



# **ANNUAL PROGRESS REPORT FOR THE 2014-2015 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 970**

K-8 attendance rate 96.58%

Graduation rate 89.13%

**Free and reduced lunch count 32.7 %**

**Teachers 87**

100% of classes taught by a highly qualified teacher

**Total Employees 164**

**Total General Fund taxable property valuations \$402,475,097**

**Total General Fund taxable property valuations including TIF values  
\$419,946,035**

**Per pupil regular program district cost \$6,366**

**Tax rate per thousand (General Fund) \$9.23095**

**Tax rate per thousand (Management Fund) \$.71146**

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

**Debt Service tax \$.00**

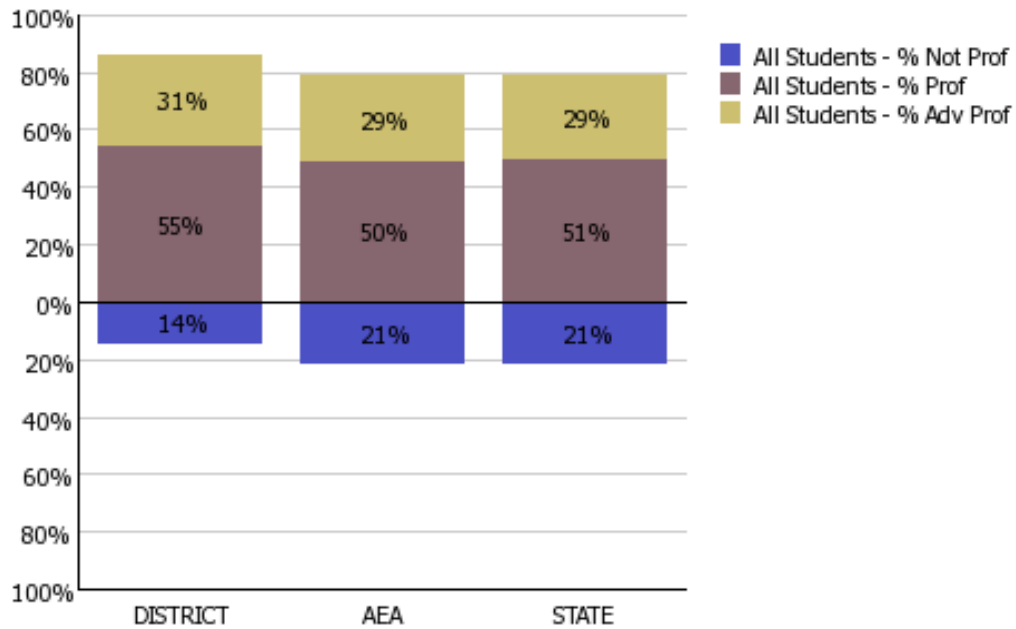
**Total Tax Rate per thousand (all funds) \$10.39398**

