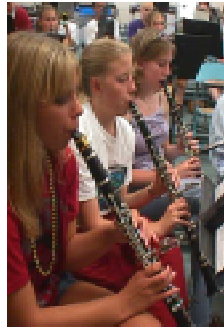
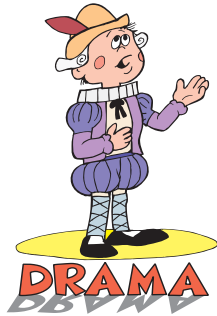


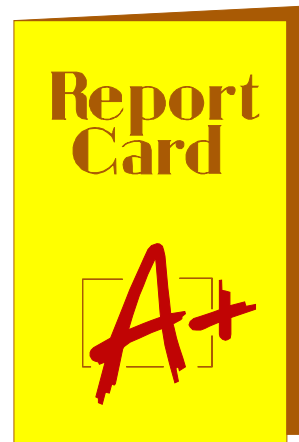
Sports



South Hamilton Community School District



Choir



Annual Progress Report 2000-2001

Welcome

The 2000-2001 school year was a year of accomplishment for South Hamilton students in the classroom and in the various school activities. The school year began with 780 students and 120 staff members.

The South Hamilton School district enjoys tremendous support from the community as evidenced by the excellent facilities provided for our students and the "can do" spirit of the students, staff, parents, and district patrons.

The Comprehensive School Improvement Plan provides guidance for all of the district's school improvement efforts. The school improvement efforts during the 2000-2001 school year placed significant emphasis on enhancing staff knowledge and skills in the following areas:

- Learning Styles
- Technology Training
- Computer Management of Instruction
- Character Education
- Curriculum Development

Even as we reflect upon our recent efforts, we renew our commitment to the mission of our district. Through the collaborative and cooperative efforts of school staff, students, parents, and the entire South Hamilton community, we will continue our efforts to make an already strong educational program even better.

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.

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
David Carlson	Member
Marcia Hove	Member
Selwyn Rash	Member

Administration

2000-2001

Michael Rogers - 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 2000-2001	
<u>Position</u>	<u>Number</u>
Teachers	57.5
Counselors	2
Library/Media	1
Nurse	1
Teacher Aides	8
Custodians	7.25
Food Service	9.5
Transportation	14
Secretarial	6.5
Business Manager	1
Administrators	4

<u>Class</u>	<u>Category</u>	<u>Numbers</u>
K-12	All Teachers	57.5
	All Students	746
	Average	13.0
K-12	Normal Program Teachers	50.5
	All Students	682
	Average	13.5
K-12	Special Programs	7
	Special Students	64
	Average	9.1
K-6	All Teachers	28.5
	All Students	386
	Average	13.5
K-6	Normal Program Teachers	24.5
	All Students	348
	Average	14.2
7-12	All Teachers	29
	All Students	360
	Average	12.4
7-12	Normal Program Teachers	26
	All Students	334
	Average	12.8

Indicator	Pre School	Elem K-4	Lower MS 5-6	Upper MS 7-8	High School 9-12	
Average Daily Attendance	93.0%	96.0%	96.0%	96.0%	94.6%	
Average Daily Absences	7.0%	4.0%	4.0%	4.0%	5.4%	
Drop Outs	0	0	0	0	3	1.1%
At-risk Population	—	86	19	19	33	
English as second language	0	0	0	0	0	
Home School - dual	-	11	2	4	3	
Home School - not dual	-	3	0	2	1	
Special Education Population						
In District	2	27	11	10	16	
Special Education Population						
Out of District	0	1	1	2	0	
Title I Population	0	45	0	0	0	
Reading Recovery Enrolled		13				
Reading Recovery Graduates		10				
Free & Reduced Lunch Population	0	65	27	24	18	
Suspended Students Population						
In School	0	2	11	8	13	
Suspended Students Population						
Out of School	0	0	1	0	1	
Expelled Students Population	0	0	0	0	3	
Graduates - Four Year Enrolled					31	49.0%
Graduates - Tech Prep Enrolled					25	40.0%
Graduates - Post-Secondary Success Prediction						62.0%
Graduates - Completed 4 yrs Eng, 3 yrs Sci., Math, & Soc St.						67.0%

Mathematics

Long-Range Goal...

Improve math skills for all students

Annual Improvement Goal (s) for 2000-01

- Improve computation of whole numbers, fractions, and decimals in grades 5 - 8.

Report on those goals...

- Over a three year span, the percent of students in the low performance group decreased 3.2%, decreased in the intermediate performance group by 15%, and increased in the high performance group by 18%.
- Increase in math computation scores for students in grades 4 and 8 as measured by ITBS.
- Increase in student performance as measured by Star Math progress.

Annual Improvement Goal(s) for 2001-02

We will continue working on the improvement goals identified for 2000-2001, marking successes when:

- Increase computation skills in addition and subtraction for students in grades 2 - 6.
- Increase computation skills in fractions and decimals for students in grades 5 - 8.
- Increase computation skills in multiplication and division for students in grades 7 - 8.
- Increase concept skills of geometry, numeration, and measurement for students in grades 2 - 6.

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

- Improve strategies for teaching addition and subtraction for students in grades 2 - 6.
- Improve strategies for teaching fractions and decimals for students in grades 5 - 8.
- Improve strategies for teaching multiplication and division for students in grades 7 - 8.
- Increase integration of technology as an additional strategy for teaching computation skills and concepts in grades 2 - 8.

We use other assessments appropriate for certain grade levels.

The Star Math program testing was used in grades 5 - 8. According to the pretest for 8th grade students, their grade equivalent score was 9.8 and their percentile rank was 61. After about 16 weeks of the special computer assisted Accelerated Math program, their Grade Equivalent on the post test was 12.6 and their percentile rank was 71. Grades 5 - 7 showed similar increases in their grade equivalent and percentile rank scores as measured by the Star Math computer program. Accelerated Math and Star Math are companion programs that work together to diagnose student placement and progress and provide students with practice and assessment over curriculum matched objectives.

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

	Performance Level Percentile	% Low	% Intermediate	\$ High
		0-40th	41-89th	90+
Grade 4				
Male				
Spring, 1999	18.5%	55.6%	25.9%	
Spring, 2000	16.1%	54.8%	20.9%	
Spring, 2001	6.1%	54.5%	39.4%	
Female				
Spring, 1999	25.0%	53.6%	21.4%	
Spring, 2000	6.7%	63.3%	30.0%	
Spring, 2001	3.3%	60.0%	36.7%	
Grade 8				
Male				
Spring, 1999	20.0%	60.0%	20.0%	
Spring, 2000	34.8%	43.5%	21.7%	
Fall, 2000	25.9%	51.9%	22.2%	
Female				
Spring, 1999	40.0%	52.0%	8.0%	
Spring, 2000	25.0%	60.7%	14.3%	
Fall, 2000	20.0%	68.0%	12.0%	
Grade 11 Male				
Fall, 1998	19.4%	45.2%	35.5%	
Fall, 1999	7.4%	59.3%	33.3%	
Fall, 2000	13.3%	56.7%	30.0%	
Female				
Fall, 1998	22.2%	51.9%	25.9%	
Fall, 1999	4.8%	76.2%	19.0%	
Fall, 2000	9.5%	71.4%	19.0%	

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

	Performance Level Percentile	% Low	% Intermediate	\$ High
		0-40th	41-89th	90+
Grade 4				
Spring, 2001				
Low SES	7.7%	76.9%	15.4%	
Non SES	4.0%	52.0%	44.0%	
Grade 8				
Fall, 2000				
Low SES	36.4%	63.6%	0.0%	
Non SES	19.5%	58.5%	22.0%	
Grade 11				
Fall, 2000 Group size under 10				

100% of students in grades 4, 8, and 11 participated in ITBS / ITED testing in 2000-2001.

