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6095 0000-South Hamilton Comm School District

APR-Assurances

1. The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment Yes No
2. The district has incorporated Core Content Reading Standards and Benchmarks corresponding to the Iowa Tests into their standards sets. Yes No
3. Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students. Yes No
4. The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents. Yes No
5. The district has incorporated Core Content Math Standards and Benchmarks corresponding to the Iowa Tests into their standards sets. Yes No
6. The district has incorporated Core Content Science Standards and Benchmarks corresponding to the Iowa Tests into their standards sets. Yes No

APR

Vision, Mission, Goals

1. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?

Yes No

1. Please report on the progress of those goals for 2011-2012.

South Hamilton CSD has met this goal. The 2nd Grade student's percentage of proficiency was 88% and the 3rd grade was at 84%

2. Is the district accepting Early Intervention funding to be spent on class size reduction?

Yes No

1. Report how class size reduction funds were used to meet these goals for 2011-2012.

Class sizes at the K-2 level were all below 17 Students.

3. What are the district's measureable, long-range goals to address improvement in reading?

Improve student performance in reading comprehension so that 100% of the students will demonstrate proficiency in reading comprehension by the year 2014.

4. Please provide the district's annual reading goals for 2011-2012.

The goal for the 2012 testing year is for the 2012 Juniors to improve their 2011 53% mark in the area of Revising Written Materials as indicated through the Iowa Test of Educational Development.

5. Were the district's annual reading goals met in 2011-2012?

Yes No

6. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2011-2012.

Due to the fact that the new Iowa Assessments no longer have the "Revising Written Materials" area disaggregated, we were not able to collect final data for the 2011-12 Reading Goal.

7. Please provide the district's annual reading goals for next school year.

The 2012-13 Juniors will raise their percent of questions correct in the area of Implicit Meaning in Reading. As Sophomores, in 2011-12, they answered 56% of the Implicit Questions in Reading correctly.

8. What are the district's measureable, long-range goals to address improvement in mathematics?

All students will be proficient in math by the year 2014.

9. Please provide the district's annual mathematics goals for 2011-2012.

Improve math computation scores in the category of multiplying and dividing fractions (49% as 7th Graders in 2010-11) for 8th grade students in the 2011-12 school year.

10. Were the district's annual mathematics goals met in 2011-2012?

Yes No

11. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2011-2012.

The 2011-12 8th graders scored at the 55% in Compute with Fractions (as compared to 49% as 7th graders in 2010-11).

12. Please provide the district's annual mathematics goals for next school year.

In the school year 2011-12 our 5th grade students answered questions in the area of geometry 7% below the national average as assessed by the Iowa Assessment. Our goal is for those students, as 6th graders (2012-13), to answer questions in the area of geometry at or above the national average in the area of geometry as assessed by the Iowa Assessment.

13. What are the district's measureable, long-range goals to address improvement in science?

All students will be proficient in the area of Science by the year 2012.

14. Please provide the district's annual science goals for 2011-2012.

As 3rd graders our student's scored 7% above the national score in the sub-category of Scientific Inquiry. As 4th graders we want that percentage to be 8%(or higher) above the national score in the sub-category of Scientific Inquiry.

15. Were the district's annual science goals met in 2011-2012?

Yes No

16. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2011-2012.

In the area of Science our 4th graders were 14% points above the national average in all categories. There wasn't an exact match to the category we set our goal in as the Iowa Test of Basic Skills and the New Iowa Assessment categories do not match exactly.

17. Please provide the district's annual science goals for next school year.

As 3rd graders our students were (plus 8) over the national scores in the Iowa Assessment in the area of Physical Science. Our goal is for this group to improve to (plus 9) or more in the area of Physical Science as 4th grade students.

Learning Environment

18. Please describe the district's locally defined indicators.

Our goal as a district is to increase technology use by staff and students. We currently have a 1 to 1 computer ratio in the grades 7-12. We currently have 2 mobile labs and 2 stationary labs in the K-6 building. Professional development opportunities have been geared toward increasing technology integration in the classroom. Technology integration is being assessed using administrative walk-throughs.

19. Explain the progress the district has made on these indicators.

The District is in year two of our Learning Teams initiative which have given staff the opportunity to work in professional learning teams to sharpen their skills in the area of technology. These opportunities have given staff direct instruction on technology based teaching strategies, as well as technology-based curriculum. Likewise staff has been given the opportunity to utilize these skills in practices sessions, presentations, and in the classroom.

