

Hutchinson Public Schools

2016 Annual Report



Our Mission: Students will graduate with the knowledge, skills, and behaviors to be college and career ready.

Highlights of 2015-16

The 2015-16 school year was the second year under the 2014-15 Strategic Plan. While, the plan, itself, was simpler than previous documents, it is a departure from previous roadmaps and district staff are in the process of determining new waypoints on that map.

ACT scores and college readiness was on par in 2015-16, compared to the previous year. Social science is considered an indicator of readiness in college reading.

	English Comp	Algebra	Social Science	Biology	Meeting All Four
2016	75 percent	48 percent	52 percent	43 percent	29 percent
2015	75	50	62	45	33
Change	Unchanged	-2	-10	-2	-4
State 2016	70	48	53	43	31
State 2015	71	49	53	44	32
HHS compared to state					
2016	+5	Same	-1	Same	-2
2015	+4	+1	+9	+1	+1

Districtwide, attendance reported in “Results 5: Life and Career Skills” to the Board in April 2015 was reported at 94.33 percent for 2013-14. Since 2008-09, attendance rates have ranged from 93.9 percent in the district to 94.8 percent.

The same report showed Hutchinson High School’s graduation rate for the class that graduated in 2013 was 87.43 percent, up from 75.32 percent for the class that graduated in 2010.

Strategic Actions 2014-19

The district has chosen two strategic actions as the focus of our school improvement efforts. We believe that intense and sustained school improvement efforts in these areas will produce the largest gains in the desired student outcomes.

- ◆ Teach literacy across the curriculum
- ◆ Teach, model and reinforce positive behaviors

Individual buildings develop yearly action plans aligned with these broad strategies to achieve the Results with their students.

R-1: Students will graduate with the knowledge, skills, and behaviors to be college and career ready.

R-2 Students annually gain a minimum of one year's growth in the following core academics:

- Literacy
- Math
- Science
- Social Studies



R-2: Literacy

Interpretation: Students must comprehend and construct meaning from grade level fiction and non-fiction text. Upon graduation, students must comprehend text similar to what they will encounter in their careers, further studies, and personal life. Students must write to express their ideas for a variety of purposes and audiences, using writing as a tool, not only to demonstrate understanding, but to assist in their processing of information in all subject areas.

R-2: Math

Interpretation: Students must develop number sense in the primary grades to serve as a foundation for future mathematical learning. Additionally, all students must attain fluency and understand and explain their mathematical thinking. To be college and career ready, students must apply math skills to solve a variety of real-world problems across all fields of study.

R-2: Science

Interpretation: Across all grade levels, students must develop an understanding of the nature of scientific knowledge. Students will learn through opportunities which integrate reading, writing, and mathematics into real world scientific situations.

R-2: Social Studies

Interpretation: Students will be informed, thoughtful, and engaged citizens with the skills necessary to understand political, economic, and social issues. Students will apply higher order thinking skills to make connections between the past, present and future. Students will learn through opportunities which infuse reading, writing, and mathematics into the study of society and the world.

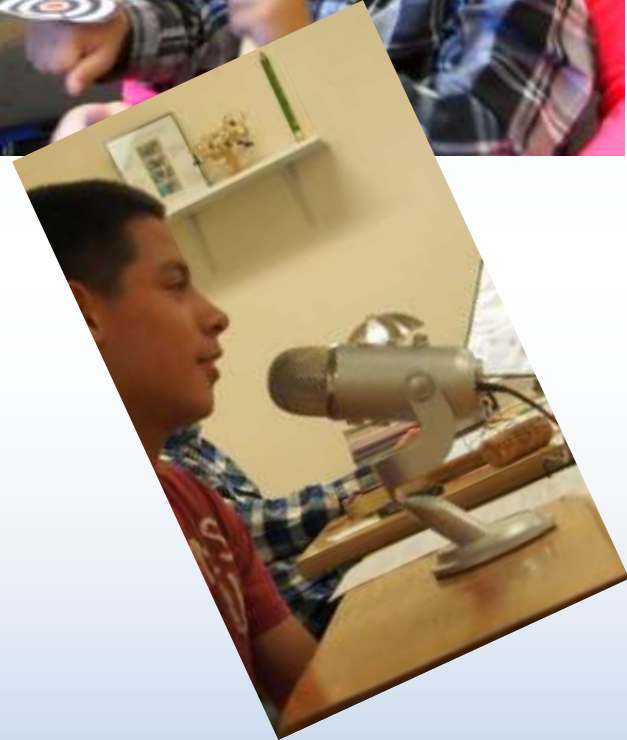
Click on hyperlinks for the reports.

