Indian Hill

2003-2004 Annual Report

Indian Hill Exempted Village School District

BASIC FACTS

Indian Hill has the lowest tax rate permissible by law – the twenty-mill floor.

Dear Fellow Residents

We are pleased to share with all District residents the many accomplishments of 2003-2004 made possible by student effort, staff dedication, parent engagement, and community support.

Student Achievement

We met Ohio's standards of excellence for the seventh consecutive year, meeting all indicators of proficiency, attendance, and graduation rate. We showed a significant gain in 6th grade mathematics, which jumped from 80% passing in 2003 to 94% in 2004.

All Stanford Achievement Test scores were in the top quarter of the nation for mathematics and reading. We improved in an area of special concern, the percentage of students scoring in the advanced range in mathematics in grades 7 and 8.

We administered 537 Advanced Placement exams in 2004. This is an all time high for the number of exams, up from 470 in 2003. Seventy-nine percent qualified for college credit (3 or better), down from 83% in 2003.

Satisfaction

The District strengthened its communication with the public through open forums, focus groups, and electronic newsletters at all schools. We developed several recommendations for improvement that are either already in place or will be carried out during the 2004-2005 school year.

We conducted our biennial school satisfaction survey, and the results showed many improvements. Parent satisfaction rose in every single category in 2004, and all results exceeded the District standard of excellence (8.0 on a 0-10 scale).

Ninety-six percent of parents reported that they believe the District is responsible in its handling of finances, and 96% also believe they are getting a good value for their tax dollar.

Faculty and staff satisfaction was also high, with significant gains at the Middle School. We attribute the improvement to the instructional team leadership and the school-wide emphasis on establishing a positive school climate.

Finances

Indian Hill continues to have the lowest property taxes allowable by law – the "twenty-mill" floor.

The Indian Hill Board of Education and the Indian Hill Education Association reached agreement on salaries, benefits, and working conditions. The new contract extends to December 1, 2006. Salaries will increase by 4%, 3.75%, and 3.75% over the next three years, and over this same period of time the employee share of health benefits will rise to 8%, 9%, and 10%.

The District balanced its budget for the third consecutive year. Although we anticipated some deficit spending in connection with expanded facilities, we were able to carry out a number of cost saving initiatives, ending the year with a slight surplus. Total operating expenses for 2003-04 were $23,550,864, representing a 7.8% increase. The operating costs per pupil were $10,476.

The Facilities Master Plan culminated in the substantial completion of the new High School and the new Elementary School in March 2004. The early completion made it possible for students and staff to move in over spring break. Renovation work continues at the Elementary Sawtooth wing and the Middle School. These projects are scheduled for completion in early 2005.

Best Regards,
David Quattrone, Superintendent

The Indian Hill Board of Education
Alicia Bridgeland, President; Lance White, Vice President;
Molly Barber, Barbara Hopewell, and Timothy Sharp

Students

VISION

Each student will master the knowledge and skills essential to independent thinking, lifelong learning, and productive citizenship.

BASIC FACTS

K-12 Enrollment 2241
Attendance rate 96.5%
Graduation rate 98.8%
Attending college ..95.1%

Indian Hill students continue to score well on state and national achievement tests; we have consistently met Ohio's criteria for "excellent." With the implementation of the federal No Child Left Behind Act, the emphasis on external accountability and annual yearly progress will only intensify; test scores will remain the public emblem of quality. Locally, we are gearing up for the new Ohio Graduation Test, a high stakes examination administered to all sophomores. We have adjusted our curriculum in several areas to align our course of study with these new testing requirements.

We consider the state requirements to be a "floor" not a "ceiling": we want to do better. For example, we set a local proficiency standard of 90% passing (vs. Ohio's 75%). Given our student ability profile, we also focus on increasing the percentage of students scoring in advanced ranges. In 2003-2004, we identified seventh and eighth grade mathematics as an opportunity for improvement. The percentage of students scoring in the advanced range on the Stanford Achievement Test increased somewhat, rising from 16% to 22% in grade seven and from 17% to 20% in grade eight.

Consistent, high quality student work cannot be measured by test scores alone. We need other ways to assess the quality of a well-framed question, depth of inquiry, technology applications, and care with written, spoken, and visual language. The faculty is developing and using such assessments, and we look forward to their broader application.

