

Hillsboro R-3 School District

Annual Accountability Report for 2003-2004



Message from the Superintendent

Planning the Future
by Dr. Shelton E. Smith, Superintendent

Can you feel the excitement in the air? Can you sense that there's a new thrust toward excellence in education? There is a renewed emphasis on higher standards for students---and more skills and knowledge are needed by teachers and administrators. Parents are finding that children have so many opportunities to learn at home if parents are willing to give the precious time that it takes to guide them. It really does take all of us working together in a collaborative spirit to help students get through the pressures they face today. But we can do it! We just have to picture the outcome and plan today's activities and events so that the future becomes what we want.

One factor in achieving excellence is a positive attitude. Most of us know what needs to be done to improve whatever the area for which we are responsible. As superintendent, I see great opportunities for this district. It is a humbling experience for those involved in determining the kind of district Hillsboro will become. We must understand that with high achievement comes responsibility. New vision and goals must be set; therefore, the task of this district must be to keep raising the bar of expectation. We must never be satisfied with today. How can we improve and make tomorrow better? Occasionally making a stab at excellence will not work. All of us must be dedicated to the task of making excellence an achievement that is learned, practiced, and part of us.

This annual report gives the reader an overview of vital district statistics. Keep in mind that many factors drive the numbers that are presented. For example, the per-pupil expenditure of a building may change significantly from one year to the next as a result of the number of teacher retirements. Experienced teachers' salaries are higher than newer teachers wages and benefits. Similarly, new program costs for a building may drive up the costs compared to another building. There are other factors like these that impact the figures. Test scores are also impacted by a variety of factors.

Enrollment increase in a building, especially if the additional students have moved from districts where their standards are not as high as Hillsboro's, will impact test scores. However, in spite of demographic changes, our district has achieved full accreditation from the Department of Elementary and Secondary Education, and the district has been awarded the highest honor the state organization gives: Distinction in Performance. Yet, there is still much to do. Next year, the state has raised expectations more than most districts will be able to meet. We certainly have our work cut out for us. We cannot use the higher standards as an excuse. All districts face the same challenge. We have to be ready to encourage and motivate our students by modeling a positive attitude.

Optimism is a great thing. We need more of it in today's world, but this doesn't mean that we should

blind ourselves to reality. We must constantly examine ourselves to make sure that we--the adults--are setting the example. We should make everything good, great; anything weak, strong. We must do a better job of listening and being civil to one another. All of us must be involved in influencing good behavior. We must openly demonstrate to students an attitude of "I care enough about you to provide you with the guidance you need to make you successful." The school district must be committed to surrounding students with employees who show evidence of preparing lessons and creating pleasant learning environments, from the teachers to the administrators, to the nurses to the food service personnel, to the bus drivers to the custodial/maintenance staff, to the office personnel to all of the other support staff.

If you have questions about this annual report, please do not hesitate to contact the superintendent or other employees who can direct you to the appropriate person to answer your questions.

R-3 Schools Rated "Accredited"

The Hillsboro R-3 School District is classified by the Missouri Department of Elementary and Secondary Education. Through the process of a Missouri School Improvement Review, the District received the academic rating, **Accredited**. This rating is a result of an evaluation conducted by the state review team and a review of the District's efforts to upgrade and maintain quality opportunities for the children of the District.

Distinction in Performance

The more families support the high standards and expectations of the Hillsboro R-3 District, the better students perform. Unfortunately, not all parents maintain an open dialogue with their children's teachers. Parents at the lower grades tend to participate more than parents at the upper grades. At the various building sites, parents and teachers communicate through a combination of ways, including conferences, open houses, telephone contacts, and student activities and events held at school. Our records indicate the following parent participation: Primary, 97-99%; Elementary, 96-98%; Intermediate, 94-97%; Jr. High, 85-88%; High School, 84-86%. It is our goal to reach 100% of the parents.

Today's families are busy, but we know that when a parent or responsible adult takes time each evening to talk to the student about his/her education, the student is more successful. Likewise, parents must understand that school personnel cannot help children who are not in attendance. It is also important for children to understand that when a student is separated from the school setting because of the student's unacceptable behavior, the students increases his/her chances of falling behind. We need the student to be in school and ready to learn.

It takes all of us working together to educate the children.

Hillsboro R-3 School District
20 Hawk Drive
Hillsboro MO 63050
789-0000 / 797-2212

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2003-2004 Student Information

Attendance Rates, 2000-2004					
Hillsboro High					
Year	1999-00	2000-01	2001-02	2002-03	2003-04
Rate of Attendance (%)	92.00	92.90	93.30	93.30	93.40
Hillsboro Jr. High					
Year	1999-00	2000-01	2001-02	2002-03	2003-04
Rate of Attendance (%)	93.50	93.10	93.90	94.90	95.20
Hillsboro Middle Elementary					
Year	1999-00	2000-01	2001-02	2002-03	2003-04
Rate of Attendance (%)	95.00	95.10	95.10	95.30	94.60
Hillsboro Elementary					
Year	1999-00	2000-01	2001-02	2002-03	2003-04
Rate of Attendance (%)	95.10	95.20	95.20	95.10	95.10
Hillsboro Primary					
Year	1999-00	2000-01	2001-02	2002-03	2003-04
Rate of Attendance (%)	93.60	94.60	94.20	94.40	93.90

	1999	2000	2001	2002	2003	2004
Missouri	93.00	93.60	93.70	93.90	93.70	93.60
Hillsboro R-III	93.70	93.50	94.00	94.20	94.40	94.40

Graduation Rates, 2000-2004										
Year	Hillsboro High					Missouri				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Total # of Graduates	192	239	220	256	263	52,844	54,182	54,510	56,477	57,573
Cohort Dropouts	68	39	49	30	29	13,130	12,392	11,617	10,615	10,071
Graduation Rate (%)	73.8	86	81.8	89.5	90.1	80.1	81.4	82.4	84.2	85.1

Source: Missouri Dept. of Elementary and Secondary Education
Core Data As Submitted by Missouri Public Schools

Graduation Rate: (Graduates / (9-12 Cohort Dropouts + Graduates))x100

Graduation Rates Definitions

The Department of Elementary and Secondary Education uses a formula to combine the number of student adds and drops over the four years of the graduating class. The number and percentage indicates that Jefferson County has a highly mobile population.

