

# Howard School District



## Inside this Profile:

	<b>Page</b>
Demographic Profile	<b>2-3</b>
College Admissions & Placement Performance	<b>4</b>
Reading Performance	<b>5-7</b>
Reading Indicators/Standards Data	<b>8-10</b>
Math Performance	<b>11-13</b>
Math Indicators Data	<b>14-16</b>
Science Indicator Data	<b>17</b>
Writing Performance	<b>18</b>
Adequate Yearly Progress (AYP)	<b>19</b>
Notes and Definitions	<b>20</b>

## DISTRICT AT A GLANCE

Believing that the guardianship of public education is a trust and an obligation between parents and the Howard School District, we are committed to a philosophy of educational opportunity and service. The school district desires to help each child develop as a mature and thoughtful contributor to our society. This can best be accomplished through constant development of curriculum and school programs with the scope to encompass the intellectual, physical, civic, social, and aesthetic needs of children in a democratic society.

An effective public school must consider the unique differences and needs of individual students and also be directed toward the common needs of all students.

We encourage you to read and study the information enclosed in this profile. We invite you to call and discuss any items you would like clarification on or offer comments on. As always we endorsement dialogue at making our district a better place to learn!

Mr. Mike Cullen,  
Superintendent/High School Principal

### School Contact Information:

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(605) 772 – 5515

<http://howard.k12.sd.us/>



Partners in Education ~ Putting Students First

# Demographic Profile

## School District

**Howard School District 48-3**

**Home County:** Miner

**Area in Square Miles:** 438

## School Names:

- ◆ Howard Elementary School (PreK – 6)
- ◆ Howard Jr. High School (7-8)
- ◆ Howard High School (9-12)
- ◆ Shannon Colony

## Student Demographics

	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
Total Enrollment (PreK-12)	394	385	376	380
% Special Needs Students	19.0%	19.7%	16.2%	16.8%
Economically Disadvantaged Enrollment (% Eligible for Free/Reduced Lunch)	22.7%	27.5%	31.4%	37.1%
Open Enrolled Students Rec'd	18	16	14	17
Average Daily Membership (ADM)	<b>397.149</b>	<b>380.548</b>	<b>368.506</b>	<b>366.767</b>
K-8 ADM	255.102	239.266	232.703	246.830
9-12 ADM	142.047	141.282	141.282	135.803
Average Daily Attendance (ADA)	<b>382.484</b>	<b>366.097</b>	<b>352.612</b>	<b>352.045</b>
K-8 ADA	247.183	230.820	224.441	238.117
9-12 ADA	135.301	135.278	128.1.1	113.928

## Staff Demographics

	Certified Instructional Staff (#FTE)	% with Advanced Degrees	Student to Staff Ratio	Average Years of Experience	Classes Not Taught by Highly Qualified Teachers
<b>2005-2006</b>	32.3	11.8%	12.2	17.9	
<b>2006-2007</b>	32.8	11.8%	11.7	17.9	
<b>2007-2008</b>	32.8	23.5%	11.4	17.5	
<b>2008-2009</b>	34	20.0%	11.2	17.5	

# Demographic Profile

## Attendance, Graduation and Discipline Data

	District Attendance Rate	Drop Out Rate	Graduation Rate	Number of Graduates
<b>2005-2006</b>	96.3%	0.9%	97.14%	34
<b>2006-2007</b>	96.2%	0.5%	100%	38
<b>2007-2008</b>	95.7%	0.5%	94.44%	36
<b>2008-2009</b>	96.0%	1.1%	93.1%	27

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.

The Department of Education changed the way it calculates graduation rate, in an effort to make it a more accurate count. The graduation rate for the 2002-03 and 2003-04 school years is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 11<sup>th</sup> and 12<sup>th</sup> grade dropouts. The graduation rate starting with the 2004-05 school year is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 10<sup>th</sup>, 11<sup>th</sup> and 12 grade dropouts.

# College Admission and Placement Performance

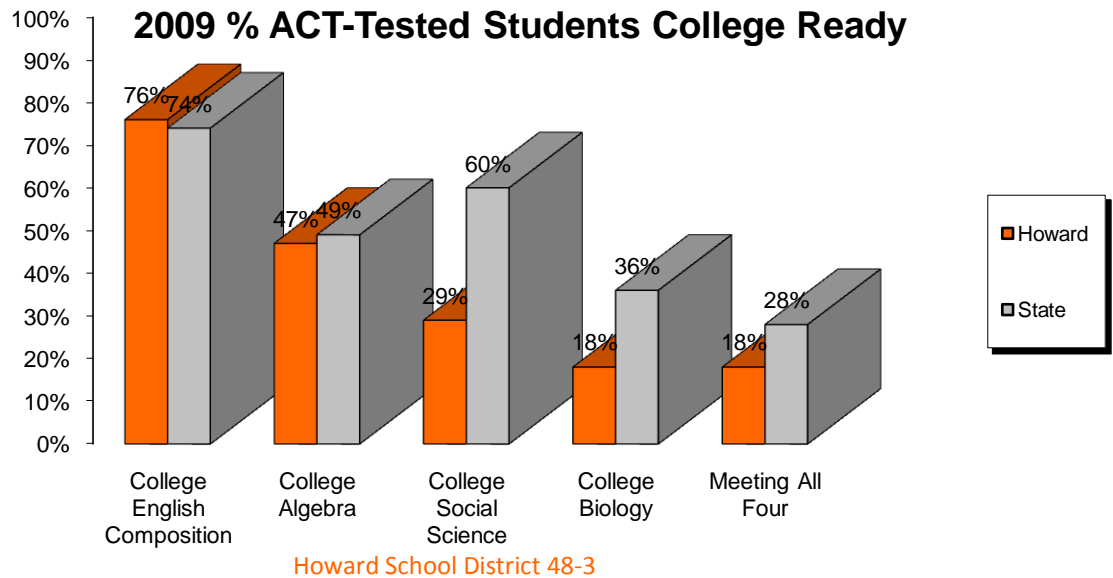
**ACT Results** This report reflects the achievement of Howard graduates on the ACT overtime and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. This table shows the trend of Howard high school's ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How Howard graduates compare with state averages

	Number Tested	English		Math		Reading		Science		Composite Score	
		Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg
<b>2002-2003</b>	29	<b>21.2</b>	20.7	<b>20.8</b>	21.4	<b>21.5</b>	21.8	<b>21.3</b>	21.8	<b>21.3</b>	21.5
<b>2003-2004</b>	26	<b>18.4</b>	20.8	<b>20.5</b>	21.6	<b>19.6</b>	21.9	<b>20.8</b>	21.7	<b>19.9</b>	21.6
<b>2004-2005</b>	26	<b>20.6</b>	20.9	<b>21.2</b>	21.5	<b>21</b>	21.7	<b>21.7</b>	21.8	<b>21.4</b>	21.6
<b>2005-2006</b>	31	<b>20.5</b>	21.1	<b>20.8</b>	21.8	<b>20.7</b>	22.1	<b>21.4</b>	22.0	<b>21.0</b>	21.9
<b>2006-2007</b>	25	<b>20.8</b>	20.7	<b>21.6</b>	21.4	<b>21.9</b>	21.8	<b>21.0</b>	21.6	<b>21.4</b>	21.5
<b>2007-2008</b>	18	<b>20.2</b>	21.1	<b>19.8</b>	21.9	<b>20.1</b>	22.2	<b>20.4</b>	22.0	<b>20.2</b>	21.9
<b>2008-2009</b>	17	<b>20.2</b>	21.2	<b>20.9</b>	21.8	<b>19.2</b>	22.3	<b>20.4</b>	22.0	<b>20.2</b>	22.0

