

# No Child Left Behind

## 2011 Report Card

### State of South Dakota

800 Governors Dr.

Pierre, SD 57501

Contact: Dr. Melody Schopp - Secretary of Education

### State Status

South Dakota's accountability system requires schools and districts to make adequate yearly progress (AYP) in both math and reading, based on results of the Dakota STEP test. The chart below indicates an entity's current status with an "OK" (meaning it made AYP), "Alert" (meaning it did not make AYP for the current year) or "Level I, 2 or 3" (meaning that it has not met AYP for at least two consecutive years). The chart also breaks down AYP progress by subgroups, using a "Y" (yes) to indicate subgroups that made AYP, and "N" (no) to indicate subgroups that did not make AYP.

Effective with the 2011 Report Card, South Dakota has adopted the seven categories required in the Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the US Department of Education into its AYP determinations. Therefore, racial subgroup data for 2011 is not comparable to racial subgroup data for prior years.

### Current Year State AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	N - Did Not Meet AYP	Missed Participation Rate Target Missed AMO Target
Reading	N - Did Not Meet AYP	Missed Participation Rate Target Missed AMO Target

3-5	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y	Y	Y	Y	Y
White	Y	Y	Y	Y	Y	Y
Black or African American	N	Y	N	N	Y	N
Asian	Y	Y	Y	Y	Y	Y
Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	N	Y	N	N	Y	N
Hispanic	N	Y	N	Y	Y	Y
Two or more races	Y	Y	Y	Y	Y	Y
Economically Disadvantaged	N	Y	N	N	Y	N
Students With Disabilities	N	Y	N	N	Y	N
Limited English Proficiency	Y	Y	Y	Y	Y	Y

Total AYP Breakdown: 13 of 22\*

6-8	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y	Y	Y	Y	Y
White	Y	Y	Y	Y	Y	Y
Black or African American	N	Y	N	N	Y	N
Asian	Y	Y	Y	Y	Y	Y
Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	N	Y	N	N	Y	N
Hispanic	N	Y	N	Y	Y	Y
Two or more races	Y	Y	Y	Y	Y	Y
Economically Disadvantaged	N	Y	N	N	Y	N
Students With Disabilities	N	Y	N	N	Y	N
Limited English Proficiency	Y	Y	Y	Y	Y	Y

Total AYP Breakdown: 11 of 20\*

9-11	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y	Y	Y	Y	Y
White	Y	Y	Y	Y	Y	Y
Black or African American	N	Y	N	N	Y	N
Asian	Y	Y	Y	Y	Y	Y
Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	N	Y	N	N	Y	N
Hispanic	N	Y	N	Y	Y	Y
Two or more races	Y	Y	Y	Y	Y	Y
Economically Disadvantaged	N	Y	N	N	Y	N
Students With Disabilities	N	Y	N	N	Y	N
Limited English Proficiency	Y	Y	Y	Y	Y	Y

Total AYP Breakdown: 11 of 20\*

\*Total AYP Breakdown indicates the number of subgroups in which a school or district made adequate yearly progress (AYP), followed by the total number of subgroups for which they were held accountable. In the chart above, all subgroups for which a school or district is held accountable are shaded in green. Yellow shading indicates that a school or district is not held accountable because of an insufficient population in that subgroup.

### Previous Year State AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	N - Did Not Meet AYP	Missed AMO Target
Reading	N - Did Not Meet AYP	Missed AMO Target

### Teacher Qualifications

The federal No Child Left Behind Act requires that each school report the percent of its teachers who are highly qualified. The act defines a highly qualified teacher as one with full certification, a bachelor's degree and demonstrated competence in subject knowledge and teaching. The act calls for all teachers of core academic subjects to be highly qualified by the end of school year 2006-07. Core subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. This page shows the percent of classes NOT being taught by highly qualified teachers. A high poverty school is defined as being in the top quartile of poverty statewide or districtwide, based on the percentage of students eligible for free or reduced-price lunch. A low poverty school is defined as being in the bottom quartile of poverty statewide or districtwide, based on the percentage of students eligible for free or reduced-price lunch. \*Indicates there is a tie in the free and reduced lunch percentage for two or more schools. This results in a difference in the number of schools being allocated to the Highest and Lowest Quartiles. \*\*Indicates a district has only one school and a District Quartile cannot be calculated.

### Teachers with Emergency or Provisional Credentials

It has been determined that South Dakota does not offer an Emergency or Provisional License. This information is therefore not being reported.

### Classes Not Taught by Highly Qualified Teachers

2011 State : 0.7%

2010 State : 0.9%

### Statewide, Classes Not Taught by Highly Qualified Teachers

2011 Highest Quartile of Poverty Schools: 1.3%

2010 Highest Quartile of Poverty Schools: 1.3%

2011 Lowest Quartile of Poverty Schools : 0.3%

2010 Lowest Quartile of Poverty Schools : 0.6%

# No Child Left Behind

## 2011 Report Card

### Districts and Schools Identified for Improvement

This list includes districts and/or schools that the state of South Dakota has identified as in need of improvement, as determined by state's accountability system.

#### Districts Identified For Improvement: 6

District
Eagle Butte 20-1
Huron 02-2
Rapid City 51-4
Shannon County 65-1
Sioux Falls 49-5
Todd County 66-1

#### Schools Identified For Improvement: 87

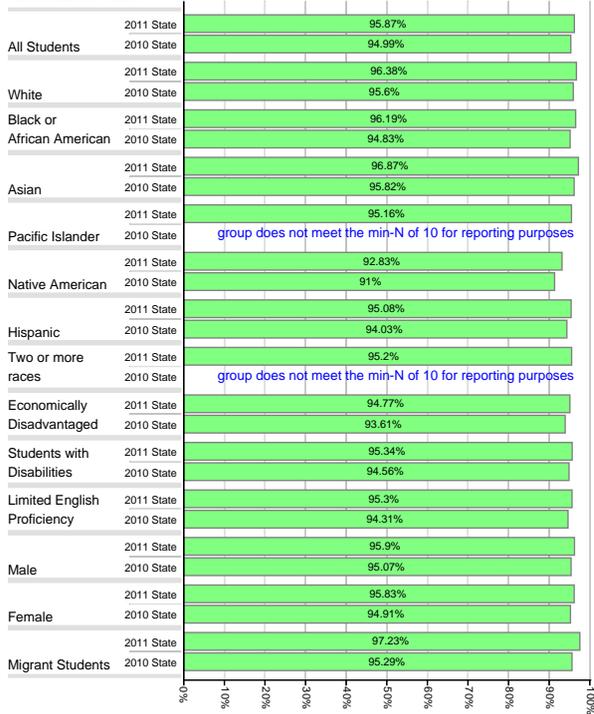
District	Schools	AYP Summary
Aberdeen 06-1	Central High School	6 of 6
Andes Central 11-1	Andes Central Elementary*	5 of 6
Bennett County 03-1	Bennett County Jr High*	4 of 4
	Martin Elem*	5 of 10
Brookings 05-1	Camelot Intermediate School	7 of 8
Chamberlain 07-1	Chamberlain Middle School*	6 of 8
Douglas 51-1	Douglas Middle School	12 of 14
Eagle Butte 20-1	C-EB EAGLE Center	0 of 2
	C-EB Junior High	3 of 6
	C-EB Upper Elementary*	2 of 8
	Eagle Butte Elementary*	0 of 8
	C-EB Primary	Feeder School
Flandreau 50-3	Flandreau High Sch	2 of 2
Harrisburg 41-2	Harrisburg Middle School	6 of 8
Hitchcock-Tulare School District	Glendale Colony Elem*	2 of 2
Huron 02-2	Huron High School	4 of 6
	Huron Middle School*	6 of 14
Kadoka Area 35-2	Kadoka Elementary School*	8 of 8
Lead-Deadwood 40-1	Lead-Deadwood Career & Tech Ed	1 of 2
McLaughlin 15-2	McLaughlin Elementary*	0 of 6
	McLaughlin Middle School*	0 of 6
Meade 46-1	Sturgis Brown HS	6 of 6
	Sturgis Williams MS	7 of 8
Mobridge-Pollock School District	Mobridge Middle School*	7 of 8
	Mobridge Upper Elementary*	7 of 8
	Freeman Davis Elementary*	Feeder School
Oelrichs 23-3	Oelrichs Elem*	1 of 2
	Oelrichs Jr Hi*	2 of 2
Pierre 32-2	Georgia Morse Middle School	5 of 10
Rapid City 51-4	Central Hi Sch	5 of 10
	Dakota Middle Sch	3 of 10
	General Beadle Elem*	3 of 8
	Knollwood Heights Elem*	3 of 10
	North Middle Sch*	3 of 10
	Rapid Valley Elem*	6 of 8
	South Middle Sch	8 of 12
	West Middle Sch	12 of 12
Shannon County 65-1	Batesland Elementary*	7 of 8
	Red Shirt Table Elementary*	3 of 6
	Rockyford Upper*	2 of 8
	Shannon County Alternative School*	2 of 2
	Shannon County Virtual High School	0 of 2
	Wolf Creek Lower*	0 of 8
	Wolf Creek Upper*	6 of 8
Sioux Falls 49-5	Anne Sullivan Elementary*	12 of 12
	Axtell Park Middle School	10 of 16
	Bridges	1 of 2
	Cleveland Elementary*	10 of 12
	Edison Middle School	14 of 14
	Hayward Elementary*	10 of 10
	Joe Foss School	1 of 2
	Laura B. Anderson Elementary*	12 of 12
	Laura Wilder Elementary	8 of 8
	Lincoln High School	9 of 10
	Longfellow Elementary*	12 of 12
	MS Immersion Center*	0 of 6
	Terry Redlin Elementary*	12 of 16
	Washington High School	8 of 14
	Whittier Middle School	10 of 18
Sisseton 54-2	Sisseton Elementary School*	5 of 10
	Sisseton High School	6 of 6
	Sisseton Middle School*	10 of 10
Smee 15-3	Wakpala Elementary*	2 of 6
	Wakpala High School*	1 of 2
Stanley County 57-1	Stanley County Middle School	6 of 6
Todd County 66-1	He Dog School*	3 of 6
	Littleburg Elementary*	2 of 2
	North Elementary*	1 of 8
	O'Kreek Elementary*	1 of 2
	Rosebud Elementary*	1 of 8
	South Elementary*	3 of 8
	Spring Creek School*	0 of 6
	Todd County HS*	0 of 6
	Todd County MS*	1 of 10
Vermillion 13-1	Vermillion Middle School	7 of 10
Wagner 11-4	Wagner Elementary School*	8 of 8
	Wagner Middle School*	3 of 8
	Wagner Primary School*	Feeder School
Watertown 14-4	Watertown High School*	6 of 6
White River 47-1	Norris Elementary*	1 of 2
	White River Elementary*	0 of 6
	White River High School*	1 of 2
	White River Middle Sch*	4 of 6
Winner 59-2	Winner Elementary*	6 of 8
	Winner Middle School*	4 of 8

