

South Hamilton Community School District

Annual Progress Report 2002-2003

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

South Hamilton students found success in the classroom and in the various school activity venues during the 2002-03 school year. Outstanding individual and/or team performances were noted in music, drama, and in the athletic arena, accentuated by all-state selections in music and individual speech and state tournament appearances by the 2002 summer softball team (5th place) and the girls' cross country and track teams (8th). South Hamilton hosted the district FFA Convention and a member was elected to office. Outstanding student performances in vocational program competitions at Fort Dodge (Business) and Southeast Polk (Ag Mechanics) provide an additional glimpse into the wide variety of talents and skills students demonstrated in the classroom. The Class of 2003 provided strong leadership for the school in multiple ways. Student enrollment in dual credit classes continued to grow with the addition of new course offerings. Several students from neighboring districts attended Ag Power and Paint and Ag Mechanics classes at South High, while students from South Hamilton traveled to Webster City and Ames for other course opportunities.

A preliminary whole grade sharing idea was presented to board representatives from Hubbard-Radcliffe and Northeast Hamilton in November. While no immediate action was taken in response to these discussions, the district has agreed to enter into a sharing agreement for the superintendency with Hubbard-Radcliffe for 2003-04.

The South Hamilton School District Foundation held its first annual fundraising campaign and raised nearly \$10,000 in support of a mini-grant program for teachers and classroom field trips. An additional \$1,500 was raised and awarded to senior Academic and Performance Merit Award recipients at the annual senior breakfast. The community's support of the Foundation's initiatives on behalf of these school programs was excellent and greatly appreciated.

The annual improvement goals set in August 2002 were successfully reached. The DIBELS assessment and training continues to positively impact our K-1 students' readiness to read. Reading was also emphasized in grades 1-4 through the Peer Assisted Learning Strategies (PALS) program. Improving student reading skills will continue as a goal throughout the district in the coming year. Staff development efforts throughout the year focused on the alignment of curriculum standards, benchmarks, and grade level expectations. The study and development of high quality assessments to provide feedback on student learning will be the focus of 2003-04 staff development efforts.

The results of our students' academic efforts in reading, mathematics and science for 2002-03 are included in this report. As we share these results, we once again renew our commitment to build on strengths and assess and address areas of growth in order to 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

2002-2003

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

District Employees

2002-2003

<u>Position</u>	<u>Number</u>
Teachers	60
Counselors	2
Library/Media	1
Nurse	1
Teacher Aides	14
Custodians	6
Food Service	10.25
Transportation	11
Secretarial	5.5
Business Manager	1
Administrators	4

<u>Class</u>	<u>Category</u>	<u>Numbers</u>
pK-12	All Teachers	60
	All Students	721
	Average	12.0
K-12	Normal Program Teachers	52
	All Students	721
	Average	13.9
pK-12	Special Programs	8
	Special Students	86
	Average	10.8
K-6	All Teachers	30.5
	All Students	374
	Average	12.3
K-6	Normal Program Teachers	26.5
	All Students	374
	Average	14.1
7-12	All Teachers	29.5
	All Students	347
	Average	11.8
7-12	Normal Program Teachers	27
	All Students	347
	Average	13.3

<u>Indicator</u>	Pre School	Elem K-4	Lower MS 5-6	Upper MS 7-8	High School 9-12	
Average Daily Attendance	98.5%	96.1%	96.5%	97.1%	95.3%	
Average Daily Absences	1.5%	3.9%	3.5%	2.9%	4.7%	
Drop Outs	0	0	0	0	0	
At-risk Population	0	106	47	21	26	
English as second language	0	14	0	1	0	
Home School - dual	-	15	6	2	4	
Home School - not dual	-	1	1	0	1	
Special Education Population						
In District	4	23	19	14	26	
Special Education Population						
Out of District	0	1	1	1	5	
Title I Population	0	42	13	0	0	
Reading Recovery Enrolled		8				
Reading Recovery Graduates		6				
Free & Reduced Lunch Population	4	67	26	31	34	
Suspended Students Population						
In School	0	3	4	2	10	
Suspended Students Population						
Out of School	0	1	0	0	2	
Expelled Students Population	0	0	0	0	0	
Graduates - Four Year Enrolled					26	47%
Graduates - Tech Prep Enrolled					18	33%
Graduates - Post-Secondary Success Prediction					24	44%
Graduates - Completed 4 yrs Eng, 3 yrs Sci., Math, & Soc St.					31	56%

Mathematics

Long-Range Goal...

