

Region 3 ESA  
**DISTRICT PROFILE**  
**2009**

Armour School District 21-1

*Packers*

### **This District's Profile**

This profile summarizes data reported by the South Dakota Department of Education for the Armour School District. It is designed to share longitudinal data and does not include interpretations of that data. Adequate Yearly Progress (AYP) is not measured by all of the data in this profile.

For additional copies of this profile or customized profiles, contact Region 3 Education Service Agency.

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### **For More Information:**

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



# 1 Demographic Profile

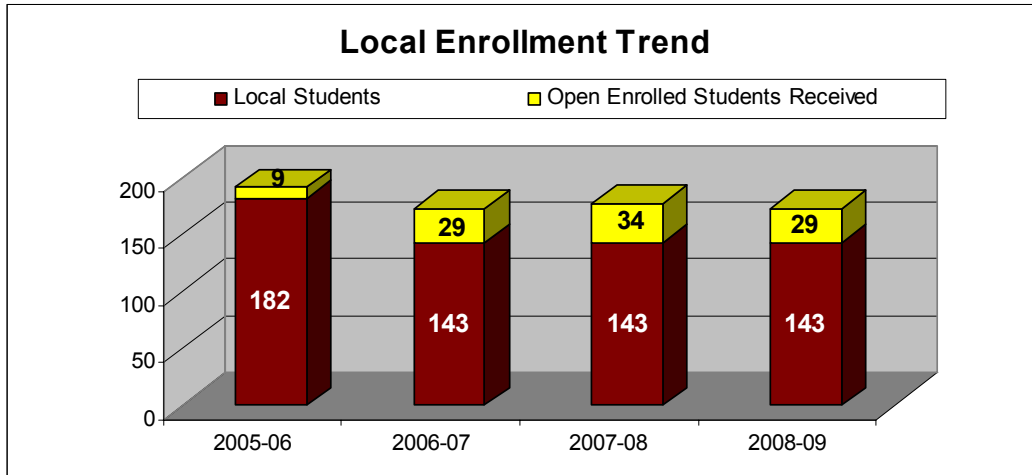
**Armour School District 21-1**  
 604 3<sup>rd</sup> St  
 Armour, SD 57313

**School Names:**  
 ♦ Armour Elementary  
 ♦ Armour Middle School  
 ♦ Armour High School

**Home County:** Douglas  
**Area in Square Miles:** 130

## District Enrollment

	2005-06	2006-07	2007-08	2008-09	2009-10
Total Enrollment (PreK-12)	191	172	190	175	
ADM for PreK-5	70.13	72.83	82.17	74.52	
ADM for 6-8	44.0	39.01	39.91	34.53	
ADM for 9-12	79.43	59.21	68.07	59.8	
Students with Disabilities Enrollment	27	19	17	19	
(% of PreK-5 with special needs)	14%	6%	11%	58%	
(% of 6-8 with special needs)	10%	23%	15%	21%	
(% of 9-12 with special needs)	8%	8%	7%	21%	
Economically Disadvantaged Enrollment (% Eligible for Free/Reduced Lunch)	30.0%	25.9%	14.9%	42.2%	
(% of Pre-5)	NA	42%	44%	43.5%	
(% of 6-8)	NA	29%	28%	52%	
(% of 9-12)	NA	31%	24%	32%	
Total Open Enrolled Students Received	9	29	34	29	
PreK-5	9	18	22	16	
6-8	0	7	6	7	
9-12	0	4	6	6	
Native American Enrollment	8	10	10	15	
PreK-5	3	2	3	8	
6-8	5	2	1	2	
9-12	0	4	6	5	
Black, Hispanic, & other minority Enrollment	1	2	1	2	
LEP Enrollment (Limited English Proficiency)	0	0	0	0	



## Staff Profile

	2005-06	2006-07	2007-08	2008-09	2009-10
Certified Instructional Staff (# FTE)	20.2	21	20.6	22.5	
% with Advanced Degrees	13.6%	15.0%	15%	15%	
Average Years of Experience	22.7	NA	20.9	21	
Student to Staff Ratio	9.4 to 1	9.1 to 1	7.8 to 1	7.8 to 1	
% of Classes NOT Taught by Highly Qualified Teachers	7.3%%	5.2%	6.8%	0.0%	
PreK-5	0.0%	10.0%	10.0%	0.0%	
6-8	22.2%	5.6%	5.9%	0.0%	
9-12	0.0%	6.7%	6.3%	0.0%	
Number of Core Courses taught by SPED teachers (grades 7-12)	5	5	5	NA	

