

### Deubrook 05-6

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Distinguished District

#### District 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 1, 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.

#### Current District Status

Measure	Status	First Year Identified for School Improvement
Math	OK	
Reading	OK	

#### Current Year District AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	Y - Met AYP	
Reading	Y - Met AYP	

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	Y	Y	Y	Y	Y	Y
Asian/Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	Y	Y	Y	Y	Y	Y
Hispanic	Y	Y	Y	Y	Y	Y
Economically Disadvantaged	Y	Y	Y	Y	Y	Y
Students With Disabilities	Y	Y	Y	Y	Y	Y
Limited English Proficiency	Y	Y	Y	Y	Y	Y

Total AYP Breakdown: 6 of 6\*

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	Y	Y	Y	Y	Y	Y
Asian/Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	Y	Y	Y	Y	Y	Y
Hispanic	Y	Y	Y	Y	Y	Y
Economically Disadvantaged	Y	Y	Y	Y	Y	Y
Students With Disabilities	Y	Y	Y	Y	Y	Y
Limited English Proficiency	Y	Y	Y	Y	Y	Y

Total AYP Breakdown: 8 of 8\*

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	Y	Y	Y	Y	Y	Y
Asian/Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	Y	Y	Y	Y	Y	Y
Hispanic	Y	Y	Y	Y	Y	Y
Economically Disadvantaged	Y	Y	Y	Y	Y	Y
Students With Disabilities	Y	Y	Y	Y	Y	Y
Limited English Proficiency	Y	Y	Y	Y	Y	Y

Total AYP Breakdown: 4 of 4\*

\*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 District AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	Y - Met AYP	
Reading	Y - Met AYP	

#### 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

State : 0.2%  
District: 0.0%

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

State : 1.6%  
District: 0%  
2008 Highest Quartile of Poverty Schools: 0.0%  
2008 Lowest Quartile of Poverty Schools: 0.0%

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

2008 Highest Quartile of Poverty Schools: 3.0%  
2007 Highest Quartile of Poverty Schools: 1.7%  
2008 Lowest Quartile of Poverty Schools : 1.3%  
2007 Lowest Quartile of Poverty Schools : 4.7%

#### 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.

#### Schools Identified For Improvement:

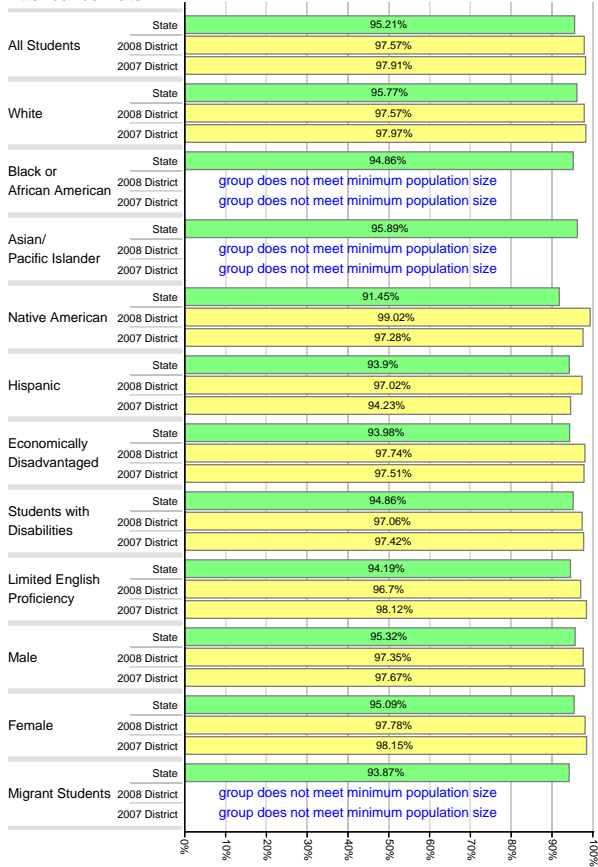
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District	Schools	AYP Summary
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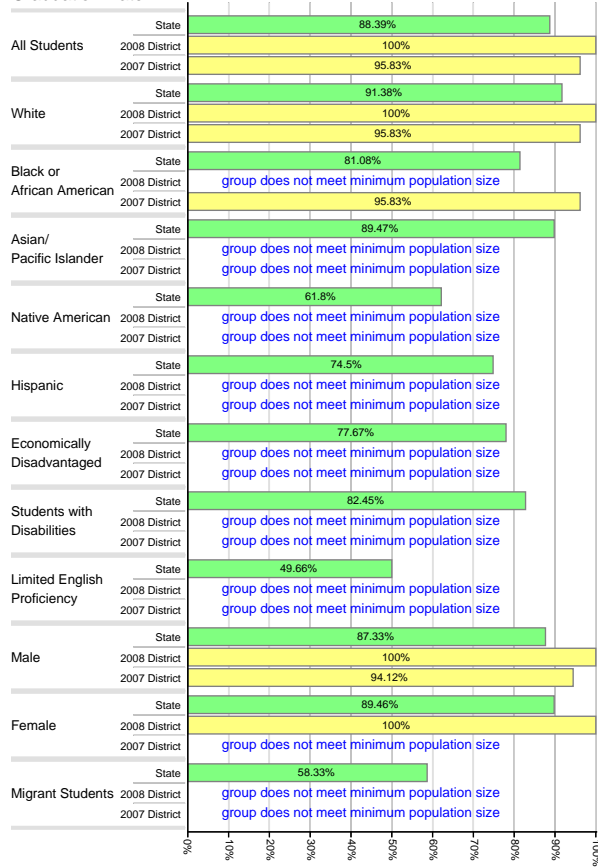
### Attendance/Graduation Rates

