender	Male	47.3	43.4
	Female	52.7	56.6
Q2 Hispanic/Latino	Non-Hispanic	70.3	70.7
	Hispanic	29.7	29.3
Q3 Race	White	66.8	68.2
	Black/African American	6.9	5.9
	Asian	.4	.0
	Native Hawaiian/Pacific Islander	.7	.0
	American Indian/Alaskan Native	.4	.8
	Race not known or other	4.7	4.2
	More than one race	20.1	20.9
Q5 Age	11 years	1.4	.0
	12 years	39.8	.0
	13 years	48.7	37.0
	14 years	9.3	57.1
	15 years	.7	5.5
	16 years	.0	.4
Q6 Parents served in a war zone	No	66.4	75.8
	Yes	21.1	15.4
	Not sure	12.5	8.8
Q7 Parents served time in jail	No	64.5	67.4
	Yes	23.7	18.4
	Not sure	11.8	14.2

Past Month Use of Alcohol, Tobacco, and Other Drugs
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

How many times in the last month (30 days) have you used...?		Grade	
		7th	8th
Q8 Cigarettes	Never	97.1	93.7
	1-5 times	2.9	5.5
	6-19 times	.0	.8
Q8 Smokeless tobacco	Never	98.6	97.5
	1-5 times	1.4	2.1
	40+ times	.0	.4
Q8 Cigars	Never	99.3	96.6
	1-5 times	.7	3.0
	6-19 times	.0	.4
Q8 Pipe	Never	97.5	89.0
	1-5 times	2.5	6.3
	6-19 times	.0	2.5
	20-39 times	.0	1.3
	40+ times	.0	.8
Q8 Electronic vapor products	Never	92.5	76.9
	1-5 times	6.1	13.0
	6-19 times	1.1	4.6
	20-39 times	.0	2.1
	40+ times	.4	3.4
Q8 Alcohol	Never	87.9	75.2
	1-5 times	10.6	18.1
	6-19 times	1.1	5.0
	20-39 times	.4	.8
	40+ times	.0	.8
Q8 Marijuana	Never	97.5	89.8
	1-5 times	2.2	5.5
	6-19 times	.0	2.1
	20-39 times	.0	.8
	40+ times	.4	1.7
Q8 Synthetic marijuana	Never	100	98.7
	1-5 times	.0	.4
	6-19 times	.0	.4
	20-39 times	.0	.4
Q8 Cocaine/Crack	Never	100	99.2
	1-5 times	.0	.8

Past Month Use of Alcohol, Tobacco, and Other Drugs
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How many times in the last month (30 days) have you used...?		Grade	
		7th	8th
Q8 Inhalants	Never	99.3	98.7
	1-5 times	.4	1.3
	6-19 times	.4	.0
Q8 Methamphetamines	Never	100	100
Q8 Heroin	Never	100	100
Q8 Hallucinogens/Ecstasy	Never	99.6	100
	1-5 times	.4	.0
	6-19 times	.7	.4
Q8 Prescription drugs not prescribed to you	Never	97.5	97.9
	1-5 times	1.4	1.3
	6-19 times	.7	.4
	40+ times	.4	.4
Q8 Over the counter drugs to get high	Never	97.4	96.6
	1-5 times	1.1	2.6
	6-19 times	1.1	.9
	40+ times	.4	.0

Age Distribution of First Time Alcohol, Tobacco, and Other Drug Use

School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How old were you when you first used...?		Grade	
		7th	8th
Q9 Cigarettes	Never used	94.2	88.2
	10 years or younger	1.4	1.7
	11 years	.7	1.3
	12 years	2.9	2.9
	13 years	.7	3.8
	14 years	.0	2.1
Q9 Smokeless tobacco	Never used	97.8	96.7
	10 years or younger	1.1	.8
	12 years	.4	.4
	13 years	.7	1.3
	14 years	.0	.4
	15 years	.0	.4
Q9 Cigars	Never used	98.6	92.8
	10 years or younger	.4	1.7
	12 years	.0	1.3
	13 years	1.1	3.0
	14 years	.0	.8
	15 years	.0	.4
Q9 Pipe	Never used	95.3	86.8
	10 years or younger	.4	1.3
	11 years	.7	.4
	12 years	1.8	2.1
	13 years	1.8	6.8
	14 years	.0	2.1
	15 years	.0	.4
Q9 Electronic vapor products	Never used	90.0	72.6
	10 years or younger	.7	1.3
	11 years	.4	2.5
	12 years	6.1	4.2
	13 years	2.9	15.6
	14 years	.0	3.4
	15 years	.0	.4
Q9 Alcohol	Never used	84.8	69.2
	10 years or younger	4.7	4.2

**Age Distribution of First Time Alcohol, Tobacco, and Other Drug
Use**

**School City of Hobart Students, 2015
(Values are percentages, valid cases only)**

How old were you when you first used...?		Grade	
		7th	8th
Q9 Marijuana	11 years	2.9	5.1
	12 years	4.0	6.3
	13 years	3.3	10.5
	14 years	.0	4.2
	15 years	.4	.4
	Never used	96.8	84.7
	10 years or younger	.0	.4
Q9 Synthetic marijuana	11 years	.7	.8
	12 years	1.4	2.1
	13 years	1.1	8.1
	14 years	.0	3.8
	Never used	100.0	97.0
	11 years	.0	.8
	12 years	.0	.4
Q9 Cocaine/Crack	13 years	.0	1.7
	Never used	100.0	98.7
	13 years	.0	.8
	14 years	.0	.4
Q9 Inhalants	Never used	99.3	98.7
	10 years or younger	.4	.8
	13 years	.4	.4
Q9 Methamphetamines	Never used	100.0	100.0
Q9 Heroin	Never used	100.0	100.0
Q9 Hallucinogens/Ecstasy	Never used	99.6	99.6
	13 years	.4	.4
Q9 Prescription drugs not prescribed to you	Never used	97.1	95.8
	10 years or younger	1.4	1.3
	11 years	.7	.4
	12 years	.7	.8
	13 years	.0	1.3
	14 years	.0	.4
	Never used	97.4	96.2
Q9 Over the counter drugs to get high	10 years or younger	2.2	1.7
	11 years	.0	.4

**Age Distribution of First Time Alcohol, Tobacco, and Other Drug
Use**

School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How old were you when you first used...?	Grade	
	7th	8th
12 years	.4	.0
13 years	.0	1.3
14 years	.0	.4

Binge Drinking in the Last Two Weeks
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

Think back over the last 2 weeks...		Grade	
		7th	8th
Q10 Binge drinking	None	98.2	91.6
	Once	1.1	4.2
	Twice	.4	1.7
	3-5 times	.4	1.3
	6-9 times	.0	1.3

Perceived Availability of Drugs
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How easy would it be for you to get...?		Grade	
		7th	8th
Q11 Cigarettes	Very hard	55.1	49.2
	Sort of hard	20.9	13.1
	Sort of easy	10.3	17.8
	Very easy	13.7	19.9
Q11 Alcohol	Very hard	46.8	33.5
	Sort of hard	16.6	16.1
	Sort of easy	20.0	25.4
	Very easy	16.6	25.0
Q11 Marijuana	Very hard	78.3	62.1
	Sort of hard	9.1	12.3
	Sort of easy	5.7	10.6
	Very easy	6.8	14.9
Q11 Drugs like cocaine, LSD or amphetamines	Very hard	89.7	82.6
	Sort of hard	5.7	11.1
	Sort of easy	1.5	3.4
	Very easy	3.1	3.0

Usual Sources of Alcoholic Beverages in the Past Year
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

During the past year, how did you get your alcohol?		Grade	
		7th	8th
Source	Q12 I did not drink alcohol	84.1	69.4
	Q12 I bought it at a restaurant, bar, or club	.0	.9
	Q12 I bought it at a public event	.4	.4
	Q12 I gave someone else money to buy it for me	1.2	3.8
	Q12 I bought it at a store	.0	.9
	Q12 A person 21 years old or older gave it to me	6.3	11.1
	Q12 I took it from a store	.0	.4
	Q12 I got it from a parent/guardian	5.2	9.8
	Q12 I got it from some other family member	7.1	12.8
	Q12 I got it some other way	8.7	17.9

Note: Multiple responses allowed; percentages do not add to 100%.

Usual Sources of Prescription Drugs in the Past Year
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

During the past year, how did you get your prescription drugs that were used to get high?		Grade	
		7th	8th
Source	Q13 I did not use prescription drugs to get high	94.4	93.1
	Q13 They were prescribed to me	2.8	2.2
	Q13 My parents gave them to me	1.2	.9
	Q13 Someone other than my parents gave them to me	1.6	2.6
	Q13 I took them from home	.8	1.3
	Q13 I bought them from someone	.0	1.7
	Q13 I bought them on the internet	.0	.0
	Q13 I took them from someone else	.0	.0
	Q13 I got them some other way	1.6	2.6

Note: Multiple responses allowed; percentages do not add to 100%.

CRAFFT Substance Abuse Screening
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

		Age		
		14 years	15 years	16 years
Q14 Do you ever use alcohol or drugs to relax, feel better about yourself, or fit in?	Never used	72.2	66.7	.0
	No	19.0	26.7	100.0
	Yes	8.9	6.7	.0
Q14 Do you ever use alcohol or drugs while you are by yourself, or alone?	Never used	71.3	71.4	.0
	No	17.8	28.6	.0
	Yes	10.8	.0	100.0
Q14 Do you ever forget things you did while using alcohol or drugs?	Never used	72.2	71.4	.0
	No	20.9	21.4	100.0
	Yes	7.0	7.1	.0
Q14 Do your family or friends ever tell you that you should cut down on your drinking or drug use?	Never used	71.5	78.6	.0
	No	25.3	21.4	100.0
	Yes	3.2	.0	.0
Q14 Have you ever gotten into trouble while you were using alcohol or drugs?	Never used	68.4	71.4	.0
	No	24.1	28.6	100.0
	Yes	7.6	.0	.0

Consequences of Alcohol, Tobacco, and Other Drug Use
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

How many times have you experienced the following due to your drinking or drug use...?		Grade	
		7th	8th
Q15 Performed poorly on test or project	Never	96.7	95.4
	Once	.7	.8
	Twice	.7	1.3
	3-5 times	1.1	1.7
	6-10 times	.0	.4
	11+ times	.7	.4
Q15 Missed class	Never	97.4	95.8
	Once	.7	.4
	Twice	1.5	1.7
	3-5 times	.4	1.7
	6-10 times	.0	.4

Perceived Risks of Drug Use
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How much do you think people risk harming themselves if they...?		Grade	
		7th	8th
Q16 Smoke 1+ pack cigarettes per day	No risk	8.4	4.7
	Slight risk	13.6	11.1
	Moderate risk	37.0	26.4
	Great risk	41.0	57.9
Q16 Try marijuana once or twice	No risk	16.2	23.8
	Slight risk	28.4	31.1
	Moderate risk	22.5	19.6
	Great risk	32.8	25.5
Q16 Smoke marijuana once or twice per week	No risk	12.9	13.6
	Slight risk	17.7	22.9
	Moderate risk	29.9	28.0
	Great risk	39.5	35.6
Q16 Have 1-2 alcoholic drinks every day	No risk	10.0	10.2
	Slight risk	29.2	24.2
	Moderate risk	28.4	28.4
	Great risk	32.5	37.3
Q16 Binge drink once or twice a week	No risk	8.5	5.1
	Slight risk	16.2	13.6
	Moderate risk	29.5	33.9
	Great risk	45.8	47.5
Q16 Misuse prescription drugs	No risk	7.7	3.4
	Slight risk	5.5	9.3
	Moderate risk	24.7	17.4
	Great risk	62.0	69.9

Favorable Attitudes Toward Antisocial Behavior
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How wrong do you think it is for someone your age to...?		Grade	
		7th	8th
Q17 Take a gun to school	Very wrong	93.9	92.9
	Wrong	5.4	4.6
	A little bit wrong	.0	1.7
	Not at all wrong	.7	.8
Q17 Steal something more than \$5	Very wrong	40.1	43.7
	Wrong	45.1	40.3
	A little bit wrong	14.4	13.9
	Not at all wrong	.4	2.1
Q17 Attack someone	Very wrong	70.4	69.2
	Wrong	22.7	23.6
	A little bit wrong	5.8	5.5
	Not at all wrong	1.1	1.7
Q17 Pick a fight	Very wrong	38.8	37.8
	Wrong	38.0	37.0
	A little bit wrong	21.4	20.6
	Not at all wrong	1.8	4.6
Q17 Skip school	Very wrong	65.6	57.6
	Wrong	27.5	32.8
	A little bit wrong	6.2	9.2
	Not at all wrong	.7	.4

Favorable Attitudes Toward Drug Use
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How wrong do you think it is for someone your age to...?		Grade	
		7th	8th
Q17 Drink alcohol regularly	Very wrong	74.7	60.1
	Wrong	16.2	23.9
	A little bit wrong	6.9	11.3
	Not at all wrong	2.2	4.6
Q17 Smoke cigarettes	Very wrong	74.6	68.9
	Wrong	17.0	22.3
	A little bit wrong	6.9	6.7
	Not at all wrong	1.4	2.1
Q17 Smoke marijuana	Very wrong	82.2	66.7
	Wrong	10.5	16.5
	A little bit wrong	5.1	8.9
	Not at all wrong	2.2	8.0
Q17 Use illegal drugs	Very wrong	91.3	88.7
	Wrong	6.5	8.8
	A little bit wrong	1.4	.8
	Not at all wrong	.7	1.7

Rewards for Antisocial Involvement
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