**Are Howard Students Ready for College?** While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has establish the following as college readiness benchmark scores for designated college courses:

- English Composition: 18 on ACT English Test
- Algebra: 22 on ACT Math Test
- Social Science: 21 on ACT Reading Test
- Biology: 24 on ACT Science Test



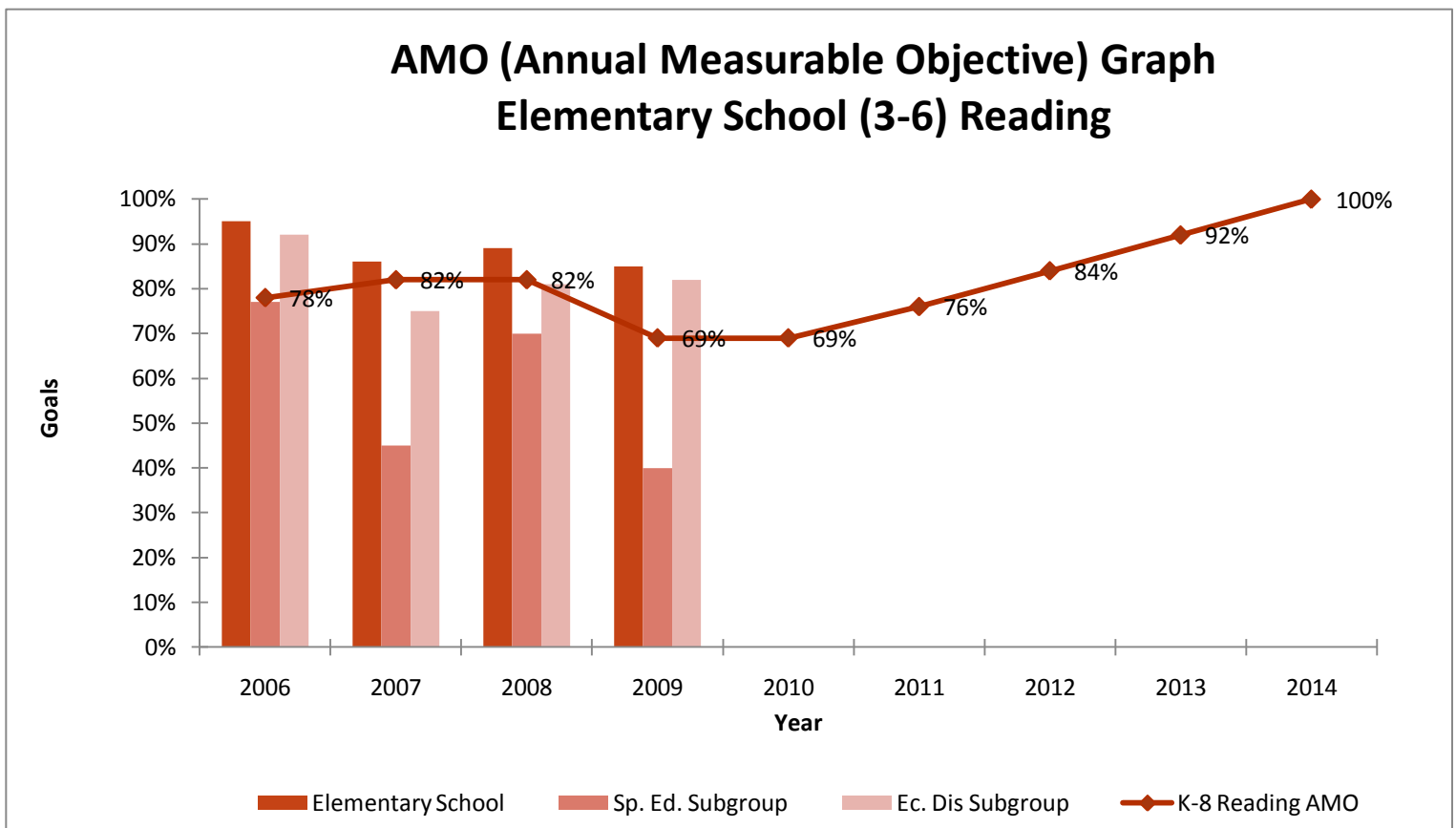
# Reading Performance

## Dakota STEP Results in Reading Grades 3-6 (Elementary School)

Dakota STEP Reading % Proficient and Advanced									
	All Students					Spec Ed	Ec Dis	Male Subgroup	Female Subgroup
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	All	All	All	All	All
<b>2005-2006</b>	89%	100%	93%	100%	95%	77%	92%	95%	95%
<b>2006-2007</b>	100%	83%	88%	77%	86%	45%	75%	86%	84%
<b>2007-2008</b>	100%	92%	80%	95%	89%	70%	81%	84%	94%
<b>2008-2009</b>	76%	97%	78%	73%	85%	40%	82%	88%	84%

DNM – Did not meet minimum required number of ten students for reporting purposes

The chart below shows how each subgroup in the Elementary School (Grades 3, 4, 5, and 6) compares to the Annual Measurable Objective (AMO) for South Dakota Reading