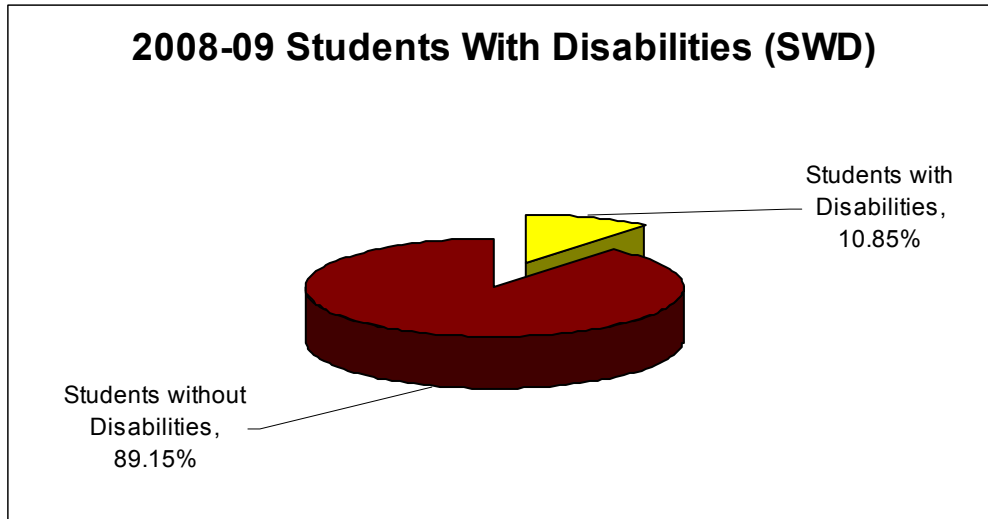
**NOTE:** South Dakota no longer issues emergency credentials, so that data will no longer be shown after 2008.

<b>Classes Not Taught by Highly Qualified Teachers Comparison in 2008-09</b>	
State	1.7%
Armour	0.0%

**NOTE:** In 2008-09 Highly Qualified Teachers taught 100% of classes in the Highest Quartile and the Lowest Quartile of Poverty Schools in the Armour School District.

## 2 Special Education Profile

### Students with Disabilities



### Participation Rates for Students with Disabilities

	2005-06	2006-07	2007-08	2008-09	2009-10
Assessment Participation Rates for SWD	100%	100%	100%	100%	
% SWD taking regular assessments	42%	17%	33%	40%	
% SWD testing with accommodations	50%	75%	44%	40%	
% SWD taking alternative assessments	8%	8%	22%	20%	

**NOTE:** This data refers to the numbers of students with disabilities who were tested using the regular Dakota STEP test or with an alternative assessment.

**Disability Identification/Proportionality**  
(Number of students based on Federal Child Count)

**NOTE:** Due to rules of confidentiality, any category with fewer than 10 students will be identified with an asterisk (\*).

	2005-06	2006-07	2007-08	2008-09	2009-10
Deaf-Blind	*	*	*	*	
Emotionally Disturbed	*	*	*	*	
Mental Retardation	*	*	*	*	
Hearing Impaired	*	*	*	*	
Learning Disabled	*	*	*	*	
Multiple Disabilities	*	*	*	*	
Orthopedic Impairment	*	*	*	*	
Visually Impaired	*	*	*	*	
Deaf	*	*	*	*	
Speech/Language	*	*	*	*	
Other Health Impaired	13	*	*	*	
Autism	*	*	*	*	
Traumatic Brain Injury	*	*	*	*	
Developmental Delay	*	*	*	*	
<b>TOTAL</b>	<b>26</b>	<b>19</b>	<b>17</b>	<b>19</b>	

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**Special Education Placement Categories**

	2005-06	2006-07	2007-08	2008-09	2009-10
Home	*	*	*	*	
Residential Facility	*	*	*	*	
Separate School	*	*	*	*	
Regular Classroom	26	15	*	*	
Self-Contained Classroom	*	*	*	*	
24 Hour Program	*	*	*	*	
Early Childhood Setting	*	*	*	*	
Early Childhood Special Ed Setting	*	*	*	*	
PT Early Child / PT Early Child SPED	*	*	*	*	
Resource Room	*	*	*	*	
Day Program	*	*	*	*	
Home / Hospital Program	*	*	*	*	
<b>TOTAL</b>	<b>26</b>	<b>19</b>	<b>17</b>	<b>19</b>	

