

South Hamilton Community School District

Annual Progress Report

2006-2007

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
Marvin Ness	Member
Marie Johnson	Member

South Hamilton Community School

Welcome

Each and every year the South Hamilton Community School provides information to our public on how we are doing on the important jobs of the school. We provide you information on the academic progress being made by our students towards the goals that have been set. We provide general information like how many students and staff we have, what our attendance percentage is for all students, how many graduate from high school, and how many dropout. We give you a glimpse at our school finances. All of this is included in this 2006-07 Annual Progress Report. We hope that it is informative for you and helps you understand the work our school is doing for your children.

The 2006-07 school year was a year involving a lot of change and transition. We welcomed more new students than any other year for a long time. The South Hamilton students and staff did an excellent job of integrating the new students into our classrooms. There were a few challenges involved in this process but overall it went very well. The new students brought a wide variety of skills, talents, and personalities to our school, all of which made South Hamilton a better school. We thank those families who moved to South Hamilton and who chose to come to school at South Hamilton for making our school a better place.

Each year we set a number of learning goals. On this page you will see a list of our Student Learning Goals. This list is based on our Mission Statement and helps guide our decisions regarding learning in the big picture. We then set other goals to help teachers guide instruction on a daily basis. As these goals are achieved, new goals are prepared for continued learning. If goals are not met initially, re-teaching occurs and adjustments are made to continue to strive to meet the goals. In this report, you will see that we met our reporting goals for reading and math, but we need to work on our goal in the science area. In addition to the busy academic schedules, a high percentage of our students participate in one or more activities outside of the school day. Our activity programs provide a very good variety of opportunities to our children to learn skills and teamwork. Our fine arts and athletic programs give students many programs for which to choose to participate. We had some great success stories throughout the year in these programs. 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 first year dance team won their state competition. Our boys basketball team was conference and district champions, just missing a berth in the state tournament. We had individuals earn medals by placing in the state wrestling and track meets. Everyone of our teams and participants made us proud throughout their respective seasons. Thank you for your support to these young people throughout the year.

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

2006-2007

Lyle Schwartz - Superintendent

Steve Gray - High School Principal

Paul Hemphill - Elementary Principal

Karl Hehr - Technology Director

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) LEA Annual Progress Report, 2) Student Achievement Data, and 3) Comprehensive School Improvement Plan.

South Hamilton Community School

Additional State Indicators Dropout Data for 2006-07

Category	Local		Local Total
	Number	Percent	
Total			
Dropouts 7-12	3	0.80%	375
Dropouts 9-12	3	1.15%	261
Gender (9-12)			
Female	1	0.80%	125
Male	2	1.47%	136

Post-Secondary Data

Total Seniors Pursue Post-Secondary Ed	94.34%
Total Students Succeed Post-Secondary	63.64%
Total Graduates Completing Core Program	69.81%

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 2005-2006

South Hamilton	State
92.0%	90.78%

K-8 Average Daily Attendance 05-06

	South Hamilton	State
K-8	96.1%	95.8%
K-12	95.18%	95.12%

Dropout Rate for 2005-2006

Category	Local Percent	State Percent
Dropout 7-12	0.80%	1.46%
Dropout 9-12	1.17%	2.14%

Indicator	Pre School	Elem K-4	Lower MS 5-6	Upper MS 7-8	High School 9-12
Average Daily Attendance	94.8%	96.2%	96.5%	96.2%	95.2%
Average Daily Absences	5.2%	3.8%	3.5%	3.8%	4.8%
Drop Outs	0	0	0	0	6
At-risk Population	3	18	9	15	45
English as Second Language	0	13	1	0	0
Home School - dual	0	24	11	9	9
Home School - not dual	0	3	1	13	0
Special Education In District	4	16	8	10	28
Special Education Out of District	0	0	0	0	5
Title I Population	0	42	15	10	0
Reading Recovery Enrolled	-	8	-	-	-
Reading Recovery Graduates	-	7	-	-	-
Free & Reduced Lunch Population	8	92	27	34	51
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	-	-	-	-	23
Graduates - Two Year Enrolled	-	-	-	-	27
Graduates - Post-Secondary Success Prediction	-	-	-	-	63.6%
Graduates - Completed 4 yrs Eng, 3 yrs Sci., Math, & Soc St.	-	-	-	-	69.8%

South Hamilton Community School

Mathematics

Long Range Goal...