Improve math skills for all students

Annual Improvement Goal for 2002-03

- Improve computation scores for fractions for 11th grade students as measured by ITED test scores from 2001-2002 to 2002-2003.

Report on those goals...

- As can be seen in the table below, 11th grade students answered 27% of the ITED fraction questions correctly as compared to 44% of the students state wide at the end of their 10th grade year. By the end of their 11th grade year they answered 47% of the ITED fraction questions correctly as compared to 45% statewide. Thus we had an overall gain from 17% below to 2% above the state average in our fraction computation for an overall gain of 19%. We met our goal.

	% Class	% State	Diff
10th Grade 01-02	27	44	-17
11th Grade 02-03	47	45	+2

Annual Improvement Goal(s) for 2003-04

Improve computation scores for fractions for 10th grade students as measured by ITED test scores from 2002-2003 to 2003-2004.

What we're doing to meet our goals...

- In reviewing the Iowa Testing data from last spring, one of our greatest needs discovered was within the 2002-2003 freshman class where their composite fractions score was 20% below the state average score. This is a challenging improvement goal as students are no longer in a common mathematics class. However, strategies are being developed to ensure that every 10th grade student improves their fraction computation skills.

Other District Assessments

We use other assessments appropriate for certain grade levels. Grades 4, 8 and 11 were given the Constructed Response assessment for Thinking About Mathematics in May of 2003.. This assessment provides information based upon our local district. No state or national data comparisons are provided. The following table represents the compiled data for local performance.

Constructed Response Results for mathematics for students in grades 4, 8, and 11.

Grade	Low	Intermediate	High
4	10.0%	65.0%	25.0%
8	35.0%	65.0%	0.0%
11	32.0%	63.0%	5.0%

The above data is not consistent with our ITBS/ITED data and would leave one to believe that there is poor alignment between the assessment and our curriculum.

Mathematics Performance Level by Gender ITBS for Grades 4 & 8; ITED for Grade 11

Performance Level	% Low	% Intermediate	% High
Percentile	0-40th	41-89th	90+
Grade 4 Male			
Spring 2001	16.1%	58.1%	25.8%
Spring 2002	17.2%	55.2%	27.6%
Spring 2003	11.5%	34.6%	53.9%
Grade 4 Female			
Spring 2001	12.5%	62.5%	25.0%
Spring 2002	16.0%	56.0%	28.0%
Spring 2003	6.7%	56.7%	36.7%
Grade 8 Male			
Fall 2001	13.8%	72.4%	13.8%
Spring 2002	15.6%	62.5%	21.9%
Spring 2003	20.0%	56.0%	24.0%
Grade 8 Female			
Fall 2001	41.4%	55.2%	3.4%
Spring 2002	29.6%	59.3%	11.1%
Spring 2003	32.1%	64.3%	3.6%
Grade 11 Male			
Fall 2001	11.1%	70.4%	18.5%
Spring 2002	11.1%	59.3%	29.6%
Spring 2003	12.5%	65.6%	21.9%
Grade 11 Female			
Fall 2001	14.8%	63.0%	22.2%
Spring 2002	10.7%	64.3%	25.0%
Spring 2003	41.4%	41.3%	17.2%

Mathematics Performance Level by Socioeconomic Status ITBS for Grade 4 & 8; ITED for Grade 11

Performance Level	% Low	% Intermediate	% High
Percentile	0-40th	41-89th	90+
Grade 4			
Spring, 2003 Low SES	25.0%	58.3%	16.7%
Non SES	4.5%	43.2%	52.3%
Grade 8			
Spring, 2003 Low SES	42.9%	57.1%	0.0%
Non SES	20.5%	61.5%	17.9%
Grade 11			
Spring, 2003 Group size under 10			

The 2001-2002 graduation rate for South Hamilton Community School District was 93.9%.

