

# Beresford 61-2

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# **No Child Left Behind**

2008 Report Card

## **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 di 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.

#### **Current District Status**

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

#### **Current Year District AYP Determination**

Measure		Status			Rea	son For Not M	eeting AYP	
Math	Y - Met AY	Έ						
Reading	Y - Met AY	Έ						
			Math			F	Reading	
3-5		Assessment	Partici	oation	AYP	Assessment	Participation	AYP
All Studer	nts	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 I	slander	Y	Y		Y	Y	Y	Y
Native Ame	rican	Y	Y		Y	Y	Y	Y
Hispani	с	Y	Y		Y	Y	Y	Y
Economically Disa	advantaged	Y	Y		Y	Y	Y	Y
Students With D	isabilities	Y	Y		Y	Y	Y	Y
Limited English F	Proficiency	Y	Y		Y	Y	Y	Y

#### Total AYP Breakdown: 8 of 8\*

		Math		F	Reading	
6-8	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\*

		Math		F	Reading	
9-11	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\*

\*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 teachers at 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 botton quartile of poverty statewide or districtwide, based on the percentage of students eligible for free or reduced-price lunch.

# Teachers with Emergency or Provisional Credentials

State : 0.2% District: 0.0%

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

State : 1.6%

District: 5.7% 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: 3.1% 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

## Schools Identified For Improvement:

84

District

AYP Summary

# **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 F	Rate											
	State		-		_		05.1	21%				
All Students	2008 District				-			04%				
All Students					-			-			_	
	2007 District				_		90.	.95%	-		-	_
	State						95.	77%				
White	2008 District						96.	02%				
	2007 District						96	.93%				
	State						94.8	36%				
Black or	2008 District				-		89.21			-		
African American	2008 District				_			/* - 88%				
	2007 District		1				1	1	1	1	1	
Asian/	State						95.	89%				
Pacific Islander	2008 District						97	.6%				
r acilic Islander	2007 District						96.	5%				
	State						91.45	5%				
Native American			-	_	-	_		.56%	-		-	_
Native American	2007 District				-		_	.7%				
	2007 District		1				97	.1 70	1	1	1	_
	State						93.9	1%				
Hispanic	2008 District						94.3	85%				
	2007 District						96.	19%				
	State		-				93.9	8%			_	
Economically	2008 District				-			14%				_
Disadvantaged	2007 District				-			56%				
							1					_
Students with	State						94.8	36%				
Disabilities	2008 District						94.7	71%				
Diodonitico	2007 District						96	.99%				
	State		-				94.1	9%				
Limited English	2008 District				-			9.71%	-	-		
Proficiency	2007 District				-			9.22%				
	2007 District						1					
	State						95.	32%				
Male	2008 District						95.	87%				
	2007 District						96	.91%				
	State		-				95.0	09%	-		_	
Female	2008 District		-	_			96	24%	-	-		_
· omaio	2007 District				-		97	-				
										1		_
	State						93.8				-	
Migrant Students	2008 District								pulation			
	2007 District		group	does	no	t meet	minimu	im po	pulation	size		
	4	0%	-10%	-20%	0/ 00	20%	40%	-50%	-60%	-70%	-80%	90%

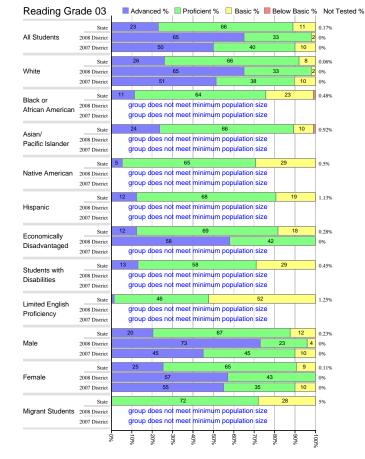
		00.000/
All OL	State	88.39%
All Students	2008 District	92%
	2007 District	100%
	State	91.38%
White	2008 District	95.74%
	2007 District	100%
	State	81.08%
Black or	2008 District	group does not meet minimum population size
African American	2007 District	100%
Asian/	State	89.47%
Pacific Islander	2008 District	group does not meet minimum population size
	2007 District	group does not meet minimum population size
	State	61.8%
Native American	2008 District	group does not meet minimum population size
	2007 District	group does not meet minimum population size
	State	74.5%
Hispanic	2008 District	group does not meet minimum population size
пізрапіс	2008 District	group does not meet minimum population size
	2007 District	
Economically	State	77.67%
Disadvantaged	2008 District	81.82%
Diodaranagoa	2007 District	group does not meet minimum population size
	State	82.45%
Students with	2008 District	group does not meet minimum population size
Disabilities	2007 District	group does not meet minimum population size
	State	49.66%
Limited English		
Proficiency	2008 District	group does not meet minimum population size
	2007 District	group does not meet minimum population size
	State	87.33%
Male	2008 District	100%
	2007 District	100%
	State	89.46%
	2008 District	82.61%
Female	2.50 5.0.101	
Female	2007 District	100%
Female	2007 District	
	State	58.33%
Female Migrant Students	State	