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. Please note that the Department of Education is changing the way it calculates graduation rate, in an effort to make it a more accurate count. The graduation rate is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 11th and 12th grade dropouts.

#### Attendance Rate



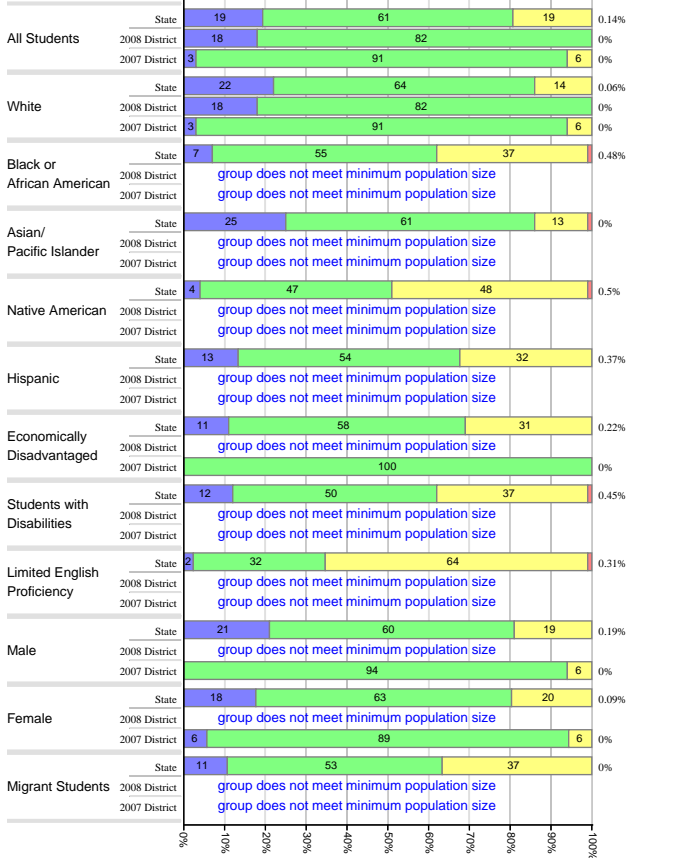
#### Graduation Rate



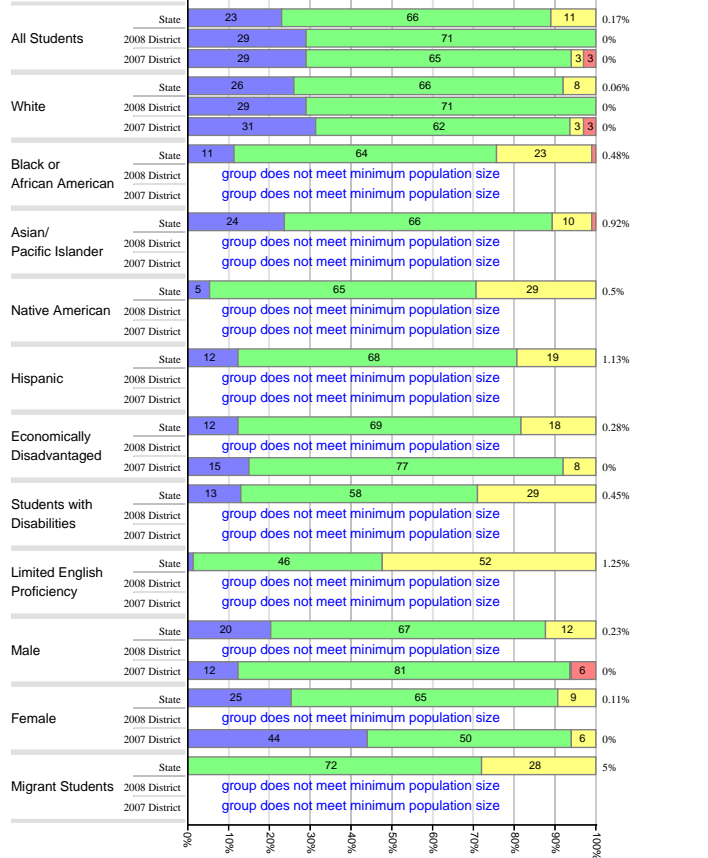
### Assessment Results

Students in grades 3 through 8 and grade 11 completed the Dakota STEP test in the spring of 2008. 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.