Math Computation Scores for Grades 5-8.

Growth over time in math computation

2001-2002		2002-2003	
Grade	IGE	Grade	IGE
4	6.4	5	7.8
5	7.0	6	9.5
6	8.1	7	9.9
7	8.6	8	10.5
8	9.3	9	8.2

Students in grades 5-7 grew from 2001-2002 to 2002-2003 in their math computation scores. We do not have an explanation for the decline in grade 8 - 9 over the past year.

Mathematics Report - Continued

3 Year Trend Line Data for Mathematics
by Gender for grades 4, 8 and 11

Year	2000-2001	2001-2002	2002-2003
Grade 4	(2)	(3)	(4)
Males	71	82	87
Females	60	82	84
Grade 8	(6)	(7)	(8)
Males	64	63	70
Females	59	54	56
Grade 11	(9)	(10)	(11)
Males	70	69	74
Females	54	58	54

3 Year Trend Line Data (NPR for Student Norms)
for Mathematics
in grades 4, 8 and 11

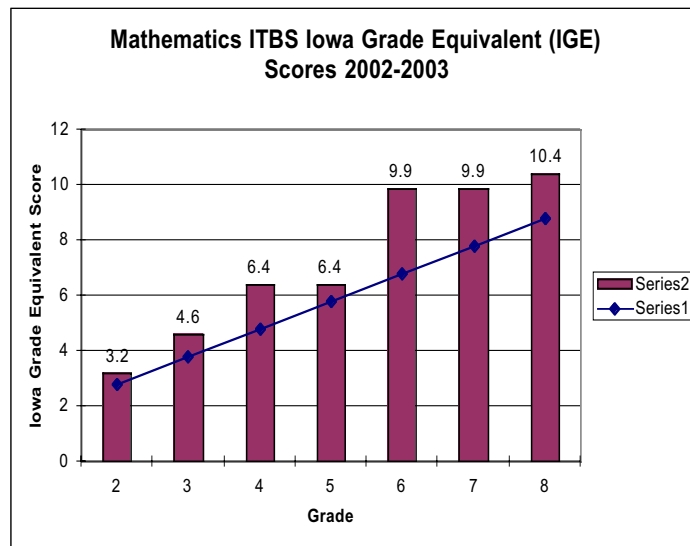
Year	2000-2001	2001-2002	2002-2003
Grade 4	(2)	(3)	(4)
	64	81	81
Grade 8	(6)	(7)	(8)
	62	56	63
Grade 11	(9)	(10)	(11)
	67	84	63

Achievement Levels in Mathematics
for grades 4, 8, and 11

Grade	Performance Level			
	Low	Intermediate	High	Proficient
Grade 4	9.5%	49.2%	41.2%	90.4%
Grade 8	26.5%	60.4%	13.2%	73.6%
Grade 11	26.3%	54.1%	19.6%	73.7%

As can be seen in the table above, grades 4, 8, and 11 are grouped by performance level as required by state and federal reporting. Low performance is defined as performance between the 0 and 40th percentile, intermediate is from the 41st to the 89th percentile, and high is from the 90th to 99th percentile. Although we strive to have no students in the low performance area, by definition, 40% of the students in the nation are grouped in this level. We have fewer student in this level than would be normal. The intermediate level nationally has 50% of the students and the high performance level has 10% of the students. The last column is the percent of our students that are in the intermediate and high performance levels combined.

Each year the district gathers student progress information from students in grades 2 - 8 with the Iowa Tests of Basic Skills (ITBS). On the graph below, the bar graph portion shows the level of achievement for each grade level. The line represents where students in Iowa placed on ITBS at the time of testing last April.



As can be seen from the graph above, grades 2-8 performed above the state average Iowa Grade Equivalent score.