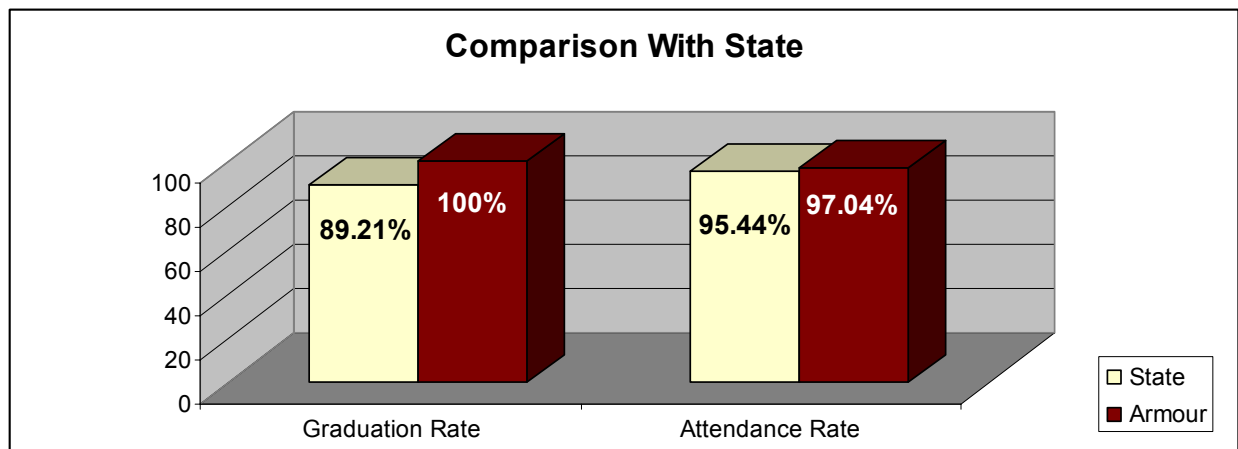
### 3 Student Behavior Profile

#### Attendance, Graduation and Discipline Data

	2005-06	2006-07	2007-08	2008-09	2009-10
Attendance Rate	98%	97.31%	97.34%	97.04%	
PreK-5	98%	97%	97.3%	97.3%	
6-8	98%	99%	98.7%	97.3%	
9-12	95%	96%	96.7%	96.7%	
Truancy Rate	NA	0.0%	0.0%	0.0%	
Suspension Rate	NA	0.0%	0.0%	0.0%	
Students without Disabilities	0.0%	0.0%	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	
Drop Out Rate	0.0%	0.0%	-	0.0%	
Students without Disabilities	0.0%	0.0%	0%	0.0%	
Students with Disabilities	0.0%	0.0%	1.67%	0.0%	
Graduation Rate	100%	100%	100%	100%	
Students without Disabilities	100%	100%	100%	100%	
Students with Disabilities	100%	100%	100%	100%	
Number of Graduates	22	16	15	13	

**NOTE:** 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.

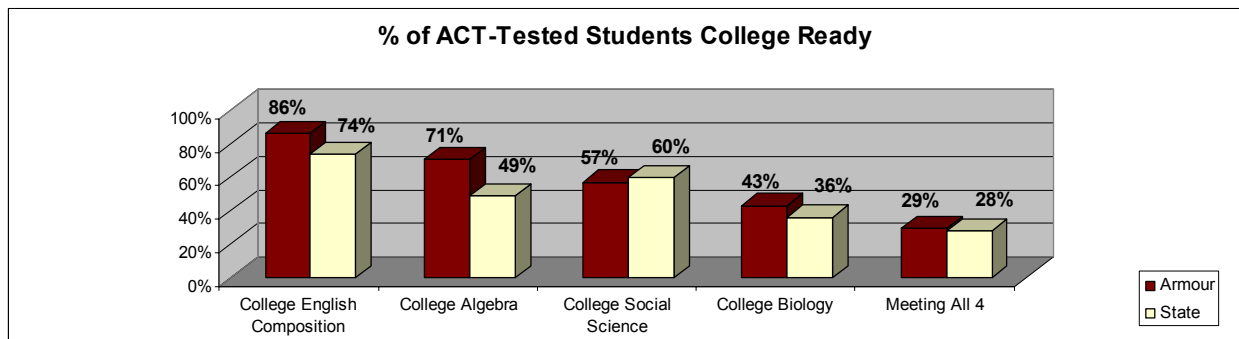
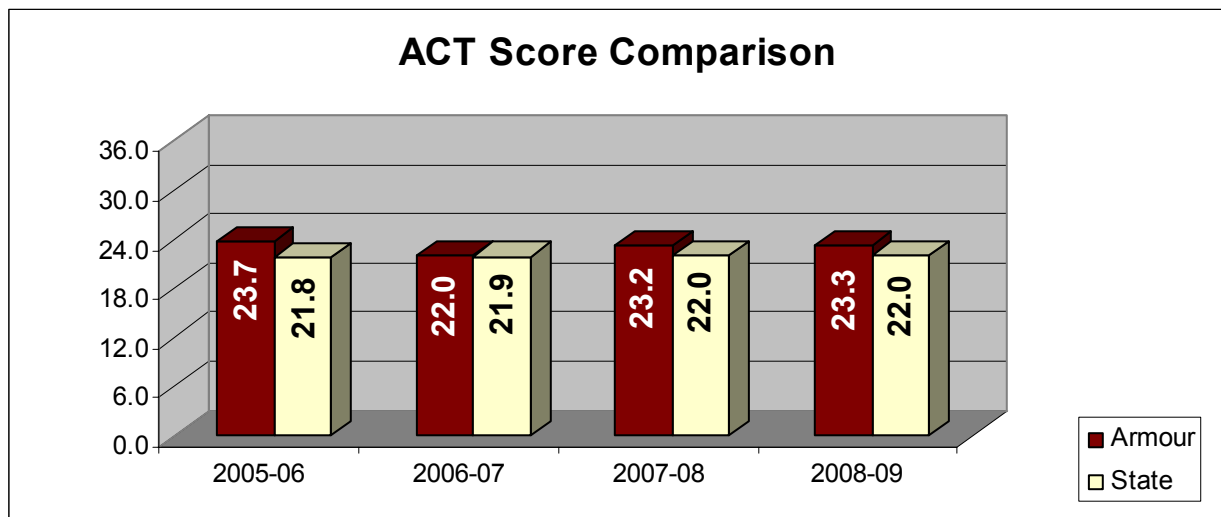
**NOTE:** The Department of Education changed the way it calculates graduation rate, in an effort to make it a more accurate count. The graduation rate starting with the 2004-05 school year is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers)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