# 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		Advan	ced %	Pro	ficient 9	6 🗌 I	Basic 9	%	Below	Basi	c %	Not Tested
	State	1	9			6				1	9		0.14%
All Students	2008 District			53					45			2	0%
	2007 District			45				45			10		0%
	State		22				64				14		0.06%
White	2008 District			52					46			2	0%
	2007 District			46				44			10		0%
Black or	State	7			55				3	87			0.48%
African American	2008 District		group	does no	t meet	minimu	im pop	ulation	size				
American	2007 District		group	does no	t meet	minimu	ım pop	ulation	size				
Asian/	State		25				61				13		0%
Asian/ Pacific Islander	2008 District		group	does no	t meet	minimu	ım pop	ulation	size				
Pacific Islander	2007 District		group	does no	t meet	minimu	ım pop	ulation	size				
	State	4		47					48		-		0.5%
Native American	2008 District		group	does no	t meet	minimu	im pop	ulation	size				
	2007 District		group	does no	t meet	minimu	im pop	ulation	size				
	State	13			5	4				32			0.37%
Hispanic	2008 District		group	does no	t meet	minimu	im pop	ulation	size				
	2007 District		group	does no	t meet	minimu	im pop	ulation	size				
	State	11			5	8				31	-		0.22%
Economically	2008 District		33					58			8		0%
Disadvantaged	2007 District		group	does no	t meet	minimu	im pop	ulation	size				
	State	12			50				3	37	-		0.45%
Students with	2008 District		group	does no	t meet	minimu	m pop	ulation	size				
Disabilities	2007 District		-	does no									
	State	2	3	2				64					0.31%
Limited English	2008 District		aroup	does no	t meet	minimu	m pop	ulation	size				
Proficiency	2007 District		-	does no									
	State		21			6	0			1	9	-	0.19%
Male	2008 District			54					42				0%
	2007 District			40				50			10		0%
	State	1	8			63				2	0		0.09%
Female	2008 District			52					48				0%
	2007 District			50				4	D		10		0%
	State	11			53					37		-	0%
Migrant Students			group	does no	t meet	minimu	m pop	ulation	size				
	2007 District		group	does no	t meet	minimu	ım pop	ulation	size				
		0%		22		4	2 0	2	2			4	
	2	*	10%	20%	30%	40%	50%	No.	70%	80%	-90%	100%	

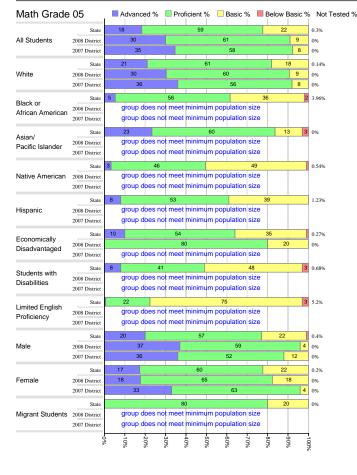
Math Grade 04 Advanced % Proficient % Basic % Below Basic % Not Tested % Stat 0.14% All Students 2008 Distric 10 0% 11 2007 Distric 61 0% 0.11% Stat White 2008 Distric 0% 12 0% 2007 Distric Sta 54 0.44% Black or 2008 Distric group does not meet minimum population size African American 2007 Distri aroup does not meet minimum population size Stat 16 0% Asian/ 2008 Distric group does not meet minimum population size Pacific Islander group does not meet minimum population size 2007 Distric 0.25% Sta group does not meet minimum population size Native American 2008 Distric group does not meet minimum population size 2007 Distri 0.41% Sta Hispanic group does not meet minimum population size 2008 Distric group does not meet minimum population size 2007 Distric Stat 0.17% Economically 2008 Distric 0% Disadvantaged group does not meet minimum population size 2007 Distric State 0.229 Students with oup does not meet minimum population size 2008 Distric Disabilities group does not meet minimum population size 2007 Distri Sta Limited English 2008 Distrie group does not meet minimum population size Proficiency 2007 Distric aroup does not meet minimum population size Stat 0.15% Male 2008 Distric 5 0% 2007 Distric 10 0% 0.13% Sta Female 2008 Distric 0% 73 13 2007 Distric State 43 0% Migrant Students 2008 Distric group does not meet minimum population size group does not meet minimum population size 2007 Distric

