

# South Hamilton Community School District

## Annual Progress Report 2001-2002

### *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**

<b>Tom Bell</b>	<b>President</b>
<b>Vicki Hill</b>	<b>Vice President</b>
<b>David Carlson</b>	<b>Member</b>
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<b>Selwyn Rash</b>	<b>Member</b>

## *South Hamilton Community School*

### **Welcome**

The 2001-2002 school year was one of accomplishment for South Hamilton students in the classroom and in their various school activities. The school year began with 780 students and 125 dedicated staff members. The year was memorable for many reasons. The tragic events of September 11, 2001 left an impression on students and staff that they will surely never forget. Outstanding individual student performances in music, drama and athletics were highlighted by all-state selections in music and the crowning of an individual state champion in girls cross-country and girls track. Academically, the class of 2002 distinguished itself with a strong record of performance. The school saw an increase in the number of students enrolled in dual credit classes and additional course offerings are planned for 2002-03.

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. Looking ahead, the board of directors held initial discussions with neighboring districts for the purpose of exploring future shared educational opportunities. Further discussions are planned for 2002-03. The South Hamilton Foundation Board reconvened and held regular meetings to explore ways it can promote additional support for the school program.

The Comprehensive School Improvement Plan provides guidance for all of the district’s school improvement efforts. The school improvement efforts during the 2001-2002 school year placed significant emphasis on enhancing staff knowledge and skills in the following areas:

- DIBELS assessment training in grades K-1
- PALS (Peer Assisted Learning Strategies) training for teachers in grade K-4
- Computer Management of Instruction
- Curriculum Development

The implementation of an Accelerated Math program in grades 5-8 served to reinforce basic math skills for students. Character Education was emphasized in grades K-12, including peer mediation training and a school-wide emphasis on one of the six pillars of character each month.

As we share the results of our efforts from 2001-02 and look forward with anticipation to the start of a new school year, 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 build on strengths and address areas of concern in order to make a 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.

### **Administration**

**2001-2002**

**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 2001-2002	
<u>Position</u>	<u>Number</u>
Teachers	60.5
Counselors	2
Library/Media	1
Nurse	1
Teacher Aides	9.5
Custodians	6.25
Food Service	9.5
Transportation	13
Secretarial	6
Business Manager	1
Administrators	4

<u>Class</u>	<u>Category</u>	<u>Numbers</u>
K-12	All Teachers	60.5
	All Students	748
	Average	12.4
K-12	Normal Program Teachers	52.5
	All Students	673
	Average	12.8
K-12	Special Programs	8
	Special Students	75
	Average	9.4
K-6	All Teachers	32.5
	All Students	408
	Average	12.6
K-6	Normal Program Teachers	28.5
	All Students	368
	Average	12.9
7-12	All Teachers	33
	All Students	340
	Average	10.4
7-12	Normal Program Teachers	29
	All Students	305
	Average	10.5

<u>Indicator</u>	<u>Pre School</u>	<u>Elem K-4</u>	<u>Lower MS 5-6</u>	<u>Upper MS 7-8</u>	<u>High School 9-12</u>	
Average Daily Attendance	93.0%	96.0%	96.4%	94.3%	94.4%	
Average Daily Absences	7.0%	4.0%	3.6%	5.7%	5.6%	
Drop Outs	0	0	0	0	3	
At-risk Population	—	95	23	31	26	
English as Second Language	0	8	1	0	0	
Home School - dual	-	11	2	3	3	
Home School - not dual	-	1	1	2	2	
Special Education Population						
In District	2	26	15	10	20	
Special Education Population						
Out of District	1	1	0	0	2	
Title I Population	0	52	0	0	0	
Reading Recovery Enrolled		8				
Reading Recovery Graduates		7				
Free & Reduced Lunch Population	0	69	32	27	29	
Suspended Students Population						
In School	0	5	7	1	4	
Suspended Students Population						
Out of School	0	1	4	1	2	
Expelled Students Population	0	0	0	0	0	
Post Secondary Enrolled					40	80.0%
Graduates - Post-Secondary Success Prediction					32	76.0%
Graduates - Completed 4 yrs Eng, 3 yrs Sci., Math, & Soc St.					31	62.0%

# Mathematics

## Long-Range Goal...

Improve math skills for all students

### Annual Improvement Goal for 2001-02

- Increase computation skills of fractions for students in grade 6 as measured by growth on ITBS scores from 2000-2001 to 2001-2002.