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

Annual Improvement Goal for 2007-2008

Increase the percentage of correct responses to test items involving adding and subtracting whole numbers with regrouping, for the class of 2017. As 2nd graders, they averaged 37 percentage points lower on questions involving addition with regrouping than the state. As 2nd graders, they averaged 50 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 who 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.

	Number of Students	Percent Proficient
Grade 3	42	100%
Grade 4	63	95%
Grade 5	60	88%
Grade 6	49	98%
Grade 7	55	100%
Grade 8	58	90%
Grade 11	61	84%

Table 1: ITBS/ITED Mathematics Data

Percent of Students Proficient for Mathematics
ITBS / ITED

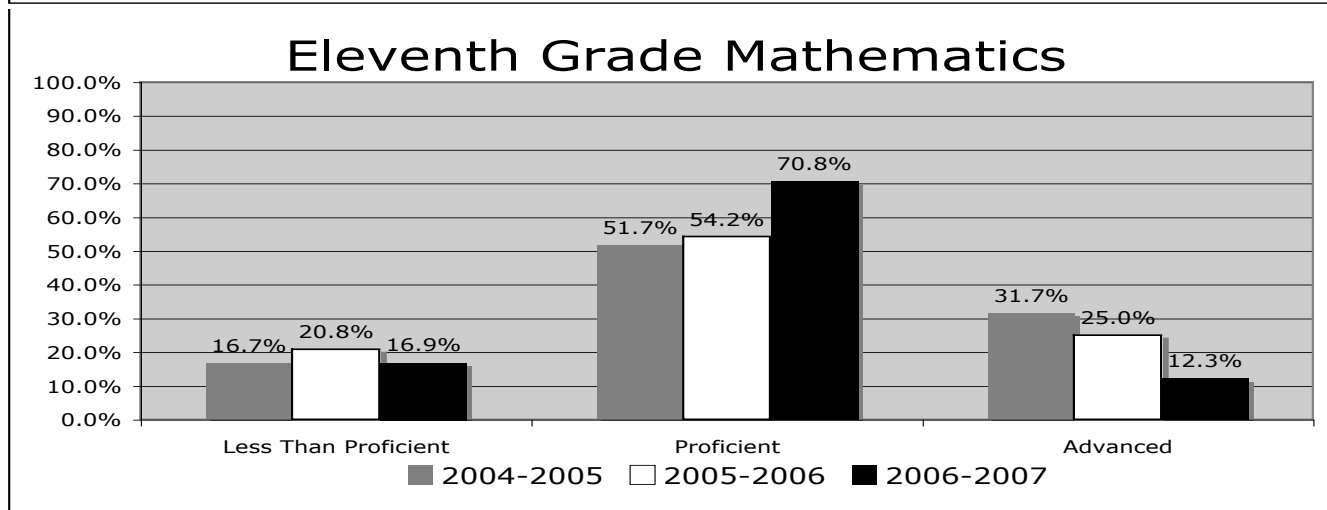
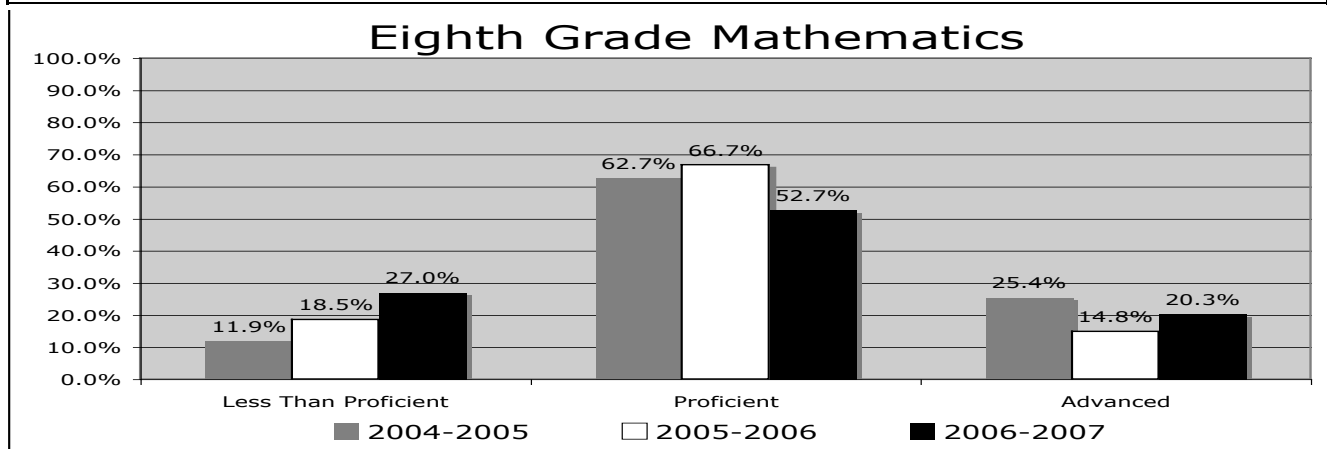
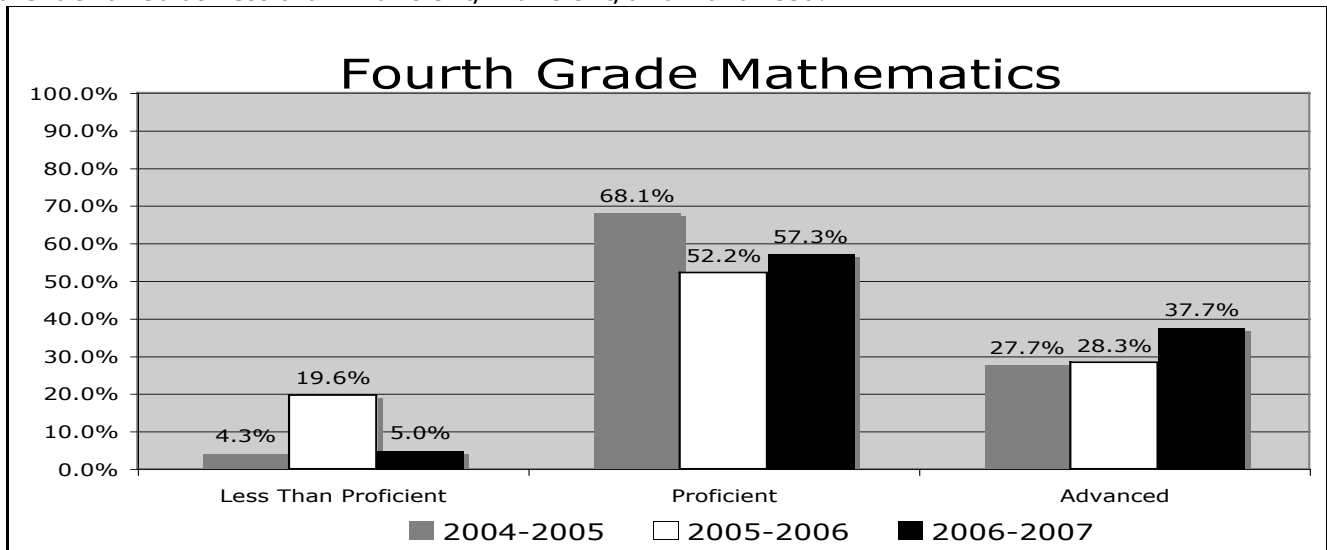
National Percentile Rank on Mathematics Total