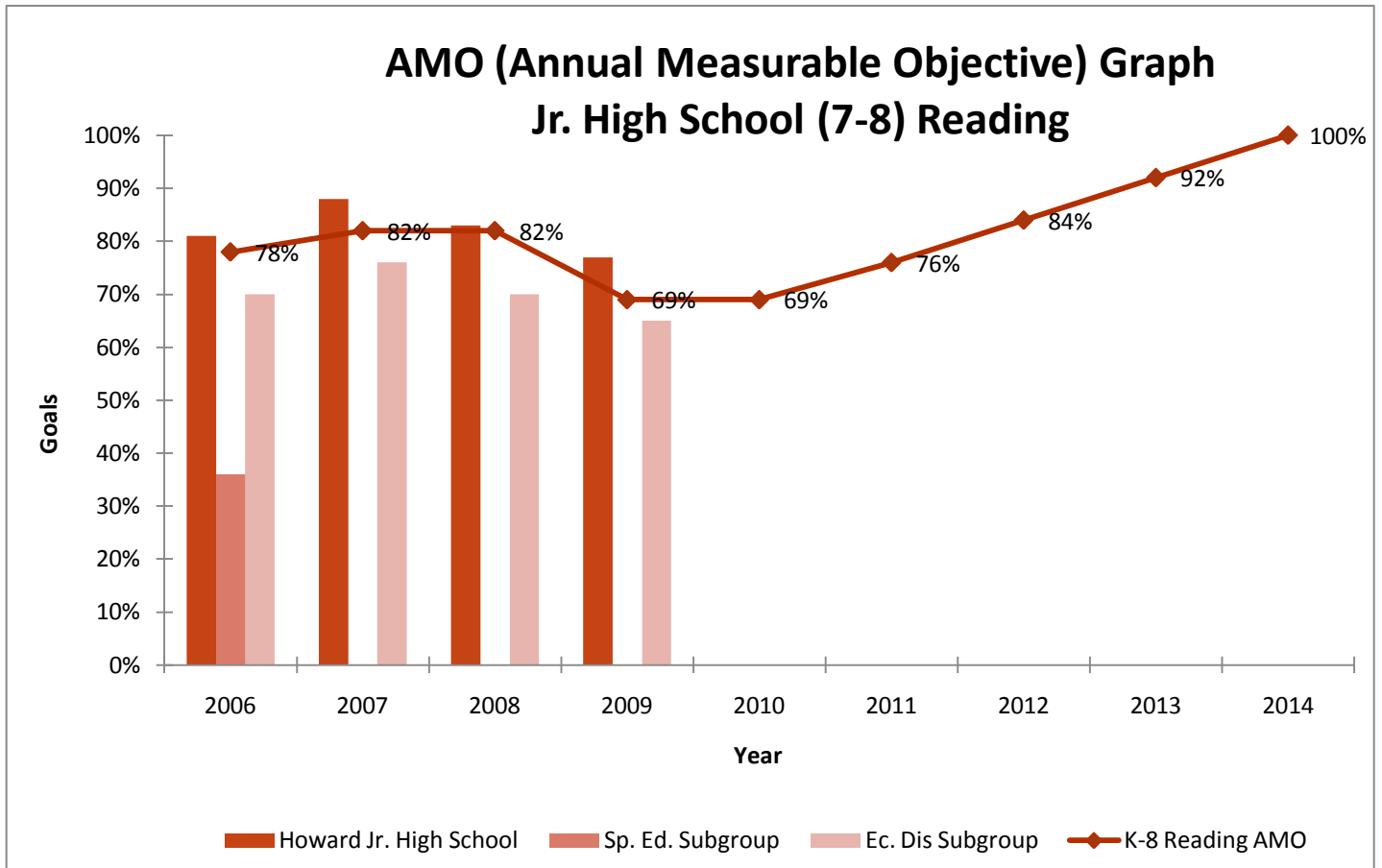
# Reading Performance

## Dakota STEP Results in Reading Grades 7-8 (Jr. High School)

Dakota STEP Reading % Proficient and Advanced							
	All Students			Spec Ed	Ec Dis	Male Subgroup	Female Subgroup
	7th	8th	ALL	ALL	ALL	ALL	ALL
<b>2005-2006</b>	81%	81%	81%	36%	70%	75%	89%
<b>2006-2007</b>	96%	82%	88%	DNM	76%	83%	93%
<b>2007-2008</b>	79%	87%	83%	DNM	70%	79%	88%
<b>2008-2009</b>	86%	65%	77%	DNM	65%	75%	79%

DNM – Did not meet minimum required number of ten students for reporting purposes

The chart below shows how each subgroup in the Jr. High School (Grades 7 and 8) compares to the Annual Measurable Objective (AMO) for South Dakota Reading



# Reading Performance

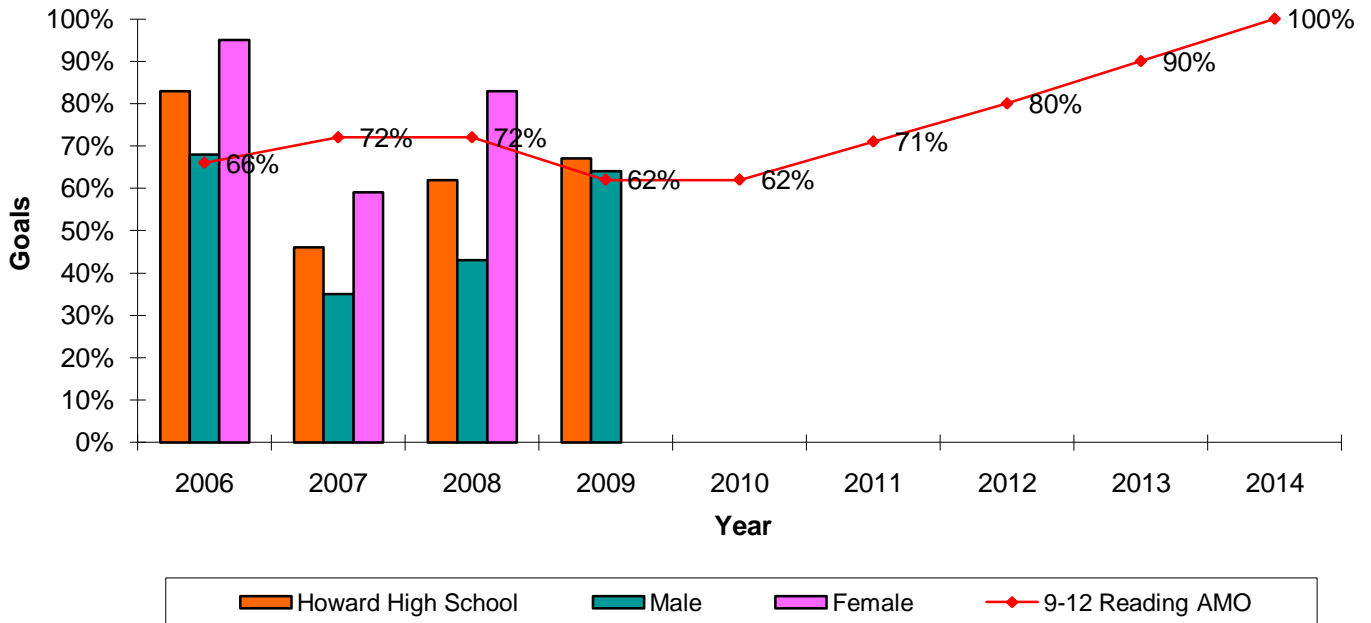
## Dakota STEP Results in Reading Grade 11 (High School)

Dakota STEP Reading % Proficient and Advanced					
	All Subgroup	Special Education Subgroup	Economically Disadvantaged Subgroup	Male Subgroup	Female Subgroup
2005-2006	83	DNM	91	68	95
2006-2007	46	DNM	DNM	35	59
2007-2008	62	DNM	DNM	43	83
2008-2009	67	DNM	50	64	DNM

DNM – Did not meet minimum required number of ten students for reporting purposes

The chart below shows how each subgroup in 11th grade compares to the Annual Measurable Objective (AMO) for South Dakota Reading

AMO (Annual Measurable Objective) Graph  
High School (11) Reading



# Reading Indicators and Standards Data

## Reading Criterion Reference Test (CRT) Data

\* Red cells indicate standards of weakness

\*\* Pink cells indicate standards of borderline weakness

3rd Grade	Year	Total N	Avg Raw Score	R.1.1 %	R.1.2 %	R.1.3 %	R.2.1 %	R.2.2 %	R.3.1 %	R.4.1 %	R.4.2 %
	2006	28	33.5	84.5%	78.6%	69.0%	70.8%	64.3%	68.5%	66.1%	57.1%
	2007	15	37.3	88.6%	73.3%	51.4%	73.3%	70.5%	61.9%	66.7%	47.6%
	2008	27	39.1	86.2%	68.3%	61.9%	75.7%	65.6%	68.3%	74.1%	58.7%
	New Test	Total N	Avg Raw Score	R.1 %	R.2 %	R.3 %	R.4 %	R.5 %			
2009	28	34.9	70.7%	61.0%	62.0%	65.3%	55.2%				

4th Grade	Year	Total N	Avg Raw Score	R.1.1 %	R.1.2 %	R.1.3 %	R.2.1 %	R.2.2 %	R.3.1 %	R.4.1 %	R.4.2 %
	2006	24	38.3	68.1%	83.8%	84.7%	66.0%	67.4%	68.1%	83.3%	75.7%
	2007	28	36.4	80.6%	64.8%	69.9%	55.6%	68.4%	55.6%	55.1%	69.4%
	2008	14	37.4	81.6%	70.4%	73.5%	62.2%	70.4%	56.1%	53.1%	67.3%
	New Test	Total N	Avg Raw Score	R.1 %	R.2 %	R.3 %	R.4 %	R.5 %			
2009	27	39	68.5%	77.5%	57.9%	79.9%	69.0%				

5th Grade	Year	Total N	Avg Raw Score	R.1.1 %	R.1.2 %	R.1.3 %	R.2.1 %	R.2.2 %	R.3.1 %	R.4.1 %	R.4.2 %
	2006	28	36	70.9%	75.5%	57.7%	62.8%	63.8%	68.4%	60.7%	54.1%
	2007	25	37.2	75.4%	66.9%	65.1%	70.9%	56.0%	67.4%	73.7%	56.0%
	2008	32	35	66.1%	60.7%	65.2%	64.3%	58.9%	60.7%	66.1%	58.5%
	New Test	Total N	Avg Raw Score	R.1 %	R.2 %	R.3 %	R.4 %	R.5 %			
2009	15	32.3	68.7%	60.0%	49.0%	59.0%	54.5%				



