

# Wall School District #51-5

401 South Blvd. West  
Wall, SD 57790

605-279-2156  
[www.wall.k12.sd.us](http://www.wall.k12.sd.us)

## 2010-2011 District Report Card



Wall School  
401 South Blvd. West  
Wall, SD 57790



Big White School  
19910 222<sup>nd</sup> St.  
Wall, SD 57790

### 2011-2012 School Board

President – Scot Eisenbraun

Vice Pres. – Pam Johnson

Carolynn Anderson

Kevin Bielmaier

Todd Trask

Mary Williams

Spencer Cordes

### 2011-2012 District Administration

Dennis Rieckman  
Superintendent/7-12 Principal

Niki Mohr  
Business Manager

Charles Sykora  
K-6 Principal  
Big White Principal  
Federal Programs Director

Diane Geigle  
Special Education Director

David Ermish  
Athletic Director

Source: <http://doe.sd.gov/reportcard/index.aspx>

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## Wall School District

### Mission Statement

The Mission of the Wall School District 51-5 is to empower all students to fully develop their potential to succeed in an ever-changing world.

### Non-Discrimination Policy/ OCR VOC-ED GUIDELINES NOTIFICATION

It shall be the policy of Wall School District 51-5 that no student, employee, patron or visitor be subject to discrimination on the basis of sex, religion, age, marital status, color, ancestry, race or ethnic background, physical or mental challenge, in the application of any educational and/or extra-curricular program that the district shall fund or support.

All students attending the Wall Public Schools may participate in education programs and activities, including but not limited to health, physical education, music and vocational and technical education, regardless of race, color, national origin, religion, age, handicap, or sex.

If any student, employee, patron or visitor to the Wall School District 51-5 feels that they have been discriminated against because of sex, religion, age, marital status, color, ancestry, race or ethnic background, physical or mental challenge, that person shall report the discriminatory act to one of the following: the school counselor; the elementary principal; or the district superintendent.

Each of the above may be contacted at: 605-279-2156, or P.O. Box 414, Wall, SD 57790.

504 Coordinator: Mr. Dennis Rieckman  
PO BOX 414  
Wall School District  
Wall, SD 57790  
605-279-2156 x. 2157

[Dennis.Rieckman@k12.sd.us](mailto:Dennis.Rieckman@k12.sd.us)

Title IX Coordinator: Charles Sykora  
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Wall School District  
Wall, SD 57790  
605-279-2156 x. 2159

[Charles.Sykora@k12.sd.us](mailto:Charles.Sykora@k12.sd.us)

South Dakota Regional US Office for Civil Rights:

US Department of Education

Office of Civil Rights

8930 Ward Pkwy, Ste 2037

Kansas City, MO 64114-3302

PH: 816-268-0550

TDD: 877-521-2172

Email: [OCR.KansaCity@ed.gov](mailto:OCR.KansaCity@ed.gov)

### Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

If you would care for more assistance about FERPA, you can contact the school, the South Dakota Department of Education, and/or the U.S. Department of Education. Information regarding FERPA can be found on the Internet at: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Note: Student records and directory information is covered under File: JO of the district policy handbook.

## **Parents Right to Know**

Title I Part A, Section 1111(h)(6) specifies that all parents in a Title I school be notified and given the opportunity to request information about the professional qualifications of classroom teachers instructing their child. If you are interested in this information, you may send your request to the building principal who will provide a response.

### **Wall School District**

#### **Goals and Strategies**

**District Strategic Goal:**     **Improve academic performance in the Wall School District as determined through an analysis of student achievement data to include SAT 10, Dakota STEP, and ACT tests, as well as other measures determined by the board, administration, and faculty.**

**Strategies Targeted at the Strategic Goal:**

- 1) The Wall School District will focus on improving student-teacher relationships, addressing, in particular, mutual respect and student motivation.
- 2) The number of students taking and successfully completing advanced mathematics and science courses in the high school will increase.
- 3) Teachers in the Wall School District will improve instructional strategies to promote higher student achievement.

#### **A Message from Dennis Rieckman – Superintendent/7-12 Principal**

Welcome back for the 2011-12 school year. The fall sport seasons are underway and school will be starting on Tuesday, September 6<sup>th</sup>. We have a couple of additions to the staff this year. Ms Kelly Frentz will be the 9-12 English teacher. She has been teaching at the Star Academy for the Department of Corrections near Custer, SD. Mrs. Dana Luedeman will be working at Big White as a teacher aide and Mrs. Gwen McConnell will be working in the kitchen. There has been some movement in positions with Mr. Dave Ermish taking over as Athletic/Activity Director; Mrs. Samra Trask will be the teacher facilitator for the AP English class, and Mr. Randall Poste will be adding World History to his work day. The custodians have done a great job this summer preparing the classrooms and the rest of building for the students and staff.

The elementary and high schools have been identified as Distinguished Schools by the State Department of Education. The Middle School missed out due to attendance in 2010 and missed by 1-2 % points in Math and Reading. I am very pleased by the efforts our students put forth every year when taking the Dakota STEP exams. We did meet the AYP goals in attendance and graduation rates this year. I hope the trend of better attendance will continue this year.

As of now we do not have any Boys BB coaches for the high school or Middle school. Mr. Ammann resigned his BB coaching and Athletic Director duties, but remained in the district teaching and coaching golf. There are no teaching assignments available to offer with coaching and it becomes difficult to fill the position. I know we have coaches in the community because I have heard from many of you over the years. We have a good group of talented young men ready to play basketball this school year and we are without a coaching staff. We need community members willing to step in and be a positive influence and commit to building a solid program. If you are willing to work long hours, teach fundamentals, teamwork, and are a positive influence on these players please give me a call or stop in. I do have the ability to assign current qualified staff to fill these positions, but forcing someone to coach is not the best solution for the players or coaches. Wall is no different than many small towns in South Dakota where everyone has a better answer or way to coach. I am going into my sixth year in Wall and I have had complaints every year concerning our boy's basketball program. A change



has been made and time will tell if it is a positive or negative move. High school, middle school, and elementary level coaches are coaching because they enjoy working with the student athletes.

We are replacing the laptop computers in grades 6-12. The 9-12 students will be receiving a full size HP laptop and the 6-8 students a Dell computer which is smaller in size. We have purchased each of the students a backpack for the computer and it will also hold other books etc. There should not be a need for students to purchase a backpack. We are excited for the ability to provide laptops for our students and keep them in tune with the 21<sup>st</sup> Century tools. The technology and learning to use it is becoming the norm for today's students.

Parents and families will be receiving information from the school in the near future. Please take time to fill out the free and reduced lunch information. The more families we have qualify helps with funding for several Federal Programs. If you have any questions concerning the application or the program, please call Mrs. Niki Mohr at the school. The application process is kept in confidence and is only reviewed by Mrs. Mohr.

There have been some changes made to the dress code, activity tickets, high school class schedules, and lunch prices. The dress code has been changed to deal with students wearing inappropriate clothing to school. We have issues with some students wearing the "baggy pants" which hang low which then shows the students undergarments. These pants need to be worn at the waist level and a belt worn to keep them up. We also have female students who wear the tops with spaghetti straps or skirts which are too short. I always tell students at the beginning of the year to look in the mirror and ask themselves "are these clothes inappropriate or would Mr. Rieckman object?" If the answer is yes or maybe, then it would be best to change. Please look over the list of inappropriate clothing in the handbook. ALL students in grades 6-12 will need to buy an activity ticket at \$10.00. Elementary students may also purchase an activity ticket at this price, but are not required to do so. Prices for home games will be raised to \$5.00 for adults and \$3.00 for students. Lunch prices have been raised to \$2.40 and \$1.25 for breakfast for students in grades 6-12. Elementary lunch prices are \$2.15 and \$1.25 for breakfast. High School students will NOT have a study hall this year. We will extend the classes a bit longer and instruct the teacher to allow for the last few minutes of class for study time. I feel this will be a positive change for our students. As many of us can relate to back in the day, study halls are not the most productive use of time in a school and things have not changed.

If I could, I would implement the One Page Handbook which I shared with students on opening day. The One Page handbook has 6 points or rules as follows: 1) Do what is right! 2) Treat others as you want to be treated! 3) Treat everyone with dignity and respect! 4) Do not ASSUME! 5) When in doubt – ask! 6) Have PRIDE in your school. I think everyone would agree on how much better things would be if we all followed these 6 simple points instead of a 26 page handbook. Our goals for the year will remain the same with one new addition. The five goals are: 1) Improve communication among home, school, and community. 2) Provide quality education to prepare students for their future. 3) Promote respect, responsibility, and accountability among all individuals. 4) Promote the importance of attendance. 5) Recognize and promote ACADEMIC EXCELLENCE.

In the next few weeks voters will be asked to sign a petition or will hear about an initiative being circulated to put a one cent sales tax on the 2012 ballot. This one cent will raise an estimated 175 million dollars and will be split evenly between education and Medicaid. These two items are the biggest expenditures in State government and this will easily supplement both areas. I hope everyone will take a look at the measure and support the education of our young people. I encourage everyone to make it a point to visit the school this year and become more involved in the education of our young people. My office is always open and if anyone has a question or concern please stop in or give a call. I am very proud of our students and staff in Wall and I know we have an excellent school system.

## **2011-2012 Back-To-School Charles Sykora – Elementary Principal/Big White Principal**

Welcome to another school year. As we begin the new school year, there are a few things that will be different than last year. First, I want to welcome our new staff members. Kelly Frentz is our new English teacher. She comes to us from Custer. I look forward to working with her, and I'm confident that she will bring a new perspective to the English department. At the time of this writing we are in the selection process for the new Big White paraprofessional.

The students in the Elementary school will have a change in their schedule. The change involves lunch. There has been some research about students going to recess prior to eating lunch. The results indicate a reduction in wasted food and a quicker transition time into the classroom. So, we will begin the school year by sending the students out for recess prior to eating lunch. I am excited about this change and anticipate some "getting used to it" time for both the students and staff before we get a good idea about its effectiveness.

It wouldn't be a proper Back-To-School issue if I neglected to say anything about the Dakota STEP results. A goal of the No Child Left Behind Act seeks to have all of the children proficient or advanced in reading and math by the spring of 2014. The data we received this summer indicates that we are extremely close to that goal. If you look at the district report card, you will see that the K-5 students are only a few percentage points away from that goal. The staff believes that 100% MEANS 100%, and we will continue work toward that goal.

The district's 2010-2011 report card must be made available for review to all stakeholders in the district. To accomplish this we will distribute it to area businesses. The report card is a requirement of the No Child Left Behind Act. If you would like a copy of the report card, please call the school. We will print off a copy for you.

We will continue to do everything we can to communicate with each and every one of you. We will continue to send the weekly newsletter, and when special announcements arise an email will be sent out. Something new to Big White and the Elementary School will be communication through the three ring binders. Each student will be provided a three ring binder that will have a copy of the student handbook, Title I handbook, classroom information, and other information intended to improve communication between home and school. Throughout the school year, please take five minutes or so each evening to look through the binder. Take some time to visit about its contents, and let us know of any concerns and/or praises about what we are doing at school.

On September 14<sup>th</sup> the school will hold an open house. The open house will begin at 4:30 PM. The open house will provide everyone the opportunity to walk through the school and meet with teachers and staff. Someone will be available to update your parent portal username and password, explain your child's Dakota STEP results, update your contact information, and hand out missing paperwork. The school will provide a meal between 4:30 PM and 6:30 PM. At 7:00 PM, a speaker from the Todd Becker Foundation will be here as an extension of the student assembly (for grades 9-12) they will conduct during that day. The Todd Becker Foundation provides presentations at schools around Nebraska about choices and decision making. In the past the open house has been well attended. I look forward to seeing everyone there.

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Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

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We need people from the community to help the district by serving on committees. The committees we currently have are the Consolidated Application Committee, Title I Committee, and Dakota Character Committee. The Consolidated Application Committee's task is to help the district develop a plan that provides a better learning environment for our students through the use of federal funds. The Title I Committee reviews the activities within the Title I program and helps us make changes to improve the learning of students who are at risk of failing. Finally, the Dakota Character Committee works to assist us at implementing the Dakota Character activities throughout the district. If you are interested in serving on any or all of these committees please call.

I look forward to another productive year. If you have any questions or concerns throughout the school year do not hesitate to contact me. I am in the office around 7:00 AM until about 5:00 PM. I am also at many of the evening activities. Feel free to visit with me during those times. If any of those times do not correlate with your schedule, please contact me so that we can schedule a meeting. I can be reached at 270-2156 or at [Charles.Sykora@k12.sd.us](mailto:Charles.Sykora@k12.sd.us). Enjoy the rest of the summer!

### ***Many local Kids are Eligible for Free Health Care Coverage***

As families get their children ready for a successful school year, we want to encourage parents to put enrolling for the South Dakota Children's Health Insurance Program (CHIP) at the top of their back-to-school checklist. South Dakota children under age 19 may be able to get free health insurance through the Children's Health Insurance Program. Children enrolled in CHIP will receive coverage for doctor visits, hospital care, vision and dental care, eye glasses, prescriptions and other services. CHIP offers comprehensive coverage, much like many of the private health insurance programs.

Many families may not be aware that their children may qualify for coverage with CHIP. In fact, eligibility has been expanded to include many moderate-income families. A family of four can make up to \$3,675 a month or more and qualify for the CHIP. Eligibility is based on family size and income. Larger families with higher incomes may also be eligible for the free health care coverage.

**To find out if your child is eligible for free health care coverage or to apply for CHIP, contact your county social services office, go to <http://dss.sd.gov/medicalservices/chip/>, or call toll-free 1-800-305-3064.**

### **Kids with health care coverage are better prepared to learn**

- MANY children in South Dakota's classrooms who are uninsured are eligible for free children's health insurance.
- Uninsured children are less likely to receive proper medical care for sore throats, earaches, and asthma —common childhood illnesses that are often the cause of school absence.
- One out of three uninsured children with recurring ear infections never sees a doctor during the year.
- One in five uninsured children has untreated vision problems.





# 2011-2012

## Wall School Prices

### Lunch

<u>Description</u>	<u>Individual</u>	<u>20 meal Ticket</u>
Adult/Visitor	\$ 3.50	\$ 70.00
K-5	\$ 2.15	\$ 43.00
6-12	\$ 2.40	\$ 48.00
Reduced	\$ .40	\$ 8.00

### Breakfast

<u>Description</u>	<u>Individual</u>	<u>20 meal Ticket</u>
Adult/Visitor	\$1.50	\$ 30.00
K-12	\$1.25	\$ 25.00
Reduced	\$ .30	\$ 6.00

### Milk (Additional to Bkfst/Lunch for Break)

<u>Description</u>	<u>Individual</u>	<u>20 milks</u>
K-3 ONLY	\$ .35	\$ 7.00

### Activity

<u>Description</u>	<u>Individual</u>	<u>Season Pass</u>
Family (K-12 & Parents)		\$ 80.00
K-12 Student	\$ 3.00	\$ 10.00
Adult	\$ 5.00	\$ 30.00

**6-12th Grade Students MUST PURCHASE a  
2011-2012 Activity Pass for games at \$10.00 each.**

## Wall School District 2011 Report Card

As per the No Child Left Behind Act (NCLB), the Wall School District has developed and printed out this district report card. The district report cards are available in the main office at the school. The information on the report card can be found by going to <http://doe.sd.gov/reportcard/index.aspx>. To get to the Wall School District report card, scroll down the left side of the screen and click on Wall. You will be able to access the information on each of the schools. If you have any questions, please call the school.

**No Child Left Behind (NCLB)** – NCLB is a federal law that calls for stronger accountability for schools, local control and flexibility, research-based teaching methods, and more choice for parents. It was signed into law by President George W. Bush on Jan. 8, 2002.

**Assessment** – The assessment provides feedback to the Wall School District (educators, students, and parents/guardians) regarding the academic level of the students in grades 3-8 & 11. The assessment the students completed is called the Dakota STEP (or D-STEP). Some South Dakota students completed the NAEP (National Assessment of Educational Progress).

**Below Basic** – A student performing below the basic level is unable to perform the content standards for the grade, therefore, no description is provided for this performance level.

**Basic** – A student performing at the basic level performs below expectations for that grade level. The student is able to perform some of the content standards for the grade below the level of difficulty, complexity, or fluency specified by the grade level standards.

**Proficient** – A student performing at the proficient level meets expectations for that grade level. The student is able to perform the content standards for the grade at the level of difficulty, complexity, or fluency specified by the standards.

**Advanced** – A student performing at the advanced level exceeds expectations for that grade level. The student is able to perform the content standards for the grade at a high level of difficulty, complexity, or fluency. Accommodations are made for smaller schools, due to possible skewing of scores with smaller populations.

**Participation Rate** – The participation rate is the rate at which each subgroup (male, female, economically disadvantaged, etc.) completes the Dakota STEP. According to NCLB, schools must test at least 95 percent of the various subgroups of children, including their students with disabilities and those with limited English proficiency.