What are the chances you would be seen as cool if you...?		Grade	
		7th	8th
Q19 Smoked cigarettes	Very good chance	3.6	2.9
	Pretty good chance	6.2	7.1
	Some chance	9.1	15.5
	Little chance	17.1	23.9
	No or very little chance	64.0	50.4
Q19 Drank alcohol regularly	Very good chance	5.1	6.3
	Pretty good chance	5.9	13.0
	Some chance	9.2	17.2
	Little chance	18.3	17.2
	No or very little chance	61.5	46.2
Q19 Smoked marijuana	Very good chance	7.3	14.7
	Pretty good chance	9.1	15.5
	Some chance	10.9	16.0
	Little chance	8.7	12.6
	No or very little chance	64.0	41.2
Q19 Carried a gun	Very good chance	6.9	7.2
	Pretty good chance	4.4	5.1
	Some chance	5.8	11.0
	Little chance	11.7	11.0
	No or very little chance	71.2	65.8

Parental Attitudes Favorable Toward Drug Use
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How wrong do your parents feel it would be for you to...?		Grade	
		7th	8th
Q20 Have 1-2 alcoholic drinks every day	Very wrong	88.8	85.6
	Wrong	7.2	10.6
	A little bit wrong	1.4	3.0
	Not at all wrong	2.5	.8
Q20 Drink alcohol regularly (at least once or twice a month)	Very wrong	86.6	81.0
	Wrong	8.3	11.8
	A little bit wrong	2.5	5.1
	Not at all wrong	2.5	2.1
Q20 Smoke cigarettes	Very wrong	89.9	87.7
	Wrong	5.8	9.7
	A little bit wrong	1.8	1.7
	Not at all wrong	2.5	.8
Q20 Smoke marijuana	Very wrong	91.3	84.8
	Wrong	3.3	11.8
	A little bit wrong	2.5	2.1
	Not at all wrong	2.9	1.3
Q20 Use prescription drugs not prescribed to you	Very wrong	91.3	89.0
	Wrong	5.1	8.0
	A little bit wrong	1.4	2.1
	Not at all wrong	2.2	.8

Parental Attitudes Favorable Toward Antisocial Behavior
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How wrong do your parents feel it would be for you to...?		Grade	
		7th	8th
Q20 Steal something worth more than \$5	Very wrong	74.7	75.9
	Wrong	18.1	19.8
	A little bit wrong	5.1	3.8
	Not at all wrong	2.2	.4
Q20 Draw graffiti	Very wrong	76.9	75.1
	Wrong	13.4	20.3
	A little bit wrong	6.5	3.8
	Not at all wrong	3.2	.8
Q20 Pick a fight with someone	Very wrong	58.1	54.7
	Wrong	27.4	26.3
	A little bit wrong	9.7	16.9
	Not at all wrong	4.7	2.1

Mental Health in the Past Twelve Months
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

During the past 12 months, did you...?		Grade	
		7th	8th
Q21 Feel sad or hopeless	No	68.9	62.0
	Yes	31.1	38.0
Q21 Consider attempting suicide	No	81.3	72.7
	Yes	18.8	27.3
Q21 Make a plan about attempting suicide	No	83.9	82.4
	Yes	16.1	17.6

Gambling during the Last Twelve Months
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

How often have you bet/gambled for money or valuables in the following ways?		Grade	
		7th	8th
Q22 Card games	Never	80.5	81.4
	Less than once a month	13.4	11.4
	1-3 times per month	4.0	4.2
	Once a week or more	2.2	3.0
Q22 Personal games of skill	Never	65.3	71.8
	Less than once a month	16.8	13.4
	1-3 times per month	9.5	6.3
	Once a week or more	8.4	8.4
Q22 Sports	Never	74.1	75.6
	Less than once a month	14.2	13.0
	1-3 times per month	4.7	4.6
	Once a week or more	6.9	6.7
Q22 Lottery	Never	86.5	90.3
	Less than once a month	8.4	5.9
	1-3 times per month	3.3	1.7
	Once a week or more	1.8	2.1
Q22 Bingo	Never	81.0	85.7
	Less than once a month	13.5	11.3
	1-3 times per month	2.6	1.7
	Once a week or more	2.9	1.3
Q22 Online gambling	Never	93.8	94.5
	Less than once a month	4.4	4.2
	1-3 times per month	1.1	.4
	Once a week or more	.7	.8
Q22 Personal challenges	Never	64.2	66.8
	Less than once a month	21.2	19.7
	1-3 times per month	10.9	7.6
	Once a week or more	3.6	5.9
Q22 Gambled in other ways	Never	85.8	83.5
	Less than once a month	7.7	11.4
	1-3 times per month	4.0	3.0
	Once a week or more	2.6	2.1

Consequences of Gambling
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

How often have you experienced the following consequences due to your gambling?		Grade	
		7th	8th
Q23 Academic problems	I do not gamble	74.7	74.4
	Never	23.8	24.8
	Occasionally	1.4	.8
Q23 Issues with the legal system	I do not gamble	74.9	74.2
	Never	24.4	25.0
	Occasionally	.7	.8
Q23 Lost possessions or money	I do not gamble	73.2	73.5
	Never	19.2	20.2
	Occasionally	7.6	6.3
Q23 Felt bad about gambling	I do not gamble	74.3	74.8
	Never	24.3	23.5
	Occasionally	1.4	1.7
Q23 Poor health	I do not gamble	73.8	73.5
	Never	24.7	24.8
	Occasionally	1.5	1.7
Q23 Issues with friends and family	I do not gamble	71.1	72.6
	Never	23.1	22.8
	Occasionally	5.9	4.2
	Frequently	.0	.4

School Opportunities for Prosocial Involvement
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q24 Students have chances to help decide class activities and rules	YES!	17.6	21.7
	yes	36.4	37.0
	no	33.8	24.3
	NO!	12.1	17.0
Q24 Teachers ask me to work on special class projects	YES!	14.5	15.3
	yes	35.9	37.9
	no	38.4	34.0
	NO!	11.2	12.8
Q24 Students have chances to get involved in activities outside of class	YES!	66.7	60.2
	yes	27.5	33.1
	no	4.0	4.7
	NO!	1.8	2.1
Q24 Students have chances to talk with teacher one-on-one	YES!	41.7	44.0
	yes	42.0	35.0
	no	12.3	15.8
	NO!	4.0	5.1
Q24 Students have chances to be a part of class discussions or activities	YES!	34.1	30.8
	yes	47.5	51.3
	no	14.9	13.2
	NO!	3.6	4.7

School Rewards for Prosocial Involvement
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q24 Teachers notice when doing a good job and let me know	YES!	32.4	25.4
	yes	42.2	44.0
	no	18.2	18.5
	NO!	7.3	12.1
Q24 I feel safe at school	YES!	31.0	30.3
	yes	42.3	49.6
	no	17.2	9.8
	NO!	9.5	10.3
Q24 School lets parents know when I do well	YES!	23.1	18.3
	yes	27.5	30.6
	no	30.8	31.1
	NO!	18.7	20.0
Q24 Teachers praise me when I work hard in school	YES!	16.1	17.5
	yes	32.2	29.5
	no	35.9	35.0
	NO!	15.8	17.9

Academic Failure
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q28 What were your grades like last year?	Mostly A's	39.9	34.2
	Mostly B's	36.6	42.6
	Mostly C's	17.0	14.3
	Mostly D's	5.1	4.6
	Mostly F's	1.4	4.2
Q24 My grades are better than most students	YES!	26.4	28.9
	yes	41.7	46.0
	no	23.9	19.6
	NO!	8.0	5.5

Low Commitment to School
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q26 Days of school skipped during last month	None	86.6	80.4
	1 day	6.5	10.2
	2 days	2.5	5.1
	3 days	1.1	1.7
	4-5 days	2.5	1.3
	6-10 days	.7	.9
	11 or more days	.0	.4
Q27 How interesting are courses	Very interesting	6.5	5.1
	Quite interesting	24.1	22.5
	Fairly interesting	24.5	30.9
	Slightly boring	30.9	22.0
	Very boring	14.0	19.5
Q29 Feel schoolwork is meaningful	Almost always	20.0	12.4
	Often	28.0	25.3
	Sometimes	33.5	33.9
	Seldom	12.0	12.4
	Never	6.5	15.9
Q30 Importance of school to later life	Very important	24.2	23.4
	Quite important	31.8	22.1
	Fairly important	19.1	27.7
	Slightly important	19.9	20.0
	Not at all important	5.1	6.8
Q25 Enjoy being in school	Never	8.7	17.7
	Seldom	13.8	13.5
	Sometimes	39.9	35.9
	Often	25.4	23.6
	A lot	12.3	9.3
Q25 Hate being in school	Never	8.0	4.7
	Seldom	13.0	17.0
	Sometimes	33.0	34.0
	Often	26.4	20.4
	A lot	19.6	23.8
Q25 Try to do your best work in school	Never	1.5	2.1
	Seldom	4.4	1.3
	Sometimes	15.6	17.4

Low Commitment to School
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

	Grade	
	7th	8th
Often	28.4	34.5
A lot	50.2	44.7

Poor Family Management
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Rules in my family are clear	YES!	56.8	52.5
	yes	35.8	37.7
	no	5.9	6.8
	NO!	1.5	3.0
Q31 Parents ask about homework	YES!	68.9	59.7
	yes	21.6	27.5
	no	8.4	9.7
	NO!	1.1	3.0
Q31 Parents know where I am and who I am with	YES!	70.7	62.7
	yes	24.5	30.5
	no	3.7	5.1
	NO!	1.1	1.7
Q31 Family has clear rules about alcohol and drug use	YES!	80.5	63.1
	yes	12.5	21.2
	no	5.9	12.3
	NO!	1.1	3.4
Q32 Parents know if you come home late	YES!	56.3	54.3
	yes	33.3	30.4
	no	8.4	10.0
	NO!	1.9	5.2
Q32 Parents would catch you drinking	YES!	56.1	43.3
	yes	23.9	24.2
	no	15.9	20.8
	NO!	4.2	11.7
Q32 Parents would catch you if you carried a gun	YES!	76.0	70.3
	yes	16.0	17.2

Poor Family Management
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q32 Parents would catch you if you skipped school	no	3.8	8.2
	NO!	4.2	4.3
	YES!	71.5	67.7
	yes	22.4	22.8
	no	4.6	5.6
	NO!	1.5	3.9

Family Conflict
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Family argues over and over about same thing	YES!	21.9	27.5
	yes	30.7	25.4
	no	33.3	30.9
	NO!	14.1	16.1
Q31 Family has serious arguments	YES!	23.0	21.7
	yes	21.5	23.8
	no	31.9	33.6
	NO!	23.7	20.9
Q31 Family members often insult each other	YES!	22.6	21.7
	yes	20.7	23.8
	no	29.6	28.9
	NO!	27.0	25.5

**Family Opportunities for Prosocial Involvement
School City of Hobart Students, 2015
(Values are percentages, valid cases only)**

		Grade	
		7th	8th
Q31 Parents ask me before most family decisions made	YES!	25.9	23.0
	yes	40.0	37.9
	no	19.3	26.0
	NO!	14.8	13.2
Q32 I can ask parents for help if I have problem	YES!	44.6	39.7
	yes	31.1	34.5
	no	14.6	13.8
	NO!	9.7	12.1
Q32 Parents give me chances for fun with them	YES!	43.3	39.7
	yes	34.6	34.9
	no	15.6	16.8
	NO!	6.5	8.6

**Family Rewards for Prosocial Involvement
School City of Hobart Students, 2015
(Values are percentages, valid cases only)**

		Grade	
		7th	8th
Q32 I enjoy spending time with mom	YES!	62.9	57.8
	yes	28.8	29.3
	no	4.2	5.6
	NO!	4.2	7.3
Q32 I Enjoy spending time with dad	YES!	57.0	52.6
	yes	25.2	25.0
	no	8.1	10.5
	NO!	9.7	11.8
Q33 Parents notice when I am doing a good job	All the time	48.1	39.9
	Often	27.8	34.3
	Sometimes	14.7	15.9
	Never	9.4	9.9
Q33 Parents tell me they are proud of me	All the time	48.3	42.7
	Often	24.5	27.2
	Sometimes	18.9	16.4
	Never	8.3	13.8

Interaction with Antisocial Peers
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

In the past year (12 months), how many of your best friends have...?		Grade	
		7th	8th
Q35 Been suspended	None of my friends	60.5	68.5
	1 of my friends	19.9	19.1
	2 of my friends	8.6	7.2
	3 of my friends	4.5	3.4
	4 of my friends	6.4	1.7
Q35 Carried a gun	None of my friends	94.4	97.9
	1 of my friends	4.5	1.7
	2 of my friends	.4	.0
	4 of my friends	.7	.4
Q35 Sold drugs	None of my friends	91.4	85.0
	1 of my friends	3.8	9.4
	2 of my friends	3.0	1.3
	3 of my friends	1.1	2.6
	4 of my friends	.8	1.7
Q35 Stolen a vehicle	None of my friends	97.0	97.4
	1 of my friends	2.6	1.3
	2 of my friends	.0	.4
	4 of my friends	.4	.9
Q35 Been arrested	None of my friends	91.0	88.9
	1 of my friends	4.5	6.0
	2 of my friends	2.2	3.0
	3 of my friends	1.1	.0
	4 of my friends	1.1	2.1
Q35 Dropped out of school	None of my friends	97.0	95.3
	1 of my friends	1.1	3.0
	2 of my friends	.4	.9
	3 of my friends	1.1	.9
	4 of my friends	.4	.0

Interaction with Prosocial Peers
School City of Hobart Students, 2015
(Values are percentages, valid cases only)