Comparisons of Mathematics performance with
state and national proficient levels
for grades 4, 8, and 11

Grade	Local	State	Nation
Grade 4	90.4%	72.4%	60.0%
Grade 8	73.6%	73.1%	60.0%
Grade 11	73.7%	81.3%	60.0%

The table above shows our local mathematics performance for grades 4, 8 and 11 as compared to the state and nation. These performance scores show what percent of our students score at or above the 41st percentile. As indicated by the table, grades 4, 8, and 11 are all above national performance and grades 4 & 8 are above the state performance. 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.

Reading

Reading is the foundation for learning. Students use reading in all content areas. We have committed ourselves to provide the strongest reading/language arts programs available.

Long Range Goal:

Improve reading achievement for all students.

Annual Improvement Goals for 2002-2003

Increase student achievement in reading for 1st grade students by increasing the percentage of students that benchmark using the DIBELS assessment in 2002-2003 compared to the percentage of 1st grade students that have benchmarked in the combined years of 2000-2002.

- The data from the 2000-2002 assessment years will be considered our baseline. When adding the 2002-2003 data to the baseline the percentage of students that benchmark will increase.
- DIBELS defines benchmark as a level of performance in each of four areas that are essential for students to become proficient readers.

Report on those goals

- 74 out of our the 100 1st grade students, or 74%, benchmarked on the DIBELS assessment in the combined years between 2000-2002. This was our baseline data.
- 47 of 47 1st grade students, or 100%, benchmarked on the DIBELS assessment during the 2002-2003 school year.
- Thus we have an overall gain from 74% (2 year average) to 82% (3 year average). 121 of 147 of the 1st grade students from the 2000-2003 school years have benchmarked on the DIBELS assessment. Therefore, we met our goal.

During the school year staff development and school improvement efforts emphasized the importance of developing early literacy skills in our kindergarten and 1st grades. Staff at these grade levels have worked together to identify specific skills necessary for students to become proficient readers. Skill development strategies were taught in the classroom and with small groups of students who were identified as needing strategic interventions for specific skills.

Annual Improvement Goals for 2003-2004

Increase student achievement in reading for 1st grade students by increasing the percentage of students that benchmark using the DIBELS assessment in 2003-2004 compared to the percentage of 1st grade students that have benchmarked in the combined years of 2000-2003.

- The data from the 2000-2003 assessment years will be considered our baseline data. When adding the 2003-2004 data to the baseline, the percentage of students that benchmark will increase.
- DIBELS defines benchmark as a level of performance in each of four areas that are essential for students to become proficient readers.

What we're doing to meet our goals

First grade is a critical year in a student's development as a reader. We believe this goal will continue to keep our focus on building vital early literacy skills. Although we had a goal similar to this last year, we think it is important to continue on this path for another year in order to validate real growth through our efforts and keep a sharp focus on developing early reading proficiency.

Reading Performance Level by Gender ITBS for Grades 4 & 8; ITED for Grade 11				
	Performance Level Percentile	% Low 0-40th	% Intermediate 41-89th	% High 90+
Grade 4				
Male				
	Spring 2001	35.5%	51.6%	12.9%
	Spring 2002	44.8%	41.4%	13.8%
	Spring 2003	15.3%	42.3%	42.3%
Female				
	Spring 2001	29.2%	58.3%	12.5%
	Spring 2002	16.0%	56.0%	28.0%
	Spring 2003	13.3%	40.0%	46.7%
Grade 8				
Male				
	Fall 2001	37.9%	58.6%	3.4%
	Spring 2002	18.8%	68.8%	12.5%
	Spring 2003	28.0%	52.0%	20.0%
Female				
	Fall 2001	51.7%	44.8%	3.4%
	Spring 2002	29.6%	63.0%	7.4%
	Spring 2003	28.6%	64.3%	7.2%
Grade 11				
Male				
	Fall 2001	25.9%	55.6%	18.5%
	Spring 2002	22.2%	66.7%	11.1%
	Spring 2003	31.2%	59.4%	9.4%
Female				
	Fall 2001	3.7%	85.2%	11.1%
	Spring 2002	3.6%	78.6%	17.9%
	Spring 2003	24.1%	51.7%	24.1%
Reading Performance Level by Socioeconomic Status ITBS for Grade 4 & 8; ITED for Grade 11				
	Performance Level Percentile	% Low 0-40th	% Intermediate 41-89th	% High 90+
Grade 4				
Spring, 2003	Low SES	41.6%	41.6%	16.6%
	Non SES	6.8%	40.9%	52.3%
Grade 8				
Spring, 2003	Low SES	57.1%	42.8%	0.0%
	Non SES	17.9%	64.1%	17.9%
Grade 11				
Spring, 2003	Group size under 10			