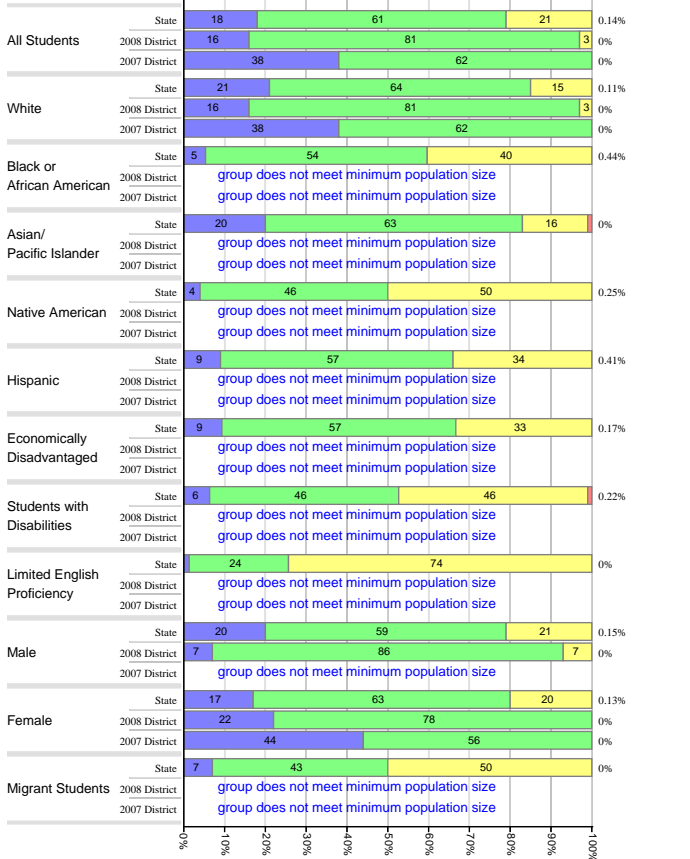
#### Math Grade 03



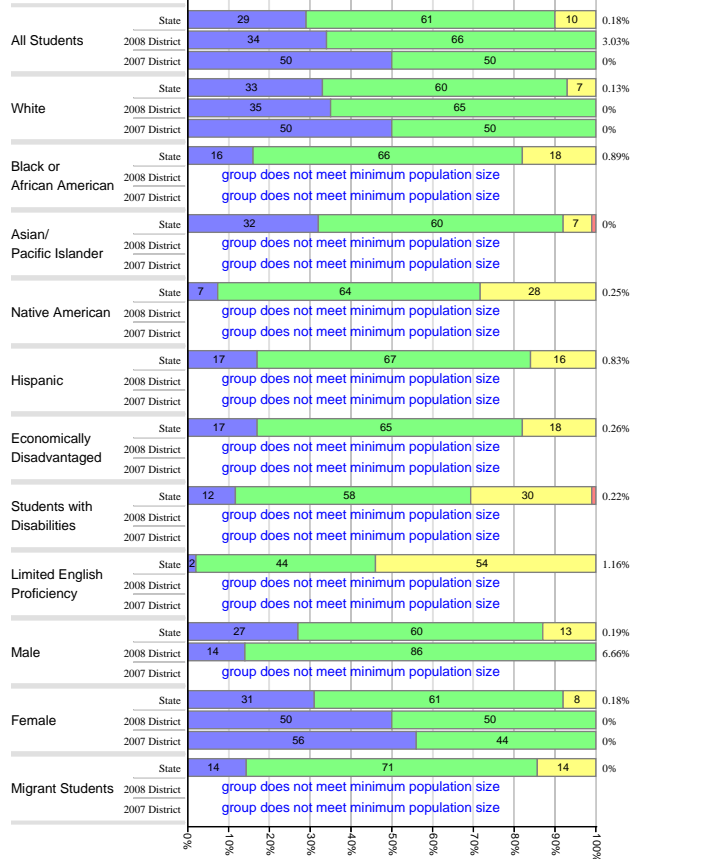
#### Reading Grade 03