Other District Assessments

Grades 4, 8 and 11 were given the Constructed Response assessment for Thinking About Mathematics in May of 2001. 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 percent rank.

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

Grade	Low	Intermediate	High
4	4.8%	66.1%	29.0%
8	39.6%	54.2%	6.3%
11	31.3%	54.2%	14.6%

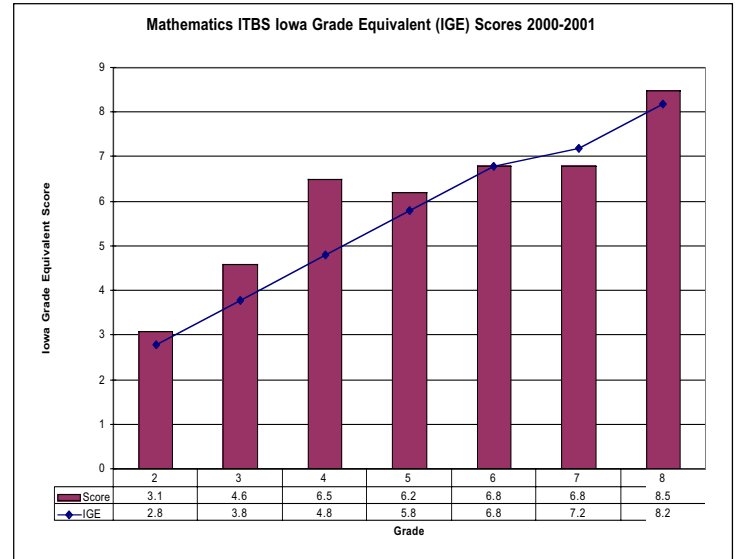
No trend line data exists since 2000-2001 was the first year for using this district wide assessment.

South Hamilton Community School

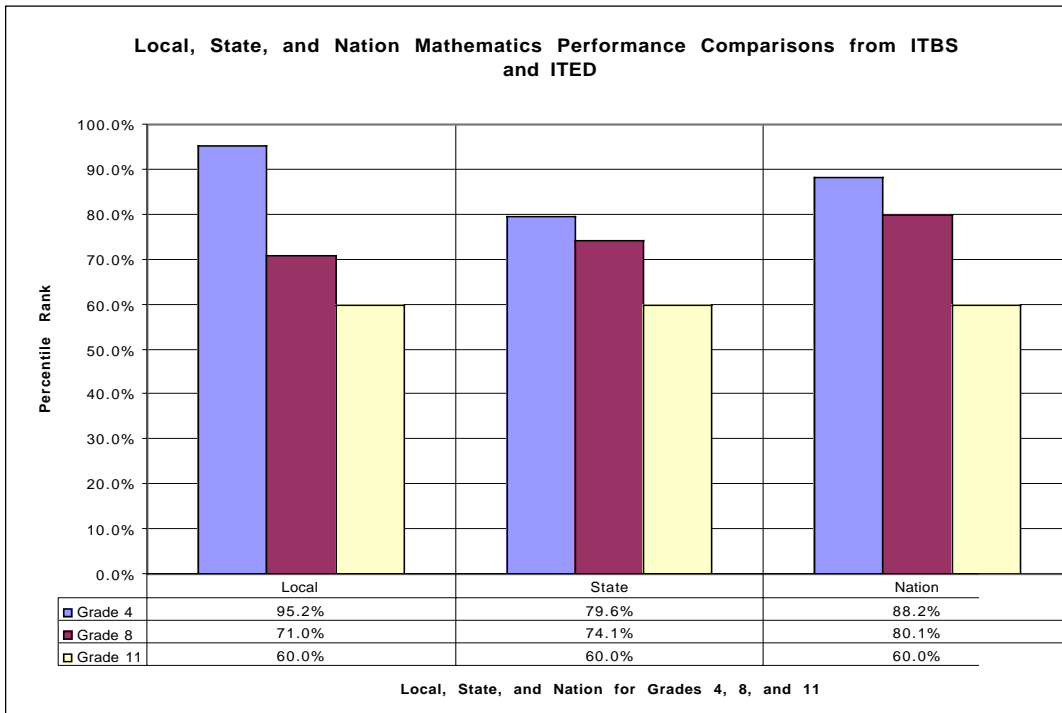
Mathematics Report - Continued



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 below, 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.



Note: The testing date for grades 7 and 8 was changed to October in 2000-2001. That is the reason for the drop in the line between 6th and 7th grade. As can be seen from the graph at left, the 7th grade class was 4 months behind the IGE. The district implemented strategies to further increase the 7th grade class's achievement in mathematics. We retested the 7th grade class in the spring for just the mathematics portion of the ITBS. After less than one semester, the 7th grade class grew from a 6.8 Iowa Grade Equivalent (IGE) to an 8.2. Thus the 7th grade class achieved a 1.4 year's growth in student achievement. This is an outstanding example of how schools are using data to make changes in curriculum and instruction. As a result of this special pilot project, we have implemented these strategies into the 5th - 8th grade math curriculum.