	2004-2005	2005-2006	2006-2007
4th grade			
Class of 2015 in	2nd Grade	3rd Grade	4th Grade
Females	50.0%	88.9%	100.0%
Males	50.0%	78.6%	89.7%
Low SES	23.1%	88.9%	94.7%
Non SES	59.0%	81.1%	95.2%
White	49.0%	83.0%	94.6%
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	50.0%	83.6%	95.1%
8th grade			
Class of 2011 in	6th Grade	7th Grade	8th Grade
Females	88.9%	96.9%	73.7%
Males	96.4%	76.7%	72.2%
Low SES	90.0%	66.7%	64.7%
Non SES	92.6%	92.0%	75.4%
White	91.9%	91.4%	72.9%
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	92.2%	87.1%	73.0%
11th grade			
Class of 2008 in	9th Grade	10th Grade	11th Grade
Females	83.3%	71.9%	84.9%
Males	75.8%	78.8%	81.3%
Low SES	66.7%	50.0%	85.7%
Non SES	80.7%	79.0%	82.8%
White	84.2%	79.7%	83.3%
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	79.4%	75.4%	83.1%

Table 2 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.

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.



South Hamilton Community School

Reading

Table 3: ITBS/ITED Reading Data

Long Range Goal...

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

Annual Improvement Goal for 2007-2008

Increase the percentage of students who are proficient in capitalization/punctuation for grades 9-12 as measured by the ITED scores from 2006-07 compared to 2007-08 and in grades 7-8 as measured by ITBS scored from 2006-07 to 2007-08.

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 who 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.

Percent of Students Proficient for Reading
ITBS / ITED

National Percentile Rank on Reading Comprehension

4th grade		2004-2005	2005-2006	2006-2007
Class of 2015 in			2nd Grade	3rd Grade
Females	84.6%		81.5%	90.6%
Males	73.1%		78.6%	93.1%
Low SES	53.9%		66.7%	84.2%
Non SES	87.2%		86.5%	95.2%
White	81.6%		83.0%	92.7%
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	78.9%		80.0%	91.8%

8th grade		2004-2005	2005-2006	2006-2007
Class of 2011 in		6th Grade	7th Grade	8th Grade
Females	80.1%		81.3%	81.6%
Males	82.1%		70.0%	80.1%
Low SES	60.0%		41.7%	64.7%
Non SES	85.2%		84.0%	86.0%
White	83.9%		81.0%	82.9%
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	81.3%		75.8%	81.1%

11th grade		2004-2005	2005-2006	2006-2007
Class of 2008 in		9th Grade	10th Grade	11th Grade
Females	90.0%		84.4%	93.9%
Males	72.7%		69.7%	90.6%
Low SES	66.7%		62.5%	100.0%
Non SES	82.5%		79.0%	91.4%
White	86.0%		78.0%	93.3%
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	81.0%		76.9%	92.3%