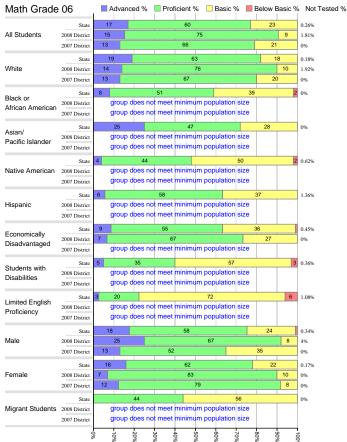


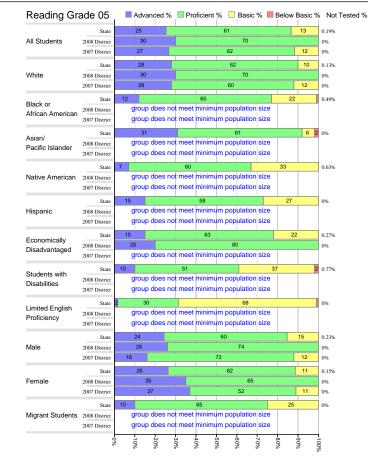




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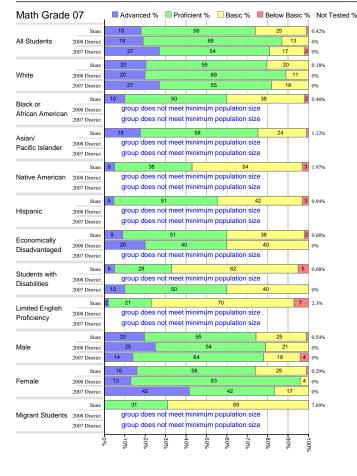


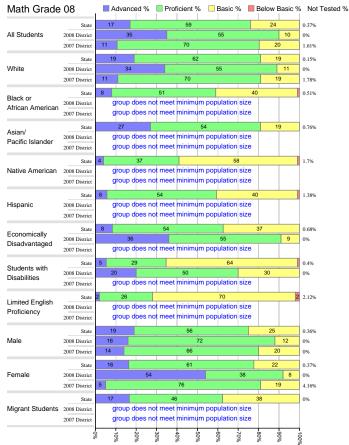


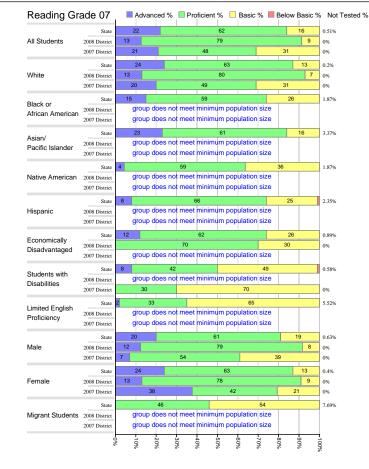


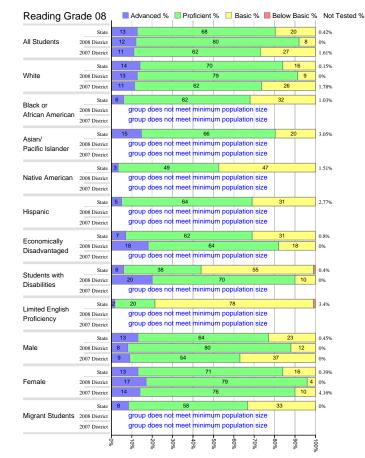


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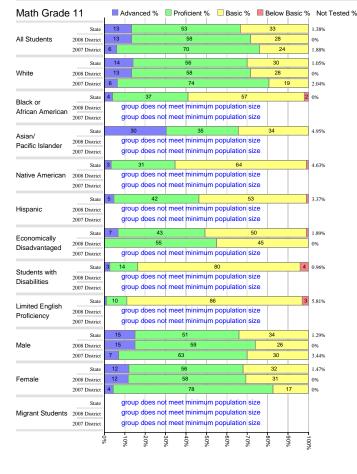