We are also in year four of our 1:1 student laptop program. Our students continue to grow and learn in terms of computer usage, and our students also continue to utilize 21st Century Skills as they produce technology based products, communicate more and more electronically with staff, peers, and other school districts, and continue to move forward as technology progresses.

Our Technology Committee is currently assessing our District's 1 year, 5 year, and 10 year plan. This includes bringing our K-6 setting into the 1:1 program, adding more mobile labs, updating software, and maintaining best practice within all technology areas.

20. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2011-2012:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Classroom teacher interventions | <input checked="" type="checkbox"/> Coach interventions |
| <input checked="" type="checkbox"/> Study hall/study table | <input checked="" type="checkbox"/> Tutors |
| <input checked="" type="checkbox"/> Parent involvement | <input checked="" type="checkbox"/> Classroom interventions |
| <input checked="" type="checkbox"/> Problem solving team | <input checked="" type="checkbox"/> Before/after school help |
| <input checked="" type="checkbox"/> Counseling services | <input checked="" type="checkbox"/> At-risk program |
| <input checked="" type="checkbox"/> Progress reports | <input checked="" type="checkbox"/> Other |

Leadership Conferences

Monitoring and Accountability

21. Total number of seniors in the district who intend to pursue post-secondary education/training:

40

22. Total number of seniors in the district who completed a core program:

47

23. Total number of seniors in the district who have graduated:

47

24. Percent of seniors in the district who intend to pursue post-secondary education/training upon graduating:

85.11

25. Percent of seniors in the district who completed a core program upon graduating:

100

26. Total number of 7-12 grade students in the district who are dropouts in 2010-2011:

3

27. Total number of 7-12 grade students in the district in 2010-2011:

344

28. Percent of 7-12 grade students in the district who are dropouts in 2010-2011:

0.87

29. Total number of 7-12 grade female students in the district who are dropouts in 2010-2011:

1

30. Total number of 7-12 grade female students in the district in 2010-2011:

164

31. Percent of 7-12 grade female students in the district who are dropouts in 2010-2011:

0.61

32. Total number of 7-12 grade male students in the district who are dropouts in 2010-2011:

2

33. Total number of 7-12 grade male students in the district in 2010-2011:

180

34. Percent of 7-12 grade male students in the district who are dropouts in 2010-2011:

1.11

35. Total number of 7-12 grade White (not of Hispanic origin) students in the district

who are dropouts in 2010-2011:

36. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2010-2011:

37. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

38. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

39. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2010-2011:

40. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

41. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:

42. Total number of 7-12 grade Hispanic students in the district in 2010-2011:

43. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:

44. Total number of 7-12 grade Asian students in the district who are dropouts in 2010-2011:

45. Total number of 7-12 grade Asian students in the district in 2010-2011:

46. Percent of 7-12 grade Asian students in the district who are dropouts in 2010-2011:

47. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011:

48. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2010-2011:

49. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011:

0.00

50. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:

0

51. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2010-2011:

6

52. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:

0.00

53. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2010-2011:

0

54. Total number of 7-12 grade Multi-racial students in the district in 2010-2011:

4

55. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2010-2011:

0.00

56. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2010-2011:

2

57. Total number of 7-12 grade students with an IEP in the district in 2010-2011:

30

58. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2010-2011:

6.67

59. Total number of 7-12 grade English language learner students in the district who are dropouts in 2010-2011:

0

60. Total number of 7-12 grade English language learner students in the district in 2010-2011:

1

61. Percent of 7-12 grade English language learner students in the district who are dropouts in 2010-2011:

0.00

62. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2011-2012?

Yes No

63. Please use the link below to select the district-wide multiple assessment(s), other

than the required state accountability assessment, that the district used to measure student progress in reading in 2011-2012.

