

South Hamilton Community School District

Annual Progress Report

2003-2004

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

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

Welcome

The students of the South Hamilton Community School enjoyed another successful year in 2003-04, both in the classroom and in the various school activities in which they participated. Students once again shared with us their many talents in the music, drama and athletic arenas, with outstanding performances receiving recognition in large group and individual speech competition and solo and ensemble music competitions. State qualifying performances were achieved in football, cross country, wrestling, boys and girls track and the 2003 summer softball team.

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.

The district entered into an agreement with Hubbard-Radcliffe to share the superintendent position in 2003-04. A successful experience encouraged the two districts to share three additional positions in 2004-05: the curriculum director, the technology director, and an agriculture teacher to be shared between the two districts. In addition, students had the opportunity to sign up for classes offered at the neighboring high school; several students will be taking advantage of this opportunity during the 2004-05 school year.

South Hamilton students met all of the state established student achievement goals in reading, mathematics and science for 2003-04. Improving student reading skills at all grade levels has been a prevailing initiative for student achievement and will continue to be a primary emphasis. Staff development efforts throughout the year focused on the articulation of curriculum, assessment and instructional lesson plans. Staff development in 2004-05 will incorporate more emphasis on learning new instructional strategies that can enhance student learning.

This report will provide you with the results of our students' academic efforts in reading, mathematics, and science for 2003-04 as measured by ITBS, ITED, and other district measures. 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.

John Kinley, 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

2003-2004

John Kinley - Superintendent

Steve Gray - High School Principal

Paul Hemphill - Elementary Principal

Carroll McLuckie - Curriculum/Technology

Gary Meyer - Administrative Assistant

Todd Coy - Athletic Director

South Hamilton Community School

Additional State Indicators

Dropout Data

Category	Number in Category	Total Group	Percent
Dropouts 7-12	4	354	1.1%
Gender			
Female	2	168	1.2%
Male	2	186	1.1%
Ethnic Group			
White	4	345	1.2%
Students w/ IEP	1	42	2.4%

Post-Secondary Data

Total Seniors Pursue Post-Secondary Ed	48	61	78.7%
Total Students Succeed Post-Secondary	29	43	67.4%
Total Graduates Completing Core Program	32	60	53.3%

Federal law requires the reporting of our graduation rate. Unfortunately, the number was in error on the Department of Education website at the time of this writing. This will be corrected for the community report.

Graduation Rate for 2002-2003

South Hamilton	State
100%	90.4%

Average daily K-8 attendance for 2002-2003 must be reported and compared to the state. (Reporting statistics are one year behind.)

K-8 Average Daily Attendance

South Hamilton	State
96.2%	95.6%

Indicator	Pre School	Elem K-4	Lower MS 5-6	Upper MS 7-8	High School 9-12
Average Daily Attendance	96.4%	96.1%	96.4%	96.7%	95.8%
Average Daily Absences	3.6%	3.8%	3.6%	3.3%	4.2%
Drop Outs	0	0	0	0	4
At-risk Population	0	109	35	15	32
English as Second Language	0	9	0	2	0
Home School - dual	-	14	3	4	2
Home School - not dual	-	14	4	2	2
Special Education Population					
In District	1	12	21	20	25
Special Education Population					
Out of District	0	0	1	0	5
Title I Population	0	44	12	0	0
Reading Recovery Enrolled		8			
Reading Recovery Graduates		5			
Free & Reduced Lunch Population	2	60	26	28	28
Suspended Students Population					
In School	0	5	11	11	5
Suspended Students Population					
Out of School	0	1	1	0	1
Expelled Students Population	0	0	0	0	0
Graduates - Four Year Enrolled					29
Graduates - Tech Prep Enrolled					19
Graduates - Post-Secondary Success Prediction					29
Graduates - Completed 4 yrs Eng, 3 yrs Sci., Math, & Soc St.					74%

Mathematics

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 represent 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

Grade	Number of Students	Percent Proficient
Grade 4	44	95.5%
Grade 8	61	85.2%
Grade 11	48	83.3%

Table 2 contains data from our district wide assessments. These assessments were created during 2003-2004 to measure our students' performance on a second measure. The ques-

Table 1: ITBS/ITED Mathematics Data

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

Year	2001-2002	2002-2003	2003-2004
Grade 4	(2)	(3)	(4)
Females	65.4%	83.3%	91.7%
Males	83.3%	85.7%	94.7%
Low SES	N/A	N/A	N/A
Non SES	76.0%	83.3%	94.1%
White	76.6%	85.7%	94.9%
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	74.0%	84.4%	93.0%
Year	2001-2002	2002-2003	2003-2004
Grade 8	(6)	(7)	(8)
Females	82.8%	82.1%	88.9%
Males	70.8%	75.8%	81.8%
Low SES	56.3%	60.0%	63.6%
Non SES	83.0%	84.8%	89.8%
White	81.8%	83.3%	88.5%
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	76.2%	78.7%	85.0%
Year	2001-2002	2002-2003	2003-2004
Grade 11	(9)	(10)	(11)
Females	75.0%	77.3%	81.8%
Males	64.0%	62.5%	80.8%
Low SES	27.3%	20.0%	N/A
Non SES	81.6%	81.1%	81.8%
White	71.7%	72.1%	86.4%
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	69.4%	69.6%	81.3%

tions 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.

Reading

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 represent 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.

Table 4: District Reading Assessments

Grade	Number of Students	Percent Proficient
Grade 4	44	95.5%
Grade 8	61	83.6%
Grade 11	48	77.1%

Table 4 contains data from our district wide assessments. These assessments were created during 2003-2004 to measure our students' performance on a second measure.

