

South Hamilton Community School District

Annual Progress Report

2005-2006

Mission

The South Hamilton school and community will provide students a safe environment with high educational standards in which students will have the opportunity to acquire the knowledge and skills to be productive, responsible members of society.

Board of Education

David Carlson	President
Vicki Hill	Vice President
Marcia Anderson	Member
Tom Bell	Member
Marvin Ness	Member

Welcome

The 2005-2006 school year was a very successful year for South Hamilton students. Students excelled in the classroom and in a wide variety of school activities. This report will outline many of the academic achievements of the students. In activities, our students shared their many talents with us in many different ways. Students in music, drama, speech, and athletics performed well and entertained us throughout the year. Some of these events are competitive and others are for the joy of performing and sharing with others. In all cases, we can be very proud of our students. Our volleyball and softball teams won conference titles. We had students qualify for state competitions in girls' cross country, Group speech, Individual speech, Special Olympics, boys' track, and girls' track. We had numerous students receive high marks in music contests.

South Hamilton students met all of the state established student achievement goals in reading, mathematics, and science for the 2005-2006 academic year. Improving student's reading skills continues to be a primary focus for student achievement and for professional development for the staff. Staff members were trained in CRISS strategies at the beginning of 2005-2006 and worked to implement these strategies throughout the year to improve teaching and student learning.

The South Hamilton Foundation continued to provide excellent financial support to the district through its annual fundraising campaign to support teacher mini-grants, classroom field trips, and the awarding of Academic and Performance Merit award scholarships to graduating seniors. The South High Pride Boosters, the Elementary School Boosters and the Fine Arts Boosters contributed many hours of volunteer time and significant financial support to the school program. The support of the entire community, through these various initiatives, is greatly appreciated.

Last year, it was reported that conversation with Hubbard-Radcliffe were going to continue. They did progress through the fall of 2005. A decision was made by Hubbard-Radcliffe to share with a school other than South Hamilton. South Hamilton was disappointed with the decision but was respectful of it nonetheless. The planning of South Hamilton was then adjusted to prepare for some new students through open enrollment rather than whole grade sharing. Several new staff members were hired in preparation for 2006-07.

This report will provide you with the results of our students' academic efforts in reading, mathematics, and science for 2005-06 as measured by ITBS, ITED, and other district assessments. As we share these results, we renew our commitment to build on strengths and assess and address identified areas of growth in order to better meet the needs of our students.

Lyle Schwartz, Superintendent

Student Learning Goals

1. Students will read, write, speak, and listen effectively.
2. Students will identify through discovery of self their purpose and value in life in relation to the world.
3. Students will think critically, knowing how to analyze, synthesize, and evaluate information to develop problem solving skills.
4. Students will develop a work ethic, that demonstrates dependability, honesty, responsibility, flexibility, and cooperativeness.
5. Students will respect their societal responsibilities, including community, environment, political, and global.
6. Students will develop an aesthetic appreciation of the arts which will lead to continual growth and self-fulfillment.
7. Students will be lifelong learners.
8. Students will use technology effectively.
9. Students will assume responsibility for their own physical and mental well-being.

Administration

2005-2006

Lyle Schwartz - Superintendent

Steve Gray - High School Principal

Paul Hemphill - Elementary Principal

Brian Weidenthaler - Technology

Todd Coy - Athletic Director

We now have a link to the Department of Education website that has our APR information. It is <http://www.iowa.gov/educate/content/blogcategory/61/896/>. There is a box on the right hand side of the page titled "Public Information". Within that box there are three links. They are 1) Annual Progress Report, 2) Student Achievement Data, and 3) Comprehensive School Improvement Plan.

South Hamilton Community School

Additional State Indicators

Dropout Data

Category	Local Number	Local Percent	Local Total
Dropouts 7-12	3	0.85%	353
Dropouts 9-12	3	1.30%	230
Gender (9-12)			
Female	2	1.77%	113
Male	1	0.85%	117

Post-Secondary Data

Total Seniors Pursue	
Post-Secondary Ed	85.7%
Total Students Succeed	
Post-Secondary	68.4%
Total Graduates Completing	
Core Program	53.6%

Federal law requires the reporting of our graduation rate, attendance rate, and dropout rate as compared to the state of Iowa. Reporting of graduation rates, attendance, and dropout rates are one year behind.