# Reading Indicators and Standards Data

## Reading Criterion Reference Test (CRT) Data

\* Red cells indicate standards of weakness

\*\* Pink cells indicate standards of borderline weakness

6th Grade	Year	Total N	Avg Raw Score	R.1.1 %	R.1.2 %	R.1.3 %	R.2.1 %	R.2.2 %	R.3.1 %	R.4.1 %	R.4.2 %
	2006	24	42.7	83.3%	86.3%	67.3%	63.1%	76.2%	87.5%	54.2%	91.7%
	2007	27	35.3	68.8%	68.3%	55.0%	55.0%	63.5%	75.1%	38.6%	80.4%
	2008	27	39.2	74.6%	70.9%	66.7%	58.2%	75.1%	83.1%	40.2%	91.5%
	New Test	Total N	Avg Raw Score	R.1 %	R.2 %	R.3 %	R.4 %	R.5 %			
2009	31	35.9	67.7%	60.8%	68.0%	69.1%	56.6%				

7th Grade	Year	Total N	Avg Raw Score	R.1.1 %	R.1.2 %	R.1.3 %	R.2.1 %	R.2.2 %	R.3.1 %	R.4.1 %	R.4.2 %
	2006	39	36.4	60.4%	76.6%	67.0%	67.0%	67.0%	64.1%	64.8%	52.7%
	2007	25	37.7	69.1%	80.6%	72.0%	56.6%	60.6%	64.0%	69.1%	66.9%
	2008	26	33.1	56.0%	67.0%	64.8%	51.6%	51.6%	57.1%	67.6%	56.6%
	New Test	Total N	Avg Raw Score	R.1 %	R.2 %	R.3 %	R.4 %	R.5 %			
2009	29	37	74.5%	70.4%	66.0%	60.6%	56.1%				

8th Grade	Year	Total N	Avg Raw Score	R.1.1 %	R.1.2 %	R.1.3 %	R.2.1 %	R.2.2 %	R.3.1 %	R.4.1 %	R.4.2 %
	2006	33	33.7	78.8%	70.6%	69.3%	67.5%	59.3%	69.7%	65.8%	39.0%
	2007	40	33.1	61.1%	68.9%	67.1%	68.9%	53.9%	55.0%	43.2%	53.9%
	2008	23	37.3	80.7%	66.5%	72.0%	78.3%	62.7%	67.7%	46.6%	59.0%
	New Test	Total N	Avg Raw Score	R.1 %	R.2 %	R.3 %	R.4 %	R.5 %			
2009	28	32.3	66.8%	61.2%	47.7%	62.8%	54.5%				

# Reading Indicators and Standards Data

## Reading Criterion Reference Test (CRT) Data

\* Red cells indicate standards of weakness

\*\* Pink cells indicate standards of borderline weakness

11th Grade	Year	Total N	Avg Raw Score	R.1.1 %	R.2.1 %	R.2.2 %	R.3.1 %	R.4.1 %			
	2006	38	29.1	81.6%	78.3%	53.6%	70.7%	78.9%			
	2007	39	24.2	71.8%	67.9%	39.4%	53.8%	69.2%			
	2008	29	24.4	64.7%	72.8%	49.6%	50.4%	67.7%			
	New Test	Total N	Avg Raw Score	R.1 %	R.2 %	R.3 %	R.4 %	R.5 %			
2009	30	28.1	51.4%	63.6%	53.1%	57.2%	52.4%				

The South Dakota State Content Standards provide a listing of essential core content to be taught and learned, and are designed to guide the planning of instruction and to anchor the assessment of learning from kindergarten through twelfth grade.

In 2009 the Dakota STEP Reading Assessment was aligned to the new reading content standards. Standards information is listed by Indicator; which is a broad goal that represents the expected outcomes for students graduating from South Dakota Schools and is the same for each grade level. It is suggested to use the DOE testing blueprint and district assessment results to determine strengths and weaknesses of each grade-level content standards

### 2009 Reading Testing Blueprint

[http://doe.sd.gov/octa/assessment/dakSTEP/docs/2009/STEP%20Sp09%20Reading%20Test%20Blueprints\\_no%25.pdf](http://doe.sd.gov/octa/assessment/dakSTEP/docs/2009/STEP%20Sp09%20Reading%20Test%20Blueprints_no%25.pdf)