In the past year (12 months), how many of your best friends have...?		Grade	
		7th	8th
Q35 Participated in school activities	None of my friends	19.9	19.2
	1 of my friends	14.3	9.8
	2 of my friends	18.4	16.2
	3 of my friends	15.4	12.4
	4 of my friends	32.0	42.3
Q35 Made a commitment to stay drug-free	None of my friends	28.7	33.8
	1 of my friends	6.4	7.4
	2 of my friends	9.8	6.9
	3 of my friends	7.9	9.1
	4 of my friends	47.2	42.9
Q35 Liked school	None of my friends	33.6	33.0
	1 of my friends	10.3	15.5
	2 of my friends	19.1	21.0
	3 of my friends	16.0	13.7
	4 of my friends	21.0	16.7
Q35 Regularly attended religious activities	None of my friends	32.7	37.1
	1 of my friends	26.9	26.2
	2 of my friends	18.8	19.7
	3 of my friends	12.7	10.9
	4 of my friends	8.8	6.1
Q35 Tried to do well in school	None of my friends	8.7	7.7
	1 of my friends	8.0	7.2
	2 of my friends	10.6	13.2
	3 of my friends	14.8	15.7
	4 of my friends	58.0	56.2

Community Laws and Norms Favorable to Drug Use
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q36 If a kid drank alcohol in your neighborhood, would he or she be caught by police?	YES!	25.0	20.3
	yes	34.7	22.5
	no	30.2	38.6
	NO!	10.1	18.6
Q36 If a kid smoked marijuana in your neighborhood, would he or she be caught by police?	YES!	32.6	22.0
	yes	33.0	26.3
	no	25.5	37.3
	NO!	9.0	14.4
Q36 If a kid carried a handgun in your neighborhood, would he or she be caught by police?	YES!	41.4	29.8
	yes	33.8	33.6
	no	18.0	23.4
	NO!	6.8	13.2
Q36 If a kid smoked a cigarette in your neighborhood, would he or she be caught by police?	YES!	26.0	19.1
	yes	25.3	21.3
	no	35.1	38.7
	NO!	13.6	20.9
Q38 Adults in your neighborhood think about youth marijuana use	Very wrong	77.1	63.4
	Wrong	15.4	23.8
	A little bit wrong	6.0	8.5
	Not at all wrong	1.5	4.3
Q38 Adults in your neighborhood think about youth alcohol use	Very wrong	68.8	60.3
	Wrong	20.3	24.4
	A little bit wrong	9.4	11.1
	Not at all wrong	1.5	4.3
Q38 Adults in your neighborhood think about youth cigarettes use	Very wrong	70.3	63.5
	Wrong	17.9	22.6
	A little bit wrong	9.5	10.4
	Not at all wrong	2.3	3.5

Community Rewards for Prosocial Involvement
School City of Hobart Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q37 Neighbors notice good job and let me know	YES!	9.9	6.4
	yes	17.1	14.1
	no	31.2	29.9
	NO!	41.8	49.6
Q37 There are people in my neighborhood who are proud of me	YES!	13.3	10.7
	yes	25.5	16.2
	no	26.6	27.8
	NO!	34.6	45.3
Q37 There are people in my neighborhood who encourage me to do my best	YES!	16.3	13.5
	yes	27.0	21.3
	no	21.7	23.5
	NO!	35.0	41.7

Personal and Family Information
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q2 Hispanic/Latino	Non-Hispanic	77.2	71.4
	Hispanic	22.8	28.6
Q3 Race	White	69.9	76.0
	Black/African American	6.0	5.8
	Native Hawaiian/Pacific Islander	.8	.0
	American Indian/Alaskan Native	.8	.0
	Race not known or other	4.5	4.8
	More than one race	18.0	13.5
Q5 Age	12 years	35.6	.0
	13 years	49.2	39.8
	14 years	13.6	52.4
	15 years	1.5	6.8
	16 years	.0	1.0
Q6 Parents served in a war zone	No	64.4	74.3
	Yes	26.5	18.1
	Not sure	9.1	7.6
Q7 Parents served time in jail	No	65.2	70.5
	Yes	25.8	17.1
	Not sure	9.1	12.4

Past Month Use of Alcohol, Tobacco, and Other Drugs
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

How many times in the last month (30 days) have you used...?		Grade	
		7th	8th
Q8 Cigarettes	Never	97.7	95.1
	1-5 times	2.3	4.9
Q8 Smokeless tobacco	Never	98.5	95.2
	1-5 times	1.5	3.8
	40+ times	.0	1.0
Q8 Cigars	Never	99.2	94.1
	1-5 times	.8	4.9
	6-19 times	.0	1.0
Q8 Pipe	Never	100	87.4
	1-5 times	.0	5.8
	6-19 times	.0	2.9
	20-39 times	.0	1.9
	40+ times	.0	1.9
Q8 Electronic vapor products	Never	91.6	78.6
	1-5 times	5.3	5.8
	6-19 times	2.3	5.8
	20-39 times	.0	2.9
	40+ times	.8	6.8
Q8 Alcohol	Never	89.9	78.6
	1-5 times	7.8	13.6
	6-19 times	2.3	4.9
	20-39 times	.0	1.9
	40+ times	.0	1.0
Q8 Marijuana	Never	96.2	88.3
	1-5 times	3.0	5.8
	6-19 times	.0	2.9
	20-39 times	.0	1.0
	40+ times	.8	1.9
Q8 Synthetic marijuana	Never	100	98.1
	6-19 times	.0	1.0
	20-39 times	.0	1.0
Q8 Cocaine/Crack	Never	100	99.0
	1-5 times	.0	1.0

**Past Month Use of Alcohol, Tobacco, and Other Drugs
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)**

How many times in the last month (30 days) have you used...?		Grade	
		7th	8th
Q8 Inhalants	Never	99.2	99.0
	1-5 times	.0	1.0
	6-19 times	.8	.0
Q8 Methamphetamines	Never	100	100
Q8 Heroin	Never	100	100
Q8 Hallucinogens/Ecstasy	Never	99.2	100
	1-5 times	.8	.0
Q8 Prescription drugs not prescribed to you	Never	99.2	98.1
	1-5 times	.8	1.0
	6-19 times	.0	1.0
Q8 Over the counter drugs to get high	Never	97.7	95.1
	1-5 times	1.6	3.9
	6-19 times	.8	1.0

**Age Distribution of First Time Alcohol, Tobacco, and Other Drug Use
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)**

How old were you when you first used...?		Grade	
		7th	8th
Q9 Cigarettes	Never used	95.3	90.4
	10 years or younger	1.6	2.9
	11 years	.8	1.9
	12 years	1.6	1.0
	13 years	.8	1.9
	14 years	.0	1.9
Q9 Smokeless tobacco	Never used	97.0	93.3
	10 years or younger	2.3	1.9
	12 years	.0	1.0
	13 years	.8	1.9
	14 years	.0	1.0
	15 years	.0	1.0
Q9 Cigars	Never used	98.5	87.4
	10 years or younger	.0	3.9
	12 years	.0	1.9
	13 years	1.5	3.9

**Age Distribution of First Time Alcohol, Tobacco, and Other Drug
Use**

**School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)**

How old were you when you first used...?		Grade	
		7th	8th
Q9 Pipe	14 years	.0	1.9
	15 years	.0	1.0
	Never used	96.9	85.1
	10 years or younger	.0	3.0
	11 years	1.6	.0
	12 years	.0	4.0
	13 years	1.6	4.0
	14 years	.0	3.0
	15 years	.0	1.0
Q9 Electronic vapor products	Never used	89.3	74.8
	10 years or younger	.0	2.9
	11 years	.0	3.9
	12 years	6.1	3.9
	13 years	4.6	10.7
	14 years	.0	2.9
	15 years	.0	1.0
Q9 Alcohol	Never used	85.5	73.8
	10 years or younger	5.3	6.8
	11 years	1.5	3.9
	12 years	4.6	5.8
	13 years	2.3	6.8
	14 years	.0	1.9
	15 years	.8	1.0
Q9 Marijuana	Never used	95.5	82.5
	10 years or younger	.0	1.0
	11 years	1.5	1.0
	12 years	2.3	2.9
	13 years	.8	8.7
	14 years	.0	3.9
Q9 Synthetic marijuana	Never used	100.0	96.1
	11 years	.0	1.9
	13 years	.0	1.9

**Age Distribution of First Time Alcohol, Tobacco, and Other Drug
Use**

**School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)**

How old were you when you first used...?		Grade	
		7th	8th
Q9 Cocaine/Crack	Never used	100.0	98.1
	13 years	.0	1.0
	14 years	.0	1.0
Q9 Inhalants	Never used	99.2	99.0
	10 years or younger	.8	1.0
Q9 Methamphetamines	Never used	100.0	100.0
Q9 Heroin	Never used	100.0	100.0
Q9 Hallucinogens/Ecstasy	Never used	99.2	100.0
	13 years	.8	.0
Q9 Prescription drugs not prescribed to you	Never used	99.2	97.1
	11 years	.8	1.0
	12 years	.0	1.0
	13 years	.0	1.0
Q9 Over the counter drugs to get high	Never used	97.7	94.1
	10 years or younger	2.3	2.0
	11 years	.0	1.0
	13 years	.0	2.0
	14 years	.0	1.0

**Binge Drinking in the Last Two Weeks
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)**

Think back over the last 2 weeks...		Grade	
		7th	8th
Q10 Binge drinking	None	97.7	91.3
	Once	1.5	3.9
	Twice	.0	1.0
	3-5 times	.8	1.9
	6-9 times	.0	1.9

Perceived Availability of Drugs
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

How easy would it be for you to get...?		Grade	
		7th	8th
Q11 Cigarettes	Very hard	55.3	50.5
	Sort of hard	23.6	15.5
	Sort of easy	8.1	14.6
	Very easy	13.0	19.4
Q11 Alcohol	Very hard	47.6	39.8
	Sort of hard	21.0	12.6
	Sort of easy	14.5	26.2
	Very easy	16.9	21.4
Q11 Marijuana	Very hard	80.5	68.0
	Sort of hard	7.3	7.8
	Sort of easy	4.9	9.7
	Very easy	7.3	14.6
Q11 Drugs like cocaine, LSD or amphetamines	Very hard	91.9	82.5
	Sort of hard	4.1	11.7
	Sort of easy	.8	3.9
	Very easy	3.3	1.9

Usual Sources of Alcoholic Beverages in the Past Year
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

During the past year, how did you get your alcohol?		Grade	
		7th	8th
Source	Q12 I did not drink alcohol	86.3	75.0
	Q12 I bought it at a restaurant, bar, or club	.0	1.0
	Q12 I bought it at a public event	.9	1.0
	Q12 I gave someone else money to buy it for me	1.7	6.0
	Q12 I bought it at a store	.0	2.0
	Q12 A person 21 years old or older gave it to me	6.0	9.0
	Q12 I took it from a store	.0	1.0
	Q12 I got it from a parent/guardian	5.1	8.0
	Q12 I got it from some other family member	6.8	8.0
	Q12 I got it some other way	6.0	19.0

Note: Multiple responses allowed; percentages do not add to 100%.

Usual Sources of Prescription Drugs in the Past Year
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

During the past year, how did you get your prescription drugs that were used to get high?		Grade	
		7th	8th
Source	Q13 I did not use prescription drugs to get high	93.9	88.9
	Q13 They were prescribed to me	4.4	3.0
	Q13 My parents gave them to me	1.8	.0
	Q13 Someone other than my parents gave them to me	.0	3.0
	Q13 I took them from home	.0	2.0
	Q13 I bought them from someone	.0	3.0
	Q13 I bought them on the internet	.0	.0
	Q13 I took them from someone else	.0	.0
	Q13 I got them some other way	1.8	4.0

Note: Multiple responses allowed; percentages do not add to 100%.

CRAFFT Substance Abuse Screening
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

		Age		
		14 years	15 years	16 years
Q14 Do you ever use alcohol or drugs to relax, feel better about yourself, or fit in?	Never used	77.1	66.7	.0
	No	18.6	33.3	100.0
	Yes	4.3	.0	.0
Q14 Do you ever use alcohol or drugs while you are by yourself, or alone?	Never used	74.3	66.7	.0
	No	15.7	33.3	.0
	Yes	10.0	.0	100.0
Q14 Do you ever forget things you did while using alcohol or drugs?	Never used	75.7	66.7	.0
	No	18.6	22.2	100.0
	Yes	5.7	11.1	.0
Q14 Do your family or friends ever tell you that you should cut down on your drinking or drug use?	Never used	75.7	77.8	.0
	No	21.4	22.2	100.0
	Yes	2.9	.0	.0
Q14 Have you ever gotten into trouble while you were using alcohol or drugs?	Never used	71.4	66.7	.0
	No	20.0	33.3	100.0
	Yes	8.6	.0	.0

Consequences of Alcohol, Tobacco, and Other Drug Use
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

How many times have you experienced the following due to your drinking or drug use...?		Grade	
		7th	8th
Q15 Performed poorly on test or project	Never	95.3	96.1
	Once	1.6	1.0
	Twice	.8	1.0
	3-5 times	1.6	1.0
	11+ times	.8	1.0
Q15 Missed class	Never	96.1	98.1
	Once	1.6	.0
	Twice	2.3	1.0
	3-5 times	.0	1.0

Perceived Risks of Drug Use
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

How much do you think people risk harming themselves if they...?		Grade	
		7th	8th
Q16 Smoke 1+ pack cigarettes per day	No risk	10.9	4.9
	Slight risk	12.5	12.6
	Moderate risk	36.7	30.1
	Great risk	39.8	52.4
Q16 Try marijuana once or twice	No risk	17.2	26.0
	Slight risk	25.8	26.0
	Moderate risk	21.1	18.3
	Great risk	35.9	29.8
Q16 Smoke marijuana once or twice per week	No risk	15.7	18.3
	Slight risk	11.8	20.2
	Moderate risk	29.9	25.0
	Great risk	42.5	36.5
Q16 Have 1-2 alcoholic drinks every day	No risk	13.3	12.5
	Slight risk	25.0	19.2
	Moderate risk	33.6	28.8
	Great risk	28.1	39.4
Q16 Binge drink once or twice a week	No risk	11.0	6.7
	Slight risk	11.0	18.3
	Moderate risk	32.3	31.7
	Great risk	45.7	43.3
Q16 Misuse prescription drugs	No risk	9.4	5.8
	Slight risk	7.1	9.6
	Moderate risk	22.8	17.3
	Great risk	60.6	67.3