Graduation Rate for 2004-2005

South Hamilton	State
95.0%	90.7%

K-8 Average Daily Attendance 04-05

South Hamilton	State
96.2%	95.8%

Dropout Rate for 2004-2005

Category	Local Percent	State Percent
Dropout 7-12	0.85%	1.44%
Drouout 9-12	1.30%	2.14%

Indicator	Pre School	Elem K-4	Lower MS 5-6	Upper MS 7-8	High School 9-12
Average Daily Attendance	94.9%	96.2%	96.4%	96.7%	94.4%
Average Daily Absences	5.1%	3.9%	3.6%	3.3%	5.6%
Drop Outs	0	0	0	0	3
At-risk Population	3	64	30	26	28
English as Second Language	0	20	0	1	6
Home School - dual	0	16	6	7	10
Home School - not dual	4	9	4	1	0
Special Education In District	3	14	8	19	24
Special Education Out of District	0	0	1	0	6
Title I Population	0	44	9	0	0
Reading Recovery Enrolled	-	8	-	-	-
Reading Recovery Graduates	-	6	-	-	-
Free & Reduced Lunch Population	0	80	18	31	38
Suspended Students Population					
In School	0	1	3	7	14
Suspended Students Population					
Out of School	0	0	0	1	6
Expelled Students Population	0	0	0	0	0
Graduates - Four Year Enrolled	-	-	-	-	16
Graduates - Two Year Enrolled	-	-	-	-	30
Graduates - Post-Secondary Success Prediction	-	-	-	-	68.4%
Graduates - Completed 4 yrs Eng, 3 yrs Sci., Math, & Soc St.	-	-	-	-	53.6%

Mathematics

Long Range Goal...

Improve student performance in mathematics so that all students will demonstrate proficiency in mathematics by 2014.

Annual Improvement Goal for 2006-2007

Increase the percentage of correct responses to test items involving adding and subtracting whole numbers with regrouping, for the class of 2016. As 2nd graders, they averaged 38 percentage points lower on questions involving addition with regrouping than the state. As 2nd graders, they averaged 61 percentage points lower on questions involving subtraction with regrouping than the state.

As mandated by Federal law, we have met our state growth goals as determined by our Annual Yearly Progress.

Table 1 to the right contains student proficiency data. The percentage represents the number of students in each category that scored above the 40th percentile for students in the nation on mathematics total score for either ITBS or ITED.

The data is reported by various categories as required by state and federal reporting. Several categories are reporting N/A which means that we have less than 10 students in that category.

We have been monitoring gender performance for nearly 20 years. Although there are various classes that do not have the degree of success that we desire, we have no serious problems with low performance tied to gender.

As a district we have been working to identify any other group or skill that needs special attention. We have found that through identifying skills that are low in a class, we can improve the overall performance of all students in that class which improves the performance of students in all groups.

Table 2: District Math Assessments for 2005-2006

	Number of Students	Percent Proficient
Grade 3	47	95.7%
Grade 4	46	95.7%
Grade 5	46	91.3%
Grade 6	43	95.3%
Grade 7	62	90.3%
Grade 8	46	97.8%
Grade 11	44	84.1%

Table 2 contains data from our district wide assessments. Assessments for grades 4, 8 and 11 were created during 2003-2004 and for