## 4 College Admissions and Placement Performance

### ACT Results

	2004-05		2005-06		2006-07		2007-08		2008-09	
Number Tested	12		12		9		8		NA	
	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg
English	18.9	<b>20.8</b>	22.5	<b>21.0</b>	21.8	<b>21.3</b>	21.4	<b>21.3</b>	22.3	<b>21.2</b>
Math	19.6	<b>21.3</b>	24.0	<b>21.6</b>	21.4	<b>21.7</b>	22.8	<b>21.7</b>	24.7	<b>21.8</b>
Reading	20.8	<b>21.7</b>	24.3	<b>22.0</b>	22.0	<b>22.1</b>	24.6	<b>22.1</b>	22.9	<b>22.3</b>
Science	19.2	<b>21.6</b>	23.2	<b>21.8</b>	22.6	<b>21.9</b>	23.8	<b>21.9</b>	23.6	<b>22.0</b>
<b>Composite Score</b>	<b>19.8</b>	<b>21.5</b>	<b>23.7</b>	<b>21.8</b>	<b>22.0</b>	<b>21.9</b>	<b>23.2</b>	<b>21.9</b>	<b>23.3</b>	<b>22.0</b>



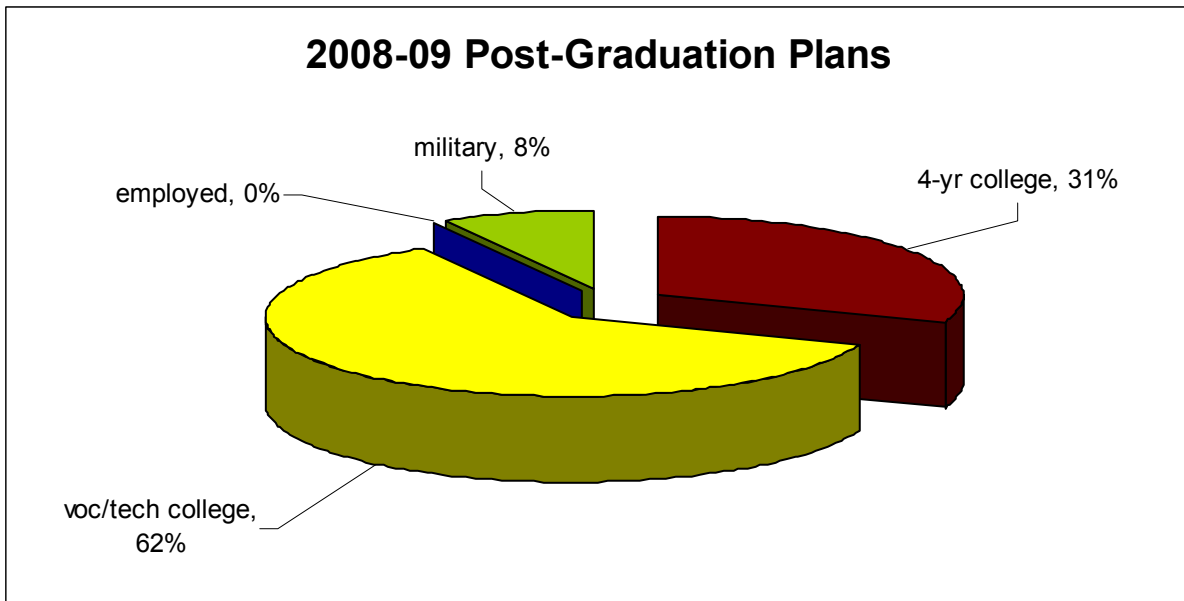
**Non Traditional Course Enrollment**  
 (# of students enrolled)

	2004-05	2005-06	2006-07	2007-08	2008-09
Advanced Placement Courses	0	2	0	0	1
Dual Credit Courses (HS & college credit)	2	1	0	0	1
Credit Recovery Courses	-	-	-	-	-
Distance Learning Courses	-	-	-	-	-

**5 Students' Post-graduation Plans**

**Post-graduation Plans**

	# of graduates	% 4-yr college	% voc/tech college	% employed	% military	% misc.
<b>2005-06</b>	22	50%	40%	5%	5%	0%
<b>2006-07</b>	16	25%	56%	6%	13%	0%
<b>2007-08</b>	15	40%	40%	7%	13%	0%
<b>2008-09</b>	13	31%	62%	0%	8%	0%
<b>2009-10</b>						