Assessment	Other
Six Traits of Writing	
Spelling Tests	
Standards and Benchmarks	
Stanford Achievement Test (a.k.a. – SAT 9; Stanford 9)	
Teacher Created Assessment	
Teacher Designed Alternate Assessments	
BRI - Basic Reading Inventory (a.k.a. – John’s BRI)	
Brigance	
CAT - Cognitive Abilities Test (a.k.a. - COGAT)	
PLAN (ACT product)	
Reading Unit Test	
Rubrics	
SAT (ETS product) Scholastic Achievement Tests	
Accelerated Reader (a.k.a. - Accelerated Reader Computer Assessment; Accelerated Reading Program; Accelerated Reading Tests)	
ACT Assessment (ACT product)	
Advanced Placement Tests (ETS product)	
Basal Tests (a.k.a. Basal Reading)	
building level assess	
Chapter Tests	
Classroom Assessments	
Classroom Observations	
DIBELS – Dynamic Indicators of Basic Early Literacy Skills	
District developed benchmark list	
Dolch Words	
Textbook assess	
Theme Test	
Unit Tests	
Vocabulary	
WISC-R	
Woodcock-Johnson	
write a story	
Writing Assessments	
Writing Portfolios	
Writing to show comprehension	
IPT Oral Proficiency Test	
ITBS – Iowa Tests of Basic Skills	
Locally Developed Assess	
NAEP (National Assessment of Educational Progress) This does not provide school or district level scores	
Observation Data	
Observation tools	
Oral Reading Fluency	

IPT Early Literacy Test	
ITED – Iowa Tests of Educational Development	
Local Reading Assessments	
ASVAB – Armed Services Vocational Aptitude Battery	

64. Please explain how the students do on this/these reading assessment(s).

Our students complete the assessments and provide the district with data that assists in planning for building, district, and individual student goals. Our students typically "score" on these assessments at approximately the same rate as they do on the Iowa Assessments.

65. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2011-2012.

Assessment	Other
Iowa Algebra Aptitude Test	
Teacher Created Assessment	
Teacher Designed Alternate Assessments	
CAT - Cognitive Abilities Test (a.k.a. - COGAT)	
PLAN (ACT product)	
Progress Monitoring	
Progress Reports	
SAT (ETS product) Scholastic Achievement Tests	
ACT Assessment (ACT product)	
Advanced Placement Tests (ETS product)	
Basic Math Facts Test	
building level assess	
Chapter Tests	
Classroom Assessments	
Classroom Observations	
District Curriculum Tests	
District developed benchmark list	
District Developed Tests; District Wide Assessments	
District Developmental Assessments	
Teacher Grades/Report Authentic Assess	
teacher observations	
Textbook assess	
Unit Tests	
Vocabulary	
Woodcock-Johnson	
ITBS – Iowa Tests of Basic Skills	
Locally Developed Assess	
NAEP (National Assessment of Educational Progress) This does not provide school or district level scores	
Observation Data	
Observation tools	
ITED – Iowa Tests of Educational Development	
Accelerated Math	

ASVAB – Armed Services Vocational Aptitude Battery	
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66. Please explain how the students do on this/these math assessment(s).

Our students complete the assessments and provide the district with data that assists in planning for building, district, and individual student goals. Our students typically "score" on these assessments at approximately the same rate as they do on the Iowa Assessments.

67. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2011-2012.

Assessment	Other
Teacher Created Assessment	
Teacher Designed Alternate Assessments	
PLAN (ACT product)	
SAT (ETS product) Scholastic Achievement Tests	
ACT Assessment (ACT product)	
Advanced Placement Tests (ETS product)	
building level assess	
Chapter Tests	
Classroom Assessments	
Classroom Observations	
District developed benchmark list	
District Developed Tests; District Wide Assessments	
Teacher Grades/Report Authentic Assess	
teacher observations	
Unit Tests	
Vocabulary	
ITBS – Iowa Tests of Basic Skills	
Local Design Test	
Locally Developed Assess	
NAEP (National Assessment of Educational Progress) This does not provide school or district level scores	
Observation Data	
Observation tools	
ITED – Iowa Tests of Educational Development	
ASVAB – Armed Services Vocational Aptitude Battery	

68. Please explain how the students do on this/these science assessment(s).

Our students complete the assessments and provide the district with data that assists in planning for building, district, and individual student goals. Our students typically "score" on these assessments at approximately the same rate as they do on the Iowa Assessments.

69. Which assessment does the district use as a measure for post-secondary success?

Prefilled ACT data is supplied by ACT International, B.V. and reported at the district level by the Iowa Department of Education.

70. What is the cut score for post-secondary success on the assessment the district uses?
This cut score must be 20 if the district uses ACT.

20

71. Total number of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

25

72. Total number of 9-12 grade students in the district who took the test:

43

73. Percent of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

58.14

74. All information required for this APR has been or will be reported to the local community.

Yes No

1. Date the required APR content was or will be reported to the community.

September 21, 2012

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