



# **ANNUAL PROGRESS REPORT FOR THE 2013-2014 SCHOOL YEAR**

**The Mission of the New Hampton Community School District is to  
empower all students to succeed in a changing world.**

## **District statistics**

### **District Enrollment 983**

K-8 attendance rate 94.93%

Graduation rate 92.24%

**Free and reduced lunch count 35.89 %**

**Teachers 87**

100% of classes taught by a highly qualified teacher

**Total Employees 164**

**Total General Fund taxable property valuations \$396,181,534**

**Total General Fund taxable property valuations including TIF values \$410,517,468**

**Per pupil regular program district cost \$6,121**

**Tax rate per thousand (General Fund) \$9.91964**

**Tax rate per thousand (Management Fund) \$.24050**

**Tax rate per thousand (Physical Plant and Equipment Levy) \$.33**

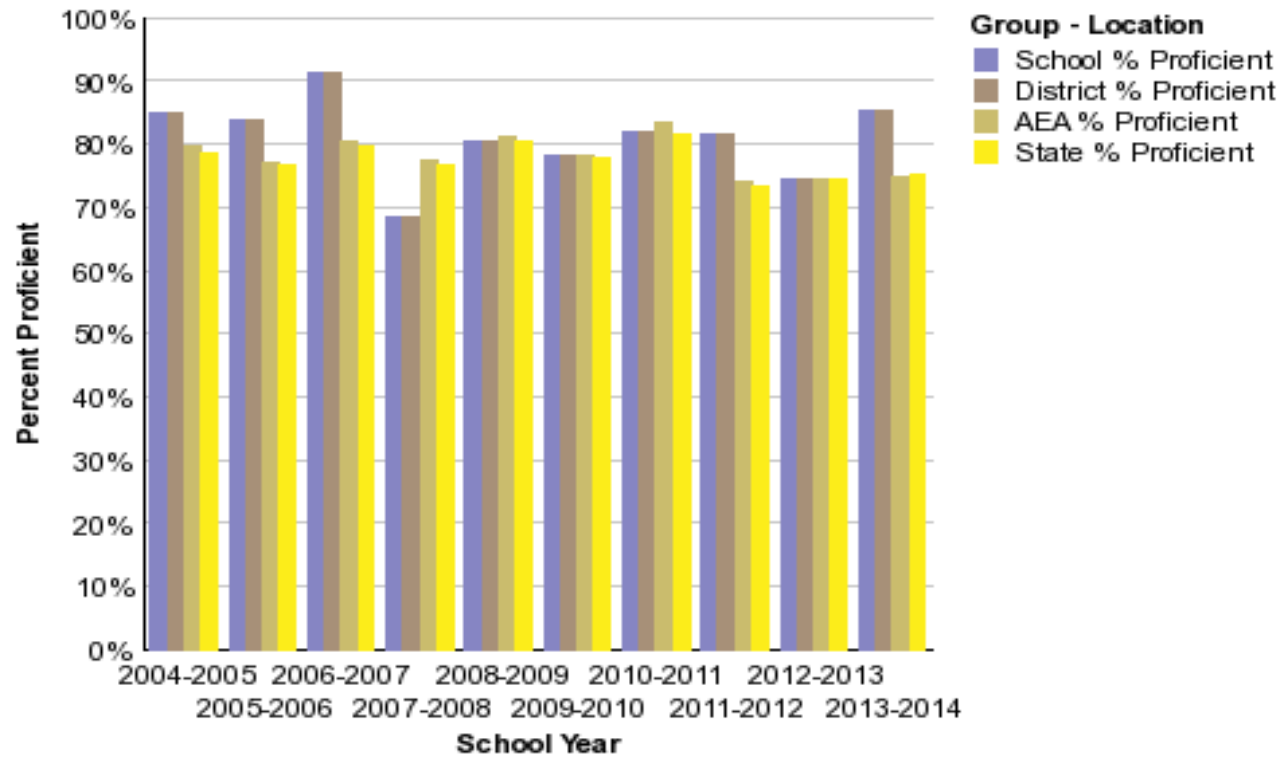
**Debt Service tax \$.00**

**Total Tax Rate per thousand (all funds) \$10.54172**

**Total property taxes \$4,388,654**

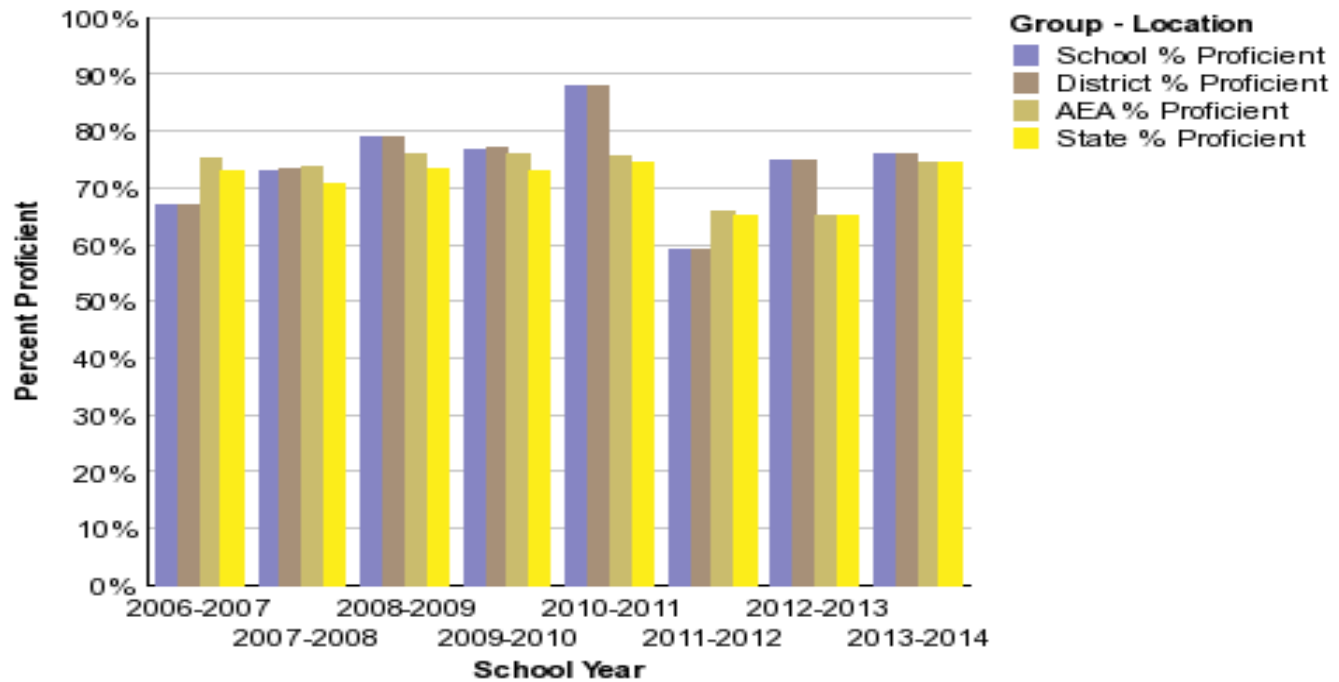
**Statewide School Infrastructure sales and services tax (one cent sales tax) \$854,034**

