

DISTRICT PROFILE 2009

Flandreau School District 50-3



This District's Profile

This profile summarizes data reported by the South Dakota Department of Education for the Flandreau 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 1 Education Service Agency.

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1 Demographic Profile

Flandreau School District 50-3

600 W. Community Drive.
Flandreau, SD 57028

School Names:

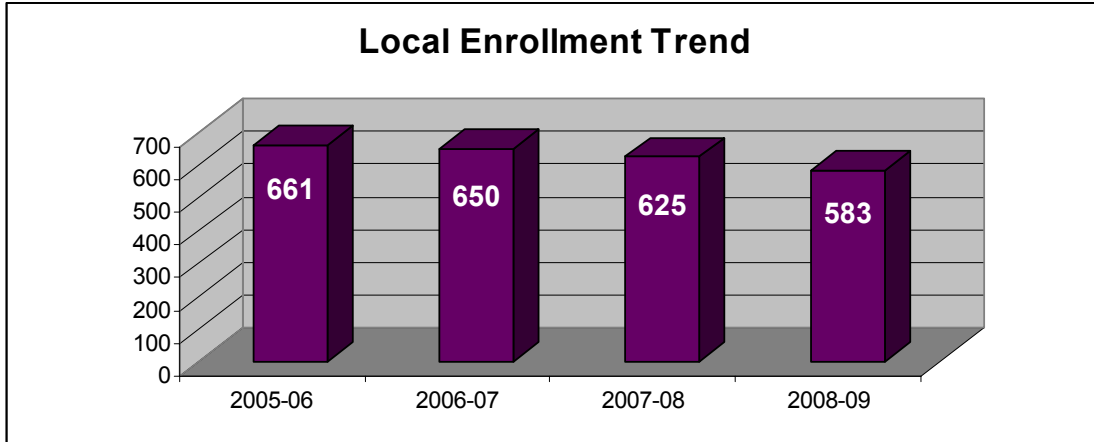
- ◆ Flandreau Elementary
- ◆ Flandreau Middle School
- ◆ Flandreau High School
- ◆ Pleasant Valley School

Home County: Moody

Area in Square Miles: 249

District Enrollment

	2005-06	2006-07	2007-08	2008-09	2009-10
Total Enrollment (PreK-12)	661	650	625	583	
ADM for PreK-5	-	-	-	293	
ADM for 6-8	-	-	-	145	
ADM for 9-12	-	-	-	145	
Students with Disabilities Enrollment	84	95	98	41	
(% of PreK-5 with special needs)	-	-	-	32%	
(% of 6-8 with special needs)	-	-	-	10%	
(% of 9-12 with special needs)	-	-	-	28%	
Economically Disadvantaged Enrollment (% Eligible for Free/Reduced Lunch)	26.9%	31.4%	48.5%	49.4%	
(% of Pre-5)	-	-	-	55%	
(% of 6-8)	-	-	-	49%	
(% of 9-12)	-	-	-	34%	
Total Open Enrolled Students Received	31	32	36	48	
PreK-5	-	-	-	29	
6-8	-	-	-	11	
9-12	-	-	-	8	
Native American Enrollment	-	-	-	216	
PreK-5	-	-	-	118	
6-8	-	-	-	52	
9-12	-	-	-	46	
Black, Hispanic, & other minority Enrollment	-	-	-	37	
LEP Enrollment (Limited English Proficiency)	-	-	-	196	



Staff Profile

	2005-06	2006-07	2007-08	2008-09	2009-10
Certified Instructional Staff (# FTE)	56.6	53.6	55.6	60.3	61.4
% with Advanced Degrees	14.8%	17.2%	18.3%	18%	21%
Average Years of Experience	14.4	15	13.9	12.25	12.7
Student to Staff Ratio	11.7 to 1	11.9 to 1	11.2 to 1	9.7 to 1	10 to 1
Classes NOT Taught by Highly Qualified Teachers	5.9%	0.0%	0.0%	0.0%	1.1%
PreK-5	0.0%	0.0%	0.0%	0.0%	3.8%
6-8	10%	0.0%	0.0%	0.0%	0.0%
9-12	6.5%	0.0%	0.0%	0.0%	0.0%
Number of Core Courses taught by SPED teachers (grades 7-12)	-	-	-	4	4