**Adequate yearly progress (AYP)** – AYP is the tool used to measure progress towards annual performance goals.

**Highly Qualified** – As described by the No Child Left Behind Act, a highly qualified teacher is a teacher with full certification, a bachelor's degree and demonstrates competence in subject knowledge and teaching. The act calls for all teachers of core academic subjects to be highly qualified by the end of the 2005-06 school year. Core subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

**Minimum Population Size** – Each subgroup (male, female, economically disadvantaged, etc.) must have a minimum population size equal to 10 in order for the group to be represented.

**Science Scores** – The science scores reported in this year's report card are based on the results posted on the Emetric website. The emetric site is not accessible through the state website.

**State Assessment Report** – represents the scores of all students in a district or school -- not just those who completed the full academic year

**State Report Card** – presents information related to student achievement on the Dakota STEP and the Dakota STEP-A tests.

At the district and school level, it represents the scores of students who were continuously enrolled in a single district from Oct. 1 to the last day of the testing window. This is the information upon which adequate yearly progress determinations are based.

**Note:** Because the separate grade levels Big White School do not meet the minimum group requirements (minimum of 10 students per grade level) Big White's grade level data is included within the district-wide reports.



## Parents' Guide to the Dakota STEP

The Dakota State Test of Educational Progress (Dakota STEP) is South Dakota's annual statewide assessment of student progress, administered to students in grades 3 through 8 and 11 each spring. Public school districts are required to administer the Dakota STEP. The Dakota STEP is the assessment system for accountability used in South Dakota as required by the No Child Left Behind Act and South Dakota state law.

### WHAT IS THE DAKOTA STEP?

The assessment provides critical feedback to educators, students and parents regarding students' academic achievement and mastery of South Dakota's academic content standards. Dakota STEP results are not used in making grade promotion decisions or high school graduation decisions.

The Dakota STEP assessment is composed of a battery of multiple-choice subtests. Questions are based on state content standards in reading, mathematics and science.

### WHY WAS THE DAKOTA STEP DEVELOPED?

The Dakota STEP was developed to improve the accountability of the state's educational system. It also serves as one benchmark to measure student achievement. The test was created with the help of South Dakota educators. It was designed to:

- Establish high expectations for the education of South Dakota students
- Identify students who may need extra help in reading, mathematics and science
- Help schools and teachers identify weaknesses in their curriculum and improve instruction in those areas
- Help teachers and parents monitor achievement
- Improve the accountability of the state's educational system

### WHEN IS THE DAKOTA STEP ADMINISTERED?

Dakota STEP testing takes place in the spring of each school year. The total time required for the administration of the tests varies by grade and ranges from 4.5 to 6.75 hours. Testing may be spread out over several days, and school districts set their own testing schedules. If your child is absent during testing, it is important that a makeup opportunity be scheduled.

### WHAT DO MY CHILD'S TEST SCORES MEAN?

You will receive an individual student report from your child's school that explains how he or she did on the Dakota STEP. This report will provide your child's scale scores, achievement levels and achievement level definitions in reading, math and, in some grades, science.

Scale scores vary for each subject area and grade level. This scale is used to determine your child's achievement level for each subject tested; however, it is not easy to know whether a child has made progress using only the scale score. The Department of Education has defined four levels of student achievement levels based on scale scores:

- **Advanced--** A student performing at the advanced level exceeds expectations for that grade level. The student is able to perform the content standards for the grade at a high level of difficulty, complexity or fluency.
- **Proficient--** A student performing at the proficient level meets expectations for that grade level. The student is able to perform the content standards for the grade at the level of difficulty, complexity, or fluency specified by the standards.
- **Basic--** A student performing at the basic level performs below expectations for that grade level. The student is able to perform some of the content standards for the grade below the level of difficulty, complexity or fluency specified by the grade level standards.



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- *Below basic*-- A student performing below the basic level is unable to perform the content standards for the grade, therefore, no description is provided for this performance level.

The goal is to have all students perform at the proficient or advanced level.

The Dakota STEP results provide one piece of information about your child's achievement. To obtain a more complete picture, daily class work, homework and other learning activities should be considered. Please discuss with your child's teacher or counselor how the Dakota STEP results can be used together with school and classroom information to help meet your child's educational goals. Educators use test results to improve educational programs.

### HOW CAN I HELP MY CHILD?

Parents and schools share the responsibility for educating children. Everyone concerned, especially the student, benefits when there is a partnership for learning. Students learn best when they know that their efforts are supported at home and at school. Here are some ways you can help your child do his or her best in school:

- *Be a model:* Parents are a child's first teacher. If you show that you value learning, chances are your child will benefit. Your child needs to know that you think school is important.
- *Provide support:* In order to do his/her best in school your child needs your support in many ways. This means making sure your child has enough sleep and is eating well-balanced meals. It also means providing a quiet place where your child can study without interruptions. You can also show your support every time you offer your child encouragement and set reasonable expectations for his or her achievement.
- *Stay informed:* Ask your child about school activities and learning experiences. Get to know your child's textbooks and take time to look at his or her homework assignments. Keep in touch with your child's teachers and the school. Attend parent-teacher conferences and parents'

night at the school. Find out the goals that are set for your child, how the school plans to reach those goals, and how you can help.

### WHAT IS THE STATE REPORT CARD?

The State Report Card is issued each August and includes information on how schools perform based on students' Dakota STEP results. Assessment results are displayed in percentage of students scoring at the four achievement levels.

To view the State Report Card, go to:

<https://sis.ddncampus.net:8081/nclb/index.html>

For more information concerning South Dakota's content standards:

<http://doe.sd.gov/contentstandards/>

### FOR MORE INFORMATION

Gay Pickner  
Assessment Director  
South Dakota Department of Education  
605-773-3247  
[gay.pickner@state.sd.us](mailto:gay.pickner@state.sd.us)



[www.doe.sd.gov](http://www.doe.sd.gov)

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# No Child Left Behind

## 2011 Report Card

### Wall 51-5

PO Box 414

Wall, SD 57790-0414

Contact: Dennis Rieckman

### 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.

Effective with the 2011 Report Card, South Dakota has adopted the seven categories required in the Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the US Department of Education into its AYP determinations. Therefore, racial subgroup data for 2011 is not comparable to racial subgroup data for prior years.

### Current District Status

Measure	Status	First Year Identified for School Improvement
Math	OK	
Reading	OK	
Other Academic Indicator	OK	

### Current Year District AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	Y - Met AYP	
Reading	Y - Met AYP	
Other Academic Indicator	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	Y	Y	Y	Y	Y	Y
Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	Y	Y	Y	Y	Y	Y
Hispanic	Y	Y	Y	Y	Y	Y
Two or more races	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

3-5 Other Academic Indicator: Passed

Total AYP Breakdown: 4 of 4\*

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	Y	Y	Y	Y	Y	Y
Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	Y	Y	Y	Y	Y	Y
Hispanic	Y	Y	Y	Y	Y	Y
Two or more races	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

6-8 Other Academic Indicator: Passed

Total AYP Breakdown: 6 of 6\*

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	Y	Y	Y	Y	Y	Y
Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	Y	Y	Y	Y	Y	Y
Hispanic	Y	Y	Y	Y	Y	Y
Two or more races	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

9-11 Other Academic Indicator: Passed

Total AYP Breakdown: 2 of 2\*

\*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.

### 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

It has been determined that South Dakota does not offer an Emergency or Provisional License. This information is therefore not being reported.

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

State : 0.7%

District: 0%

2011 Highest Quartile of Poverty Schools: 100.0%

2011 Lowest Quartile of Poverty Schools: 100.0%

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

2011 Highest Quartile of Poverty Schools: 1.3%

2010 Highest Quartile of Poverty Schools: 1.3%

2011 Lowest Quartile of Poverty Schools : 0.3%

2010 Lowest Quartile of Poverty Schools : 0.6%

### 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: 0

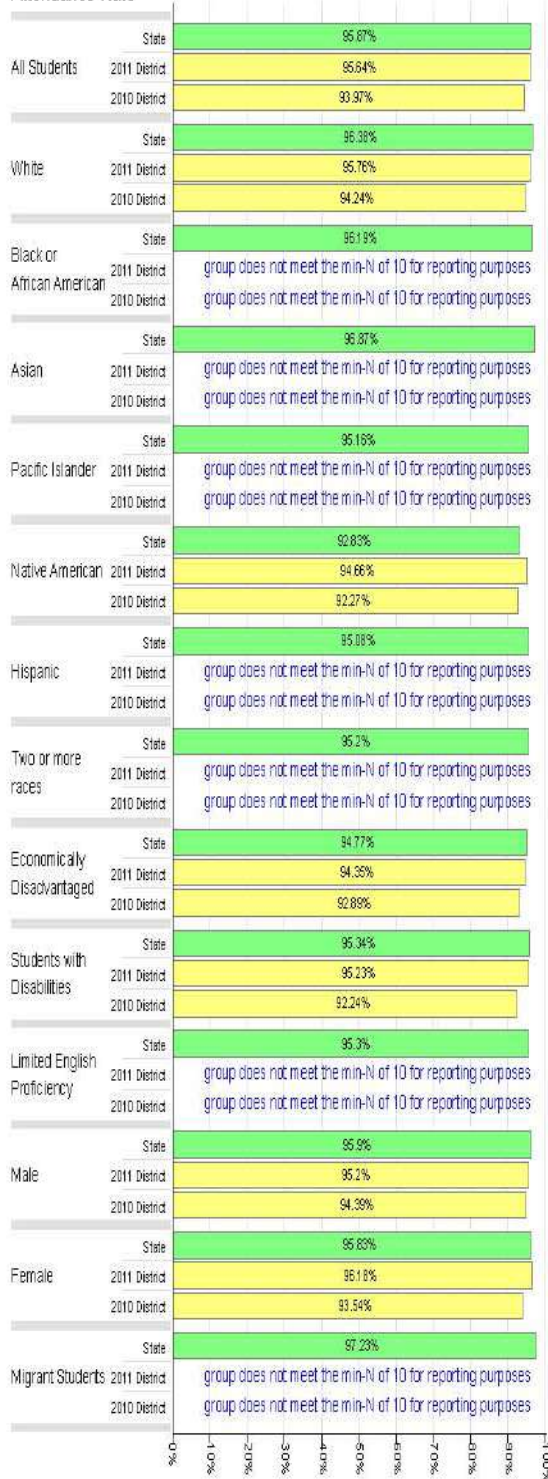
District	Schools	AYP Summary
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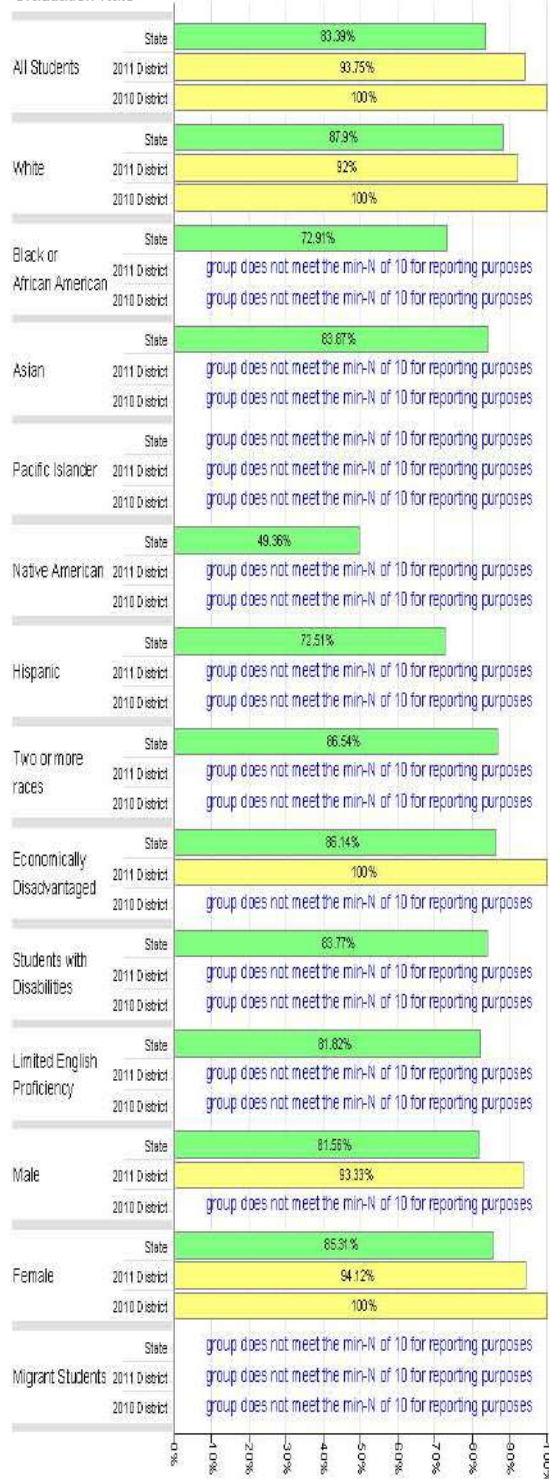
## Attendance/Graduation Rates

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. For graduation, any school or district grade span that includes grade 12 will be expected to meet or exceed the State's graduation rate target of 80% or show progress of at least 2 percentage points. The State's graduation rate goal is 85%. Effective with the 2011 report card, South Dakota has adopted the Title 1 4-Year Adjusted cohort methodology. This is defined as the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. This differs from the graduation rate calculations used in prior years. Therefore, graduation data for 2011 is not comparable to graduation data for prior years.