### Report on those goals...

- As can be seen in the table below, 6th grade students answered 32% of the ITBS fraction questions correctly as compared to 40% of the students state wide at the end of their 5th grade year. By the end of their 6th grade year they answered 65% of the ITBS fraction questions correctly as compared to 61% statewide. Thus we had an overall gain from being 8% below to 4% above the state average in our fraction computation. We met our goal.

	% Class	% State	Diff
5th Grade 00-01	32	40	-8
6th Grade 01-02	65	61	4

### Annual Improvement Goal(s) for 2002-03

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

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

- In reviewing the Iowa Testing data from last spring, one of our greatest needs was within the 2001-2002 sophomore class where their composite fractions score was 17% 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 11th 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 2002. 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	11.0%	61.0%	28.0%
8	62.7%	33.9%	3.4%
11	66.0%	32.0%	2.0%

The above data for grades 8 & 11 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+
<b>Grade 4 Male</b>			
Spring 2000	30.3%	54.5%	15.2%
Spring 2001	16.1%	58.1%	25.8%
Spring 2002	17.2%	55.2%	27.6%
<b>Grade 4 Female</b>			
Spring 2000	20.0%	68.0%	12.0%
Spring 2001	12.5%	62.5%	25.0%
Spring 2002	16.0%	56.0%	28.0%
<b>Grade 8 Male</b>			
Spring 2000	11.1%	83.3%	5.6%
Fall 2001	13.8%	72.4%	13.8%
Spring 2002	15.6%	62.5%	21.9%
<b>Grade 8 Female</b>			
Spring 2000	42.9%	53.6%	3.6%
Fall 2001	41.4%	55.2%	3.4%
Spring 2002	29.6%	59.3%	11.1%
<b>Grade 11 Male</b>			
Spring 2000	25.8%	61.3%	12.9%
Fall 2001	11.1%	70.4%	18.5%
Spring 2002	11.1%	59.3%	29.6%
<b>Grade 11 Female</b>			
Spring 2000	20.7%	62.1%	17.2%
Fall 2001	14.8%	63.0%	22.2%
Spring 2002	10.7%	64.3%	25.0%

#### 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+
<b>Grade 4</b>			
Spring, 2002 Low SES .....	18.8%	68.8%	12.5%
Non SES .....	15.8%	50.0%	34.2%
<b>Grade 8</b>			
Spring, 2002 Group size under 10			
<b>Grade 11</b>			
Spring, 2002 Group size under 10			

100% of students in grades 4, 8, and 99% of students in grade 11 participated in ITBS / ITED testing in 2001-2002.

#### Math Computation Scores for Grades 5-8.

Growth over time in math computation

2000-2001		2001-2002	
Grade	IGE	Grade	IGE
4	6.8	5	7.0
5	6.5	6	8.1
6	7.5	7	8.6
7	7.0	8	9.3
8	7.7	9	9.0

Students in grades 5-8 grew from 2000-2001 to 2001-2002 in their math computation scores.

### Mathematics Report - Continued

3 Year Trend Line Data for Mathematics  
for grades 4, 8 and 11  
National Percentile Scores

Year	1999-2000	2000-2001	2001-2002
Grade 4	(2) 61	(3) 78	(4) 78
Grade 8	(6) 55	(7) 62	(8) 62
Grade 11	(9) 66	(10) 73	(11) 67