District	Schools	AYP Summary
Wolsey-Wessington 02-6	Wolsey-Wessington Middle School*	6 of 6
Yankton 63-3	Webster Elem*	6 of 6

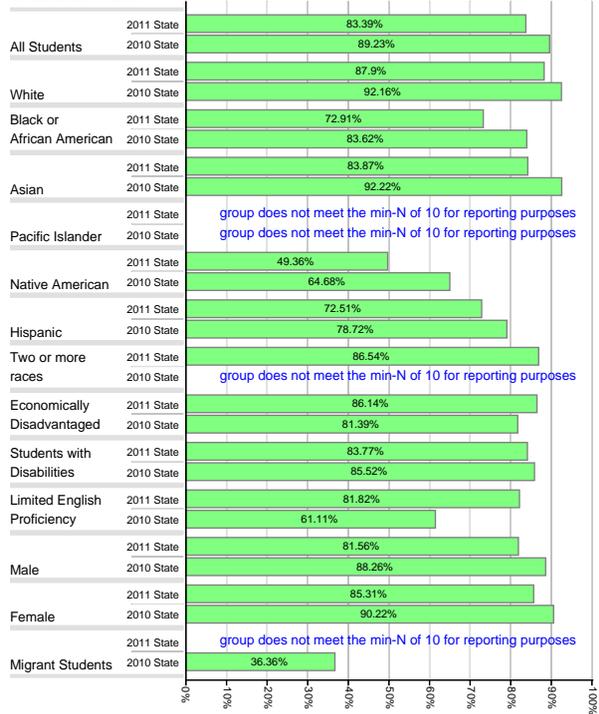
### Attendance/Graduation Rates

The graph(s) below report the attendance or graduation rate for the requested entity. For elementary/middle schools, an attendance rate is reported. For high schools, a graduation rate is reported. For districts and the state, both attendance and graduation rates are reported. The attendance rate is reported as a percentage and is calculated by dividing the aggregate days of attendance by the aggregate days of membership for all students enrolled. For graduation, any school or district grade span that includes grade 12 will be expected to meet or exceed the State's graduation rate target of 80% or show progress of at least 2 percentage points. The State's graduation rate goal is 85%. Effective with the 2011 report card, South Dakota has adopted the Title 1 4-Year Adjusted cohort methodology. This is defined as the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. This differs from the graduation rate calculations used in prior years. Therefore, graduation data for 2011 is not comparable to graduation data for prior years.

#### Attendance Rate



#### Graduation Rate



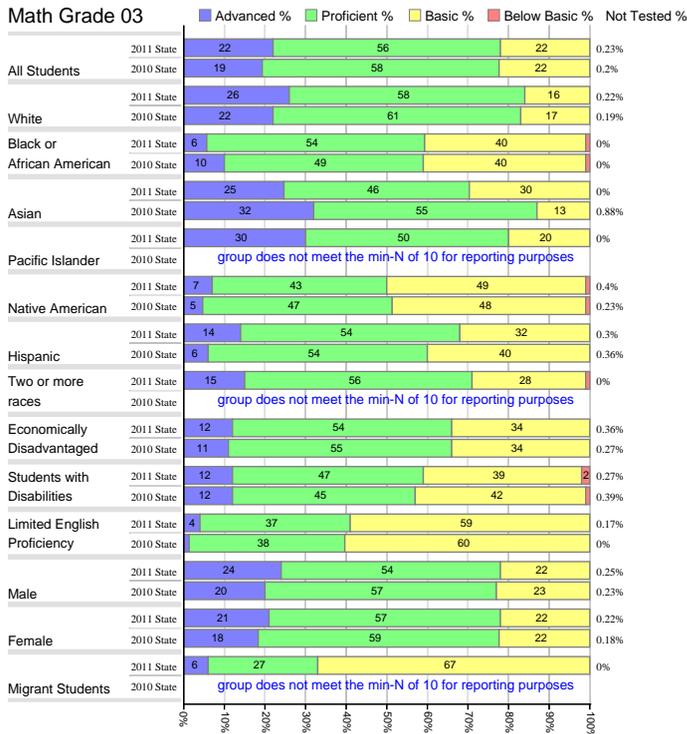
### FAY Math/Reading Scores

Students in grades 3 through 8 and grade 11 completed the Dakota STEP test in the spring of 2011. The test is designed to measure the progress of students on the South Dakota Content Standards in Reading and Math. This report summarizes the results of that assessment. Please contact your local school if you have questions about this information.

