

South Hamilton Community School District

Annual Progress Report

2004-2005

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 students of the South Hamilton Community School enjoyed another successful year in 2004-05, 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 with outstanding performances in large group and individual speech competition and solo and ensemble music competitions. State qualifying performances (team and/or individual) were achieved in boys' and girls' cross country, wrestling, boys' and girls' track, and boys' golf. In addition, the volleyball team and the boys' basketball team earned HOIAC conference titles.

South Hamilton students met all of the state established student achievement goals in reading, mathematics and science for 2004-05. 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 improving vocabulary and the use of new teaching strategies to enhance student achievement. Staff development in 2005-06 will involve training and implementation of CRISS strategies in all classrooms grades 2-12 throughout the district.

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 continued its agreement with Hubbard-Radcliffe to share the superintendent position in 2004-05, but the two districts have agreed to maintain its own superintendent in 2005-06. The two districts will continue to share an agriculture teacher between the two districts and will also maintain the shared classes that have been offered in the past at South Hamilton. On-going discussions with the H-R board and community about future sharing increased during the last half of the 2004-05 school year. The South Hamilton board will be well prepared to address these issues as it maintains its focus on providing the best educational program for all kids and continues to have an open dialogue with the patrons of the South Hamilton community as well as the H-R board and patrons.

This report will provide you with the results of our students' academic efforts in reading, mathematics, and science for 2004-05 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.

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

2004-2005

John Kinley - Superintendent

Steve Gray - High School Principal

Paul Hemphill - Elementary Principal

Carroll McLuckie - Curriculum

Brian Weidenthaler - Technology

Gary Meyer - Administrative Assistant

Todd Coy - Athletic Director

South Hamilton Community School

Additional State Indicators

Dropout Data

Category	Local Number	Local Percent	Local Total
Dropouts 7-12	2	0.57%	349
Dropouts 9-12	2	0.86%	233
Gender (9-12)			
Female	1	0.88%	114
Male	1	0.84%	119
Ethnic Group (9-12)			
White	2	0.92%	217
Students w/ IEP (9-12)	1	3.85%	26

Post-Secondary Data

Total Seniors Pursue	
Post-Secondary Ed	83.3%
Total Students Succeed	
Post-Secondary	86.0%
Total Graduates Completing	
Core Program	57.4%

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 2003-2004

South Hamilton	State
95.24%	89.7%

K-8 Average Daily Attendance 03-04

South Hamilton	State
96.1%	95.8%

Dropout Date for 2003-2004

Category	Local Percent	State Percent
Dropout 7-12	1.43%	1.61%
Drouout 9-12	2.21%	2.39%

Indicator	Pre School	Elem K-4	Lower MS 5-6	Upper MS 7-8	High School 9-12
Average Daily Attendance	95.5%	96.2%	96.4%	96.6%	94.9%
Average Daily Absences	4.5%	3.8%	3.6%	3.4%	5.1%
Drop Outs	0	0	0	0	2
At-risk Population	0	75	19	27	27
English as Second Language	0	17	5	1	6
Home School - dual	-	17	5	8	6
Home School - not dual	-	9	3	0	1
Special Education In District	2	10	12	23	23
Special Education Out of District	0	0	1	1	9
Title I Population	0	42	13	0	0
Reading Recovery Enrolled	-	8	-	-	-
Reading Recovery Graduates	-	6	-	-	-
Free & Reduced Lunch Population	4	79	27	33	48
Suspended Students Population					
In School	0	1	5	3	8
Suspended Students Population					
Out of School	0	0	0	0	3
Expelled Students Population	0	0	0	0	2
Graduates - Four Year Enrolled	-	-	-	-	20
Graduates - Two Year Enrolled	-	-	-	-	19
Graduates - Post-Secondary Success Prediction	-	-	-	-	86.0%
Graduates - Completed 4 yrs Eng, 3 yrs Sci., Math, & Soc St.	-	-	-	-	57.4%

Mathematics

Long Range Goal...

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

Annual Improvement Goal for 2005-2006

Increase the number of students who are proficient for the math concept of percentage for the class of 2007 as measured by ITED test scores from 2004-2005 to 2005-2006.

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 for 2004-2005

Grade	Number of Students	Percent Proficient
Grade 3	47	93.6%
Grade 4	46	100.0%
Grade 5	42	78.6%
Grade 6	64	92.2%
Grade 7	53	84.9%
Grade 8	57	94.7%
Grade 11	59	79.7%

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

Table 1: ITBS/ITED Mathematics Data

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

Year	2002-2003	2003-2004	2004-2005
Grade 4	(2)	(3)	(4)
Females	66.7%	82.6%	95.8%
Males	75.0%	80.0%	96.0%
Low SES	38.5%	70.0%	83.3%
Non SES	82.9%	84.2%	100%
White	79.1%	86.0%	97.7%
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	70.8%	81.3%	95.9%

Year	2002-2003	2003-2004	2004-2005
Grade 8	(6)	(7)	(8)
Females	84.4%	85.7%	92.6%
Males	66.7%	76.7%	84.4%
Low SES	38.5%	70.0%	85.7%
Non SES	85.7%	83.3%	88.9%
White	76.3%	79.6%	87.3%
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	75.8%	81.0%	88.1%

Year	2002-2003	2003-2004	2004-2005
Grade 11	(9)	(10)	(11)
Females	85.2%	84.0%	81.5%
Males	78.4%	82.4%	84.8%
Low SES	N/A	N/A	N/A
Non SES	87.0%	86.8%	86.8%
White	83.3%	88.9%	87.3%
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	81.3%	83.1%	83.3%

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.

