

South Hamilton Community School District ANNUAL PROGRESS REPORT

2007-2008

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
Marvin Ness	Vice-President
Marcia Anderson	Member
Marie Johnson	Member
Mike Grove	Member

SOUTH HAMILTON COMMUNITY SCHOOL DISTRICT

Welcome from Superintendent Schwartz

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 2007-08 Annual Progress Report. We hope that it is informative for you and helps you understand the work our school is doing for your children.

Each year is different than the previous year despite many similarities and traditions. The 2007-08 school year was a year involving continued change. The new students from the previous year were now fully integrated into the school and for most, it seemed like they have been part of South Hamilton for a long time. The Middle/High School had a new principal for the first time in over twenty years.

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, math, and science.

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 dance team won their second state competition. Our girls cross country team and football team participated in state competition. We had individuals earn medals by placing in the state wrestling and track meets, including our first state champion wrestler. Every one of our teams and participants made us proud throughout their respective seasons. Thank you for your support to these young people throughout the year.

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.

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.

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

2007-2008

Lyle Schwartz - Superintendent
Jacy Large - High School Principal
Paul Hemphill - Elementary Principal
Karl Hehr - Technology & Cur. 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 DISTRICT

Local Dropout Data for 2007-08

	Number	Total Students	Percent
Dropouts 7-12	3	404	.74%
Dropouts 9-12	3	287	1.05%

Dropouts by Gender for 2007-08

Female	1	134	.75%
Male	2	153	1.31%

Post-Secondary Data

Total Seniors Pursuing Post-Secondary	87.69%
Total Students Succeed Post-Secondary	68%
Total Graduates Completing Core Program	80%

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, dropout rates are one year behind.

Graduation Rate for 2006-07

South Hamilton 94.64% State 90.80%

Average Daily Attendance for 2006-07

	South Hamilton	State
K-8	96.28%	95.49%
K-12	95.93%	95.12%

Dropout Data for 2006-07

	Local	State
Dropouts 7-12	1.27%	1.57%
Dropouts 9-12	1.92%	2.30%

Indicator	Pre-School	Elem K-4	Lower MS 5-6	Upper MS 7-8	High School 9-12
Average Daily Attendance	94.42%	96.32%	96.21%	93.49%	93.63%
Average Daily Absences	5.58%	3.68%	3.79%	6.51%	6.37%
Dropouts	0	0	0	0	3
At-Risk Population	7	121	46	36	76
English as Second Language	0	8	3	0	0
Home School Assistance Program (HSAP) – Dual enrolled	0	18	10	1	6
Home School Assistance Program – Not dual enrolled	0	3	2	0	1
Home School Assistance Program – Open enrolled in	0	30	13	9	8
Home School – Not in Home School Assistance Program	0	3	2	0	1
Home School – Dual Enrolled, Not in HSAP	0	0	0	1	4
Open Enrolled into South Hamilton	6	45	24	18	54
Open Enrolled out of South Hamilton	1	25	10	11	31
Special Education In District	1	18	13	7	28
Special Education Out of District	0				
Title I Population	0	47	10	0	0
Reading Recovery Enrolled	--	8	--	--	--
Reading Recovery Graduates	--	5	--	--	--
Free and Reduced Lunch Population		87	35	28	52
Suspended Students – In School	0	5	6	2	12
Suspended Students – Out of School	0	0	0	0	0
Expelled Students	0	0	0	0	0
Graduates – Four Year Enrolled	--	--	--	--	29
Graduates – Two Year Enrolled	--	--	--	--	28
Graduates – Post-Secondary Success Prediction	--	--	--	--	69.23%
Graduates – Completed 4 years English, 3 years Math, Science, and Social Studies	--	--	--	--	80.00%

SOUTH HAMILTON COMMUNITY SCHOOL DISTRICT

MATHEMATICS

Long Range Goal...

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

Annual Improvement Goal for 2008-2009

Increase the percentage of correct responses to test items involving decimals and percents, for the Class of 2011 as compared to the Class of 2010. The Class of 2010 scored only 2% above the state average.