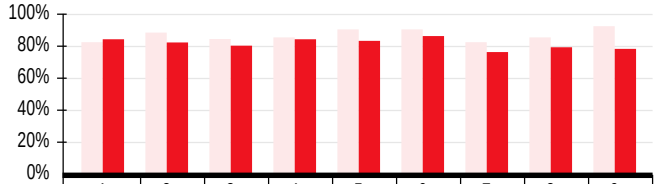
BASIC FACTS

Students identified with disabilities 6.2%
Students with limited English proficiency 1.2%

BASIC FACTS

African-American 3.0%
Asian 6.9%
Hispanic 1.0%
Multi-racial 2.0%
White 87.2%

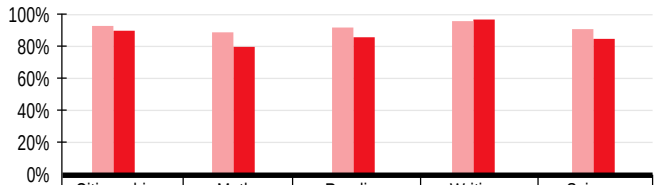
2004 Stanford Achievement: Reading and Math
National Percentiles



Grade	1	2	3	4	5	6	7	8	9
Math	84%	89%	86%	87%	92%	92%	84%	87%	94%
Reading	85%	83%	81%	85%	84%	87%	77%	80%	79%

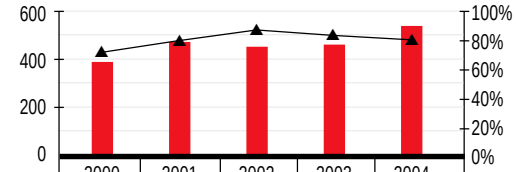
A key antecedent of high achievement is a purposeful, safe, healthy, and orderly school climate, and our faculty and staff give high ratings to students for their behavior at school (8.1 on a scale of 0-10). We have programs in place designed to introduce and reinforce concepts of good citizenship: Responsive Classroom at the Primary, SEEDS at the Elementary, and Capturing Kids' Hearts at the Middle School. These approaches contribute directly to a positive learning environment.

2004 Proficiency Results



	Citizenship	Math	Reading	Writing	Science
Grade 4	93%	89%	92%	96%	91%
Grade 6	90%	80%	86%	97%	85%

Advanced Placement: # Tests and % Qualifying



	2000	2001	2002	2003	2004
# Tests	398	477	465	470	537
▲ 3 or Better	72%	79%	88%	83%	79%

Faculty

VISION

Each member of the faculty will address the diverse learning needs of students through challenging, motivating schoolwork and continuous professional development.

In 2003-2004 our objective for achieving this vision called for each teacher to study, apply, assess, and share one or more best practices for differentiating instruction. Teachers selected one of six strands for concentration: Understanding by Design, assessment, transformative technology, classroom strategies, knowing students well, or creating a student-led culture of learning. Working in study groups, we used faculty meeting time and four “late start days” to gain knowledge, collaborate, and reflect on classroom practice. At the end of the year, teachers shared insights and results with their colleagues.

We assessed this work through quarterly faculty feedback and our biennial survey. Some of the key results are listed below:

- Students in grades 6-12 perceive that teachers are adjusting instruction to meet their needs (31% good, 19% excellent).
- K-12 parents concur that teachers are adjusting instruction to meet students’ learning needs (40% good, 31% excellent). However, the results are much stronger for K-5 (44% excellent) than for 6-12 (18%).
- In the fall of 2002, 53% of teachers reported that they implemented differentiated classroom strategies often or most of the time. By the spring of 2004 that figure had risen to 75%.

BASIC FACTS

Teachers with master's degree or above 74%
Teachers with ten or more years of experience 60%
Average teacher salary $58,007
National Board-certified teachers 12

BASIC FACTS

Certified staff 197
Classified staff 97
Pupil-Teacher ratio ... 11.4
Average Class Size ... 21.3
Teacher attendance rate 94.9%

- Teachers report that these best practices have had a positive impact on learning results (39% good, 10% excellent).

We are pleased with the progress we have made but look forward to further improvement. The survey results tell us that we should continue to focus on the presentation of material in the core subject areas, engaging all learners. We are currently at the stage of partial implementation. In 2004-05 we will emphasize systematic implementation through curriculum revision and improved learning results.