The "Cohort Dropouts" term refers to a pro-rata population of students who enter, compared with the number of students who leave a particular grade level. This forms a total number which represents full time equivalent students.

The ACT Test

The American College Test (ACT) measures achievement in four areas (mathematics, English, reading and science reasoning) and serves as a predictor to success in college. The test is available in February, April, June, October and December. It is primarily taken by juniors and seniors, however, it is available to all students.

The table below compares Hillsboro students with all Missouri students who took the ACT Test.

Graduate Analysis, 2000-2004					
Hillsboro High					
Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Number of Previous Years Graduates	224	192	239	220	256
% Entering a 4 yr. College/University	26.79	17.19	14.23	10.91	18.41
% Entering a 2 yr. College/University	39.73	46.35	52.72	39.09	54.70
% Entering a Post-Secondary (Non-college) Institution	0.45	3.65	4.18	4.09	2.00
% Entering the Work Force	29.91	16.15	19.25	31.82	19.50
% Entering the Military	1.34	4.17	4.18	6.82	2.
% Entering Some Other Field	1.79	12.50	5.44	4.09	3.50
% Status Unknown	NA	NA	0.00	3.18	0.00

Graduate Analysis, 2000-2004					
Missouri					
Year	1999-00	2000-01	2001-02	2002-03	2003-04
Number of Previous Years Graduates	52,546	52,844	54,182	54,510	56,923
% Entering a 4 yr. College/University	38.5	39.3	39.5	39.4	38.7
% Entering a 2 yr. College/University	22.0	22.8	24.6	25.5	26.8
% Entering a Post-Secondary	3.8	4.1	3.9	4.1	4.0
% Entering the Work Force	23.7	22.3	21.1	20.0	19.3
% Entering the Military	3.2	3.6	3.6	3.6	3.4
% Entering Some Other Field	5.8	6.3	5.6	3.6	3.1
% Status Unknown	NA	NA	0.3	3.8	4.7

American College Test (ACT) 2000-2004						
HILLSBORO HIGH						
Year	1999	2000	2001	2002	2003	2004
Number of Graduates	224	192	239	220	256	263
Number of Graduates scoring at or above the National Average	56	56	71	55	80	80
Percent of Graduates scoring at or above the Nat'l Average (%)	25.0%	29.2%	29.7%	25.0%	31.3%	30.4%

American College Test (ACT) 2000-2004						
Missouri						
Year	1999	2000	2001	2002	2003	2004
Number of Grads	52,546	52,844	54,182	54,510	56,477	57,591
Number of Graduates scoring at or above the National Average	17,211	18,710	19,075	18,743	18,921	19,186
Percent of Graduates scoring at or above the Nat'l Average (%)	33.0%	35.7%	35.5%	34.8%	33.9%	33.3%

2003-2004 Staff Information

Certification Status of Teachers, 2003-2004

	Hillsboro High School		Hillsboro Jr. High		Hillsboro Middle Elem.		Hillsboro Elementary		Hillsboro Primary		Hillsboro R-III		Missouri	
	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04
Year	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04
Number of Clrm. Teachers	61	58	36	32	36	34	39	34	50	46	208	204	66,579	71,460
Teachers with Regular Certificates	98.4%	95.1%	97.3%	97.3%	100.0%	97.1%	100.0%	100.0%	100.0%	100.0%	99.0%	97.9%	97.0%	97.0%
Temporary or Special Assignment Certificates	0	3.3%	2.7%	2.7%	0	2.9%	0	0.0%	0	0.0%	0.5%	1.8%	1.8%	1.6%
Substitute, Expired or No Certificate	1.6%	1.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.5%	.3%	1.3%	1.5%
Percent of Classes Taught by Highly Qualified Teachers**	0	98.8%	0	97.4%	0	100.0%	100.0%	100.0%	100.0%	100.0%	99.3%	99.24%	95.1%	95.6%

*Regular Certificates - Includes Life certificate, Professional Class I & II certificate, Continuous Professional Certificate (CPC) and Provisional certificate.

**Highly Qualified Teacher - An individual who has the appropriate certification for his/her teaching assignment.

Source: Missouri Dept. of Elementary and Secondary Education Core Data As Submitted by Missouri Public Schools and the Missouri Teacher Certification System

Staff and Salary Analysis—2004

	Average Salary	Staff Count (FTE)	% of Classroom Teachers
A. Instructors (classroom teachers)	\$37,708	204.96	100.0%
High School	\$38,027	59.49	29.0%
Jr. High	\$38,308	32.48	15.8%
Elementary	\$37,367	116.01	55.9%
Instructors—Years of Experience			
0 -5 Years	\$29,027	59.48	29.0%
6 -10 Years	\$33,591	41.48	20.2%
11-15 Years	\$36,617	28.00	13.6%
Greater than 15 years	\$47,151	76.00	37.0%
First Year Instructors	\$27,574	10.00	4.8
Non Degree (Vocational)	\$0	0.00	
Bachelors	\$25,780	14.00	
Masters	\$32,810	1.00	
B. Other Certified Staff	\$37,726	19.70	
C. Administrators	\$77,473	11.85	
D. Total Certified Staff (A+B+C)	\$39,702	236.51	
Instructors Average Experience	15		

Student Staff Ratios, 2000-2004

Year	HILLSBORO HIGH					HILLSBORO JR. HIGH				
	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04
Students per Teacher	19	19	19	20	20	18	17	17	18	18
Students per Classroom Teacher	28	23	23	24	24	25	21	20	22	22
Students per Administrator	377	380	372	382	382	298	292	326	334	334