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 math computation scores 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 2007-2008

	Number of Students	Percent Proficient
Grade 3	54	91%
Grade 4	48	98%
Grade 5	60	90%
Grade 6	59	93%
Grade 7	55	100%
Grade 8	58	90%
Grade 11	61	84%

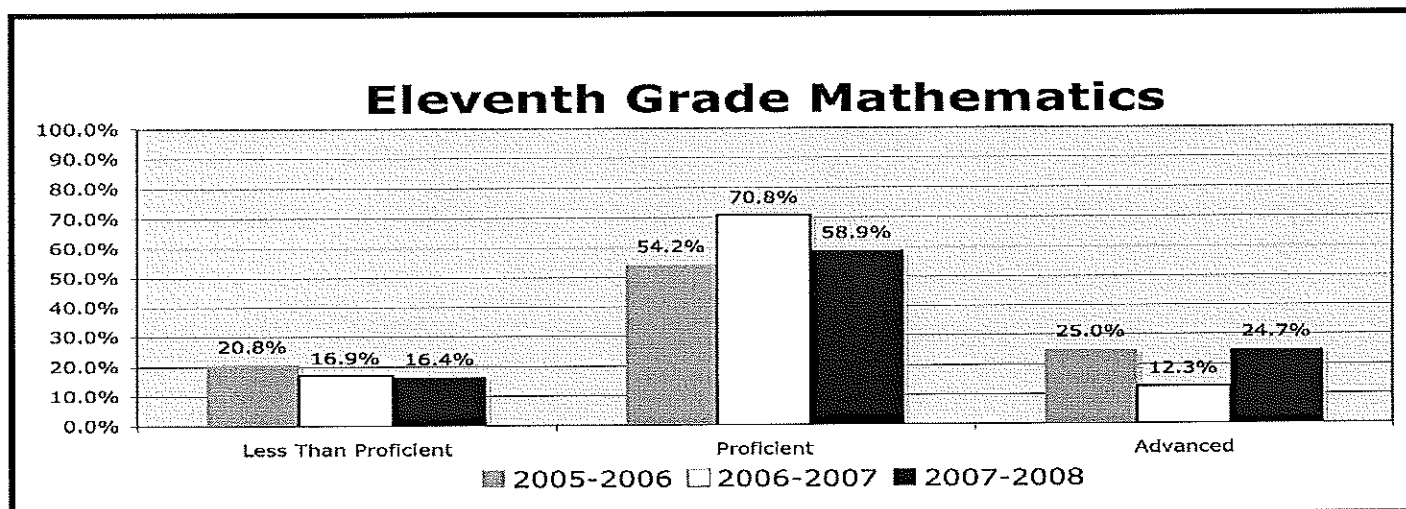
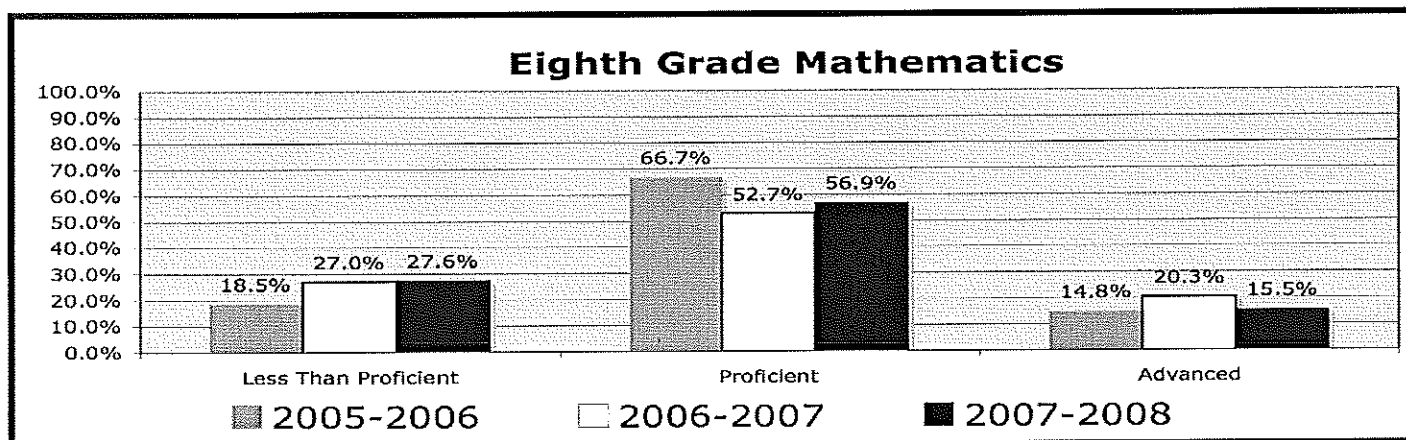
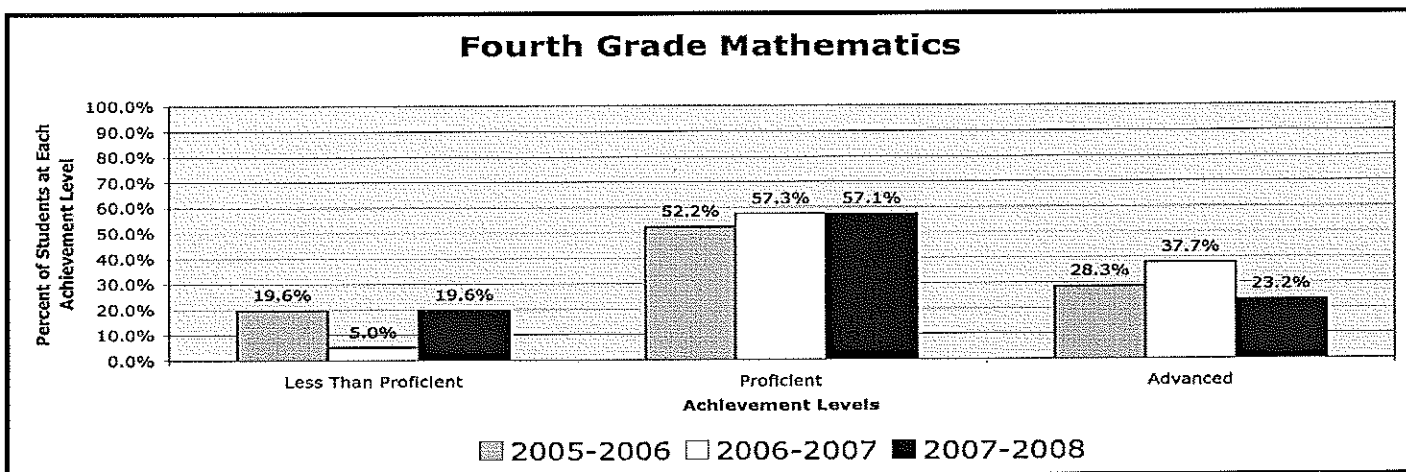
Table 1: ITBS/ITED Mathematics Data
Percent of Students Proficient for Mathematics
ITBS / ITED