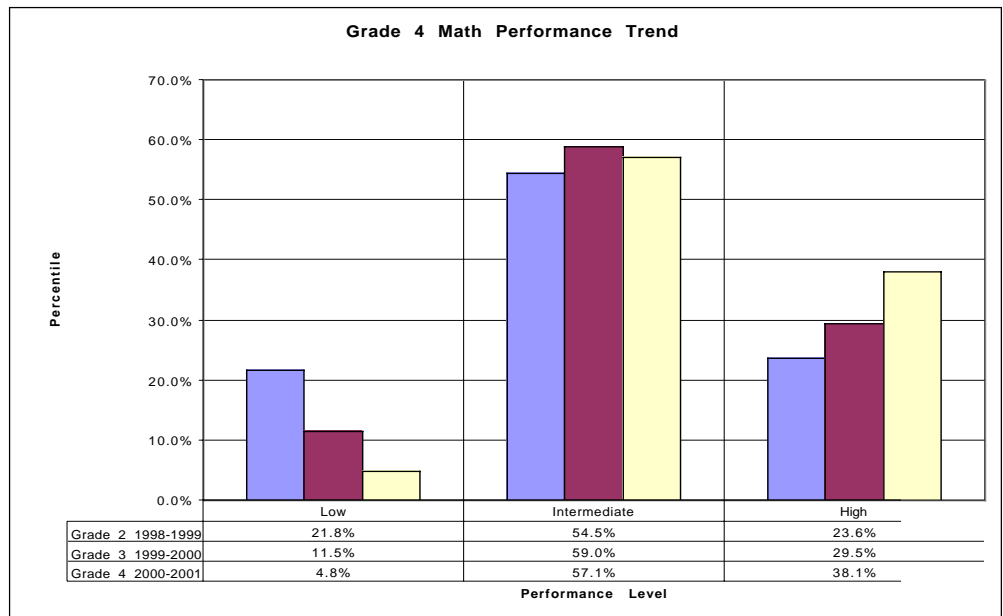


The graph at left shows our local mathematics performance for grades 4, 8 and 11 as compared to the state and nation. These performance scores show what percent of our students score at or above the 41st percentile. As indicated by the graph, grades 4, 8, and 11 are all above the state and national performance.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

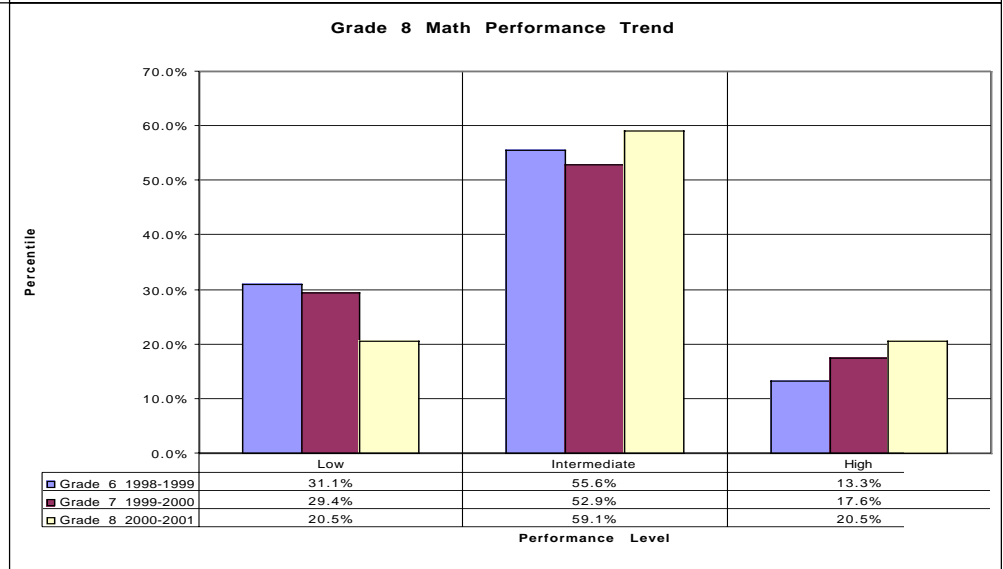
South Hamilton Community School

...More Math

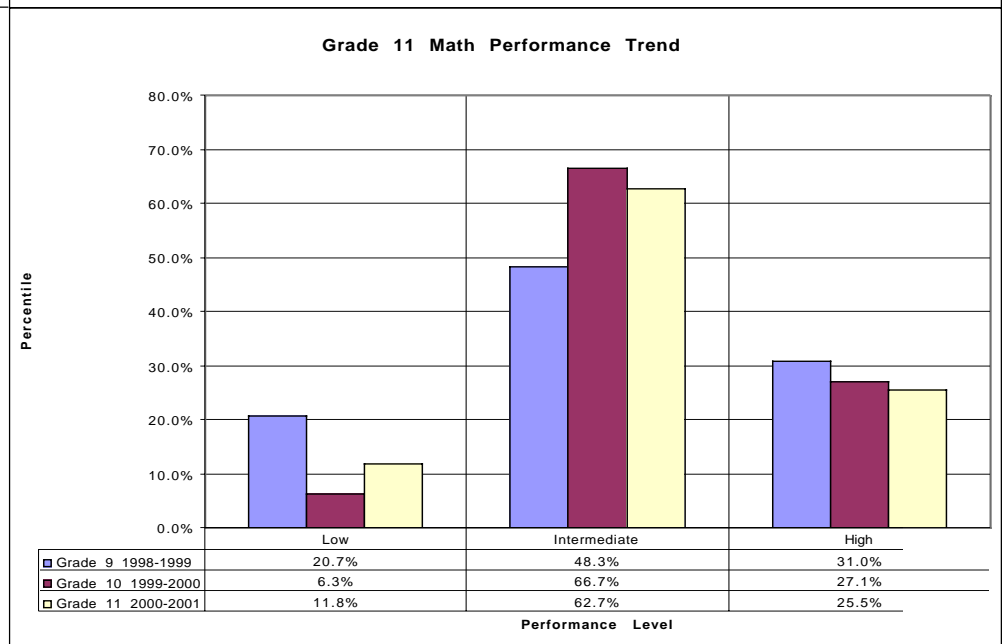
The graph and data table at the right represents a three year trend for 4th grade student performance in mathematics based upon the low, intermediate and high performance levels. Low performance is from 0 - 40%, intermediate performance is between 41 - 89%, and high performance is 90 - 99%. The students in the low performance group have been decreased by 17%; while, the percent of intermediate students increased by 2.6% and the percent of high performance students increased by 14.5%.



The graph and data table at the right represents a three year trend for 8th grade student performance in mathematics based upon the low, intermediate and high performance levels. Low performance is from 0 - 40%, intermediate performance is between 41 - 89%, and high performance is 90 - 99%. The students in the low performance group have been decreased by 10.6%; while, the percent of intermediate students increased by 3.5% and the percent of high performance students increased by 7.2%.



The graph and data table at the right represents a three year trend for 11th grade student performance in mathematics based upon the low, intermediate and high performance levels. Low performance is from 0 - 40%, intermediate performance is between 41 - 89%, and high performance is 90 - 99%. The students in the low performance group have been decreased by 8.9%; while, the percent of intermediate students increased by 14.4% and the percent of high performance students decreased by 5.5%.



Reading

Reading is the foundation for learning. Students use reading to learn about social studies, science and to solve math problems. We have committed ourselves to providing the strongest possible reading/language arts program. However, research emphasizes the importance of parents reading to their children every day. With a strong school and home partnership, our kids develop a love of reading and strong reading skills.

Long Range Goal:

Improve reading achievement for all students.

Annual Improvement Goals for 2000-2001

- Improve vocabulary and spelling achievement
- Increase experience with higher order thinking skills within reading across the curriculum

Many additional building level goals were employed to improve reading scores for all students. Special programs such as Reading Recovery have been successfully used to improve student reading in lower elementary school.

Report on those goals

- Decrease in the number of low performing students and increases in the number of intermediate and high performing students for the three year trends from 1998 - 2001.
- Increase in student scores for vocabulary and spelling as measured by ITBS/ITED at grades 4 and 8.
- Increase in student scores for reading fluency and writing sequences as measured by Curriculum Based Measures.