Reading

Long Range Goal...

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

Annual Improvement Goal for 2005-2006

Increase the number of students who are proficient with reading comprehension for the class of 2007 as measured by ITED test scores from 2004-2005 to 2005-2006.

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 for 2004-2005

Grade	Number of Students	Percent Proficient
Grade 3	47	97.9%
Grade 4	46	100.0%
Grade 5	42	92.9%
Grade 6	64	96.9%
Grade 7	54	75.9%
Grade 8	59	81.4%
Grade 11	59	64.4%

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

Year	2002-2003	2003-2004	2004-2005
Grade 4	(2)	(3)	(4)
Females	83.3%	78.3%	79.2%
Males	75.0%	64.0%	88.0%
Low SES	38.5%	50.0%	58.3%
Non SES	94.3%	76.3%	91.9%
White	86.0%	76.7%	90.7%
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	79.2%	70.8%	83.7%

Year	2002-2003	2003-2004	2004-2005
Grade 8	(6)	(7)	(8)
Females	71.9%	92.9%	88.9%
Males	63.3%	63.3%	65.6%
Low SES	46.2%	40.0%	78.6%
Non SES	73.5%	85.4%	75.6%
White	69.5%	77.8%	78.2%
Hispanic	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Am Ind	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	67.7%	77.6%	76.3%

Year	2002-2003	2003-2004	2004-2005
Grade 11	(9)	(10)	(11)
Females	66.7%	80.0%	85.2%
Males	70.3%	88.2%	75.8%
Low SES	N/A	N/A	N/A
Non SES	74.1%	92.5%	83.0%
White	73.3%	90.7%	81.8%
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	68.8%	84.7%	80.0%

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.

Science

Long Range Goal...

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

Annual Improvement Goal for 2005-2006

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

Annual Improvement Goal for 2004-2005

Decrease the number of students in the low performance group for 8th grade science as measured by ITBS test scores from 2003-2004 to 2004-2005.

What we're doing to meet our goals

As 7th grade students (2003-2004), this class has 24.1% 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' 8th grade.

Report on those goals...

As can be seen in the table below, the 7th grade class in 2003-2004 had 24.1% of the students in the low performance level. By the end of their 8th grade year in 2004-2005, the number of low performing students had decreased to 6.8%. We have met our annual improvement goal for 2004-2005 in science.

Year	Grade	Low	Intermediate	High
2003-2004	7th	24.1%	51.7%	24.1%
2004-2005	8th	6.8%	78.0%	15.3%

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 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 5. ITBS/ITED Science Data

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

Year	2002-2003	2003-2004	2004-2005
Grade 8	(6)	(7)	(8)
Females	78.1%	85.7%	100.0%
Males	73.3%	66.7%	87.5%
Low SES	46.2%	50.0%	100.0%
Non SES	83.7%	81.3%	91.1%
White	76.3%	75.9%	94.5%
Hispanic	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Am Ind	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	75.8%	75.9%	93.2%
Grade 11	(9)	(10)	(11)
Females	63.0%	88.0%	70.4%
Males	78.4%	91.2%	81.8%
Low SES	30.0%	N/A	N/A
White	77.8%	69.8%	86.4%
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	71.9%	89.8%	76.7%

Table 6 contains data from our district wide assessments. The 8th grade assessments were created during 2003-2004 to measure our students' performance on a second measure. Grade 11 science were 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	57	78.9%
Grade 11	58	87.9%

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 except Grade 11 Science 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 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 local 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	95.9%	76.8%	60.0%
Grade 8	88.1%	72.2%	60.0%
Grade 11	83.3%	78.5%	60.0%

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

Grade	Local	State	Nation
Grade 4	83.6%	76.7%	60.0%
Grade 8	76.3%	69.4%	60.0%
Grade 11	80.0%	76.8%	60.0%

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

Grade	Local	State	Nation
Grade 8	93.2%	78.0%	60.0%
Grade 11	76.6%	79.0%	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 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.

A standard error of measurement (SEM) is an estimate of possible error associated with an individual student's test score. The SEM can be described as a band of error. A test score is an estimate of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true score may be slightly higher or slightly lower than what is reported. For the Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED), the SEM's are presented in ranges, indicating where the student's true score would likely fall (see table below).

DIEBELS Five Year Trend Line Data

Year	Grade	Number	Percent
		Benchmarked	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%

	Reading Comprehension			Grade 4	Mathematics		
	Grade 4	Grade 8	Grade 11		Grade 8	Grade 11	
41 st Percentile (Fall Testing)	27-55	31-51	28-56	26-58	26-55	28-56	
41 st Percentile (Mid-year Testing)	27-53	31-51	30-53	26-56	27-55	27-55	
41 st Percentile (Spring Testing)	30-53	31-51	30-53	28-56	28-54	26-55	
90 th Percentile (Fall Testing)	81-96	82-95	83-94	80-96	81-96	83-94	
90 th Percentile (Mid-year Testing)	81-96	84-95	83-94	79-97	82-95	83-91	
90 th Percentile (Spring Testing)	80-95	83-95	83-94	79-97	83-96	83-95	