National Percentile Rank on Mathematics Total			
4th grade	2005-2006	2006-2007	2007-2008
Class of 2016 in	2nd Grade	3rd Grade	4th Grade
Females	41.2%	77.8%	95.5%
Males	40.9%	78.3%	88.0%
Low SES	33.3%	75.0%	82.4%
Non SES	45.8%	80.0%	96.7%
White	45.7%	79.5%	93.2%
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	41.3%	78.1%	91.5%
8th grade	2005-2006	2006-2007	2007-2008
Class of 2012 in	6th Grade	7th Grade	8th Grade
Females	91.3%	85.7%	79.3%
Males	85.0%	72.4%	65.5%
Low SES	90.0%	68.8%	56.3%
Non SES	87.9%	82.9%	78.6%
White	87.5%	80.8%	75.9%
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	88.4%	79.0%	72.4%
11th grade	2005-2006	2006-2007	2007-2008
Class of 2009 in	9th Grade	10th Grade	11th Grade
Females	86.2%	91.4%	89.2%
Males	78.1%	76.3%	77.8%
Low SES	81.8%	60.0%	91.7%
Non SES	82.0%	89.7%	82.0%
White	81.0%	82.9%	82.4%
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	82.0%	83.4%	83.6%

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.

SOUTH HAMILTON COMMUNITY SCHOOL DISTRICT

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 who scored from 0-40 percentile; those who scored 41-89 percentile; and those who scored 90-99 percentile. These three achievement levels are identified as Less than Proficient, Proficient, and Advanced.