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

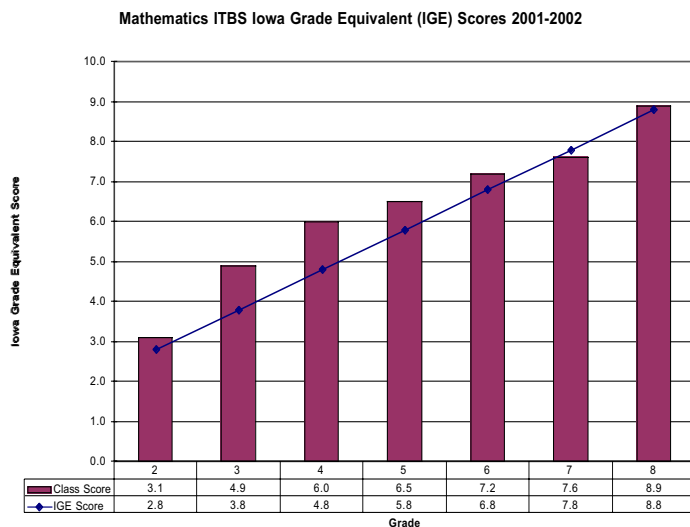
Year	1999-2000	2000-2001	2001-2002
Grade 4	(2)	(3)	(4)
Males	63	77	79
Females	59	79	77
Grade 8	(6)	(7)	(8)
Males	61	68	68
Females	46	54	55
Grade 11	(9)	(10)	(11)
Males	57	71	67
Females	63	74	67

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

Grade	Performance Level			
	Low	Intermediate	High	Proficient
Grade 4	16.7%	55.6%	27.8%	83.3%
Grade 8	21.7%	61.7%	16.7%	78.3%
Grade 11	10.7%	62.5%	26.8%	89.3%

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.

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, every grade except 7th is at or 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	83.3%	71.4%	60.0%
Grade 8	78.3%	73.6%	60.0%
Grade 11	89.3%	79.6%	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 state and national 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 to learn about social studies, science and to solve math problems. We have committed ourselves to provide the strongest reading/ language arts program available.

## Long Range Goal:

Improve reading achievement for all students.

## Annual Improvement Goals for 2001-2002

- Increase student achievement in reading for 1st grade students by increasing the number of students that benchmark in the DIBELS assessment. DIBELS defines benchmark as achieving a standard of performance in each of four areas that are essential for students to become proficient readers.

## Report on those goals

- 29 out of 50 or 58% of the 1st grade students in 2000-2001 benchmarked on the DIBELS assessment
- 45 out of 50 or 90% of the 1st grade students in 2001-2002 benchmarked on the DIBELS assessment
- Thus we had an overall gain from 58% to 90% during the year. We believe this gain is from the intensive reading strategies that were implemented during the 2001-2002 school year. Therefore, we met our goal.

During the year our staff development emphasized the importance of developing early literacy skills in our kindergarten and first grades. Staff at these grade levels have worked together to identify specific skills necessary for students to become proficient readers using the Dynamic Indicators of Basic Early Literacy assessment. Skill development strategies were taught in the classroom and with small groups of students who were identified as needing strategic intervention for a specific skill.

## 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 achieving a standard 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 2000	42.4%	51.5%	6.1%
	Spring 2001	35.5%	51.6%	12.9%
	Spring 2002	44.8%	41.4%	13.8%
	Female			
	Spring 2000	40.0%	56.0%	4.0%
Grade 8	Spring 2001	29.2%	58.3%	12.5%
	Spring 2002	16.0%	56.0%	28.0%
	Male			
	Spring 2000	36.1%	58.3%	5.6%
	Fall 2001	37.9%	58.6%	3.4%
	Spring 2002	18.8%	68.8%	12.5%
Grade 11	Female			
	Spring 2000	39.3%	50.0%	10.7%
	Fall 2001	51.7%	44.8%	3.4%
	Spring 2002	29.6%	63.0%	7.4%
	Male			
	Spring 2000	35.5%	51.6%	12.9%
Grade 11	Fall 2001	25.9%	55.6%	18.5%
	Spring 2002	22.2%	66.7%	11.1%
	Female			
	Spring 2000	17.2%	58.6%	24.1%
	Fall 2001	3.7%	85.2%	11.1%
	Spring 2002	3.6%	78.6%	17.9%

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, 2002	Low SES .....	38.5% .....	61.5% .....	0.0%
	Non SES .....	12.0% .....	64.0% .....	24.0%
Grade 8				
Spring, 2002	Group size under 10			
Grade 11				
Spring, 2002	Group size under 10			

100% of students in grades 4, 8, and 99% of students in grade 11 participated in ITBS / ITED testing in 2001-2002.