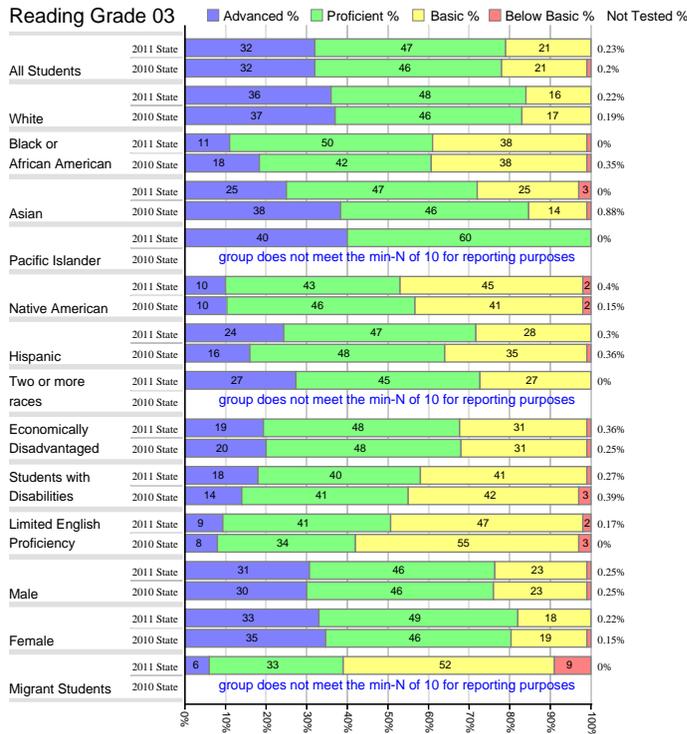
Number of students who were first year in the United States and exempt from the Reading Assessment: 33

Number of students who were first year in the United States who participated in the Math Assessment but whose scores were not included in the AYP determination for Math: 21

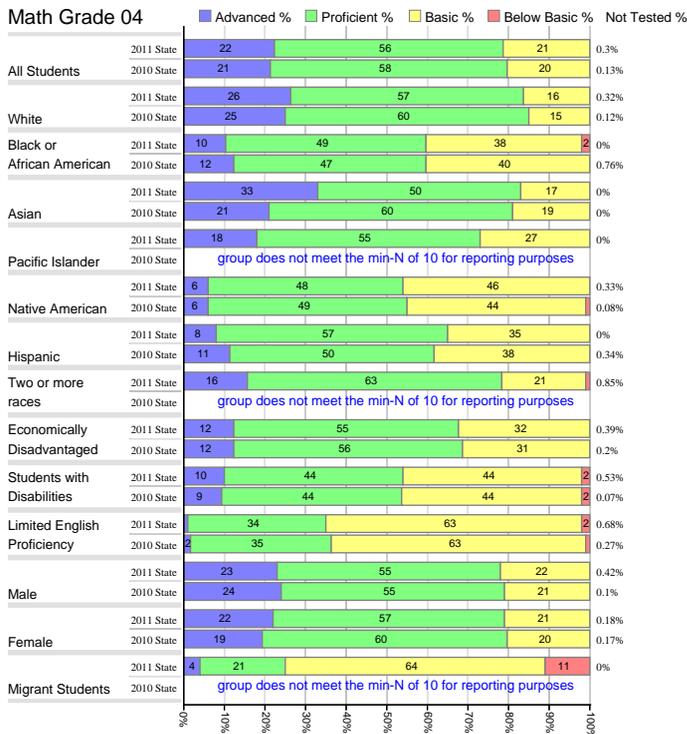
#### Math Grade 03



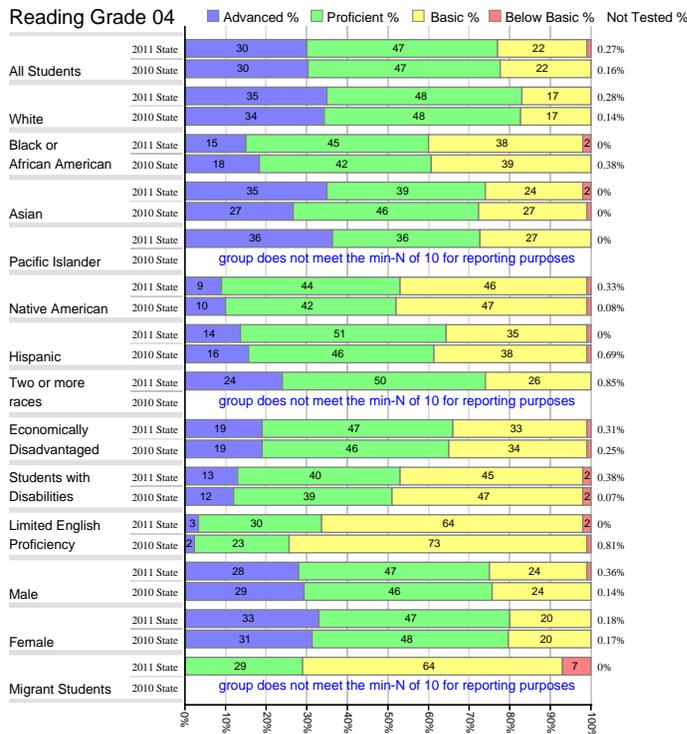
#### Reading Grade 03

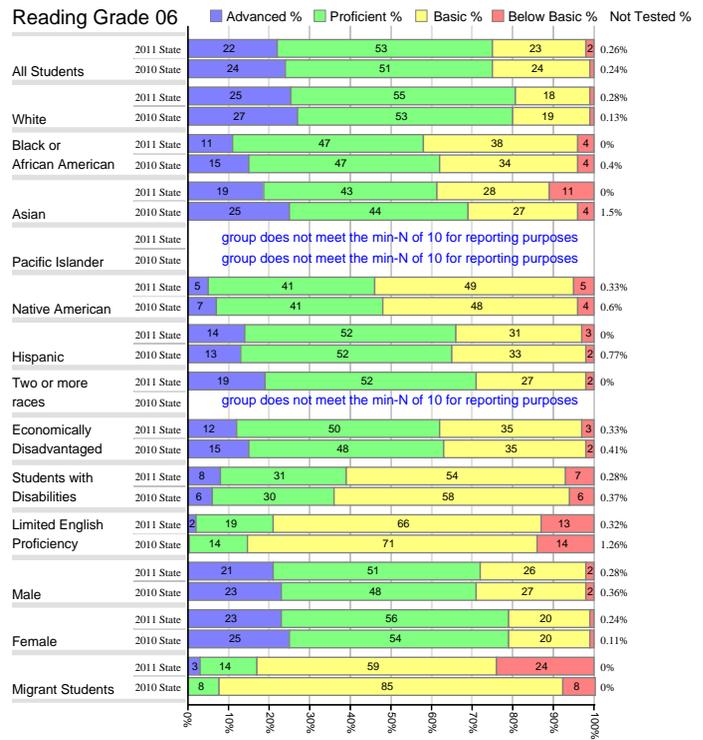
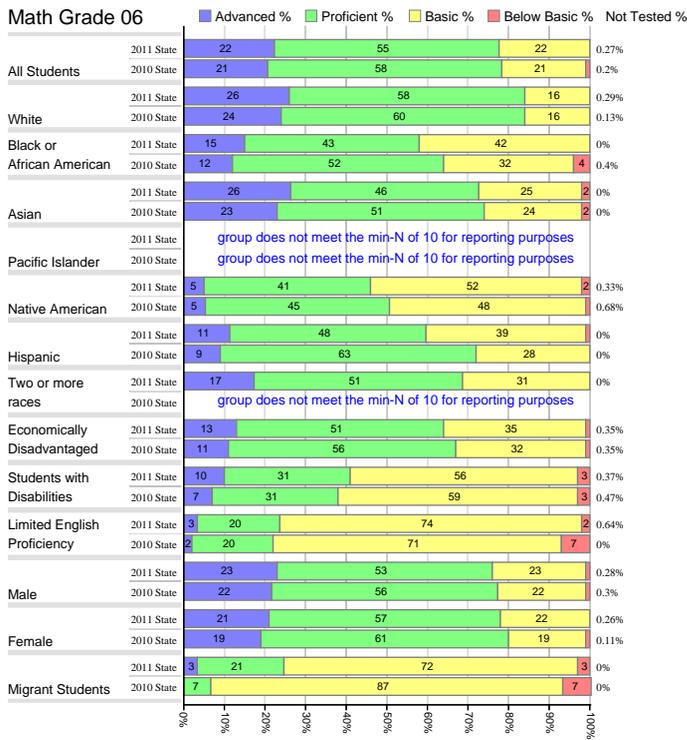
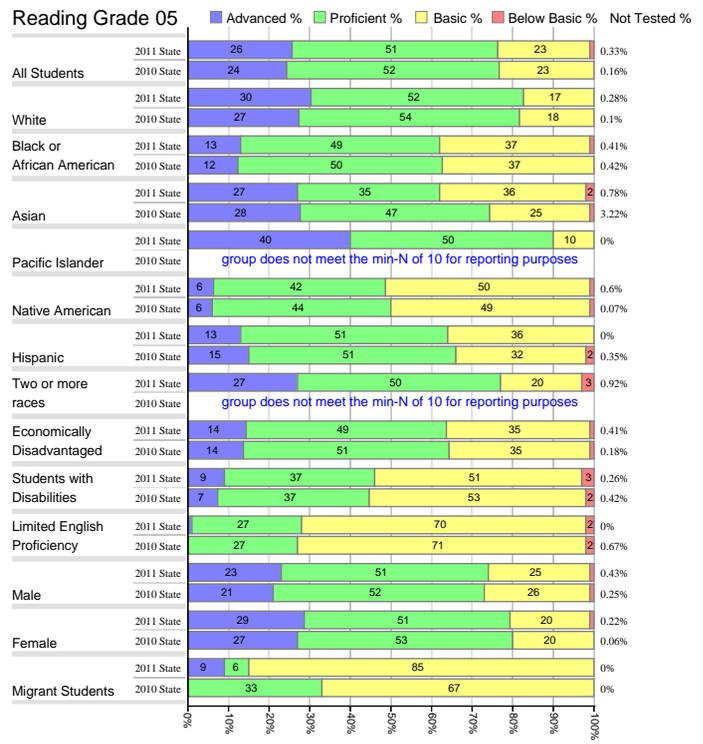
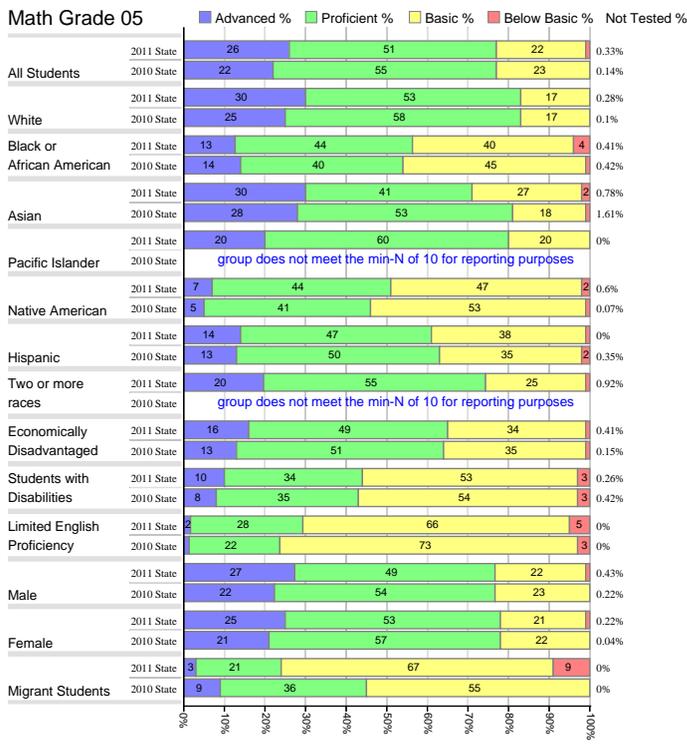