Table 1: ITBS/ITED Mathematics Data

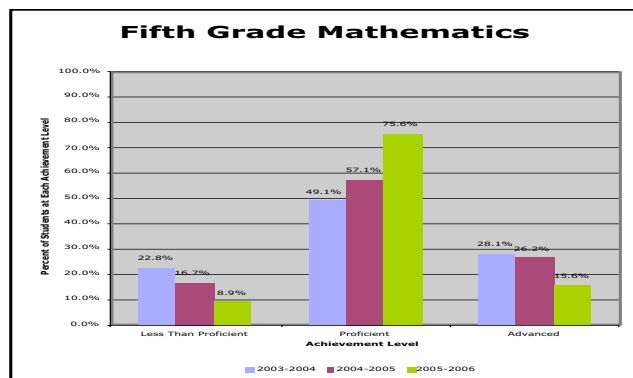
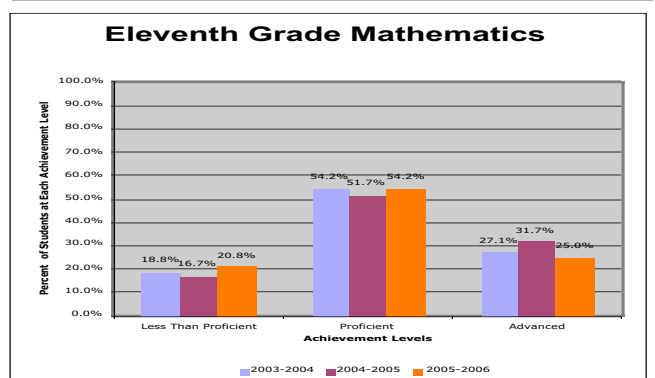
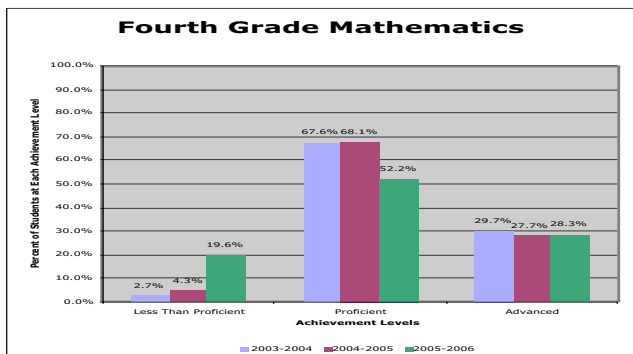
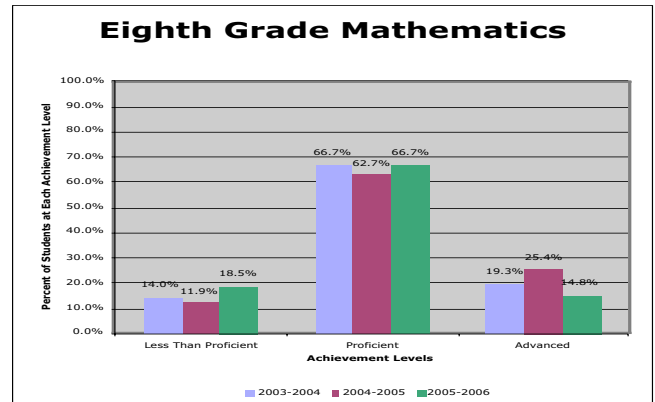
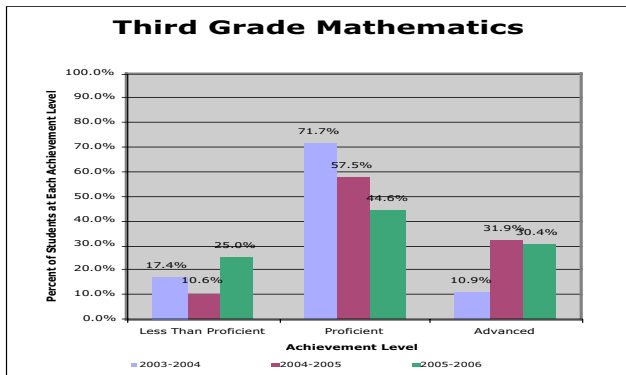
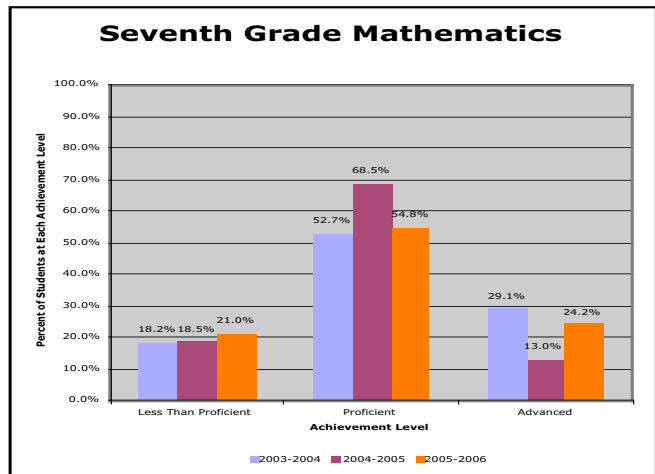
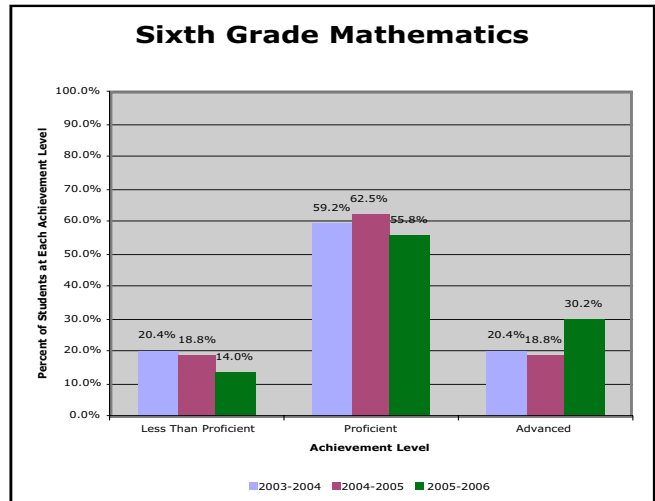
Percent of Students Proficient for Mathematics
ITBS / ITED
National Percentile Rank on Mathematics Total