### Reading - Grade 04 by All Students



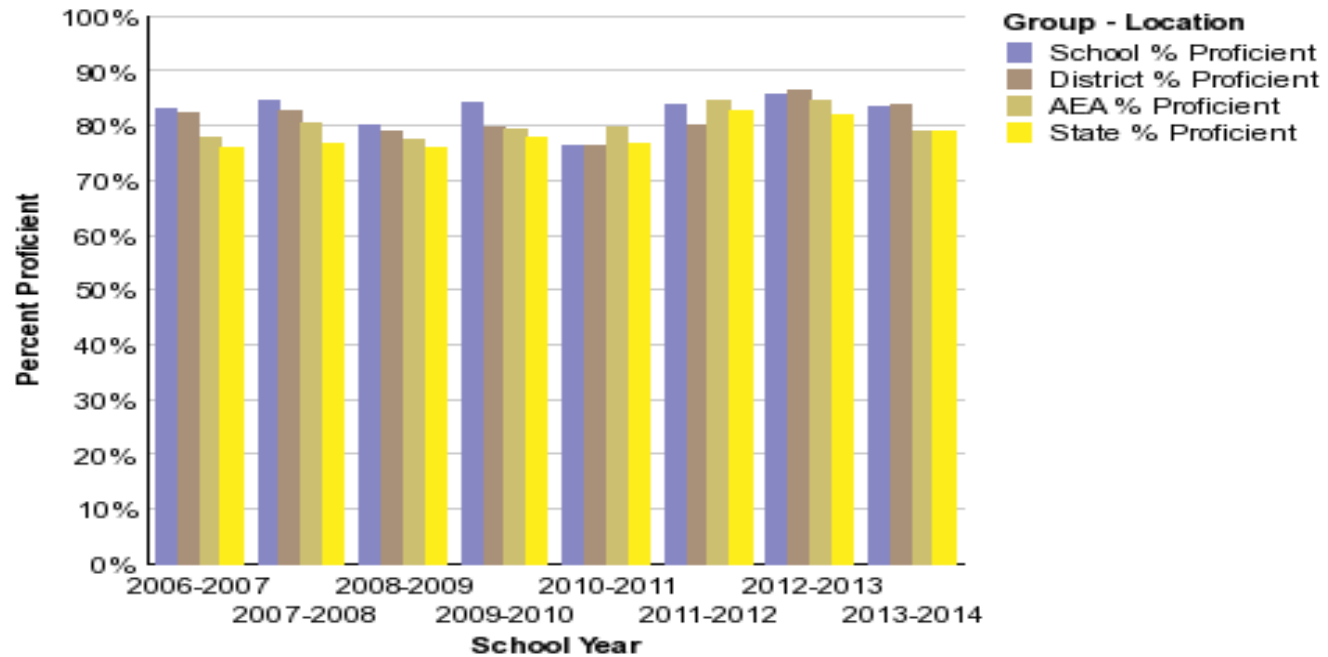
2013-2014	All Students	All Students	8	14.55%	47	85.45%	55
	ELL <i>i</i>	ELL <i>i</i>	1	100.00%	0	0.00%	1
		Non-ELL <i>i</i>	7	12.96%	47	87.04%	54
	FRL <i>i</i>	FRL <i>i</i>	6	30.00%	14	70.00%	20
		Non-FRL <i>i</i>	2	5.71%	33	94.29%	35
	Gender <i>i</i>	Female <i>i</i>	2	6.25%	30	93.75%	32
		Male <i>i</i>	6	26.09%	17	73.91%	23

**Reading - Grade 08 by All Students**



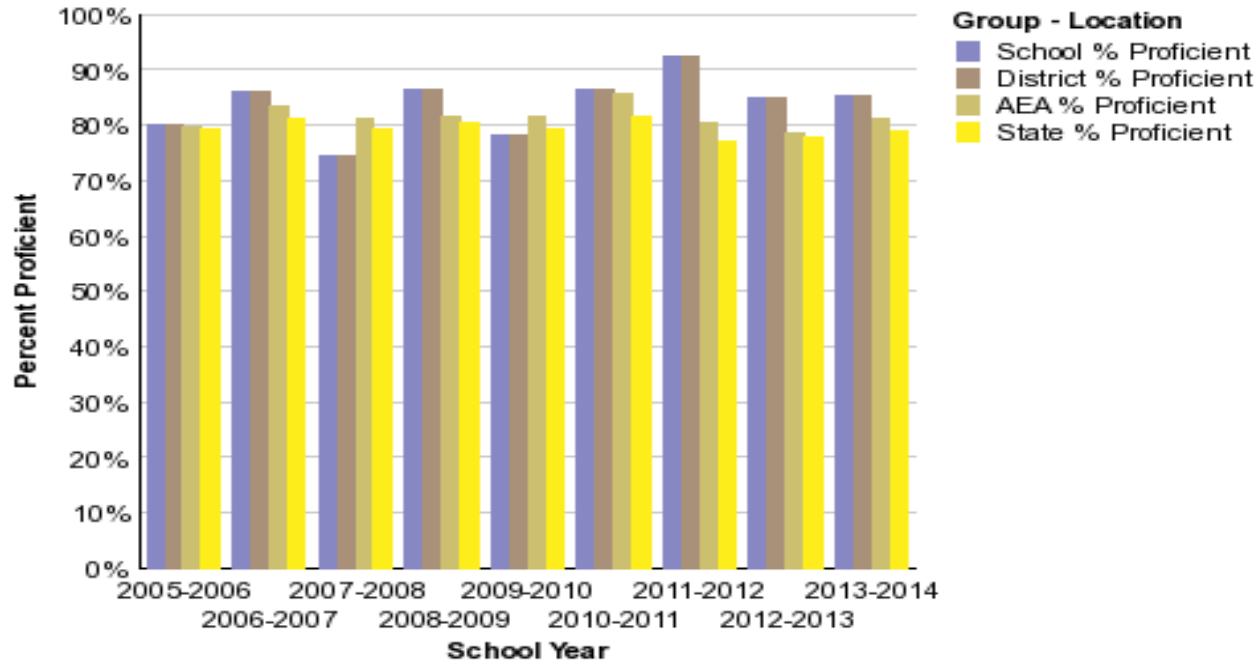
2013-2014	All Students	All Students	15	24.19%	47	75.81%	62
	ELL <i>i</i>	ELL <i>i</i>	0	0.00%	1	100.00%	1
		Non-ELL <i>i</i>	15	24.59%	46	75.41%	61
	FRL <i>i</i>	FRL <i>i</i>	6	30.00%	14	70.00%	20
		Non-FRL <i>i</i>	9	21.43%	33	78.57%	42
	Gender <i>i</i>	Female <i>i</i>	10	27.78%	26	72.22%	36
		Male <i>i</i>	5	19.23%	21	80.77%	26