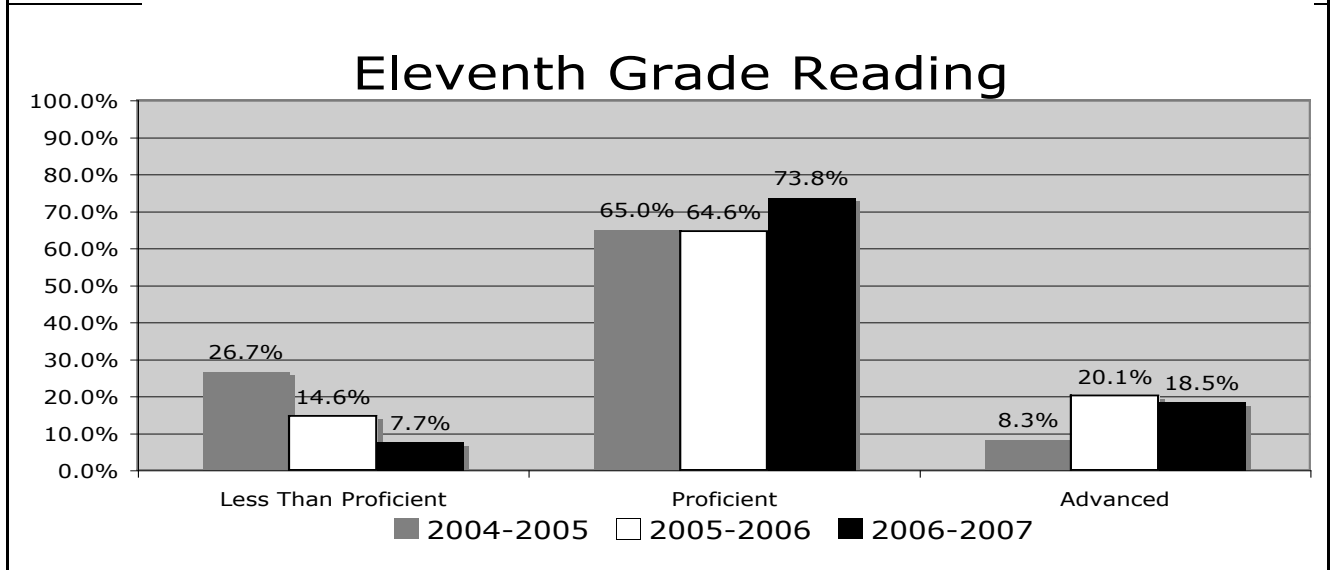
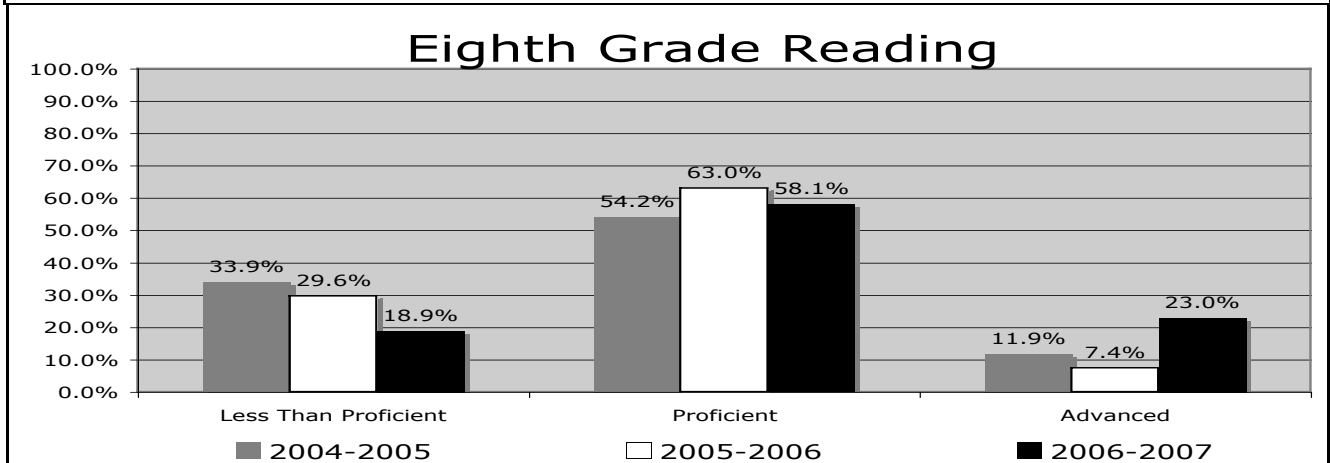
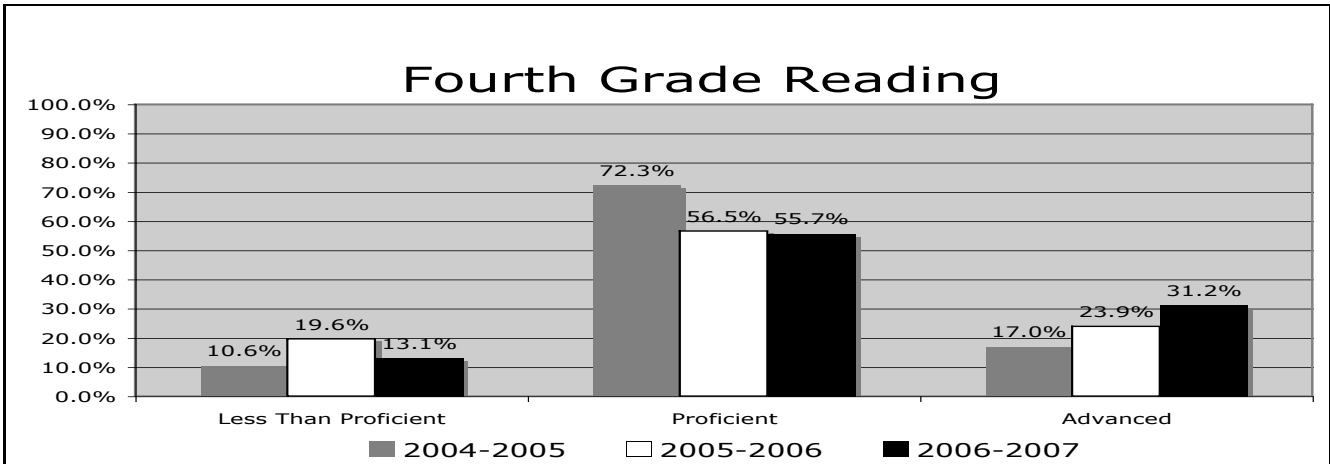
Table 4: District Reading Assessments for 2005-2006