Year	HILLSBORO MIDDLE ELEM./INTERMEDIATE					HILLSBORO ELEM.				
	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04
Students per Teacher	16	17	16	17	17	17	17	17	16	16
Students per Classroom Teacher	23	21	21	22	22	23	21	22	20	21
Students per Administrator	557	559	438	462	531	516	554	456	450	554

Year	HILLSBORO PRIMARY				
	1999-00	2000-01	2001-02	2002-03	2003-04
Students per Teacher	18	17	15	15	16
Students per Classroom Teacher	23	19	17	18	20
Students per Administrator	814	780	410	411	637

Maximum Calendar Days and Hours, 2000-2004

Year	Hillsboro R-III				
	1999-00	2000-01	2001-02	2002-03	2003-04
Total Calendar Days	174	173	174	172	174
Total Calendar Hours	1,096.47	1,085.25	1,098.97	1,096.96	1112.071
Length of the Day (Hours)	6.38	6.40	6.40	6.48	6.48
Professional Dev. Days	2.5	2.5	2.5	2.5	2.5

Maximum Calendar Days and Hours, 2000-2004

Year	Missouri				
	1999-00	2000-01	2001-02	2002-03	2003-04
Total Calendar Days	175	174	175	174	175
Total Calendar Hours	1,103.79	1,093.50	1,105.17	1,096.75	1103.2
Length of the Day (Hours)	6.41	6.42	6.43	6.43	6.4

Year	HILLSBORO R-III					Missouri				
	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04
Students per Teacher	18	18	17	17	17	14	14	14	13	14
Students per Classroom Teacher	21	21	21	21	22	18	18	18	18	19
Students per Administrator	304	304	273	278	488	219	213	206	205	207

2003-2004 Student Information

Demographic Data, 2000-2004

	Hillsboro Primary					Hillsboro Elementary					Hillsboro Middle Elem.				
Year	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04
Total Enrollment	814	780	717	720	733	516	554	570	563	554	557	559	547	578	584
Asian (Number Percent)	1 0.12	3 0.38	1 0.14	2 0.28	1 0.10	2 0.39	3 0.54	5 0.88	1 0.18	1 0.20	3 0.54	3 0.54	4 0.73	2 0.35	0 0.00
Black (Number Percent)	3 0.37	8 1.03	6 0.84	3 0.42	3 0.40	2 0.39	0 0.00	1 0.18	3 0.53	2 0.40	3 0.54	6 1.07	4 0.73	0 0.00	1 0.20
Hispanic (Number Percent)	3 0.37	2 0.26	1 0.14	2 0.28	4 0.50	6 1.16	5 0.90	1 0.18	2 0.36	1 0.20	2 0.36	1 0.18	5 0.91	4 0.69	2 0.30
Indian (Number Percent)	3 0.37	3 0.38	1 0.14	1 0.14	1 0.10	1 0.19	1 0.18	2 0.35	3 0.53	0 0.00	4 0.72	3 0.54	1 0.18	0 0.00	2 0.30
White (Number Percent)	804 98.77	764 97.95	708 98.74	712 98.89	724 98.80	505 97.87	545 98.38	561 98.42	554 98.40	550 99.30	545 97.85	546 97.67	533 97.44	572 98.96	579 99.10
Free/Reduced Lunch (FTE) * (Number Percent)	221.00 26.95	232.00 29.26	203.00 28.16	212.00 28.77	217.00 29.20	183.00 34.66	161.00 28.45	160.00 28.27	179.00 31.77	151.00 27.20	134.00 24.32	147.00 26.58	173.00 31.40	171.00 29.73	157.00 26.60

Demographic Data, 2000-2004

	Hillsboro Jr. High					Hillsboro High					Missouri				
Year	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04
Total Enrollment	596	583	571	584	585	1,130	1,140	1,115	1,147	1,145	894,843	894,032	890,178	893,575	893,270
Asian (Number Percent)	0 0.00	0 0.00	1 0.18	4 0.68	3 0.50	6 0.53	5 0.44	3 0.27	0 0.00	4 0.30	10,066 1.12	10,392 1.16	10,863 1.22	11,506 1.29	12,089 1.40
Black (Number Percent)	1 0.17	2 0.34	2 0.35	3 0.51	1 0.20	0 0.00	0 0.00	1 0.09	0 0.00	3 0.30	154,786 17.28	155,279 17.39	155,488 17.47	157,907 17.67	159,271 17.80
Hispanic (Number Percent)	3 0.50	1 0.17	1 0.18	4 0.68	6 1.00	3 0.27	4 0.35	5 0.45	6 0.52	5 0.40	14,153 1.58	16,257 1.82	17,845 2.00	20,260 2.27	22,270 2.5
Indian (Number Percent)	3 0.50	2 0.34	2 0.35	4 0.68	2 0.30	2 0.18	5 0.44	1 0.09	3 0.26	3 0.30	2,924 0.33	2,802 0.31	2,876 0.32	2,931 0.33	3,181 0.40
White (Number Percent)	589 98.83	578 99.14	565 98.95	569 97.43	573 97.90	1,119 99.03	1,126 98.77	1,105 99.10	1,138 99.22	1,130 98.70	713,930 79.7	708,245 79.3	703,128 79.0	700,974 78.4	696,009 77.90
Free/Reduced Lunch (FTE) * (Number Percent)	115.00 19.46	136.00 22.90	126.00 22.42	153.00 26.38	141.00 24.40	145.44 13.43	169.71 15.69	165.31 15.95	159.00 14.49	185.00 16.50	318,556 36.46	321,303 36.91	329,716 37.91	342,608 39.40	353,790 40.70

*January Membership Data is used as the denominator when calculating the percent.
Source: Missouri Dept. of Elementary and Secondary Education
Core Data As Submitted by Missouri Public Schools