### Attendance Rate



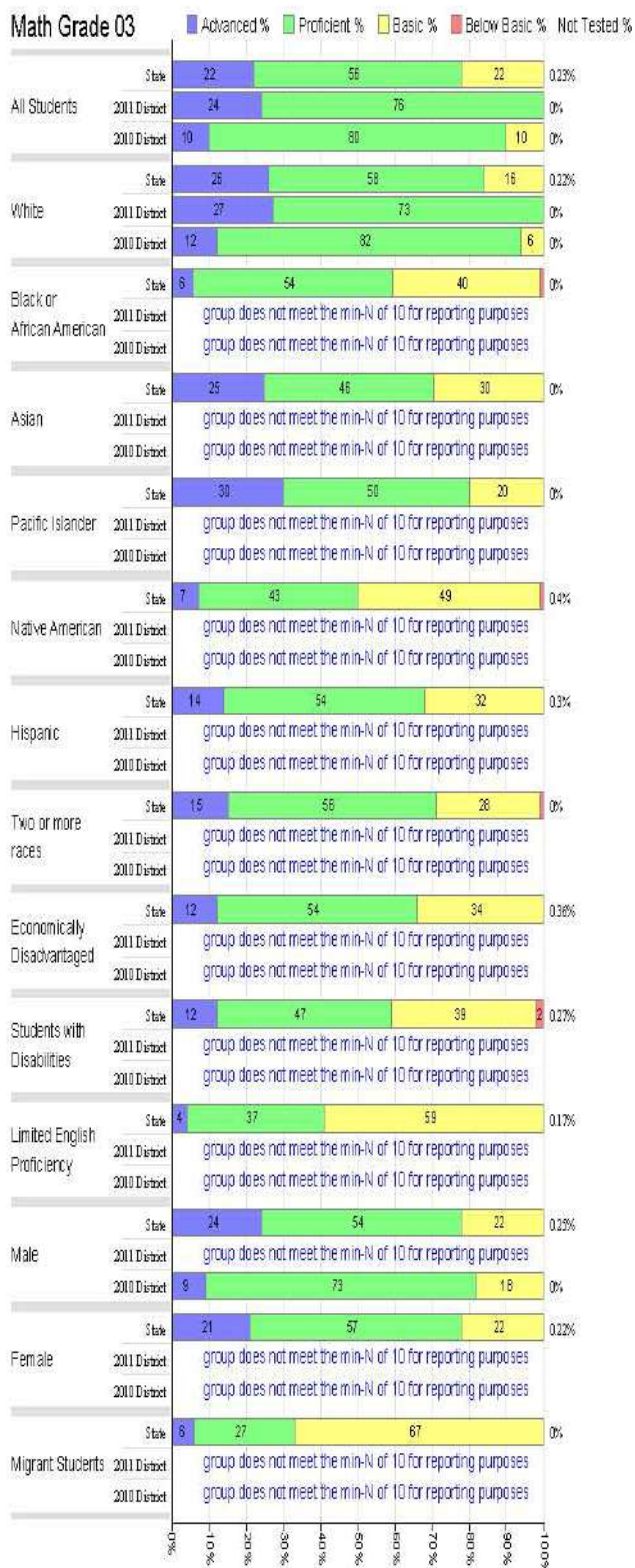
### Graduation Rate



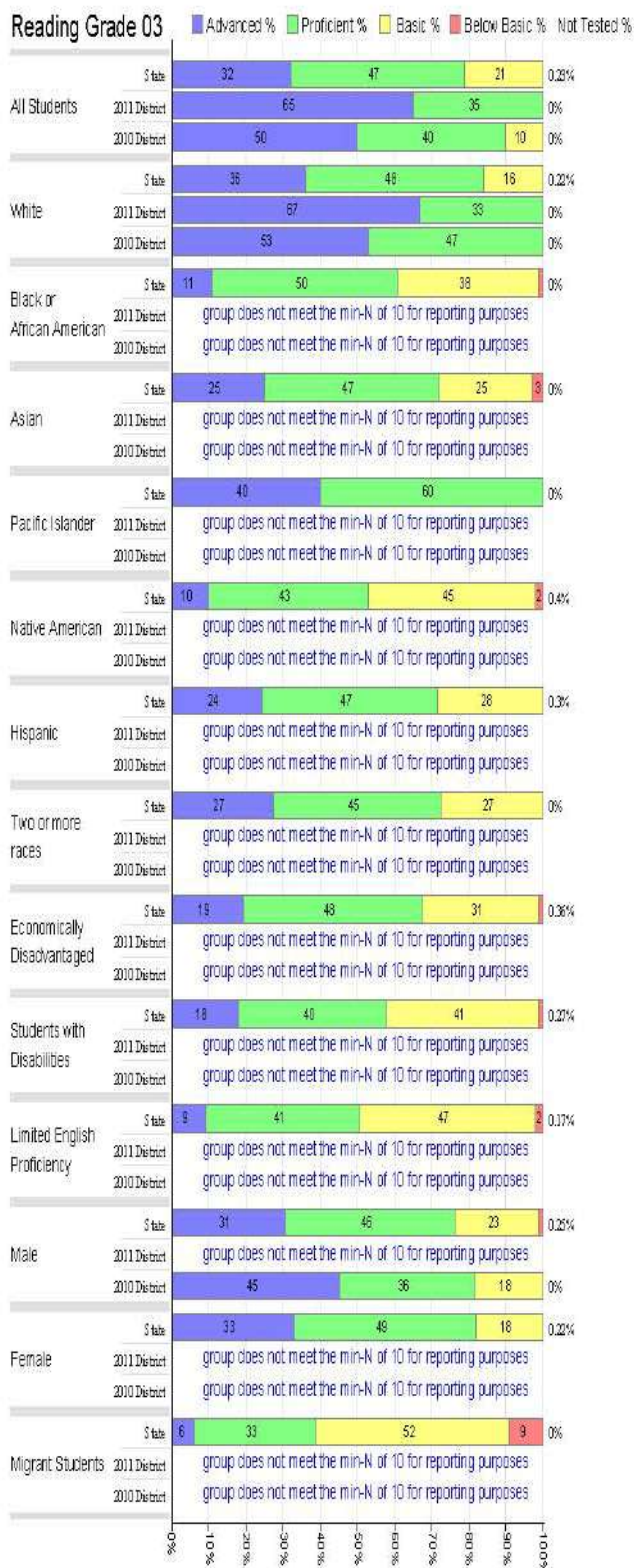
## FAY Math/Reading Scores

Students in grades 3 through 8 and grade 11 completed the Dakota STEP test in the spring of 2011. 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





# NCLB School Reports

District	ASSESSMENT				ACCOUNTABILITY		
2011 Reading Grade 3	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO= AYP Status
	%	%	%	%			
All Students	0	0	35	65	100%	100%	Met AYP
White (not Hispanic)	0	0	33	67	100%	100%	Met AYP
Black (not Hispanic)	Group does not meet minimum population size						
Asian	Group does not meet minimum population size						
Native American	Group does not meet minimum population size						
Hispanic	Group does not meet minimum population size						
Economically Disadvantaged	Group does not meet minimum population size						
Limited English Proficient	Group does not meet minimum population size						
Students w/ith Disabilities	Group does not meet minimum population size						
Gender Male	Group does not meet minimum population size						
Female	Group does not meet minimum population size						
Migrant	Group does not meet minimum population size						

District	ASSESSMENT				ACCOUNTABILITY		
2011 Mathematics Grade 3	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO= AYP Status
	%	%	%	%			
All Students	0	0	76	24	100%	100%	Met AYP
White (not Hispanic)	0	0	73	27	100%	100%	Met AYP
Black (not Hispanic)	Group does not meet minimum population size						
Asian	Group does not meet minimum population size						
Native American	Group does not meet minimum population size						
Hispanic	Group does not meet minimum population size						
Economically Disadvantaged	Group does not meet minimum population size						
Limited English Proficient	Group does not meet minimum population size						
Students w/ith Disabilities	Group does not meet minimum population size						
Gender Male	Group does not meet minimum population size						
Female	Group does not meet minimum population size						
Migrant	Group does not meet minimum population size						

Improvement Status	Reading Math	Met AYP	Other Academic Indicator (Attendance Rate)	Met AYP
Teachers with Emergency or Provisional Credentials	0.00%	% Classes not taught by Highly Qualified Teachers	100%	

Wall Elementary	ASSESSMENT				Participation Rate
Science	Below	Basic	Proficient	Advanced	
	%	%	%	%	
All Students	N/A	N/A	N/A	N/A	
White (not Hispanic)	N/A	N/A	N/A	N/A	
Black (not Hispanic)	N/A	N/A	N/A	N/A	
Asian	N/A	N/A	N/A	N/A	
Native American	N/A	N/A	N/A	N/A	
Hispanic	N/A	N/A	N/A	N/A	
Economically Disadvantaged	N/A	N/A	N/A	N/A	
Limited English Proficient	N/A	N/A	N/A	N/A	
Students w/ith Disabilities	N/A	N/A	N/A	N/A	
Gender Male	N/A	N/A	N/A	N/A	
Female	N/A	N/A	N/A	N/A	
Migrant	N/A	N/A	N/A	N/A	

Y - Met AYP, N - Did Not Meet AYP

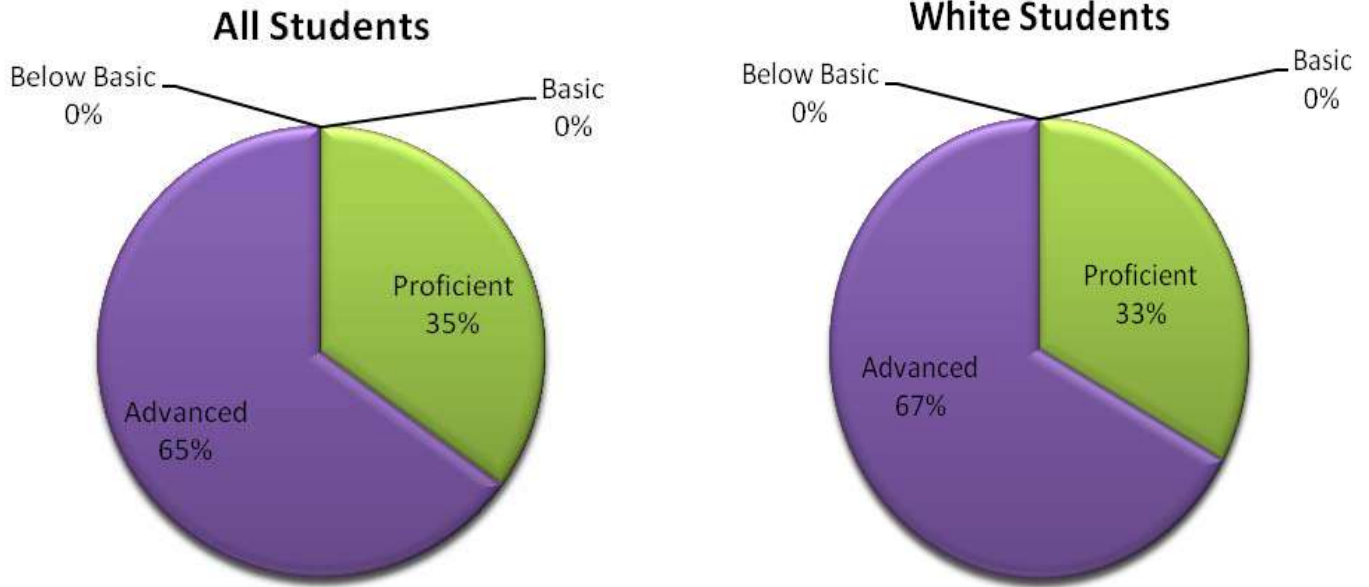
\* group does not meet minimum population size

AMO = Annual Measurable Objective

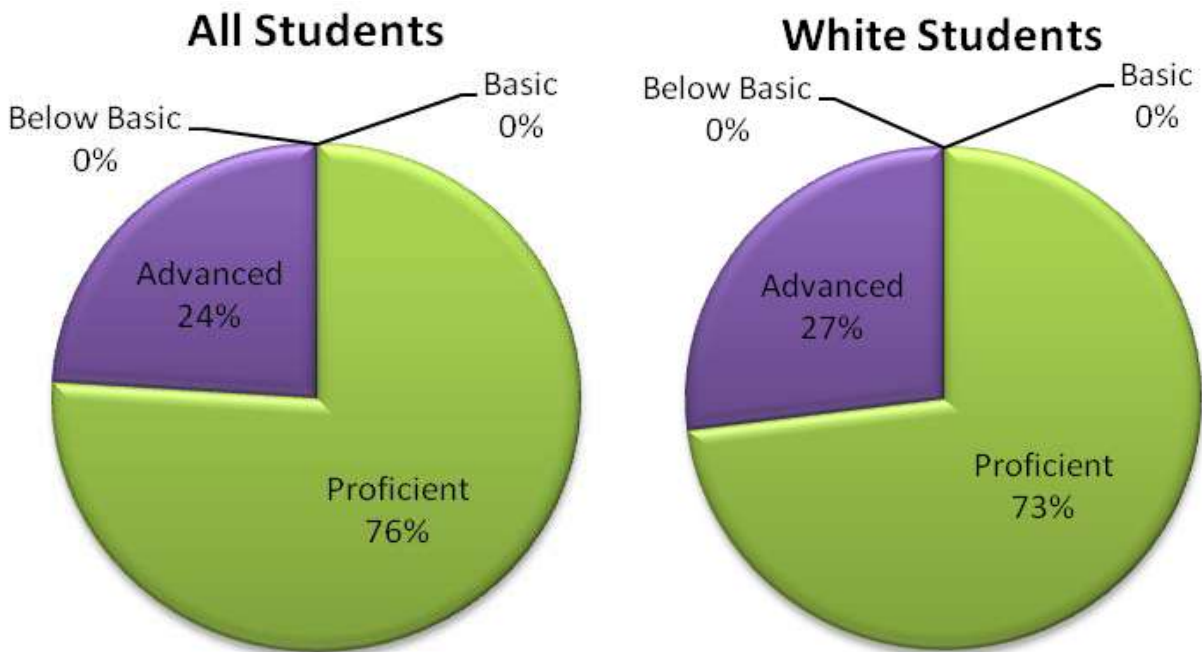
This grade is not tested in Science.

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**Wall School District Grade 3  
Reading**



**Wall School District Grade 3  
Mathematics**



Due to the rounding of percentages, these numbers may not add up to 100%.



## Math Grade 04



## Reading Grade 04



## District Grade 4



# NCLB School Reports

District	ASSESSMENT				ACCOUNTABILITY		
2011 Reading Grade 4	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO= AYP Status
	%	%	%	%			
All Students	0	5	65	30	100%	95%	Met AYP
White (not Hispanic)	0	6	61	33	100%	94%	Met AYP
Black (not Hispanic)	Group does not meet minimum population size						
Asian	Group does not meet minimum population size						
Native American	Group does not meet minimum population size						
Hispanic	Group does not meet minimum population size						
Economically Disadvantaged	Group does not meet minimum population size						
Limited English Proficient	Group does not meet minimum population size						
Students w/with Disabilities	Group does not meet minimum population size						
Gender Male	0	9	64	27	100%	91%	
Female	Group does not meet minimum population size						
Migrant	Group does not meet minimum population size						

District	ASSESSMENT				ACCOUNTABILITY		
2011 Mathematics Grade 4	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO= AYP Status
	%	%	%	%			
All Students	0	10	60	30	100%	90%	Met AYP
White (not Hispanic)	0	11	65	24	100%	89%	Met AYP
Black (not Hispanic)	Group does not meet minimum population size						
Asian	Group does not meet minimum population size						
Native American	Group does not meet minimum population size						
Hispanic	Group does not meet minimum population size						
Economically Disadvantaged	Group does not meet minimum population size						
Limited English Proficient	Group does not meet minimum population size						
Students w/with Disabilities	Group does not meet minimum population size						
Gender Male	0	18	45	36	100%	81%	
Female	Group does not meet minimum population size						
Migrant	Group does not meet minimum population size						

Improvement Status	Reading Math	Met AYP	Other Academic Indicator (Attendance Rate)	96.11% Met AYP
Teachers with Emergency or Provisional Credentials	N/A	% Classes not taught by Highly Qualified Teachers	100%	

Wall Elementary	ASSESSMENT				Participation Rate
Science	Below	Basic	Proficient	Advanced	
	%	%	%	%	
All Students	N/A	N/A	N/A	N/A	
White (not Hispanic)	N/A	N/A	N/A	N/A	
Black (not Hispanic)	N/A	N/A	N/A	N/A	
Asian	N/A	N/A	N/A	N/A	
Native American	N/A	N/A	N/A	N/A	
Hispanic	N/A	N/A	N/A	N/A	
Economically Disadvantaged	N/A	N/A	N/A	N/A	
Limited English Proficient	N/A	N/A	N/A	N/A	
Students w/with Disabilities	N/A	N/A	N/A	N/A	
Gender Male	N/A	N/A	N/A	N/A	
Female	N/A	N/A	N/A	N/A	
Migrant	N/A	N/A	N/A	N/A	

Y - Met AYP, N - Did Not Meet AYP

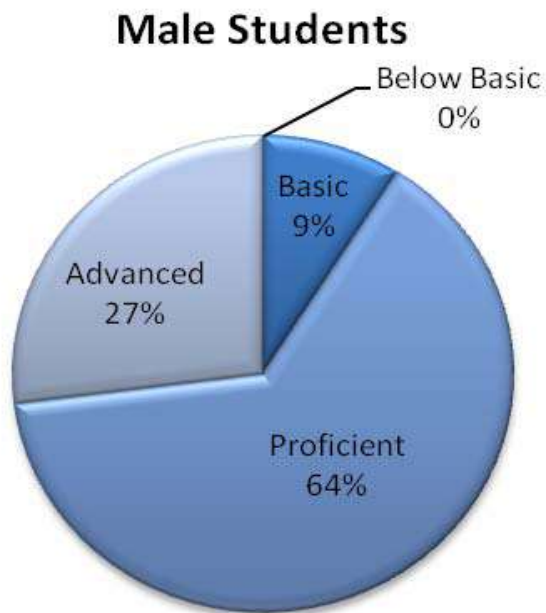
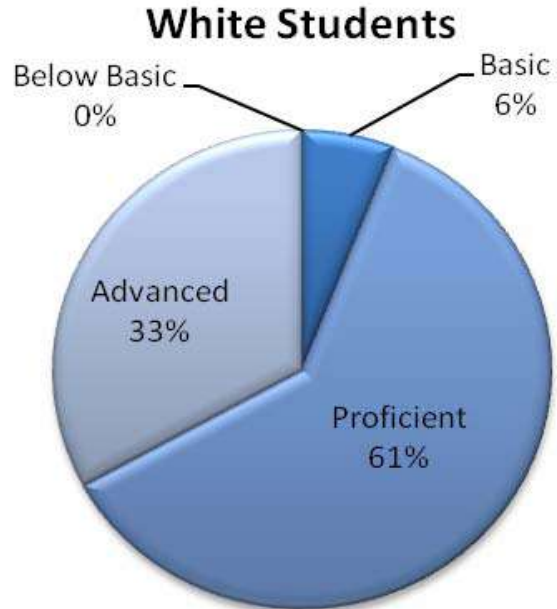
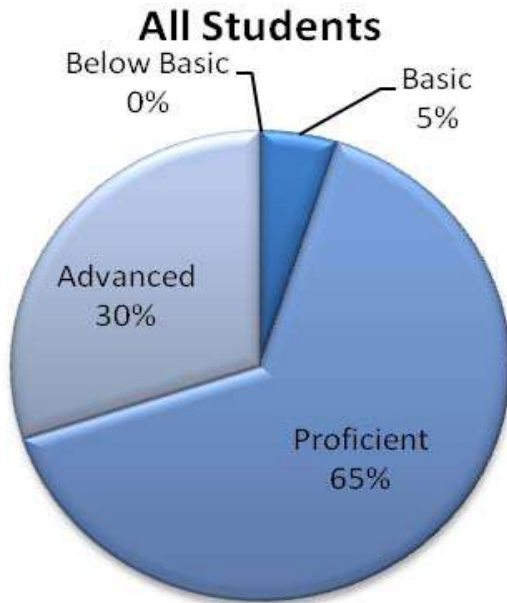
\* group does not meet minimum population size

AMO = Annual Measurable Objective

This grade is not tested in science.