Favorable Attitudes Toward Antisocial Behavior
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

How wrong do you think it is for someone your age to...?		Grade	
		7th	8th
Q17 Take a gun to school	Very wrong	95.4	94.2
	Wrong	4.6	3.9
	A little bit wrong	.0	1.9
Q17 Steal something more than \$5	Very wrong	36.6	41.7
	Wrong	48.1	39.8
	A little bit wrong	15.3	15.5
	Not at all wrong	.0	2.9
Q17 Attack someone	Very wrong	69.5	68.9
	Wrong	26.7	25.2
	A little bit wrong	3.8	4.9
	Not at all wrong	.0	1.0
Q17 Pick a fight	Very wrong	40.5	38.8
	Wrong	35.9	36.9
	A little bit wrong	22.9	19.4
	Not at all wrong	.8	4.9
Q17 Skip school	Very wrong	74.8	58.3
	Wrong	19.8	31.1
	A little bit wrong	5.3	10.7

Favorable Attitudes Toward Drug Use
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

		Grade	
How wrong do you think it is for someone your age to...?		7th	8th
Q17 Drink alcohol regularly	Very wrong	76.3	63.1
	Wrong	15.3	22.3
	A little bit wrong	7.6	9.7
	Not at all wrong	.8	4.9
Q17 Smoke cigarettes	Very wrong	80.8	77.7
	Wrong	13.1	15.5
	A little bit wrong	4.6	6.8
	Not at all wrong	1.5	.0
Q17 Smoke marijuana	Very wrong	84.0	72.8
	Wrong	9.2	11.7
	A little bit wrong	3.8	5.8
	Not at all wrong	3.1	9.7
Q17 Use illegal drugs	Very wrong	93.8	89.3
	Wrong	4.6	8.7
	A little bit wrong	.8	1.0
	Not at all wrong	.8	1.0

Rewards for Antisocial Involvement
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

What are the chances you would be seen as cool if you...?		Grade	
		7th	8th
Q19 Smoked cigarettes	Very good chance	4.6	3.8
	Pretty good chance	3.1	8.7
	Some chance	10.0	12.5
	Little chance	14.6	19.2
	No or very little chance	67.7	55.8
Q19 Drank alcohol regularly	Very good chance	4.7	8.7
	Pretty good chance	3.9	11.5
	Some chance	10.1	14.4
	Little chance	15.5	13.5
	No or very little chance	65.9	51.9
Q19 Smoked marijuana	Very good chance	8.5	14.4
	Pretty good chance	6.9	14.4
	Some chance	9.2	15.4
	Little chance	4.6	9.6
	No or very little chance	70.8	46.2
Q19 Carried a gun	Very good chance	8.5	12.5
	Pretty good chance	3.1	6.7
	Some chance	6.9	10.6
	Little chance	10.8	7.7
	No or very little chance	70.8	62.5

Parental Attitudes Favorable Toward Drug Use
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

How wrong do your parents feel it would be for you to...?		Grade	
		7th	8th
Q20 Have 1-2 alcoholic drinks every day	Very wrong	89.2	85.4
	Wrong	6.9	11.7
	A little bit wrong	1.5	1.0
	Not at all wrong	2.3	1.9
Q20 Drink alcohol regularly (at least once or twice a month)	Very wrong	89.2	77.9
	Wrong	6.9	11.5
	A little bit wrong	1.5	8.7
	Not at all wrong	2.3	1.9
Q20 Smoke cigarettes	Very wrong	90.7	85.4
	Wrong	4.7	11.7
	A little bit wrong	1.6	1.9
	Not at all wrong	3.1	1.0
Q20 Smoke marijuana	Very wrong	91.5	82.7
	Wrong	3.1	12.5
	A little bit wrong	1.5	2.9
	Not at all wrong	3.8	1.9
Q20 Use prescription drugs not prescribed to you	Very wrong	93.0	88.5
	Wrong	3.9	7.7
	A little bit wrong	.8	2.9
	Not at all wrong	2.3	1.0

**Parental Attitudes Favorable Toward Antisocial Behavior
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)**

		Grade	
How wrong do your parents feel it would be for you to...?		7th	8th
Q20 Steal something worth more than \$5	Very wrong	70.0	71.2
	Wrong	21.5	23.1
	A little bit wrong	6.2	4.8
	Not at all wrong	2.3	1.0
Q20 Draw graffiti	Very wrong	80.0	76.0
	Wrong	11.5	17.3
	A little bit wrong	5.4	4.8
	Not at all wrong	3.1	1.9
Q20 Pick a fight with someone	Very wrong	62.3	52.9
	Wrong	23.8	26.9
	A little bit wrong	10.8	17.3
	Not at all wrong	3.1	2.9

**Mental Health in the Past Twelve Months
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)**

		Grade	
During the past 12 months, did you...?		7th	8th
Q21 Feel sad or hopeless	No	78.3	79.8
	Yes	21.7	20.2
Q21 Consider attempting suicide	No	93.0	82.7
	Yes	7.0	17.3
Q21 Make a plan about attempting suicide	No	93.8	88.5
	Yes	6.3	11.5

Gambling during the Last Twelve Months
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

How often have you bet/gambled for money or valuables in the following ways?		Grade	
		7th	8th
Q22 Card games	Never	76.2	74.0
	Less than once a month	14.6	19.2
	1-3 times per month	6.9	3.8
	Once a week or more	2.3	2.9
Q22 Personal games of skill	Never	55.4	62.5
	Less than once a month	19.2	17.3
	1-3 times per month	11.5	6.7
	Once a week or more	13.8	13.5
Q22 Sports	Never	62.8	67.3
	Less than once a month	18.6	16.3
	1-3 times per month	4.7	4.8
	Once a week or more	14.0	11.5
Q22 Lottery	Never	84.4	87.5
	Less than once a month	7.8	9.6
	1-3 times per month	3.9	1.0
	Once a week or more	3.9	1.9
Q22 Bingo	Never	79.7	84.6
	Less than once a month	11.7	11.5
	1-3 times per month	4.7	1.9
	Once a week or more	3.9	1.9
Q22 Online gambling	Never	90.8	93.3
	Less than once a month	5.4	5.8
	1-3 times per month	2.3	.0
	Once a week or more	1.5	1.0
Q22 Personal challenges	Never	58.5	63.5
	Less than once a month	21.5	24.0
	1-3 times per month	15.4	5.8
	Once a week or more	4.6	6.7
Q22 Gambled in other ways	Never	80.8	77.7
	Less than once a month	10.0	16.5
	1-3 times per month	6.2	3.9
	Once a week or more	3.1	1.9

Consequences of Gambling
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

How often have you experienced the following consequences due to your gambling?		Grade	
		7th	8th
Q23 Academic problems	I do not gamble	65.6	63.5
	Never	32.8	36.5
	Occasionally	1.5	.0
Q23 Issues with the legal system	I do not gamble	65.4	65.0
	Never	33.8	35.0
	Occasionally	.8	.0
Q23 Lost possessions or money	I do not gamble	63.4	63.5
	Never	22.9	29.8
	Occasionally	13.7	6.7
Q23 Felt bad about gambling	I do not gamble	64.9	64.4
	Never	33.6	32.7
	Occasionally	1.5	2.9
Q23 Poor health	I do not gamble	64.1	64.4
	Never	35.1	35.6
	Occasionally	.8	.0
Q23 Issues with friends and family	I do not gamble	61.1	64.4
	Never	32.8	33.7
	Occasionally	6.1	1.9

School Opportunities for Prosocial Involvement
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q24 Students have chances to help decide class activities and rules	YES!	22.5	25.5
	yes	37.2	40.2
	no	33.3	19.6
	NO!	7.0	14.7
Q24 Teachers ask me to work on special class projects	YES!	16.2	18.6
	yes	42.3	38.2
	no	34.6	31.4
	NO!	6.9	11.8
Q24 Students have chances to get involved in activities outside of class	YES!	74.6	56.9
	yes	21.5	35.3
	no	2.3	4.9
	NO!	1.5	2.9
Q24 Students have chances to talk with teacher one-on-one	YES!	49.2	48.5
	yes	40.0	35.6
	no	6.9	9.9
	NO!	3.8	5.9
Q24 Students have chances to be a part of class discussions or activities	YES!	37.7	31.7
	yes	49.2	49.5
	no	11.5	11.9
	NO!	1.5	6.9

School Rewards for Prosocial Involvement
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q24 Teachers notice when doing a good job and let me know	YES!	39.5	29.7
	yes	41.1	42.6
	no	16.3	14.9
	NO!	3.1	12.9
Q24 I feel safe at school	YES!	38.8	34.7
	yes	42.6	43.6
	no	13.2	10.9
	NO!	5.4	10.9
Q24 School lets parents know when I do well	YES!	29.5	25.7
	yes	29.5	31.7
	no	27.9	26.7
	NO!	13.2	15.8
Q24 Teachers praise me when I work hard in school	YES!	17.8	22.8
	yes	32.6	36.6
	no	40.3	24.8
	NO!	9.3	15.8

Academic Failure
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q28 What were your grades like last year?	Mostly A's	35.6	25.5
	Mostly B's	36.4	48.0
	Mostly C's	21.2	19.6
	Mostly D's	5.3	2.9
	Mostly F's	1.5	3.9
Q24 My grades are better than most students	YES!	27.7	30.4
	yes	43.8	43.1
	no	23.1	20.6
	NO!	5.4	5.9

Low Commitment to School
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q26 Days of school skipped during last month	None	90.0	81.4
	1 day	3.8	8.8
	2 days	2.3	3.9
	3 days	.8	2.9
	4-5 days	2.3	1.0
	6-10 days	.8	2.0
Q27 How interesting are courses	Very interesting	8.3	6.9
	Quite interesting	26.5	24.5
	Fairly interesting	30.3	29.4
	Slightly boring	23.5	15.7
	Very boring	11.4	23.5
Q29 Feel schoolwork is meaningful	Almost always	23.1	16.2
	Often	27.7	21.2
	Sometimes	33.8	28.3
	Seldom	10.0	13.1
	Never	5.4	21.2
Q30 Importance of school to later life	Very important	24.6	30.7
	Quite important	36.2	23.8
	Fairly important	21.5	23.8
	Slightly important	16.2	15.8
	Not at all important	1.5	5.9
Q25 Enjoy being in school	Never	7.6	23.3
	Seldom	9.9	8.7
	Sometimes	40.5	40.8
	Often	31.3	20.4
	A lot	10.7	6.8
Q25 Hate being in school	Never	9.2	7.8
	Seldom	16.8	14.7
	Sometimes	32.8	37.3
	Often	26.0	16.7
	A lot	15.3	23.5
Q25 Try to do your best work in school	Never	1.6	2.9
	Seldom	2.3	2.0

Low Commitment to School
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

	Grade	
	7th	8th
Sometimes	14.0	18.6
Often	32.6	34.3
A lot	49.6	42.2

Poor Family Management
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Rules in my family are clear	YES!	60.2	59.8
	yes	34.4	32.4
	no	5.5	2.9
	NO!	.0	4.9
Q31 Parents ask about homework	YES!	77.2	66.7
	yes	18.9	26.5
	no	3.1	5.9
	NO!	.8	1.0
Q31 Parents know where I am and who I am with	YES!	72.4	61.8
	yes	24.4	34.3
	no	3.1	2.9
	NO!	.0	1.0
Q31 Family has clear rules about alcohol and drug use	YES!	87.4	75.5
	yes	7.1	14.7
	no	5.5	8.8
	NO!	.0	1.0
Q32 Parents know if you come home late	YES!	57.7	57.6
	yes	32.5	28.3
	no	7.3	10.1
	NO!	2.4	4.0
Q32 Parents would catch you drinking	YES!	57.7	51.0
	yes	26.8	24.5
	no	14.6	12.2
	NO!	.8	12.2
Q32 Parents would catch you if you carried a gun	YES!	75.4	69.7
	yes	15.6	17.2

Poor Family Management
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q32 Parents would catch you if you skipped school	no	5.7	7.1
	NO!	3.3	6.1
	YES!	73.2	68.7
	yes	20.3	20.2
	no	6.5	7.1
	NO!	.0	4.0

Family Conflict
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Family argues over and over about same thing	YES!	23.0	29.4
	yes	27.0	20.6
	no	38.9	35.3
	NO!	11.1	14.7
Q31 Family has serious arguments	YES!	24.8	21.6
	yes	16.8	23.5
	no	37.6	30.4
	NO!	20.8	24.5
Q31 Family members often insult each other	YES!	25.4	20.6
	yes	15.1	25.5
	no	35.7	25.5
	NO!	23.8	28.4

**Family Opportunities for Prosocial Involvement
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)**

		Grade	
		7th	8th
Q31 Parents ask me before most family decisions made	YES!	27.6	29.7
	yes	43.3	33.7
	no	16.5	28.7
	NO!	12.6	7.9
Q32 I can ask parents for help if I have problem	YES!	52.0	46.5
	yes	33.6	31.3
	no	7.2	10.1
	NO!	7.2	12.1
Q32 Parents give me chances for fun with them	YES!	48.8	44.4
	yes	34.1	34.3
	no	13.0	14.1
	NO!	4.1	7.1