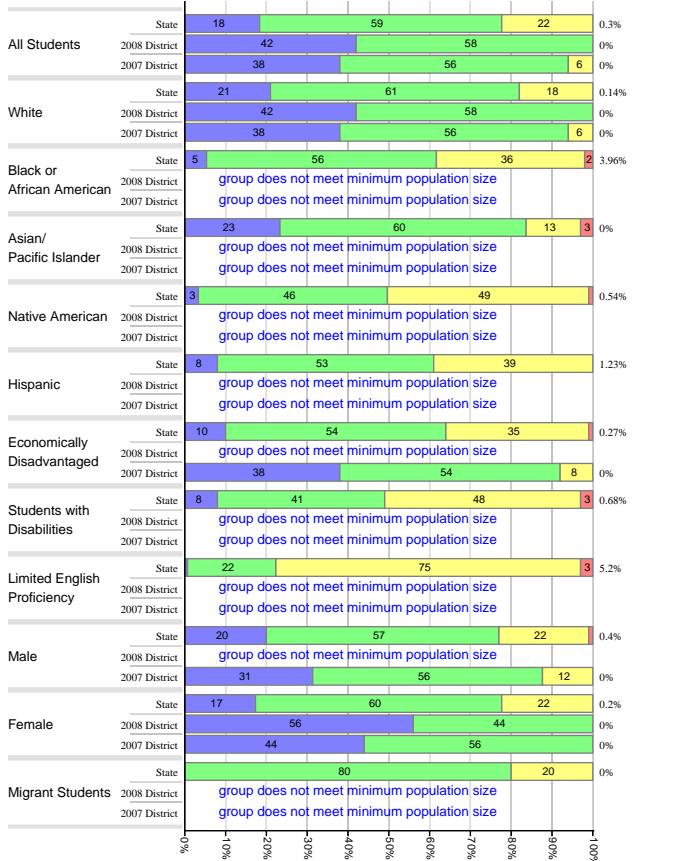
#### Math Grade 04



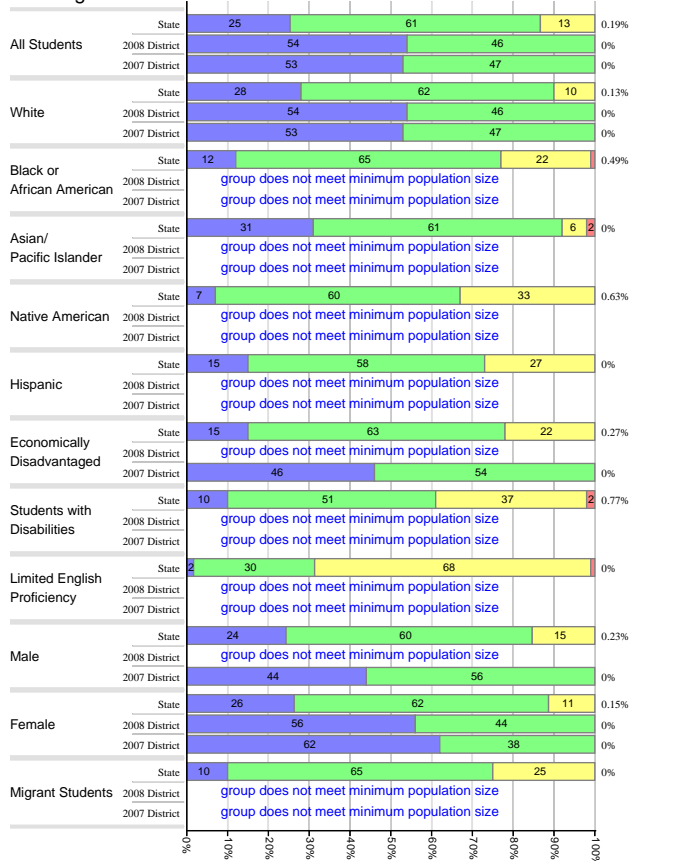
#### Reading Grade 04



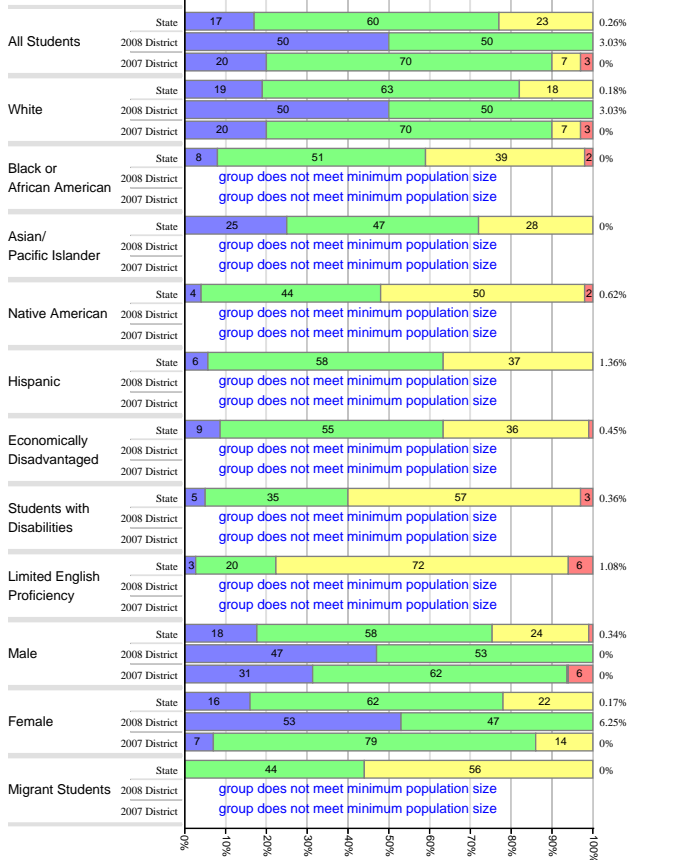