4th Grade	2003-2004	2004-2005	2005-2006
Class of 2014 in	2nd Grade	3rd Grade	4th Grade
Females	75.0%	81.3%	66.7%
Males	85.7%	93.6%	87.1%
Low SES	N/A	N/A	N/A
Non SES	80.0%	89.5%	85.7%
White	83.3%	91.1%	83.7%
Hispanic	N/A	N/A	N/A
Asian	N/A	N/A	N/A
IEP	N/A	N/A	N/A
ELL	N/A	N/A	N/A
Migrant	N/A	N/A	N/A
All Students	81.8%	89.4%	80.4%
8th Grade	2003-2004	2004-2005	2005-2006
Class of 2010 in	6th grade	7th Grade	8th Grade
Females	82.6%	87.0%	85.8%
Males	76.9%	77.4%	78.8%
Low SES	60.0%	66.7%	83.4%
Non SES	84.6%	85.7%	81.0%
White	79.2%	81.1%	81.1%
Hispanic	N/A	N/A	N/A
Asian	N/A	N/A	N/A
IEP	36.4%	33.3%	41.7%
ELL	N/A	N/A	N/A
Migrant	N/A	N/A	N/A
All Students	79.6%	81.5%	81.6%
11th Grade	2003-2004	2004-2005	2005-2006
Class of 2007 in	9th Grade	10th Grade	11th Grade
Females	89.3%	86.2%	76.0%
Males	91.3%	83.3%	82.6%
Low SES	N/A	70.0%	N/A
Non SES	92.9%	88.4%	82.1%
White	91.8%	86.3%	87.9%
Hispanic	N/A	N/A	N/A
Asian	N/A	N/A	N/A
IEP	N/A	N/A	N/A
ELL	N/A	N/A	N/A
Migrant	N/A	N/A	N/A
All Students	90.2%	84.9%	79.2%

grades 3, 5, 6, and 7 in 2004-2005 to measure our students' performance on a second measure. The questions are technically adequate and linked to our standards and benchmarks. This data is baseline data and trends cannot be shown until additional data has been collected over the next few years.

South Hamilton Community School

South Hamilton keeps track of student performance in many different ways. Elsewhere in this report, student progress is reported by following the same group of students for three years. Those tables are reported as numbers, for instance, Table 1 on page 4. On this page, we are reporting by grade level and in chart format. The information on this page shows how classes did when they were in a particular grade. So each chart on this page represents how three different groups of students did on the ITBS/ITED when they were in the noted grade. The chart is divided into three groups, those that scored from 0-40 percentile; those that scored 41-89 percentile; and those that scored 90-99 percentile. These three achievement levels are identified as Less than Proficient, Proficient, and Advanced.



Reading

Long Range Goal...

Improve student performance in reading so that all students will demonstrate proficiency in reading by 2014.

Annual Improvement Goal for 2006-2007

Increase the percentage of students that are proficient in reading comprehension for the Class of 2008 as measured by the ITED scores from 2005-2006 to 2006-2007.

As mandated by Federal law, we have met our state growth goals as determined by our Annual Yearly Progress.

Table 3 to the right contains student proficiency data. The percentage represents the number of students in each category that scored above the 40th percentile for students in the nation on reading comprehension score for either ITBS or ITED.

The data is reported by various categories as required by state and federal reporting. Several categories are reporting N/A which means that we have less than 10 students in that category.

We have been monitoring gender performance for nearly 20 years. Although there are various classes that do not have the degree of success that we desire, we have no serious problems with low performance tied to gender.

As a district we have been working to identify any other group or skill that needs special attention. We have found that through identifying skills that are low in a class, we can improve the overall performance of all students in that class which improves the performance of students in all groups.

	Number of Students	Percent Proficient
Grade 3	47	95.7%
Grade 4	46	97.8%
Grade 5	46	97.8%
Grade 6	43	93.0%
Grade 7	62	87.1%
Grade 8	51	86.3%
Grade 11	45	77.8%

Table 4 contains data from our district wide assessments. Assessments for grades 4, 8 and 11 were created during 2003-2004 and for grades 3, 5, 6, and 7 in 2004-2005 to measure our students' performance on a second

Table 3: ITBS/ITED Reading Data

Percent of Students Proficient for Reading
ITBS / ITED
National Percentile Rank on Reading Comprehension

4th Grade Class of 2014 in 2nd Grade	2003-2004	2004-2005 3rd Grade	2005-2006 4th Grade
Females	81.3%	87.5%	80.0%
Males	85.7%	93.6%	80.7%
Low SES	N/A	N/A	N/A
Non SES	82.9%	92.1%	82.9%
White	85.7%	93.3%	85.4%
Hispanic	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Afr Am	N/A	N/A	N/A
IEP	N/A	N/A	N/A
ELL	N/A	N/A	N/A
Migrant	N/A	N/A	N/A
All Students	84.1%	91.5%	80.4%