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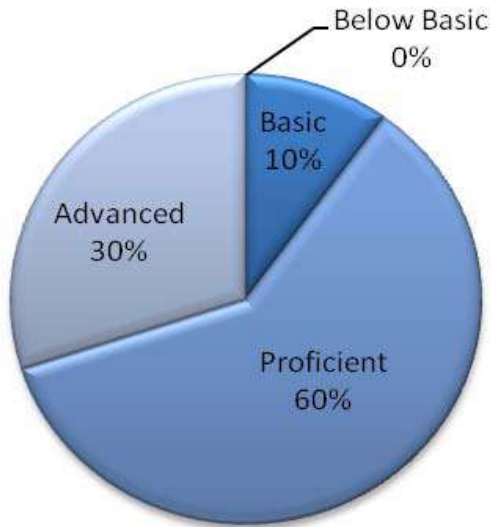
**Wall School District Grade 4  
Reading**



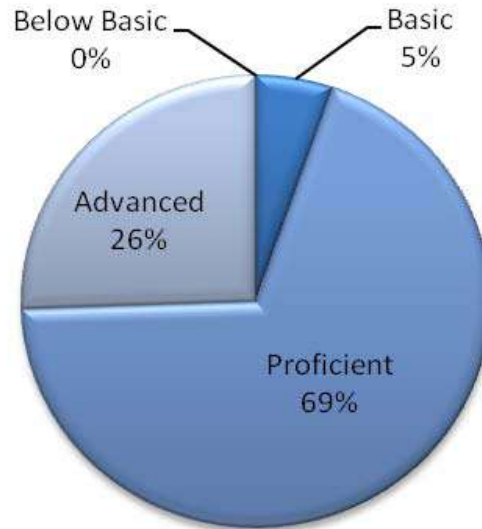
Due to the rounding of percentages, these numbers may not add up to 100%.

## Mathematics

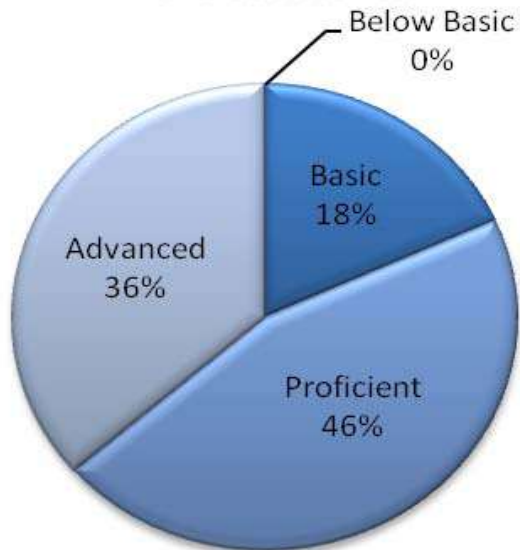
### All Students



### White Students



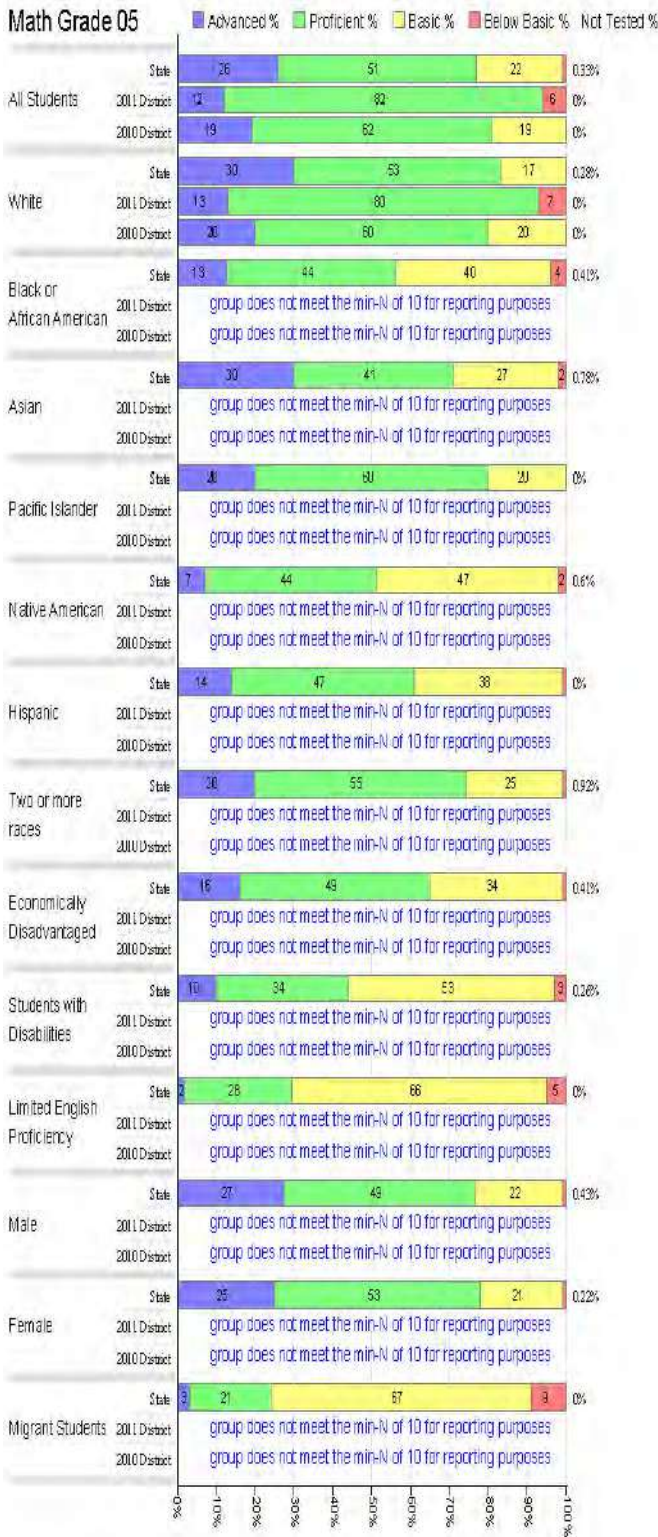
### Male Students



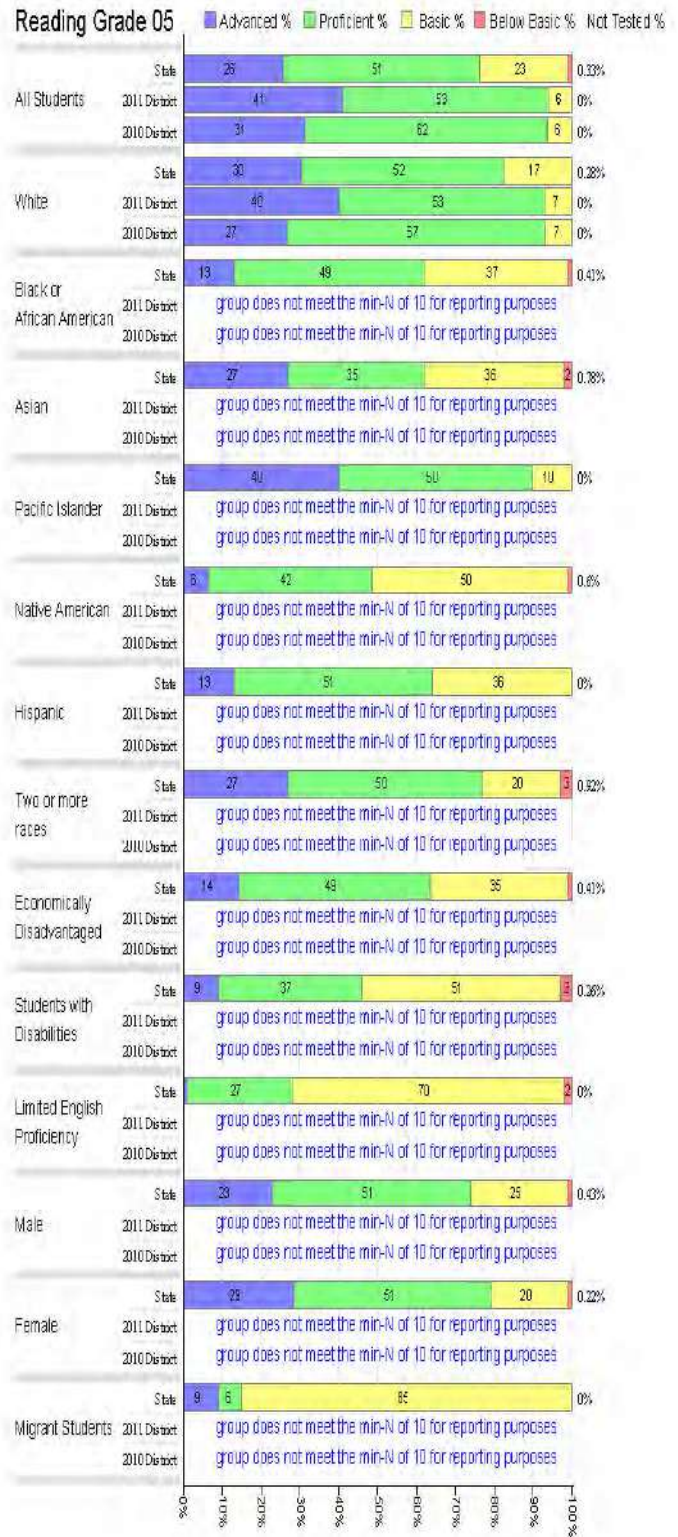
Due to the rounding of percentages, these numbers may not add up to 100%.



## Math Grade 05



## Reading Grade 05





# NCLB School Reports

District	ASSESSMENT				ACCOUNTABILITY		
2011 Reading Grade 5	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO= AYP Status
	%	%	%	%			
All Students	0	6	53	41	100%	94%	Met AYP
White (not Hispanic)	0	7	53	40	100%	93%	Met AYP
Black (not Hispanic)	Group does not meet minimum population size						
Asian	Group does not meet minimum population size						
Native American	Group does not meet minimum population size						
Hispanic	Group does not meet minimum population size						
Economically Disadvantaged	Group does not meet minimum population size						
Limited English Proficient	Group does not meet minimum population size						
Students w/with Disabilities	Group does not meet minimum population size						
Gender Male	Group does not meet minimum population size						
Female	Group does not meet minimum population size						
Migrant	Group does not meet minimum population size						

District	ASSESSMENT				ACCOUNTABILITY		
2011 Mathematics Grade 5	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO= AYP Status
	%	%	%	%			
All Students	6	0	82	12	100%	94%	Met AYP
White (not Hispanic)	7	0	80	13	100%	93%	Met AYP
Black (not Hispanic)	Group does not meet minimum population size						
Asian	Group does not meet minimum population size						
Native American	Group does not meet minimum population size						
Hispanic	Group does not meet minimum population size						
Economically Disadvantaged	Group does not meet minimum population size						
Limited English Proficient	Group does not meet minimum population size						
Students w/with Disabilities	Group does not meet minimum population size						
Gender Male	Group does not meet minimum population size						
Female	Group does not meet minimum population size						
Migrant	Group does not meet minimum population size						

Improvement Status	Reading Math	Met AYP	Other Academic Indicator (Graduation or Attendance Rate)	96.11% Met AYP
Teachers with Emergency or Provisional Credentials	N/A	% Classes not taught by Highly Qualified Teachers	100%	

District	ASSESSMENT				Participation Rate
2011 Science Grade 5	Below	Basic	Proficient	Advanced	
	%	%	%	%	
All Students	0	18	65	18	100%
White (not Hispanic)	0	13	67	20	100%
Black (not Hispanic)	Group does not meet minimum population size				
Asian	Group does not meet minimum population size				
Native American	Group does not meet minimum population size				
Hispanic	Group does not meet minimum population size				
Economically Disadvantaged	Group does not meet minimum population size				
Limited English Proficient	Group does not meet minimum population size				
Students w/with Disabilities	Group does not meet minimum population size				
Gender Male	Group does not meet minimum population size				
Female	Group does not meet minimum population size				
Migrant	Group does not meet minimum population size				

Y - Met AYP, N - Did Not Meet AYP

\* group does not meet minimum population size

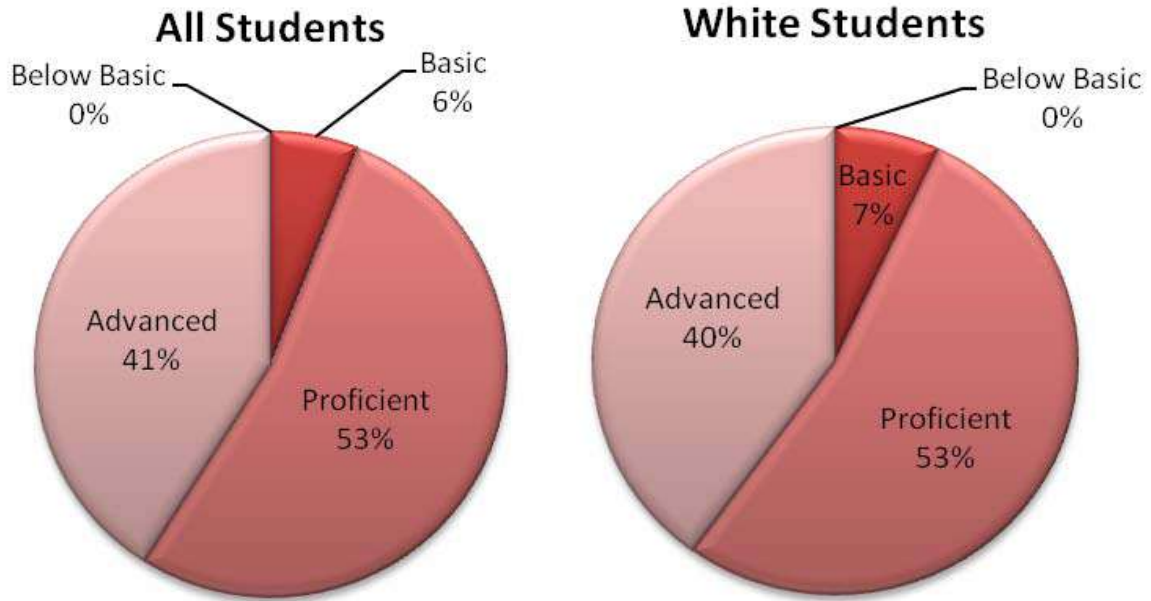
AMO = Annual Measurable Objective

These Science Scores are based on DDN Campus Data - They are not displayed on the state website.

The district will provide printed copies of the full School Reports from the South Dakota Department of Education's website in the district office, the school, and displayed in public buildings within the community. Results for each grade tested, two-year trend data, and state and district comparisons can be found on the full reports.