Other District Assessments

Grades 4, 8 and 11 were given the Constructed Response assessment for Thinking About Reading in May of 2003. This assessment provides information based upon our local district. No state or national data comparisons are provided. The following table represents the compiled data for local performance.

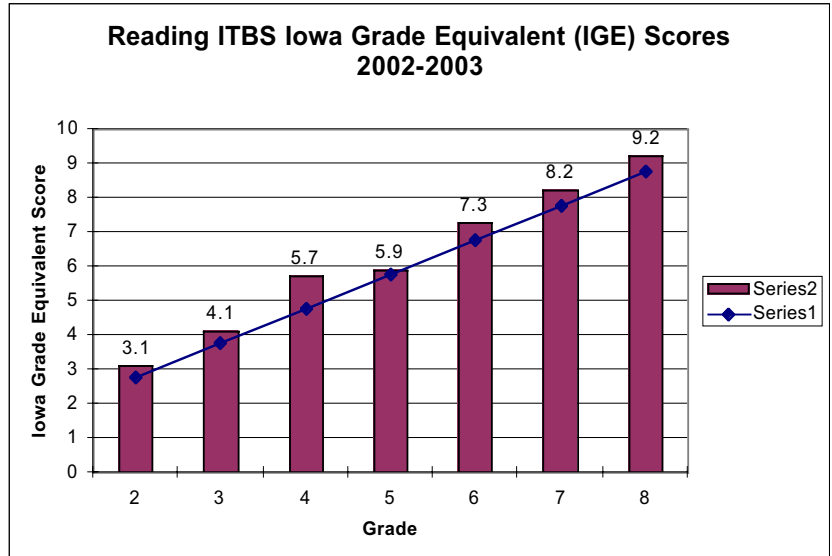
Constructed Response Results in Reading for students in grades 4, 8, and 11.

Grade	Low	Intermediate	High
4	11.0%	47.0%	42.0%
8	2.0%	71.0%	27.0%
11	10.0%	63.0%	27.0%

South Hamilton Community School

Reading - Continued

Each year the district gathers student progress information from students in grades 2 - 8 with the Iowa Tests of Basic Skills (ITBS). On the graph to the right, the bar graph portion shows the level of achievement for each grade level. The line represents where the students in Iowa placed on ITBS at the time of testing last April. As can be seen in the graph below, all grades 2 - 8 are at or above the state Iowa Grade Equivalent for Reading as measured on Iowa Tests of Basic Skills.



3 Year Trend Line Data for Reading by Gender for grades 4, 8 and 11

Year	2000-2001	2001-2002	2002-2003
Grade 4	(2)	(3)	(4)
Males	60	69	74
Females	71	75	76
Grade 8	(6)	(7)	(8)
Males	67	62	61
Females	62	62	59
Grade 11	(9)	(10)	(11)
Males	56	60	53
Females	53	58	57

3 Year Trend Line Data for Reading for grades 4, 8 and 11

Year	2000-2001	2001-2002	2002-2003
Grade 4	(2)	(3)	(4)
Score	66	73	76
Grade 8	(6)	(7)	(8)
Score	64	61	60
Grade 11	(9)	(10)	(11)
Score	60	64	55

Comparisons of Reading performance with state and national proficient levels for grades 4, 8, and 11

Grade	Local	State	Nation
Grade 4	85.8%	69.0%	60.0%
Grade 8	71.7%	69.3%	60.0%
Grade 11	72.1%	77.1%	60.0%

The table above shows our local reading performance for grades 4, 8 and 11 as compared to the state and nation. These performance scores show what percent of our students score at or above the 41st percentile. As indicated by the table, grades 4, 8, and 11 are all above national performance and grade 4 & 8 are above the state performance. 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.