	HILLSBORO R-III				
Year	1999-00	2000-01	2001-02	2002-03	2003-04
Total Enrollment	3,613	3,616	3,520	3,592	3,601
Asian (Number Percent)	12 0.33	14 0.39	14 0.40	9 0.25	9 0.22
Black (Number Percent)	9 0.25	16 0.44	14 0.40	9 0.25	10 0.30
Hispanic (Number Percent)	17 0.47	13 0.36	13 0.37	18 0.50	18 0.48
Indian (Number Percent)	13 0.36	14 0.39	7 0.20	11 0.31	8 0.20
White (Number Percent)	3,562 98.59	3,559 98.42	3,472 98.64	3,545 98.69	3,556 98.76
Free/Reduced Lunch (FTE) * (Number Percent)	798.44 22.35	845.71 23.57	827.31 24.07	874.00 24.60	851 24.78



2003-2004 Student Information

Discipline Incidents, 2004						Annual Dropout Rate 2000-2004 As a Percent of Total Enrollment									
	Hillsboro Middle Elem.	Hillsboro Jr. High	Hillsboro High	Hillsboro R-III	Missouri	HILLSBORO R-III					Missouri				
Year	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04					
Enrollment	584	585	1,145	3,601	893,268										
Total Number of Incidents	1	14	26	41	14,172										
Incident Rate (per 100 students)	0.20	2.40	2.30	0.98	1.60										
Type of Offense															
Alcohol (number rate)	0 0.00	0 0.00	1 0.10	1 0.02	462 0.10										
Drug (number rate)	1 0.20	11 1.90	13 1.10	25 0.64	2,450 0.30										
Tobacco (number rate)	0 0.00	0 0.00	0 0.00	0 0.00	156 0.02										
Violent Act (number rate)	0 0.00	0 0.00	0 0.00	0 0.00	3,124 0.30										
Weapon (number rate)	0 0.00	0 0.00	0 0.00	0 0.00	738 0.10										
Other (number rate)	0 0.00	3 0.50	12 1.00	15 0.30	7,238 0.80										
Type of Removal															
In-School Suspension (number rate)	0 0.00	2 0.30	2 0.20	4 0.10	983 0.10										
Out of School Suspension (number rate)	1 0.20	12 2.10	24 2.10	37 0.88	12,972 1.50										
Expulsion (number rate)	0 0.00	0 0.00	0 0.00	0 0.00	121 0.0										
Length of Removal															
10 Consecutive Days (number rate)	1 0.20	19 2.20	52 2.20	72 0.92	15,781 1.2										
More than 10 Consecutive Days (number rate)	0 0.00	1 0.20	1 0.10	2 0.06	3,641 0.40										
Asian Dropouts 9-12	1	0	0	0	0	88	81	53	51	55					
Asian Dropout Rate 9-12 (%)	18.18	0.00	0.00	0.00	0.00	2.67	2.46	1.57	1.44	1.5					
Black Dropouts 9-12	0	0	0	0	0	2,573	2,470	2,329	2,300	2,648					
Black Dropout Rate 9-12 (%)	0.00	0.00	0.00	0.00	0.00	6.53	6.24	5.82	5.42	6.2					
Hispanic Dropouts 9-12	0	1	0	0	0	282	262	239	239	314					
Hispanic Dropout Rate 9-12 (%)	0.00	28.57	0.00	0.00	0.00	8.62	7.07	5.91	5.13	6.0					
Indian Dropouts 9-12	0	1	0	0	0	24	43	38	30	38					
Indian Dropout Rate 9-12 (%)	0.00	22.22	0.00	0.00	0.00	3.42	5.13	4.83	3.75	4.5					
White Dropouts 9-12	39	29	31	29	28	8,747	8,224	6,962	6,436	7,299					
White Dropout Rate 9-12 (%)	3.66	2.62	2.81	2.59	2.50	4.10	3.83	3.26	2.96	3.4					
Total Dropouts 9-12	40	31	31	29	28	11,714	11,080	9,621	9,056	10,354					
Total Dropout Rate 9-12 (%)	3.72	2.77	2.78	2.57	2.40	4.53	4.24	3.68	3.38	3.9					

Discipline Definitions

Incidents -- Each incident is to be reported in which a student is removed from the traditional classroom setting for ten or more consecutive days.
NOTE: Multiple Short Sessions (cumulative removals adding up to 10 days) are **not** included in this analysis.
Type of Offense -- *Weapon* -Device or instrument capable of causing serious bodily injury. Does not include a knife with a blade of less than 2 1/2 inches in length. *Alcohol* -Use, possession, sale, or solicitation of intoxicating alcoholic beverages. *Drug* - Use, possession, sale or solicitation of drugs. Does not include alcohol or tobacco. *Tobacco* -Use, possession, sale, or solicitation of tobacco. *Violent Act* -As defined by school board and including, but not limited to, exertion of physical force with intent to do serious bodily harm. *Other* -Other offenses not listed above.
Type of Removal -- *In School Suspension* -Removal of student from regular classroom setting (within a school building) for a fixed amount of time with student automatically returning to regular classroom setting after the suspension is completed. *Out of School Suspension* -Removal of student from school for a fixed amount of time with student automatically returning to school after the suspension is completed. *Expulsion* -Removal of student from school for an indefinite period of time until stu-

Source: Missouri Dept. of Elementary and Secondary Education
 As submitted to Core Data by Missouri Public Schools
 High school dropout rate is the number of dropouts divided by (September enrollment plus transfers in minus transfers out minus dropouts added to total September enrollment then divided by two (2)).
 Disaggregated data is provided only for those groups that had 30 or more students enrolled in 9th-12th grades.



Per Pupil Expenditure

Per pupil expenditures are influenced by a variety of factors, including, but not limited to: faculty salaries (based upon individual experience), textbook costs, age and grade level appropriate programs (band, foreign language, etc), size of building (number of grades/sections), and upkeep and maintenance of the building due to the building's age.