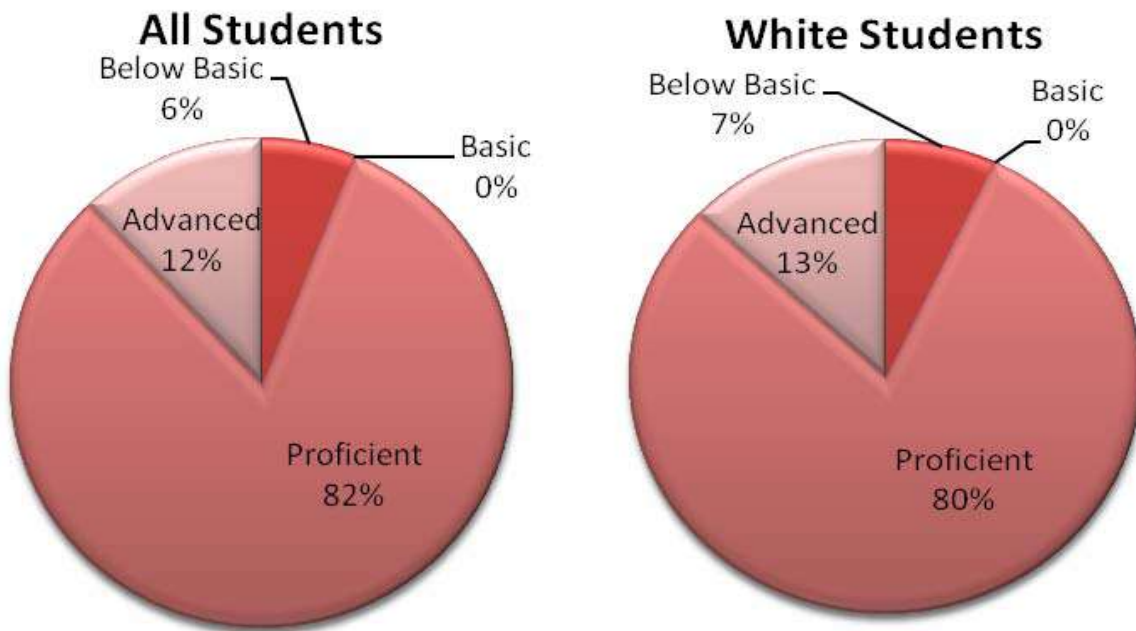
## Wall School District Grade 5

### Reading



## Wall School District Grade 5

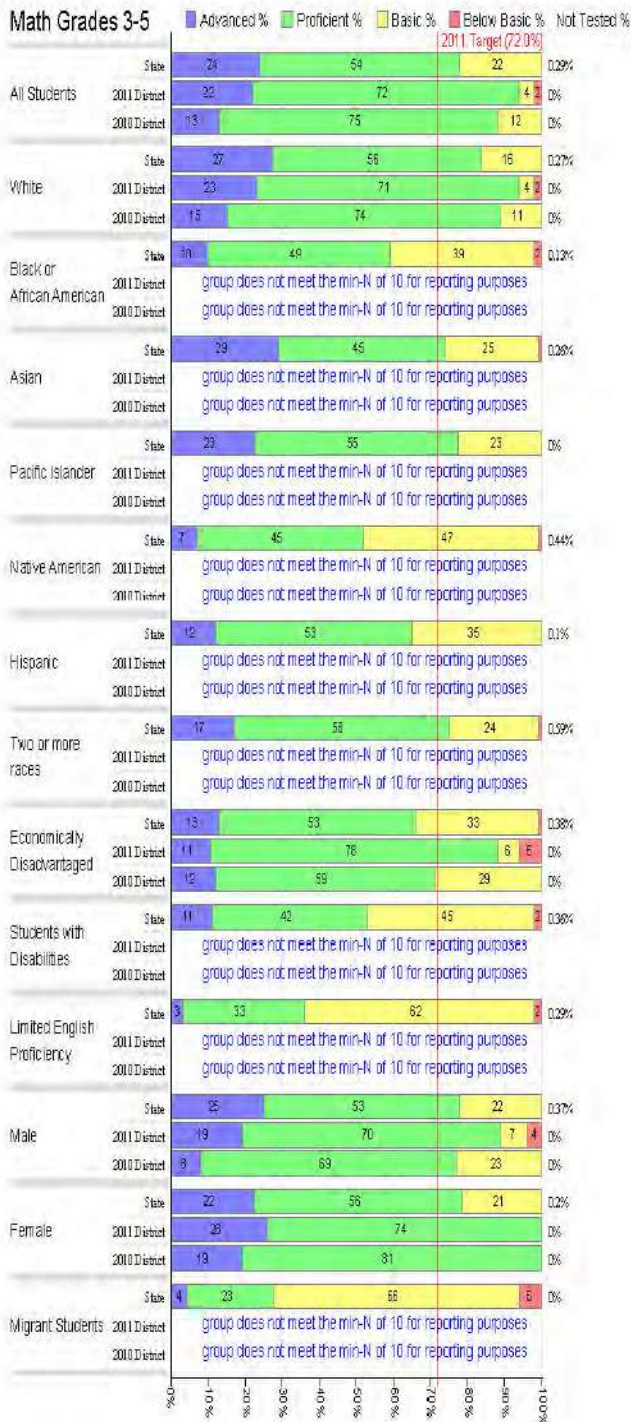
### Mathematics



Due to the rounding of percentages, these numbers may not add up to 100%.



## Math Grades 3-5



## Reading Grades 3-5





# NCLB School Reports

District		ASSESSMENT				ACCOUNTABILITY		
2011 Reading Grades 3-5		Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		0	4	52	44	100%	96%	Met AYP
White (not Hispanic)		0	4	50	46	100%	96%	Met AYP
Black (not Hispanic)		Group does not meet minimum population size						
Asian		Group does not meet minimum population size						
Native American		Group does not meet minimum population size						
Hispanic		Group does not meet minimum population size						
Economically Disadvantaged		0	6	56	39	100%	95%	Met AYP
Limited English Proficient		Group does not meet minimum population size						
Students w/ith Disabilities		Group does not meet minimum population size						
Gender		0	7	56	37	100%	93%	
Male		0	0	48	52	100%	100%	
Female								
Migrant		Group does not meet minimum population size						

District		ASSESSMENT				ACCOUNTABILITY		
2011 Mathematics Grades 3-5		Below Basic	Basic	Proficient	Advanced	Partic-pation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		2	4	72	22	100%	94%	Met AYP
White (not Hispanic)		2	4	71	23	100%	94%	Met AYP
Black (not Hispanic)		Group does not meet minimum population size						
Asian		Group does not meet minimum population size						
Native American		Group does not meet minimum population size						
Hispanic		Group does not meet minimum population size						
Economically Disadvantaged		6	6	78	11	100%	89%	Met AYP
Limited English Proficient		Group does not meet minimum population size						
Students w/ith Disabilities		Group does not meet minimum population size						
Gender		4	7	70	19	100%	89%	
Male		0	0	74	26	100%	100%	
Female								
Migrant		Group does not meet minimum population size						

Improvement Status		Reading	Math	Met AYP	Met AYP	Other Academic Indicator (Attendance Rate)	District
							95.64%
Teachers with Emergency or Provisional Credentials		N/A		% Classes not taught by Highly Qualified Teachers		100%	

District		ASSESSMENT				Participation Rate
Science Grades 3-5		Below	Basic	Proficient	Advanced	
		%	%	%	%	
All Students		0	18	65	18	100%
White (not Hispanic)		0	13	67	20	100%
Black (not Hispanic)		Group does not meet minimum population size				
Asian		Group does not meet minimum population size				
Native American		Group does not meet minimum population size				
Hispanic		Group does not meet minimum population size				
Economically Disadvantaged		Group does not meet minimum population size				
Limited English Proficient		Group does not meet minimum population size				
Students w/ith Disabilities		Group does not meet minimum population size				
Gender		Group does not meet minimum population size				
Male		Group does not meet minimum population size				
Female		Group does not meet minimum population size				
Migrant		Group does not meet minimum population size				

Y - Met AYP, N - Did Not Meet AYP

\* group does not meet minimum population size

AMO = Annual Measurable Objective

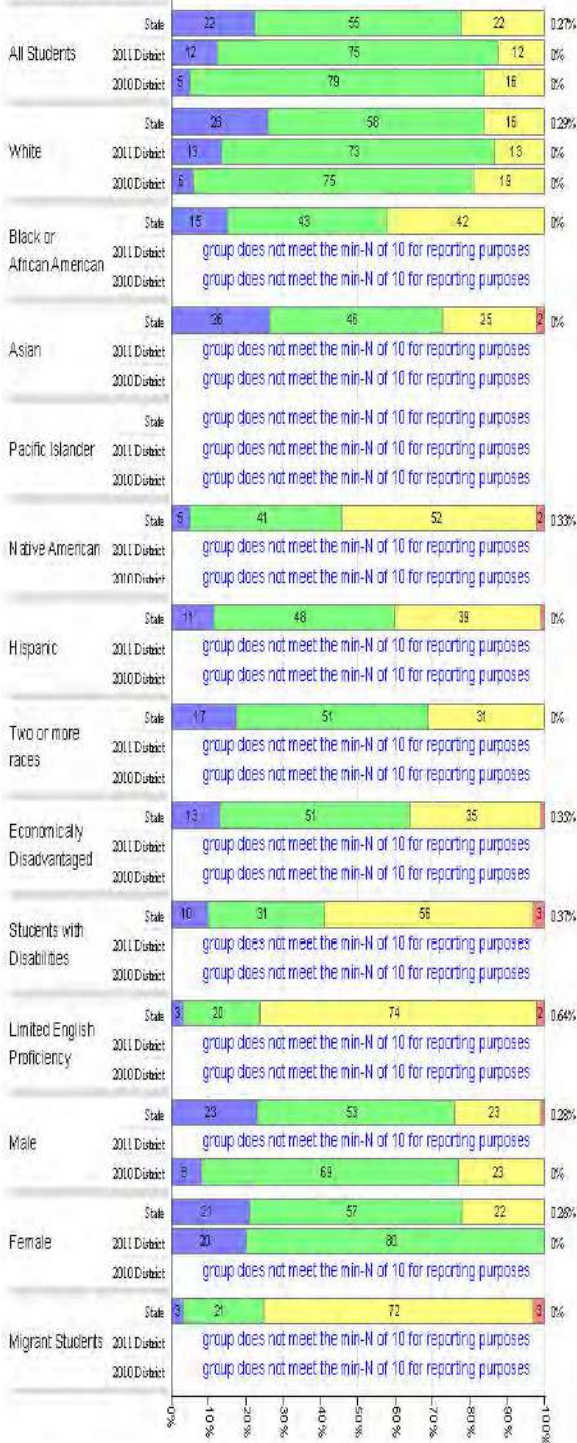
Science Scores are based on Emetric Data - They are not displayed on the state website.

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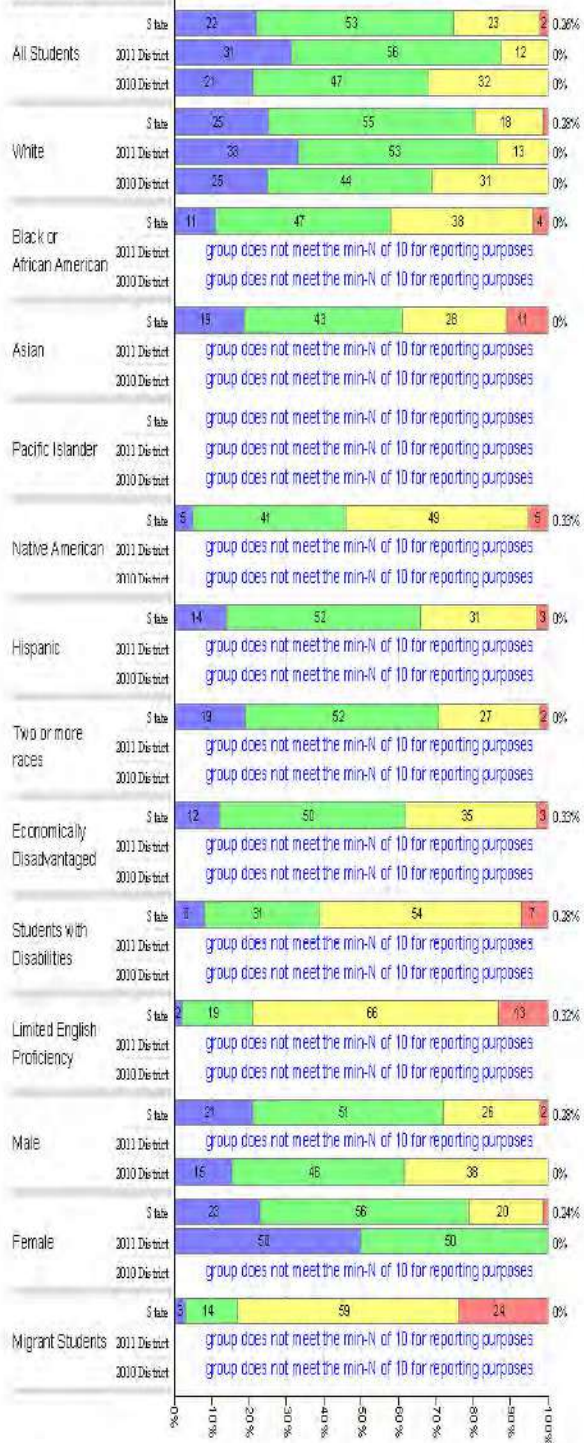
## Math Grade 06

Advanced % Proficient % Basic % Below Basic % Not Tested %



## Reading Grade 06

Advanced % Proficient % Basic % Below Basic % Not Tested %





# NCLB School Reports

Wall Middle School		ASSESSMENT				ACCOUNTABILITY		
2011 Reading Grade 6		Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		0	12	56	31	100%	87%	Met AYP
White (not Hispanic)		0	13	53	33	100%	86%	Met AYP
Black (not Hispanic)		Group does not meet minimum population						
Asian		Group does not meet minimum population						
Native American		Group does not meet minimum population						
Hispanic		Group does not meet minimum population						
Economically Disadvantaged		Group does not meet minimum population						
Limited English Proficient		Group does not meet minimum population						
Students w/ith Disabilities		Group does not meet minimum population						
Gender		Group does not meet minimum population						
Male								
Female		0	0	50	50	100%	100%	
Migrant		Group does not meet minimum population						
Wall Middle School		ASSESSMENT				ACCOUNTABILITY		
2011 Mathematics Grade 6		Below Basic	Basic	Proficient	Advanced	Partic-pation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		0	12	75	12	100%	87%	Met AYP
White (not Hispanic)		0	13	73	13	100%	86%	Met AYP
Black (not Hispanic)		Group does not meet minimum population						
Asian		Group does not meet minimum population						
Native American		Group does not meet minimum population						
Hispanic		Group does not meet minimum population						
Economically Disadvantaged		Group does not meet minimum population						
Limited English Proficient		Group does not meet minimum population						
Students with Disabilities		Group does not meet minimum population						
Gender		Group does not meet minimum population						
Male								
Female		0	0	80	20	100%	100%	
Migrant		Group does not meet minimum population						
Improvement Status		Reading Math		Met AYP Met AYP		Other Academic Indicator (Attendance Rate)		95.19% Met AYP
Teachers with Emergency or Provisional Credentials		N/A		% Classes not taught by Highly Qualified Teachers		100%		
Middle School		ASSESSMENT				Participation Rate		
Science		Below	Basic	Proficient	Advanced			
		%	%	%	%			
All Students		N/A	N/A	N/A	N/A			
White (not Hispanic)		N/A	N/A	N/A	N/A			
Black (not Hispanic)		Group does not meet minimum population						
Asian		Group does not meet minimum population						
Native American		Group does not meet minimum population						
Hispanic		Group does not meet minimum population						
Economically Disadvantaged		Group does not meet minimum population						
Limited English Proficient		Group does not meet minimum population						
Students w/ith Disabilities		Group does not meet minimum population						
Gender		Group does not meet minimum population						
Male								
Female		N/A	N/A	N/A	N/A			
Migrant		Group does not meet minimum population						

Y - Met AYP, N - Did Not Meet AYP

\* group does not meet minimum population size

AMO = Annual Measurable Objective

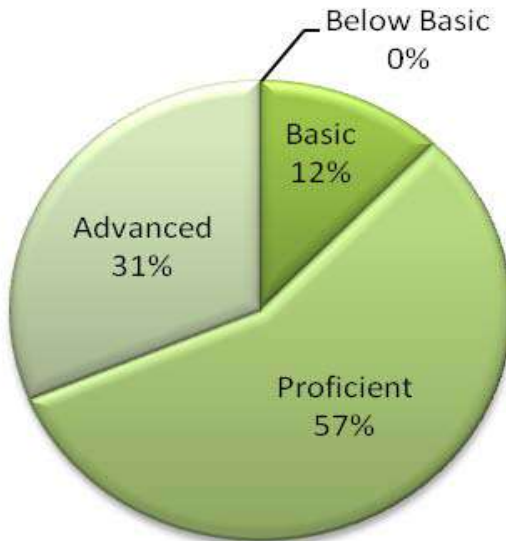
This grade is not tested in science.

The district will provide printed copies of the full School Reports from the South Dakota Department of Education's website in the district office, the school, and displayed in public buildings within the community. Results for each grade tested, two-year trend data, and state and district comparisons can be found on the full reports.

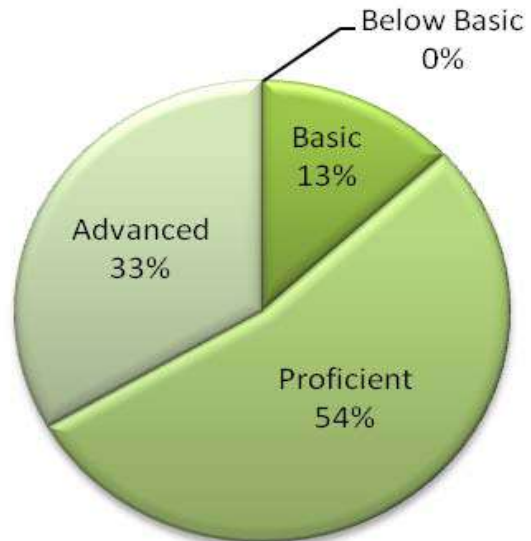
## Wall School District Grade 6

### Reading

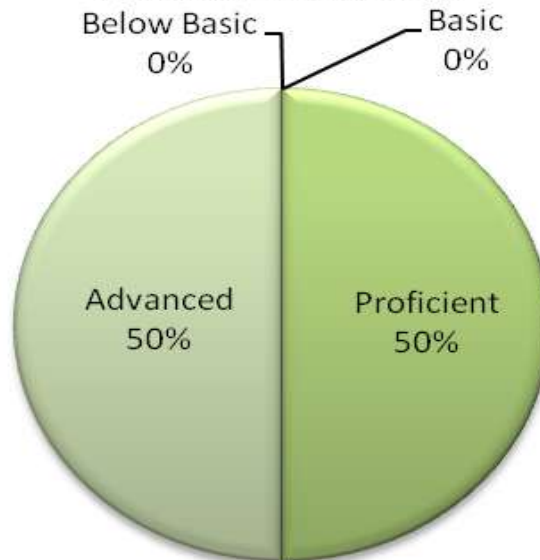
**All Students**



**White Students**



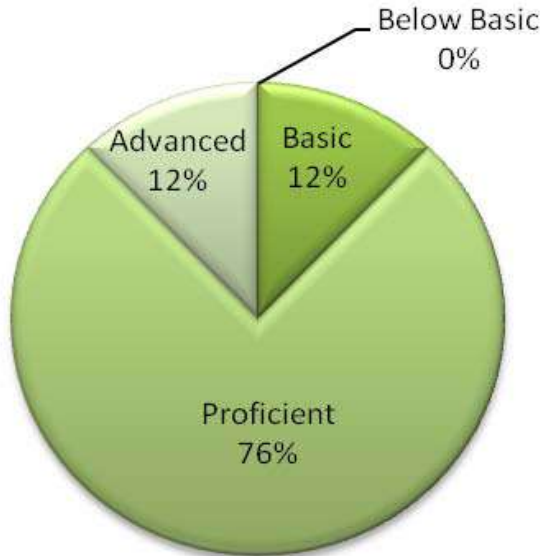
**Female Students**



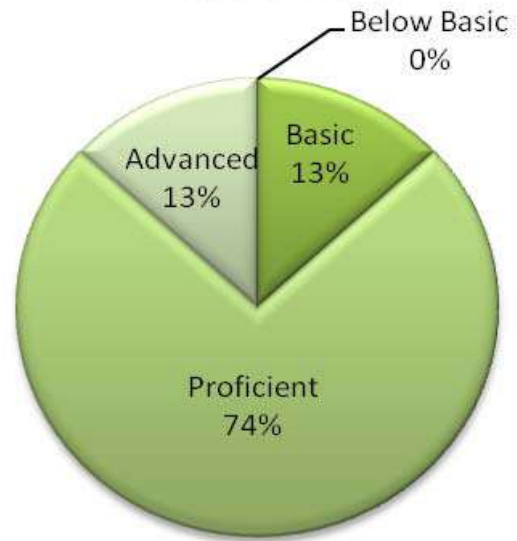
Due to the rounding of percentages, these numbers may not add up to 100%.