Annual Improvement Goals for 2001-2002

We will continue working on the improvement goals identified for 2000-2001, considering these successes:

- Improve student reading for grades 1 and 2.
- Improve vocabulary and spelling achievement for grades 2 through 8.
- Improve literal and inferential meaning achievement for students in grades 9 - 12.

What we're doing to meet our goals

- Implement DIBELS assessment and phonemic awareness instruction for grades K-1.
- Implement instructional strategies and curriculum to increase vocabulary and spelling achievement for grades 2 through 8.
- Increase strategies with practice in inferential reading, nonfiction literature, and usage of resource materials for grades 9 - 12.

Reading 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, 1999	25.9%	66.7%	7.4%
	Spring, 2000	45.2%	41.9%	12.9%
	Spring, 2001	24.2%	60.6%	15.2%
	Female			
	Spring, 1999	17.9%	64.3%	17.9%
Spring, 2000	26.7%	60.0%	13.3%	
Spring, 2001	10.0%	66.7%	23.3%	
Grade 8	Male			
	Spring, 1999	20.0%	70.0%	10.0%
	Spring, 2000	30.4%	56.5%	13.0%
	Fall, 2000	37.0%	51.9%	11.1%
	Female			
	Spring, 1999	36.0%	52.0%	12.0%
Spring, 2000	50.0%	46.4%	3.6%	
Fall, 2000	32.0%	52.0%	16.0%	
Grade 11	Male			
	Fall, 1998	35.5%	48.4%	16.1%
	Fall, 1999	18.5%	70.4%	11.1%
	Fall, 2000	33.3%	53.3%	13.3%
	Female			
	Fall, 1998	18.5%	40.7%	40.7%
Fall, 1999	4.8%	61.9%	33.3%	
Fall, 2000	9.1%	54.5%	36.4%	

Reading 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, 2001 Low SES	38.5%	61.5%	0.0%
	Non SES	12.0%	64.0%	24.0%
Grade 8	Fall, 2000 Low SES	72.7%	27.3%	0.0%
	Non SES	24.4%	58.5%	17.1%
Grade 11	Fall, 2000 Group size under 10			

100% of students in grades 4, 8, and 11 participated in ITBS / ITED testing in 2000-2001.

Other District Assessments

Grades 4, 8 and 11 were given the Constructed Response assessment for Thinking About Reading in May of 2001. 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 percent rank.

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

Grade	Low	Intermediate	High
4	0.0%	56.5%	43.5%
8	16.3%	67.3%	16.3%
11	4.1%	71.4%	24.5%

No trend line data exists since 2000-2001 was the first year for using this district wide assessment.

South Hamilton Community School

Other District Assessments - Continued

Each year the district administers local Curriculum Based Measures (CBM) for students in grades 1 - 6. This data is collected fall, winter, and spring. Reading probes are given for fluency, or words read correctly per minute. Writing probes are given for correct writing sequence per timed period. These results are given for 4th grade in the table listing below.

	Fall	Winter	Spring
Reading	95	115	130
Writing	25	37	41

The district measures student spelling in context with their writing. Application of spelling in writing was an identified need several years ago where we noted that students' spelling scores and spelling within writing were not consistent. Below are the 4th grade results for 2000-2001.

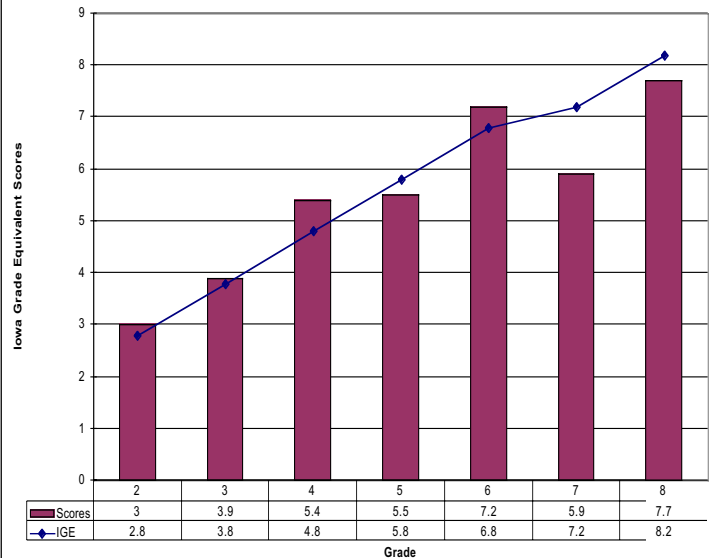
	Fall	Spring
Spelling	44	71



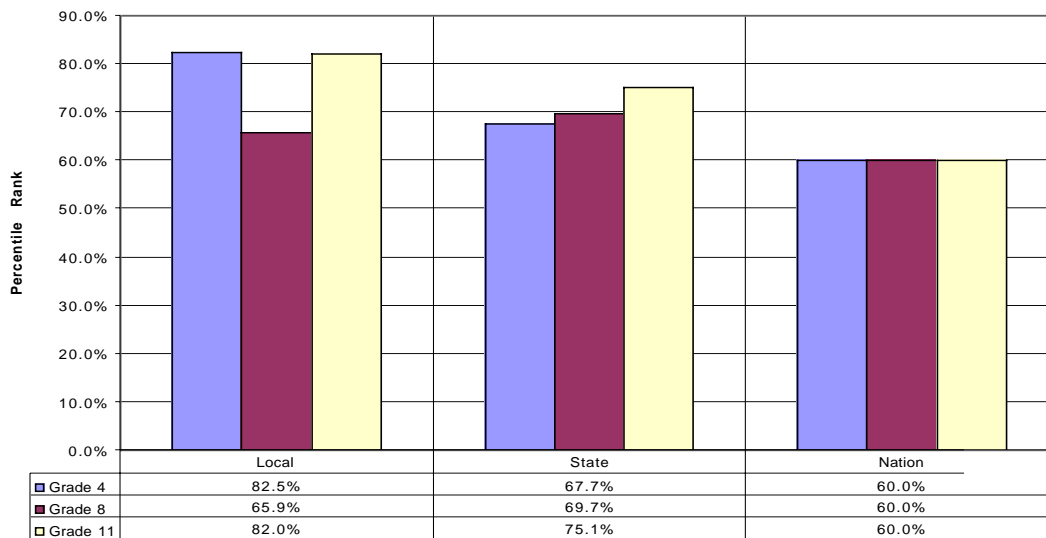
Reading - Continued

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 below, 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. Note: The testing date for grades 7 and 8 was changed to October in 2000-2001. That is the reason for the drop in the line between 6th and 7th grade.