### Reading - Grade 11 by All Students



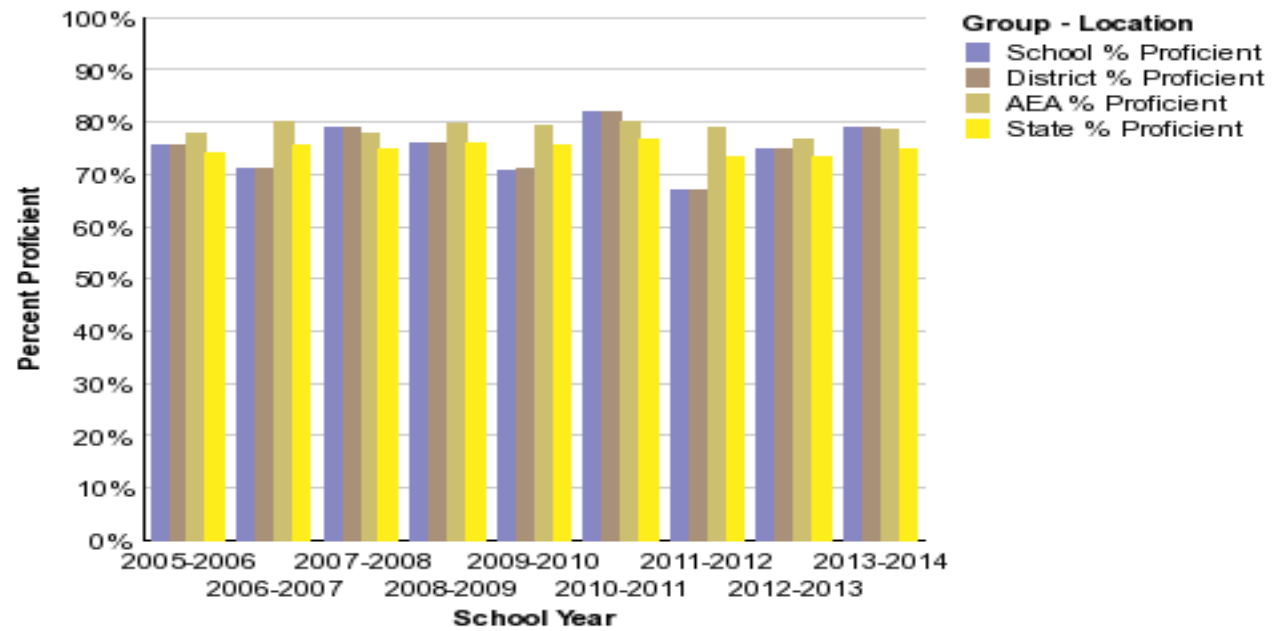
2013-2014	All Students	All Students	13	16.46%	66	83.54%	79
	ELL <i>i</i>	ELL <i>i</i>	3	100.00%	0	0.00%	3
		Non-ELL <i>i</i>	10	13.16%	66	86.84%	76
	FRL <i>i</i>	FRL <i>i</i>	4	19.05%	17	80.95%	21
		Non-FRL <i>i</i>	9	15.52%	49	84.48%	58
	Gender <i>i</i>	Female <i>i</i>	4	12.50%	28	87.50%	32
		Male <i>i</i>	9	19.15%	38	80.85%	47