## Mathematics

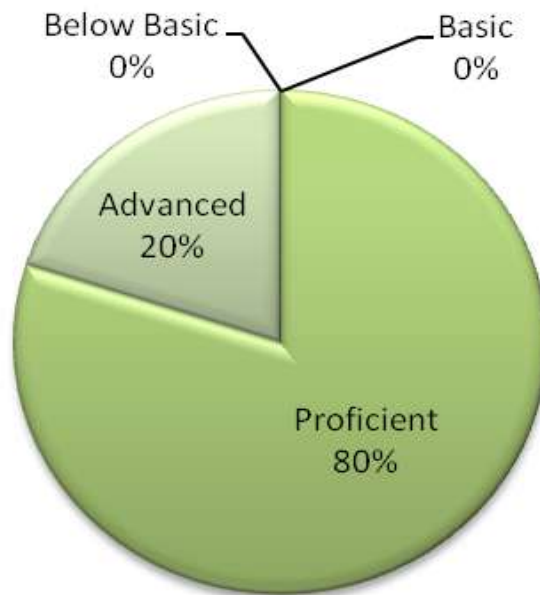
### All Students



### White Students



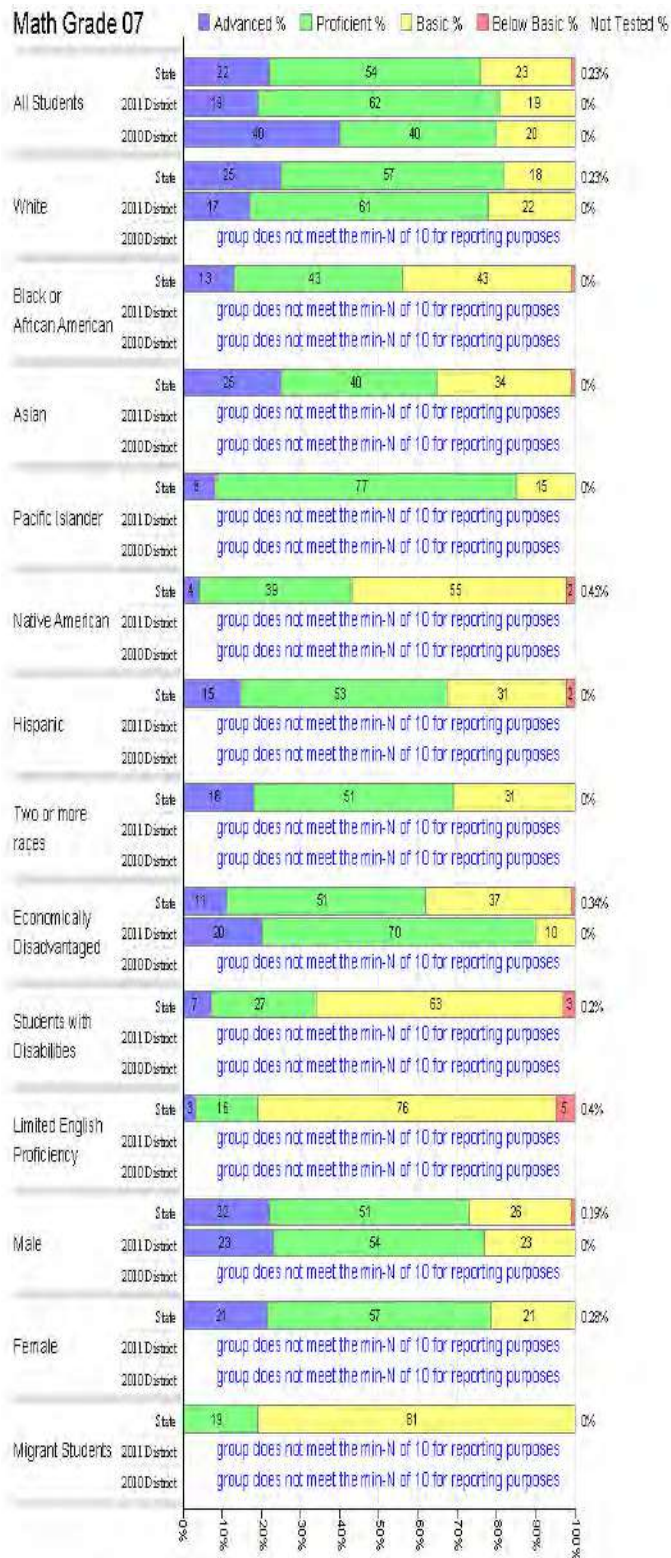
### Female Students



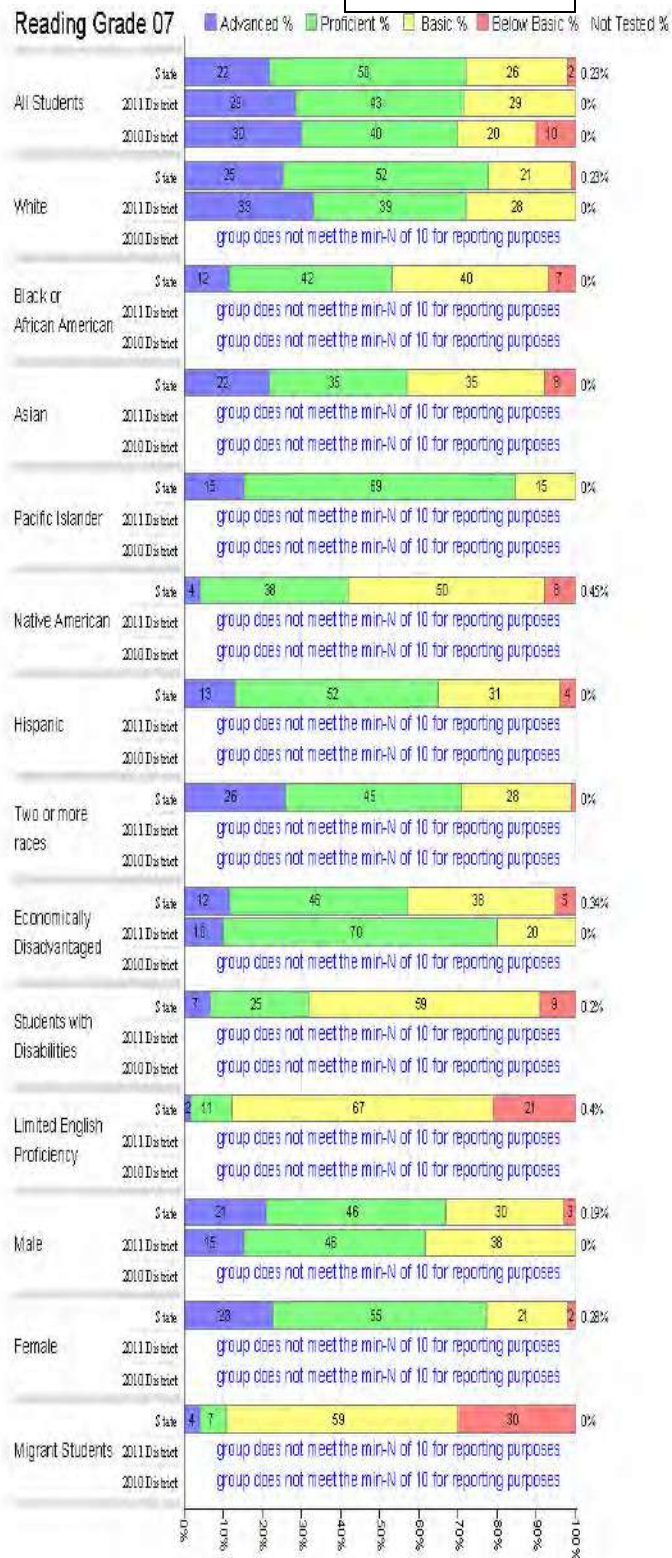
Due to the rounding of percentages, these numbers may not add up to 100%.



## Math Grade 07



## Reading Grade 07





# NCLB School Reports

Wall Middle School		ASSESSMENT				ACCOUNTABILITY		
2011 Reading Grade 7		Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		0	29	43	29	100%	72%	
White (not Hispanic)		0	28	39	33	100%	72%	
Black (not Hispanic)		Group does not meet minimum population						
Asian		Group does not meet minimum population						
Native American		Group does not meet minimum population						
Hispanic		Group does not meet minimum population						
Economically Disadvantaged		0	20	70	10	100%	80%	
Limited English Proficient		Group does not meet minimum population						
Students w/ith Disabilities		Group does not meet minimum population						
Gender	Male	0	38	46	15	100%	61%	
	Female	Group does not meet minimum population						
Migrant		Group does not meet minimum population						
Wall Middle School		ASSESSMENT				ACCOUNTABILITY		
2011 Mathematics Grade 7		Below Basic	Basic	Proficient	Advanced	Partic-pation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		0	19	62	19	100%	81%	
White (not Hispanic)		0	22	61	17	100%	78%	
Black (not Hispanic)		Group does not meet minimum population						
Asian		Group does not meet minimum population						
Native American		Group does not meet minimum population						
Hispanic		Group does not meet minimum population						
Economically Disadvantaged		0	10	70	20	100%	90%	
Limited English Proficient		Group does not meet minimum population						
Students with Disabilities		Group does not meet minimum population						
Gender	Male	0	23	54	23	100%	77%	
	Female	Group does not meet minimum population						
Migrant		Group does not meet minimum population						
Improvement Status		Reading Math		Met AYP Met AYP		Other Academic Indicator (Attendance Rate)		95.19% Met AYP
Teachers with Emergency or Provisional Credentials		N/A		% Classes not taught by Highly Qualified Teachers		100%		
Middle School		ASSESSMENT				Participation Rate		
Science		Below	Basic	Proficient	Advanced			
		%	%	%	%			
All Students		N/A	N/A	N/A	N/A			
White (not Hispanic)		N/A	N/A	N/A	N/A			
Black (not Hispanic)		Group does not meet minimum population						
Asian		Group does not meet minimum population						
Native American		Group does not meet minimum population						
Hispanic		Group does not meet minimum population						
Economically Disadvantaged		N/A	N/A	N/A	N/A			
Limited English Proficient		Group does not meet minimum population						
Students with Disabilities		Group does not meet minimum population						
Gender	Male	N/A	N/A	N/A	N/A			
	Female	Group does not meet minimum population						
Migrant		Group does not meet minimum population						

Y - Met AYP, N - Did Not Meet AYP

\* group does not meet minimum population size

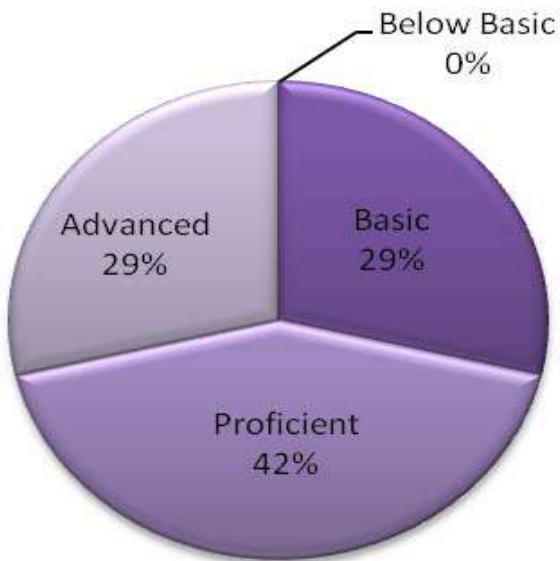
AMO = Annual Measurable Objective

This grade is not tested in science.

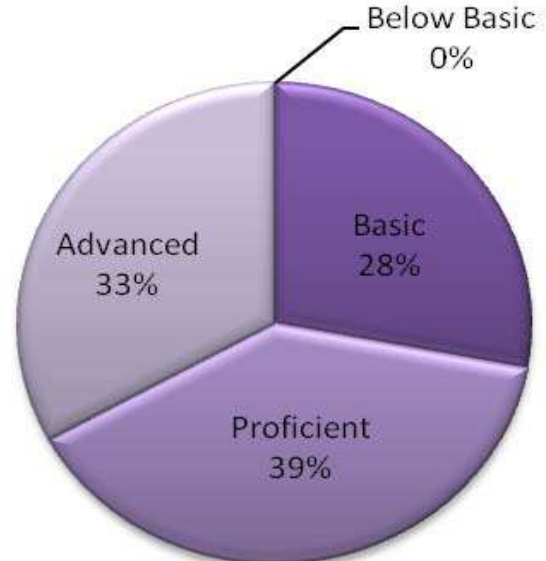
The district will provide printed copies of the full School Reports from the South Dakota Department of Education's website in the district office, the school, and displayed in public buildings within the community. Results for each grade tested, two-year trend data, and state and district comparisons can be found on the full reports.

**Wall School District Grade 7  
Reading**

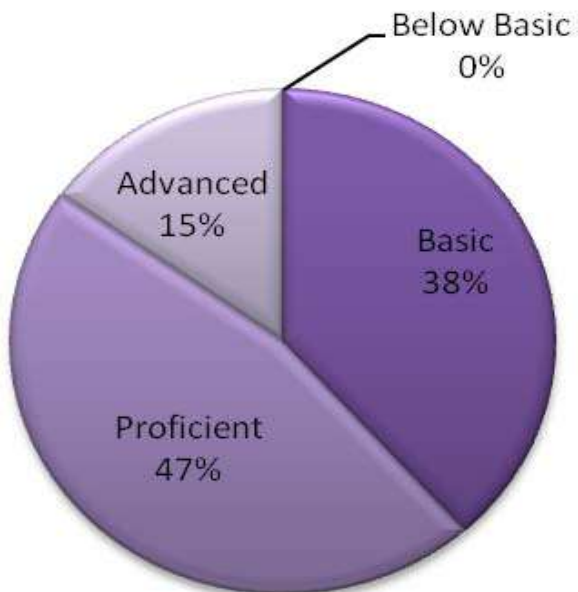
**All Students**



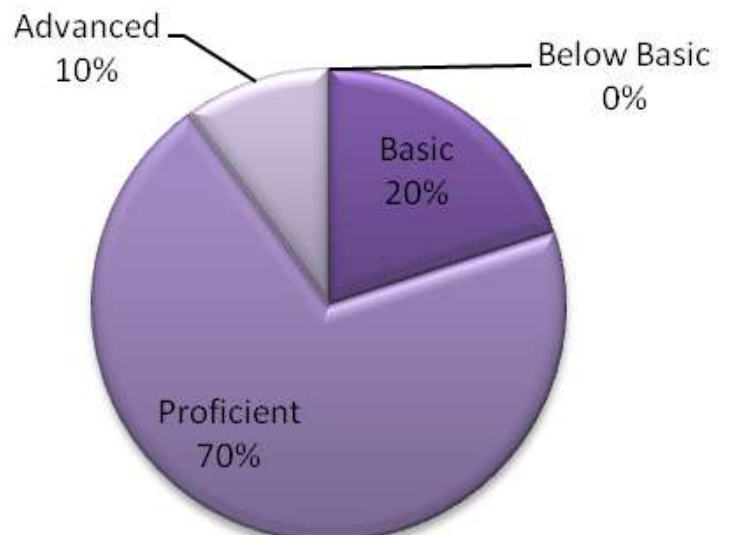
**White Students**



**Male Students**



**Economically Disadvantaged  
Students**

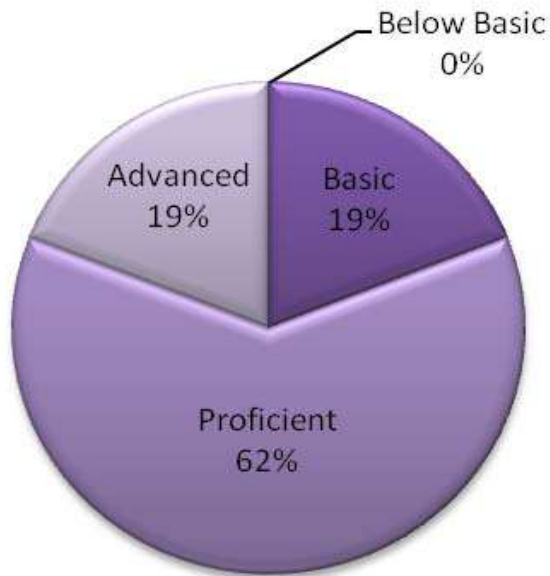


Due to the rounding of percentages, these numbers may not add up to 100%.