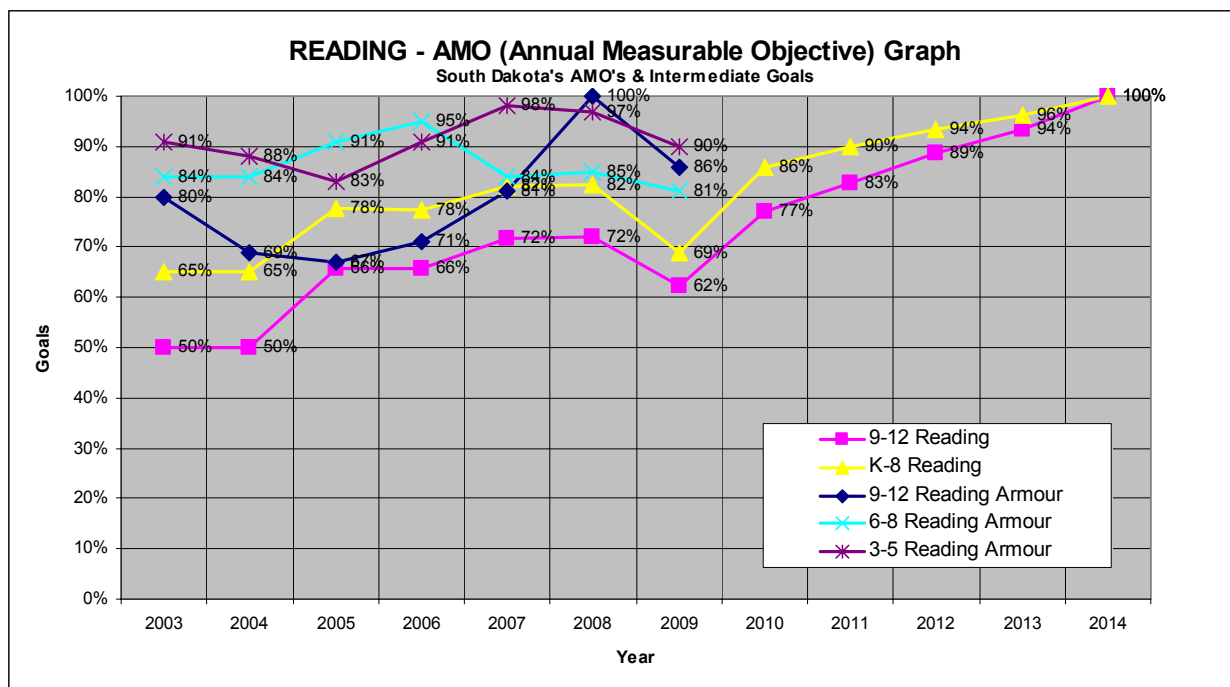
## 6 Reading Performance

### Dakota STEP Results in Reading

**NOTE:** Due to rules of confidentiality, any category with fewer than 10 students will be identified with an asterisk (\*).

DakotaSTEP Reading % Proficient and Advanced							
All Subgroup							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
2004-05	100	66	86	100	93	*	67
2005-06	100	*	83	100	93	93	71
2006-07	100	100	88	75	85	93	81
2007-08	100	94	100	90	82	83	100
2008-09	80	100	94	100	73	60	86

**NOTE:** The chart below shows how the “All” subgroup in each grade span (3-5, 6-8, 9-12) compares to the Annual Measurable Objective (AMO) for South Dakota.



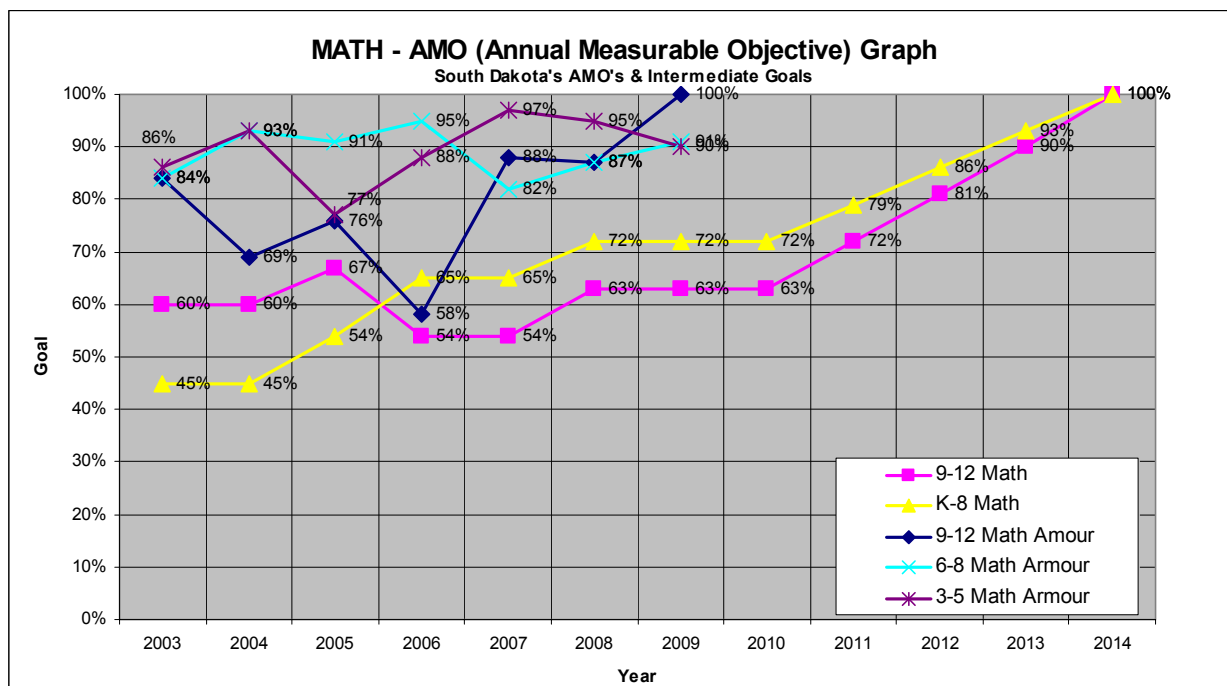
# 7 Math Performance

## Dakota STEP Results in Math

**NOTE:** Due to rules of confidentiality, any category with fewer than 10 students will be identified with an asterisk (\*).