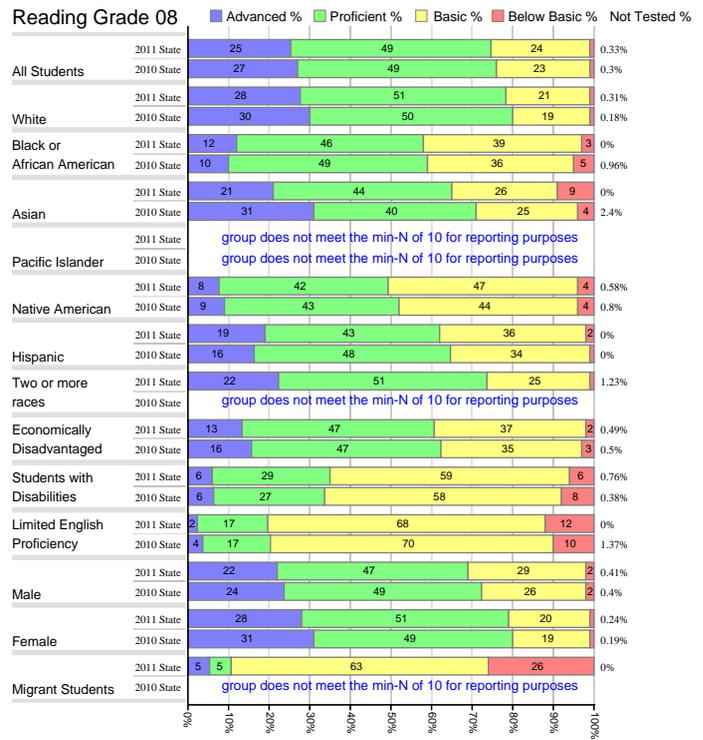
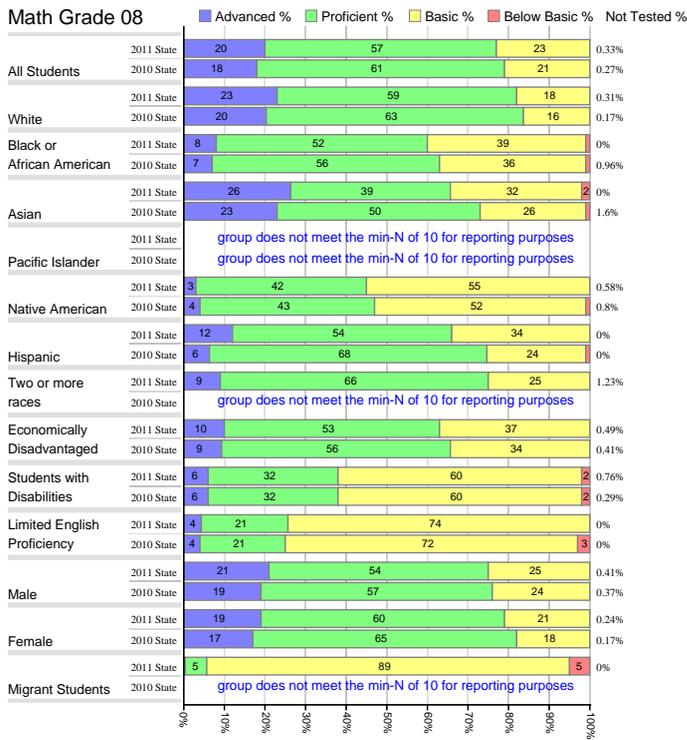
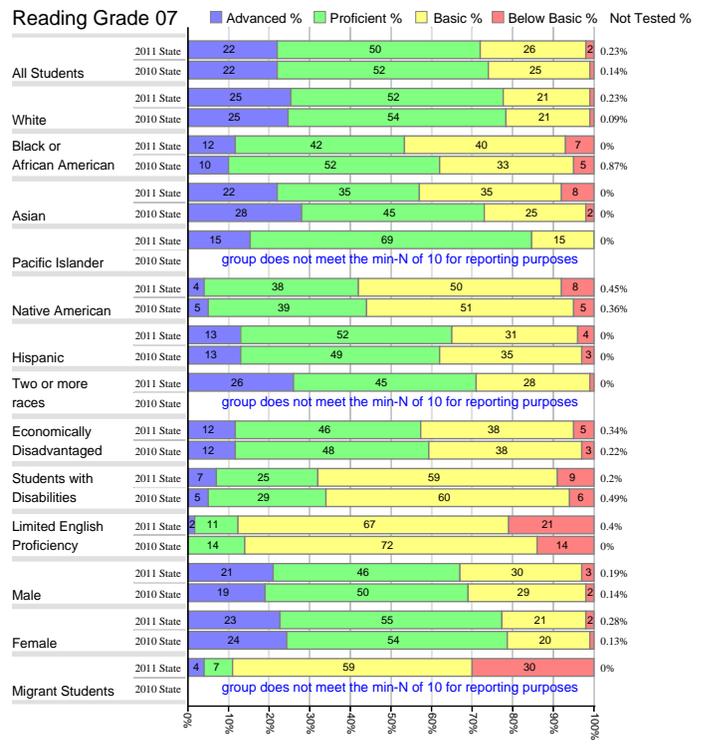
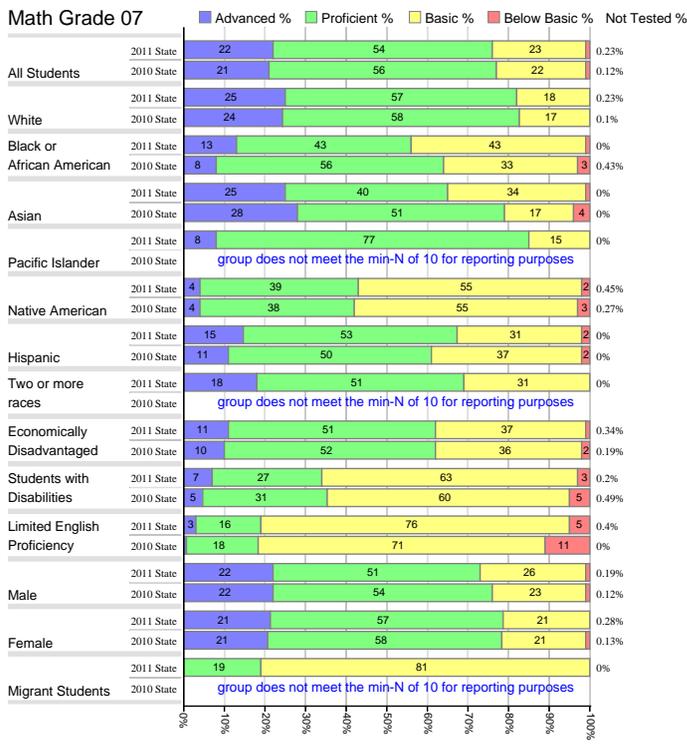
#### Math Grade 04