### South Dakota Reading Content Standards

<http://doe.sd.gov/contentstandards/languagearts/reading/index.asp>

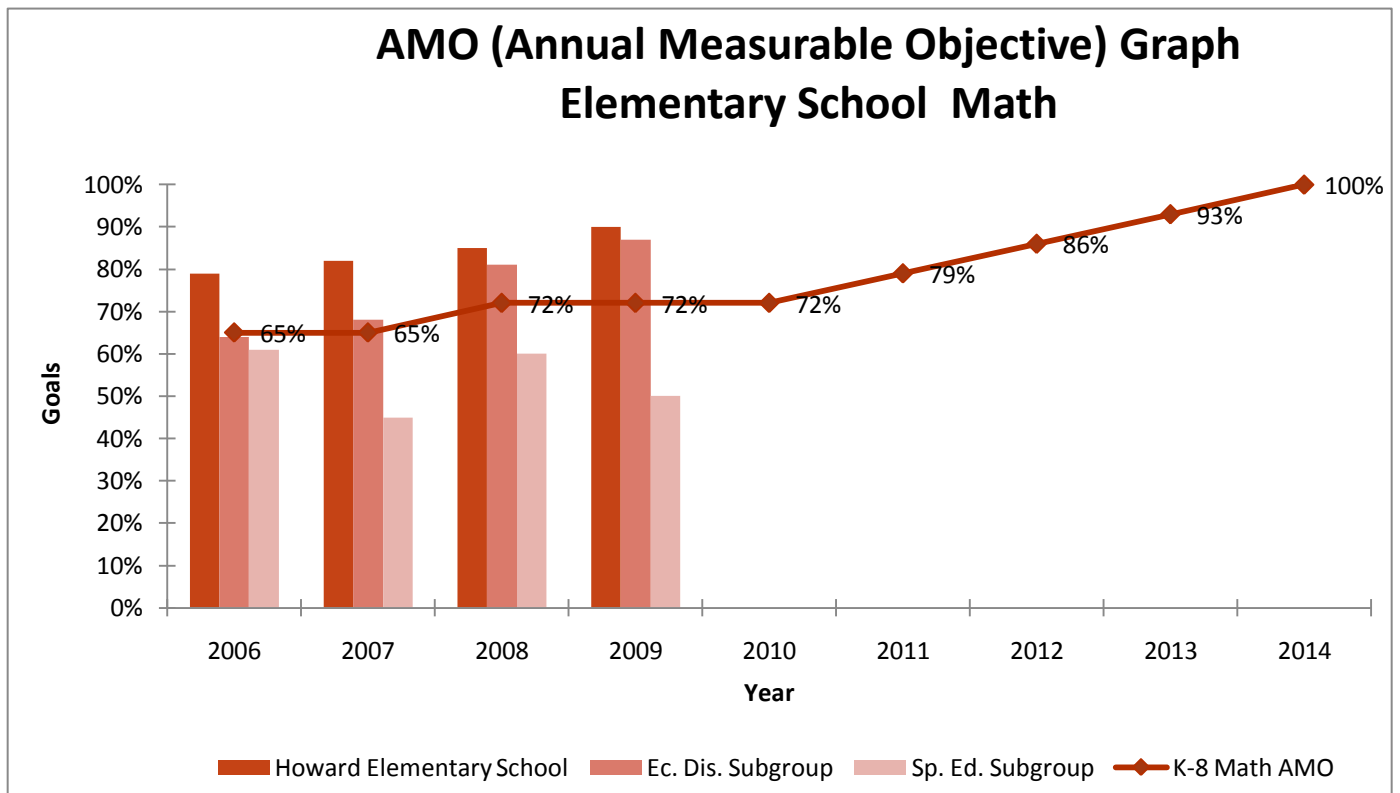
# Mathematics Performance

## Dakota STEP Results in Math Grades 3-6 (Elementary School)

Dakota STEP Mathematics % Proficient and Advanced									
	All Students					Spec Ed	Ec Dis	Male Subgroup	Female Subgroup
	3rd	4th	5th	6th	All	All	All	All	All
<b>2005-2006</b>	75%	83%	74%	88%	79%	61%	64%	82%	77%
<b>2006-2007</b>	94%	78%	80%	81%	82%	45%	68%	82%	82%
<b>2007-2008</b>	96%	92%	74%	79%	85%	60%	81%	80%	89%
<b>2008-2009</b>	81%	100%	85%	66%	90%	50%	87%	88%	91%

DNM – Did not meet minimum required number of ten students for reporting purposes.

The chart below shows how each subgroup in the Elementary School (Grades 3, 4, 5, and 6) compares to the Annual Measurable Objective (AMO) for South Dakota Math



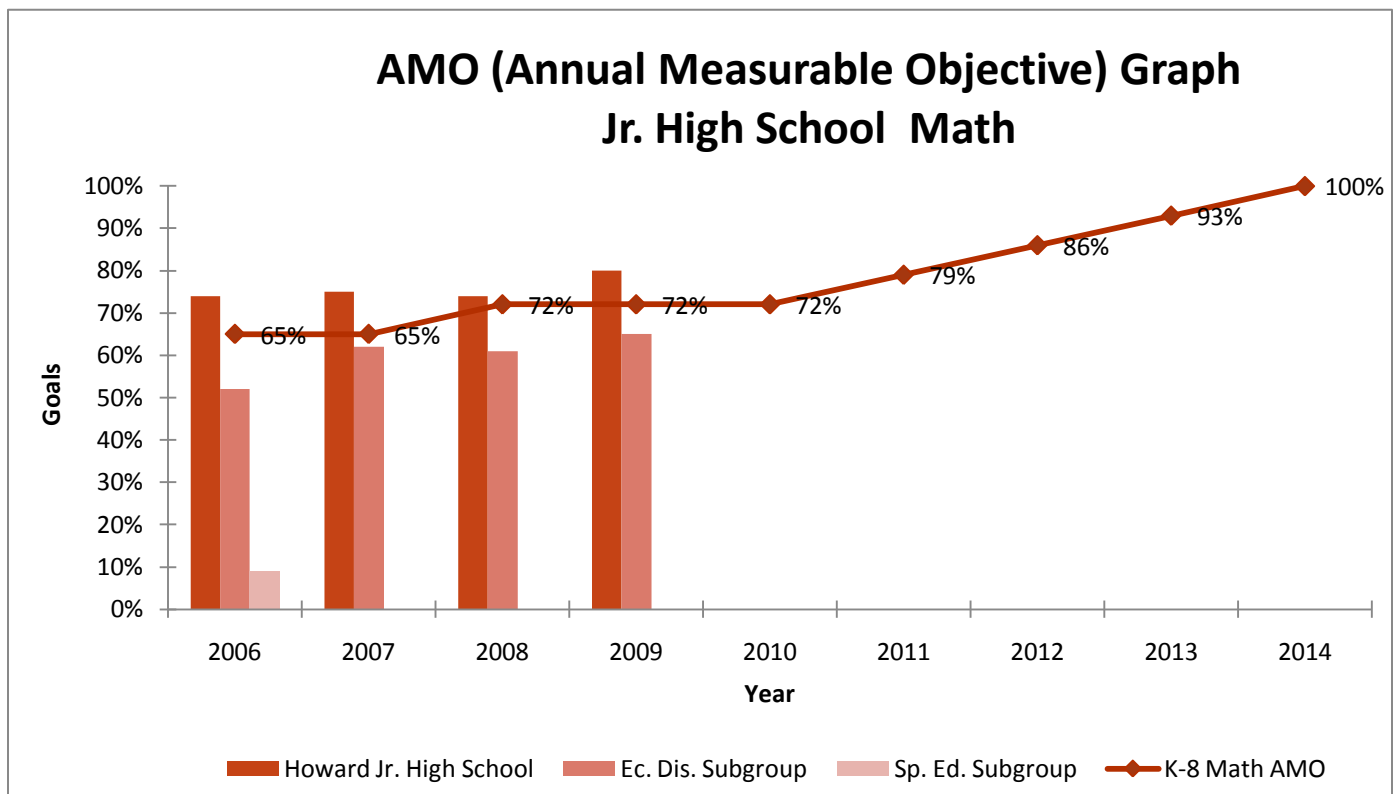
# Mathematics Performance

## Dakota STEP Results in Math Grades 7-8 (Jr. High School)

Dakota STEP Mathematics % Proficient and Advanced							
	All Students			Spec Ed	Ec Dis	Male Subgroup	Female Subgroup
	7th	8th	ALL	ALL	ALL	ALL	ALL
<b>2005-2006</b>	73%	74%	74%	9%	52%	75%	71%
<b>2006-2007</b>	84%	68%	75%	DNM	62%	71%	30%
<b>2007-2008</b>	66%	82%	74%	DNM	61%	76%	71%
<b>2008-2009</b>	86%	73%	80%	DNM	65%	84%	73%

DNM –Did not meet minimum required number of ten students for reporting purposes

The chart below shows how each subgroup in the Jr. High School (Grades 7 and 8) compares to the Annual Measurable Objective (AMO) for South Dakota Math



# Mathematics Performance

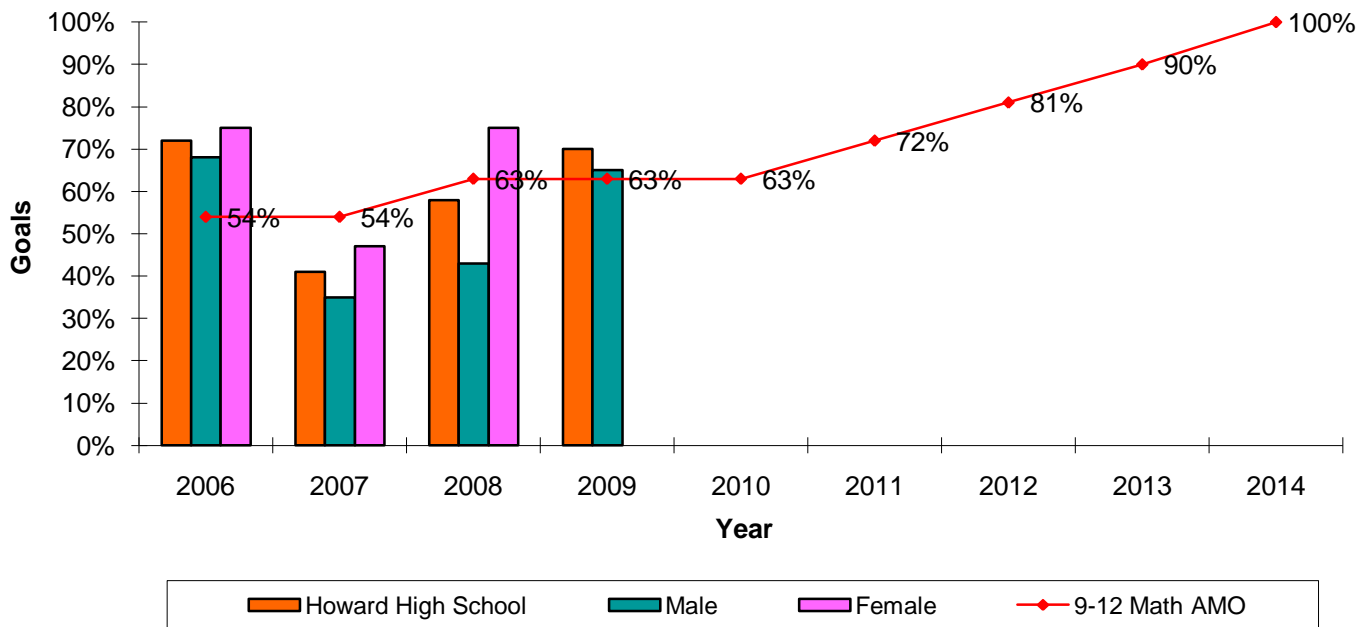
## Dakota STEP Results in Math Grade 11 (High School)