### Math - Grade 04 by All Students



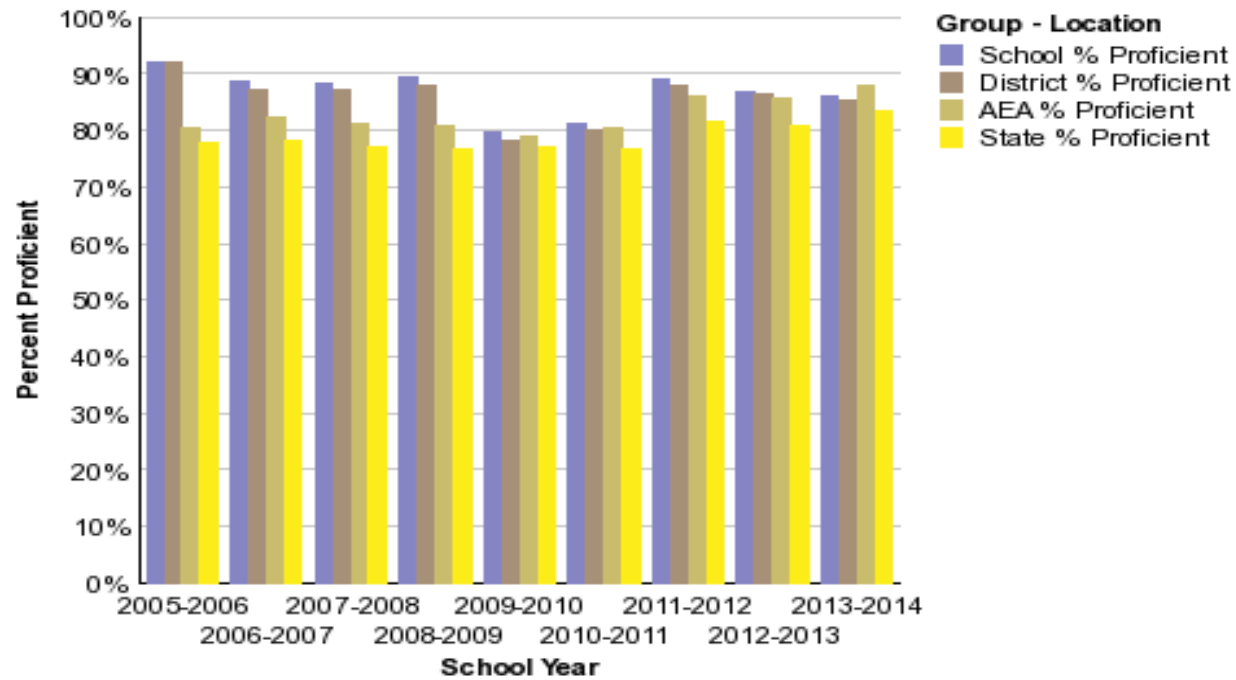
2013-2014	All Students	All Students	8	14.55%	47	85.45%	55
	ELL <i>i</i>	ELL <i>i</i>	0	0.00%	1	100.00%	1
		Non-ELL <i>i</i>	8	14.81%	46	85.19%	54
	FRL <i>i</i>	FRL <i>i</i>	4	20.00%	16	80.00%	20
		Non-FRL <i>i</i>	4	11.43%	31	88.57%	35
	Gender <i>i</i>	Female <i>i</i>	5	15.62%	27	84.38%	32
		Male <i>i</i>	3	13.04%	20	86.96%	23

**Math - Grade 08 by All Students**



2013-2014	All Students	All Students	13	20.97%	49	79.03%	62
	ELL <i>i</i>	ELL <i>i</i>	0	0.00%	1	100.00%	1
		Non-ELL <i>i</i>	13	21.31%	48	78.69%	61
	FRL <i>i</i>	FRL <i>i</i>	4	20.00%	16	80.00%	20
		Non-FRL <i>i</i>	9	21.43%	33	78.57%	42
	Gender <i>i</i>	Female <i>i</i>	8	22.22%	28	77.78%	36
		Male <i>i</i>	5	19.23%	21	80.77%	26

### Math - Grade 11 by All Students



2013-2014	All Students	All Students	11	13.92%	68	86.08%	79
	ELL <i>i</i>	ELL <i>i</i>	2	66.67%	1	33.33%	3
		Non-ELL <i>i</i>	9	11.84%	67	88.16%	76
	FRL <i>i</i>	FRL <i>i</i>	6	28.57%	15	71.43%	21
		Non-FRL <i>i</i>	5	8.62%	53	91.38%	58
	Gender <i>i</i>	Female <i>i</i>	5	15.62%	27	84.38%	32
		Male <i>i</i>	6	12.77%	41	87.23%	47



**4662 0000-New Hampton Comm School District****APR-Assurances**

1. The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment ☒ Yes ☐ No
2. Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students. ☒ Yes ☐ No
3. The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents. ☒ Yes ☐ No

**APR****Vision, Mission, Goals**

1. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?