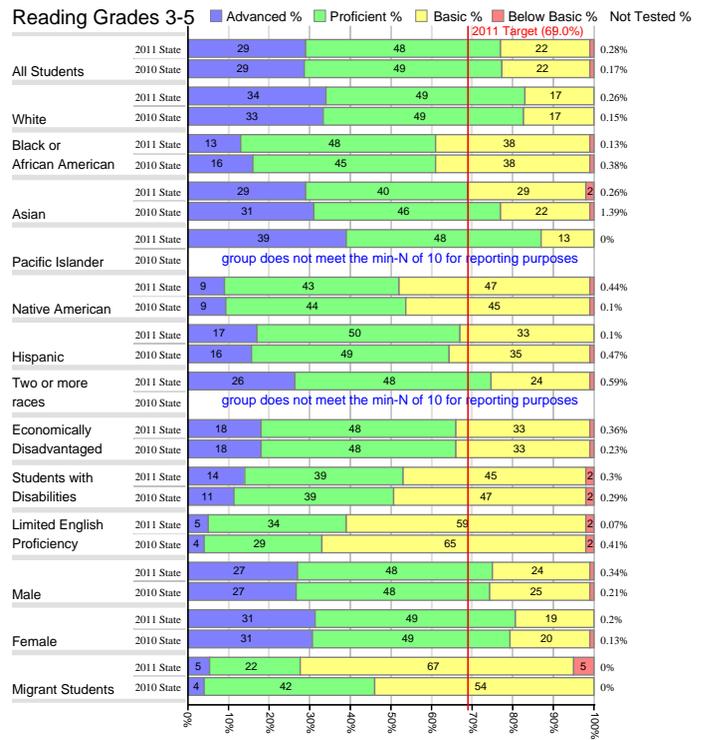
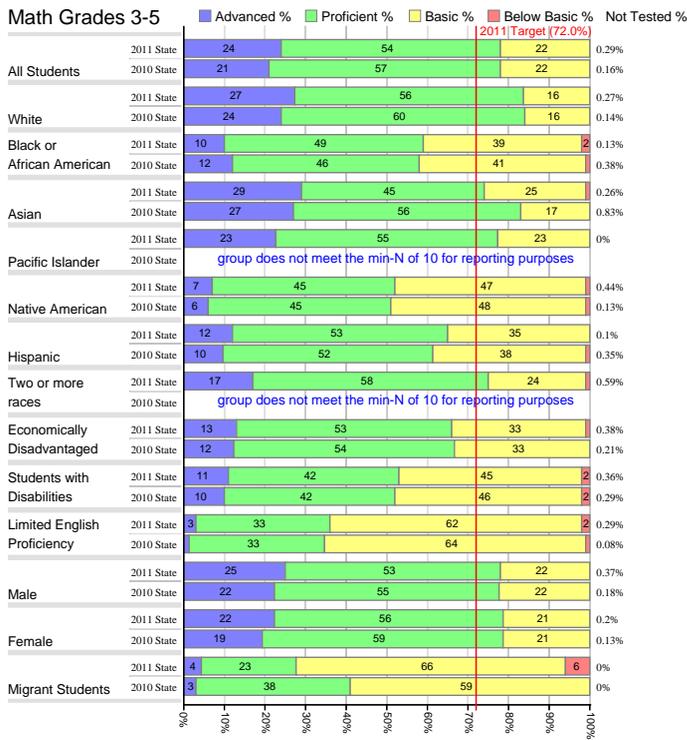
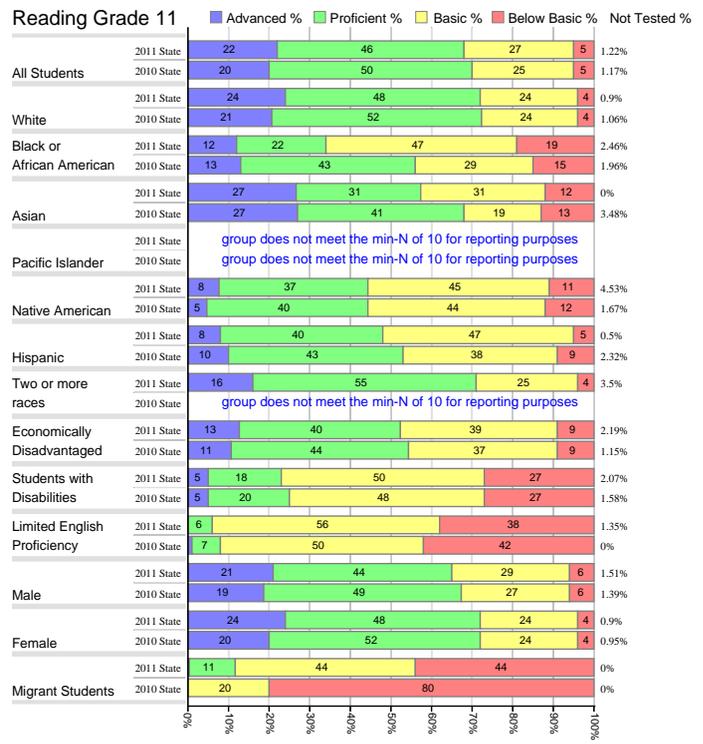
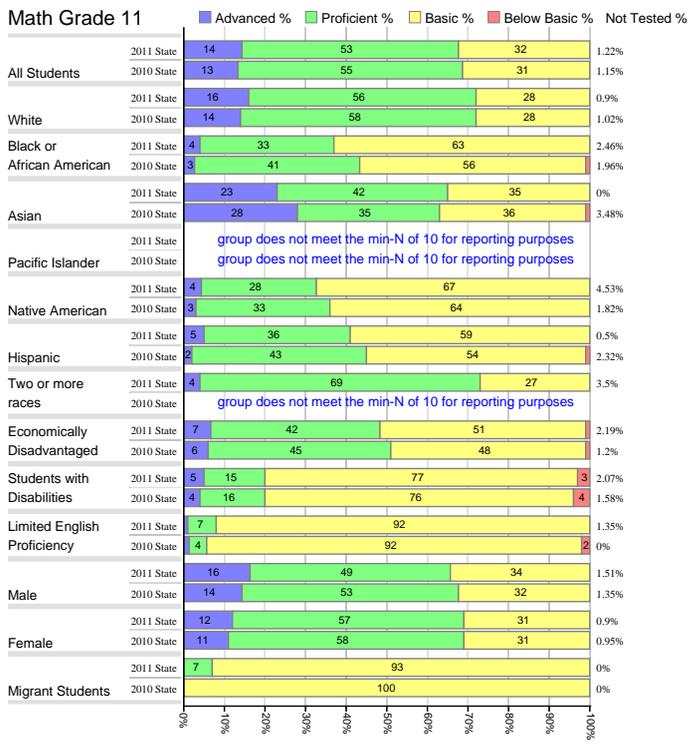