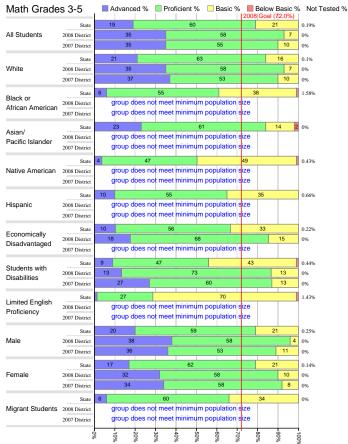


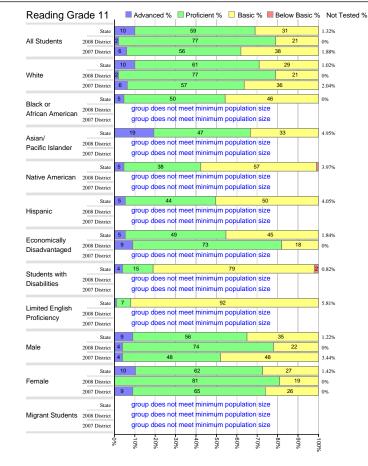




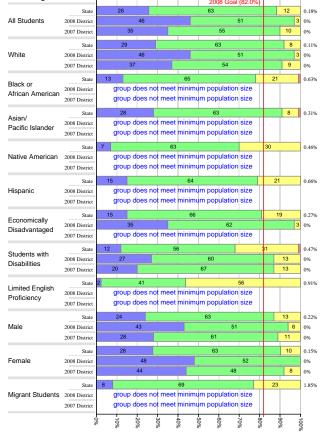
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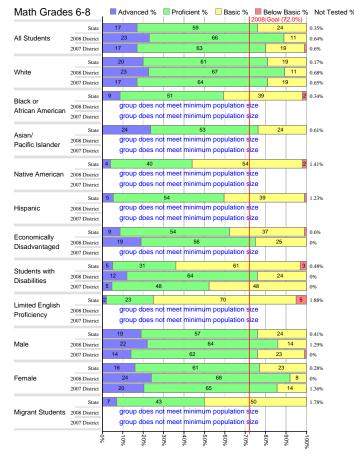




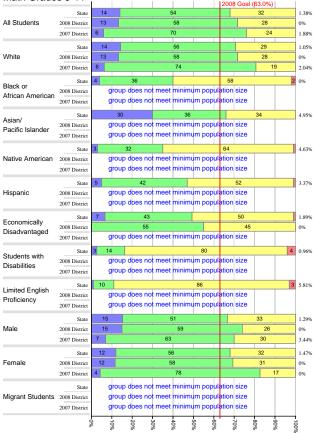


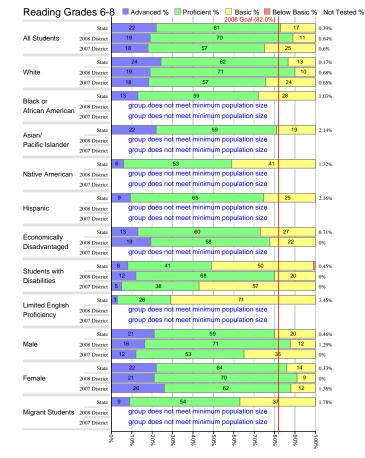




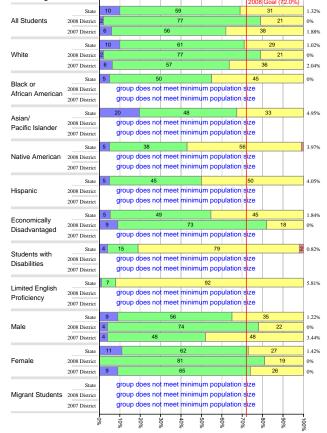


Math Grades 9-11	Advanced %	Proficient %	Basic %	Below Basic %	Not Tested %
		1 1 1	1 10000 0		