	Number of Students	Percent Proficient
Grade 3	42	95%
Grade 4	63	97%
Grade 5	60	98%
Grade 6	49	96%
Grade 7	55	96%
Grade 8	58	85%
Grade 11	62	89%

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 measure. The questions are technically adequate and linked to our standards and benchmarks. This data is baseline data.

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.



South Hamilton Community School

Science

Table 5. ITBS/ITED Science Data

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

Long Range Goal...

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

Annual Improvement Goal for 2007-2008

Seventy percent of the class of 2009 will score above the 50% correct on the “evalaute adequacy of information” questions as measured by the ITED.

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.

4th grade Class of 2015 in		2005-2006 3rd Grade	2006-2007 4th Grade
Females		88.9%	93.8%
Males		85.7%	96.6%
Low SES		77.8%	89.5%
Non SES		91.9%	97.6%
White		89.4%	96.4%
Hispanic		N/A	N/A
Asian		N/A	N/A
IEP		N/A	N/A
ELL		N/A	N/A
Migrant		N/A	N/A
All Students		87.3%	95.1%

8th grade Class of 2011 in		2004-2005 6th Grade	2005-2006 7th Grade	2006-2007 8th Grade
Females		80.6%	78.1%	86.8%
Males		85.7%	76.7%	83.3%
Low SES		70.0%	50.0%	58.8%
Non SES		85.2%	84.0%	93.0%
White		82.3%	82.8%	88.6%
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		82.8%	77.4%	85.1%

11th grade Class of 2008 in		2004-2005 9th Grade	2005-2006 10th Grade	2006-07 11th Grade
Females		86.7%	90.6%	93.9%
Males		84.9%	84.9%	93.8%
Low SES		66.7%	87.5%	7.0%
Non SES		87.7%	87.7%	93.1%
White		89.5%	89.8%	95.0%
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		85.7%	87.7%	93.9%