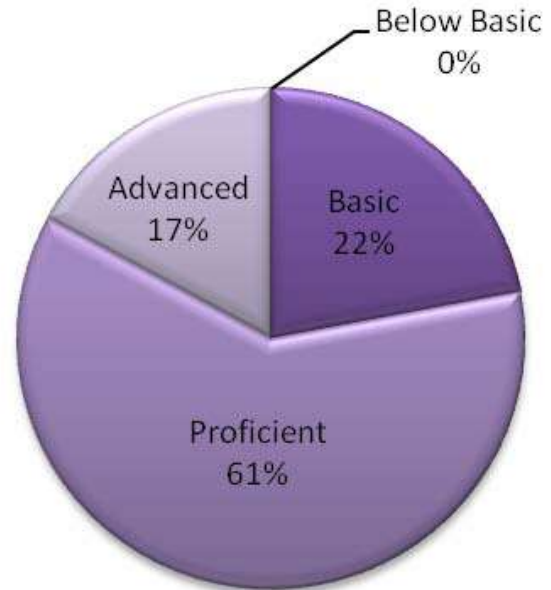


**Wall School District Grade 7  
Mathematics**

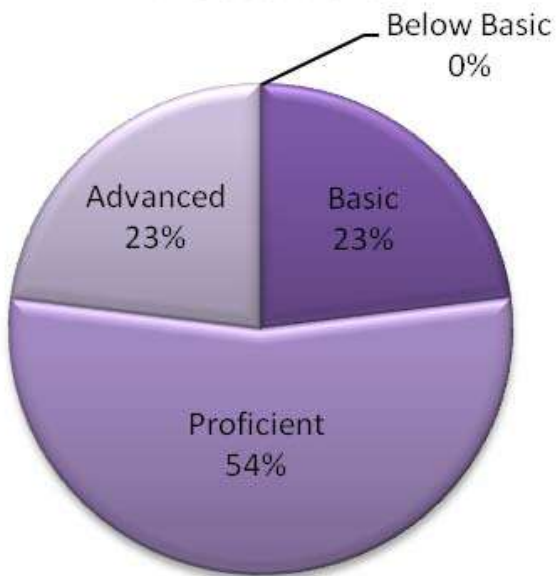
**All Students**



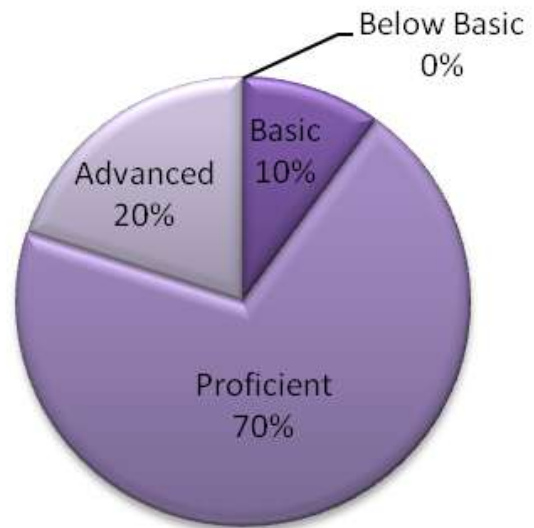
**White Students**



**Male Students**

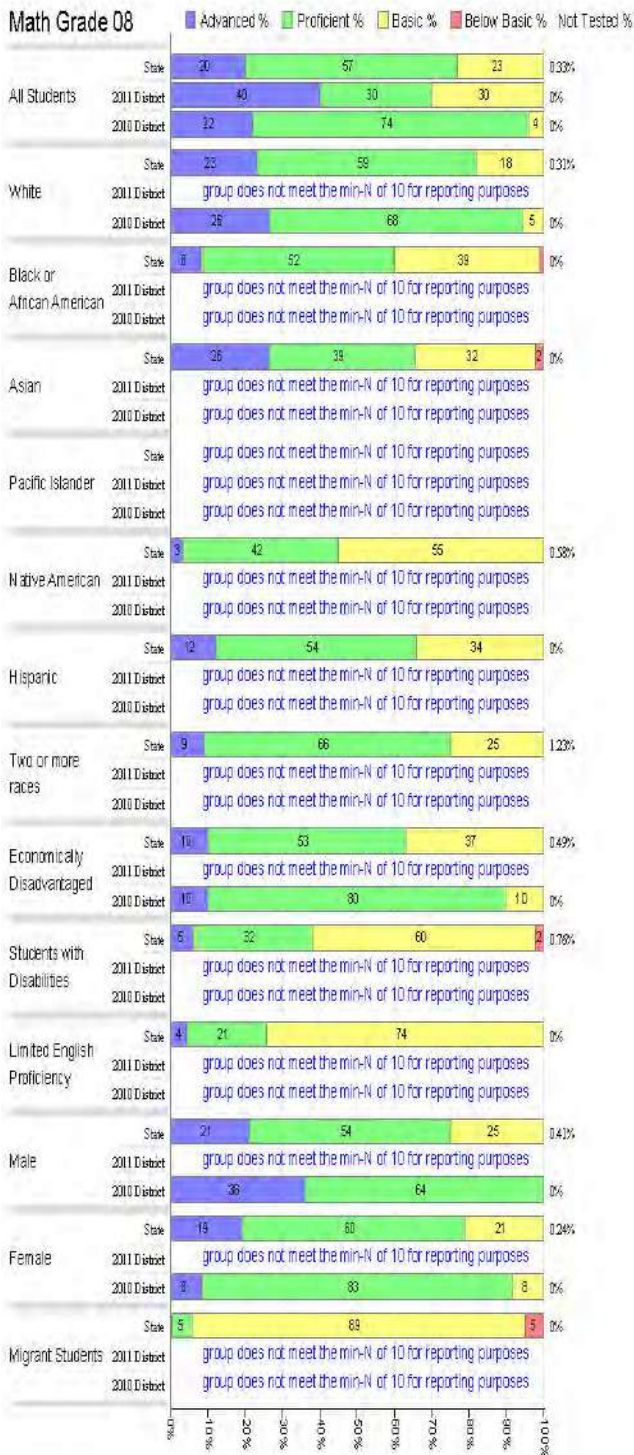


**Economically Disadvantaged  
Students**



Due to the rounding of percentages, these numbers may not add up to 100%.

## Math Grade 08



## Reading Grade 08





# NCLB School Reports

Wall Middle School		ASSESSMENT				ACCOUNTABILITY		
2011 Reading Grade 8		Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		0	30	40	30	100%	70%	Met AYP
White (not Hispanic)		Group does not meet minimum population size						
Black (not Hispanic)		Group does not meet minimum population size						
Asian		Group does not meet minimum population size						
Native American		Group does not meet minimum population size						
Hispanic		Group does not meet minimum population size						
Economically Disadvantaged		Group does not meet minimum population size						
Limited English Proficient		Group does not meet minimum population size						
Students w/ith Disabilities		Group does not meet minimum population size						
Gender		Group does not meet minimum population size						
Male		Group does not meet minimum population size						
Female		Group does not meet minimum population size						
Migrant		Group does not meet minimum population size						

Wall Middle School		ASSESSMENT				ACCOUNTABILITY		
2011 Mathematics Grade 8		Below Basic	Basic	Proficient	Advanced	Partic-pation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		0	30	30	40	100%	70%	Met AYP
White (not Hispanic)		Group does not meet minimum population size						
Black (not Hispanic)		Group does not meet minimum population size						
Asian		Group does not meet minimum population size						
Native American		Group does not meet minimum population size						
Hispanic		Group does not meet minimum population size						
Economically Disadvantaged		Group does not meet minimum population size						
Limited English Proficient		Group does not meet minimum population size						
Students w/ith Disabilities		Group does not meet minimum population size						
Gender		Group does not meet minimum population size						
Male		Group does not meet minimum population size						
Female		Group does not meet minimum population size						
Migrant		Group does not meet minimum population size						

Improvement Status		Reading		Met AYP		Other Academic Indicator (Graduation or Attendance Rate)		95.19%Met AYP
		Math		Met AYP				
Teachers with Emergency or Provisional Credentials		N/A		% Classes not taught by Highly Qualified Teachers		100%		

Middle School		ASSESSMENT				Participation Rate
Science		Below	Basic	Proficient	Advanced	
		%	%	%	%	
All Students		0	30	60	10	100%
White (not Hispanic)		Group does not meet minimum population size				
Black (not Hispanic)		Group does not meet minimum population size				
Asian		Group does not meet minimum population size				
Native American		Group does not meet minimum population size				
Hispanic		Group does not meet minimum population size				
Economically Disadvantaged		Group does not meet minimum population size				
Limited English Proficient		Group does not meet minimum population size				
Students w/ith Disabilities		Group does not meet minimum population size				
Gender		Group does not meet minimum population size				
Male		Group does not meet minimum population size				
Female		Group does not meet minimum population size				
Migrant		Group does not meet minimum population size				

Y - Met AYP, N - Did Not Meet AYP

\* group does not meet minimum population size

AMO = Annual Measurable Objective

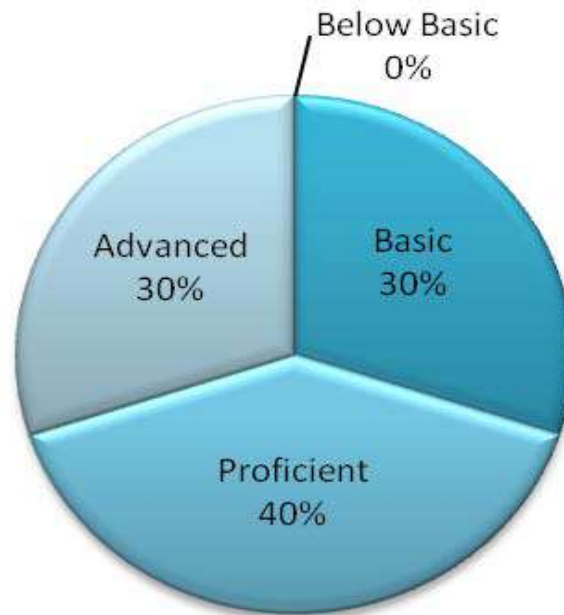
These Science Scores are based on DDN Campus Data - They are not displayed on the state website.

The district will provide printed copies of the full School Reports from the South Dakota Department of Education's website in the district office, the school, and displayed in public buildings within the community. Results for each grade tested, two-year trend data, and state and district comparisons can be found on the full reports.