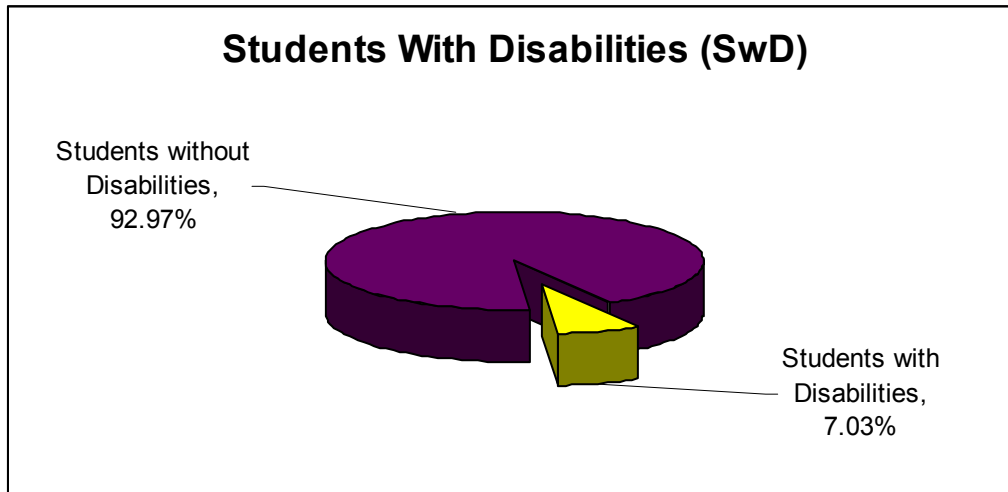
NOTE: South Dakota no longer issues emergency credentials to teachers, so that information will not be reported after 2008.

Classes NOT Taught by Highly Qualified Teachers Comparison in 2008-09	
State	1.7%
Flandreau	1.1%

NOTE: In 2008-09, Highly Qualified Teachers taught 96.2% of classes in the Highest Quartile & 100% of classes in the Lowest Quartile of poverty schools in the Flandreau School District.

2 Special Education Profile

Students with Disabilities (SWD)



Participation Rates (Dakota STEP) for Students with Disabilities

	2005-06	2006-07	2007-08	2008-09	2009-10
Assessment Participation Rates	-	-	-	100%	
% SWD taking regular assessments	-	-	-	27%	
% SWD testing with accommodations	-	-	-	61%	
% SWD taking alternative assessments	-	-	-	12%	

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 and 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	0	*	*	*	
Emotionally Disturbed	*	*	11	11	
Mental Retardation	*	*	*	*	
Hearing Impaired	*	*	*	*	
Learning Disabled	29	27	23	22	
Multiple Disabilities	*	*	*	*	
Orthopedic Impairment	0	*	*	*	
Visually Impaired	0	*	*	*	
Deaf	*	*	*	*	
Speech/Language	10	23	26	24	
Other Health Impaired	10	11	*	*	
Autism	*	*	*	*	
Traumatic Brain Injury	0	*	*	*	
Developmental Delay	*	*	11	10	
TOTAL	84	95	98	92	

Special Education Placement Categories

	2005-06	2006-07	2007-08	2008-09	2009-10
Regular Classroom	44	54	56	53	
Resource Room	23	24	21	19	
Self-Contained Classroom	*	*	*	*	
Separate Facility	*	*	*	*	
Regular Early Childhood	*	*	14	*	
Age 3-5 Special Education Program	*	*	*	*	
Age 3-5 Other SPED Locations	*	*	*	*	
TOTAL	84	95	98	92	