**Total property taxes \$4,371,401**

**Statewide School Infrastructure sales and services tax (one cent sales tax)  
\$932,312**

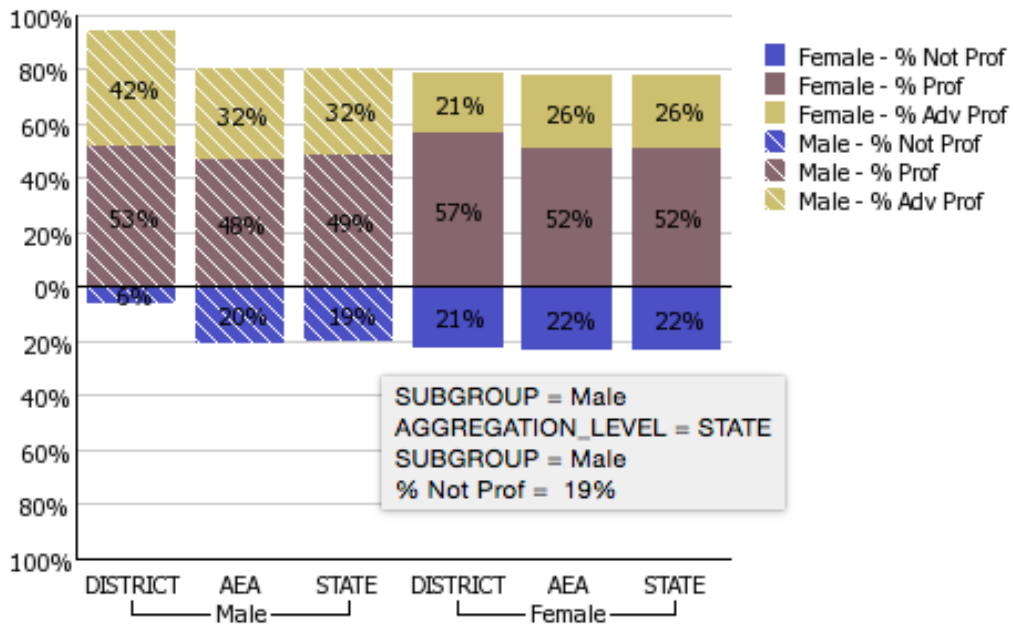
## Math Grade 04

Subgroup: All Students



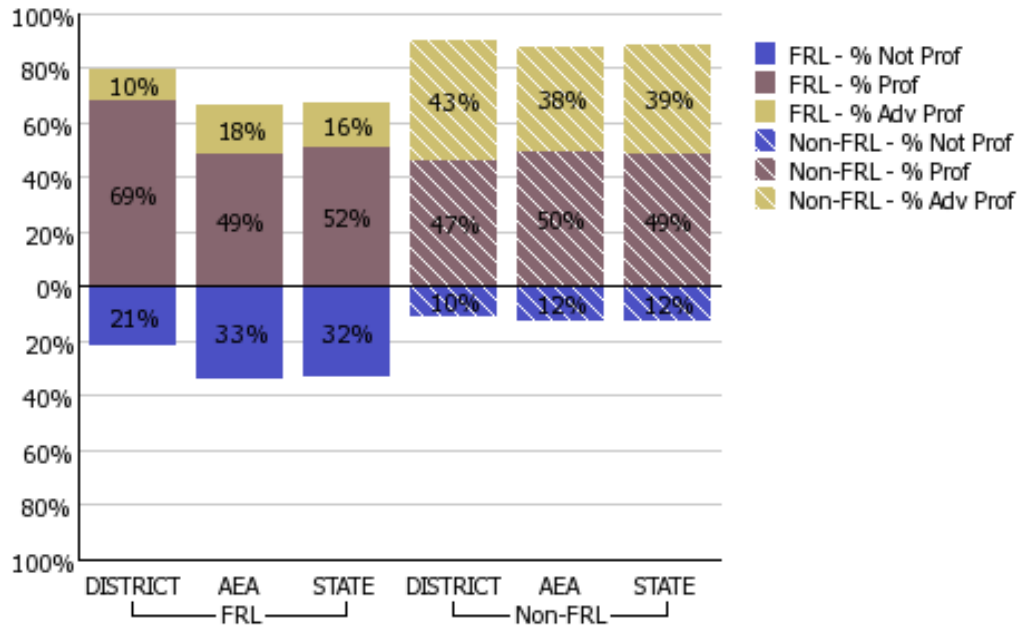
## Math Grade 04

Subgroup: Gender



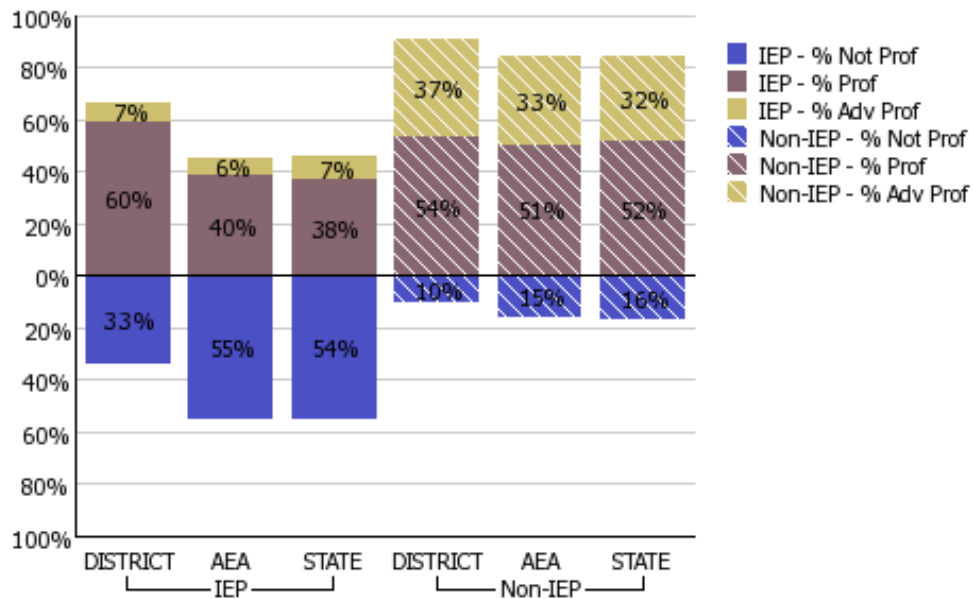
## Math Grade 04

Subgroup: FRL



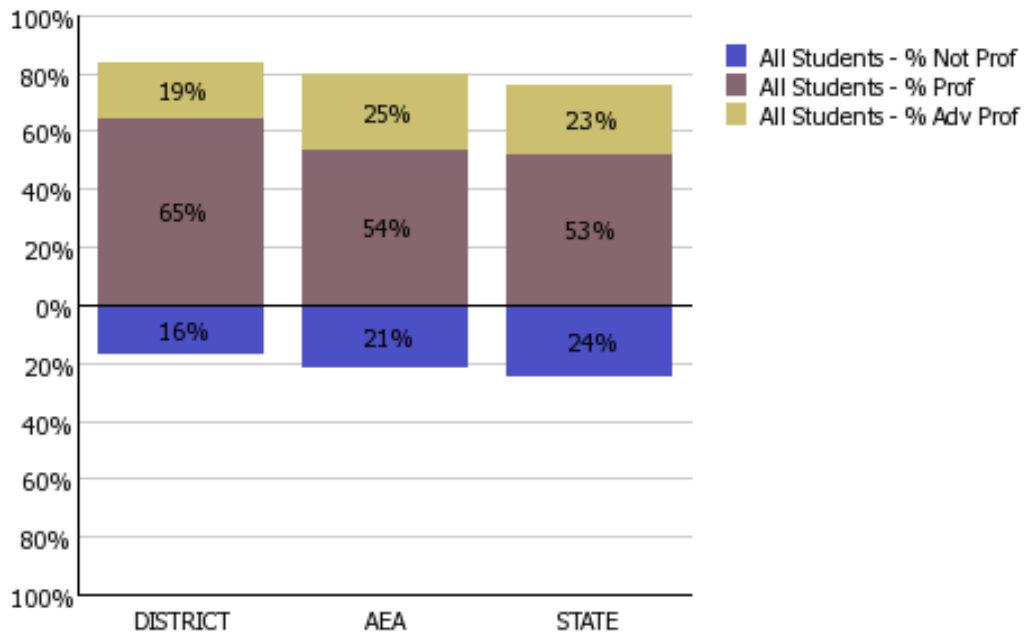
## Math Grade 04

Subgroup: IEP



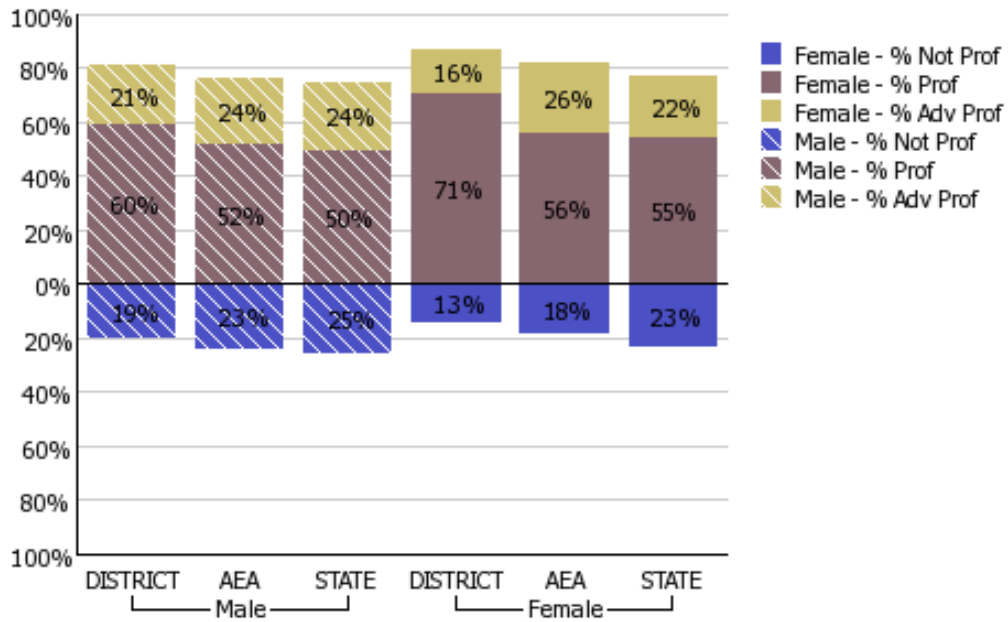
### Math Grade 08

Subgroup: All Students



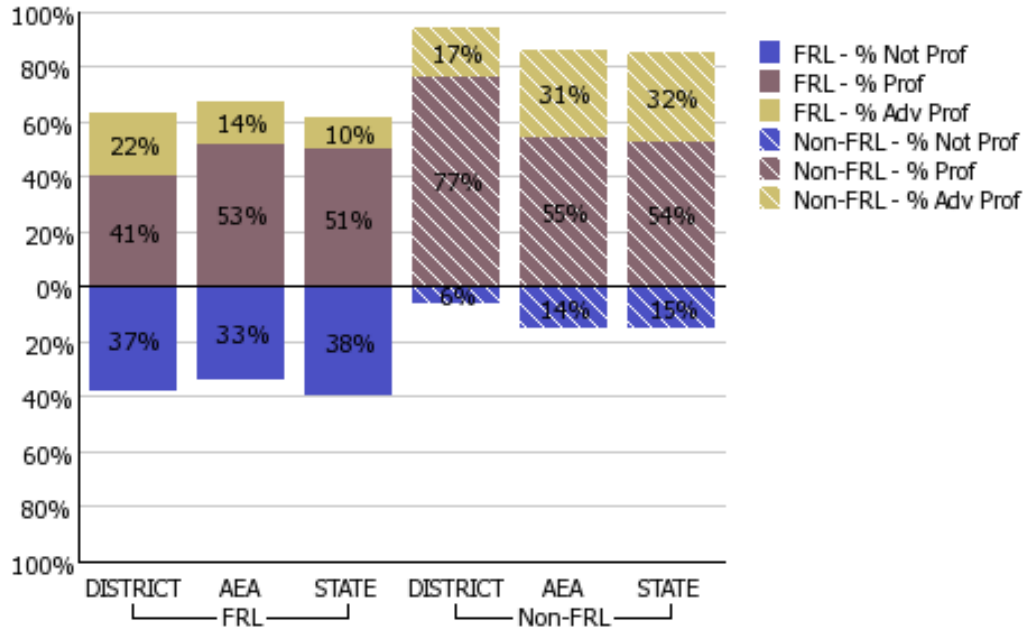
### Math Grade 08

Subgroup: Gender



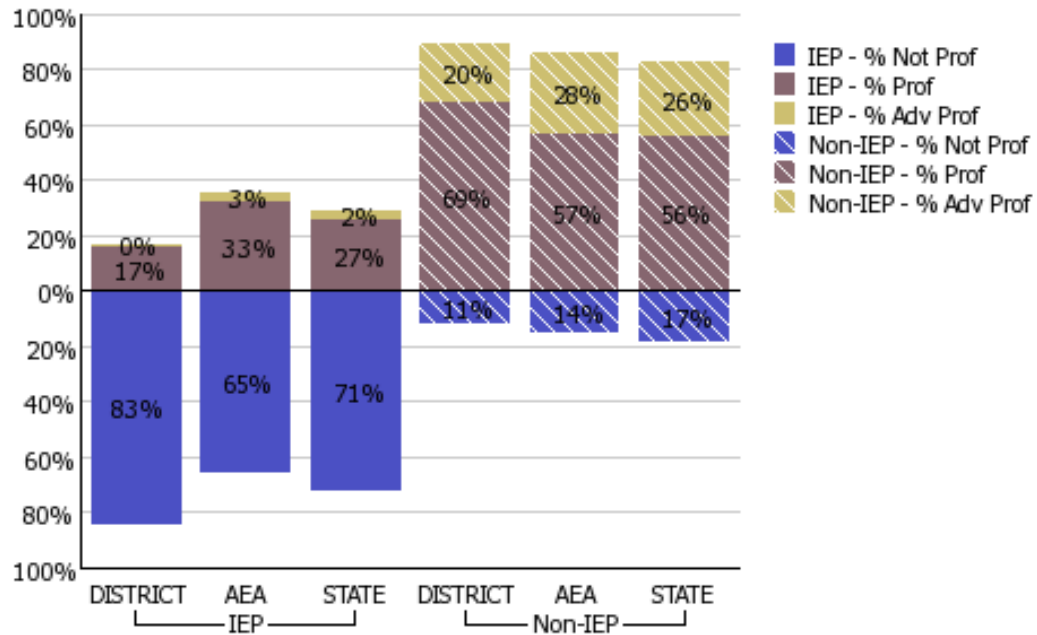
## Math Grade 08

Subgroup: FRL



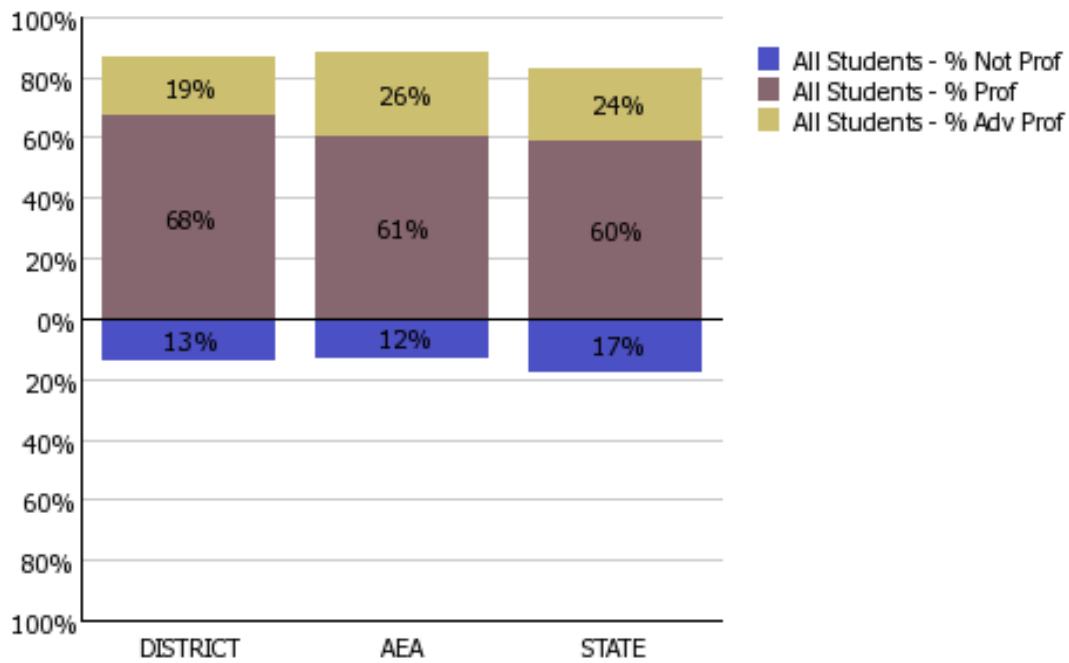
## Math Grade 08

Subgroup: IEP



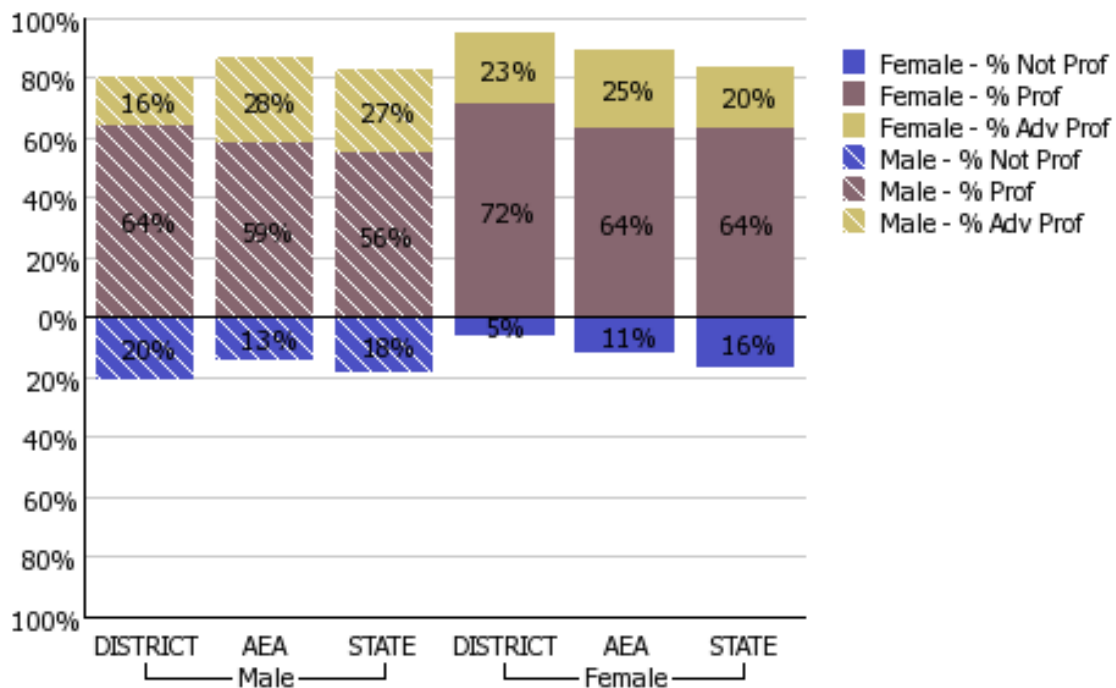
## Math Grade 11

Subgroup: All Students



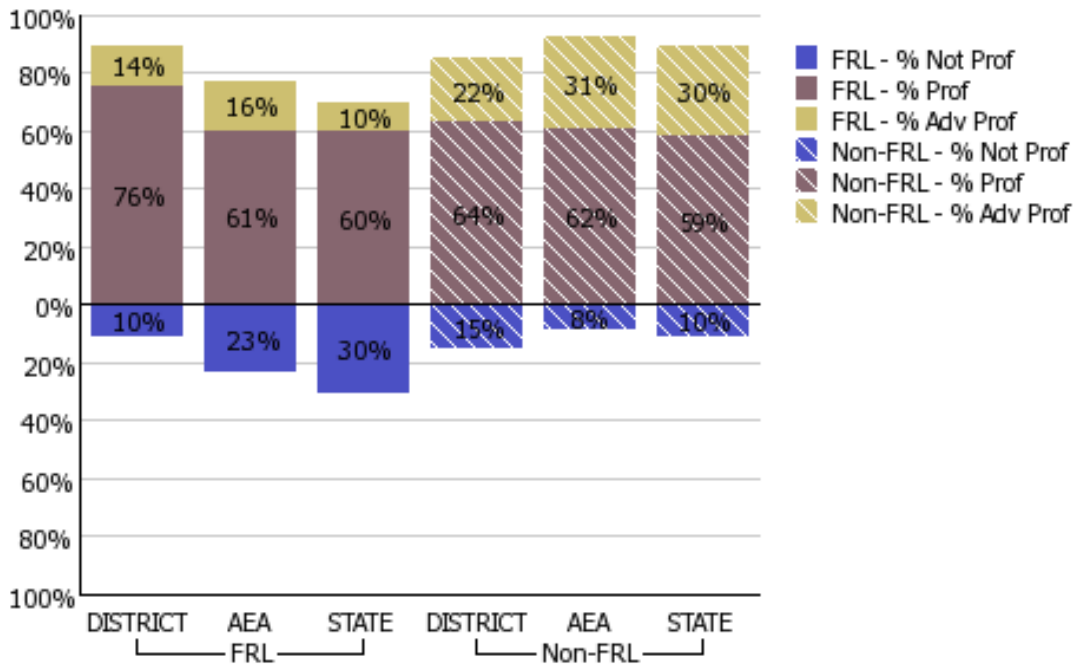
## Math Grade 11

Subgroup: Gender



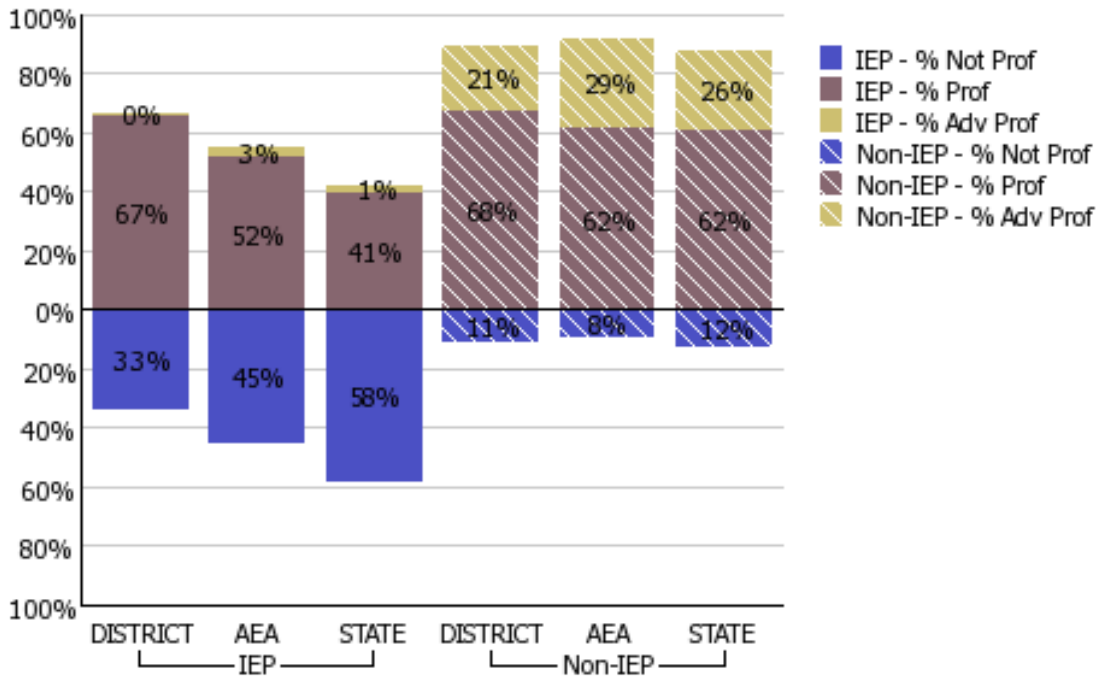
## Math Grade 11

Subgroup: FRL



## Math Grade 11

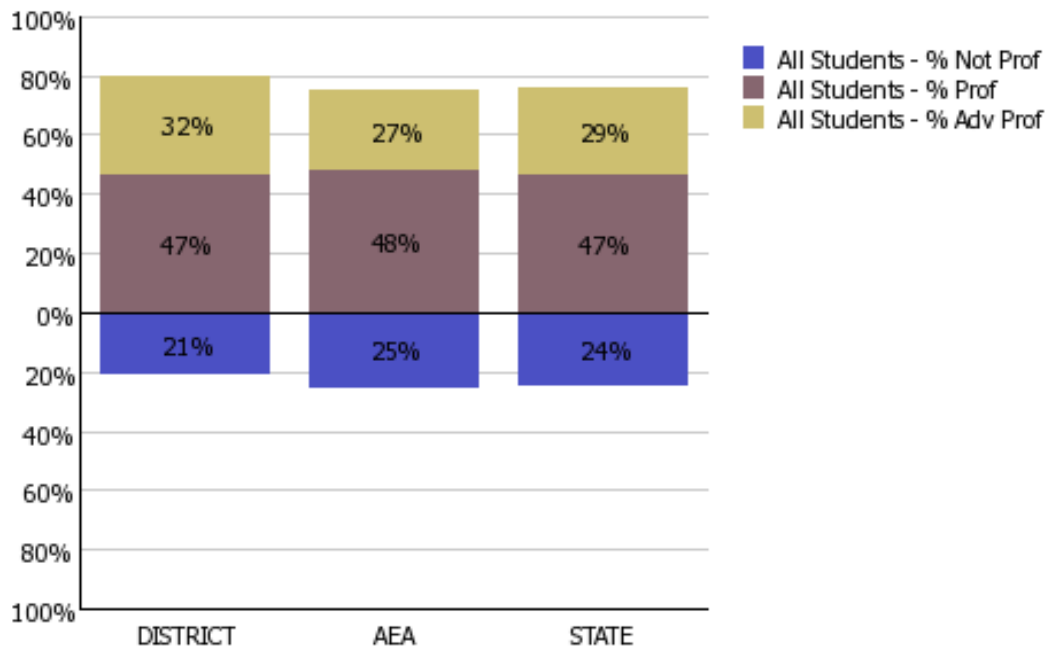
Subgroup: IEP





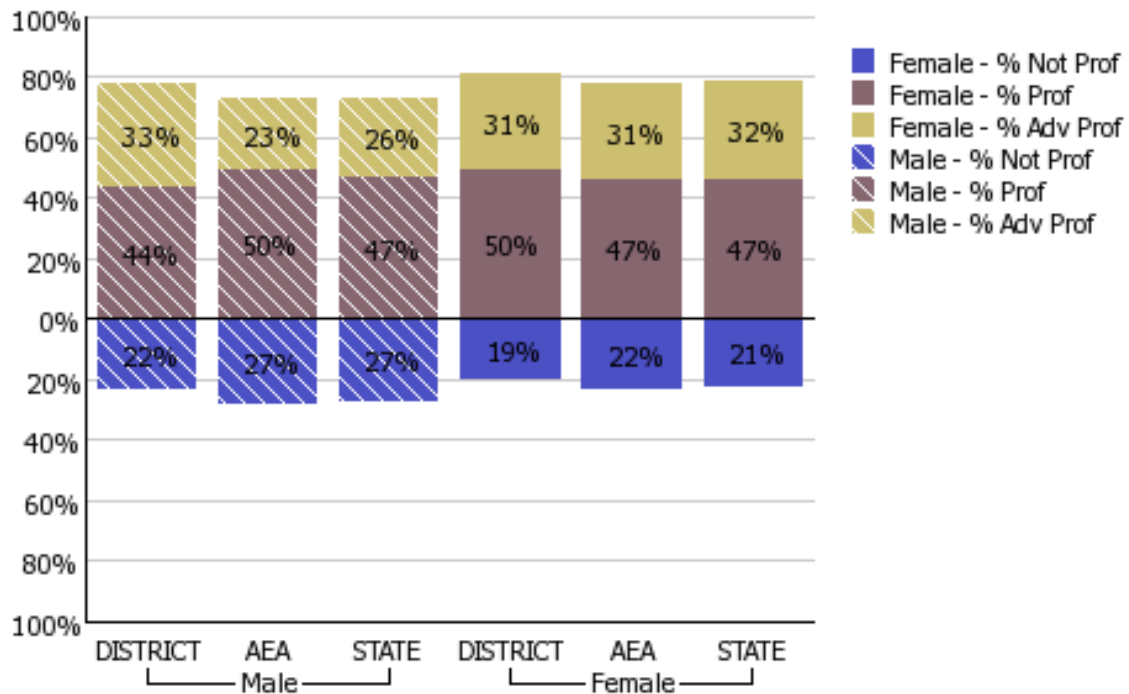
## Reading Grade 04

Subgroup: All Students



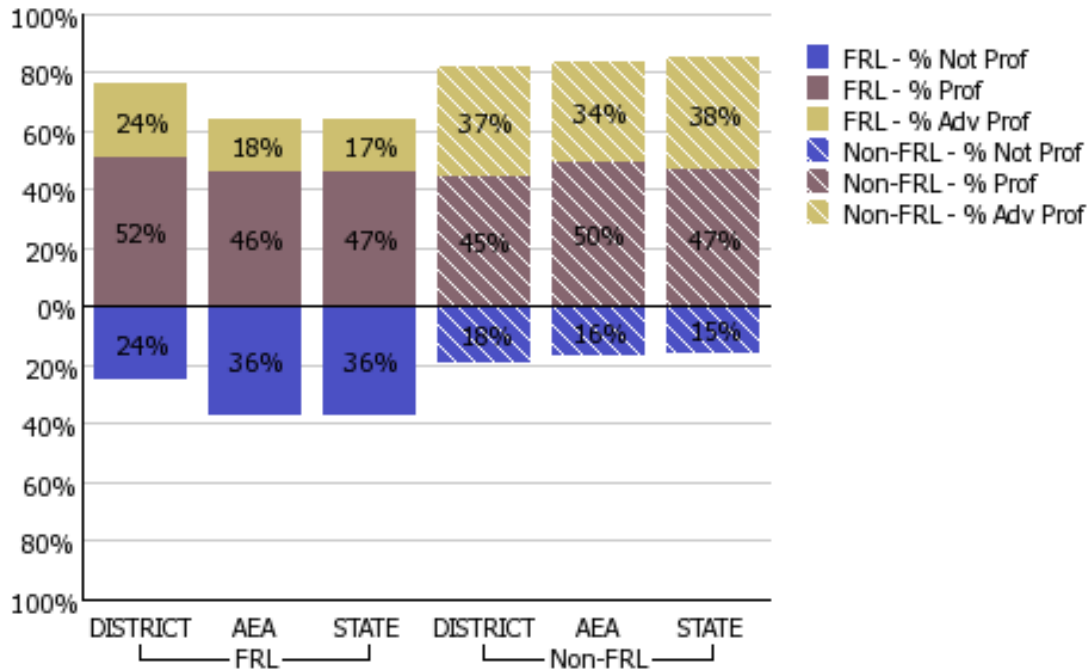
## Reading Grade 04

Subgroup: Gender



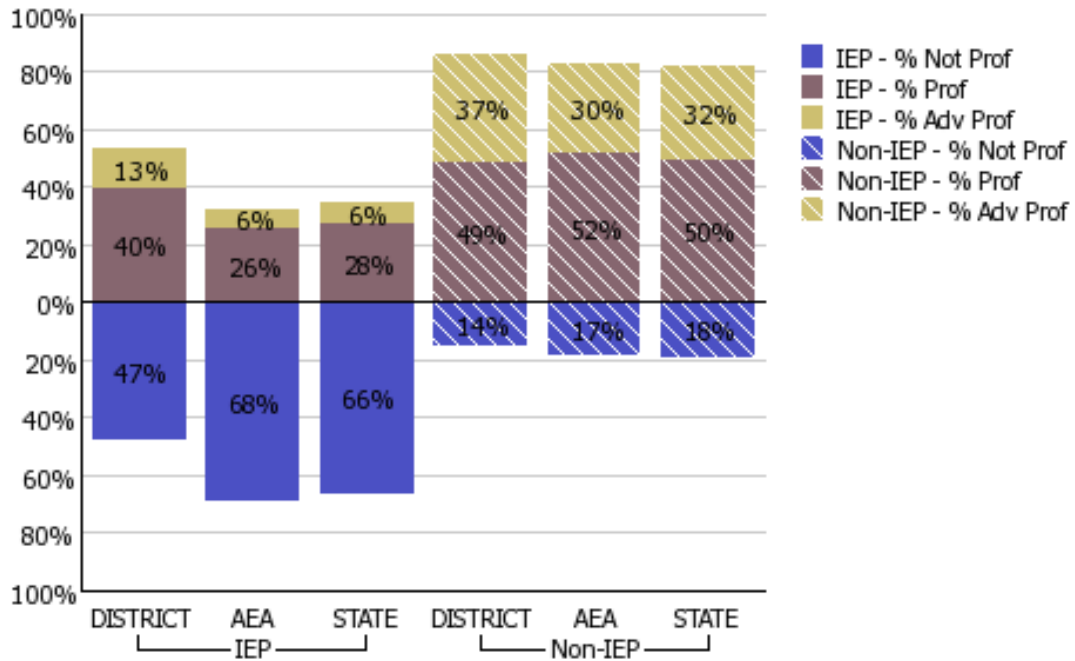
## Reading Grade 04

Subgroup: FRL



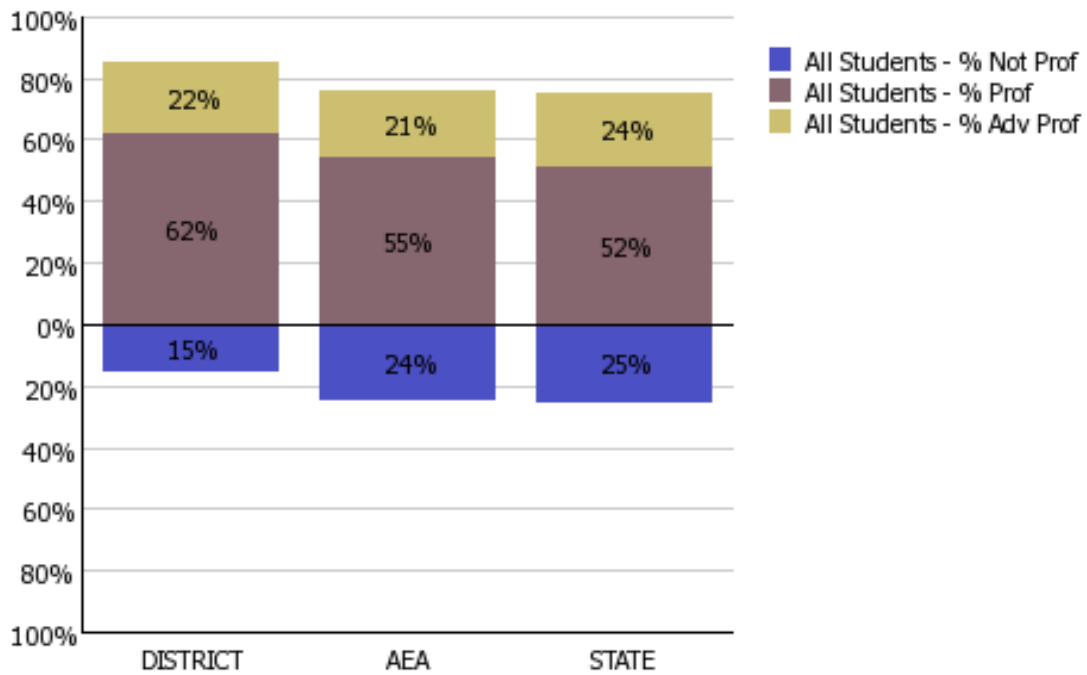
## Reading Grade 04

Subgroup: IEP



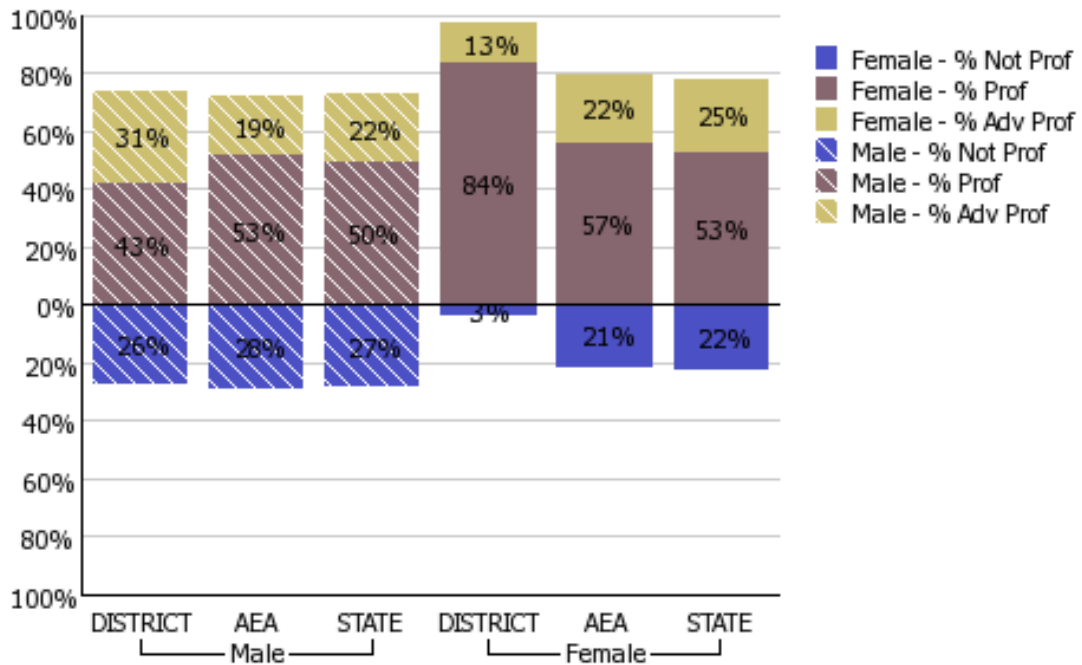
## Reading Grade 08

Subgroup: All Students