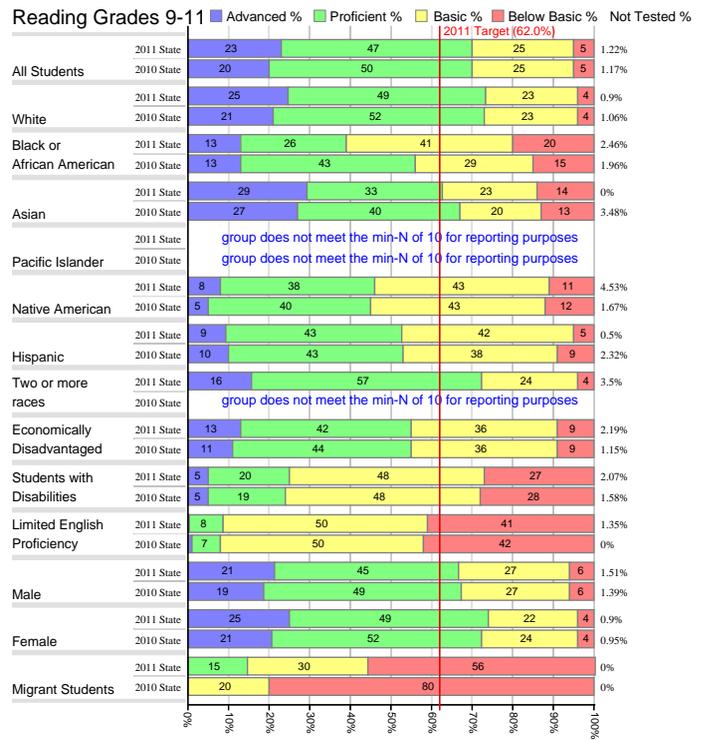
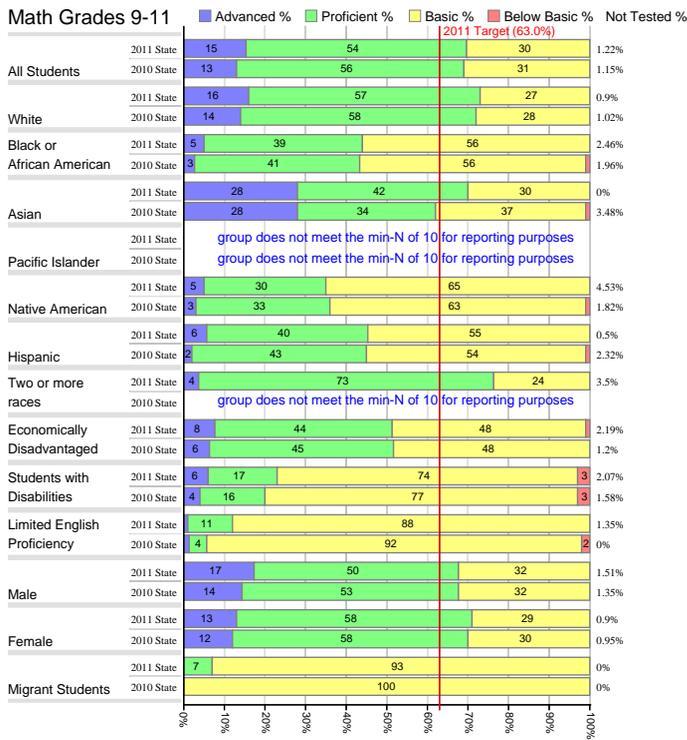
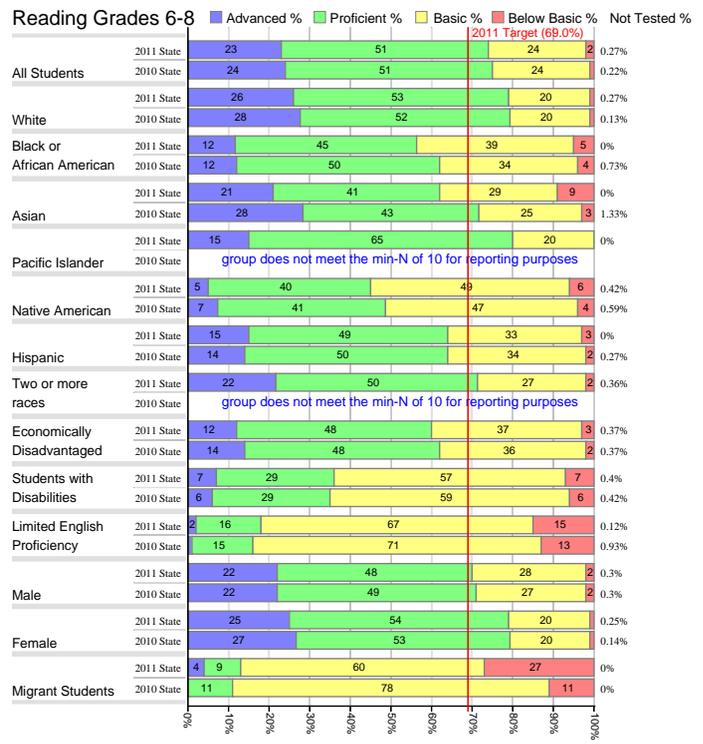
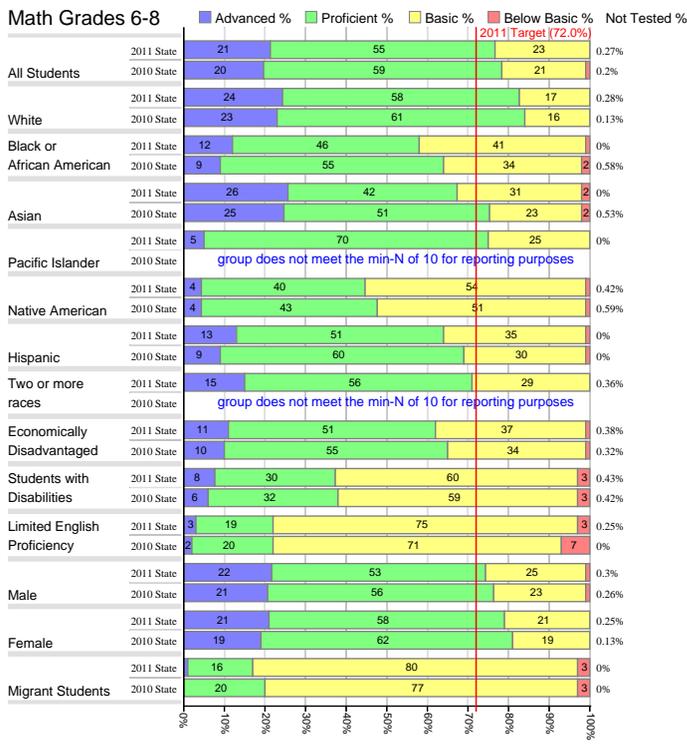
#### Reading Grade 04