Dakota STEP Math % Proficient and Advanced					
	All Subgroup	Special Education Subgroup	Economically Disadvantaged Subgroup	Male Subgroup	Female Subgroup
2005-2006	72%	DNM	82	68%	75%
2006-2007	41%	DNM	DNM	35%	47%
2007-2008	58%	DNM	DNM	43%	75%
2008-2009	70%	DNM	50	65%	DNM

DNM – Did not meet minimum required number of ten students for reporting purposes

The chart below shows how each subgroup in 11th grade compares to the Annual Measurable Objective (AMO) for South Dakota Math

AMO (Annual Measurable Objective) Graph  
High School Math



# Mathematics Indicator Data

## Math Criterion Reference Test (CRT) Data

\* Red cells indicate standards of weakness

\*\* Pink cells indicate standards of borderline weakness

3rd Grade	Year	Total N	Avg Raw Score	A.1 %	A.2 %	A.3 %	A.4 %	G.1 %	G.2 %	M.1 %	N.1 %	N.2 %	N.3 %	S.1 %	S.2 %
	2006	28	62.9	85.2 %	71.9 %	73.0 %	76.0 %	75.5 %	82.7 %	58.7 %	64.8 %	72.4 %	78.1 %	82.7 %	77.0 %
	2007	15	70.3	79.0 %	88.6 %	90.5 %	90.5 %	86.7 %	89.5 %	79.0 %	73.3 %	82.9 %	70.5 %	90.5 %	83.8 %
	2008	27	68	80.4 %	82.0 %	79.4 %	87.3 %	85.2 %	89.4 %	79.9 %	56.6 %	78.8 %	88.4 %	87.8 %	75.7 %
	2009	28	62.4	76.0 %	79.1 %	74.0 %	82.1 %	78.6 %	82.7 %	75.5 %	70.4 %	72.4 %	69.9 %	68.4 %	62.2 %

4th Grade	Year	Total N	Avg Raw Score	A.1 %	A.2 %	A.3 %	A.4 %	G.1 %	G.2 %	M.1 %	N.1 %	N.2 %	N.3 %	S.1 %	S.2 %
	2006	24	58.3	78.0 %	73.2 %	59.5 %	85.7 %	53.0 %	53.0 %	67.9 %	66.1 %	88.1 %	54.2 %	66.7 %	86.9 %
	2007	28	58.1	75.5 %	74.0 %	60.2 %	73.5 %	63.8 %	63.8 %	64.8 %	59.2 %	69.4 %	77.6 %	71.9 %	77.0 %
	2008	14	56.4	73.5 %	70.4 %	60.2 %	69.4 %	73.5 %	56.1 %	62.2 %	45.9 %	70.4 %	74.5 %	64.3 %	84.7 %
	2009	27	64.1	92.6 %	81.5 %	71.4 %	80.4 %	76.7 %	72.5 %	73.5 %	71.4 %	89.4 %	60.3 %	67.2 %	78.3 %

5th Grade	Year	Total N	Avg Raw Score	A.1 %	A.2 %	A.3 %	A.4 %	G.1 %	G.2 %	M.1 %	N.1 %	N.2 %	N.3 %	S.1 %	S.2 %
	2006	28	50.2	54.1 %	51.0 %	67.9 %	66.8 %	54.1 %	61.7 %	50.5 %	59.7 %	64.8 %	56.1 %	66.8 %	63.8 %
	2007	25	51.4	49.7 %	70.3 %	64.6 %	69.1 %	36.0 %	61.7 %	60.6 %	56.0 %	73.1 %	58.9 %	68.6 %	66.3 %
	2008	32	54.4	68.3 %	67.0 %	63.8 %	64.3 %	62.5 %	57.1 %	71.9 %	60.3 %	77.2 %	55.4 %	57.6 %	71.9 %
	2009	15	54.3	79.0 %	68.6 %	61.0 %	61.0 %	68.6 %	63.8 %	50.5 %	72.4 %	61.0 %	54.3 %	78.1 %	58.1 %

# Mathematics Indicator Data

## Math Criterion Reference Test (CRT) Data

\* Red cells indicate standards of weakness

\*\* Pink cells indicate standards of borderline weakness

6th Grade	Year	Total N	Avg Raw Score	A.1 %	A.2 %	A.3 %	A.4 %	G.1 %	G.2 %	M.1 %	N.1 %	N.2 %	N.3 %	S.1 %	S.2 %
	2006	24	67.5	87.5 %	89.9 %	86.3 %	70.2 %	82.7 %	89.3 %	67.3 %	78.0 %	91.1 %	83.3 %	79.2 %	60.1 %
2007	27	57.7	75.7 %	72.0 %	61.9 %	64.0 %	65.1 %	68.8 %	53.4 %	73.0 %	80.4 %	78.8 %	74.1 %	57.7 %	
2008	27	61.6	79.9 %	75.7 %	85.2 %	67.2 %	73.0 %	53.4 %	70.4 %	70.9 %	84.7 %	81.0 %	78.3 %	59.8 %	
2009	31	56.9	66.4 %	74.2 %	69.6 %	53.9 %	60.4 %	59.0 %	63.6 %	71.0 %	78.3 %	67.3 %	77.0 %	72.4 %	

7th Grade	Year	Total N	Avg Raw Score	A.1 %	A.2 %	A.3 %	A.4 %	G.1 %	G.2 %	M.1 %	N.1 %	N.2 %	N.3 %	S.1 %	S.2 %
	2006	39	55.8	75.1 %	69.2 %	66.3 %	66.7 %	70.7 %	64.1 %	48.0 %	64.1 %	66.7 %	64.1 %	73.6 %	69.2 %
2007	25	59	53.1 %	69.7 %	74.3 %	68.0 %	80.0 %	81.7 %	61.1 %	67.4 %	77.1 %	65.1 %	70.9 %	73.7 %	
2008	26	57.8	52.2 %	67.0 %	73.1 %	79.1 %	79.7 %	61.5 %	61.0 %	72.5 %	58.8 %	60.4 %	80.0 %	79.1 %	
2009	29	57.3	55.7 %	72.4 %	72.9 %	69.5 %	61.6 %	70.0 %	66.0 %	68.5 %	61.1 %	60.1 %	76.8 %	83.7 %	