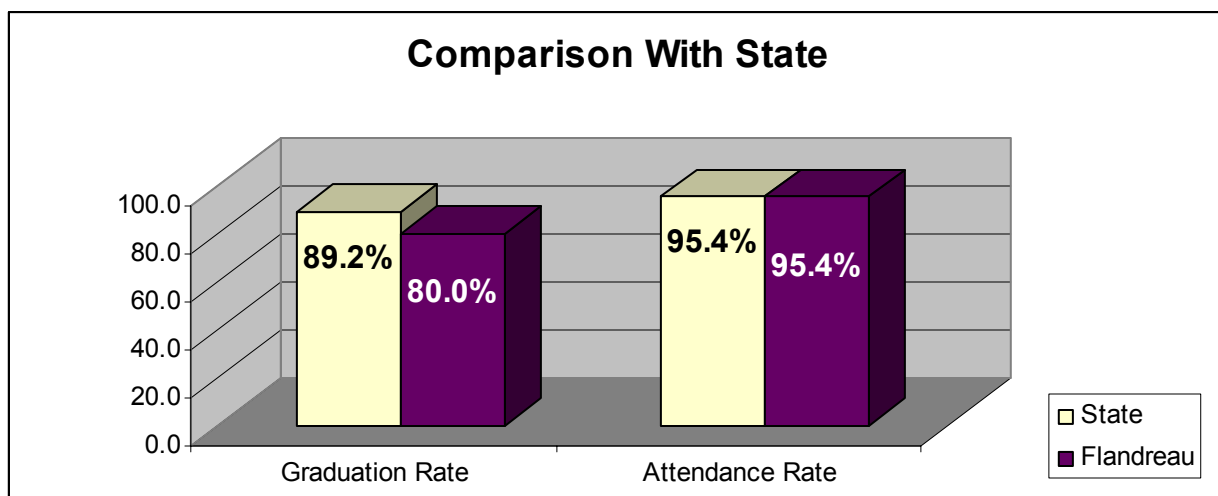
3 Student Behavior Profile

Attendance, Graduation and Discipline Data

	2005-06	2006-07	2007-08	2008-09	2009-10
Attendance Rate	95.0%	96%	95.2%	95.4%	
PreK-5	-	-	-	96.4%	
6-8	-	-	-	96%	
9-12	-	-	-	94.3%	
Truancy Rate	-	-	-	0.0%	
Suspension Rate	-	-	-	0.0%	
Students without Disabilities	-	-	-	0.0%	
Students with Disabilities	-	-	-	0.0%	
Drop Out Rate	2.6%	3.1%	3.9%	-	
Students without Disabilities	-	-	-	1.7%	
Students with Disabilities	-	-	-	4%	
Graduation Rate	94.1%	84.48%	93.88%	80%	
Students without Disabilities	-	-	-	84%	
Students with Disabilities	-	-	-	88%	
Number of Graduates	48	49	49	28	

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.

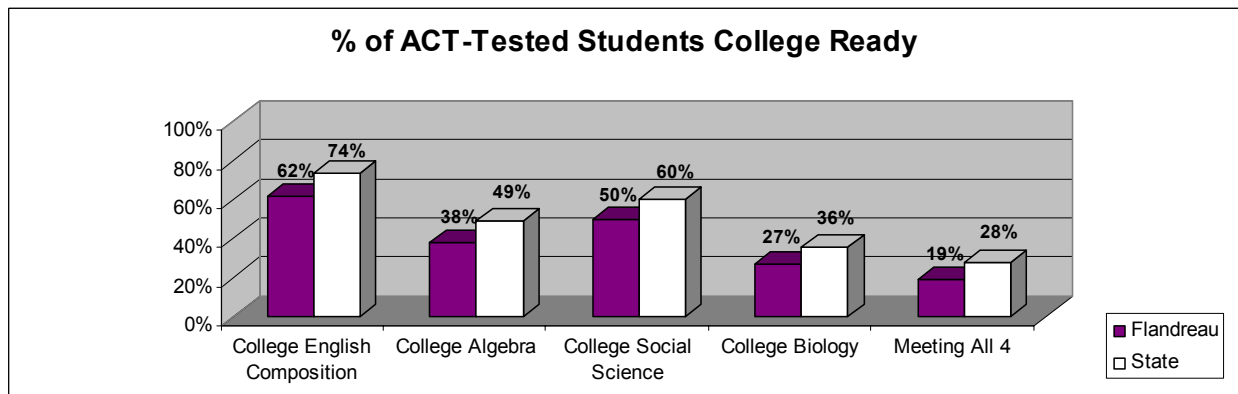
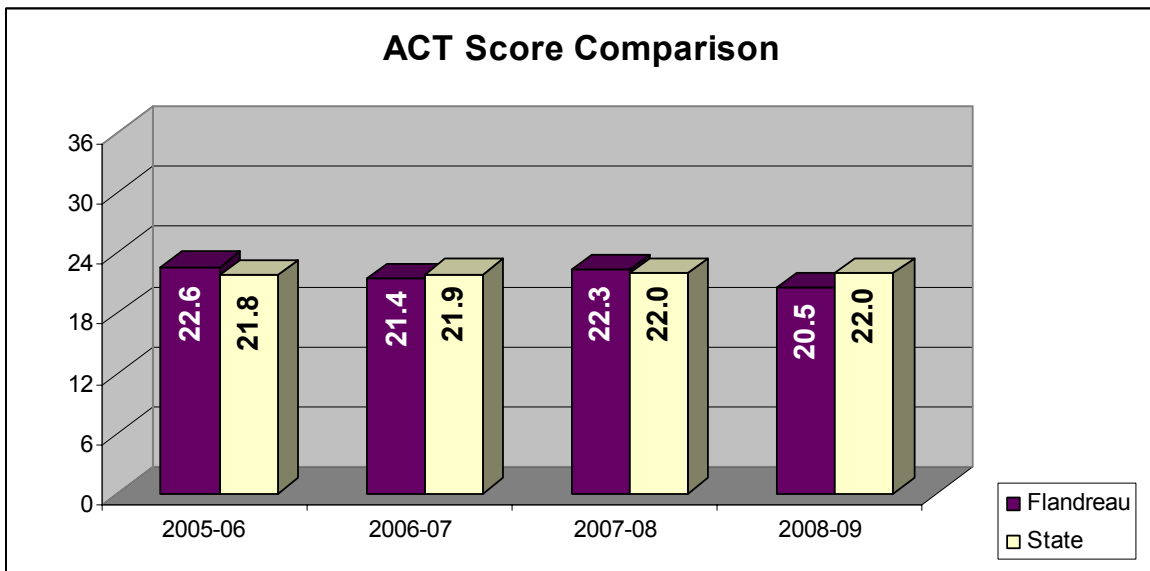
NOTE: The Department of Education changed the way it calculates graduation rate, in an effort to make it a more accurate count. The graduation rate starting with the 2004-05 school year is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) 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	28		34		34		36		NA	
	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg
English	20.2	20.8	22.5	21.0	20.7	21.3	21.7	21.2	19.9	21.2
Math	20.9	21.3	22.2	21.6	21.5	21.7	21.6	21.9	20.0	21.8
Reading	19.5	21.7	22.9	22.0	20.9	22.1	23.1	22.3	20.5	22.3
Science	20.9	21.6	22.3	21.8	21.8	21.9	22.2	22.0	21.0	22.0
Composite Score	20.5	21.5	22.6	21.8	21.4	21.9	22.3	22.0	20.5	22.0