Table 3: ITBS/ITED Reading Data

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

Year	2001-2002	2002-2003	2003-2004
Grade 4	(2)	(3)	(4)
Females	80.8%	82.6%	83.3%
Males	75.0%	66.7%	89.5%
Low SES	N/A	N/A	N/A
Non SES	80.5%	80.0%	88.2%
White	78.7%	78.0%	92.3%
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	78.0%	75.0%	86.0%
Year	2001-2002	2002-2003	2003-2004
Grade 8	(6)	(7)	(8)
Females	75.9%	85.7%	81.5%
Males	70.6%	60.9%	69.7%
Low SES	62.5%	60.0%	63.6%
Non SES	76.6%	84.8%	77.6%
White	78.2%	81.5%	78.8%
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	73.0%	78.7%	75.0%
Year	2001-2002	2002-2003	2003-2004
Grade 11	(9)	(10)	(11)
Females	66.7%	77.3%	86.4%
Males	60.0%	56.0%	73.1%
Low SES	18.2%	20.0%	N/A
Non SES	76.3%	78.4%	81.8%
White	66.7%	69.8%	84.1%
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	63.3%	66.0%	79.2%

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.

Science

Long Range Goal...

Improve science achievement in content reading and higher order thinking skills for all students

Annual Improvement Goal for 2003-2004

Decrease the number of students in the low performance group for 7th grade science as measured by ITBS test scores from 2002-2003 to 2003-2004.

What we're doing to meet our goals

As 6th grade students (2002-2003), this class has 24.2% of the total student population in the low performance group (0-40 percentile) on the ITBS composite. This is 30-50% higher than other classes above and below this group of students. Through various implemented strategies, we will work to reduce the number of low performing science students in next years' 7th grade.

Report on those goals...

As can be seen in the table below, the 6th grade class in 2002-2003 had 24.2% of the students in the low performance level. By the end of their 7th grade year in 2003-2004, the number of low performing students had decreased to 24.1%.

Year	Grade	Low	Intermediate	High
2002-2003	6th	24.2%	59.7%	16.1%
2003-2004	7th	24.1%	51.7%	24.1%

Annual Improvement Goal for 2004-2005

Although we met our goal by reducing the number of low performing students in the 7th grade class, we feel that student performance still needs to be improved for this group of students. As we grow in our ability to improve reading and math skills district wide, we also have found that we improve student performance in other areas. Through our building improvement goals in reading and mathematics and our ability to target low skills for low performing students in science, we will continue to reduce the number of students in the low performing group of this class.

Table 5 illustrates 3 year trendline science proficiency data for grades 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 are monitoring and working to improve SES inequalities with marked success.

Table 5. ITBS/ITED Science Data

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

Year	2001-2002	2002-2003	2003-2004
Grade 8	(6)	(7)	(8)
Females	93.1%	89.3%	85.2%
Males	73.5%	87.9%	78.8%
Low SES	68.8%	N/A	63.6%
Non SES	87.2%	93.5%	85.7%
White	87.3%	92.6%	84.6%
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	82.5%	88.5%	81.7%

Year	2001-2002	2002-2003	2003-2004
Grade 11	(9)	(10)	(11)
Females	84.0%	77.3%	81.8%
Males	62.5%	58.3%	80.8%
Low SES	36.4%	30.0%	N/A
Non SES	84.2%	77.8%	81.8%
White	77.8%	69.8%	86.4%
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	73.5%	53.4%	81.3%

Table 6 contains data from our district wide assessments. These assessments were created during 2003-2004 to measure our students' performance on a second measure. During the year the 8th grade science assessment was completed. Grade 11 science will be constructed and used during 2004-2005 school year. 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.

Table 6: District Science Assessments

Grade	Number of Students	Percent Proficient
Grade 8	61	78.7%

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 and 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 mathematics and reading for both the state and our district. This trend does not occur at the state level for science performance for grade 8 to 11; however, we see a small decline in science performance from 8th grade to 11th grade.

Federal and State regulations requires our reporting of student performance for grades 4, 8 and 11. We do monitor all grades K-12; however our reporting focuses on the required 4, 8 and 11.

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

Grade	Local	State	Nation
Grade 4	93.0%	75.0%	60.0%
Grade 8	85.0%	71.6%	60.0%
Grade 11	81.3%	79.2%	60.0%

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

Grade	Local	State	Nation
Grade 4	86.0%	75.9%	60.0%
Grade 8	75.0%	69.3%	60.0%
Grade 11	79.2%	77.0%	60.0%

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

Grade	Local	State	Nation
Grade 8	81.7%	77.3%	60.0%
Grade 11	81.3%	78.7%	60.0%

Early Intervention Class Size Reduction

Our early intervention 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 23 and 24. Because of the grant our first grade classes were 15, 16, and 16. We believe this has had a positive effect upon the achievement of these students.

DIEBELS Four Year 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%

Star Math Assessment Data

Star Math and Accelerated Math, a technology based mathematics assessment and instructional program, were implemented in grades 5-8 as full year programs during 2001-2002. We have continued this technology based assessment and companion instructional program of Accelerated Math in order to raise our students' performance in mathematics. The Star Math assessment places each student in an appropriate instructional component of Accelerated Math. Math teachers select instructional materials based upon the Star Math assessment and our selected mathematics standards and benchmarks. The pretest mean for the students grade equivalent (GE), posttest mean for grade equivalent (GE) and growth over one year are listed below for grades 5 and 6.

Grade	Pretest Mean GE	Posttest Mean GE	Growth Over One Year
5	6.8	8.8	2.0
6	5.3	7.9	2.6