Per Pupil Expenditure By Building					
	Primary	Elem.	Intermed.	Jr. High	High School
Per Pupil Expenditure	\$6,300	\$5,410	\$5,563	\$5,688	\$5,483



2003-2004 Curriculum/Program Information

HIGH SCHOOL COURSES PROVIDE OPPORTUNITIES FOR STUDENTS

The state of Missouri requires Accredited school districts to offer 60.5 units of credit. In a recent review by the Missouri Department of Elementary and Secondary Education, HHS received commendations for offering 110 units of credit. In addition, the junior high was praised for providing a large number of exploratory courses.

The school improvement review noted that the percent of graduates earning a State Board College Preparatory Studies Certificate was at a high level for the three years reported. Clearly, students at HHS realize that preparation for life is a priority for them. The R-3 Schools continually strive to improve our curriculum and to provide all students with opportunities for success. During the 2003-2004 school year, R-3 high school students could select from 88 local course credits and 68.0 credits from Jefferson College.

GRADUATION REQUIREMENTS

The Hillsboro R-3 School District provides students with opportunities to earn a Regular Diploma or a College Preparatory Diploma. To earn either diploma, a student must: (1) pass 1 unit of American history; (2) pass tests over both the U.S. and Missouri Constitutions; (3) pass 1/2 unit in U.S. and Missouri Government; and (4) study lessons on drug education. Earning the College Preparatory Diploma also requires a cumulative Grade Point Average of 3.0 and successful completion of selected upper level courses in English, mathematics, science and social studies.



MINIMUM-GRADUATION REQUIREMENTS		COLLEGE PREPARATORY REQUIREMENTS
3.0	English	4.0
2.0	Mathematics	4.0
2.0	Science	4.0
3.0	Social	3.0
1.0	Fine Arts	1.0
1.0	Practical	1.0
0.5	Keyboarding	0.5
1.5	Phys. Ed.	1.5
0.5	Health	0.5
0.0	For. Lang.	2.0
8.5	Electives	3.5
23.0	Totals	25.0

Meeting the Expectations of our Board of Education

By Jana Rhame, Executive Director of Curriculum

Goal # 12 adopted by the Board of Education states the following:

As instructional leaders of their buildings, the principals are expected to be in the classrooms. The goal is for them to spend at least 25% of their time in the classrooms. These visits shall be documented.

How are the district administrators preparing for this time in the classroom and how is the information being utilized?

The district's administrative team has been involved in training for an informal observation called a "walk-through." This type of observation is not new, but it is being standardized and the training for administrators is being offered through our Cooperating School District with Dr. Dennis Dorsey. So far, eight hours of training have been part of the process. The administrators received research based information to begin their training and then utilized this to do the actual walk-throughs in each of our district buildings. A walk-through usually lasts five to ten minutes and there are specific items the administrator is looking for as evidence of learning (a Look-For). The short time frame offers administrators the opportunity to be in the classroom several times within the week and works like a "snapshot" of what is happening at different times during the day. The teachers are aware of the Look-Fors that have been established either for the district or the building. Each administrator is continuing to do walk-throughs with immediate feedback to the classroom teacher in the form of a note or memo and the opportunity for meeting if there are questions or points of interest. This time in the classroom gives administrators much needed information on the type of learning taking place in our district and helps us search for ways to reach students who are not learning the first time around. The idea is to share or collaborate and to develop best practices for each grade level. Teachers in our district work hard to develop instructional strategies that work – these need to be shared and utilized throughout the district. There are several districts in this area and in surrounding areas that are utilizing this approach to assess learning.

As a district our focus is learning. Our administrators will complete training with Dr. Dorsey by mid February. At that time we will have had several experiences working together to observe and discuss all the good things happening in our district as well as any areas of concern. We will have also established what our professional development goals are as administrators. Learning is life-long and our administrators are modeling this as they learn from our teachers and our students about the achievement taking place and are collaborating to find ways to meet rising expectations for all students.

2003-2004 Participation Information

RATES OF PARTICIPATION

The following tables show the numbers of Hillsboro students involved in special programs, divided by building.

Special Education—Local						
	Dist.	Prim.	Elem.	Inter. Sch.	Jr. High	High Sch.
Mental Retardation	37	4	4	6	10	13
Emotional Disturbance	11	1	2	4	1	3
Speech or Language	164	75	47	30	7	5
Hearing Impairment	1	0	1	0	0	0
Specific Learning Disabilities	194	4	28	33	44	85
Other Health Impairment	64	3	11	16	18	16
Multiple Disabilities	1	0	1	0	0	0
Totals	472	87	94	89	80	122

Special Education—Coop						
	Dist.	Prim.	Elem.	Inter. Sch.	Jr. High	High Sch.
Mental Retardation	2	0	2	0	0	0
Emotional Disturbance	10	0	2	1	2	5
Speech or Language	1	1	0	0	0	0
Orthopedic Impairment	3	0	0	0	0	3
Hearing Impairment	1	1	0	0	0	0
Other Health Impairment	4	1	0	1	1	1
Multiple Disabilities	1	0	1	0	0	0
Autism	1	0	0	1	0	0
Traumatic Brain Injury	1	0	0	0	0	1
Totals	24	3	5	3	3	10

G.A.T.E.						
	District	Prim.	Elem.	Inter. Sch.	Jr. High	High Sch.
Gifted	132	17	31	26	31	27
Remedial Reading	420	150	150	60	60	NA
Parents As Teachers	217 Families served	Age 5	Age 4	Age 3	Age 2	Age 1
No. of Children Sern'd	347	112	83	5	91	57
Early Child/Spec. Ed.		Age 5	Age 4	Age 3	Age 2	Age 1
Center Based Program	30	5	13	12	NA	NA
Itinerant Services	7	4	3	NA	NA	NA

High School Facts	
	District
Vocational Enrollment	420
Jefferson College	56
HS Bus. Manage.	364
Advanced Placement Enrollment	38
College Credit Enrollment	107
Percent taking ACT	53.6%
# College Prep. Certificates	49
# A+ Students	716

A Variety of Programs for Student Success: Something for Every Student

The District goes above and beyond the Department of Elementary and Secondary Education's requirements to meet minimum accreditation standards in order to provide learning opportunities for every child. There are gifted and honors programs for students who need special challenges; programs are available through Jefferson College for students who have vocational interests; and the special needs youngsters have an array of programs to address their ability levels. In addition to providing our own programs, there are appropriate services provided through the Jefferson County Special Services Co-Op, the State School at Maville, and Pony Bird residential care facility. For students who are at risk of not succeeding in the traditional educational setting, the district provides an Alternative School coupled with a work-study experience.