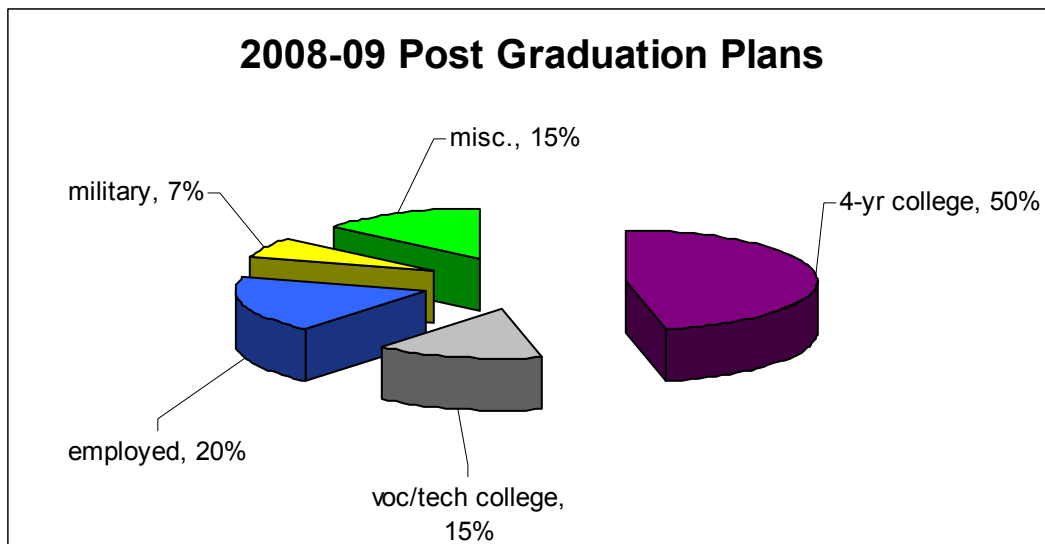
Non Traditional Course Enrollment
 (# of students enrolled)

	2004-05	2005-06	2006-07	2007-08	2008-09
Advanced Placement Courses	-	-	-	-	10
Dual Credit Courses (HS & college credit)	-	-	-	-	0
Credit Recovery Courses	-	-	-	-	13
Distance Learning Courses	-	-	-	-	0

5 Students' Post-graduation Plans

Post-graduation Plans

	# of graduates	% 4-yr college	% voc/tech college	% employed	% military	% misc.
2005-06	48	NA	NA	NA	NA	NA
2006-07	49	64%	20%	12%	2%	2%
2007-08	49	NA	NA	NA	NA	NA
2008-09	28	50%	15%	20%	7%	15%
2009-10						