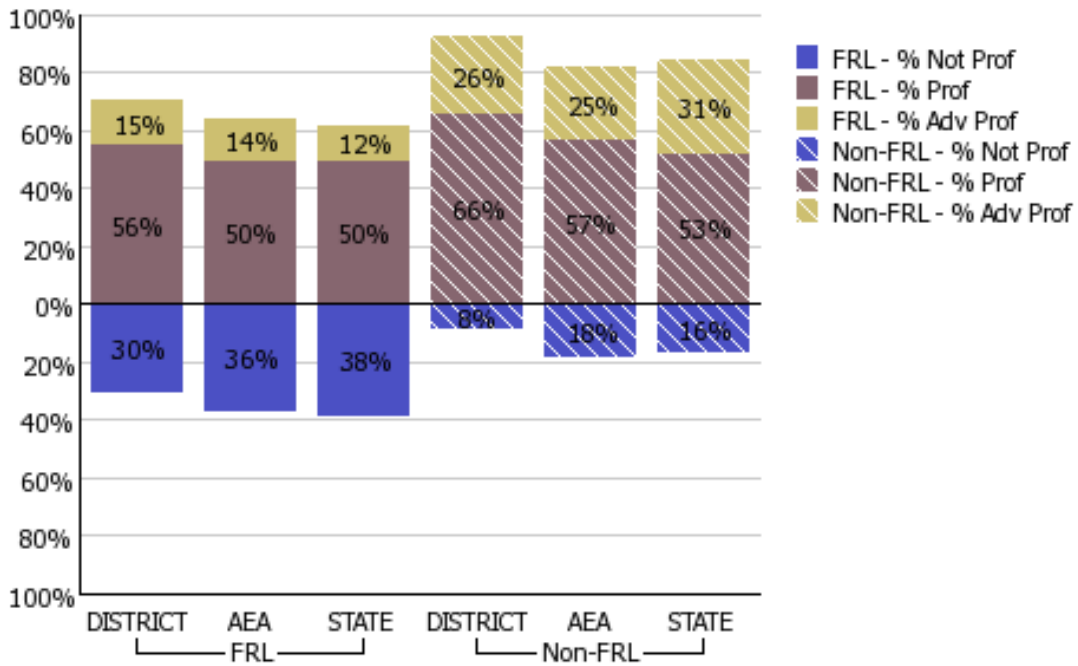
## Reading Grade 08

Subgroup: Gender



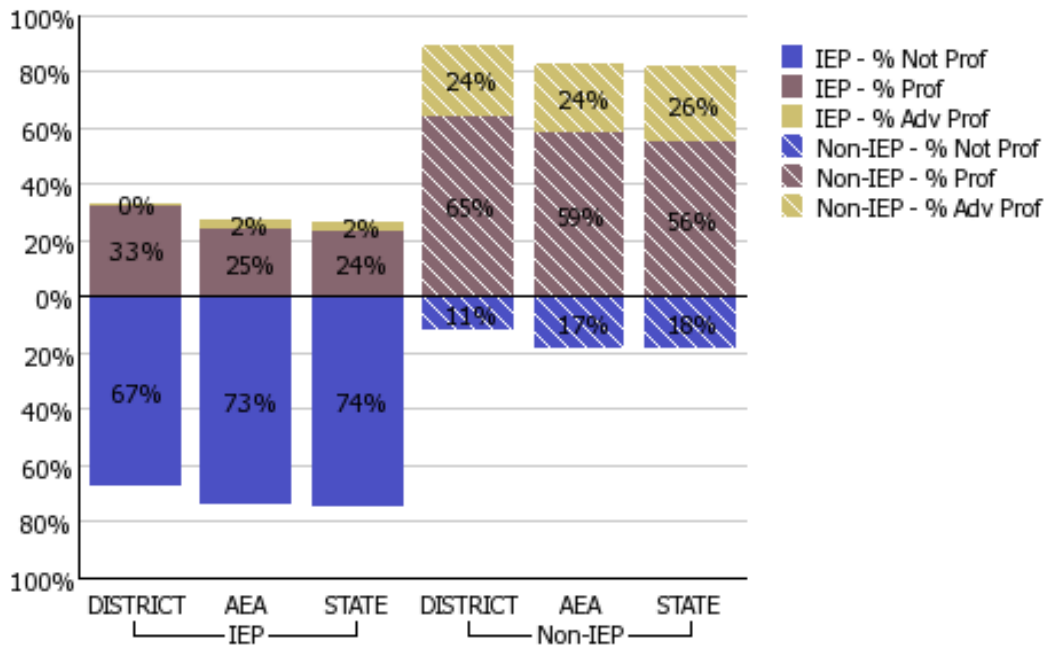
## Reading Grade 08

Subgroup: FRL



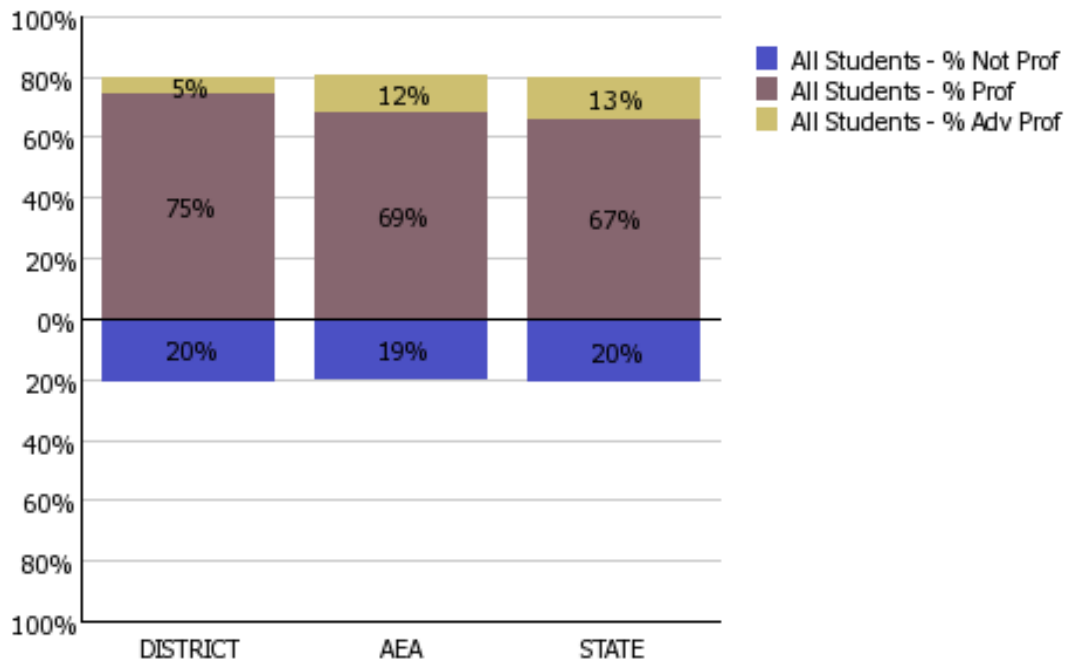
## Reading Grade 08

Subgroup: IEP



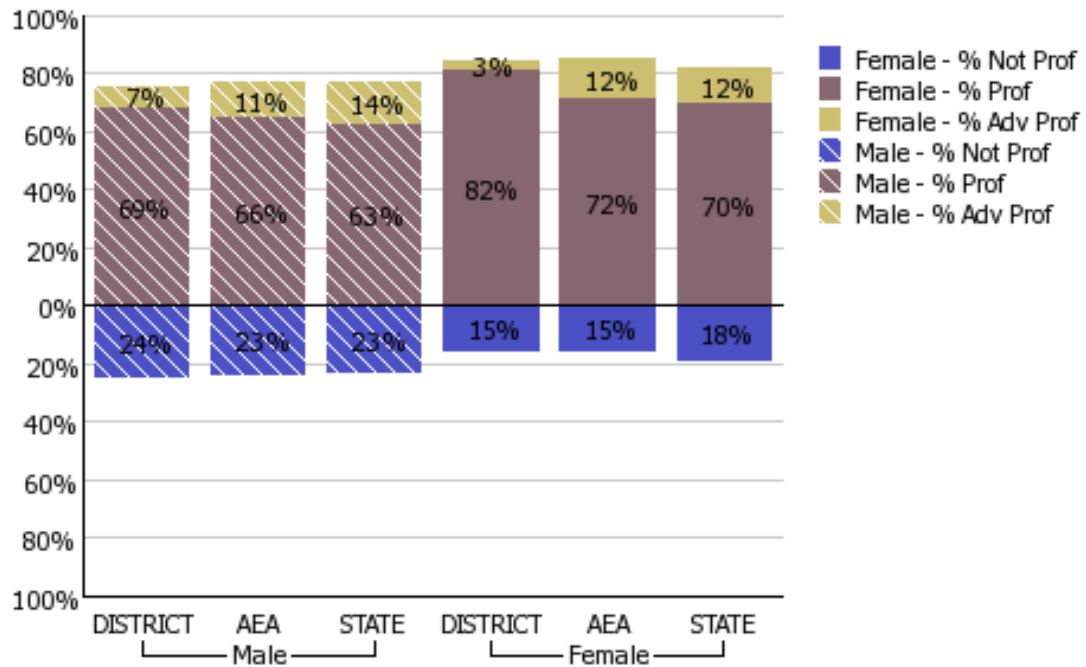
## Reading Grade 11

Subgroup: All Students



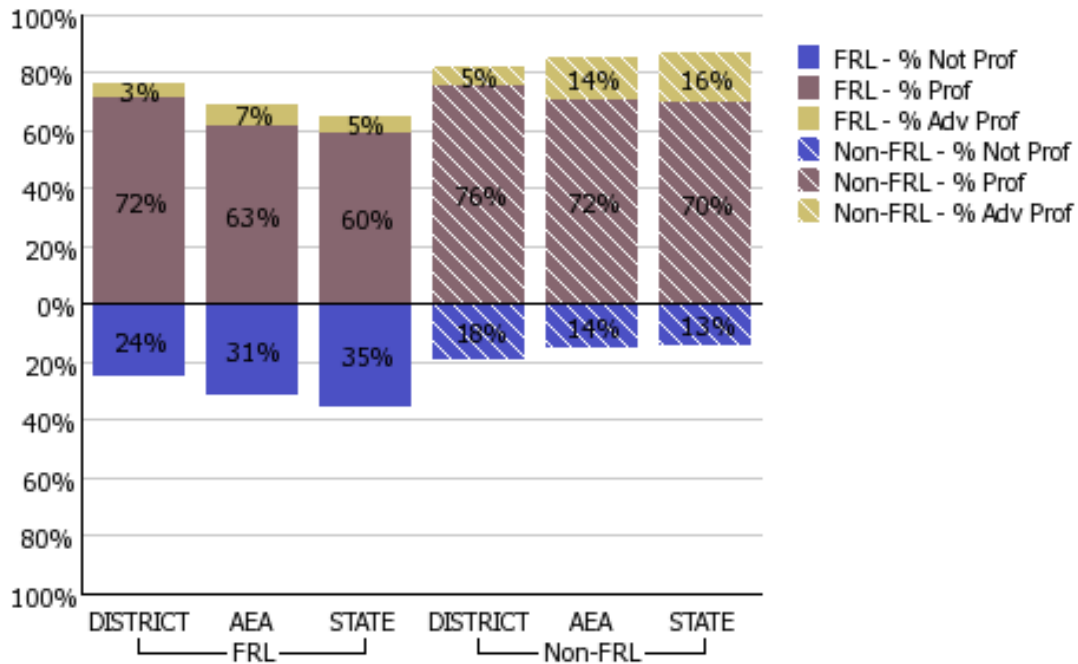
## Reading Grade 11

Subgroup: Gender



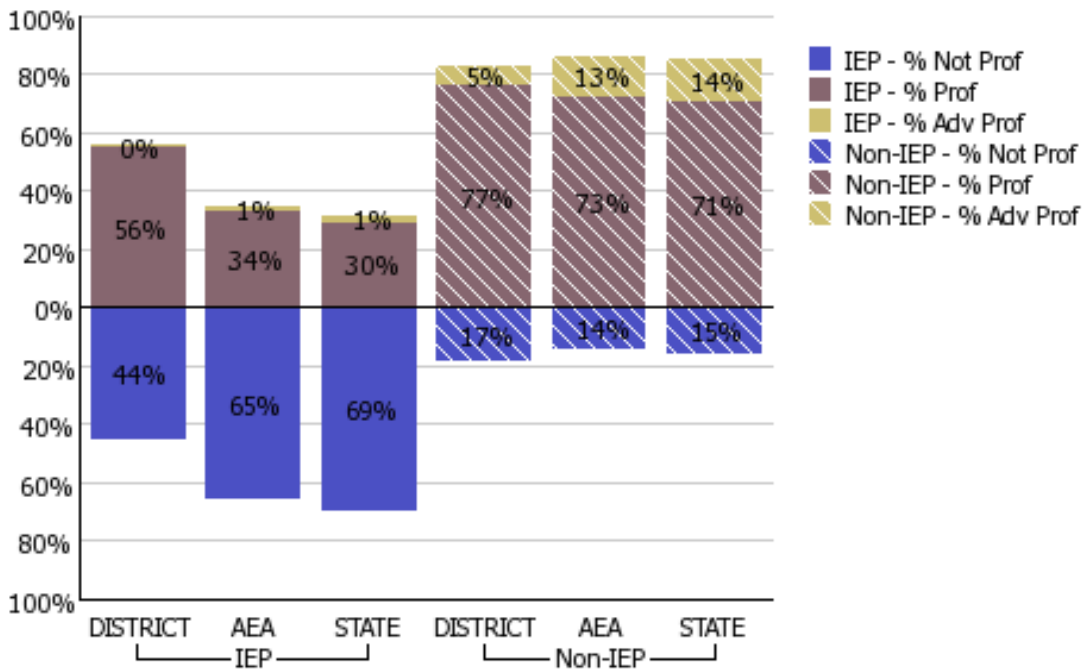
## Reading Grade 11

Subgroup: FRL



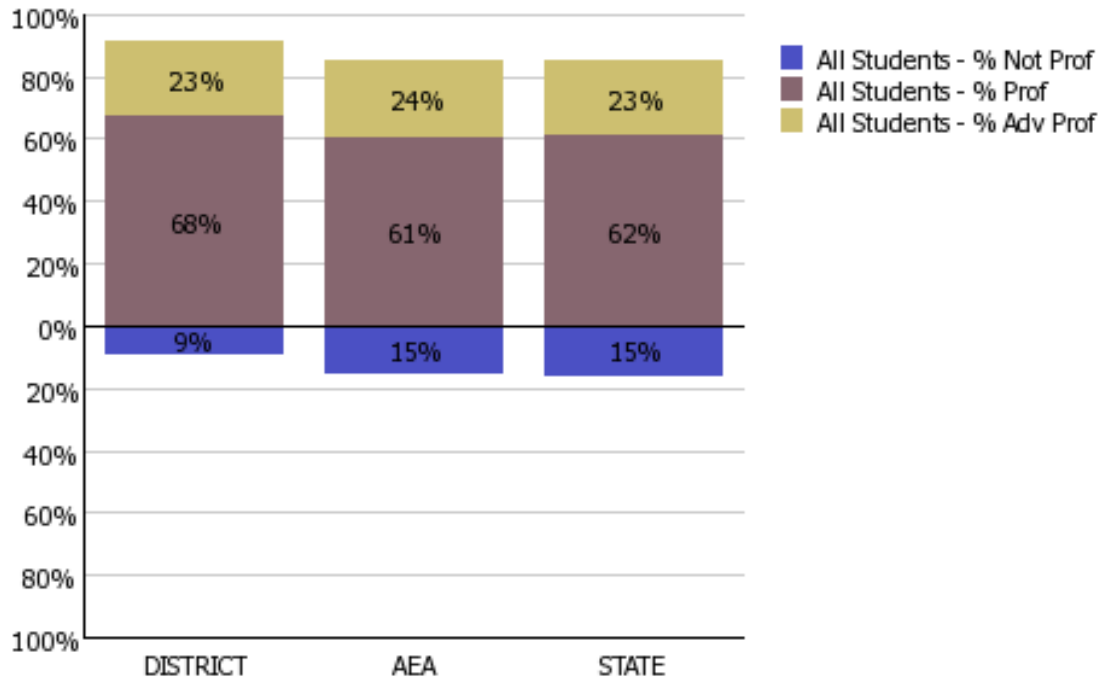
## Reading Grade 11

Subgroup: IEP



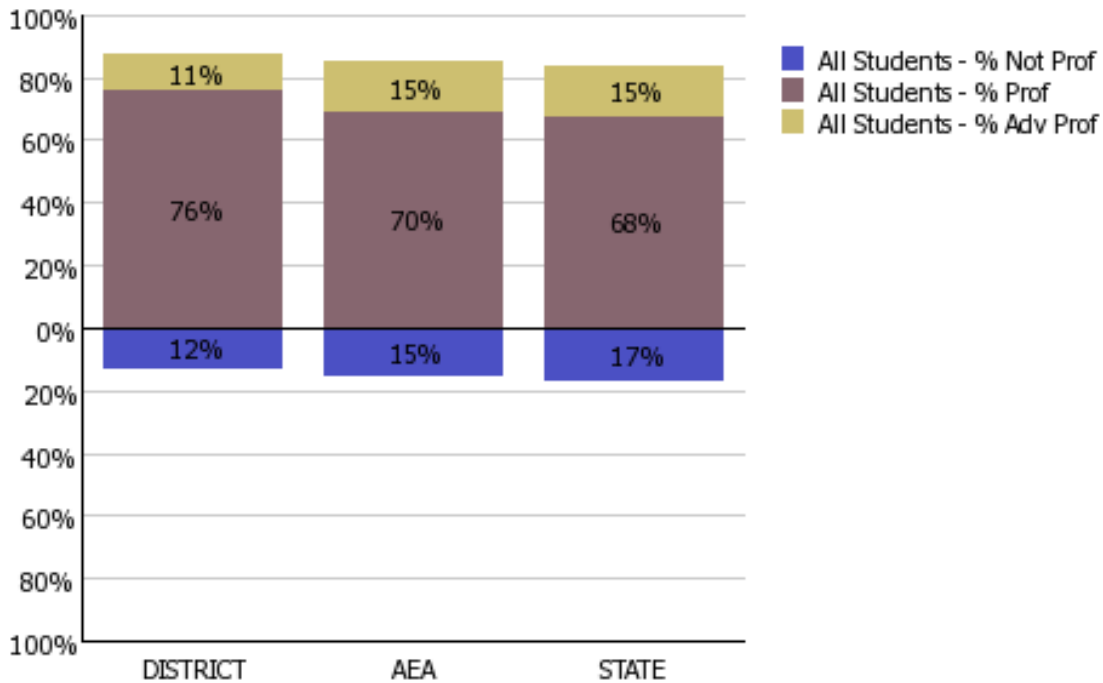
## Science Grade 04

Subgroup: All Students



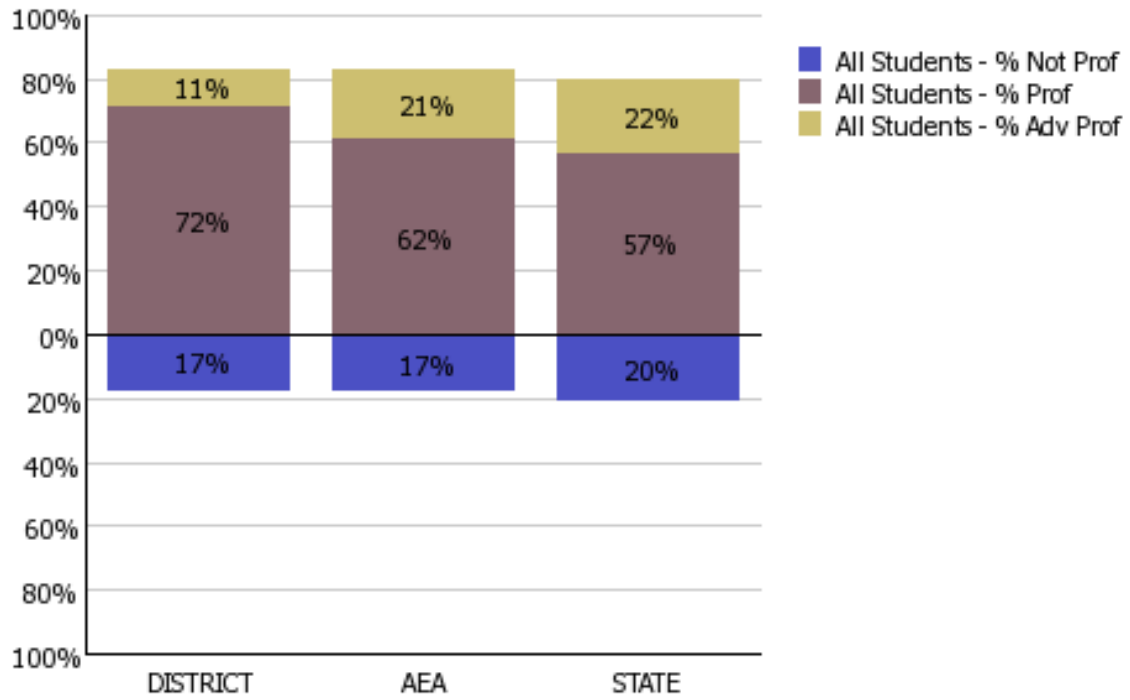
## Science Grade 08

Subgroup: All Students



# Science Grade 11

Subgroup: All Students





## APR

### ***Vision, Mission, Goals***

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

HTMLDirect  Yes HTMLDirect  No

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

HTMLDirect  Yes HTMLDirect  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 2014-2015.

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.

5. Were the district's annual reading goals met in 2014-2015?

HTMLDirect  Yes HTMLDirect  No

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

Added for 2015-16

1. Elementary-- began FAST, Fast forward program
2. Middle School-- Skills Iowa assessment and analyzing data for individual assistance through intervention