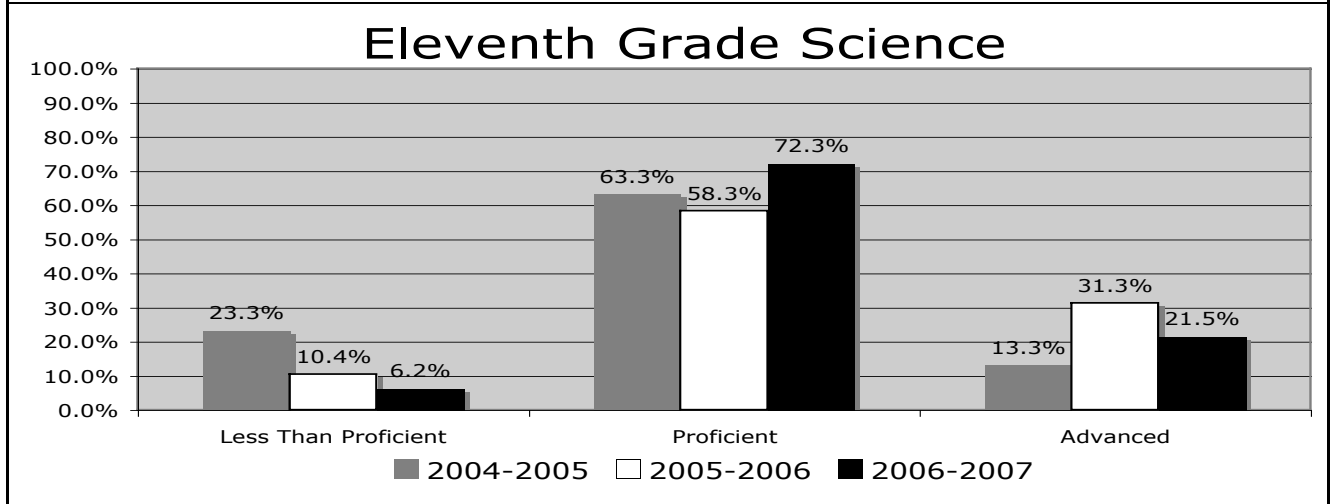
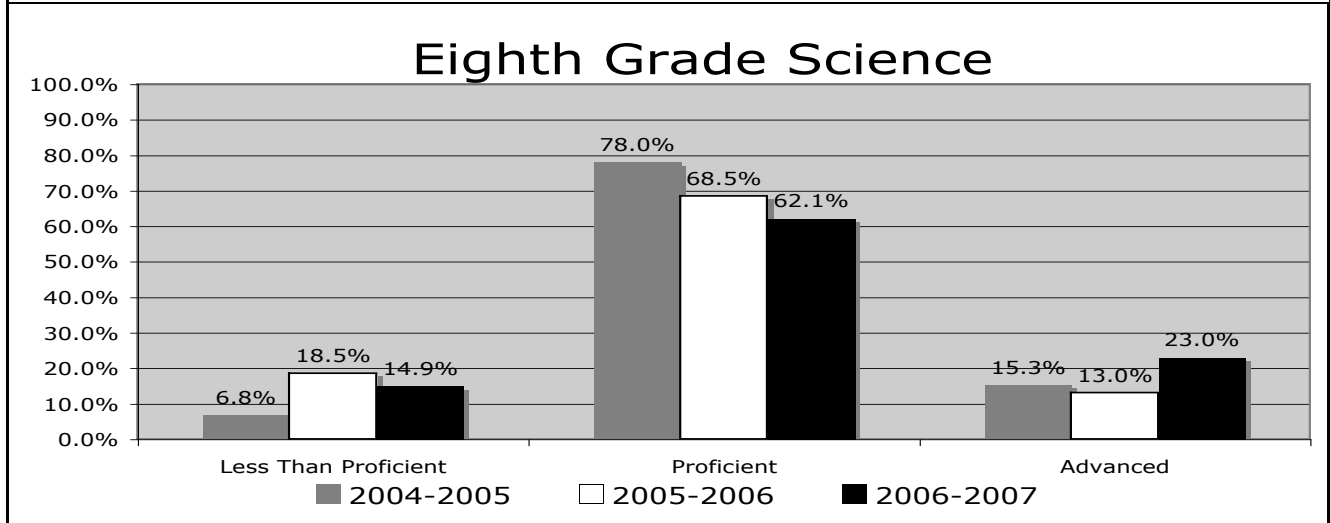
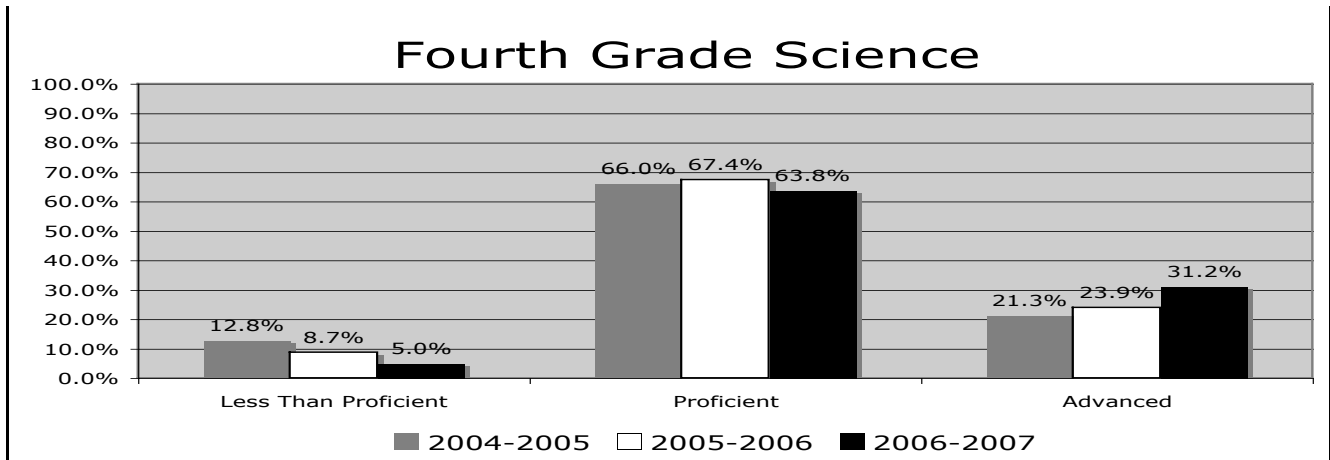
Table 6: District Science Assessments		
	Number of Students	Percent Proficient
Grade 8	58	74%