☐ Yes ☒ No

2. Is the district accepting Early Intervention funding to be spent on class size reduction?

☐ Yes ☒ No

3. What are the district's measureable, long-range goals to address improvement in reading?

All K - 12 students will achieve proficiency levels in reading comprehension in order to be successful beyond high school.

4. Please provide the district's annual reading goals for 2013-2014.

The number of fourth grade students at or above proficiency in reading on the Iowa Assessments will be at or above the state trajectory level for the Iowa Assessments.

The number of fifth grade students at or above proficiency in reading on the Iowa Assessments will be at or above the state trajectory level for the Iowa Assessments.

The number of sixth grade students scoring at or above proficiency in reading on the Iowa Assessments will be at or above the state trajectory level for the Iowa Assessments.

The number of seventh grade students scoring at or above proficiency in reading on the Iowa Assessments will be at or above the state trajectory level for the Iowa Assessments.

The number of eighth grade students scoring at or above proficiency in reading on the Iowa Assessments will be at or above the state trajectory level for the Iowa Assessments.

5. Were the district's annual reading goals met in 2013-2014?

☐ Yes ☒ No

1. Since the district did not meet its annual reading goals, please provide the plan to meet future goals.

The district will expand time for reading instruction to 90 minutes per day in the elementary and combine reading and language arts in the middle school for a total of 90 minutes of instruction as well. In addition, the district will be providing professional development to teachers to help them be prepared to teach with this extended amount of time. Finally, the district is looking at its reading program with help from administrators to make sure it is being implemented with fidelity.

6. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2013-2014.

85% of fourth grade students were proficient in reading compared to the state trajectory of 100%

80% of fifth grade students were proficient in reading compared to state trajectory of 100%

74.63% of sixth grade students were proficient in reading compared to state trajectory of 100%

87.8% of seventh grade students were proficient in reading compared to state trajectory of 100%

75.81% of eighth grade students were proficient in reading compared to state trajectory of 100%

7. Please provide the district's annual reading goals for next school year.

The number of third grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of fourth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of fifth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of sixth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of seventh grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of eighth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of eleventh grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

8. What are the district's measureable, long-range goals to address improvement in mathematics?

All K - 12 students will achieve proficiency levels in mathematics in order to be successful beyond high school.

9. Please provide the district's annual mathematics goals for 2013-2014.

The number of sixth grade students scoring at or above proficiency in math on the Iowa Assessments will be at or above the state trajectory level for the Iowa Assessments.

The number of seventh grade students scoring at or above proficiency in math on the Iowa Assessments will be at or above the state trajectory level for the Iowa Assessments.

The number of eighth grade students scoring at or above proficiency in math on the Iowa Assessments will be at or above the state trajectory level for the Iowa Assessments.

10. Were the district's annual mathematics goals met in 2013-2014?

☐ Yes ☒ No

1. Since the district did not meet its annual mathematics goals, please provide the plan to meet future goals.

The district has begun studying/implementing competency based grading in mathematics. In addition, the district has been sending staff to the Professional Development "Investigating the Iowa Core" in math.

11. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2013-2014.

77.61% of sixth graders were proficient on the Iowa Assessments compared to the state trajectory of 100%  
87.8% of seventh graders were proficient on the Iowa Assessments compared to the state trajectory of 100%  
79.03% of eighth graders were proficient on the Iowa Assessments compared to the state trajectory of 100%

12. Please provide the district's annual mathematics goals for next school year.

The number of third grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of fourth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of fifth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of sixth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of seventh grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of eighth grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

The number of eleventh grade students at or above proficiency on the Iowa Assessments will be at the state trajectory level.

13. What are the district's measureable, long-range goals to address improvement in science?

All K - 12 students will achieve proficiency in science in order to be successful beyond high school.

14. Please provide the district's annual science goals for 2013-2014.

The current 8th grade students will improve their cohort's percentage proficient in science by 10% over last year or have at least 74% of the students proficient.

15. Were the district's annual science goals met in 2013-2014?

☒ Yes ☐ No

16. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2013-2014.

83.87% of the 8th grade students were proficient in science as measured on the Iowa Assessments.

17. Please provide the district's annual science goals for next school year.

The 7th grade students will improve the percentage of students proficient in their cohort by at least 10% or 77% of the students will be proficient in science as measured by the Iowa Assessments.