SOUTH HAMILTON COMMUNITY SCHOOL DISTRICT

READING

Long Range Goal...

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

Annual Improvement Goal for 2008-2009

Our goal is to move closer to the state percentage correct on questions pertaining to Factual Understanding with the class of 2017 as 4th graders. As 3rd grade students in the class of 2017, they answered questions pertaining to Factual Understanding (Reading Comprehension) on the ITBS 7% less accurately than the state percentage.

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.

Table 4: District Reading Assessments for 2007-08

	Number of Students	Percent Proficient
Grade 3	56	88%
Grade 4	48	100%
Grade 5	60	98%
Grade 6	59	99%
Grade 7	55	96%
Grade 8	58	85%
Grade 11	62	89%

Table 3: ITBS/ITED Reading Data

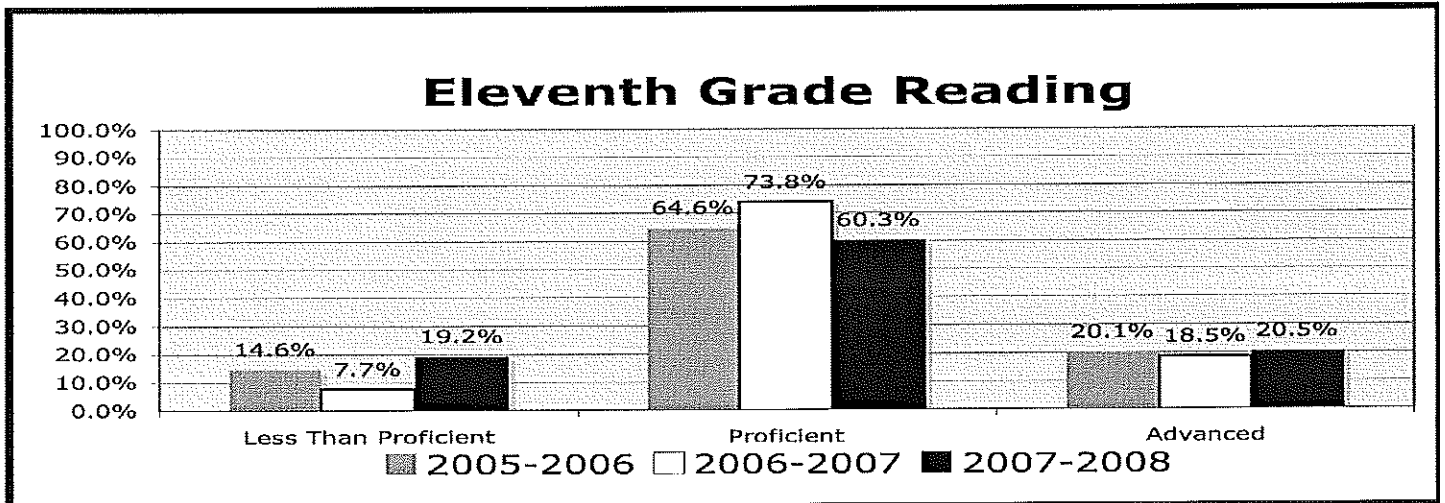
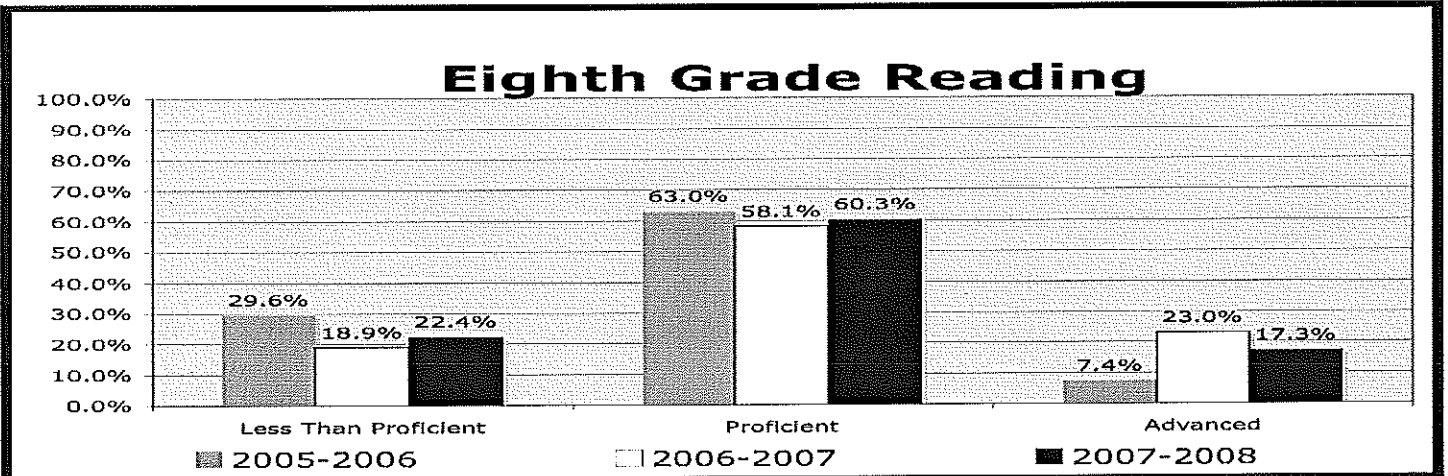
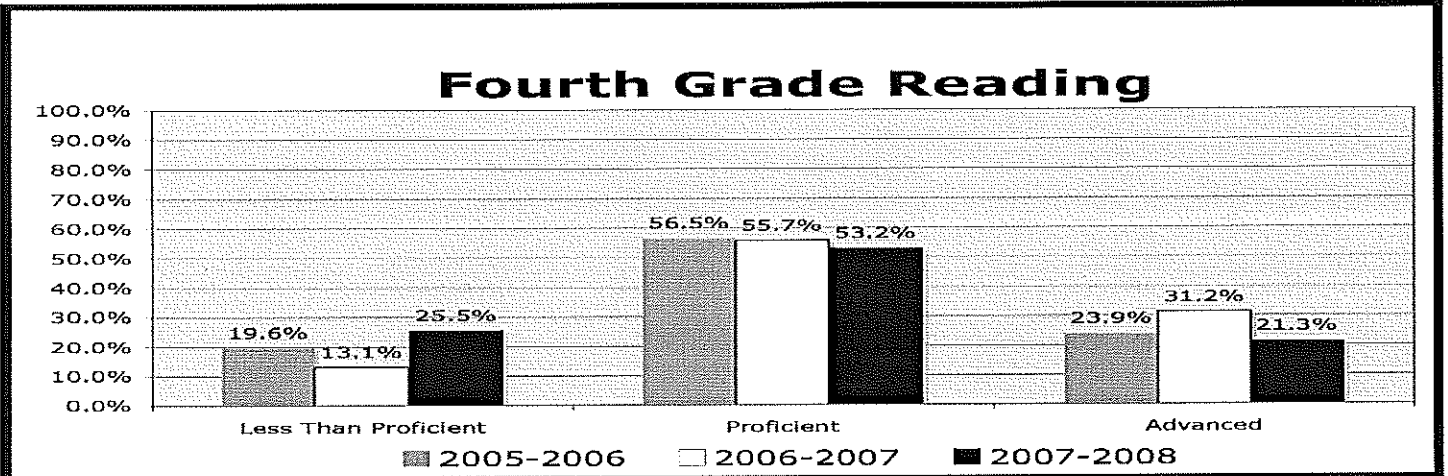
Percent of Students Proficient for Reading on ITBS / ITED based on National Percentile Rank on Reading Comprehension