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.

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.

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.



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.

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%

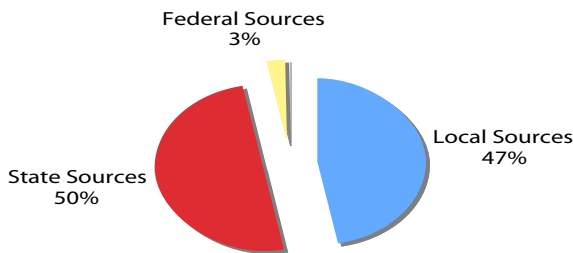
Table 9. Science Total score comparison between South Hamilton, State of Iowa, and Nation.

Grade	Local	State	Nation
Grade 8	84.9%	81.0%	60.0%
Grade 11	93.8%	80.5%	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 25 and 25. Because of the grant our first grade classes were 17, 17, and 16. We believe this has had a positive effect upon the achievement of these students.

South Hamilton Revenue for 2006-2007



SH General Fund Revenue for 2006-2007

Local Sources	\$3,063,020	47%
State Sources	\$3,267,078	50%
Federal Sources	\$204,145	3%
Total General Fund Revenue	\$6,536,161	

SH General Fund Expenditures for 2006-2007

Instruction	\$4,609,214	70%
Student Services	\$110,165	2%
Instructional Staff Services	\$154,803	2%
Administration Services	\$596,473	9%
Operation & Maintenance	\$550,873	8%
Transportation Services	\$299,676	5%
AEA Flowthrough	\$246,409	4%
Total General Fund Expenditures	\$6,567,613	

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%
2006-2007	1	58	90%

South Hamilton 2006-2007 Expenditures