### ***Learning Environment***

18. Please describe the district's locally defined indicators.

The district uses the Measures of Academic Progress Assessment in English Language Arts as it's locally defined indicator. This assessment uses a RIT score which allows the district to monitor cohort practice over time to see growth or any concerns that may arise.

19. Explain the progress the district has made on these indicators.

The change in Fall to Spring RIT Scores is noted below.

Grade 3	Fall 196.2	Spring 205.9	Growth 9.7	57.1% made projected growth
Grade 4	Fall 204.2	Spring 210.8	Growth 6.6	61.1% made projected growth
Grade 5	Fall 208.8	Spring 215.1	Growth 6.3	64.2% made projected growth
Grade 6	Fall 217.0	Spring 220.2	Growth 3.2	49.2% made projected growth
Grade 7	Fall 221.2	Spring 222.2	Growth 1.0	44.3% made projected growth
Grade 8	Fall 221.4	Spring 225.5	Growth 4.1	65.1% made projected growth
Grade 9	Fall 223.9	Spring 225.0	Growth 1.1	44.9% made projected growth
Grade 10	Fall 226.3	Spring 226.4	Growth .1	38.6% made projected growth

20. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2013-2014:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Classroom teacher interventions | <input type="checkbox"/> Coach interventions                 |
| <input checked="" type="checkbox"/> Study hall/study table          | <input checked="" type="checkbox"/> Tutors                   |
| <input checked="" type="checkbox"/> Parent involvement              | <input checked="" type="checkbox"/> Classroom interventions  |
| <input checked="" type="checkbox"/> Problem solving team            | <input checked="" type="checkbox"/> Before/after school help |
| <input checked="" type="checkbox"/> Counseling services             | <input checked="" type="checkbox"/> At-risk program          |
| <input checked="" type="checkbox"/> Progress reports                | <input type="checkbox"/> Other                               |

### ***Monitoring and Accountability***

21. Total number of seniors in the district who intend to pursue post-secondary education/training:

66

22. Total number of seniors in the district who have graduated:

81

23. Percent of seniors in the district who intend to pursue post-secondary education/training upon graduating:

81.480000000000

24. Total number of 7-12 grade students in the district who are dropouts in 2012-2013:

16

25. Total number of 7-12 grade students in the district in 2012-2013:

507

26. Percent of 7-12 grade students in the district who are dropouts in 2012-2013:

3

27. Total number of 7-12 grade female students in the district who are dropouts in 2012-2013:

11

28. Total number of 7-12 grade female students in the district in 2012-2013:

249

29. Percent of 7-12 grade female students in the district who are dropouts in 2012-2013:

4

30. Total number of 7-12 grade male students in the district who are dropouts in 2012-2013:

5

31. Total number of 7-12 grade male students in the district in 2012-2013:

258

32. Percent of 7-12 grade male students in the district who are dropouts in 2012-2013:

1

33. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2012-2013:

13

34. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2012-2013:

464

35. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2012-2013:

2

36. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2012-2013:

0

37. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2012-2013:

0

38. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2012-2013:

0

39. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2012-2013:

3

40. Total number of 7-12 grade Hispanic students in the district in 2012-2013:

27

41. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2012-2013:

11

42. Total number of 7-12 grade Asian students in the district who are dropouts in 2012-2013:

0

43. Total number of 7-12 grade Asian students in the district in 2012-2013:

0

44. Percent of 7-12 grade Asian students in the district who are dropouts in 2012-2013:

0

45. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2012-2013:

0

46. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2012-2013:

0

47. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2012-2013:

0

48. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2012-2013:

0

49. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2012-2013:

0

50. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2012-2013:

0

51. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2012-2013:

0

52. Total number of 7-12 grade Multi-racial students in the district in 2012-2013:

0

53. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2012-2013:

0

54. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2012-2013:

4

55. Total number of 7-12 grade students with an IEP in the district in 2012-2013:

65

56. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2012-2013:

6

57. Total number of 7-12 grade English language learner students in the district who are dropouts in 2012-2013:

1

58. Total number of 7-12 grade English language learner students in the district in 2012-2013:

18

59. Percent of 7-12 grade English language learner students in the district who are dropouts in 2012-2013:

5

60. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2013-2014?

☒ Yes ☐ No

61. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2013-2014.