4th grade	2005-2006	2006-2007	2007-2008
Class of 2016 in 2nd Grade		3rd Grade	4th Grade
Females	94.1%	94.4%	77.3%
Males	72.7%	82.6%	72.0%
Low SES	73.3%	85.7%	47.1%
Non SES	87.5%	88.9%	90.0%
White	88.6%	89.7%	77.3%
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	82.1%	87.8%	74.5%
8th grade	2005-2006	2006-2007	2007-2008
Class of 2012 in 6th Grade		7th Grade	8th Grade
Females	87.0%	92.9%	79.3%
Males	85.0%	82.8%	75.9%
Low SES	83.3%	77.8%	55.6%
Non SES	87.1%	92.3%	87.5%
White	87.5%	90.4%	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	86.1%	87.7%	77.6%
11th grade	2005-2006	2006-2007	2007-2008
Class of 2009 in 9th Grade		10th Grade	11th Grade
Females	82.8%	91.4%	86.5%
Males	75.0%	81.6%	75.0%
Low SES	72.7%	80.0%	75.0%
Non SES	80.0%	87.9%	82.0%
White	79.3%	85.7%	82.4%
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	78.7%	86.3%	80.8%

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 measure. The questions are technically adequate and linked to our standards and benchmarks.

SOUTH HAMILTON COMMUNITY SCHOOL DISTRICT

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 who scored from 0-40 percentile; those who scored 41-89 percentile; and those who scored 90-99 percentile. These three achievement levels are identified as Less than Proficient, Proficient, and Advanced.



SOUTH HAMILTON COMMUNITY SCHOOL DISTRICT

SCIENCE

Long Range Goal...

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

Annual Improvement Goal for 2008-2009

Increase the percentage of correct responses to questions involving Physical Science for the Class of 2017. As 3rd graders, they averaged 16 percentage points lower than the state average on questions involving Physical Science.

Table 5 illustrates trend line 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.

Table 6: District Science Assessments for 2007-08

	Number of Students	Percent Proficient
Grade 8	61	86%
Grade 11	78	100%

Table 6 contains data from our science 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 for reading and math. They are designed to measure our students' performance on a second measure. We only use a second assessment in science for grades 8 and 11. The questions are technically adequate and linked to our standards and benchmarks.

Table 5. ITBS/ITED Science Data
Percent of Students Proficient for Science ITBS / ITED
National Percentile Rank on Science Total

4th grade Class of 2016 in	2006-2007 3rd Grade	2007-2008 4th Grade
Females	94.4%	86.4%
Males	91.3%	96.0%
Low SES	87.5%	82.4%
Non SES	96.0%	96.7%
White	94.9%	93.2%
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	92.7%	91.5%