Reading ITBS Iowa Grade Equivalent (IGE) Scores 2000-2001



Local, State, and Nation Reading Performance Comparisons from ITBS and ITED

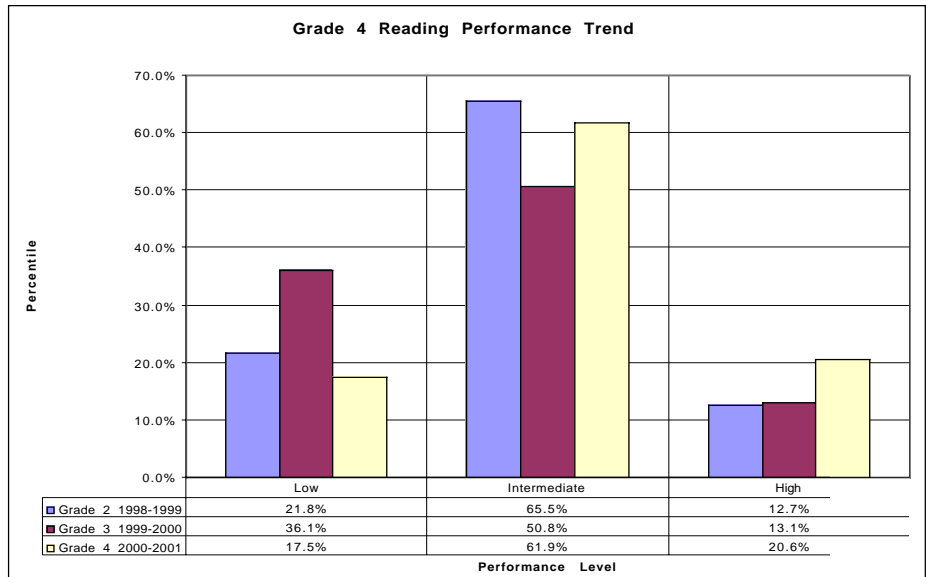


Local, State, and Nation for Grades 4, 8, and 11

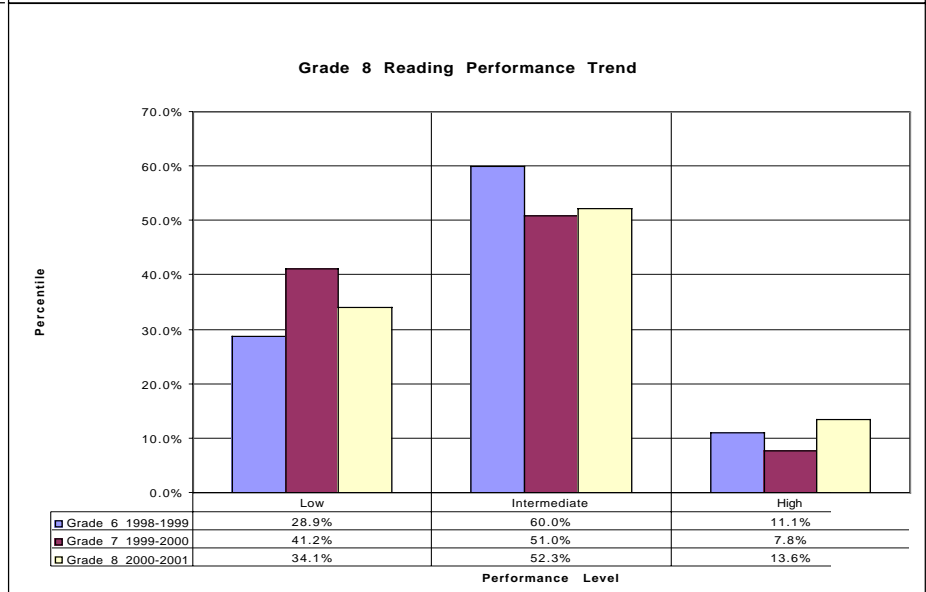
The graph at left shows our local reading performance for grades 4, 8 and 11 as compared to the state and nation. These performance scores show what percent of our students score at or above the 41st percentile. As indicated by the graph, grades 4 and 11 are above the state and national performance; while, grade 8 is slightly below the state but above the national average. Federal and State 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.

...More Reading

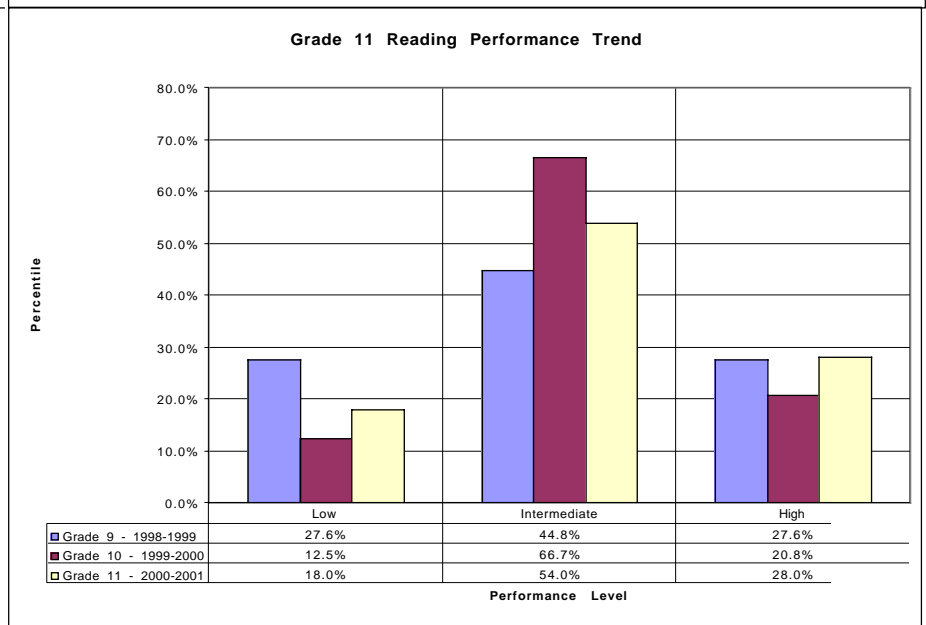
The graph and data table at the right represents a three year trend for 4th grade student performance in reading based upon the low, intermediate and high performance levels. Low performance is from 0 - 40%, intermediate performance is between 41 - 89%, and high performance is 90 - 99%. Students in the low performance group have been decreased by 4.3%, intermediate students decreased by 3.6% and the percent of high performance students increased by 14.5% over the three year trend from 1998 - 2001.



The graph and data table at the right represents a three year trend for 8th grade student performance in reading based upon the low, intermediate and high performance levels. Low performance is from 0 - 40%, intermediate performance is between 41 - 89%, and high performance is 90 - 99%. Students in the low performance group have been increased by 5.2%, intermediate students decreased by 7.7% and the percent of high performance students increased by 2.5% over the three year trend from 1998 - 2001.



The graph and data table at the right represents a three year trend for 11th grade student performance in reading based upon the low, intermediate and high performance levels. Low performance is from 0 - 40%, intermediate performance is between 41 - 89%, and high performance is 90 - 99%. Students in the low performance group have been decreased by 9.6%, intermediate students increased by 9.8% and the percent of high performance students increased by 0.4% over the three year trend from 1998 - 2001.