Assessment	Other
Measures of Academic Progress	

62. Please explain how the students do on this/these reading assessment(s).

Grade 3 Fall 2013 RIT score 192.9 Spring 2014 RIT Score was 202.2 Growth was 9.3 57.1% made projected growth

Grade 4 Fall 2013 RIT score was 201.9 Spring 2014 RIT score was 211.4 Growth was 9.4 68.5% made projected growth

Grade 5 Fall 2013 RIT score was 208.6 Spring 2014 RIT score was 216.5 Growth was 7.9 70.1% made projected growth

Grade 6 Fall 2013 RIT score was 213.6 Spring 2014 RIT score was 217.9 Growth was 4.3 53.8% made projected growth

Grade 7 Fall 2013 RIT score was 220.1 Spring 2014 RIT score was 222.7 Growth was 2.7 51.9% made projected growth

Grade 8 Fall 2013 RIT score was 221.7 Spring 2014 RIT score was 224.6 Growth was 3.0 55.6% made projected growth

Grade 9 Fall 2013 RIT score was 223.4 Spring 2014 RIT score was 224.1 Growth was .7 42.3% made projected growth

Grade 10 Fall 2013 RIT score was 226.7 Spring 2014 RIT score was 227.9 Growth was a 1.2 45.8% made projected growth

63. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2013-2014.

Assessment	Other
Measures of Academic Progress	

64. Please explain how the students do on this/these math assessment(s).

Grade 3 Fall RIT 193.9 Spring RIT 205.4 Growth 11.5 54.5% made projected growth

Grade 4 Fall RIT 206 Spring RIT 214.1 Growth 8.1 50 % made projected growth

Grade 5 Fall RIT 211.4 Spring RIT 218.1 Growth 6.7 47.8% made projected growth

Grade 6 Fall RIT 216.1 Spring RIT 223.5 Growth 7.4 61.5% made projected growth

Grade 7 Fall RIT 224.9 Spring RIT 229.1 Growth 4.2 49.4% made projected growth

Grade 8 Fall RIT 229.1 Spring RIT 233.3 Growth 4.2 53.2% made projected growth

Grade 9 Fall RIT 232.2 Spring RIT 234.8 Growth 2.7 57.7% made projected growth

Grade 10 Fall RIT 237.6 Spring RIT 237.3 Growth -.3 37.3% made projected growth

65. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2013-2014.

Assessment	Other
Measures of Academic Progress	

66. Please explain how the students do on this/these science assessment(s).

The average RIT score of 7th grade students was 214.5 compared to an expected RIT score of 210.9

4% were in the Lo category <21%ile

25% were in the LoAvg category 21-40%ile

16% were in the Avg category 41-60%ile

26% were in the HiAvg category 61-80%ile

30% were in the Hi category >80%ile

67. Which assessment does the district use as a measure for post-secondary success?

Prefilled ACT data is supplied by ACT International, B.V. and reported at the district level by the Iowa Department of Education.

68. What is the cut score for post-secondary success on the assessment the district uses? This cut score must be 20 if the district uses ACT.

20

69. Total number of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

60

70. Total number of 9-12 grade students in the district who took the test:

97

71. Percent of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

61.860

72. All information required for this APR has been or will be reported to the local community.

☒ Yes ☐ No

1. Date the required APR content was or will be reported to the community.

10/13/2014



## TESTING

Beginning with the 2011-2012 school year, the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) were replaced by a new test called the Iowa Assessments. In order for a student to be deemed proficient on these tests, they must score at or above the 41<sup>st</sup> National Percentile Rank. This ranking is based on the year 2000 ITBS/ITED Iowa Norms.

The new Iowa Assessments uses a “Standard Score” to measure proficiency. A “cut” score has been calculated using this standard score, compared to the 41<sup>st</sup> National Percentile Rank on the previous tests.

**National Percentile Rank:** A percentile rank is a score that tells the percent of students in a group with a lower score on the test than your student. This shows your student’s rank in that group. Percentile ranks range from 1 to 99. A National Percentile Rank (NPR) indicates your students rank with other students in the nation.

**Standard Score:** The National Standard Score (NSS) is a score that describes your student’s achievement on a standard test. The average NSS for the Iowa Assessments is shown below. For example, if your sixth grade student receives a standard score of 210 on the Iowa Assessments Reading Test in the fall, this means your student is performing like the typical sixth grade student in reading.

GRADE	FALL	MIDYEAR	SPRING
1	138	143	150
2	157	162	168
3	176	181	185
4	192	196	200
5	205	210	214
6	219	223	227
7	231	235	239
8	243	246	250
9	254	257	260
10	263	265	268
11	270	273	275