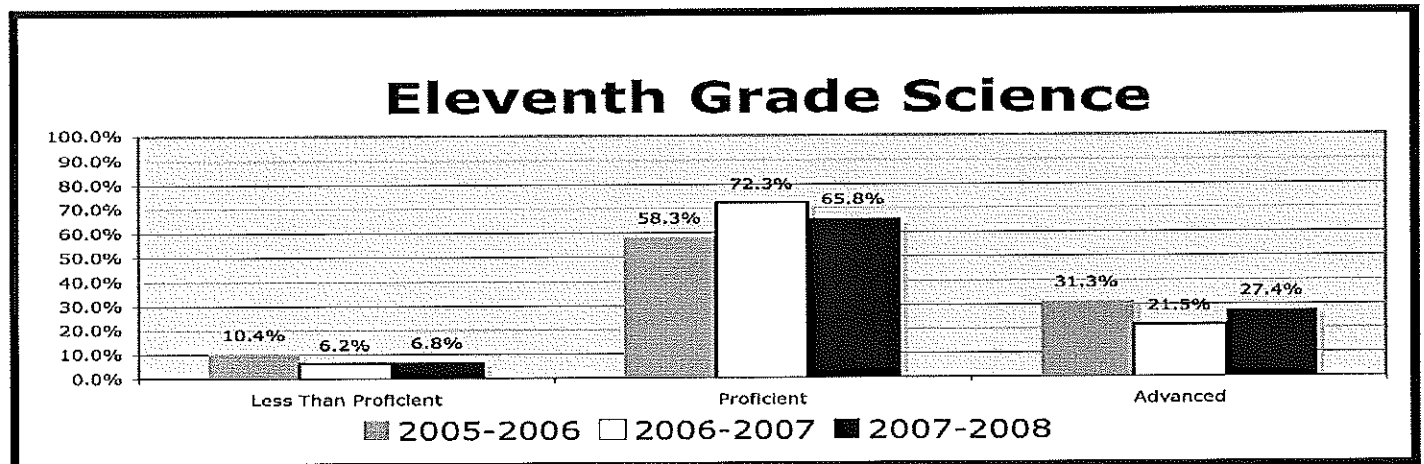
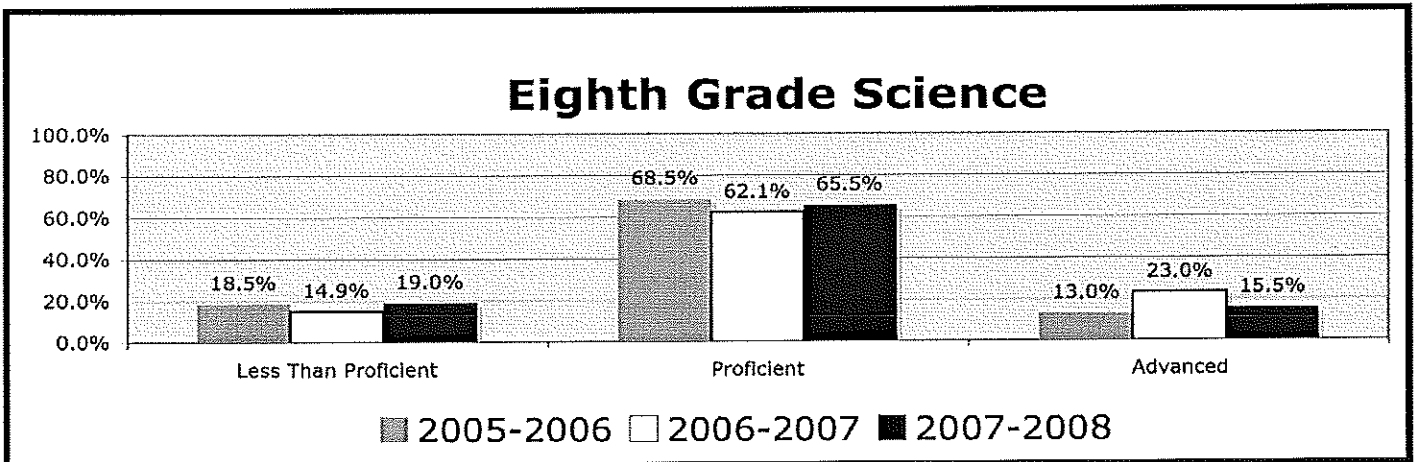
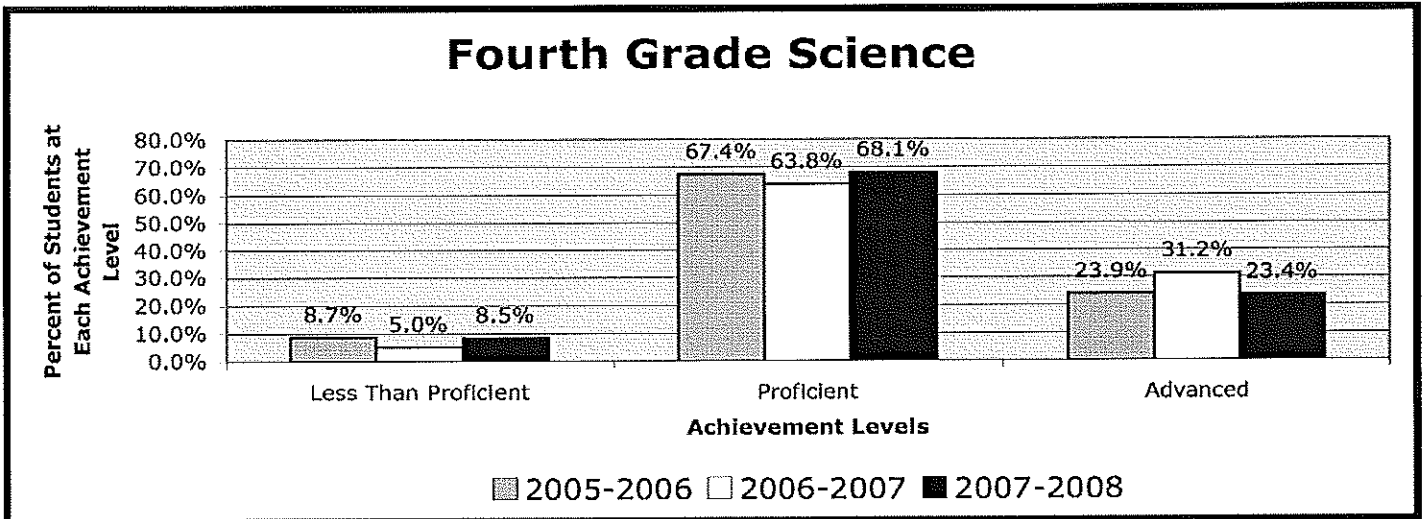
8th grade Class of 2012 in 6th Grade	2005-2006 6th Grade	2006-2007 7th Grade	2007-2008 8th Grade
Females	82.6%	92.9%	86.2%
Males	75.0%	89.7%	75.9%
Low SES	75.0%	100%	66.7%
Non SES	80.7%	87.2%	87.5%
White	85.0%	92.3%	83.3%
Hispanic	N/A	N/A	N/A
Asian	N/A	N/A	N/A
IEP	N/A	N/A	N/A
ELL	N/A	N/A	N/A
Migrant	N/A	N/A	N/A
All Students	79.1%	91.2%	81.0%