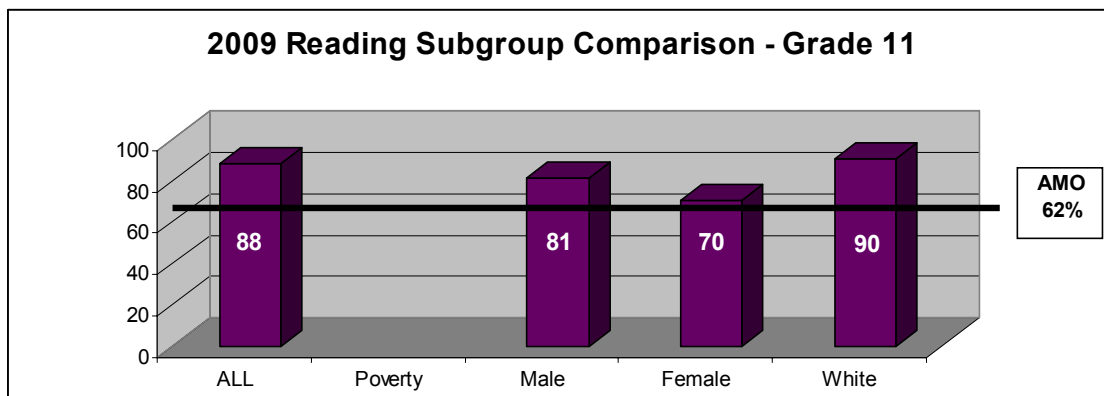
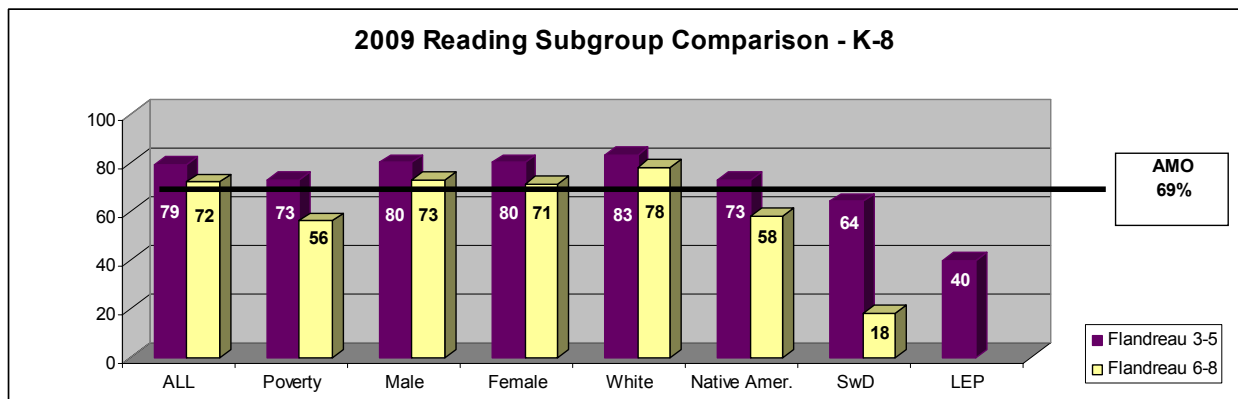


6 Reading Performance

Dakota STEP Results in Reading

DakotaSTEP Reading % Proficient and Advanced							
All Subgroup							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
2004-05	86	89	79	74	78	77	79
2005-06	91	87	89	81	79	85	82
2006-07	100	84	86	85	72	83	82
2007-08	93	95	81	75	89	74	68
2008-09	91	62	87	68	63	86	88

NOTE: The charts below shows how the accountable subgroups in each grade span (3-5, 6-8, 9-12) compares to the Annual Measurable Objective (AMO) for South Dakota.