**Family Rewards for Prosocial Involvement
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)**

		Grade	
		7th	8th
Q32 I enjoy spending time with mom	YES!	71.5	59.6
	yes	26.0	29.3
	no	2.4	4.0
	NO!	.0	7.1
Q32 I Enjoy spending time with dad	YES!	67.8	55.7
	yes	20.3	25.8
	no	5.9	7.2
	NO!	5.9	11.3
Q33 Parents notice when I am doing a good job	All the time	59.2	46.0
	Often	24.8	30.0
	Sometimes	9.6	17.0
	Never	6.4	7.0
Q33 Parents tell me they are proud of me	All the time	55.2	49.0
	Often	28.8	26.0
	Sometimes	9.6	13.0
	Never	6.4	12.0

Interaction with Antisocial Peers
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

In the past year (12 months), how many of your best friends have...?		Grade	
		7th	8th
Q35 Been suspended	None of my friends	54.5	65.3
	1 of my friends	25.2	21.8
	2 of my friends	12.2	6.9
	3 of my friends	4.1	5.0
	4 of my friends	4.1	1.0
Q35 Carried a gun	None of my friends	95.2	97.0
	1 of my friends	4.0	2.0
	4 of my friends	.8	1.0
Q35 Sold drugs	None of my friends	92.7	87.0
	1 of my friends	4.1	7.0
	2 of my friends	1.6	.0
	3 of my friends	1.6	3.0
	4 of my friends	.0	3.0
Q35 Stolen a vehicle	None of my friends	97.6	99.0
	1 of my friends	2.4	.0
	4 of my friends	.0	1.0
Q35 Been arrested	None of my friends	88.8	87.1
	1 of my friends	4.8	7.9
	2 of my friends	4.0	2.0
	3 of my friends	1.6	.0
	4 of my friends	.8	3.0
Q35 Dropped out of school	None of my friends	98.4	98.0
	1 of my friends	.8	1.0
	2 of my friends	.8	1.0

Interaction with Prosocial Peers
School City of Hobart Male Students, 2015
(Values are percentages, valid cases only)

In the past year (12 months), how many of your best friends have...?		Grade	
		7th	8th
Q35 Participated in school activities	None of my friends	19.2	27.7
	1 of my friends	15.2	6.9
	2 of my friends	16.0	16.8
	3 of my friends	15.2	10.9
	4 of my friends	34.4	37.6
Q35 Made a commitment to stay drug-free	None of my friends	30.4	39.0
	1 of my friends	4.0	4.0
	2 of my friends	7.2	7.0
	3 of my friends	8.8	8.0
	4 of my friends	49.6	42.0
Q35 Liked school	None of my friends	33.6	30.7
	1 of my friends	9.6	14.9
	2 of my friends	22.4	24.8
	3 of my friends	13.6	13.9
	4 of my friends	20.8	15.8
Q35 Regularly attended religious activities	None of my friends	31.4	39.4
	1 of my friends	22.3	26.3
	2 of my friends	21.5	17.2
	3 of my friends	17.4	12.1
	4 of my friends	7.4	5.1
Q35 Tried to do well in school	None of my friends	8.9	9.9
	1 of my friends	8.1	10.9
	2 of my friends	9.8	15.8
	3 of my friends	14.6	19.8
	4 of my friends	58.5	43.6

Community Laws and Norms Favorable to Drug Use
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q36 If a kid drank alcohol in your neighborhood, would he or she be caught by police?	YES!	28.8	28.4
	yes	30.4	25.5
	no	32.0	29.4
	NO!	8.8	16.7
Q36 If a kid smoked marijuana in your neighborhood, would he or she be caught by police?	YES!	37.1	29.4
	yes	29.8	26.5
	no	24.2	28.4
	NO!	8.9	15.7
Q36 If a kid carried a handgun in your neighborhood, would he or she be caught by police?	YES!	43.1	35.3
	yes	30.1	33.3
	no	21.1	14.7
	NO!	5.7	16.7
Q36 If a kid smoked a cigarette in your neighborhood, would he or she be caught by police?	YES!	26.8	27.7
	yes	30.1	19.8
	no	30.9	32.7
	NO!	12.2	19.8
Q38 Adults in your neighborhood think about youth marijuana use	Very wrong	76.6	70.6
	Wrong	14.5	17.6
	A little bit wrong	6.5	4.9
	Not at all wrong	2.4	6.9
Q38 Adults in your neighborhood think about youth alcohol use	Very wrong	69.4	66.7
	Wrong	20.2	17.6
	A little bit wrong	8.1	8.8
	Not at all wrong	2.4	6.9
Q38 Adults in your neighborhood think about youth cigarettes use	Very wrong	74.6	73.3
	Wrong	13.1	13.9
	A little bit wrong	9.0	7.9
	Not at all wrong	3.3	5.0

Community Rewards for Prosocial Involvement
School City of Hobart Male Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q37 Neighbors notice good job and let me know	YES!	9.8	9.8
	yes	18.9	20.6
	no	36.1	27.5
	NO!	35.2	42.2
Q37 There are people in my neighborhood who are proud of me	YES!	11.5	12.7
	yes	31.1	20.6
	no	29.5	28.4
	NO!	27.9	38.2
Q37 There are people in my neighborhood who encourage me to do my best	YES!	15.4	14.0
	yes	33.3	24.0
	no	18.7	26.0
	NO!	32.5	36.0

Personal and Family Information
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q2 Hispanic/Latino	Non-Hispanic	64.4	70.1
	Hispanic	35.6	29.9
Q3 Race	White	63.8	62.2
	Black/African American	7.8	5.9
	Asian	.7	.0
	Native Hawaiian/Pacific Islander	.7	.0
	American Indian/Alaskan Native	.0	1.5
	Race not known or other	5.0	3.7
	More than one race	22.0	26.7
Q5 Age	11 years	2.7	.0
	12 years	43.5	.0
	13 years	48.3	34.8
	14 years	5.4	60.7
	15 years	.0	4.4
Q6 Parents served in a war zone	No	68.2	77.0
	Yes	16.2	13.3
	Not sure	15.5	9.6
Q7 Parents served time in jail	No	63.9	64.9
	Yes	21.8	19.4
	Not sure	14.3	15.7

Past Month Use of Alcohol, Tobacco, and Other Drugs
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

How many times in the last month (30 days) have you used...?		Grade	
		7th	8th
Q8 Cigarettes	Never	96.6	92.6
	1-5 times	3.4	5.9
	6-19 times	.0	1.5
Q8 Smokeless tobacco	Never	98.6	99.3
	1-5 times	1.4	.7
Q8 Cigars	Never	99.3	98.5
	1-5 times	.7	1.5
Q8 Pipe	Never	95.2	90.3
	1-5 times	4.8	6.7
	6-19 times	.0	2.2
	20-39 times	.0	.7
Q8 Electronic vapor products	Never	93.2	75.6
	1-5 times	6.8	18.5
	6-19 times	.0	3.7
	20-39 times	.0	1.5
	40+ times	.0	.7
Q8 Alcohol	Never	86.1	72.6
	1-5 times	13.2	21.5
	6-19 times	.0	5.2
	20-39 times	.7	.0
	40+ times	.0	.7
Q8 Marijuana	Never	98.6	91.0
	1-5 times	1.4	5.3
	6-19 times	.0	1.5
	20-39 times	.0	.8
	40+ times	.0	1.5
Q8 Synthetic marijuana	Never	100	99.3
	1-5 times	.0	.7
Q8 Cocaine/Crack	Never	100	99.3
	1-5 times	.0	.7
Q8 Inhalants	Never	99.3	98.5
	1-5 times	.7	1.5
Q8 Methamphetamines	Never	100	100
Q8 Heroin	Never	100	100

Past Month Use of Alcohol, Tobacco, and Other Drugs
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

How many times in the last month (30 days) have you used...?		Grade	
		7th	8th
Q8 Hallucinogens/Ecstasy	Never	100	100
Q8 Prescription drugs not prescribed to you	Never	95.9	97.8
	1-5 times	2.1	1.5
	6-19 times	1.4	.0
	40+ times	.7	.7
Q8 Over the counter drugs to get high	Never	97.2	97.7
	1-5 times	.7	1.5
	6-19 times	1.4	.8
	40+ times	.7	.0

Age Distribution of First Time Alcohol, Tobacco, and Other Drug Use
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

How old were you when you first used...?		Grade	
		7th	8th
Q9 Cigarettes	Never used	93.2	86.6
	10 years or younger	1.4	.7
	11 years	.7	.7
	12 years	4.1	4.5
	13 years	.7	5.2
	14 years	.0	2.2
Q9 Smokeless tobacco	Never used	98.6	99.3
	12 years	.7	.0
	13 years	.7	.7
Q9 Cigars	Never used	98.6	97.0
	10 years or younger	.7	.0
	12 years	.0	.8
	13 years	.7	2.3
Q9 Pipe	Never used	93.9	88.0
	10 years or younger	.7	.0
	11 years	.0	.8
	12 years	3.4	.8
	13 years	2.0	9.0
	14 years	.0	1.5

**Age Distribution of First Time Alcohol, Tobacco, and Other Drug
Use**

**School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)**

How old were you when you first used...?		Grade	
		7th	8th
Q9 Electronic vapor products	Never used	90.5	70.9
	10 years or younger	1.4	.0
	11 years	.7	1.5
	12 years	6.1	4.5
	13 years	1.4	19.4
	14 years	.0	3.7
Q9 Alcohol	Never used	84.1	65.7
	10 years or younger	4.1	2.2
	11 years	4.1	6.0
	12 years	3.4	6.7
	13 years	4.1	13.4
	14 years	.0	6.0
Q9 Marijuana	Never used	98.0	86.5
	11 years	.0	.8
	12 years	.7	1.5
	13 years	1.4	7.5
	14 years	.0	3.8
Q9 Synthetic marijuana	Never used	100.0	97.8
	12 years	.0	.7
	13 years	.0	1.5
Q9 Cocaine/Crack	Never used	100.0	99.3
	13 years	.0	.7
Q9 Inhalants	Never used	99.3	98.5
	10 years or younger	.0	.7
	13 years	.7	.7
Q9 Methamphetamines	Never used	100.0	100.0
Q9 Heroin	Never used	100.0	100.0
Q9 Hallucinogens/Ecstasy	Never used	100.0	99.3
	13 years	.0	.7
Q9 Prescription drugs not prescribed to you	Never used	95.2	94.8
	10 years or younger	2.7	2.2

**Age Distribution of First Time Alcohol, Tobacco, and Other Drug
Use**

**School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)**

How old were you when you first used...?		Grade	
		7th	8th
	11 years	.7	.0
	12 years	1.4	.7
	13 years	.0	1.5
	14 years	.0	.7
Q9 Over the counter drugs to get high	Never used	97.2	97.7
	10 years or younger	2.1	1.5
	12 years	.7	.0
	13 years	.0	.8

**Binge Drinking in the Last Two Weeks
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)**

Think back over the last 2 weeks...		Grade	
		7th	8th
Q10 Binge drinking	None	98.6	91.8
	Once	.7	4.5
	Twice	.7	2.2
	3-5 times	.0	.7
	6-9 times	.0	.7

Perceived Availability of Drugs
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

How easy would it be for you to get...?		Grade	
		7th	8th
Q11 Cigarettes	Very hard	55.0	48.1
	Sort of hard	18.6	11.3
	Sort of easy	12.1	20.3
	Very easy	14.3	20.3
Q11 Alcohol	Very hard	46.1	28.6
	Sort of hard	12.8	18.8
	Sort of easy	24.8	24.8
	Very easy	16.3	27.8
Q11 Marijuana	Very hard	76.4	57.6
	Sort of hard	10.7	15.9
	Sort of easy	6.4	11.4
	Very easy	6.4	15.2
Q11 Drugs like cocaine, LSD or amphetamines	Very hard	87.7	82.6
	Sort of hard	7.2	10.6
	Sort of easy	2.2	3.0
	Very easy	2.9	3.8

Usual Sources of Alcoholic Beverages in the Past Year
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

During the past year, how did you get your alcohol?		Grade	
		7th	8th
Source	Q12 I did not drink alcohol	82.2	65.2
	Q12 I bought it at a restaurant, bar, or club	.0	.7
	Q12 I bought it at a public event	.0	.0
	Q12 I gave someone else money to buy it for me	.7	2.2
	Q12 I bought it at a store	.0	.0
	Q12 A person 21 years old or older gave it to me	6.7	12.6
	Q12 I took it from a store	.0	.0
	Q12 I got it from a parent/guardian	5.2	11.1
	Q12 I got it from some other family member	7.4	16.3
	Q12 I got it some other way	11.1	17.0

Note: Multiple responses allowed; percentages do not add to 100%.

Usual Sources of Prescription Drugs in the Past Year
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

During the past year, how did you get your prescription drugs that were used to get high?		Grade	
		7th	8th
Source	Q13 I did not use prescription drugs to get high	94.9	96.2
	Q13 They were prescribed to me	1.5	1.5
	Q13 My parents gave them to me	.7	1.5
	Q13 Someone other than my parents gave them to me	2.9	2.3
	Q13 I took them from home	1.5	.8
	Q13 I bought them from someone	.0	.8
	Q13 I bought them on the internet	.0	.0
	Q13 I took them from someone else	.0	.0
	Q13 I got them some other way	1.5	1.5

Note: Multiple responses allowed; percentages do not add to 100%.