Parents

VISION

Each parent will participate as an active partner and that each community member will become a knowledgeable supporter of school programs.

Parent participation remains a distinctive feature of the District: virtually 100% of parents in grades K-5 attended parent-teacher conferences. Volunteer projects included numerous special events as well as ongoing projects, including AfterProm, Party on the Hill, graduation, the Antiques Fair, Primary School landscaping, international fairs, teacher appreciation efforts, and many fund-raising activities. Gifts to the school for enrichment exceeded $100,000.

In 2003 our interim parent survey told us that while parent satisfaction with the schools remained strong, there were opportunities for improvement in our methods of communication. In order to understand these results in greater depth, the District contracted with Betsy Neyer of Neyer Marketing to conduct focus groups at each school. There were also follow-up discussions with steering committees and interviews with every administrator. In the spring of 2004 Neyer's report to the Board identified two opportunities for improving communication: transitions between schools and web-site consistency.

We have created the transition guides as recommended, and plans are under way to improve the consistency and ease-of-use of our websites. In 2004-2005 we will again focus on parent and community communication. We will expand and refine our on-line newsletters, standardize the way teachers provide information on the Internet, and reach out to other residents.

BASIC FACTS

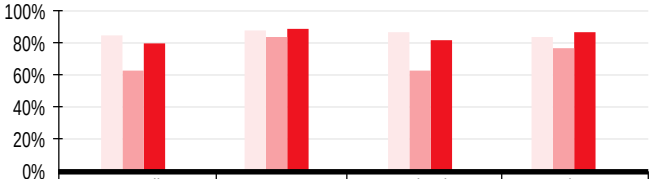
Ohio School Report Card Rating ..... Excellent
Advanced Placement Exams administered 507
Qualifying for college credit on AP Exams 79%
SAT Verbal/Math avg.... 565/576
ACT average 24.5

We will assess results through surveys and other forms of feedback.

The District's efforts to listen and improve generated higher parent satisfaction ratings. On our biennial survey, 60.6% of parents rated overall satisfaction as an A or A-. Satisfaction results exceed 8.0 in every category, including equipment and facilities, technology, school bus, administration, budget/budget process, curriculum and training, and quality of teaching. Results for communication and involvement rose from 7.8 to 8.1. Some of the results for specific questions are also noteworthy: Ninety six percent of parents reported that they believe the District is responsible in its handling of finances, and 96% also believe they are getting a good value for their tax dollar. With respect to our Facilities Master Plan, 94% gave a "good" or "excellent" rating to the overall management of our construction projects.

Staff Satisfaction, 2000-2004

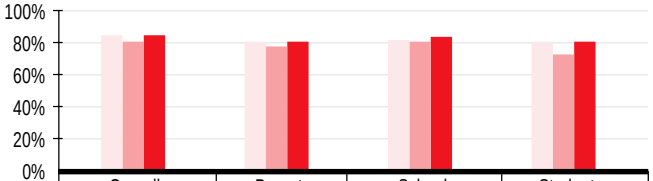
Middle School



	Overall Satisfaction	Parent Support	School Atmosphere	Student
00	8.5	8.8	8.7	8.4
02	6.3	8.4	6.3	7.7
04	8.0	8.9	8.2	8.7

Parent Satisfaction, 2000-2004

(CSMpact for Schools Survey)



	Overall Satisfaction	Parent Support	School Atmosphere	Student
00	8.5	8.1	8.2	8.1
02	8.1	7.8	8.1	7.3
04	8.5	8.1	8.4	8.1

District

VISION

District support staff, policies, procedures, and the learning environment will all contribute to student learning in a safe, efficient, and cost-effective manner.

BASIC FACTS

Revenue Sources
Local 82.0%
State 16.0%
Federal 2.0%
Effective residential millage rate 20.0

The Board of Education fulfilled its responsibilities as a prudent steward of the District's financial resources:

- We balanced the budget for the third consecutive year, despite the operational pressures of moving into and maintaining two new buildings.
- The new High School and the new Elementary School were completed ahead of schedule and within the overall budget.
- The Board successfully negotiated a three-year contract with the Indian Hill Education Association, including increasingly shared costs for health benefits.
- Indian Hill's tax rate remains at the lowest rate allowable by law – the "twenty-mill floor". The last operational tax levy was put on the ballot in 1993, and it expired in 1998. Since then, the District has successfully postponed seeking additional operating funds through cost containment and managing its reserves.