## Other District Assessments

Grades 4, 8 and 11 were given the Constructed Response assessment for Thinking About Reading in May of 2002. 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.

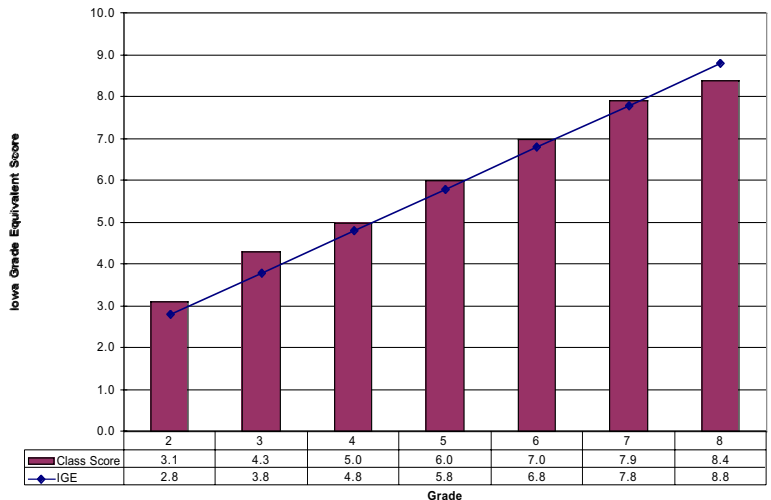
Grade	Low	Intermediate	High
4	11.1%	42.6%	46.3%
8	19.0%	72.4%	8.6%
11	15.1%	73.6%	11.3%

## 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 to the right, all grades except 8th are at or above the state Iowa Grade Equivalent for Reading as measured on Iowa Tests of Basic Skills.

Reading ITBS Iowa Grade Equivalent (IGE) Scores 2001-2002



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

Year	1999-2000	2000-2001	2001-2002
Grade 4	(2)	(3)	(4)
Males	52	58	65
Females	55	62	72
Grade 8	(6)	(7)	(8)
Males	54	54	57
Females	45	42	49
Grade 11	(9)	(10)	(11)
Males	46	66	56
Females	60	68	67

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

Year	1999-2000	2000-2001	2001-2002
Grade 4	(2)	(3)	(4)
Males	54	59	67
Females	(6)	(7)	(8)
Grade 8	55	49	53
Males	(9)	(10)	(11)
Females	61	67	63

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

Grade	Local	State	Nation
Grade 4	68.5%	67.8%	60.0%
Grade 8	76.7%	69.3%	60.0%
Grade 11	87.5%	74.8%	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 state and national 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	31.5%	48.1%	20.4%	68.5%
Grade 8	23.3%	66.7%	10.0%	76.7%
Grade 11	12.5%	73.2%	14.3%	87.5%

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.

## More Reading . . .

Two year trend line data for DIBELS reading assessment is illustrated in the table below. Kindergarten and first grade teachers have implemented many new instructional strategies which have produced outstanding results as shown from 2000-2001 to 2001-2002.

**DIBELS Two Year Trend Line Data**

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

Two year trend line data for the DIBELS reading assessment by gender and by Social Economic Status (SES) is illustrated in the two tables below.

**2 Year Trend Line Data for  
DIBELS Reading  
by Achievement Level  
by Gender  
for 1st Grade Students**

Year	Low	Emerging	Established
2000-2001			
Males	2	12	13
Females	0	7	16
2001-2002			
Males	1	2	21
Females	1	1	24

**2 Year Trend Line Data for  
DIBELS Reading  
by Achievement Level  
by Social Economic Status (SES)  
for 1st Grade Students**

Year	Low	Emerging	Established
2000-2001			
Low SES	1	4	3
Non Ses	1	15	26
2001-2002			
Low SES	1	2	13
Non SES	1	1	32