8th Grade	Year	Total N	Avg Raw Score	A.1 %	A.2 %	A.3 %	A.4 %	G.1 %	G.2 %	M.1 %	N.1 %	N.2 %	N.3 %	S.1 %	S.2 %
	2006	7	55.4		75.8 %	76.2 %	74.0 %	64.1 %	62.8 %	47.6 %	69.3 %	66.7 %	65.8 %	73.2 %	67.5 %
2007	40	48.9	43.6 %	71.8 %	66.8 %	57.5 %	63.2 %	55.7 %	40.4 %	53.6 %	61.8 %	54.6 %	66.4 %	62.5 %	
2008	23	56.5	42.9 %	83.2 %	74.5 %	67.1 %	60.9 %	66.5 %	66.5 %	79.5 %	49.7 %	70.8 %	72.0 %	73.3 %	
2009	28	47.2	43.9 %	58.7 %	65.8 %	57.1 %	45.9 %	56.1 %	53.6 %	62.2 %	48.5 %	68.4 %	73.0 %	40.8 %	

# Mathematics Indicator Data

## Math Criterion Reference Test (CRT) Data

\* Red cells indicate standards of weakness

\*\* Pink cells indicate standards of borderline weakness

11th Grade	Year	Total N	Avg Raw Score	A.1 %	A.2 %	A.3 %	A.4 %	G.1 %	G.2 %	M.1 %	N.1 %	N.2 %	N.3 %	S.1 %	S.2 %
	2006	38	51.3	71.4 %	53.0 %	57.9 %	55.6 %	59.0 %	64.3 %	57.9 %	80.8 %	55.3 %	55.6 %	61.3 %	60.9 %
	2007	39	43.9	54.6 %	56.4 %	50.9 %	54.9 %	48.0 %	55.7 %	61.9 %	55.3 %	57.1 %	48.4 %	43.2 %	41.0 %
	2008	29	48.1	60.1 %	64.0 %	51.7 %	50.7 %	57.6 %	66.5 %	66.0 %	61.1 %	58.6 %	49.8 %	46.8 %	53.7 %
	2009	30	51.3	54.8 %	66.7 %	59.0 %	61.9 %	58.1 %	67.6 %	70.0 %	60.5 %	45.2 %	62.9 %	60.0 %	65.7 %

The South Dakota State Content Standards provide a listing of essential core content to be taught and learned, and are designed to guide the planning of instruction and to anchor the assessment of learning from kindergarten through twelfth grade.

In 2006 the Dakota STEP Math Assessment was aligned to the new math content standards. Standards information is listed by Indicator; which is a broad goal that represents the expected outcomes for students graduating from South Dakota Schools and is the same for each grade level. It is suggested to use the DOE testing blueprint and district assessment results to determine strengths and weaknesses of each grade-level content standards

### 2009 Math Testing Blueprint

[http://doe.sd.gov/octa/assessment/dakSTEP/docs/2009/STEP%20Sp09%20Math%20Test%20Blueprints\\_no%25.pdf](http://doe.sd.gov/octa/assessment/dakSTEP/docs/2009/STEP%20Sp09%20Math%20Test%20Blueprints_no%25.pdf)

### South Dakota Math Content Standards

<http://doe.sd.gov/contentstandards/math/standards.asp>



# Science Indicator Data

## Science Criterion Reference Test (CRT) Data

\* Red cells indicate standards of weakness

\*\* Pink cells indicate standards of borderline weakness

5th Grade	Year	Total N	Avg Raw Score	S.N.1 %	S.N.2 %	S.P.1 %	S.P.2 %	S.P.3 %	S.L.1 %	S.L.2 %	S.L.3 %	S.E.1 %	S.E.2 %	S.S.1 %	S.S.2 %
	2007	25	46.2			78.9	74.3	81.1	41.7	51.4	62.3	61.6	64.9	73.7	69.7
2008	32	47.6			65.2	79.9	64.3	55.8	53.1	77.7	71.3	74.7	64.7	71.9	
2009	15	42.3			59	78.1	66.7	46.7	46.7	45.7	76	67.4	67.6	52.4	

8th Grade	Year	Total N	Avg Raw Score	S.N.1 %	S.N.2 %	S.P.1 %	S.P.2 %	S.P.3 %	S.L.1 %	S.L.2 %	S.L.3 %	S.E.1 %	S.E.2 %	S.S.1 %	S.S.2 %
	2007	40	46.6	67.5	60.4	61.6							67.1	71.1	67.5
2008	23	51	73.3	73.9	63.4							71.4	75.8	83.9	80.1
2009	28	44.1	60.7	62.2	53.1							63.8	66.3	68.4	75

11th Grade	Year	Total N	Avg Raw Score	S.N.1 %	S.N.2 %	S.P.1 %	S.P.2 %	S.P.3 %	S.L.1 %	S.L.2 %	S.L.3 %	S.E.1 %	S.E.2 %	S.S.1 %	S.S.2 %
	2007	39	48.1	73.3	70.3	53.1	56	48.4	44.7	51.6	58.6	62.5	53.8	54.9	57.9
2008	29	44.9	57.1	56.7	51.7	64.5	54.2	42.9	53.2	58.1	43.1	43.1	49.8	66.5	
2009	30	53.4	42.4	89.5	63.8	62.4	59.5	63.8	58.1	68.1	58.6	68.1	61.4	66.7	

The South Dakota State Content Standards provide a listing of essential core content to be taught and learned, and are designed to guide the planning of instruction and to anchor the assessment of learning from kindergarten through twelfth grade.

In 2007 the Dakota STEP Science Assessment was aligned to the new science content standards. Standards information is listed by Indicator; which is a broad goal that represents the expected outcomes for students graduating from South Dakota Schools and is the same for each grade level. It is suggested to use the DOE testing blueprint and district assessment results to determine strengths and weaknesses of each grade-level content standards

### 2009 Science Testing Blueprint

[http://doe.sd.gov/octa/assessment/dakSTEP/documents/Science%20Blueprint\\_1pg.pdf](http://doe.sd.gov/octa/assessment/dakSTEP/documents/Science%20Blueprint_1pg.pdf)