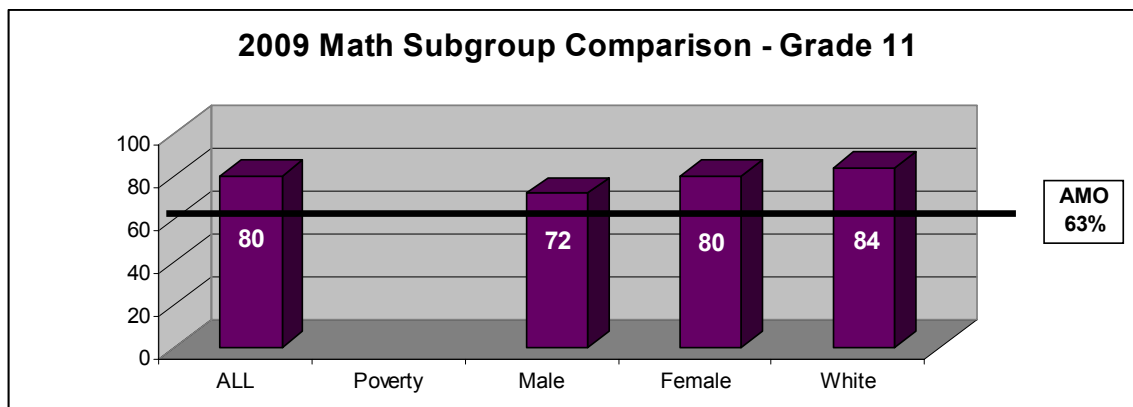
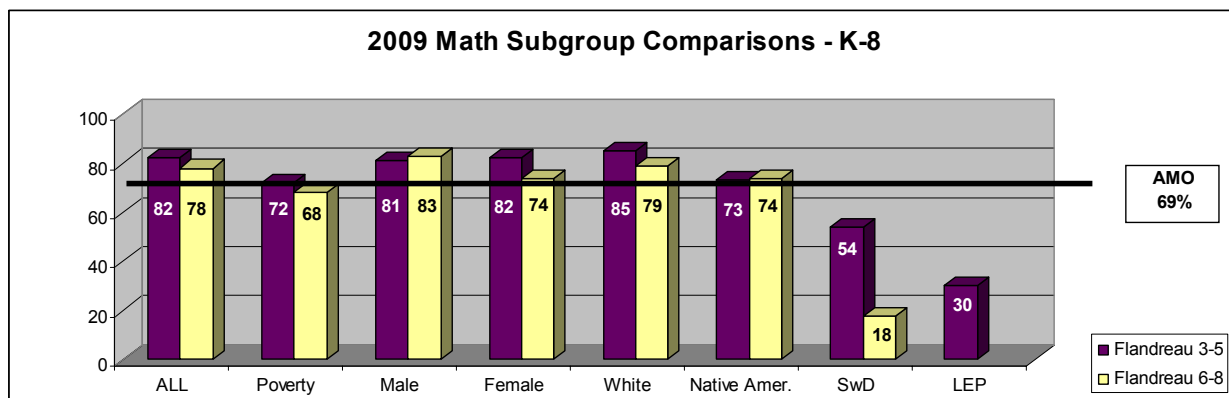


7 Math Performance

Dakota STEP Results in Math

DakotaSTEP Math % Proficient and Advanced							
All Subgroup							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
2004-05	79	89	77	70	76	65	85
2005-06	88	75	79	63	73	83	72
2006-07	88	71	80	86	62	75	70
2007-08	91	88	78	77	85	88	71
2008-09	85	69	92	70	78	86	83

NOTE: The charts below shows how the accountable subgroups in each grade span (3-5, 6-8, 9-12) compares to the Annual Measurable Objective (AMO) for South Dakota.

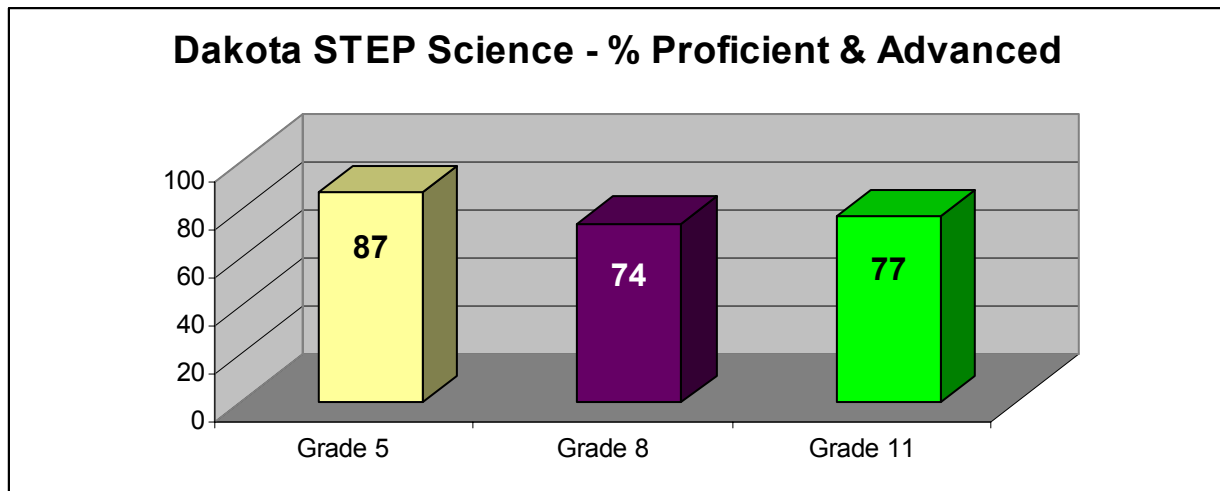


8 Science Performance

DakotaSTEP Science % Proficient and Advanced							
All Subgroup							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
2006-07	-	-	77	-	-	66	78
2007-08	-	-	76	-	-	71	61
2008-09	-	-	87	-	-	74	77
2009-10							