Math Grade 05



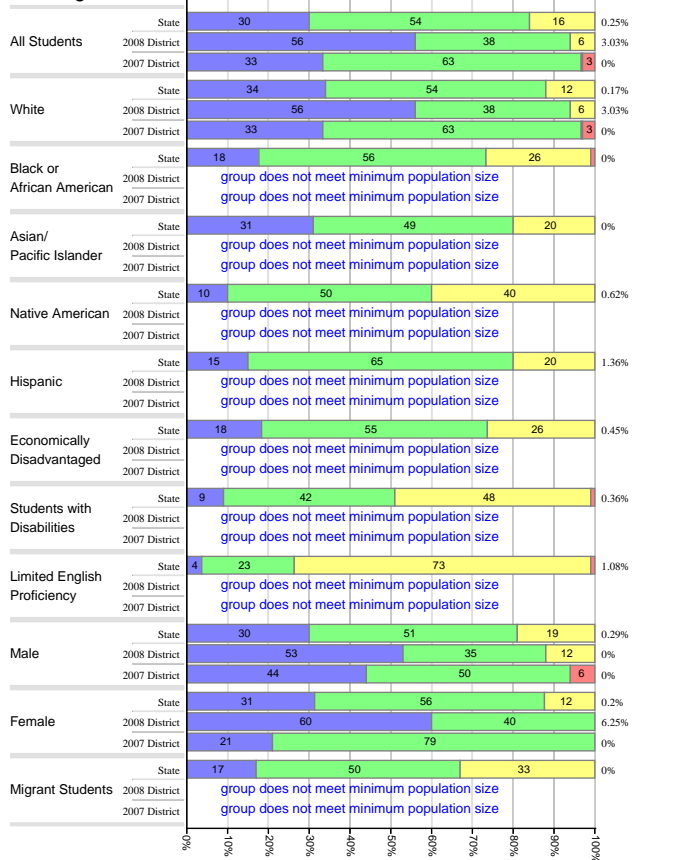
Reading Grade 05



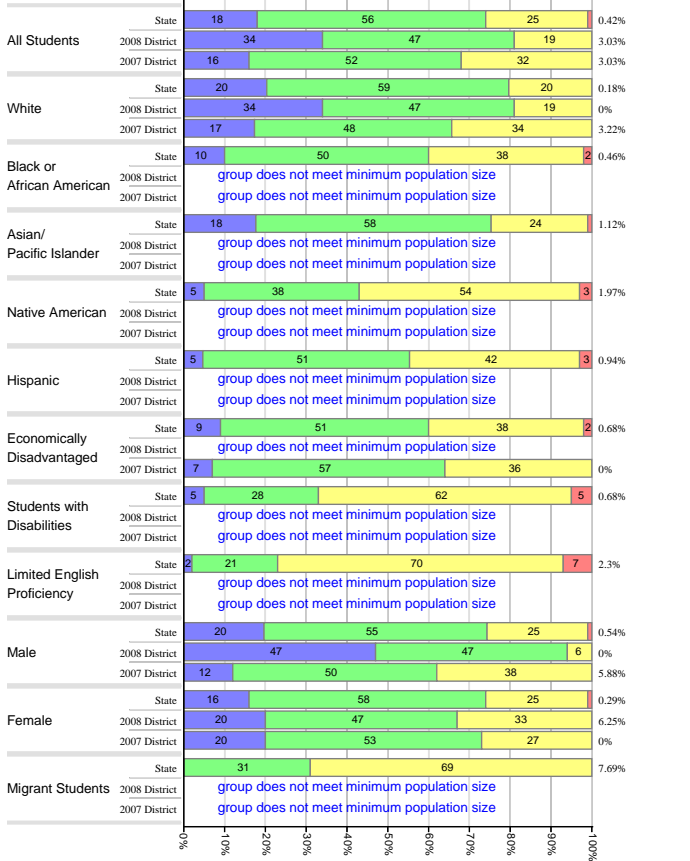
Math Grade 06