Science

Long Range Goal...

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

Annual Improvement Goals for 2000-2001

- Improve K - 6 content reading scores in science.
- Improve 7 - 12 student achievement in science for higher order thinking skills.

Report on those goals...

- The low performance level decreased by 10.3% for 4th grade students; while, the intermediate performance level increased by 2.9% and the high performance level increased by 7.4%.
- The low performance level decreased by 14.1% for 8th grade students; while, the intermediate performance level increased by 12.5% and the high performance level increased by 1.7%.

Annual Improvement Goals for 2001-2002

We will continue working on the improvement goals identified for 2000-2001, as well as:

- Continue work on district performance assessments to complement ITBS/ITED assessment and meet state requirements for multiple assessments by the year 2003.

What we're doing to meet our goals

- Provide resources and staff development to make sure teachers have the tools and strategies needed to meet the learning needs of all students.

Science 3 Year Trends

The table below illustrates the three year National Percentile Rank scores for students in grades 4, 8 and 11 for 2000-2001. In other words, the table represents the scores for the same class of students over a three year period from 1998 - 2001.

Grade	98-99	99-00	00-01
4	NA	67	76
8	62	62	69
11	73	81	81

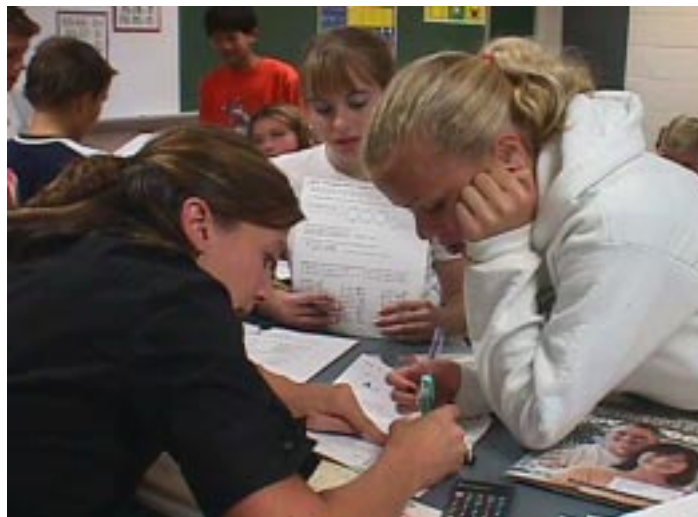
Science Performance Level by Gender ITBS for Grades 4 & 8; ITED for Grade 11

	Performance Level Percentile	% Low 0-40th	% Intermediate 41-89th	% High 90+
Grade 4				
Male				
Spring, 1999	NA	NA	NA	NA
Spring, 2000	29.0%	51.6%	19.4%	
Spring, 2001	18.2%	60.6%	21.2%	
Female				
Spring, 1999	NA	NA	NA	NA
Spring, 2000	23.3%	63.3%	13.3%	
Spring, 2001	13.3%	60.0%	26.7%	
Grade 8				
Male				
Spring, 1999	35.0%	45.0%	20.0%	
Spring, 2000	26.1%	52.2%	21.7%	
Fall, 2000	18.5%	59.3%	22.2%	
Female				
Spring, 1999	28.0%	68.0%	4.0%	
Spring, 2000	61.1%	27.8%	11.1%	
Fall, 2000	20.0%	72.0%	8.0%	
Grade 11				
Male				
Fall, 1998	29.0%	41.9%	29.0%	
Fall, 1999	7.4%	70.4%	22.2%	
Fall, 2000	13.3%	53.3%	33.3%	
Female				
Fall, 1998	11.1%	55.6%	33.3%	
Fall, 1999	0.0%	61.9%	38.1%	
Fall, 2000	4.8%	42.9%	52.4%	

Science 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, 2001				
Low SES	7.7%	92.3%	0.0%	
Non SES	12.0%	48.0%	40.0%	
Grade 8				
Fall, 2000				
Low SES	18.2%	81.8%	0.0%	
Non SES	19.5%	61.0%	19.5%	
Grade 11				
Fall, 2000	Group size under 10			

100% of students in grades 4, 8, and 11 participated in ITBS / ITED testing in 2000-2001.