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

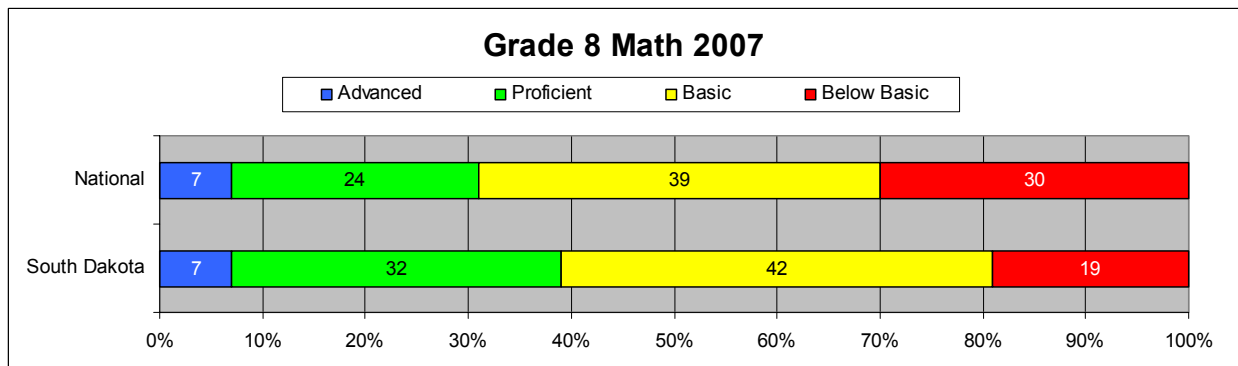
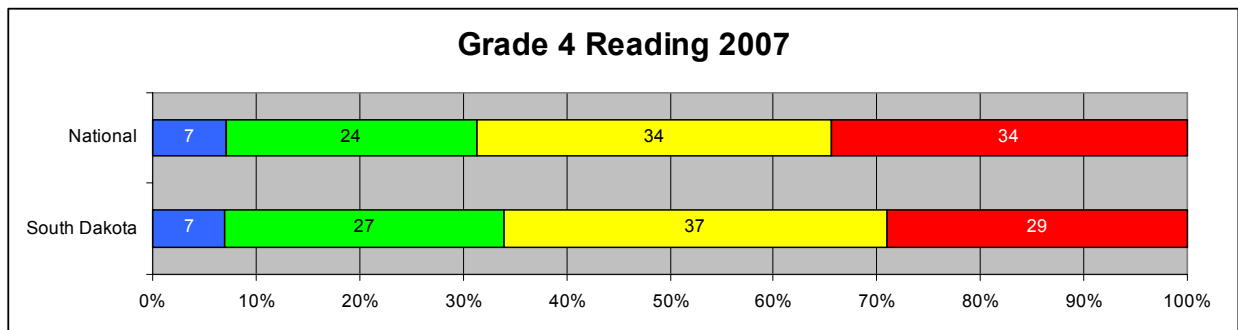
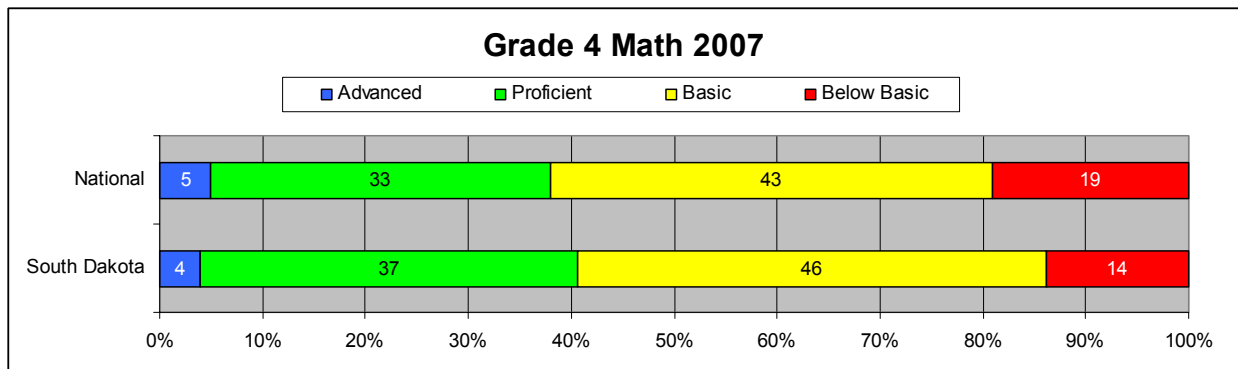
NOTE: Science is only tested at grades 5, 8, and 11. At this time, science is not included in the determination of AYP and scores will not place a school into School Improvement status. No Annual Measurable Objective (AMO) has been set for science.