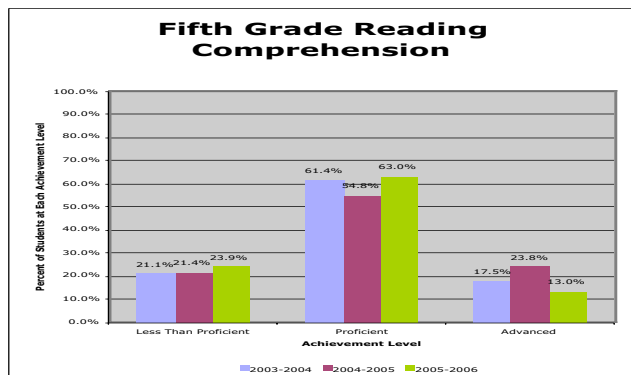
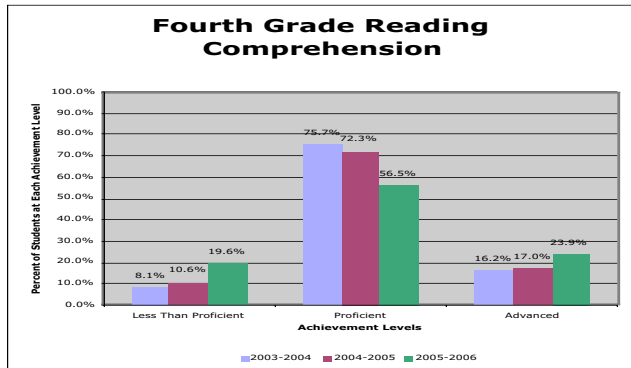
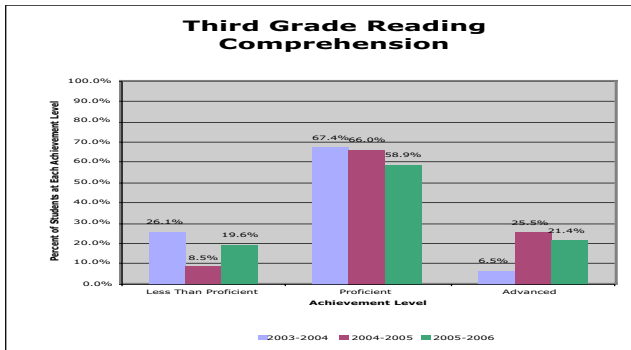
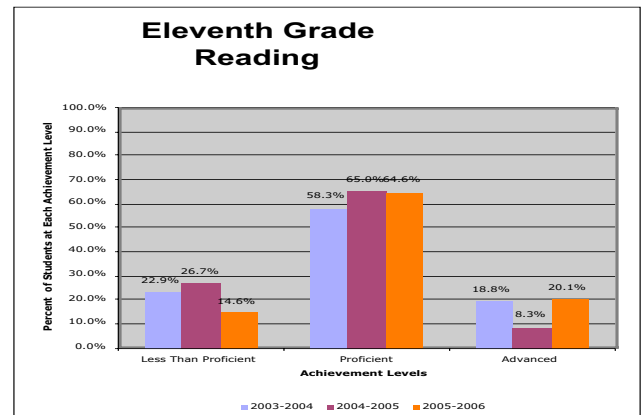
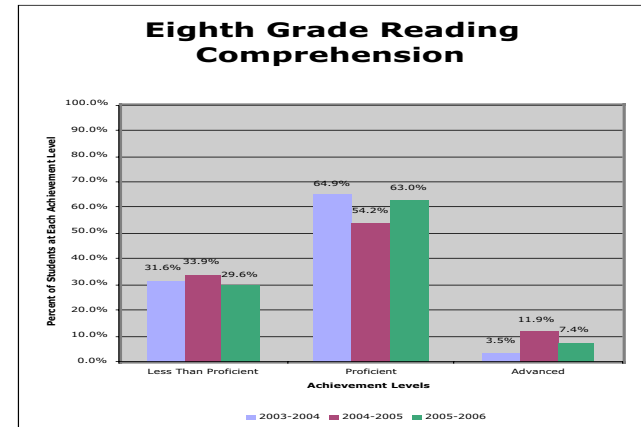
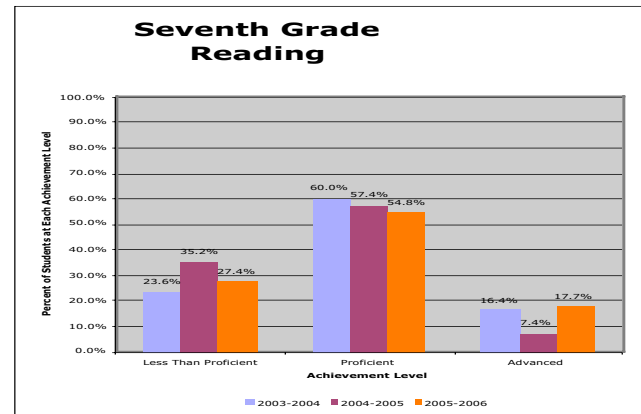
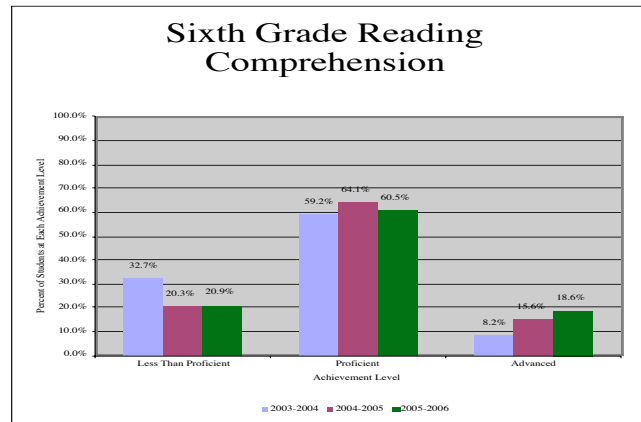
8th Grade Class of 2010 in 6th grade	2003-2004	2004-2005 7th Grade	2005-2006 8th Grade
Females	73.9%	73.9%	75.0%
Males	61.5%	58.1%	67.7%
Low SES	50.0%	58.3%	61.5%
Non SES	71.8%	66.7%	73.2%
White	66.7%	64.2%	71.2%
Hispanic	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Am Ind	N/A	N/A	N/A
IEP	9.1%	8.3%	25.0%
ELL	N/A	N/A	N/A
Migrant	N/A	N/A	N/A
All Students	67.4%	64.8%	70.4%