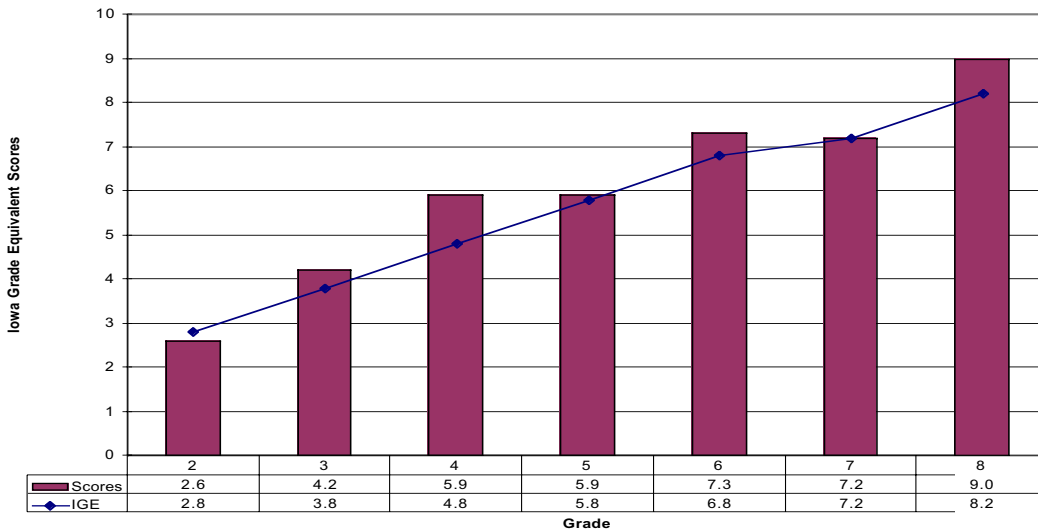




...More Science

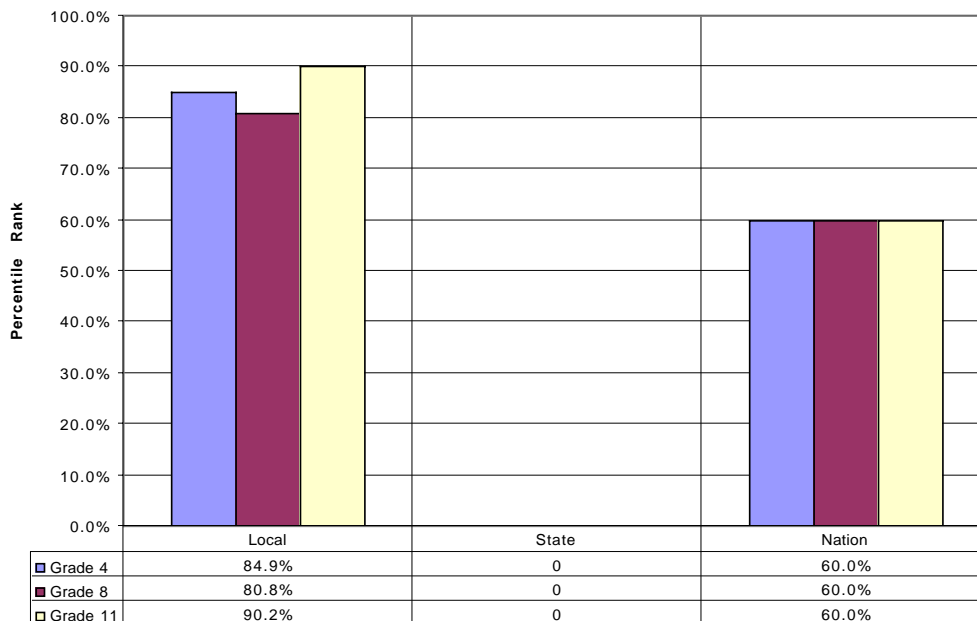
Each year the district gathers student progress information from students in grades 2 - 8 with the Iowa Tests of Basic Skills (ITBS). On the graph below, the bar graph portion shows the level of achievement for each grade level. The line represents where the students in Iowa placed on ITBS at the time of testing last April. Note: The testing date for grades 7 and 8 was changed to October in 2000-2001. That is the reason for the drop in the line between 6th and 7th grade.

Science ITBS Iowa Grade Equivalent ((IGE) Scores 2000-2001



achievement for each grade level. The line represents where the students in Iowa placed on ITBS at the time of testing last April. Note: The testing date for grades 7 and 8 was changed to October in 2000-2001. That is the reason for the drop in the line between 6th and 7th grade.

Local, State, and Nation Science Comparison Scores from ITBS and ITED

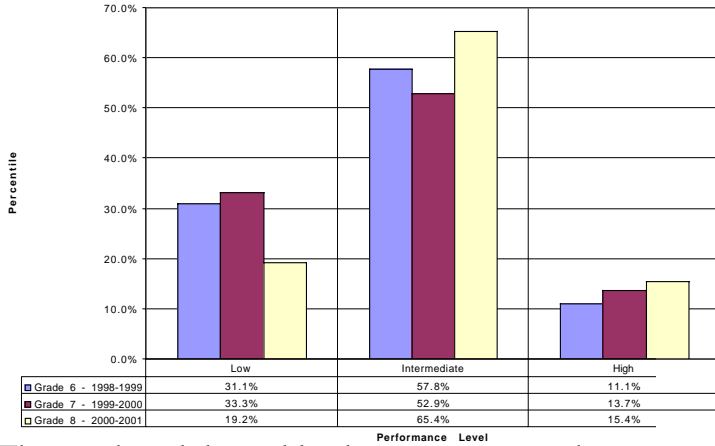


The graph at left shows our local science performance for grades 4, 8 and 11 as compared to the nation (no state data is available at this time). These performance scores show what percent of our students score at or above the 41st percentile. As indicated by the graph, grades 4, 8, and 11 are all above the national performance. Federal and State 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.

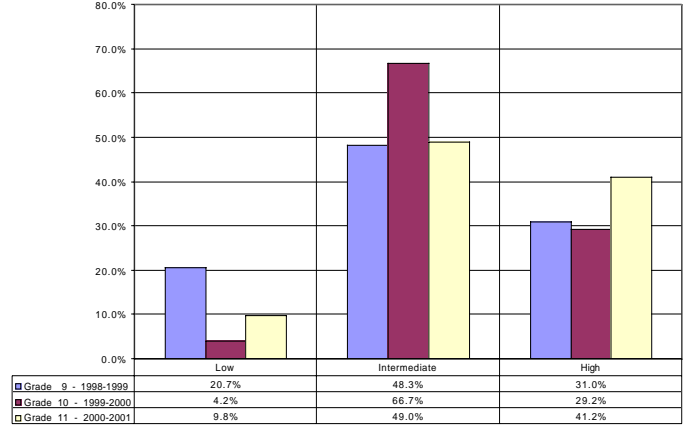
Local, State, and Nation for Grades 4, 8, and 11

South Hamilton Community School

Grade 8 Science Performance Trend



Grade 11 Science Performance Trend



The graph and data table above represent a three year trend for 8th grade student performance in science based upon the low, intermediate and high performance levels. Low performance is from 0 - 40%, intermediate performance is between 41 - 89%, and high performance is 90 - 99%. Students in the low performance group have been decreased by 11.9%, intermediate students increased by 7.6% and the percent of high performance students increased by 4.3% over the three year trend from 1998 - 2001.

The graph and data table above represent a three year trend for 11th grade student performance in science based upon the low, intermediate and high performance levels. Low performance is from 0 - 40%, intermediate performance is between 41 - 89%, and high performance is 90 - 99%. Students in the low performance group have been decreased by 10.9%, intermediate students increased by 0.7% and the percent of high performance students increased by 10.2% over the three year trend from 1998 - 2001.

Science Proficiency

National Percentiles

Grade	% Proficient for Grade Level in 2000-2001 (41st percentile or higher on ITBS/ITED)
4	84.1%
8	80.8%
11	90.2%

Reading Proficiency

National Percentiles

Grade	% Proficient for Grade Level in 2000-2001 (41st percentile or higher on ITBS/ITED)
4	82.5%
8	65.9%
11	82.0%



Math Proficiency

National Percentiles

Grade	% Proficient for Grade Level in 2000-2001 (41st percentile or higher on ITBS/ITED)
4	95.2%
8	79.6%
11	88.2%

Technology

Long-Range Goals

Improve the integration and application of instructional technology.

Increase technology research resources for K-12 students.

Annual Improvement Goal (s) for 2000-01

- Implement / integrate curriculum based technology in elementary grades that are related to language arts, mathematics, science, social studies, art, and music standards and benchmarks
- Implement technology through the K-6 and 7-12 media centers that support student and faculty research resources.

Report on those goals

- Students have shown a gain of 10 to 20 percentile points in math skills as determined by local assessments.
- Increase in math computation scores for students in grades 5 and 8 as measured by ITBS.
- Increase in student reading performance as measured by Accelerated Reader scores.

Annual Improvement Goal(s) for 2001-02

We will continue working on the improvement goals identified for 2000-2001, marking successes when:

- Increase in reading scores for students in grades 2 - 6.
- Increase in math scores for students in grades 5 - 8.
- Increased integration of instructional technology in all classroom areas

Our students are learning both the IBM/PC and Macintosh computer platforms as well as how to access network resources. High school students enrolled in keyboarding classes use the Microsoft Office suite of programs. However, technology is more than just computers. Our students are making multimedia presentations using video, digital photography and PowerPoint or Hyperstudio software. Students research topics through on-line databases and the Internet and perform desktop publishing and design.