3. High School-- implementation of second chance reading program during advisory time

6. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2014-2015.

Reading FAY proficiency percent per grade level for Spring 2015:

2nd grade: 81%

3rd grade: 85%

4th grade: 86%

5th grade: 83.30%

6th grade: 83.82%

7th grade: 76.20%

8th grade: 84.62%

11th grade: 82.9%

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 2014-2015.

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.

10. Were the district's annual mathematics goals met in 2014-2015?

HTMLDirect  Yes HTMLDirect  No

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

Elementary-- ST math is being implemented; math investigations to assist in teacher understand of the Core.

11. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2014-2015.

Math FAY proficiency percent per grade level for Spring 2015:

2nd: 81.0%

3rd: 88.0%

4th: 86.0%

5th: 81.81%

6th: 85.29%

7th: 88.89%

8th: 79.49%

11th: 89.47%

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.

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 2014-2015.

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.

15. Were the district's annual science goals met in 2014-2015?

HTMLDirect  Yes HTMLDirect  No

16. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2014-2015.

78.46% were proficient for the entire grade level, 84.13% of FAY students were proficient in the 7th grade group.

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

3rd grade cohort score of students proficient will improve by 10% compared to their score as 2nd graders, reaching 78% proficient.

### ***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.

The district will be transitioning to the use of Skills Iowa, FAST assessments, and a secondary indicator that is yet to be locally determined.

19.

Explain the progress the district has made on these indicators.

MAP mean RIT scores for Language Usage, Fall 2014 to Spring 2015 and Growth			
<b>Grade</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Growth</b>
3	189.4	202.1	12.7
4	206.6	210.7	4.1
5	207.8	213.5	5.7
6	216.0	219.2	3.2
7	219.6	224.9	5.3
8	222.7	226.2	3.5
9	224.0	225.1	1.1
10	225.1	227.3	2.2

MAP mean RIT score in Reading Fall 2014 to Spring 2015 and Growth			
1	171.0	182.8	11.8
2	185.0	194.2	9.2
3	187.4	198.8	11.4
4	202.4	208.3	5.9
5	208.3	215.7	7.4
6	214.2	219.8	5.6
7	215.5	222.1	6.6
8	222.0	226.4	4.4

9	224.1	224.2	0.1
10	224.9	225.9	1.0

20. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2014-2015:

Classroom teacher interventions	Coach interventions
Study hall/study table	Tutors
Parent involvement	Classroom interventions
Problem solving team	Before/after school help
Counseling services	At-risk program
Progress reports	

***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:

84

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

78.57000000000000

24. Total number of 7-12 grade students in the district who are dropouts in 2013-2014:

10

25.