DakotaSTEP Math % Proficient and Advanced							
All Subgroup							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
2004-05	100	58	78	85	93	*	76
2005-06	100	*	67	87	100	100	58
2006-07	92	100	100	59	100	85	88
2007-08	100	88	100	100	64	94	87
2008-09	92	100	80	100	100	70	100

**NOTE:** The chart below shows how the “All” subgroup in each grade span (3-5, 6-8, 9-12) compares to the Annual Measurable Objective (AMO).

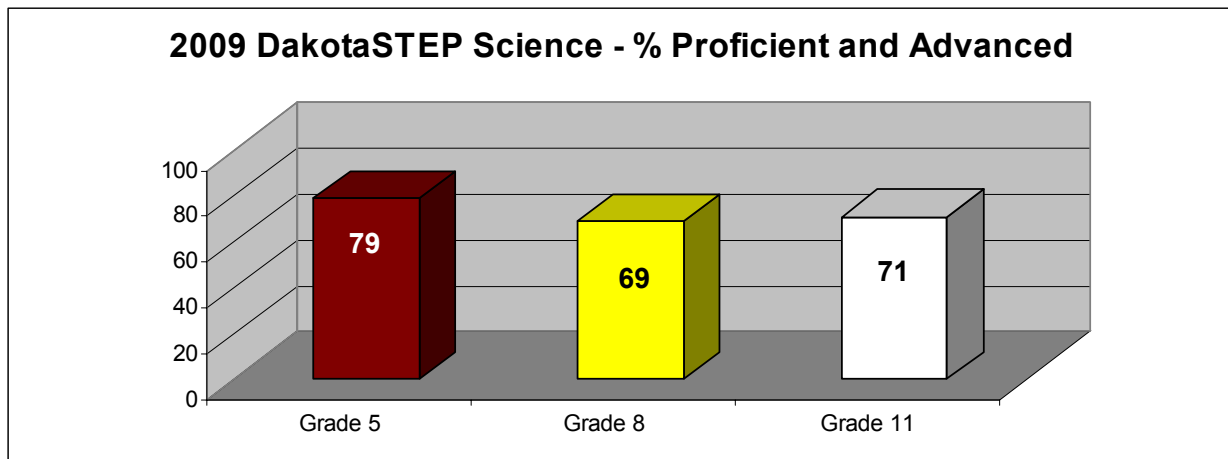


## 8 Science Performance

**NOTE:** Due to rules of confidentiality, any category with fewer than 10 students will be identified with an asterisk (\*).

DakotaSTEP Science % Proficient and Advanced							
All Subgroup							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
<b>2006-07</b>	-	-	88	-	-	69	88
<b>2007-08</b>	-	-	100	-	-	77	73
<b>2008-09</b>	-	-	79	-	-	69	71
<b>2009-10</b>							