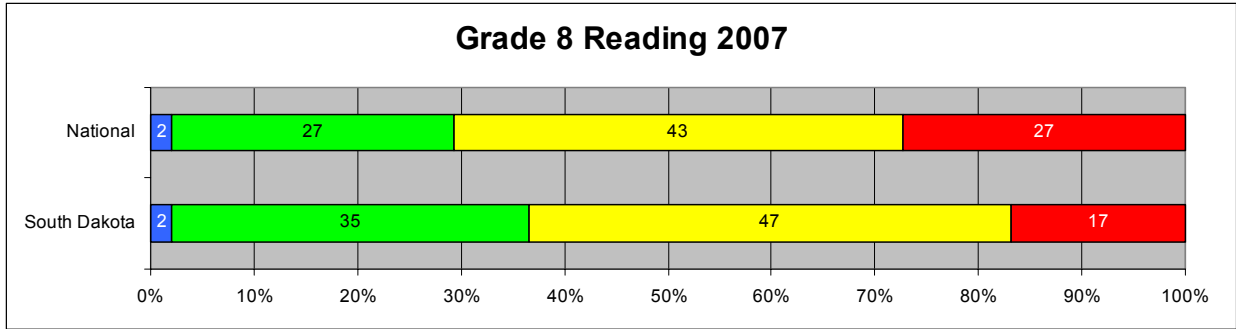


9 Summary of 2007 NAEP Data (State Level)

The National Assessment of Educational Progress (NAEP) or the “Nation’s Report Card” is administered on a biannual basis to a sample of 4th and 8th 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.





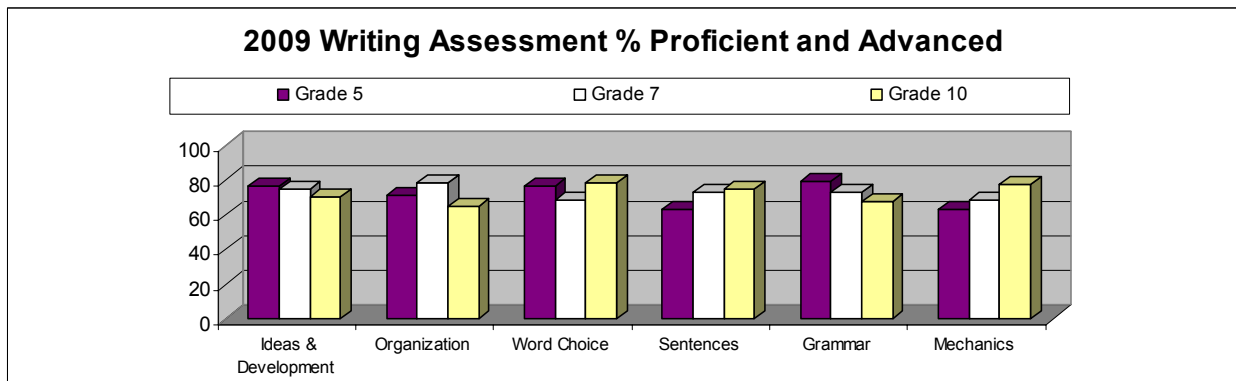
NOTE: NAEP achievement levels are not necessarily equivalent to proficiency levels used with South Dakota’s state assessment, DSTEP. For more information on the mathematics and reading achievement levels go to:

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

10 Writing Performance

2009 Writing Assessment Results

% Proficient and Advanced						
	Ideas & Development	Organization	Word Choice	Sentences	Grammar	Mechanics
Grade 5	76.3	71.1	76.4	63.2	79	63.2
Grade 7	74.5	78.4	68.6	72.6	72.6	68.6
Grade 10	70	65	78.2	75	67.5	77.5



11 Adequate Yearly Progress (AYP) Profile

District Level AYP Summary

Objectives	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	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	-		98.7%		100%		99.3%		100%	
% of 6-8 Tested	-		100%		100%		100%		100%	
% of 9-12 Tested	-		98.1%		97.8%		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: AYP must be met two consecutive years in order to be removed from School Improvement status.

School Level AYP Summary

Reporting School Improvement Status designations and subsequent status.

School & Objectives	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Flandreau Elementary	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Pleasant Valley School	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Flandreau MS (math)	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Flandreau MS (reading)	Yes	Level 1	Yes	OK	No	Alert	Yes	OK	Yes	OK
Flandreau High School	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK

NOTE: AYP must be met two consecutive years in order to be removed from School Improvement status.

12 Additional Information

Distinguished District & School Status

In 2006, Flandreau School District was identified as a Distinguished District.

Flandreau Schools identified as Distinguished (see criteria on page 16):

- 2009 – Flandreau Elementary and Flandreau High School
- 2006 - Flandreau Elementary
- 2005 - Flandreau Elementary and Flandreau High School
- 2004 – Flandreau Elementary

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.