### **Reading Recovery Program**

South Hamilton continues to support existing reading programs and implement new programs that will increase the reading achievement for elementary students. One of the most intensive programs has been the Reading Recovery program. We continue to monitor the success of this program in numerous ways each year. The table below shows the Reading Recovery scores for students over the last three years. The 2001-2002 1st grade students had an average score at the end of the year which indicates that these students have the reading readiness of typical 2nd grade students. The 2000-2001 1st grade students that were in the program had an average score of 19 at the end of their 1st grade year for a reading readiness of grade 2. Additionally, these students were testing at the end of their 2nd grade year, which is more than one year after the program. These students had an average score of 29 which is a reading readiness between grade 5 and 6. The 1999-2000 1st grade class has also been tested one and two years after the program. They continue to advance in their reading ability as can be seen in the table below.

<u>Year</u>	<u>Grade</u>	<u>Average RR Score</u>	<u>Grade Readiness</u>
01-02	1	18	Grade 2
00-01	1	19	Grade 2
	2	29	Grade 5/6
99-00	1	19	Grade 2
	2	26	Grade 4
	3	31	Grade 6

### **PALS Reading Program**

In response to additional need to increase reading achievement for students in grades 2 - 4, additional strategies will be implemented during the 2002-2003 school year. Staff development for these reading strategies was started in June, 2002. This program will not replace reading instruction that is currently in place. Rather, these strategies will be implemented in addition to the current reading program. The PALS reading strategies have proven effective in raising student achievement at all reading levels across Iowa and the United States.



# Science

## Long Range Goal...

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

## Annual Improvement Goals for 2001-2002

- Decrease the number of students in the low performance group for 8th grade science as measured by ITBS test scores from 2000-2001 to 2001-2002.

## Report on those goals...

- As can be seen in the table below, the 7th grade class in 2000-2001 had 24.1% of the students in the low performance level. By the end of their 8th grade year in 2001-2002, the number of low performing students had decreased to 11.7%. We met our goal.

Year	Grade	Low	Intermediate	High
2000-2001	7th	24.1%	62.1%	13.8%
2001-2002	8th	11.7%	75.0%	13.3%

## 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.

## What we're doing to meet our goals

- As 6th grade students (2001-2002), this class had 17.5% 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 this year's 7th grade.

### Miscellaneous Info

Low and Non-SES Data for 2001-2002  
National Percentile scores for grade 4, 8, and 11 for Reading, Math, and Science

Grade 4	Reading	Math	Science
Low	59	70	75
Non	72	80	80
Grade 8	Population under 10		
Grade 11	Population under 10		

### 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+
<b>Grade 8</b>			
<b>Male</b>			
Spring 2000	2.8%	69.4%	27.8%
Fall 2001	13.8%	62.1%	24.1%
Spring 2002	0.0%	81.3%	18.8%
<b>Female</b>			
Spring 2000	28.6%	67.9%	3.6%
Fall 2001	34.5%	62.1%	3.4%
Spring 2002	25.9%	66.7%	7.4%
<b>Grade 11</b>			
<b>Male</b>			
Spring 2000	25.8%	51.6%	22.6%
Fall 2001	7.4%	63.0%	29.6%
Spring 2002	18.5%	63.0%	18.5%
<b>Female</b>			
Spring 2000	6.9%	62.1%	31.0%
Fall 2001	7.4%	70.4%	22.2%
Spring 2002	7.1%	75.0%	17.9%

### 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+
<b>Grade 8</b>			
Spring, 2002	Group size under 10		
<b>Grade 11</b>			
Spring, 2002	Group size under 10		

100% of students in grades 4, 8, and 99% of students in grade 11 participated in ITBS / ITED testing in 2001-2002.