It is our mission to continue to provide a variety of programs to meet the rigorous challenges that students face today. This includes topnotch technology experiences in every classroom, and all of the buildings have on-going professional development for staff to keep them abreast of the latest, proven innovations in classroom instruction.

The District is proud that YOU help us provide a quality/comprehensive education. Thank you, again, for being involved in your child's education. It is a school-community partnership that continues to get better.

2003-2004 Map Results

HILLSBORO R-III						MISSOURI					
MAP - Grade 3 or 4	2000	2001	2002	2003	2004	MAP - Grade 3 or 4	2000	2001	2002	2003	2004
Math -Advanced and Proficient -Step 1 and Progressing	48.3 15.5	47.6 9	44.6 11.9	46.8 11.1	48.1 10.5	Math -Advanced and Proficient -Step 1 and Progressing	36.7 22.3	37.7 20.4	37.6 21.1	37.2 20.2	40.4 17.60
Communication Arts -Advanced and Proficient -Step 1 and Progressing	27.5 26.7	39.4 14.4	32.7 18.4	43.3 16.3	42.4 15.2	Communication Arts -Advanced and Proficient -Step 1 and Progressing	31.7 30.1	31.6 28.6	35.4 26.3	34.1 26.4	34.6 25.6
MAP - Grade 7 or 8	2000	2001	2002	2003	2004	MAP - Grade 7 or 8	2000	2001	2002	2003	2004
Math -Advanced and Proficient -Step 1 and Progressing	15.7 52.6	16.9 51.8	13.7 45.8	12.9 42.1	11.9 48.5	Math -Advanced and Proficient -Step 1 and Progressing	14.1 57.1	14.7 54.4	13.7 54.6	13.9 51.2	13.9 50.9
Communication Arts -Advanced and Proficient -Step 1 and Progressing	26.2 37.4	35 25.6	34.2 26.1	32.4 30.3	33.7 28	Communication Arts -Advanced and Proficient -Step 1 and Progressing	32.3 37.8	34.2 34.5	32.1 35.5	32.4 36.3	31.9 37.1
MAP - Grade 10 or 11	2000	2001	2002	2003	2004	MAP - Grade 10 or 11	2000	2001	2002	2003	2004
Math -Advanced and Proficient -Step 1 and Progressing	13 56.1	17.2 40.1	11.8 51.3	11.2 59	13 46.1	Math -Advanced and Proficient -Step 1 and Progressing	10.3 60.0	12.7 56.8	10.7 59.0	12.4 55.4	15.2 52.9
Communications Arts -Advanced and Proficient -Step 1 and Progressing	19 44.3	18.9 35.5	14 37.6	18.1 36.7	14.1 47.6	Communication Arts -Advanced and Proficient -Step 1 and Progressing	22.8 38.8	22.6 33.8	23.7 34.6	21.8 35.4	22.5 35.5

The MAP Test

Missouri has developed a performance-based assessment system, as mandated in the Outstanding Schools Act of 1993 (Senate Bill 380). The assessment system, called the Missouri Assessment Program (MAP), measures student progress toward the Show-Me Standards, 73 rigorous academic standards developed over a two-year period by Missouri teachers and adopted by the State Board of Education.

To achieve the Show-Me Standards, students must have a strong foundation of knowledge and skills in basic subjects and be able to apply what they know to real-world problems and new situations. Therefore, the MAP must measure what students know as well as what they can do. Previous state assessments, such as the MMAT and the BEST Test, were designed to measure primarily what students know, not how well they can apply knowledge.

The MAP test consists of three parts: Multiple Choice, Short Answer, and Multiple Performance Events (problem solving techniques utilizing several steps). Student proficiency is shown in one of five levels: **Step 1** (lowest); **Progressing**; **Nearing Proficient**; **Proficient**; and **Advanced** (highest).

MSIP Accreditation as of November 2003

HILLSBORO R-III school district is: **Accredited**

Number of Missouri Districts

Accredited	Provisionally	Unaccredited
502 (95.8%)	21 (4.0%)	1 (0.2%)



2004 Preliminary Adequate Yearly Progress for HILLSBORO R-III

To meet AYP for 2003 all groups with 30 or more students needed to have met the 2003 State Proficiency Goal

Legend: (Y) = Yes group met AYP; (N) = No group did not meet AYP; (n*) = Not Met because the % of students not tested exceeded 5%.

(---) = fewer than 30 students assessed for that group; (.) = no students assessed for that group

FRL=Students Eligible for Free or Reduced Price Lunch; IEP=Individualized Education Program (Student with Disabilities); LEP = Students who are Limited English Proficient

HILLSBORO R-III 0500031000	AYP	All Students	Asian	Black	Hispanic	Indian	Pac Isl	White	Other	FRL	IEP	LEP
Communication Arts	Met*	Y						Y		Y	Y	
Mathematics	Met	Y						Y		Y	Y	
JUVENILE DETENTION CTR. 0500031015 (01-12) Title I School (N) No students at this site.												
Communication Arts												
Mathematics												
HILLSBORO HIGH 0500031050 (09-12) Title I School (N)												
Communication Arts	Not Met*	N						N				
Mathematics	Met*	Y						Y		Y		
HILLSBORO JR. HIGH 0500032050 (07-08) Title I School (N)												
Communication Arts	Met*	Y						Y		Y		
Mathematics	Not Met*	Y						Y		N		
HILLSBORO ELEM. 0500034020 (03-04) Title I School (Y)												
Communication Arts	Met	Y						Y		Y	Y	
Mathematics	Met	Y						Y		Y	Y	
HILLSBORO MIDDLE ELEM. 0500034040 (05-06) Title I School (Y) Students at this building did not take MAP tests. Tests to be given in 2005.												
Communication Arts												
Mathematics												
HILLSBORO PRIMARY 0500034080 (K-02) Title I School (Y) Students at this building did not take MAP tests. Tests to be given in 2005.												
Communication Arts												
Mathematics												
As of September 2, 2003 Source: Missouri Department of Elementary and Secondary Education * District has appealed to the Dept. of Elem. & Sec. Educ. That Special Education students' scores and students who transferred scores were improperly counted by the test scoring company. (As of 12/1/03, DESE notified R-3 that requirements were met).												