Achievement Levels in Reading for grades 4, 8, and 11 Performance

Grade	Low	Intermediate	High	Proficient
Grade 4	14.3%	41.1%	44.7%	85.8%
Grade 8	28.3%	58.5%	13.2%	71.7%
Grade 11	27.9%	55.7%	16.4%	72.1%

As can be seen in the table above, grades 4, 8, and 11 are grouped by performance level as required by state and federal reporting. Low performance is defined as performance between the 0 and 40th percentile, intermediate is from the 41st to the 89th percentile, and high is from the 90th to 99th percentile. Although we strive to have no students in the low performance area, by definition, 40% of the students in the nation are grouped in this level. We have fewer students in this level than would be normal. The intermediate level nationally has 50% of the students and the high performance level has 10% of the students. The last column is the percent of our students that are in the intermediate and high performance levels combined.

Science

Long Range Goal...

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

Annual Improvement Goals for 2002-2003

Decrease the number of students in the low performance group for 7th grade science as measured by ITBS test scores from 2001-2002 to 2002-2003.

Report on those goals...

- As can be seen in the table below, the 6th grade class in 2001-2002 had 17.5% of the students in the low performance level. By the end of their 7th grade year in 2002-2003, the number of low performing students had decreased to 9.8%.

Year	Grade	Low	Intermediate	High
2001-2002	6th	17.5%	66.7%	15.8%
2002-2003	7th	9.8%	77.0%	13.2%

Annual Improvement Goals 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.

Science Plan Test Results	
A portion of the students in our sophomore class was tested by the national Plan Test. Our students scored nationally at the 90% on the Science Reasoning portion of the Plan Test.	

Science ACT Testing Results	
The Science Reasoning results from the ACT testing taken by our seniors is represented in the table below. Our average score was 0.5 below the state's average and 0.8 above the national average on ACT testing.	
	Science Reasoning
South Hamilton	21.6
Iowa	22.1
Nation	20.8

Science Performance Level by Gender ITBS for Grades 4 & 8; ITED for Grade 11				
Performance Level	% Low	% Intermediate	% High	
Grade 8				
Male				
Fall 2001	13.8%	62.1%	24.1%	
Spring 2002	0.0%	81.3%	18.8%	
Spring 2003	4.0%	68.0%	28.0%	
Female				
Fall 2001	34.5%	62.1%	3.4%	
Spring 2002	25.9%	66.7%	7.4%	
Spring 2003	10.7%	89.3%	0.0%	
Grade 11				
Male				
Fall 2001	7.4%	63.0%	29.6%	
Spring 2002	18.5%	63.0%	18.5%	
Spring 2003	25.0%	53.1%	21.9%	
Female				
Fall 2001	7.4%	70.4%	22.2%	
Spring 2002	7.1%	75.0%	17.9%	
Spring 2003	27.6%	58.6%	13.7%	

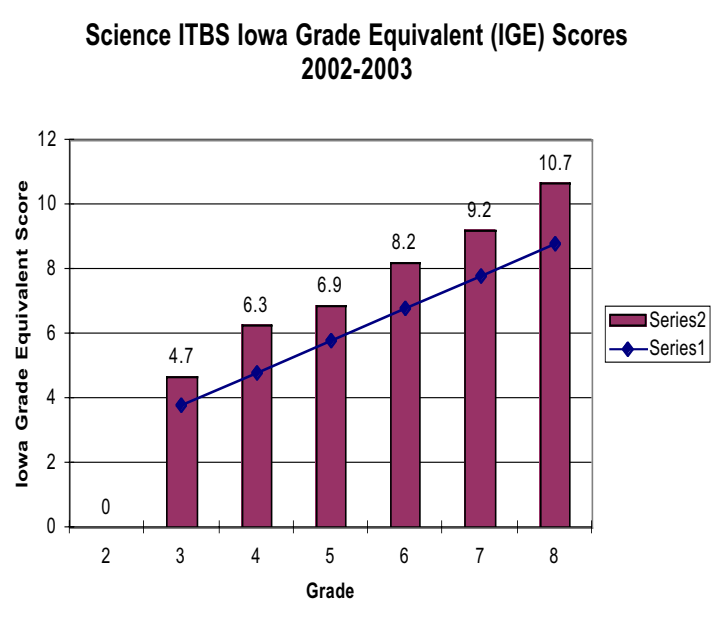
Science Performance Level by Socioeconomic Status ITBS for Grade 4 & 8; ITED for Grade 11				
Performance Level	% Low	% Intermediate	% High	
Grade 8				
Spring, 2003	Low SES	14.3%	85.7%	0.0%
	Non SES	5.1%	76.9%	18.0%
Grade 11				
Spring, 2003	Group size under 10			