11th Grade Class of 2007 in 9th Grade	2003-2004	2004-2005 10th Grade	2005-2006 11th Grade
Females	78.6%	65.5%	88.0%
Males	73.9%	70.8%	82.6%
Low SES	N/A	50.0%	72.7%
Non SES	81.0%	72.1%	78.0%
White	77.6%	68.6%	77.6%
Hispanic	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Afr Am	N/A	N/A	N/A
IEP	N/A	N/A	N/A
ELL	N/A	N/A	N/A
Migrant	N/A	N/A	N/A
All Students	76.5%	67.9%	85.4%

measure. The questions are technically adequate and linked to our standards and benchmarks. This data is baseline data and trends cannot be shown until additional data has been collected over the next few years.

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Science

Long Range Goal...

Improve student performance in science so that all students will demonstrate proficiency in science by 2014.

Annual Improvement Goal for 2006-2007

Increase the percentage of correct responses for the physical science items on the ITBS for the Class of 2011 when compared from 2005-2006 to 2006-2007.

Annual Improvement Goal for 2005-2006

Increase the number of students that are proficient for drawing inferences for 10th grade students as measured by ITED scores from 2004-2005 to 2005-2006.

Table 5 illustrates trendline science proficiency data for grades 4, 8 and 11 on ITBS or ITED assessments. By federal definition students who score above the 40th percentile on ITBS or ITED assessments are proficient. Federal and state laws require districts to report student proficiency data by various categories. A reporting of N/A indicates that we have fewer than 10 students in these categories. We have been monitoring gender scores for nearly 20 years and can report no serious gender inequalities.

More recently we have been monitoring and working to improve SES inequalities with marked success. As a district we have been working to identify any other group or skill that needs special attention and have found that through identifying skills that are low in a class, we can improve the overall performance of all students in that class which improves the performance of students in all groups.