### 3 Year Trend Line Data for Science by Gender for grades 4, 8 and 11 National Percentile Scores

Year	1999-2000	2000-2001	2001-2002
<b>Grade 4</b>	(2)	(3)	(4)
Males	NA	72	76
Females	NA	70	82
<b>Grade 8</b>	(6)	(7)	(8)
Males	74	72	75
Females	51	53	59
<b>Grade 11</b>	(9)	(10)	(11)
Males	64	75	62
Females	76	76	69

## South Hamilton Community School

### Achievement Levels in Science for grades 4, 8, and 11

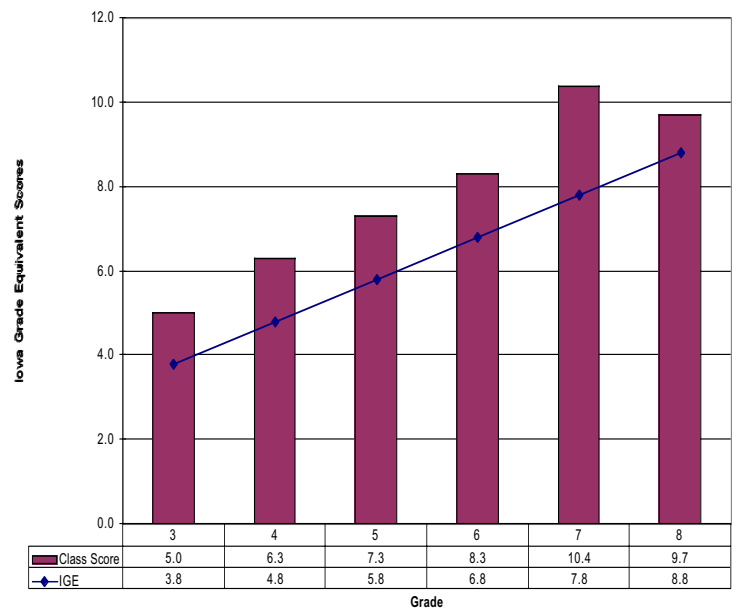
#### Performance Level

Grade	Low	Intermediate	High	Proficient
Grade 4	10.9%	60.0%	29.1%	89.1%
Grade 8	11.7%	75.0%	13.3%	88.3%
Grade 11	14.3%	67.9%	17.9%	85.7%

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). However, science is not tested in grade 2. 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. As can be seen in the graph below, all grade levels performed above the state Iowa Grade Equivalent scores

Science ITBS Iowa Grade Equivalent Scores 2001-2002



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

Grade	Local	State	Nation
Grade 4	89.1%	N/A	60.0%
Grade 8	88.3%	N/A	60.0%
Grade 11	85.7%	N/A	60.0%

The table above 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 table, grades 4, 8, and 11 are all above national 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.

### 3 Year Trend Line Data for Science for grades 4, 8 and 11 National Percentile Scores

Year	1999-2000	2000-2001	2001-2002
Grade 4	(2) N/A	(3) 84	(4) 79
Grade 8	(6) 65	(7) 63	(8) 69
Grade 11	(9) 74	(10) 76	(11) 67



## Miscellaneous ...

### Star Math Assessment Data

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. 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 the year are listed in the table below.

Grade	Pretest	Posttest	Growth Over Year
	Mean GE	Mean GE	
5	5.3	7.1	1.8
6	6.2	8.5	2.3
7	6.8	8.6	1.8
8	7.4	9.2	1.8

### Additional Drop Out Data

During 2001-2002 three students (.009%) out of 340 students in grades 7-12 dropped out of school. One student (.625%) was female, two students (1.11%) were male. All dropouts, (.009%) were white and 0.0% were students with IEPs.

### 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 second grade sections would have been 26 and 27. The grant allowed us to employ one additional second grade teacher creating class sections with 17, 18, and 18 students. We believe this has had a positive effect upon the achievement of these students.

### Postsecondary Trends at South Hamilton

Since the 1990-91 school year, students have had the opportunity to take college level classes while enrolled as a student in high school. Initially, the number of students enrolled in postsecondary classes has grown from 2 in 1990-1991 to 135 in 2002-2003. The first significant increase in student enrollment occurred during the 1998-1999 school year through classes made available over the ICN. Starting in the 1999-2000 school year, college credit classes have been offered at South Hamilton in what are called dual credit classes. Students can take these classes for both high school and college credit. In addition to these opportunities, students can also enroll in advanced placement English and math classes. Since their beginning in 1992 and 1993, respectively, 73 AP English students and 79 AP Math students have scored high enough on the exam to receive college credit.