The District experienced a financial setback with the collapse of the National School Fitness Foundation (NSFF). In May of 2004, NSFF notified over 500 schools nationwide that it would not be making certain agreed upon contributions. However, the District is retaining the fitness equipment, used on a daily basis in our physical education program. We are pursuing legal claims for reimbursement.

Looking ahead, the District faces other financial challenges as well. As our Facilities Master Plan draws

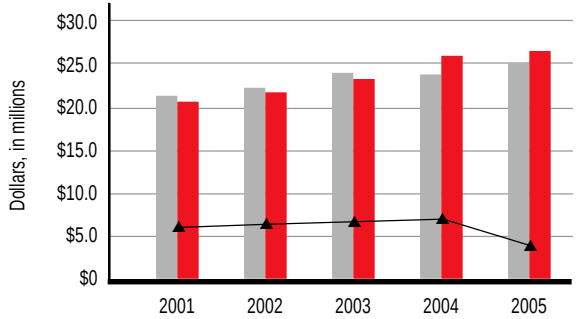
BASIC FACTS

Operating Revenues $24,051,982
Operating Expenses $23,550,864
Surplus/(Deficit ..... $ 501,118
Per Pupil Expenditures .. $ 11,199
Allocated for direct instruction
and pupil support

to a close and bond issue proceeds are depleted, we will need to support repairs, preventive maintenance, and capital acquisition through our general fund. The additional square footage will entail increased costs for utilities and maintenance. Our food service program is running a deficit at the present time, and we hope to remedy the situation through internal adjustments. (The food service contract will be re-bid this spring.)

Meanwhile, the District enjoys a strong and solid financial base, not only through its overall property assessment but also through our reserves exceeding $6 million and our ongoing monitoring and cost containment efforts.

Revenues, Expenditures, and Reserves, 2001-2006



	2001	2002	2003	2004	2005
Total Receipts	$21.4	$22.4	$24.1	$24.0	$25.0
Total Expenditures	$20.8	$21.8	$23.6	$25.4	$26.4
▲ Reserves	$6.0	$6.4	$6.5	$6.7	$4.4

INDIAN HILL EXEMPTED VILLAGE SCHOOL DISTRICT

BOARD OF EDUCATION
Alicia Bridgeland, President
Lance White, Vice President
Molly Barber, Member
Barbara Hopewell, Member
Timothy Sharp, Member

INDIAN HILL BOARD OF EDUCATION OFFICE
6855 Drake Road, Cincinnati, Ohio 45243
Phone 513/272-4500, Fax 513/272-4756
Superintendent of Schools, Dr. David F. Quattrone
Acting Assistant Superintendent, Dr. Jane R. Knudson

Treasurer/Business Manager, Julia Toth
Phone 513/272-4522, Fax 513/272-4756

Facilities Supervisor, Chester Wiggins
Phone 513/272-4606, Fax 513/272-4607

Transportation Supervisor, Cynthia Ketterer
Phone 513/272-4531, Fax 513/272-4535

INDIAN HILL HIGH SCHOOL
6865 Drake Road, Cincinnati, Ohio 45243
Phone 513/272-4550, Fax 513/272-4557
Principal, Terry Barton
Assistant Principal, Nancy Striebich
Athletic Director, Jill Bruder

INDIAN HILL MIDDLE SCHOOL
6845 Drake Road, Cincinnati, Ohio 45243
Phone 513/272-4642, Fax 513/272-4690
Principal, Brian Frank
Assistant Principal, Brian Martin

INDIAN HILL ELEMENTARY SCHOOL (3-5)
6100 Drake Road, Cincinnati, Ohio 45243
Phone 513/272-4703, Fax 513/272-4708
Principal, Marjorie Kress

INDIAN HILL PRIMARY SCHOOL (K-2)
6207 Drake Road, Cincinnati, Ohio 45243
Phone 513/272-4754, Fax 513/272-4759
Principal, Sandra Harte

www.ih.k12.oh.us

Indian Hill Exempted Village School District
6855 Drake Road
Cincinnati, OH 45243
(513) 272-4500

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