	Number of Students	Percent Proficient
Grade 8	51	80.4%
Grade 11	NA	NA

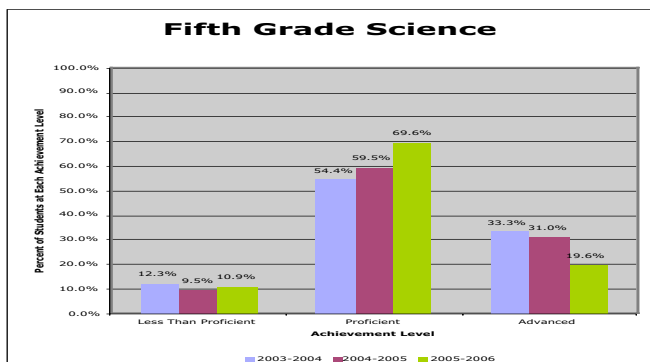
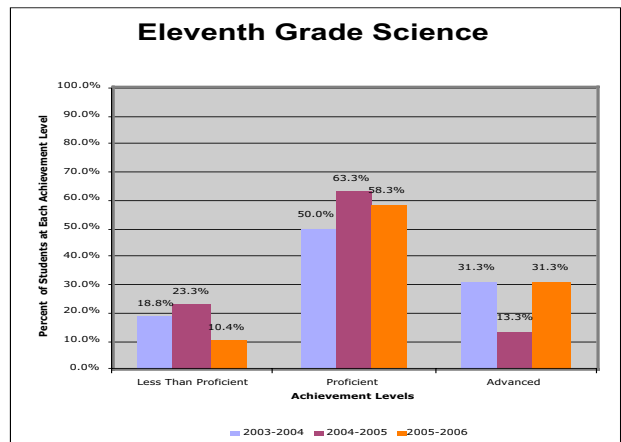
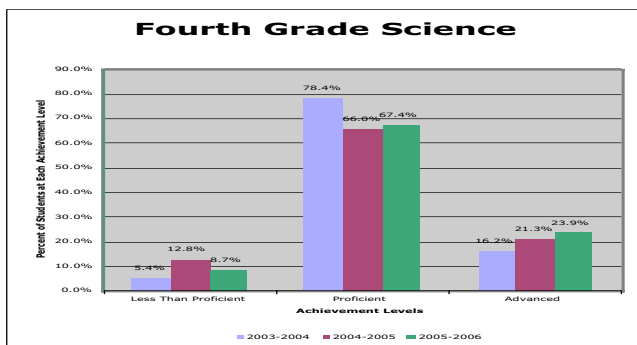
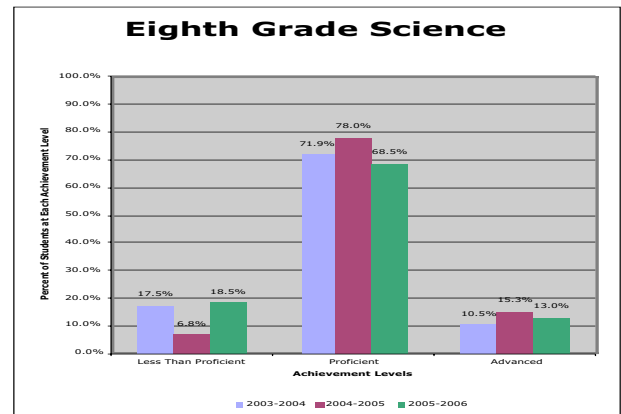
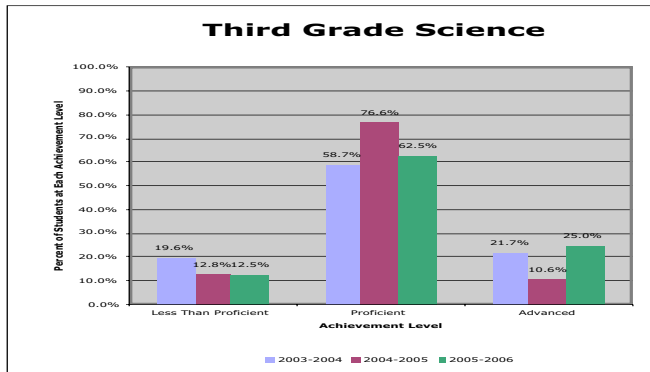
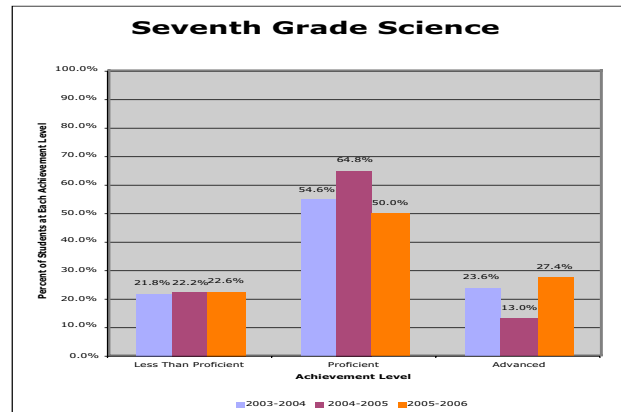
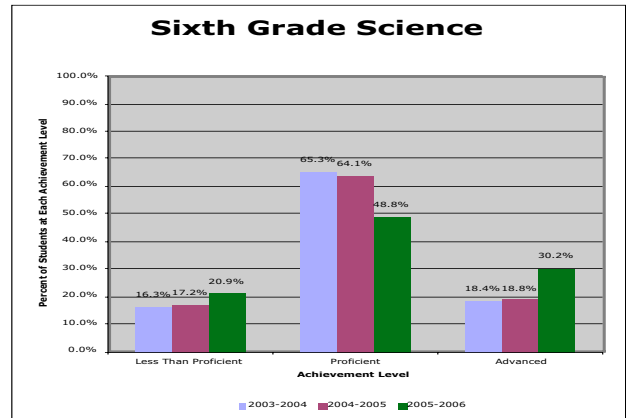
Table 6 contains data from our district wide assessments. Assessments for grades 4, 8 and 11 were created during 2003-2004 and for grades 3, 5, 6, and 7 in 2004-2005 to measure our students' performance on a second measure. The questions are technically adequate and linked to our standards and benchmarks. This data is baseline data and trends cannot be shown until additional data has been collected over the next few years.