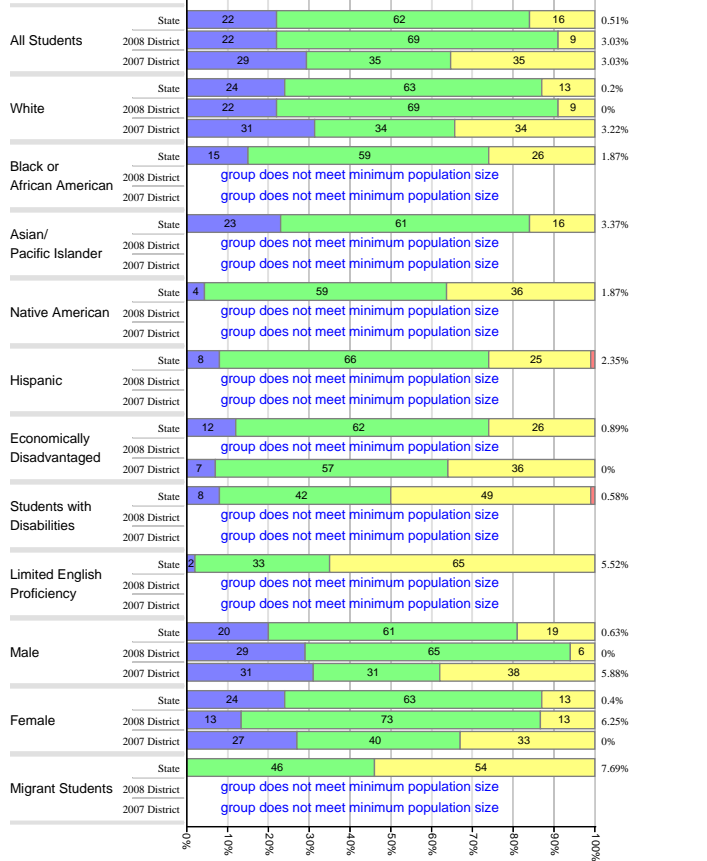
Reading Grade 06



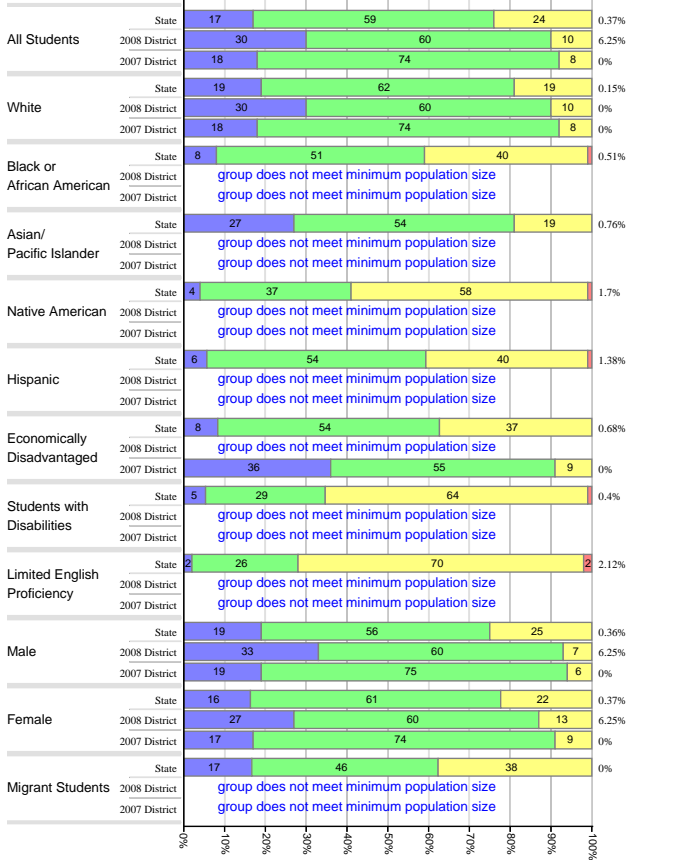
**Math Grade 07**



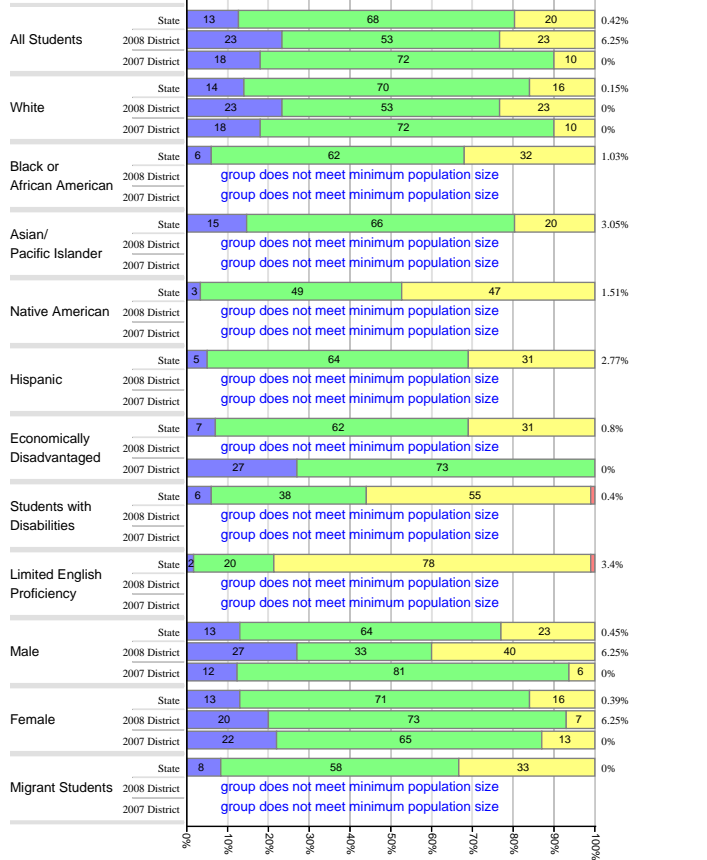