11th grade Class of 2009 in 9th Grade	2005-2006 9th Grade	2006-2007 10th Grade	2007-2008 11th Grade
Females	96.6%	97.1%	94.6%
Males	84.4%	81.6%	91.7%
Low SES	81.8%	86.7%	91.7
Non SES	92.0%	89.7%	93.4%
White	89.7%	88.6%	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	90.2%	89.0%	93.2%

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.

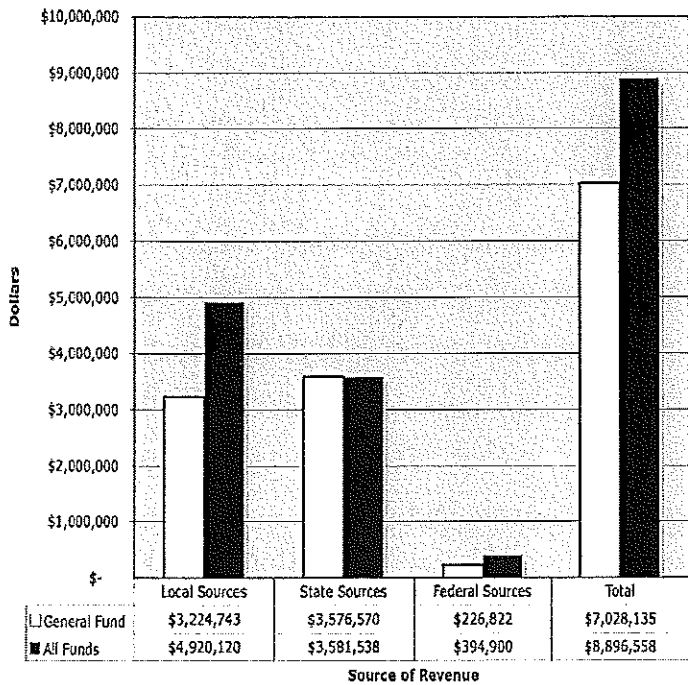
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SOUTH HAMILTON COMMUNITY SCHOOL DISTRICT

2007-08 Revenue



Tables 7-9 on this page 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. The information in these tables is biennium data from 2005-06 and 2006-07, which means that scores from the last two years were combined to attain this score.

As can be seen in all three tables, South Hamilton students score above students in the state and nation in all areas.

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

Grade	Local	State	Nation
Grade 4	84.69%	80.7%	60.0%
Grade 8	88.04%	75.6%	60.0%
Grade 11	86.27%	78.6%	60.0%

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

Grade	Local	State	Nation
Grade 4	83.07%	78.8%	60.0%
Grade 8	76.79%	72.1%	60.0%
Grade 11	92.16%	77.1%	60.0%

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

Grade	Local	State	Nation
Grade 8	83.0%	81.0%	60.0%
Grade 11	93.5%	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 kindergarten classes would have been 22 and 23. Because of the grant our first grade classes were 15, 15, and 15. We believe this has had a positive effect upon the achievement of these students.

2007-08 General Fund Expenditures