Percent of Students Proficient for Science ITBS / ITED National Percentile Rank on Science Total			
4th Grade		2004-2005	2005-200
Class of 2014 in		3rd Grade	4th Grade
Females		87.5%	100.0%
Males		87.1%	87.1%
Low SES		N/A	N/A
Non SES		86.8%	94.3%
White		86.7%	90.7%
Hispanic		N/A	N/A
Asian		N/A	N/A
Afr Am		N/A	N/A
IEP		N/A	N/A
ELL		N/A	N/A
Migrant		N/A	N/A
All Students		87.2%	91.3%
8th Grade	2003-2004	2004-2005	2005-2006
Class of 2010 in 6th grade		7th Grade	8th Grade
Females	87.0%	82.6%	85.0%
Males	80.8%	74.2%	79.4%
Low SES	60.0%	75.0%	84.6%
Non SES	89.7%	78.6%	80.5%
White	85.4%	77.4%	80.8%
Hispanic	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Am Ind	N/A	N/A	N/A
IEP	72.7%	50.0%	41.7%
ELL	N/A	N/A	N/A
Migrant	N/A	N/A	N/A
All Students	83.7%	77.8%	81.5%
11th Grade	2003-2004	2004-2005	2005-2006
Class of 2007 in 9th Grade		10th Grade	11th Grade
Females	85.7%	86.2%	96.0%
Males	87.0%	79.2%	82.6%
Low SES	N/A	80.0%	88.9%
Non SES	90.5%	83.7%	89.7%
White	87.8%	84.3%	89.1%
Hispanic	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Afr Am	N/A	N/A	N/A
IEP	N/A	N/A	N/A
ELL	N/A	N/A	N/A
Migrant	N/A	N/A	N/A
All Students	86.3%	83.0%	89.6%

The graduation requirement for science has been two years for many years. Action was taken during the 2005-06 school year to increase the requirement to three years of science. The Class of 2009 will be the first group to be required to take three years of science.

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South Hamilton Community School

Tables 7-9 at right illustrates our local Mathematics and Reading performance for grades 4, 8 and 11 and Science performance for grades 8 and 11 as compared to the state of Iowa and to the nation. These performance scores show what percent of our students score at or above the 41st percentile.

As can be seen in all three tables South Hamilton students score above students in the state in all areas and in all areas as compared to students in the nation. Some curious trends are present for both the state and for our district. Note that students' performance drops from 4th to 8th grade in both reading for both the state and our district.

Table 7. Mathematics Total score comparison between South Hamilton, State of Iowa, and Nation.

Grade	Local	State	Nation
Grade 4	80.4%	78.8%	60.0%
Grade 8	81.6%	73.8%	60.0%
Grade 11	79.2%	78.4%	60.0%

Table 8. Reading Comprehension score comparison between South Hamilton, State of Iowa, and Nation.

Grade	Local	State	Nation
Grade 4	82.6%	78.0%	60.0%
Grade 8	74.03%	70.6%	60.0%
Grade 11	93.7%	78.4%	60.0%

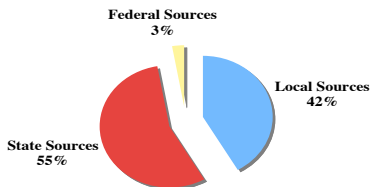
Table 9. Science Total score comparison between South Hamilton, State of Iowa, and Nation.

Grade	Local	State	Nation
Grade 8	81.5%	79.2%	60.0%
Grade 11	89.6%	79.7%	60.0%

Early Intervention Class Size Reduction

Our early intervention goal was to reduce class size to reach the goal of K-3 classes being at or under 17. Without this grant our first grade classes would have been 24 and 24. Because of the grant our first grade classes were 16, 16, and 16. We believe this has had a positive effect upon the achievement of these students.

South Hamilton Revenue for 2005-2006



SH General Fund Revenue for 2005-2006

Local Sources	\$2,342,264	42%
State Sources	\$3,130,537	56%
Federal Sources	<u>\$158,562</u>	3%
Total General Fund Revenue	\$5,631,363	

SH General Fund Expenditures for 2005-2006

Instruction	\$3,929,074	68%
Student Services	\$106,426	2%
Instructional Staff Services	\$142,533	2%
Administration Services	\$570,533	10%
Operation & Maintenance	\$504,710	9%
Transportation Services	\$283,471	5%
AEA Flowthrough	<u>\$230,051</u>	4%
Total General Fund Expenditures	\$5,766,798	

DIBELS Trend Line Data

Year	Grade	Number Benchmarked	Percent Benchmarked
2000-2001	1	29	58%
2001-2002	1	45	90%
2002-2003	1	47	100%
2003-2004	1	47	92%
2004-2005	1	30	81%
2005-2006	1	39	83%

South Hamilton 2005-2006 Expenditures