2003-2004 FINANCIAL INFORMATION

Finance Report, 2000-2004										
	Hillsboro R-III					Missouri				
Year	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04
Fall Enrollment	3,613	3,616	3,520	3,592	3601	894,843	894,032	890,456	893,575	893,270
Average Daily Attendance (ADA)	3,337.86	3,377.36	3,300.59	3,565.08	3398.09	834,386.71	835,055.11	842,017.78	847,854.15	846,118.03
Rate of Attendance	93.50%	94.00%	94.20%	94.40%	94.13%	93.6%	93.7%	93.9%	93.7%	93.6%
Total Expenditures	\$28,226,063	\$21,807,350	\$21,931,473	\$28,714,744	\$24,931,925	\$6,931,570,962	\$7,394,195,595	\$8,071,316,143	\$8,412,343,992	\$8,327,167,203
Total Current Exp.	\$15,520,656	\$17,320,959	\$17,875,032	\$17,960,615	\$18,148,751	\$5,259,403,913	\$5,650,876,417	\$6,017,524,874	\$6,231,403,857	\$6,255,928,371
Current Exp per ADA	\$4,649.88	\$5,128.55	\$5,415.71	\$5,037.93	\$5,340.87	\$6,303	\$6,767	\$7,147	\$7,345	\$7,394
Percent of Revenue in the Operating Funds Note: Local includes Local, County and Proposition C Money										
Local (%)	53.51	50.85	51.23	49.39	51.76	56.17	55.93	56.82	56.80	57.90%
State (%)	42.74	45.44	44.48	46.24	44.17	37.22	37.03	35.43	34.98	33.3%
Federal (%)	3.75	3.72	4.29	4.37	4.07	6.62	7.04	7.75	8.22	8.8%
Assessed Valuation	\$137,512,019	\$144,515,400	\$153,563,921	\$160,652,076	\$168,067,572	\$56,653,424,094	\$59,087,115,091	\$64,183,400,090	\$65,802,041,062	\$69,466,149,877
Tax Rates										
Voted Tax Rate Ceiling										
Operating Funds	\$3.44	\$3.4300	\$3.4286	\$3.4058	\$3.42.75	\$3.41	\$3.42	\$3.42	\$3.45	\$3.46
Debt Service	\$1.22	\$1.2954	\$0.8613	\$0.8750	\$0.9990	\$0.40	\$0.49	\$0.53	\$0.55	\$0.56
Adjusted Tax Rate										
Incidental	\$2.89	\$2.90	\$2.93	\$2.94	\$2.9603	\$2.77	\$2.82	\$2.87	\$2.95	\$3.01
Teachers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.34	\$0.32	\$0.31	\$0.28	\$0.27
Debt Service	\$0.65	\$0.66	\$0.66	\$0.68	\$0.6897	\$0.35	\$0.37	\$0.39	\$0.39	\$0.39
Capital Projects	\$0.55	\$0.53	\$0.49	\$0.46	\$0.46	\$0.07	\$0.06	\$0.05	\$0.04	\$0.03

Local vs. State Dollars

Assessed valuation is the taxable portion of the market value of real estate and/or personal property (such as boats or autos). Property is taxed by classification: Agricultural land is assessed at 12%; Residences are assessed at 19%; Commercial property is assessed at 32%; and Personal property is assessed at 33 1/3%. The assessed valuation is one measure of a communities total property wealth and translates into local tax support for public school districts. R-3's assessed value has increased at a consistent rate over the past five (5) years.

The local wealth of a district can best be evaluated when assessed valuation is compared to the number of eligible pupils enrolled. When compared to Jefferson County schools, the R-3 Schools have one of the lowest assessed valuations per eligible pupil.

Almost daily, the office receives calls from prospective residents who want to relocate into the Hillsboro R-3 District. We appreciate the confidence that the public has in the quality of education that is provided by our dedicated staff. However, there is a notion that increased enrollment benefits the District financially....and in some ways it does. Funding is based on enrollment. But, this District spends more to educate each student than local taxes and state funding are currently providing. Therefore, the District has had to spend reserve funds to maintain the same level of education. staffing to compensate for these reductions.