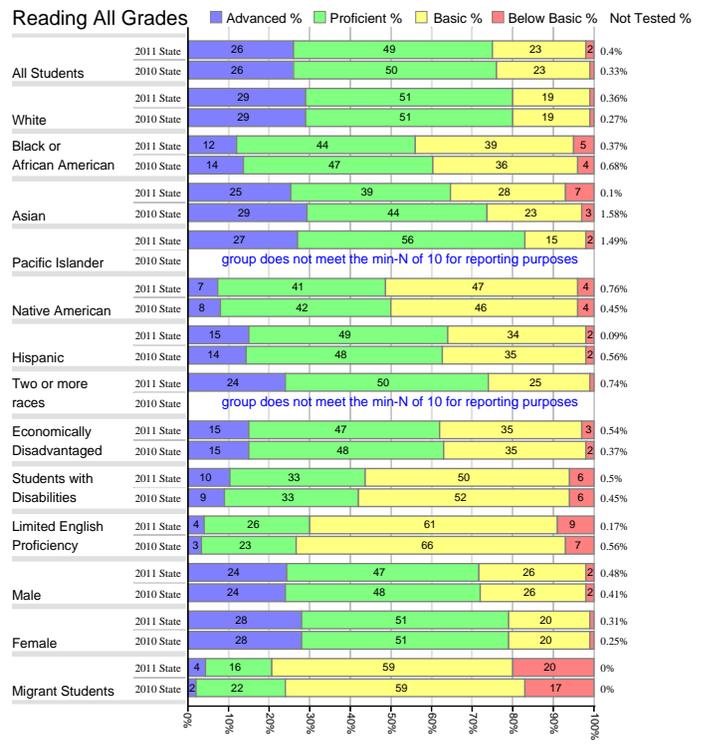
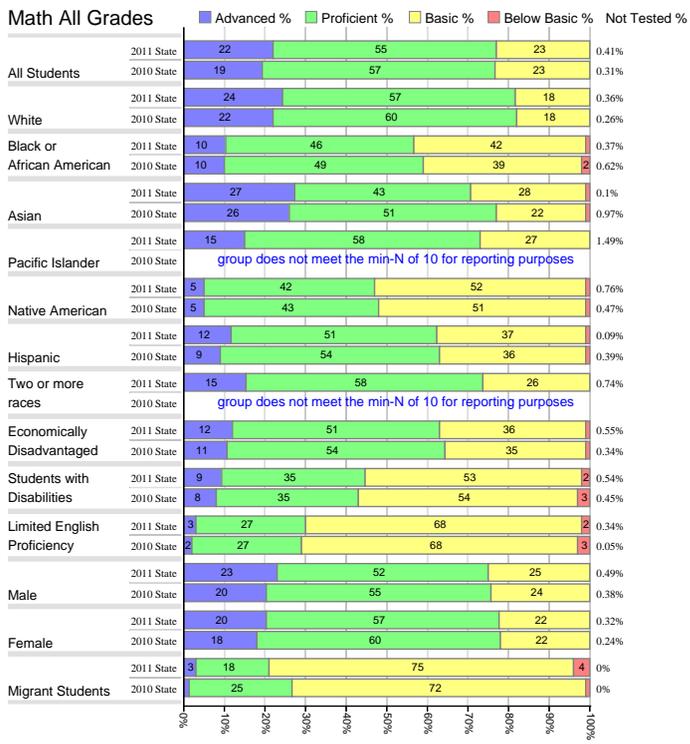












## South Dakota Results for NAEP 2009

The National Assessment of Educational Progress (NAEP) or the "Nation's Report Card" is administered on a biannual basis to a sample of 4<sup>th</sup> and 8<sup>th</sup> graders in every state. The most recent NAEP data available are for the 2009 administration. Each student takes a portion of a reading or mathematics assessment. The NAEP results are reported for the state in 2007 and 2009. There are no published school or district results.

For some small subgroups in South Dakota the reporting requirement is not met and therefore no data are available. Therefore, race/ethnicity and Limited English Proficiency data are not consistent across all the reports. .

NAEP achievement levels are not necessarily equivalent to proficiency levels used with South Dakota's state assessment, DSTEP. For more information on the mathematics and reading achievement levels go to:

[Http://nces.ed.gov/nationsreportcard/mathematics/achieve.asp](http://nces.ed.gov/nationsreportcard/mathematics/achieve.asp) or  
<http://nces.ed.gov/nationsreportcard/reading/achieve.asp>.

### 2009 Participation Rates

Participation rates for Students with Disabilities and Limited English Proficient can be found in the table below. The actual participation rates for NAEP will differ from DSTEP rates since NAEP does not allow the all the accommodations used by DSTEP. Students taking DSTEP-A do not participate in NAEP.

<u>Students with Disabilities</u>	<u>Reading</u>	<u>Mathematics</u>
<u>Grade 4</u>	60%	87%
<u>Grade 8</u>	60%	83%

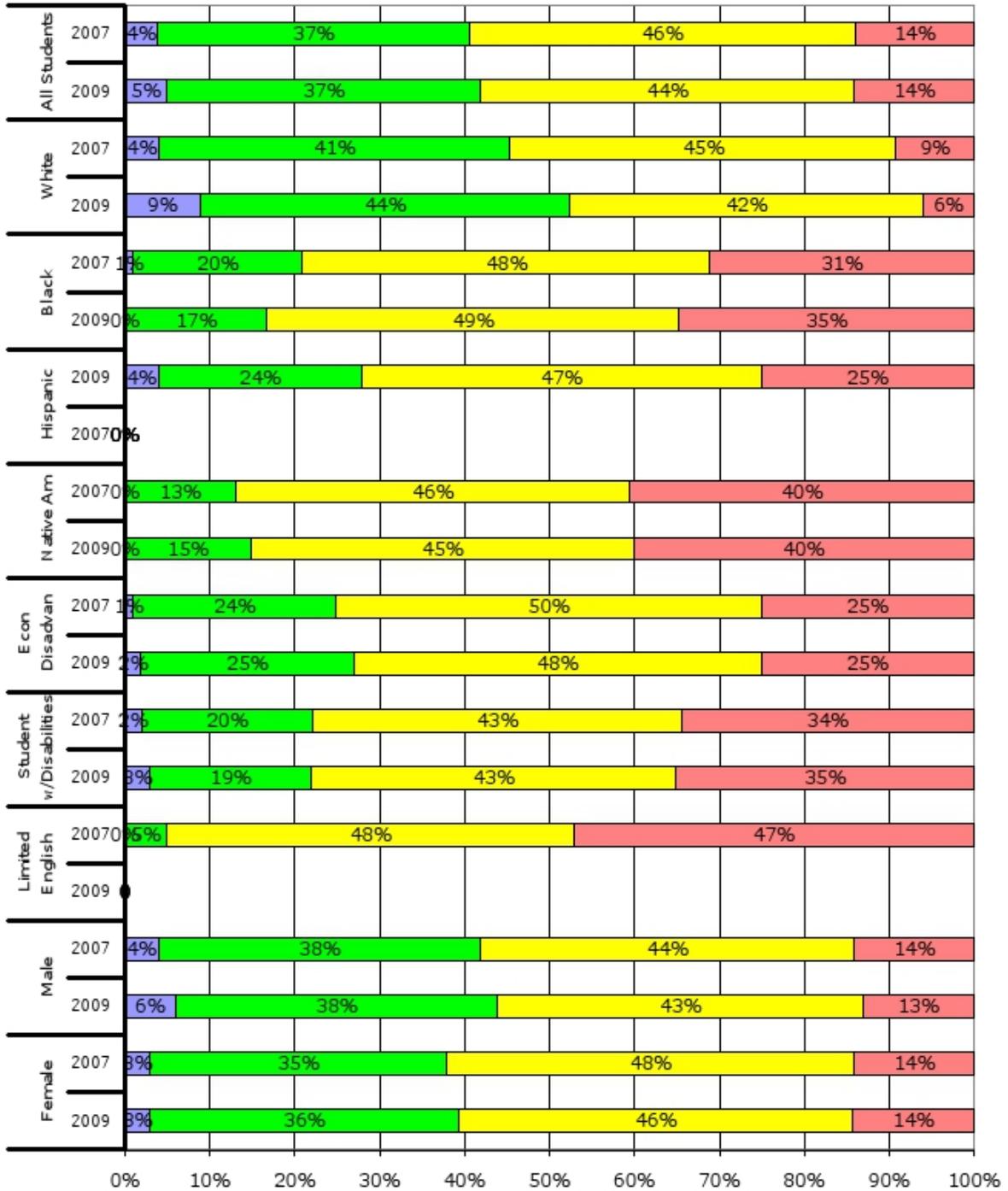
  

<u>Limited English Proficient</u>	<u>Reading</u>	<u>Mathematics</u>
<u>Grade 4</u>	67%	100%
<u>Grade 8</u>	67%	89%

If there are questions about the NAEP data reported below, contact the South Dakota NAEP State Coordinator, Jan Martin at [jan.martin@state.sd.us](mailto:jan.martin@state.sd.us)