**Reading Grade 07**



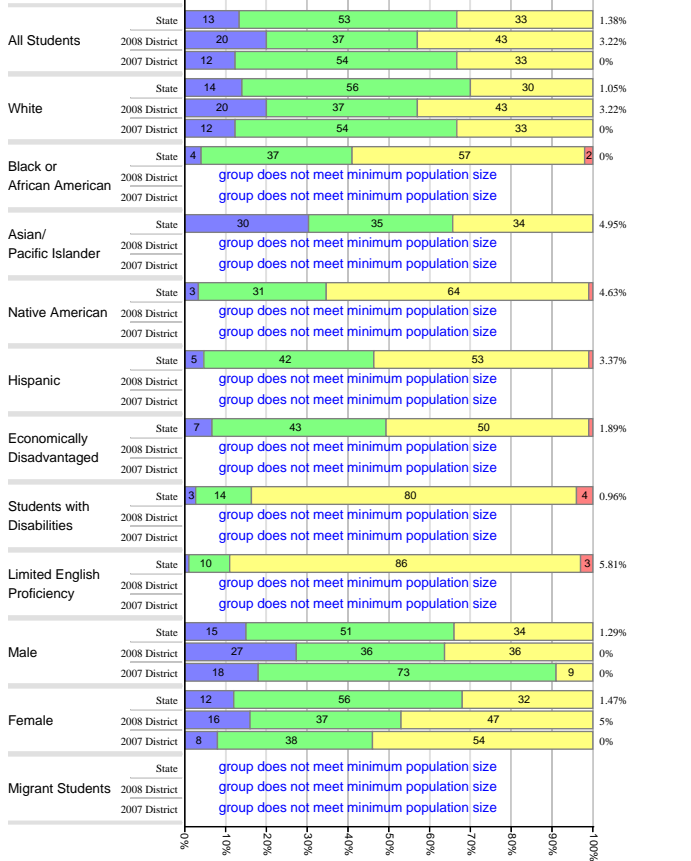
**Math Grade 08**



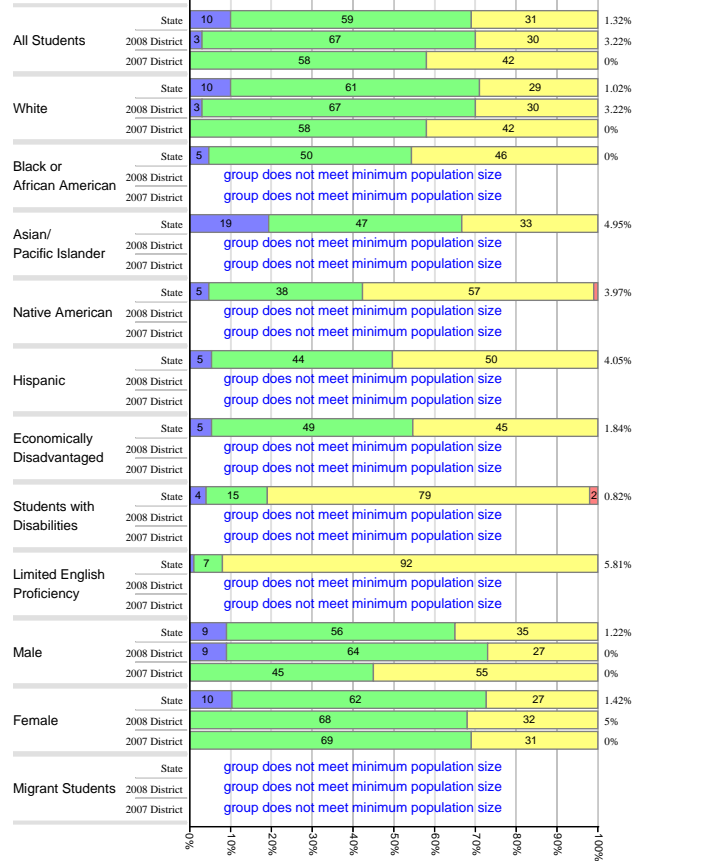