CRAFFT Substance Abuse Screening
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

		Age	
		14 years	15 years
Q14 Do you ever use alcohol or drugs to relax, feel better about yourself, or fit in?	Never used	68.2	66.7
	No	19.3	16.7
	Yes	12.5	16.7
Q14 Do you ever use alcohol or drugs while you are by yourself, or alone?	Never used	69.0	80.0
	No	19.5	20.0
	Yes	11.5	.0
Q14 Do you ever forget things you did while using alcohol or drugs?	Never used	69.3	80.0
	No	22.7	20.0
	Yes	8.0	.0
Q14 Do your family or friends ever tell you that you should cut down on your drinking or drug use?	Never used	68.2	80.0
	No	28.4	20.0
	Yes	3.4	.0
Q14 Have you ever gotten into trouble while you were using alcohol or drugs?	Never used	65.9	80.0
	No	27.3	20.0
	Yes	6.8	.0

Consequences of Alcohol, Tobacco, and Other Drug Use
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

How many times have you experienced the following due to your drinking or drug use...?		Grade	
		7th	8th
Q15 Performed poorly on test or project	Never	97.9	94.8
	Once	.0	.7
	Twice	.7	1.5
	3-5 times	.7	2.2
	6-10 times	.0	.7
	11+ times	.7	.0
Q15 Missed class	Never	98.6	94.1
	Once	.0	.7
	Twice	.7	2.2
	3-5 times	.7	2.2
	6-10 times	.0	.7

Perceived Risks of Drug Use
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

How much do you think people risk harming themselves if they...?		Grade	
		7th	8th
Q16 Smoke 1+ pack cigarettes per day	No risk	6.2	4.5
	Slight risk	14.5	9.8
	Moderate risk	37.2	23.5
	Great risk	42.1	62.1
Q16 Try marijuana once or twice	No risk	15.4	22.1
	Slight risk	30.8	35.1
	Moderate risk	23.8	20.6
	Great risk	30.1	22.1
Q16 Smoke marijuana once or twice per week	No risk	10.4	9.8
	Slight risk	22.9	25.0
	Moderate risk	29.9	30.3
	Great risk	36.8	34.8
Q16 Have 1-2 alcoholic drinks every day	No risk	7.0	8.3
	Slight risk	32.9	28.0
	Moderate risk	23.8	28.0
	Great risk	36.4	35.6
Q16 Binge drink once or twice a week	No risk	6.3	3.8
	Slight risk	20.8	9.8
	Moderate risk	27.1	35.6
	Great risk	45.8	50.8
Q16 Misuse prescription drugs	No risk	6.3	1.5
	Slight risk	4.2	9.1
	Moderate risk	26.4	17.4
	Great risk	63.2	72.0

Favorable Attitudes Toward Antisocial Behavior
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

How wrong do you think it is for someone your age to...?		Grade	
		7th	8th
Q17 Take a gun to school	Very wrong	92.6	91.9
	Wrong	6.1	5.2
	A little bit wrong	.0	1.5
	Not at all wrong	1.4	1.5
Q17 Steal something more than \$5	Very wrong	43.2	45.2
	Wrong	42.5	40.7
	A little bit wrong	13.7	12.6
	Not at all wrong	.7	1.5
Q17 Attack someone	Very wrong	71.2	69.4
	Wrong	19.2	22.4
	A little bit wrong	7.5	6.0
	Not at all wrong	2.1	2.2
Q17 Pick a fight	Very wrong	37.2	37.0
	Wrong	40.0	37.0
	A little bit wrong	20.0	21.5
	Not at all wrong	2.8	4.4
Q17 Skip school	Very wrong	57.2	57.0
	Wrong	34.5	34.1
	A little bit wrong	6.9	8.1
	Not at all wrong	1.4	.7

Favorable Attitudes Toward Drug Use
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

How wrong do you think it is for someone your age to...?		Grade	
		7th	8th
Q17 Drink alcohol regularly	Very wrong	73.3	57.8
	Wrong	17.1	25.2
	A little bit wrong	6.2	12.6
	Not at all wrong	3.4	4.4
Q17 Smoke cigarettes	Very wrong	69.2	62.2
	Wrong	20.5	27.4
	A little bit wrong	8.9	6.7
	Not at all wrong	1.4	3.7
Q17 Smoke marijuana	Very wrong	80.7	61.9
	Wrong	11.7	20.1
	A little bit wrong	6.2	11.2
	Not at all wrong	1.4	6.7
Q17 Use illegal drugs	Very wrong	89.0	88.1
	Wrong	8.2	8.9
	A little bit wrong	2.1	.7
	Not at all wrong	.7	2.2

Rewards for Antisocial Involvement
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

What are the chances you would be seen as cool if you...?		Grade	
		7th	8th
Q19 Smoked cigarettes	Very good chance	2.8	2.2
	Pretty good chance	9.0	6.0
	Some chance	8.3	17.9
	Little chance	19.3	27.6
	No or very little chance	60.7	46.3
Q19 Drank alcohol regularly	Very good chance	5.6	4.5
	Pretty good chance	7.6	14.2
	Some chance	8.3	19.4
	Little chance	20.8	20.1
	No or very little chance	57.6	41.8
Q19 Smoked marijuana	Very good chance	6.2	14.9
	Pretty good chance	11.0	16.4
	Some chance	12.4	16.4
	Little chance	12.4	14.9
	No or very little chance	57.9	37.3
Q19 Carried a gun	Very good chance	5.6	3.0
	Pretty good chance	5.6	3.8
	Some chance	4.9	11.3
	Little chance	12.5	13.5
	No or very little chance	71.5	68.4

Parental Attitudes Favorable Toward Drug Use
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

How wrong do your parents feel it would be for you to...?		Grade	
		7th	8th
Q20 Have 1-2 alcoholic drinks every day	Very wrong	88.5	85.7
	Wrong	7.4	9.8
	A little bit wrong	1.4	4.5
	Not at all wrong	2.7	.0
Q20 Drink alcohol regularly (at least once or twice a month)	Very wrong	84.4	83.5
	Wrong	9.5	12.0
	A little bit wrong	3.4	2.3
	Not at all wrong	2.7	2.3
Q20 Smoke cigarettes	Very wrong	89.1	89.5
	Wrong	6.8	8.3
	A little bit wrong	2.0	1.5
	Not at all wrong	2.0	.8
Q20 Smoke marijuana	Very wrong	91.1	86.5
	Wrong	3.4	11.3
	A little bit wrong	3.4	1.5
	Not at all wrong	2.1	.8
Q20 Use prescription drugs not prescribed to you	Very wrong	89.8	89.5
	Wrong	6.1	8.3
	A little bit wrong	2.0	1.5
	Not at all wrong	2.0	.8

Parental Attitudes Favorable Toward Antisocial Behavior
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

How wrong do your parents feel it would be for you to...?		Grade	
		7th	8th
Q20 Steal something worth more than \$5	Very wrong	78.9	79.7
	Wrong	15.0	17.3
	A little bit wrong	4.1	3.0
	Not at all wrong	2.0	.0
Q20 Draw graffiti	Very wrong	74.1	74.4
	Wrong	15.0	22.6
	A little bit wrong	7.5	3.0
	Not at all wrong	3.4	.0
Q20 Pick a fight with someone	Very wrong	54.4	56.1
	Wrong	30.6	25.8
	A little bit wrong	8.8	16.7
	Not at all wrong	6.1	1.5

Mental Health in the Past Twelve Months
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

During the past 12 months, did you...?		Grade	
		7th	8th
Q21 Feel sad or hopeless	No	60.4	48.1
	Yes	39.6	51.9
Q21 Consider attempting suicide	No	70.8	64.9
	Yes	29.2	35.1
Q21 Make a plan about attempting suicide	No	75.2	77.6
	Yes	24.8	22.4

Gambling during the Last Twelve Months
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

How often have you bet/gambled for money or valuables in the following ways?		Grade	
		7th	8th
Q22 Card games	Never	84.4	87.2
	Less than once a month	12.2	5.3
	1-3 times per month	1.4	4.5
	Once a week or more	2.0	3.0
Q22 Personal games of skill	Never	74.3	79.1
	Less than once a month	14.6	10.4
	1-3 times per month	7.6	6.0
	Once a week or more	3.5	4.5
Q22 Sports	Never	84.1	82.1
	Less than once a month	10.3	10.4
	1-3 times per month	4.8	4.5
	Once a week or more	.7	3.0
Q22 Lottery	Never	88.4	92.5
	Less than once a month	8.9	3.0
	1-3 times per month	2.7	2.3
	Once a week or more	.0	2.3
Q22 Bingo	Never	82.2	86.6
	Less than once a month	15.1	11.2
	1-3 times per month	.7	1.5
	Once a week or more	2.1	.7
Q22 Online gambling	Never	96.6	95.5
	Less than once a month	3.4	3.0
	1-3 times per month	.0	.7
	Once a week or more	.0	.7
Q22 Personal challenges	Never	69.4	69.4
	Less than once a month	20.8	16.4
	1-3 times per month	6.9	9.0
	Once a week or more	2.8	5.2
Q22 Gambled in other ways	Never	90.3	88.0
	Less than once a month	5.6	7.5
	1-3 times per month	2.1	2.3
	Once a week or more	2.1	2.3

Consequences of Gambling
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

How often have you experienced the following consequences due to your gambling?		Grade	
		7th	8th
Q23 Academic problems	I do not gamble	82.9	82.8
	Never	15.8	15.7
	Occasionally	1.4	1.5
Q23 Issues with the legal system	I do not gamble	83.4	81.2
	Never	15.9	17.3
	Occasionally	.7	1.5
Q23 Lost possessions or money	I do not gamble	82.1	81.3
	Never	15.9	12.7
	Occasionally	2.1	6.0
Q23 Felt bad about gambling	I do not gamble	82.8	82.8
	Never	15.9	16.4
	Occasionally	1.4	.7
Q23 Poor health	I do not gamble	82.6	80.6
	Never	15.3	16.4
	Occasionally	2.1	3.0
Q23 Issues with friends and family	I do not gamble	80.3	78.9
	Never	14.1	14.3
	Occasionally	5.6	6.0
	Frequently	.0	.8

School Opportunities for Prosocial Involvement
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q24 Students have chances to help decide class activities and rules	YES!	13.3	18.8
	yes	35.7	34.6
	no	34.3	27.8
	NO!	16.8	18.8
Q24 Teachers ask me to work on special class projects	YES!	13.0	12.8
	yes	30.1	37.6
	no	41.8	36.1
	NO!	15.1	13.5
Q24 Students have chances to get involved in activities outside of class	YES!	59.6	62.7
	yes	32.9	31.3
	no	5.5	4.5
	NO!	2.1	1.5
Q24 Students have chances to talk with teacher one-on-one	YES!	34.9	40.6
	yes	43.8	34.6
	no	17.1	20.3
	NO!	4.1	4.5
Q24 Students have chances to be a part of class discussions or activities	YES!	30.8	30.1
	yes	45.9	52.6
	no	17.8	14.3
	NO!	5.5	3.0

School Rewards for Prosocial Involvement
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q24 Teachers notice when doing a good job and let me know	YES!	26.0	22.1
	yes	43.2	45.0
	no	19.9	21.4
	NO!	11.0	11.5
Q24 I feel safe at school	YES!	24.1	27.1
	yes	42.1	54.1
	no	20.7	9.0
	NO!	13.1	9.8
Q24 School lets parents know when I do well	YES!	17.4	12.7
	yes	25.7	29.9
	no	33.3	34.3
	NO!	23.6	23.1
Q24 Teachers praise me when I work hard in school	YES!	14.6	13.5
	yes	31.9	24.1
	no	31.9	42.9
	NO!	21.5	19.5

Academic Failure
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q28 What were your grades like last year?	Mostly A's	43.8	40.7
	Mostly B's	36.8	38.5
	Mostly C's	13.2	10.4
	Mostly D's	4.9	5.9
	Mostly F's	1.4	4.4
Q24 My grades are better than most students	YES!	25.3	27.8
	yes	39.7	48.1
	no	24.7	18.8
	NO!	10.3	5.3

Low Commitment to School
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q26 Days of school skipped during last month	None	83.7	79.7
	1 day	8.8	11.3
	2 days	2.7	6.0
	3 days	1.4	.8
	4-5 days	2.7	1.5
	6-10 days	.7	.0
	11 or more days	.0	.8
Q27 How interesting are courses	Very interesting	4.8	3.7
	Quite interesting	21.9	20.9
	Fairly interesting	19.2	32.1
	Slightly boring	37.7	26.9
	Very boring	16.4	16.4
Q29 Feel schoolwork is meaningful	Almost always	17.2	9.7
	Often	28.3	28.4
	Sometimes	33.1	38.1
	Seldom	13.8	11.9
	Never	7.6	11.9
Q30 Importance of school to later life	Very important	23.8	17.9
	Quite important	27.9	20.9
	Fairly important	17.0	30.6
	Slightly important	23.1	23.1
	Not at all important	8.2	7.5
Q25 Enjoy being in school	Never	9.7	13.4
	Seldom	17.2	17.2
	Sometimes	39.3	32.1
	Often	20.0	26.1
	A lot	13.8	11.2
Q25 Hate being in school	Never	6.9	2.3
	Seldom	9.7	18.8
	Sometimes	33.1	31.6
	Often	26.9	23.3
	A lot	23.4	24.1
Q25 Try to do your best work in school	Never	1.4	1.5
	Seldom	6.2	.8
	Sometimes	17.1	16.5