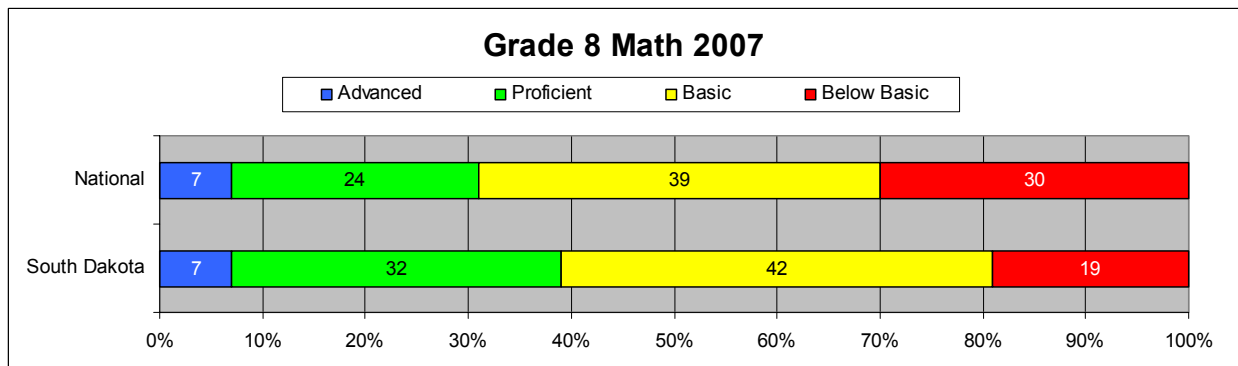
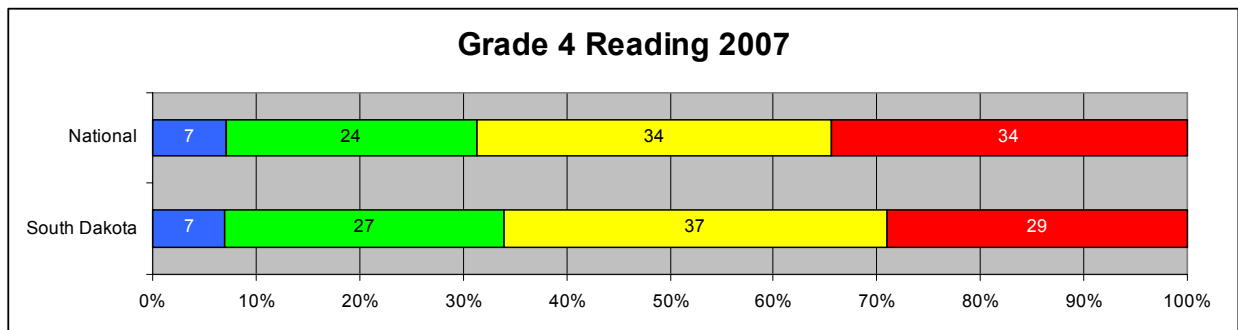
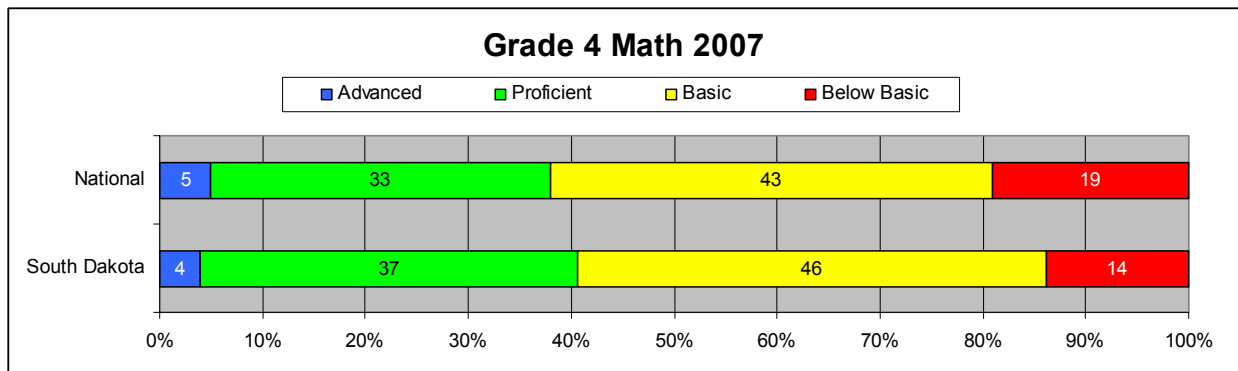
**NOTE:** Science is only tested at grades 5, 8, and 11. At this time, science is not included in the determination of AYP and scores will not place a school into School Improvement status. No Annual Measurable Objective (AMO) has been set for science.

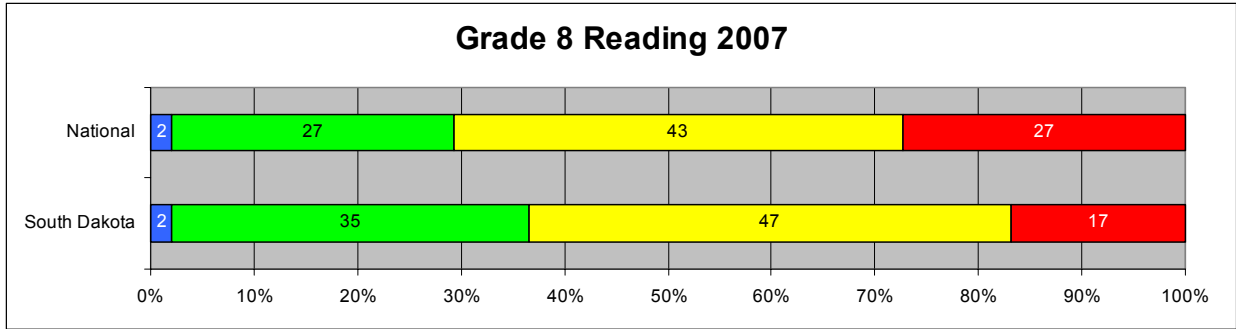


## 9 Summary of 2007 NAEP Data (State Level)

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 2007 administration. Each student takes a portion of a reading or mathematics assessment. The NAEP results are reported for the state as well as the nation and there are no published school or district results.

**NOTE:** These charts represent a comparison of the “ALL” subgroup of students in South Dakota with the “ALL” subgroup of students in public schools nationwide in 2007.