# State of South Dakota 2008, Beresford 61-2

# No Child Left Behind Report Card

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	State	17					59				24		0.42%
All Students	2008 District		26					62				12	0.28%
	2007 District		23					61				16	0.56%
	State	2	20				6	1			1	9	0.27%
White	2008 District		26		<u> </u>			62			-	12	0.29%
	2007 District		23		<u> </u>			61				15	0.59%
	State	7	1			51				4(			0.89%
Black or	2008 District		aroup	does	_		minimi	im no	pulation			2	0.89%
African American	2008 District 2007 District								pulation				
			· ·	docs		meet		<u> </u>	pulation	5120			
Asian/	State		24		_		-	54	1.4		21		0.94%
Pacific Islander	2008 District								pulation				
	2007 District		group	does	not	meet	minimu	im bo	pulation	size			
	State	4		42	2					52			1.21%
Native American	2008 District		group	does	not	meet	minimu	ım po	pulation	size			]
	2007 District		group	does	not	meet	minimu	ım po	pulation	size			
	State	8			_	53					39		1.16%
Hispanic	2008 District		aroup	does	not		minimu	im po	pulation	size			1.10/0
nopuno	2007 District								, pulation				
		9			-	54							
Economically	State	9 16				54	60			_	36 23		0.53%
Disadvantaged	2008 District 2007 District	4				70				_	23		0%
	2007 District					70					20		2.7%
Students with	State	7		37	' .		_			54		2	0.5%
Disabilities	2008 District	11					61				27		0%
	2007 District	14				5	54		_	1	32		0%
	State	2	24	-					71			3	1.87%
Limited English	2008 District		group	does	not	meet	minimu	im po	pulation	size			1
Proficiency	2007 District		group	does	not	meet	minimu	ım po	pulation	size			
	State	1	9		_		57				24		0.46%
Male	2008 District	-	27		Г			61				12	0.55%
	2007 District		22		<u> </u>		5	58			1	9	0.51%
		16	-				61				23		
Female	State	16	25				61	63			23	12	0.38%
remale	2008 District 2007 District		25					63				12	0% 0.62%
	2007 District		23					64				12	0.62%
	State	7			_	50			_	4	3	_	0.84%
Migrant Students	2008 District								pulation				
	2007 District		group	does	not	meet	minimu	im po	pulation	size			

	State		22				62				17	0.43%
All Students	2008 District		27				6	;4			9	0.28%
	2007 District		23			5	6			2	1	0.56%
	State		24				62				14	0.27%
White	2008 District		27				6	i4			9	0.29%
	2007 District		24				56			2	0	0.59%
	State	12				61				27		0.74%
Black or	2008 District		group	does n	ot meet	minimu	m po	pulation	size			-
African American	2007 District		group	does n	ot meet	minimu	im po	pulation	size			
	State		25			1	59		<u> </u>	-	16	1.75%
Asian/	2008 District			does n	ot meet	minimu		pulation	size			1.75%
Pacific Islander	2007 District							pulation				
	State	6	1 '		57					37	<u> </u>	1.13%
Native American	2008 District		droup	does n		minim	m po	pulation	size	31		1.13%
Anenudi	2008 District 2007 District		۰.					pulation				
		12	P		1	63		'		25		
lianania	State		TOUD	doos n	ot moot		m no	pulation	sizo	25	1	1.62%
Hispanic	2008 District 2007 District							pulation				
			group	40es II	or meet		in po	PulauOI	3120			
Economically	State	13				62				25		0.6%
Disadvantaged	2008 District	13	25		40		62	-		20	14	0%
	2007 District				48					39		2.7%
Students with	State	9			46				44			0.49%
Disabilities	2008 District	16				61				23		0%
	2007 District	11			49				4	1		0%
Limited English	State	2		13				65				2.28%
Proficiency	2008 District		۰.					pulation				
,	2007 District		group	does n	ot meet	minimu	im po	pulation	size			
	State	2	20			6	0			1	9	0.45%
Male	2008 District		26				63				11	0.55%
	2007 District	17				56				27		0.51%
	State		23				63				14	0.4%
Female	2008 District		28					65			7	0%
	2007 District		31				ŧ	57			12	0.62%
	State	9			58	-				33		1.69%
Migrant Students	2008 District		group	does n	ot meet	minimu	m po	pulation	size			1
	2007 District					-	-	pulation	0.70	1	1	1