We currently have over 200 computers connected to our school network. Every classroom area has at least one networked computer and both buildings have computer labs and areas where students can access computers for working on projects. Many of our teachers keep in contact with parents through e-mail.



Instructional Information Management System

One of our most important technology related goals is the implementation of an instructional information management system. The system that we have begun implementing is called IMSeries. This management system will allow us to keep track of the targeted standards and benchmarks for every course. Our course benchmarks are being aligned with every instructional objective taught in the classroom.

As we continue implementing the IMSeries system, we will begin aligning our classroom assessments to our instructional objectives and benchmarks. This will allow us to report student progress based upon targeted benchmarks. In time we will be able to show what benchmarks each student has learned, when they have learned these skills, and how proficient each student is with every benchmark.

After we have certain parts of IMSeries sufficiently implemented, parents will have the ability to access their children's information through the Internet. The type of information that parents will be able to access may be assessment data, progress data, current and/or outstanding lessons, projects or homework.

The implementation of IMSeries is a multi-year project that involves curriculum writing, assessment writing, lesson planning, and attendance recording. Teachers will have the ability to research what instructional strategies work the best for one or all students in their classes and will be able to design more appropriate learning activities to increase the success of every student. Obviously, as we continue our implementation, we will need to have many hours in staff development that is related to every component of the instructional information management system.

...Miscellaneous Information

Mathematics 3 Year Trends

The table below illustrates the three year National Percentile Rank scores for students in grades 4, 8 and 11 for 2000-2001. In other words, the table represents the scores for the same class of students over a three year period from 1998 - 2001.

Grade	98-99	99-00	00-01
4	70	76	84
8	61	58	68
11	75	79	74

Reading 3 Year Trends

The table below illustrates the three year National Percentile Rank scores for students in grades 4, 8 and 11 for 2000-2001. In other words, the table represents the scores for the same class of students over a three year period from 1998 - 2001.

Grade	98-99	99-00	00-01
4	64	61	70
8	56	50	57
11	68	72	72

Early Intervention Grant

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 class sizes would have been 18, 18, 26, and 22 for grades K - 3 respectively. With this grant our class sizes were adjusted to 18, 18, 17, and 22 for grades K - 3 respectively. We further believe that this has a positive effect upon the achievement of our lower elementary students. However, we have no way to verify since we cannot repeat last year with larger classes to compare results.

Drop Out Information

Number 7-12 Students	3
Male	1
Female	2
Caucasian	3



Finances

Financial Facts

District enrollment - September 2000	780
Total money spent on one student each day	\$36.34
South Hamilton's property tax rate for all funds	13.17
..... per \$1,000 assessed value	
For \$100,000 home, assessed at \$60,000	\$790.20
For \$50,000 home, assessed at \$30,000	\$395.10
For \$25,000 home, assessed at \$15,000	\$197.55
Income Surtax for South Hamilton. (.03 x income tax paid)	
For \$100 paid in IA income tax	\$3.00 to district
For \$500 paid in IA income tax	\$15.00 to district

School Levy Compared to Surrounding Schools

The six contiguous school districts range from 16.40174 to 9.89847 with an average of 13.23782 per \$1,000 of assessed value. South Hamilton is slightly below the average of the six contiguous schools with a school levy of 13.17201 per \$1,000 of assessed value.

Hamilton County Assessment Breakdown by Town

	County Levy	Local School	Area College	City/Rural	Total Levy
Ellsworth	7.39	13.17	0.56	10.42	31.55
Ellsworth rural	7.39	13.17	0.56	3.00	21.12
Jewell	7.39	13.17	0.56	11.07	32.20
Jewell rural	7.39	13.17	0.56	3.00	24.13
Randall	7.39	13.17	0.56	8.10	29.22
Randall rural	7.39	13.17	0.56	3.00	24.13
Stanhope	7.39	13.17	0.56	10.04	31.16
Stanhope rural	7.39	13.17	0.56	3.00	24.13

*Note: tax rates are rounded to nearest hundredths

School Tax as Percent of County

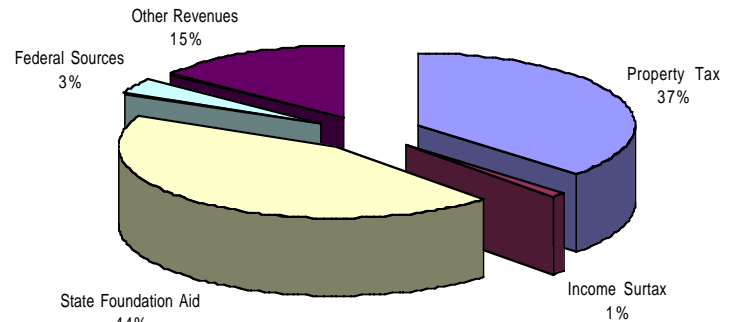
Town/Rural	Total Co. Tax	School Tax	% for School
Ellsworth	31.55	13.17	41.7%
Ellsworth Ag	21.12	13.17	62.3%
Jewell	32.20	13.17	40.9%
Jewell Ag	24.13	13.17	54.6%
Randall	29.22	13.17	45.1%
Randall Ag	24.13	13.17	54.6%
Stanhope	31.16	13.17	42.3%
Stanhope Ag	24.13	13.17	54.6%

*Tax rates are rounded to nearest hundredths

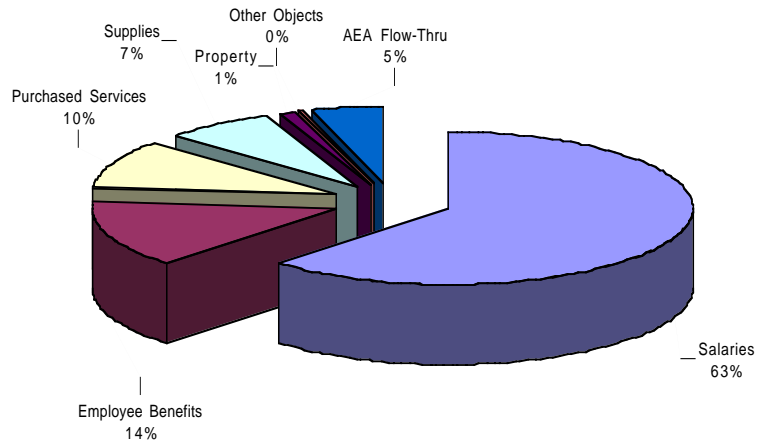
Revenue

Property Tax	\$ 1,911,954
Income Surtax	\$ 59,456
State Foundation Aid	\$ 2,266,672
Federal Sources	\$ 158,590
Other Revenues	\$ 766,478
Total	\$ 5,163,150

Operating Fund Revenue 2000-2001



Operating Fund Expenditures 2000-2001



Expenditures

Salaries	\$ 3,175,454
Employee Benefits	\$ 725,756
Purchased Services	\$ 521,525
Supplies	\$ 366,320
Property	\$ 58,092
Other Objects	\$ 15,667
AEA Flow-Thru	\$ 239,758
Total	\$ 5,102,572