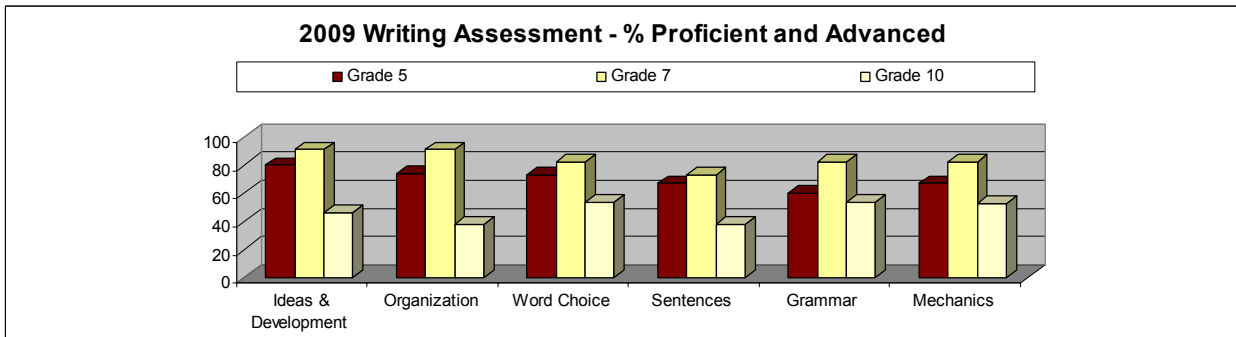
**NOTE:** NAEP achievement levels are not necessarily equivalent to proficiency levels used with South Dakota’s state assessment, DSTEP. For more information on the mathematics and reading achievement levels go to:

<http://nces.ed.gov/nationsreportcard/mathematics/achieve.asp> or  
<http://nces.ed.gov/nationsreportcard/reading/achieve.asp>.

## 10 Writing Performance

### Writing Assessment Results

% Proficient and Advanced						
	Ideas & Development	Organization	Word Choice	Sentences	Grammar	Mechanics
<b>Grade 5</b>	80	74	73	67	60	67
<b>Grade 7</b>	91	91	82	73	82	82
<b>Grade 10</b>	46	38	54	38	54	53



## 11 Adequate Yearly Progress (AYP) Profile

### District Level AYP Summary

Objectives	2004-05		2005-06		2006-07		2007-08		2008-09	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
% of PreK-5 Tested	100%		100%		100%		100%		100%	
% of 6-8 Tested	100%		100%		96.5%		100%		100%	
% of 9-12 Tested	100%		100%		100%		100%		100%	
Grad Rate	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Attendance	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Reading	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Math	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK

**NOTE:** In 2009, 2008, 2007 and 2006, Armour School District was named a Distinguished District.

### School Level AYP Summary

Reporting School Improvement Status designations and subsequent status.

School & Objectives	2004-05		2005-06		2006-07		2007-08		2008-09	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Armour Elementary	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Armour Middle School	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Armour High School	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK

**NOTE:** In 2009, Armour Elementary, Middle School, and High School were identified as Distinguished Schools. In 2008, Armour Elementary and Middle School were named Distinguished Schools. In 2007, Armour High School, Middle School, and Elementary were named Distinguished Schools. In 2006, Armour Elementary and Middle School were named Distinguished Schools.

## 12 Additional Data

### Safe and Drug Free Schools Data

Number of incidents in school in past 5 years:

- Incidents involving alcohol = 0
- Incidents involving drugs other than alcohol = 0
- Incidents involving weapons = 0

### Strengths and Areas of Concern

Surveys are given to staff, parents and students. Standardized test data and other performance data as well as other information is collected and analyzed. Staff and administration are involved in retreats, meetings, and workshops. Members of the community including parents of students in all grades, with and without children with disabilities, as well as other board members and other citizens are involved in the identifying of school needs and goals. Through these processes the following strengths and weaknesses have been identified.

#### Strengths

- Our school performs well academically
  - ▶ **In 2009 the Armour Elementary School was one of two schools in the state to be named a “Blue Ribbon School” by the U.S. Department of Education.**
  - ▶ **In 2009 the Armour High School was identified as one of “America’s Best High Schools” as featured in U.S. News and World Report.**
- Dakota Step Scores
- Distinguished School District 4 consecutive years
- Teachers and parents hold high expectations for students
- Small size of the district allows for individual attention
- Safe, close knit environment
- High ACT scores
- Communication between school personnel and parents is improving
- District commitment to education

#### Other Areas of Concern

The following areas were cited as areas of concern or areas we wished to emphasize to prevent future concern:

- Technology availability in the elementary
- Reading and writing across the curriculum
- Providing enough guidance with limited resources
- Increase in graduation requirements and age of attendance will make graduation difficult for some students.
- Need for increased programs dealing with the use of drugs, tobacco, and alcohol.
- Bullying issues
- Increase in parental involvement

## Notes & 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), averaging two consecutive years' scores, Safe Harbor (moving 10% of students from the Basic/Below Basic categories to Proficient or Advanced), or by Confidence Interval (formula allowance for small subgroup numbers).
- 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).
- Distinguished Schools and Districts are identified using the following criteria. The school or district must meet adequate yearly progress for two consecutive years in both reading and math, AND decrease the achievement gap for one or more subgroups by 10 percent over a two-year period OR have at least 80 percent of students in the "All Student" group meet the state's proficient and advanced levels of student performance in both reading and math.