Low Commitment to School
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

	Grade	
	7th	8th
Often	24.7	34.6
A lot	50.7	46.6

Poor Family Management
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Rules in my family are clear	YES!	53.8	47.0
	yes	37.1	41.8
	no	6.3	9.7
	NO!	2.8	1.5
Q31 Parents ask about homework	YES!	61.6	54.5
	yes	24.0	28.4
	no	13.0	12.7
	NO!	1.4	4.5
Q31 Parents know where I am and who I am with	YES!	69.2	63.4
	yes	24.7	27.6
	no	4.1	6.7
	NO!	2.1	2.2
Q31 Family has clear rules about alcohol and drug use	YES!	74.5	53.7
	yes	17.2	26.1
	no	6.2	14.9
	NO!	2.1	5.2
Q32 Parents know if you come home late	YES!	55.1	51.9
	yes	34.1	32.1
	no	9.4	9.9
	NO!	1.4	6.1
Q32 Parents would catch you drinking	YES!	54.6	37.6
	yes	21.3	24.1
	no	17.0	27.1
	NO!	7.1	11.3
Q32 Parents would catch you if you carried a gun	YES!	76.6	70.7
	yes	16.3	17.3

Poor Family Management
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q32 Parents would catch you if you skipped school	no	2.1	9.0
	NO!	5.0	3.0
	YES!	70.0	66.9
	yes	24.3	24.8
	no	2.9	4.5
	NO!	2.9	3.8

Family Conflict
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q31 Family argues over and over about same thing	YES!	20.8	26.1
	yes	34.0	29.1
	no	28.5	27.6
	NO!	16.7	17.2
Q31 Family has serious arguments	YES!	21.4	21.8
	yes	25.5	24.1
	no	26.9	36.1
	NO!	26.2	18.0
Q31 Family members often insult each other	YES!	20.1	22.6
	yes	25.7	22.6
	no	24.3	31.6
	NO!	29.9	23.3

**Family Opportunities for Prosocial Involvement
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)**

		Grade	
		7th	8th
Q31 Parents ask me before most family decisions made	YES!	24.5	17.9
	yes	37.1	41.0
	no	21.7	23.9
	NO!	16.8	17.2
Q32 I can ask parents for help if I have problem	YES!	38.0	34.6
	yes	28.9	36.8
	no	21.1	16.5
	NO!	12.0	12.0
Q32 Parents give me chances for fun with them	YES!	38.6	36.1
	yes	35.0	35.3
	no	17.9	18.8
	NO!	8.6	9.8

**Family Rewards for Prosocial Involvement
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)**

		Grade	
		7th	8th
Q32 I enjoy spending time with mom	YES!	55.3	56.4
	yes	31.2	29.3
	no	5.7	6.8
	NO!	7.8	7.5
Q32 I Enjoy spending time with dad	YES!	47.9	50.4
	yes	29.3	24.4
	no	10.0	13.0
	NO!	12.9	12.2
Q33 Parents notice when I am doing a good job	All the time	38.3	35.3
	Often	30.5	37.6
	Sometimes	19.1	15.0
	Never	12.1	12.0
Q33 Parents tell me they are proud of me	All the time	42.1	37.9
	Often	20.7	28.0
	Sometimes	27.1	18.9
	Never	10.0	15.2

Interaction with Antisocial Peers
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

In the past year (12 months), how many of your best friends have...?		Grade	
		7th	8th
Q35 Been suspended	None of my friends	65.7	70.9
	1 of my friends	15.4	17.2
	2 of my friends	5.6	7.5
	3 of my friends	4.9	2.2
	4 of my friends	8.4	2.2
Q35 Carried a gun	None of my friends	93.7	98.5
	1 of my friends	4.9	1.5
	2 of my friends	.7	.0
	4 of my friends	.7	.0
Q35 Sold drugs	None of my friends	90.2	83.6
	1 of my friends	3.5	11.2
	2 of my friends	4.2	2.2
	3 of my friends	.7	2.2
	4 of my friends	1.4	.7
Q35 Stolen a vehicle	None of my friends	96.5	96.2
	1 of my friends	2.8	2.3
	2 of my friends	.0	.8
	4 of my friends	.7	.8
Q35 Been arrested	None of my friends	93.0	90.2
	1 of my friends	4.2	4.5
	2 of my friends	.7	3.8
	3 of my friends	.7	.0
	4 of my friends	1.4	1.5
Q35 Dropped out of school	None of my friends	95.8	93.2
	1 of my friends	1.4	4.5
	2 of my friends	.0	.8
	3 of my friends	2.1	1.5
	4 of my friends	.7	.0

Interaction with Prosocial Peers
School City of Hobart Female Students, 2015
(Values are percentages, valid cases only)

In the past year (12 months), how many of your best friends have...?		Grade	
		7th	8th
Q35 Participated in school activities	None of my friends	20.6	12.8
	1 of my friends	13.5	12.0
	2 of my friends	20.6	15.8
	3 of my friends	15.6	13.5
	4 of my friends	29.8	45.9
Q35 Made a commitment to stay drug-free	None of my friends	27.1	29.8
	1 of my friends	8.6	9.9
	2 of my friends	12.1	6.9
	3 of my friends	7.1	9.9
	4 of my friends	45.0	43.5
Q35 Liked school	None of my friends	33.6	34.8
	1 of my friends	10.9	15.9
	2 of my friends	16.1	18.2
	3 of my friends	18.2	13.6
	4 of my friends	21.2	17.4
Q35 Regularly attended religious activities	None of my friends	33.8	35.4
	1 of my friends	30.9	26.2
	2 of my friends	16.5	21.5
	3 of my friends	8.6	10.0
	4 of my friends	10.1	6.9
Q35 Tried to do well in school	None of my friends	8.5	6.0
	1 of my friends	7.8	4.5
	2 of my friends	11.3	11.2
	3 of my friends	14.9	12.7
	4 of my friends	57.4	65.7

Community Laws and Norms Favorable to Drug Use
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q36 If a kid drank alcohol in your neighborhood, would he or she be caught by police?	YES!	21.7	14.2
	yes	38.5	20.1
	no	28.7	45.5
	NO!	11.2	20.1
Q36 If a kid smoked marijuana in your neighborhood, would he or she be caught by police?	YES!	28.7	16.4
	yes	35.7	26.1
	no	26.6	44.0
	NO!	9.1	13.4
Q36 If a kid carried a handgun in your neighborhood, would he or she be caught by police?	YES!	39.9	25.6
	yes	37.1	33.8
	no	15.4	30.1
	NO!	7.7	10.5
Q36 If a kid smoked a cigarette in your neighborhood, would he or she be caught by police?	YES!	25.4	12.7
	yes	21.1	22.4
	no	38.7	43.3
	NO!	14.8	21.6
Q38 Adults in your neighborhood think about youth marijuana use	Very wrong	77.5	57.9
	Wrong	16.2	28.6
	A little bit wrong	5.6	11.3
	Not at all wrong	.7	2.3
Q38 Adults in your neighborhood think about youth alcohol use	Very wrong	68.3	55.3
	Wrong	20.4	29.5
	A little bit wrong	10.6	12.9
	Not at all wrong	.7	2.3
Q38 Adults in your neighborhood think about youth cigarettes use	Very wrong	66.7	55.8
	Wrong	22.0	29.5
	A little bit wrong	9.9	12.4
	Not at all wrong	1.4	2.3

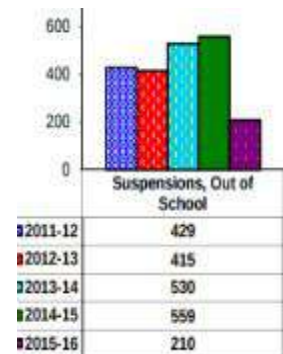
Community Rewards for Prosocial Involvement
School City of Hobart Female Students, 2015
 (Values are percentages, valid cases only)

		Grade	
		7th	8th
Q37 Neighbors notice good job and let me know	YES!	9.9	3.8
	yes	15.6	9.1
	no	27.0	31.8
	NO!	47.5	55.3
Q37 There are people in my neighborhood who are proud of me	YES!	14.9	9.1
	yes	20.6	12.9
	no	24.1	27.3
	NO!	40.4	50.8
Q37 There are people in my neighborhood who encourage me to do my best	YES!	17.1	13.1
	yes	21.4	19.2
	no	24.3	21.5
	NO!	37.1	46.2

HHS - Citizenship Analysis

Strengths:

- Our out of school suspensions have been cut drastically by a staggering 349 less students than the 2014-2015 school year. Although our suspensions have decreased, our expulsions have nearly doubled as compared to the last two school years.
- 80% of the total number of respondents (n=677) answered either “agree” or “strongly agreed” to the question: “I have a great future ahead of me.” However, it was one of the least answered questions in the entire survey.
 - Questions with the fewest responses:
 - I will invent something that changes the world. 612
 - I plan to start my own business. 631
 - The adults at my school care about me. 668
 - I know I will find a good job in the future. 676
- Students have confidence in graduating, 83% of our students see themselves achieving this!
- 61% are involved in after school activities, which indicates an increased number engaging in additional programs.
- 66% of our students claim to have a best friend.
- Our students since 2012 believe that rules are being applied on a more consistent basis, and expect this to continue.
- In the 2015 12th grade exit survey, student rated “Opportunities provided by my high school” as a 4 out of 5. That is 80% of the graduating class saw it as a beneficial place.
- Our high school students are actively engaging in Community service, in fact, the high school hours represent 95% of the entire School City of Hobart accumulated hours. This clearly indicates that, WE ARE MAKING AN IMPACT.



Challenges:

- It's for obvious reasons why we have more service learning hours than do other schools. However, our hours only equate to 3.8 hours of service learning per student last year at Hobart High School. The goal should be for our students to have many more service learning hours available to them. For example, it would be ideal for students to have MUCH more than nearly 4 hours of volunteer services offered to them at the high school level.

- When our students are presented with surveys , they do not take them seriously.
- Only 28% of students say they can find many ways around problems. We need to improve their ability to become problem solvers.
- Only 20% of students agree strongly and 22% agree somewhat that they have a mentor. We have tried to implement several ways to provide mentors. What else can we do that's effective?
- The categories of Hope and Engagement indicate low expectations, only 40% of our students are "Hopeful" and 24% indicate Engagement.
- When asked if adults at their school care about them, 45% agree, whereas 27% disagree..
- Since so many of our students now have paying jobs (infact it is above the average percentage holding paying jobs), they need to learn about managing their money.
- Even though 58% of our students agree that schoolwork is important, 37% disagree. We need to work on convincing students that schoolwork is necessary.
- While suspensions are decreasing, we have been seeing an increase in expulsions.
- On being told that they have done good work in the last seven days, 39% disagree. We need to determine how to convey this message, how to provide the "right" positive reinforcement.

Trends:

- We continue to stay in the 94-95% range concerning student attendance, but we have not had a year where our attendance has been above the national average.
- Suspensions are down since 2012 AND out of school suspensions are becoming in school suspensions.
- More of our students are employed now than in years passed.

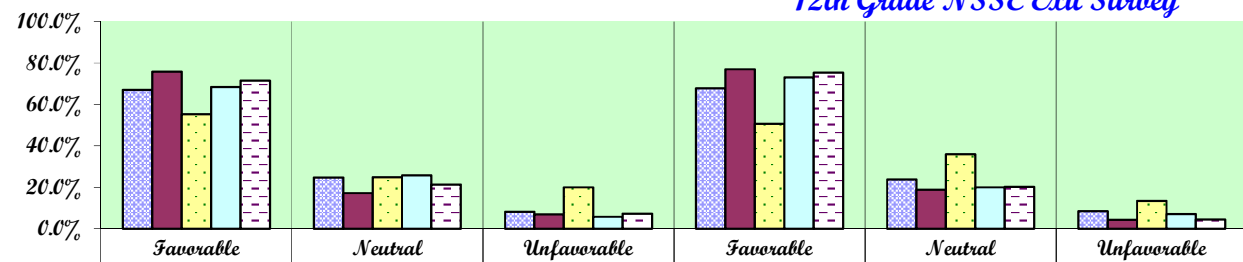
Patterns:

- From Gallup survey data, the Junior class (now senior class) reported having the lowest Engagement, Hope, and Entrepreneurial Aspirations.
- Seniors have less hope for the future than as when they were freshmen.
- Kids engage in fewer activities as they get older.
- The junior class (now senior class) has scored the lowest in most areas.
- Math scores are down whereas English scores are up.