Total number of 7-12 grade students in the district in 2013-2014:

502

26. Percent of 7-12 grade students in the district who are dropouts in 2013-2014:

1

27. Total number of 7-12 grade female students in the district who are dropouts in 2013-2014:

2

28. Total number of 7-12 grade female students in the district in 2013-2014:

240

29. Percent of 7-12 grade female students in the district who are dropouts in 2013-2014:

0

30. Total number of 7-12 grade male students in the district who are dropouts in 2013-2014:

8

31. Total number of 7-12 grade male students in the district in 2013-2014:

262

32. Percent of 7-12 grade male students in the district who are dropouts in 2013-2014:

3

33. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2013-2014:

7



34.

Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2013-2014:

462

35. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2013-2014:

1

36. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2013-2014:

0

37. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2013-2014:

5

38. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2013-2014:

0

39. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2013-2014:

2

40. Total number of 7-12 grade Hispanic students in the district in 2013-2014:

27

41. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2013-2014:

7

42.

Total number of 7-12 grade Asian students in the district who are dropouts in 2013-2014:

0

43. Total number of 7-12 grade Asian students in the district in 2013-2014:

2

44. Percent of 7-12 grade Asian students in the district who are dropouts in 2013-2014:

0

45. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2013-2014:

0

46. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2013-2014:

0

47. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2013-2014:

0

48. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2013-2014:

0

49. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2013-2014:

1

50.

Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2013-2014:

51. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2013-2014:

52. Total number of 7-12 grade Multi-racial students in the district in 2013-2014:

53. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2013-2014:

54. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2013-2014:

55. Total number of 7-12 grade students with an IEP in the district in 2013-2014:

56. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2013-2014:

57. Total number of 7-12 grade English language learner students in the district who are dropouts in 2013-2014:

58.

Total number of 7-12 grade English language learner students in the district in 2013-2014:

17

59. Percent of 7-12 grade English language learner students in the district who are dropouts in 2013-2014:

5

60. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2014-2015?

HTMLDirect  Yes HTMLDirect  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 2014-2015.

Assessment	Other
Measures of Academic Progress	

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

Spring proficiency data from MAP testing 2015:

1st grade: 96%

2nd grade: 95%

3rd grade: 45%

4th grade: 74%

5th grade: 80%

6th grade: 80%

7th grade: 68%

8th grade: 84%

9th grade: 61%

10th grade: 63%

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 2014-2015.

Assessment	Other
Measures of Academic Progress	

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

Spring proficiency data from MAP testing 2015:

5th grade: 73%

6th grade: 74%

7th grade: 72%

8th grade: 72%

9th grade: 55%

10th grade: 58%

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 2014-2015.

Assessment	Other
Measures of Academic Progress	

- 66.

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

Percentile and Mean RIT on general science Spring 2015		
	Percentile	RIT
3	60%	196.8
5	74%	209.2
6	59%	210.0
7	75%	214.7
8	78%	218.0
10	NA	218.4

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.

ACT

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:

57

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

81

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

70.37

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

HTMLDirect  Yes HTMLDirect  No

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

11/1/2015

More details of achievement can be found at:

<http://reports.educateiowa.gov/>

## 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