R-3 : Students analyze, synthesize, generate, and evaluate ideas by demonstrating

- Creativity
- Problem-solving
- Critical thinking

R-4: Students communicate and collaborate by demonstrating

- Writing, speaking, listening, visual, and non-verbal skills
- Social and cross-cultural skills
- Teamwork



R-3: Interpretation: Students must engage in learning experiences to increase these higher order cognitive skills through core knowledge and electives.

Definitions

Creativity

- Use a wide range of idea-generating techniques
- Introduce new and useful ideas
- Refine, analyze, and evaluate efforts
- Demonstrate originality and inventiveness in work products, processes, artistic products, or performance

Problem-Solving

- Solve non-familiar problems in both conventional and innovative ways
- Ask relevant questions to clarify and obtain information leading to better solutions

Critical Thinking

- Make connections and draw appropriate conclusions
- Analyze and evaluate information, evidence, arguments, and claims
- Reflect on experiences and processes

[Information on R-3 to R-6](#)

R-4: Interpretation: Communication and collaboration skills must be applied in all disciplines and cultivated in students throughout their educational careers.

Definitions

Writing, speaking, listening, visual, and non-verbal skills

- Communicate for a variety of purposes (inform, instruct, persuade, motivate)
- Select appropriate media to communicate the intended message

Social and cross cultural skills

- Work effectively and respectfully with all team members
- Understand and respect contributions and perspectives
- Present oneself professionally and with appropriate etiquette

Teamwork

- Negotiate and compromise to accomplish a goal
- Assume shared responsibility for collaborative work
- Communicate ideas appropriately

R-5: Students lead a productive life and contribute to society by demonstrating

- Financial competency
- Technological competency
- Responsibility
- Work ethic

R-6: Students plan for their futures by demonstrating

- Goal setting
- Career planning
- Flexibility and adaptability



R-5 Interpretation: Students must develop responsibility through financial competency, technological competency, responsibility, and work ethic for use in school and in their adult lives. Work ethic is developed through completion of short and long-term learning tasks, engagement in student helper and leadership roles, preparation for performances, and participation in extra-curricular activities.

Definitions

Financial Competency

- Understand the role of money in society
- Make appropriate economic choices
- Apply concepts of insurance, indebtedness, retirement savings
- Apply concepts of budgeting

Technological Competency

- Access information efficiently and effectively
- Apply understanding of ethical/legal issues surrounding technology
- Utilize appropriate technologies to research, organize, evaluate, and communicate information

Responsibility

- Be reliable and punctual
- Apply self-regulation to make good choices
- Display stewardship of resources

Work ethic

- Actively participate
- Demonstrate initiative to advance skill level
- Monitor, define, prioritize, and complete tasks without direct oversight
- Utilize time efficiently

[Information on R-3 to R-6](#)

R-6 Interpretation: Planning for life after graduation begins as students enter USD 308. While students should not be channeled toward a specific career, they must develop awareness of their strengths and interests. The ability to set long-term goals is essential to reaching a chosen career and other desired outcomes, and students can begin development of effective goal setting habits at a young age.

Definitions

Career Planning

- Exploration of interests and aptitudes
- Exploration of career-related skills
- Awareness of career options
- Experiences and courses related to potential career areas

Goal Setting

- Set goals with tangible and intangible success criteria
- Balance short and long-term goals
- Manage time and workload effectively

Flexibility and adaptability

- Adapt to varied roles, jobs, and schedules
- View failure as an opportunity to learn
- Deal with praise, setbacks, and criticism appropriately



For more information

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