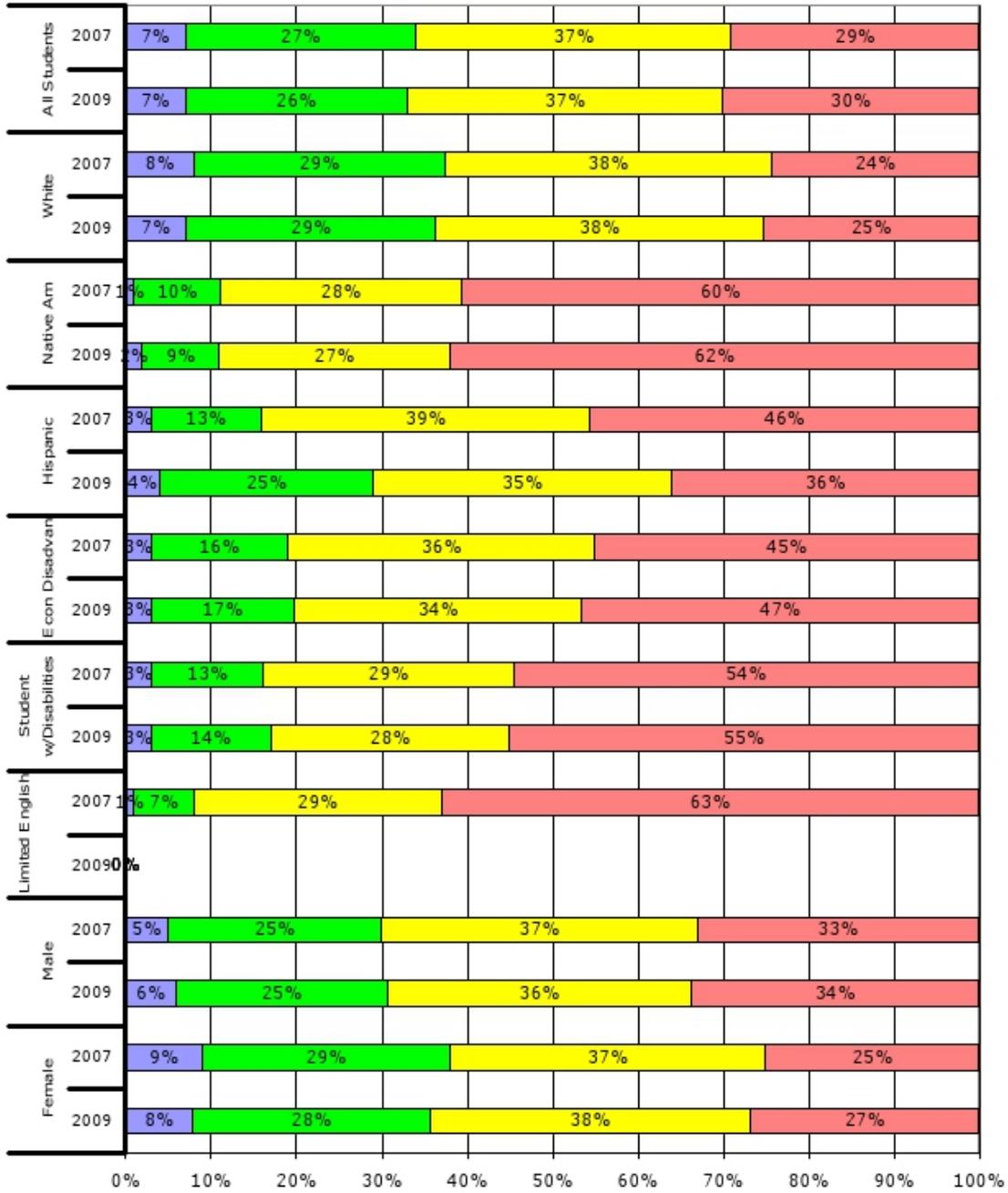
## NAEP Results for Grade 4 Mathematics

■ % Advanced   
 ■ % Proficient   
 ■ % Basic   
 ■ % Below Basic



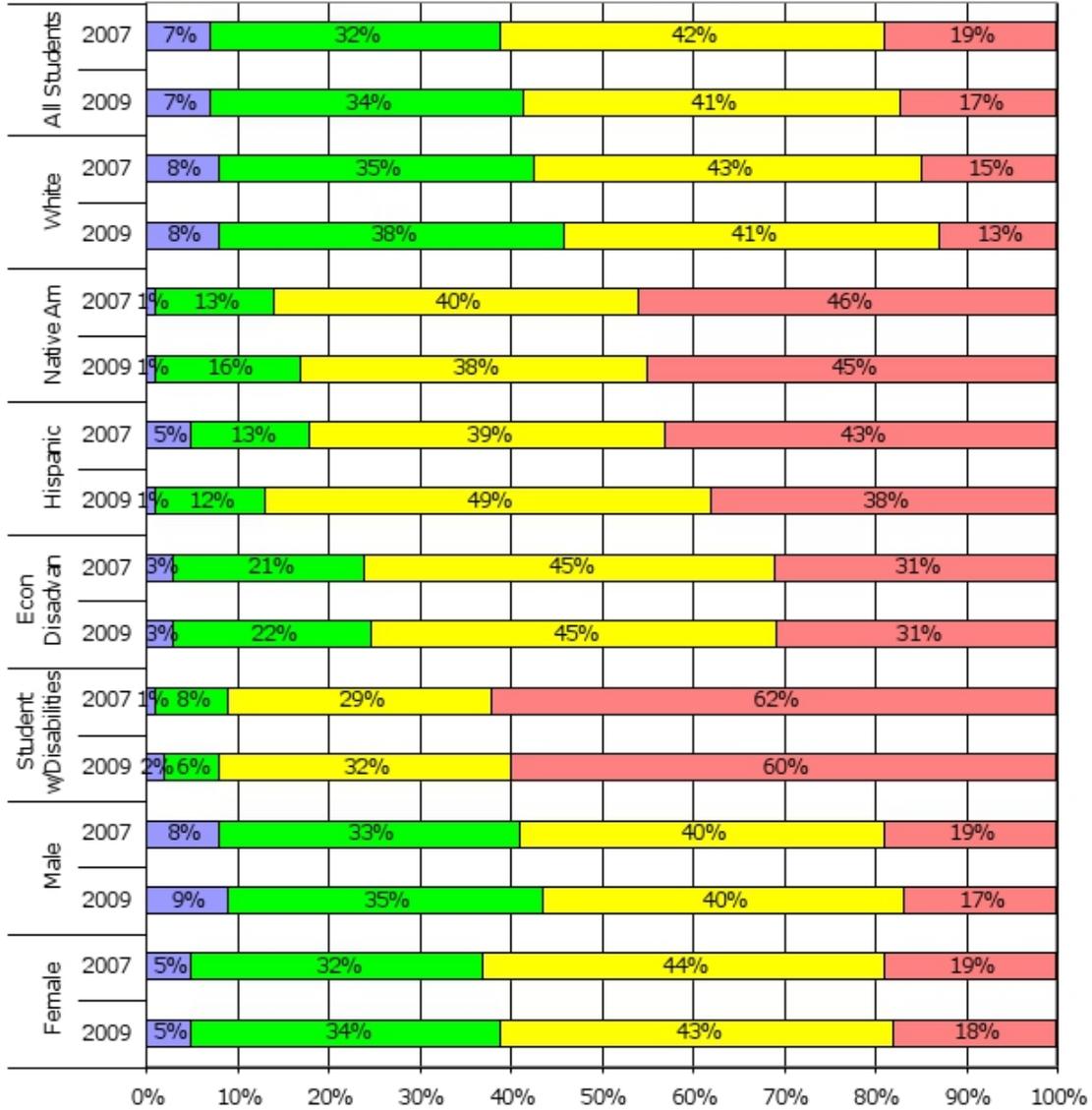
### NAEP Results for Grade 4 Reading

■ % Advanced 
 ■ % Proficient 
 ■ % Basic 
 ■ % Below Basic



### NAEP Results for Grade 8 Mathematics

■ % Advanced 
 ■ % Proficient 
 ■ % Basic 
 ■ % Below Basic



### NAEP Results for Grade 8 Reading

■ % Advanced 
 ■ % Proficient 
 ■ % Basic 
 ■ % Below Basic