### ITBS/ITED Participation Matrix

Category	Number of Students			Number Tested			Percent Tested		
	Gr. 4	Gr. 8	Gr. 11	Gr. 4	Gr. 8	Gr. 11	Gr. 4	Gr. 8	Gr. 11
Males	29	35	28	29	35	27	100%	100%	96%
Females	26	26	31	26	26	31	100%	100%	100%
Low SES	15	9	8	15	9	8	100%	100%	100%
Special Ed	9	4	8	9	4	7	100%	100%	88%
Migrant	0	0	0	0	0	0	NA	NA	NA
ELL	0	0	0	0	0	0	NA	NA	NA
White	53	58	57	53	58	57	100%	100%	100%
Black	0	1	0	0	1	0	NA	100%	NA
Hispanic	2	1	1	2	1	1	100%	100%	100%
Am Indian	0	0	0	0	0	0	NA	NA	NA
Asian/Pacific Is	0	1	0	0	1	0	NA	100%	NA

## Technology Integration . . .

### Long-Range Goals

Improve the integration and application of instructional technology.

Increase technology research resources for K-12 students.

### Annual Improvement Goal (s) for 2001-02

- Implement / integrate curriculum based technology in K-12 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.
- Implement instructional technology for mathematics computation in grades 5-8 .

### Report on those goals

- Continued curriculum work for aligning curriculum, instruction, and assessments.
- Continued support for increased technology implementation for K-6 and 7-12 media center resources that support student and faculty research resources.
- Increase in math computation scores for students in grades 5 and 8 as measured by ITBS (see table on page 4 titled "Math Computation for Grades 5-8").

### Annual Improvement Goal(s) for 2002-03

- Implement / integrate curriculum based technology in K-12 grades that are related to language arts, mathematics, science, social studies, art, music, and PE standards and benchmarks
- Implement instructional technology for mathematics computation in grades 5-8 .
- Implement technology through the K-6 and 7-12 media centers that support student and faculty research resources.

We will continue working on the improvement goals identified for 2001-2002, 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.

# Finances - 2001-2002

## 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.

## 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%

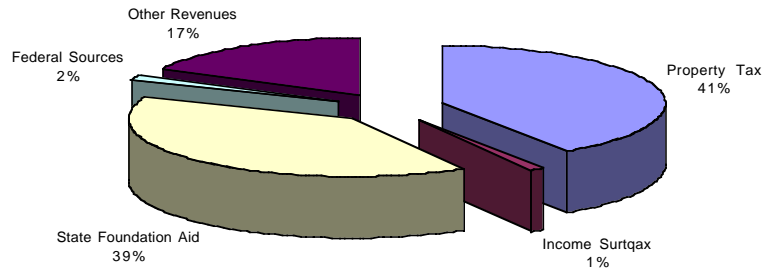
Financial Facts	
District enrollment - September 2001 .....	780
Total money spent on one student each day .....	\$36.32
South Hamilton's property tax rate for all funds .....	13.17
..... per \$1,000 assessed value	
For \$100,000 home, assessed at \$60,000 .....	\$790.20
For \$50,000 home, assessed at \$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

## 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	-	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

## Operating Fund Revenue 2001-2002



## Revenue

Property Tax .....	\$ 2,126,535
Income Surtax .....	\$ 62,188
State Foundation Aid .....	\$ 2,070,712
Federal Sources .....	\$ 85,658
Other Revenues .....	\$ 902,342
<b>Total .....</b>	<b>\$ 5,247,435</b>

## Expenditures

Salaries .....	\$ 3,237,988
Employee Benefits .....	\$ 761,767
Purchased Services .....	\$ 469,627
Supplies .....	\$ 306,900
Property .....	\$ 19,594
Other Objects .....	\$ 76,901
AEA Flow-Thru .....	\$ 227,200
<b>Total .....</b>	<b>\$ 5,102,572</b>

## Operating Fund Expenditures 2001-2002