### South Dakota Science Content Standards

<http://doe.sd.gov/contentstandards/science/newstandards.asp>

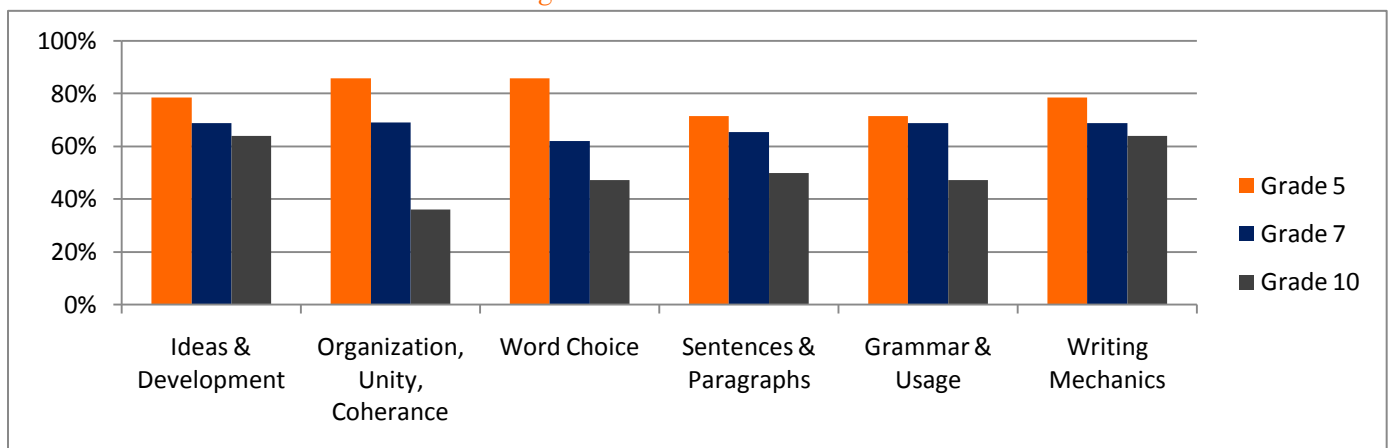
# Writing Performance

## Stanford Writing Assessment

2008 Writing Assessment Data					
Ideas and Development					
Grade	1	2	3	4	% P & A
05	3.1%	18.8%	68.8%	9.4%	<b>78%</b>
07	0.0%	14.8%	81.5%	3.7%	<b>85%</b>
10	6.5%	58.1%	35.5%	0.0%	<b>35%</b>
Organization, Unity, Coherence					
Grade	1	2	3	4	% P & A
05	6.3%	31.3%	56.3%	6.3%	<b>63%</b>
07	3.7%	33.3%	63.0%	0.0%	<b>63%</b>
10	3.2%	64.5%	32.3%	0.0%	<b>32%</b>
Word Choice					
Grade	1	2	3	4	% P & A
05	0.0%	28.1%	59.4%	12.5%	<b>72%</b>
07	0.0%	33.3%	59.3%	7.4%	<b>67%</b>
10	3.2%	64.5%	32.3%	0.0%	<b>32%</b>
Sentences & Paragraphs					
Grade	1	2	3	4	% P & A
05	0.0%	43.8%	46.9%	9.4%	<b>56%</b>
07	3.7%	40.7%	51.9%	3.7%	<b>56%</b>
10	3.2%	58.1%	35.5%	3.2%	<b>39%</b>
Grammar & Usage					
Grade	1	2	3	4	% P & A
05	6.3%	31.3%	50.0%	12.5%	<b>63%</b>
07	3.7%	14.8%	81.5%	0.0%	<b>81%</b>
10	6.5%	48.4%	41.9%	3.2%	<b>45%</b>
Writing Mechanics					
Grade	1	2	3	4	% P & A
05	6.3%	37.5%	43.8%	12.5%	<b>56%</b>
07	3.7%	14.8%	77.8%	3.7%	<b>81%</b>
10	3.2%	51.6%	41.9%	3.2%	<b>45%</b>

2009 Writing Assessment Data					
Ideas and Development					
Grade	1	2	3	4	% P & A
05	0.0%	21.4%	71.4%	7.1%	<b>78.5%</b>
07	0.0%	31.0%	58.6%	10.3%	<b>68.9%</b>
10	2.8%	33.3%	55.6%	8.3%	<b>63.9%</b>
Organization, Unity, Coherence					
Grade	1	2	3	4	% P & A
05	0.0%	14.3%	71.4%	14.3%	<b>85.7%</b>
07	3.4%	27.6%	62.1%	6.9%	<b>69%</b>
10	5.6%	58.3%	33.3%	2.8%	<b>36.1%</b>
Word Choice					
Grade	1	2	3	4	% P & A
05	0.0%	14.3%	78.6%	7.1%	<b>85.7%</b>
07	0.0%	37.9%	55.2%	6.9%	<b>62.1%</b>
10	2.8%	50.0%	44.4%	2.8%	<b>47.2%</b>
Sentences & Paragraphs					
Grade	1	2	3	4	% P & A
05	0.0%	28.6%	57.1%	14.3%	<b>71.4%</b>
07	3.4%	31.0%	55.2%	10.3%	<b>65.5%</b>
10	0.0%	50.0%	44.4%	5.6%	<b>50%</b>
Grammar & Usage					
Grade	1	2	3	4	% P & A
05	0.0%	28.6%	64.3%	7.1%	<b>71.4%</b>
07	0.0%	31.0%	58.6%	10.3%	<b>68.9%</b>
10	2.8%	50.0%	38.9%	8.3%	<b>47.2%</b>
Writing Mechanics					
Grade	1	2	3	4	% P & A
05	0.0%	21.4%	71.4%	7.1%	<b>78.5%</b>
07	0.0%	31.0%	58.6%	10.3%	<b>68.9%</b>
10	2.8%	33.3%	55.6%	8.3%	<b>63.9%</b>

2008-2009 Writing Assessment % Proficient and Advanced



# Adequate Yearly Progress (AYP) Profile

## District Level AYP Summary

	Test Participation		Graduation Rate		Attendance		Reading		Math	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
2002-2003	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
2003-2004	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
2004-2005	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
2005-2006	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
2006-2007	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
2007-2008	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
2008-2009	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK

\* Note: ... AYP must be met for two consecutive years in order to be removed from School Improvement Status

## School Level AYP Summary

Reporting School Improvement Status designations and subsequent status in **READING**

READING	Elementary School (K-6)		Jr. High School (7-8)		High School (9-12)		Shannon Colony (K-8)	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status
2002-2003	Y	OK	Y	OK	Y	OK		
2003-2004	Y	OK	Y	OK	Y	OK		
2004-2005	Y	OK	Y	OK	Y	OK	Y	OK
2005-2006	Y	OK	Y	OK	Y	OK	Y	OK
2006-2007	Y	OK	Y	OK	Y	OK	Y	OK
2007-2008	Y	OK	Y	OK	Y	OK	Y	OK
2008-2009	Y	OK	Y	OK	Y	OK	Y	OK

Reporting School Improvement Status designations and subsequent status in **MATH**

Math	Elementary School (K-6)		Jr. High School (7-8)		High School (9-12)		Shannon Colony (K-8)	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status
2002-2003	Y	OK	Y	OK	Y	OK		
2003-2004	Y	OK	N	Alert	Y	OK		
2004-2005	Y	OK	Y	OK	Y	OK	Y	OK
2005-2006	Y	OK	N	Alert	Y	OK	Y	OK
2006-2007	Y	OK	Y	OK	Y	OK	Y	OK
2007-2008	Y	OK	Y	OK	Y	OK	Y	OK
2008-2009	Y	OK	Y	OK	Y	OK	Y	OK

## Notes and Definitions

- An Overview of NCLB information can be found at:  
<https://sis.ddncampus.net:8081/nclb/overview.html>
- Schools are assigned a School Improvement Level equal to the highest level of the objectives. For a more extensive explanation of the school improvement process and sanctions, see:  
<http://doe.sd.gov/nclb/index.asp>
- Improvement Status indicates the level of School Improvement that the school (or district) will be in for the next year. AYP must be missed in the same objective for two consecutive years for Improvement Status to begin. To be removed from School Improvement, AYP must be met for two consecutive years.
  - **Alert** (Did not meet AYP for one year.)
  - **Level 1, 2, 3, 4** (Identified for Improvement—did not meet AYP) School or district is subject to State Requirements and additional Title I sanctions assigned to that level. See the Department of Education Website for details.
- Subgroups identified for testing accountability include the following. Testing results are not reported for subgroups with fewer than 10 students due to confidentiality. Schools and districts are also not held accountable for AYP for subgroups numbering fewer than 10 students.
  - All (all students tested)
  - White
  - Native American
  - Hispanic
  - Black/African American
  - Asian/Pacific Islander
  - Students with Disabilities
  - Limited English Proficiency
  - Economically Disadvantaged
- High Schools are accountable for graduation rate. Middle and elementary schools are accountable for attendance rate. All grades are accountable for test participation.
- Adequate Yearly Progress (AYP) may be met in a number of ways: Achieving at or above the AMO (Annual Measurable Objective), Confidence Interval (formula allowance for small subgroup numbers), averaging two consecutive years/ scores, or by Safe Harbor (moving 10% of students from the Basic/Below Basic categories to Proficient or Advanced).
- By 2014, schools are expected to show 100% of students proficient or advanced in mathematics and reading. The Annual Measurable Objective (AMO) that schools must meet will gradually increase until 2014, and schools will be accountable for the gradually increasing AMO in order to meet Adequate Yearly Progress (AYP).