3 Year Trend Line Data for Science for grades 4, 8 and 11			
Year	2000-2001	2001-2002	2002-2003
Grade 4	(2) N/A	(3) 77	(4) 79
Grade 8	(6) 66	(7) 78	(8) 73
Grade 11	(9) 60	(10) 64	(11) 65

3 Year Trend Line Data for Science by Gender for grades 4, 8 and 11			
Year	2000-2001	2001-2002	2002-2003
Grade 4	(2)	(3)	(4)
Males	NA	77	80
Females	NA	77	77
Grade 8	(6)	(7)	(8)
Males	70	78	78
Females	62	58	67
Grade 11	(9)	(10)	(11)
Males	66	64	65
Females	54	64	64

South Hamilton Community School

Each year the district gathers student progress information from students in grades 3 - 8 with the Iowa Tests of Basic Skills (ITBS). On the graph at right, the bar graph portion shows the level of achievement for each grade level. The line represents where the students in Iowa placed on ITBS at the time of testing last April. As can be seen in the graph below, grade 3-8 performed above the state Iowa Grade Equivalent scores



Achievement Levels in Science for grades 8 and 11

Performance Level

Grade	Low	Intermediate	High	Proficient
Grade 8	7.5%	79.3%	13.2%	92.5%
Grade 11	26.2%	55.7%	18.0%	73.7%

As can be seen in the table above, grades 8 and 11 are grouped by performance level as required by state and federal reporting. Low performance is defined as performance between the 0 and 40th percentile, intermediate is from the 41st to the 89th percentile, and high is from the 90th to 99th percentile. Although we strive to have no students in the low performance area, by definition, 40% of the students in the nation are grouped in this level. We have fewer student in this level than would be normal. The intermediate level nationally has 50% of the students and the high performance level has 10% of the students. The last column is the percent of our students that are in the intermediate and high performance levels combined.

Comparisons of Science performance with state and national proficient levels for grades 4, 8, and 11

Grade	Local	State	Nation
Grade 8	92.5%	N/A	60.0%
Grade 11	73.7%	N/A	60.0%

The table above shows our local science performance for grades 8 and 11 as compared to the nation (no state data is available at this time). These performance scores show what percent of our students score at or above the 41st percentile. As indicated by the table, grades 8 and 11 are all above national performance. Federal and State regulations requires our reporting of student performance for grades 8 and 11. We do monitor all grades K-12; however our reporting focuses on the required 8 and 11.

...Miscellaneous

Year	Grade	Number Benchmarked	Percent Benchmarked
2000-2001	1	29	58%
2001-2002	1	45	90%
2002-2003	1	47	100%

<p>A technology based mathematics assessment and instructional program, Star Math and Accelerated Math respectively, 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 or two years are listed in the table below.</p>			
	Pretest Mean	Posttest Mean	Growth Over
Grade	GE	GE	Year
5	5.3	7.8	2.5
6	6.7	10.9	4.2
	Pretest Mean	Posttest Mean	Growth Over
Grade	GE	GE	2 Years
7	5.7	12.0	6.3
8	6.7	11.4	4.7

**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 the grant our Kindergarten classes would have been 26 & 26 and our First Grade classes would have been 25 & 25. Because of the grant our Kindergarten classes were 17, 17, and 18 and our First Grade Classes were 16, 17, and 17. We believe this has had a positive effect upon the achievement of these students.