**Reading Grade 08**



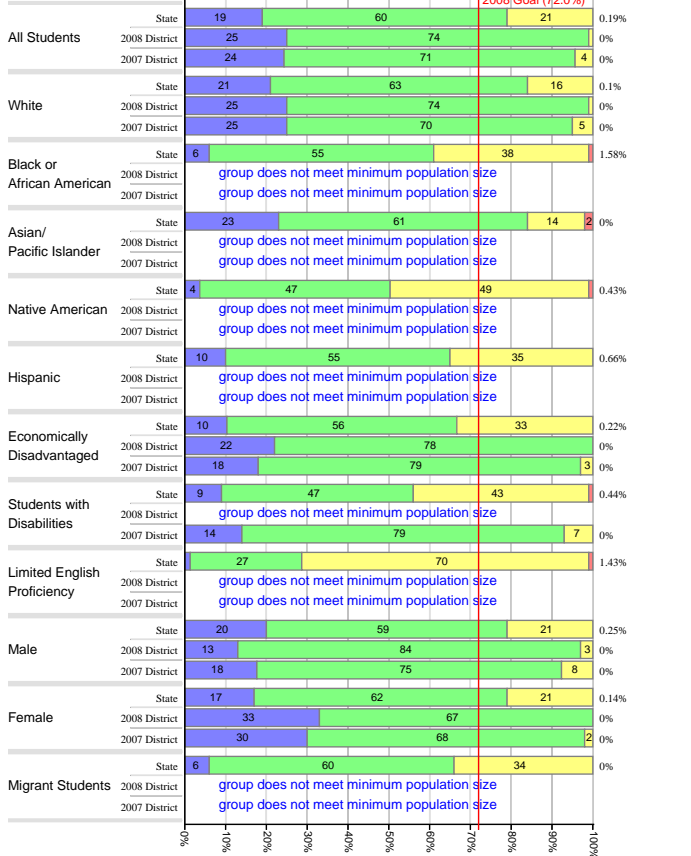
Math Grade 11



Reading Grade 11



Math Grades 3-5



Reading Grades 3-5