2003-2004 FACULTY INFORMATION

Faculty Information, 2000-2004										
	Hillsboro Primary					Hillsboro Elementary				
Year	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04
Average Teacher Salary (Regular Term)	\$37,741	\$37,410	\$37,173	\$37,416	\$37,429	\$34,808	\$35,450	\$34,983	\$35,942	\$35,416
Average Teacher Salary (Total*)	\$38,093	\$38,461	\$38,488	\$38,720	\$38,351	\$34,879	\$35,882	\$35,826	\$36,648	\$36,144
Average Administrator Salary	\$67,130	\$69,971	\$66,378	\$68,581	\$74,934	\$68,568	\$71,212	\$70,462	\$72,585	\$76,893
Average Years of Experience	17.5	16.2	15.4	14.8	14.6	14.3	13.9	12.9	13.4	12.0
Teachers with a Master Degree or Higher (%)	65.44	57.13	56.47	56.05	58.60	46.85	49.03	39.38	41.63	39.80%
	Hillsboro Middle Elementary					Hillsboro Jr. High				
Year	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04
Average Teacher Salary (Regular Term)	\$35,878	\$37,744	\$37,663	\$37,809	\$36,873	\$35,087	\$36,909	\$36,276	\$36,341	\$36,359
Average Teacher Salary (Total*)	\$36,515	\$39,475	\$39,165	\$38,703	\$37,255	\$36,939	\$39,924	\$39,604	\$38,794	\$38,308
Average Administrator Salary	\$72,165	\$74,934	\$74,650	\$66,624	\$69,421	\$64,373	\$67,242	\$70,681	\$73,437	\$74,848
Average Years of Experience	15.8	17.2	16.3	15.1	14.4	15.3	16.1	15.0	13.7	13.2
Teachers with a Master Degree or Higher (%)	59.71	61.98	57.45	63.70	51.50%	50.76	59.77	56.69	47.25	52.70%
	Hillsboro High					Missouri				
Year	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04
Average Teacher Salary (Regular Term)	\$35,529	\$37,088	\$37,279	\$37,655	\$35,751	\$34,232	\$35,325	\$36,488	\$37,641	\$38,247
Average Teacher Salary (Total*)	\$37,134	\$39,764	\$40,748	\$41,279	\$38,351	\$35,656	\$36,714	\$37,992	\$39,293	\$39,827
Average Administrator Salary	\$66,411	\$69,310	\$71,824	\$70,075	\$74,934	\$63,020	\$65,475	\$67,558	\$70,128	\$71,470
Average Years of Experience	15.8	16.3	15.3	15.1	14.6	15	14	14	14	12.8
Teachers with a Master Degree or Higher (%)	63.14	63.97	62.18	60.56	58.6%	49.29	49.15	49.41	51.08	47.6%
Faculty Information, 1999-2003										
	HILLSBORO R-III									
Year	1999-00	2000-01	2001-02	2002-03	2003-04					
Average Teacher Salary (Regular Term)	\$35,858	\$36,927	\$36,741	\$37,090	\$38,247					
Average Teacher Salary (Total*)	\$36,820	\$38,772	\$38,934	\$39,050	39,827					
Average Administrator Salary	\$69,350	\$72,897	\$74,086	\$75,244	\$71,470					
Average Years of Experience	17.2	17.2	15.9	15.7	12.8					
Teachers with a Master Degree or Higher (%)	58.30	58.74	55.24	54.46	47.60%					
*Includes extended contract salary, Career Ladder supplement and extra duty pay.										
Source: Missouri Dept. of Elementary and Secondary Education										
Core Data As Submitted by Missouri Public Schools										

The Most Wasted Day Is That In Which We Have Not Laughed (Chamfort)

In the early 70's, I attended a professional conference where I heard a speaker talk about laughter in the school setting. It made me realize how fortunate I was to have been reared in a home environment where laughter was commonplace. It also made me think about all of the great teachers I had and how the best educators incorporated laughter in their setting. As a teacher, coach, or administrator, laughter was and is important to me. Years later, I found an article that echoed many of my feelings. I thought I'd share part of the article by Robert L. BeBruyn.

Whether we teach first graders or high school seniors, we could all tell stories about the funny and delightful things our students have done in class. However, many of these incidents are annoying or frustrating at the time. They shouldn't be. In fact, if we're really going to enjoy teaching, we must like children---and enjoy the things they do. Without question, this can be difficult---unless we can accept young people for "just being." Such acceptance is called "unconditional acceptance."

Having a sense of humor can go a long way in helping us accept children unconditionally. Without question, if we can laugh and enjoy students in the present, we'll add a new dimension to teaching. Certainly, it doesn't make much sense to laugh when we tell the story to colleagues later and miss the joy today. Laughter in the classroom has countless benefits. When people are laughing, they can't frown, be angry, or feel sorry for themselves. When teachers can't laugh, their students usually can't either.

Teachers should never feel that they have to be entertainers or let flippancy become the tone for learning. We also have to be aware of when words hurt and not replace laughter with teasing. There is a fine line that cannot be crossed. We must recognize that establishing a good climate for learning is almost impossible without laughter.

Today's students need humor much more than we might suspect. It's a very serious world for the most part.

The excellent teacher knows that if we don't enjoy children, we may miss seeing their strengths. This same teacher knows that liking and enjoying children can make teaching a genuine pleasure.

Most of us who have devoted our lives to children know that we must concentrate on enjoying students in every way. We should take pleasure in what they say and do, and in how they act. The school setting may be the best times of their lives.....and it certainly gives those of us in education a source of enjoyment in our lives.

Dr. Shelton E. Smith, Superintendent

**HILLSBORO R-III SCHOOLS
PHILOSOPHY & MISSION STATEMENTS**

MISSION

The mission of the Hillsboro R-III School District, in partnership with its community, is to produce literate, cultured, self-confident and responsible citizens, well-versed in basic skills, who possess the ability to think critically and solve problems, who are instilled with a positive attitude toward learning and well prepared for continuing education, by providing a diversity of clearly focused educational programs of unequalled excellence.

PHILOSOPHY

Democracy is the only acceptable way of life for our citizens. In it, the worth and supreme welfare of the individuals are pre-eminent. Democracy is not inherited. It must be earned and learned anew by each generation. Democracy recognizes the ever-changing nature of society and challenges its constituents. The role of education therefore is apparent. Its purpose is preparation for the preservation and improvement of democracy as a way of life.

Our philosophy is based on the premise that all individuals can learn, but in different ways and at different rates. We believe that the district's primary purpose is to provide a comprehensive educational environment that will help all students, because equal educational opportunity is a right for all, without regard to race, religion, creed, color, national origin, sex or disability. We further believe that each person has an intrinsic worth, and therefore should be treated with dignity and respect, and that learning by each person is a continuous process leading to new knowledge and personal growth.



The Administration and Faculty thank you for your continued support of the Hillsboro R-3 School District.

For questions or comments regarding the content of this report, please contact the Superintendent of Schools at 636-789-0060 or hr3_co@mail.hillsboro.k12.mo.us



The Annual Report is edited by Dr. Shelton Smith, Superintendent and Lannie Zavorka, C. O. Secretary.