Hobart High School

**School
Effectiveness
2015-2016**

12th Grade NSSE Exit Survey



Value of My Education	67.1%	24.8%	8.2%	67.9%	23.7%	8.4%
Opportunities Provided by My High School	75.8%	17.2%	6.9%	77.0%	18.8%	4.2%
High School Advice and Counseling	55.2%	24.9%	19.9%	50.6%	36.0%	13.4%
Academic Skills	68.4%	25.8%	5.8%	73.0%	19.9%	7.0%
Abilities	71.4%	21.3%	7.3%	75.3%	20.2%	4.4%

Percent based on average number of respondents

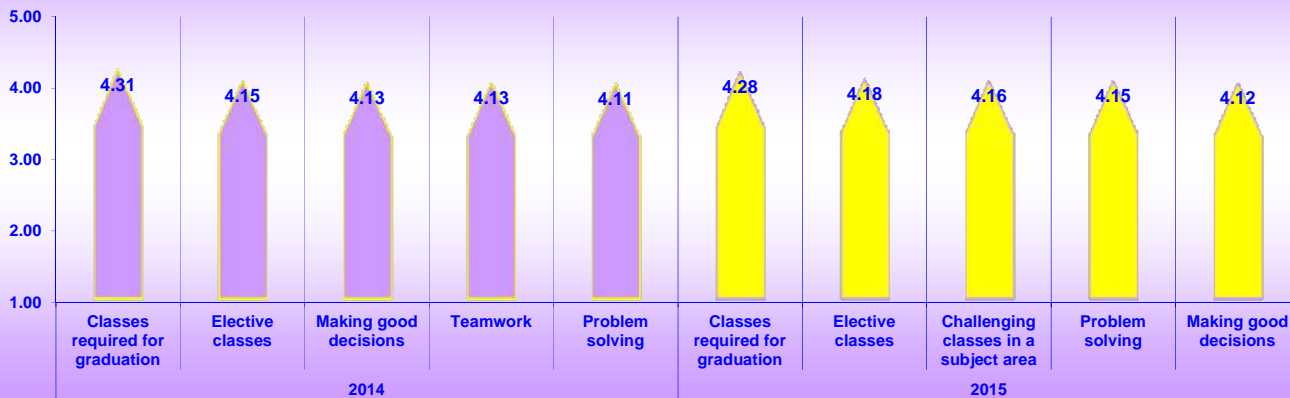
Rating
Excellent **plus** Good = Favorable
Fair = Neutral
Poor **plus** Very Poor = Unfavorable

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

NSSE 12th Grade Exit Survey Top 5

2014

2015

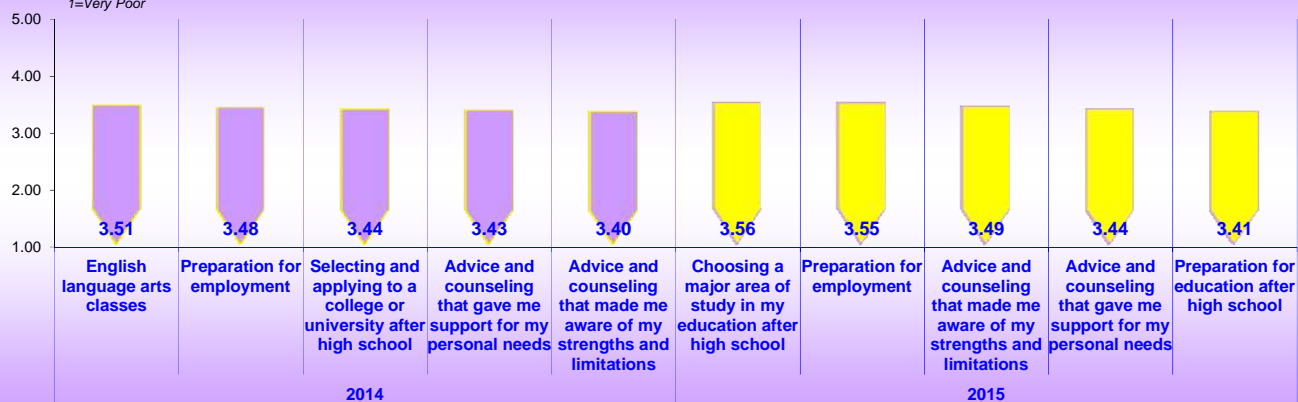


Rating
5=Excellent
4=Good
3=Fair
2=Poor
1=Very Poor

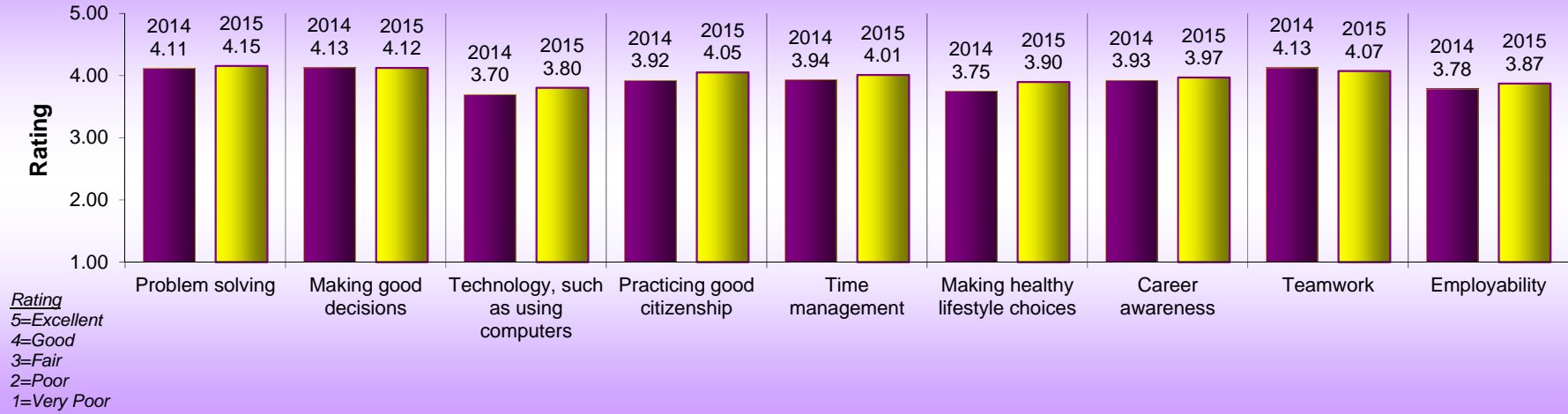
NSSE 12th Grade Exit Survey Bottom 5

2014

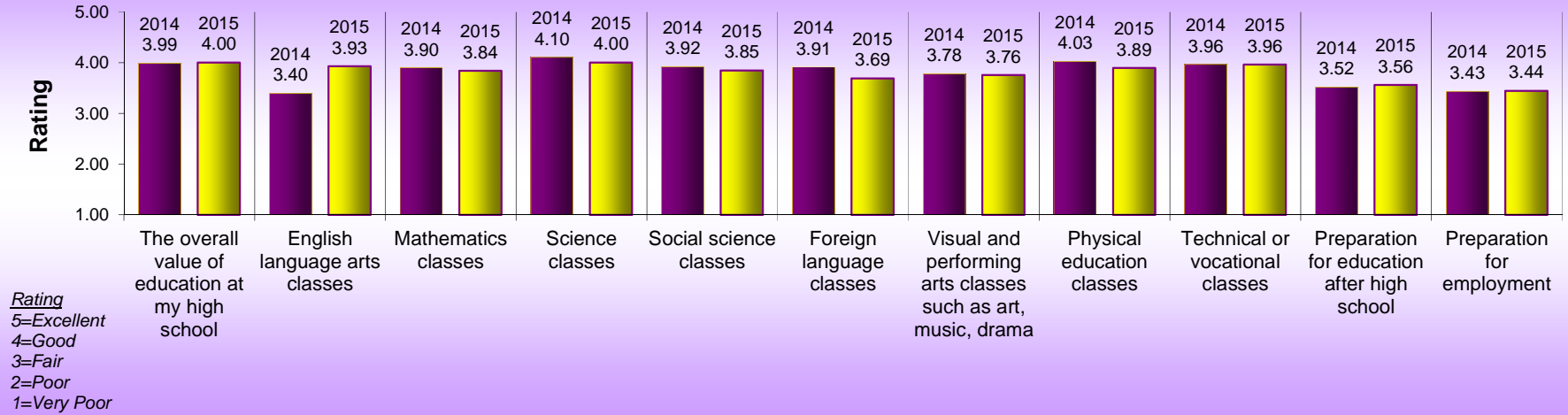
2015



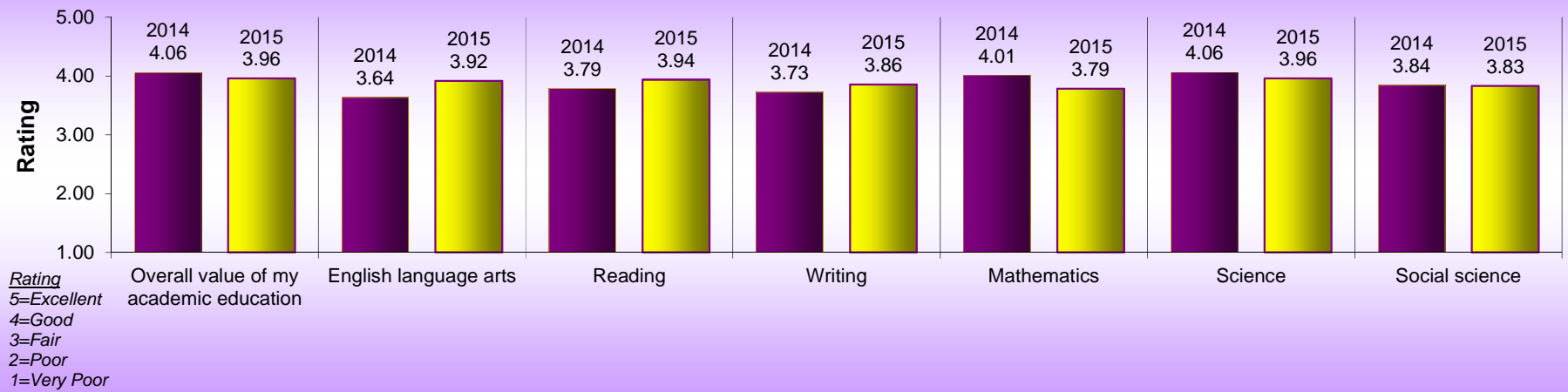
12th Grade Exit Survey Abilities



12th Grade Exit Survey Value of My Education



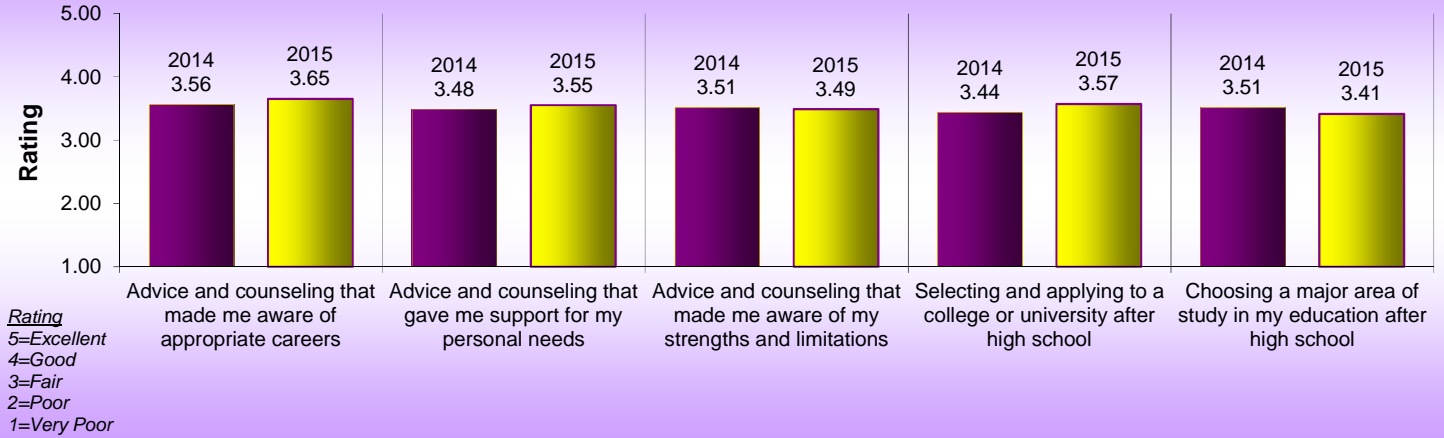
12th Grade Exit Survey Academic Skills



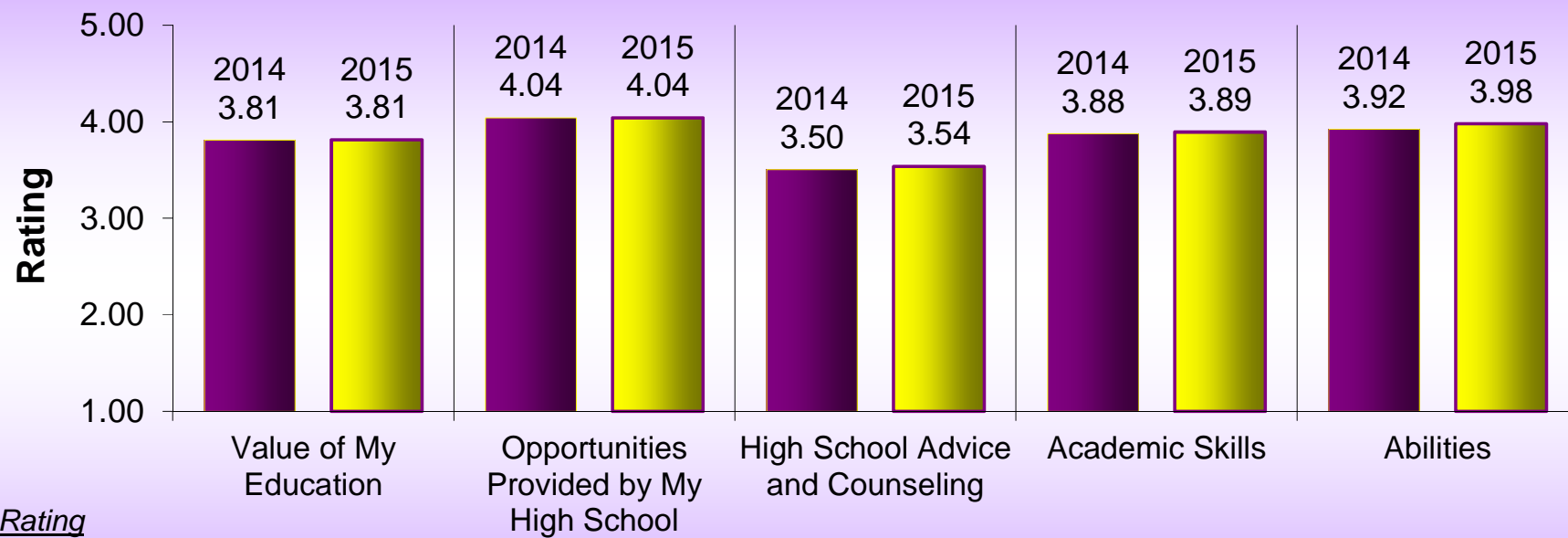
12th Grade Exit Survey Opportunities



12th Grade Exit Survey Advice and Counseling



12th Grade Exit Survey Category Summary



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