**Wall School District Grade 8**

**Reading**

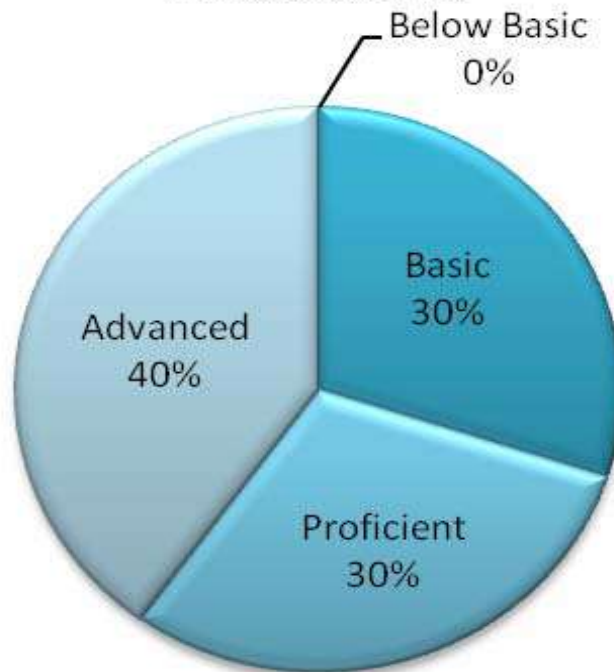
**All Students**



**Wall School District Grade 8**

**Mathematics**

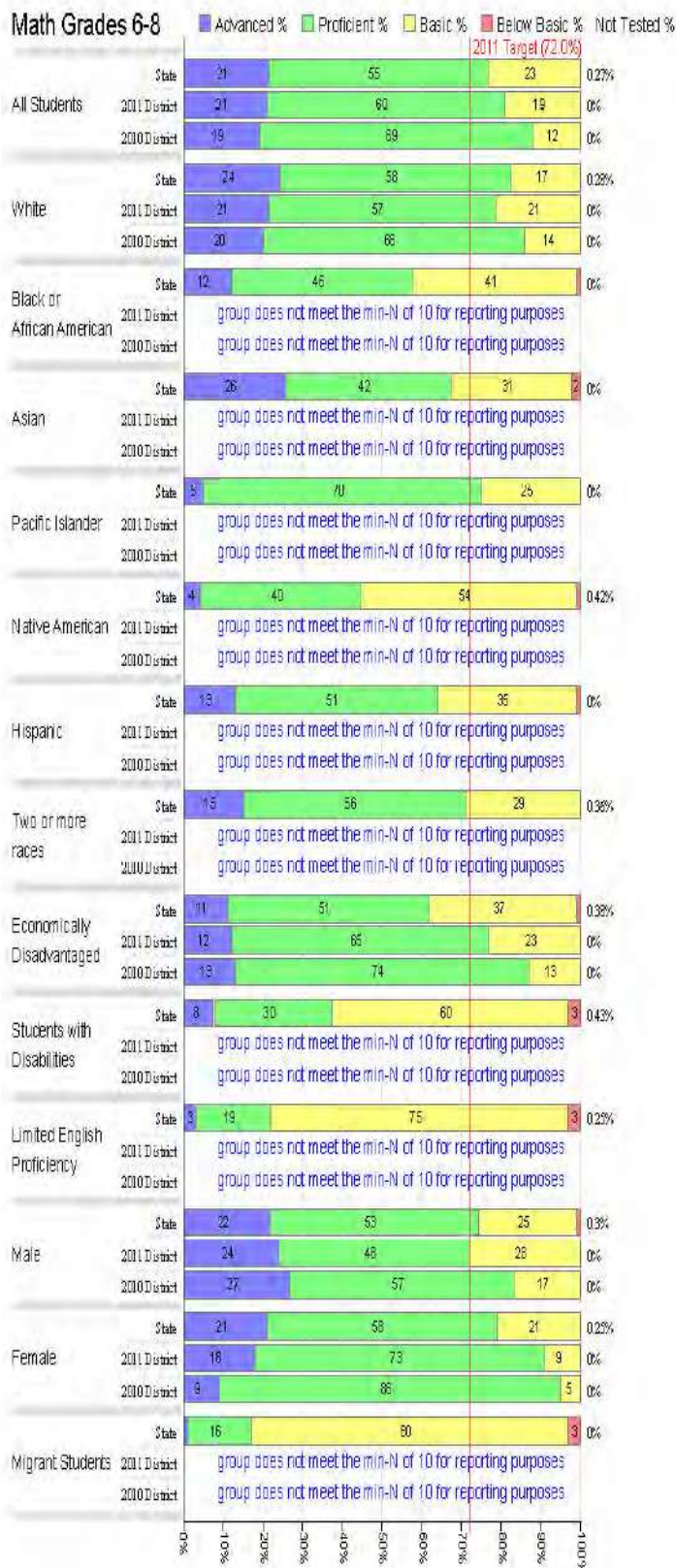
**All Students**



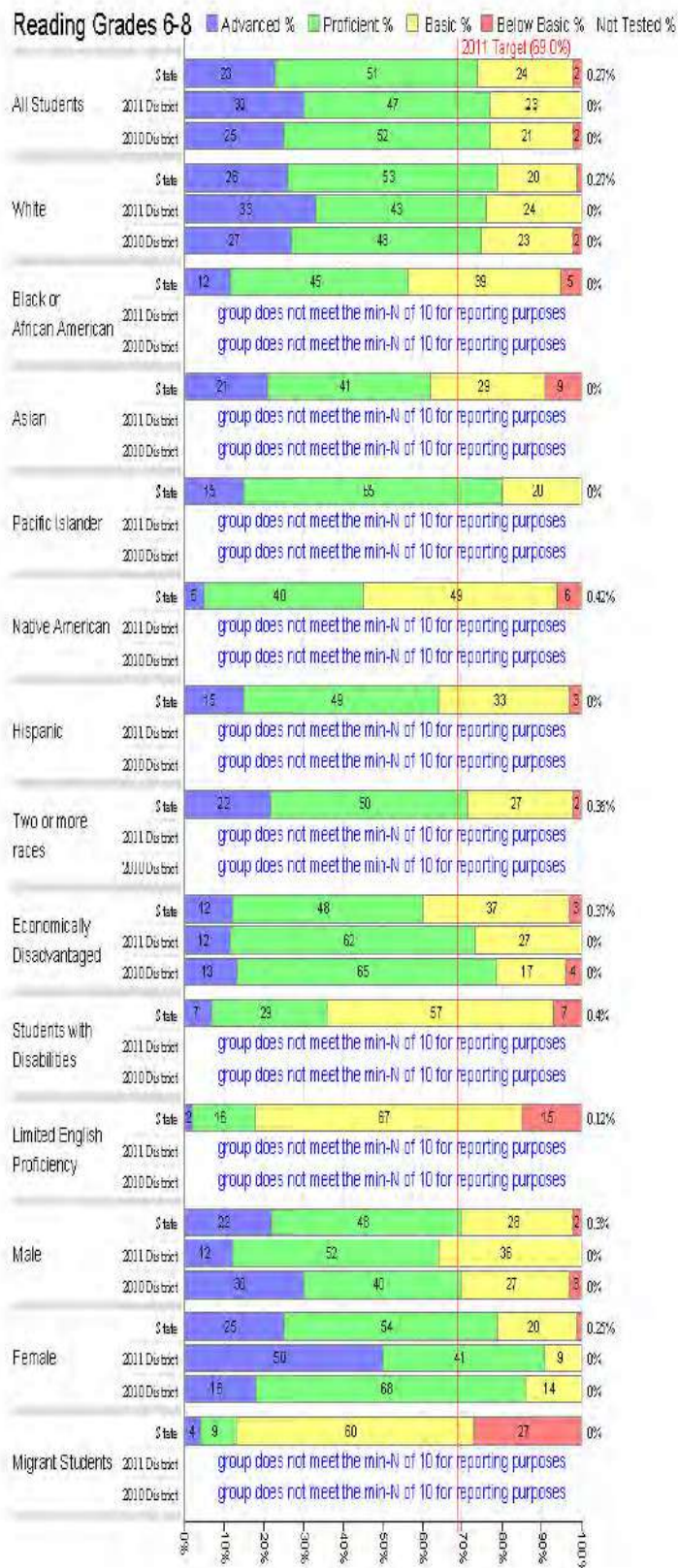
Due to the rounding of percentages, these numbers may not add up to 100%.



## Math Grades 6-8



## Reading Grades 6-8





# NCLB School Reports

Wall Middle School		ASSESSMENT				ACCOUNTABILITY		
2011 Reading Grades 6-8		Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		0	23	47	30	100%	77%	
White (not Hispanic)		0	24	43	33	100%	76%	
Black (not Hispanic)		Group does not meet minimum population						
Asian		Group does not meet minimum population						
Native American		Group does not meet minimum population						
Hispanic		Group does not meet minimum population						
Economically Disadvantaged		0	27	62	12	100%	74%	
Limited English Proficient		Group does not meet minimum population						
Students w/ith Disabilities		Group does not meet minimum population						
Gender		Male	0	36	52	12	100%	64%
		Female	0	9	41	50	100%	91%
Migrant		Group does not meet minimum population						

Wall Middle School		ASSESSMENT				ACCOUNTABILITY		
2011 Mathematics Grades 6-8		Below Basic	Basic	Proficient	Advanced	Partic-pation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		0	19	60	21	100%	81%	
White (not Hispanic)		0	21	57	21	100%	78%	
Black (not Hispanic)		Group does not meet minimum population						
Asian		Group does not meet minimum population						
Native American		Group does not meet minimum population						
Hispanic		Group does not meet minimum population						
Economically Disadvantaged		0	23	65	12	100%	77%	
Limited English Proficient		Group does not meet minimum population						
Students w/ith Disabilities		Group does not meet minimum population						
Gender		Male	0	28	48	24	100%	72%
		Female	0	9	73	18	100%	91%
Migrant		Group does not meet minimum population						

Improvement Status		Reading Math		Met AYP Met AYP		Other Academic Indicator (Attendance Rate)		95.19% Met AYP
Teachers with Emergency or Provisional Credentials		N/A		% Classes not taught by Highly Qualified Teachers		100%		

Middle School		ASSESSMENT				Participation Rate	
Science		Below	Basic	Proficient	Advanced		
		%	%	%	%		
All Students		0	30	60	10	100%	
White (not Hispanic)		Group does not meet minimum population size					
Black (not Hispanic)		Group does not meet minimum population size					
Asian		Group does not meet minimum population size					
Native American		Group does not meet minimum population size					
Hispanic		Group does not meet minimum population size					
Economically Disadvantaged		Group does not meet minimum population size					
Limited English Proficient		Group does not meet minimum population size					
Students w/ith Disabilities		Group does not meet minimum population size					
Gender		Male	Group does not meet minimum population size				
		Female	Group does not meet minimum population size				
Migrant		Group does not meet minimum population size					

Y - Met AYP, N - Did Not Meet AYP

\* group does not meet minimum population size

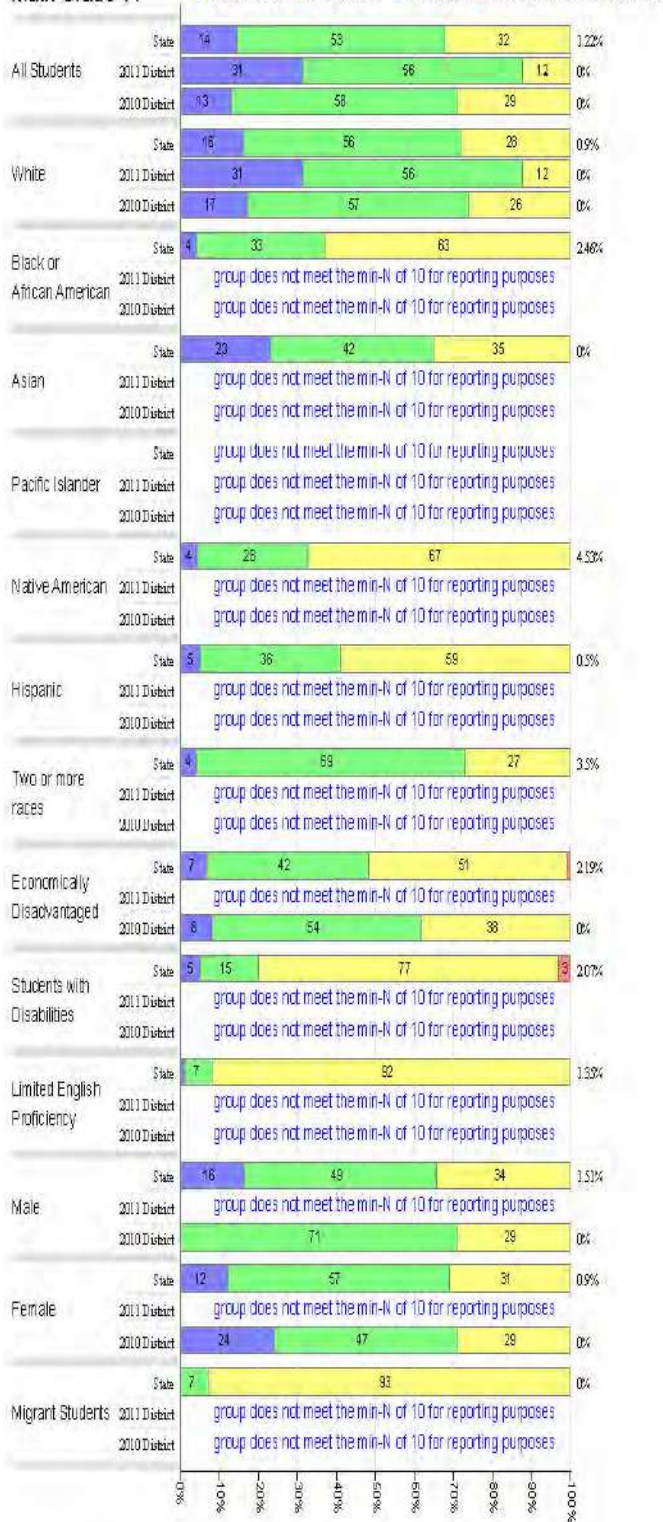
AMO = Annual Measurable Objective

Science Scores are based on DDN Campus Data - They are not displayed on the state website.

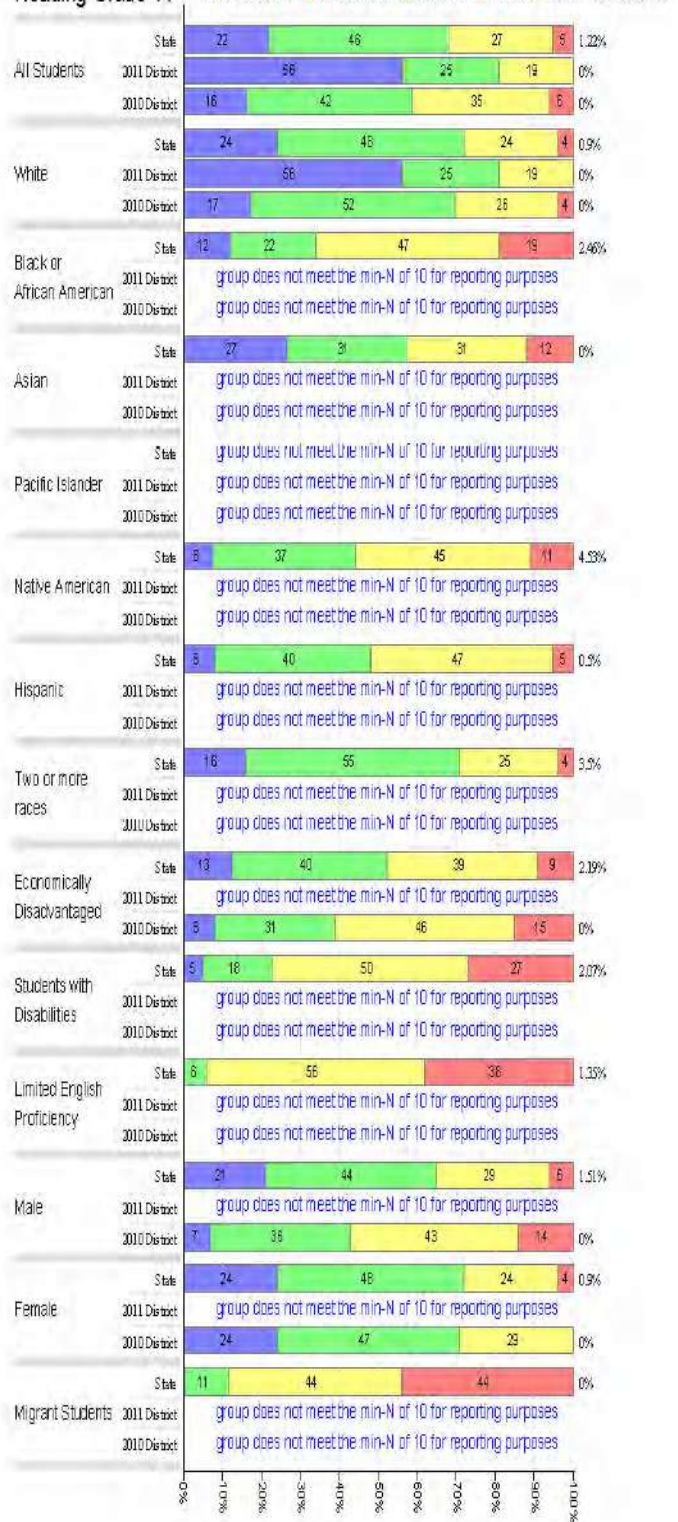
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# Math Grade 11



# Reading Grade 11





# NCLB School Reports

Wall High School		ASSESSMENT				ACCOUNTABILITY			
2011 Reading		Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO=	
		%	%	%	%			AYP Status	
All Students		0	19	25	56	100%	81%	Met AYP	
White (not Hispanic)		0	19	25	56	100%	81%	Met AYP	
Black (not Hispanic)		Group does not meet minimum population size							
Asian		Group does not meet minimum population size							
Native American		Group does not meet minimum population size							
Hispanic		Group does not meet minimum population size							
Economically Disadvantaged		Group does not meet minimum population size							
Limited English Proficient		Group does not meet minimum population size							
Students with Disabilities		Group does not meet minimum population size							
Gender		Male	Group does not meet minimum population size						
		Female	Group does not meet minimum population size						
Migrant		Group does not meet minimum population size							
Wall High School		ASSESSMENT				ACCOUNTABILITY			
2011 Mathematics		Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO=	
		%	%	%	%			AYP Status	
All Students		0	12	56	31	100%	87%	Met AYP	
White (not Hispanic)		0	12	56	31	100%	87%	Met AYP	
Black (not Hispanic)		Group does not meet minimum population size							
Asian		Group does not meet minimum population size							
Native American		Group does not meet minimum population size							
Hispanic		Group does not meet minimum population size							
Economically Disadvantaged		Group does not meet minimum population size							
Limited English Proficient		Group does not meet minimum population size							
Students with Disabilities		Group does not meet minimum population size							
Gender		Male	Group does not meet minimum population size						
		Female	Group does not meet minimum population size						
Migrant		Group does not meet minimum population size							
Improvement Status		Reading		Met AYP		District Other Indicator (Graduation)		93.75% Met AYP	
		Math		Met AYP		White Other Indicator (Graduation)		92% Met AYP	
Teachers with Emergency or Provisional Credentials		N/A		% Classes not taught by Highly Qualified Teachers		100%			
Wall High School		ASSESSMENT				Participation Rate			
2011 Science		Below	Basic	Proficient	Advanced				
		%	%	%	%				
All Students		0	19	64	19	100%			
White (not Hispanic)		0	19	64	19	100%			
Black (not Hispanic)		Group does not meet minimum population size							
Asian		Group does not meet minimum population size							
Native American		Group does not meet minimum population size							
Hispanic		Group does not meet minimum population size							
Economically Disadvantaged		Group does not meet minimum population size							
Limited English Proficient		Group does not meet minimum population size							
Students with Disabilities		Group does not meet minimum population size							
Gender		Male	Group does not meet minimum population size						
		Female	Group does not meet minimum population size						
Migrant		Group does not meet minimum population size							

Y - Met AYP, N - Did Not Meet AYP

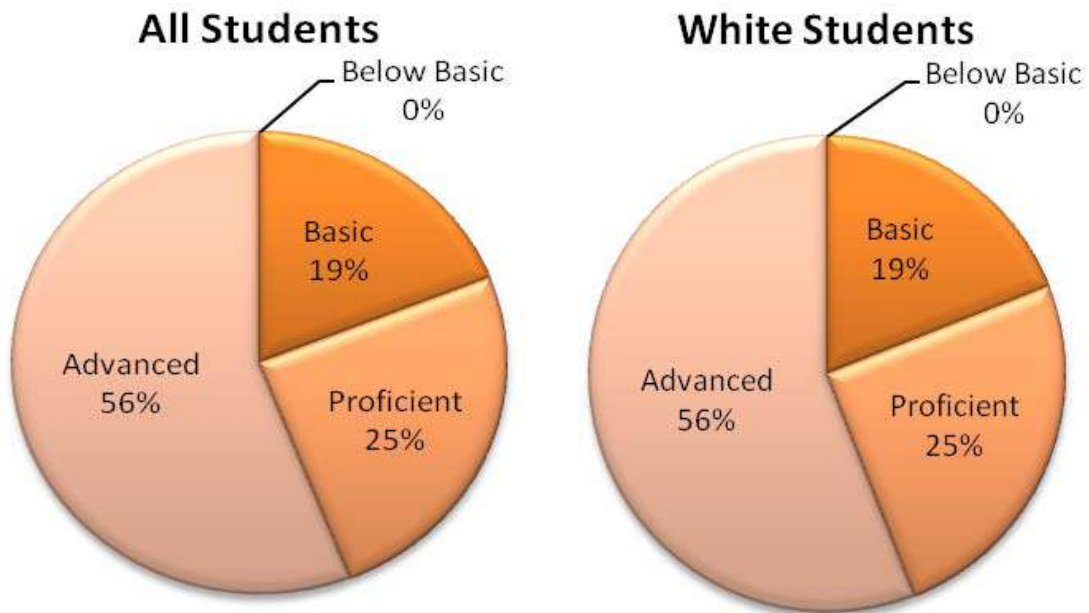
\* group does not meet minimum population size

AMO = Annual Measurable Objective

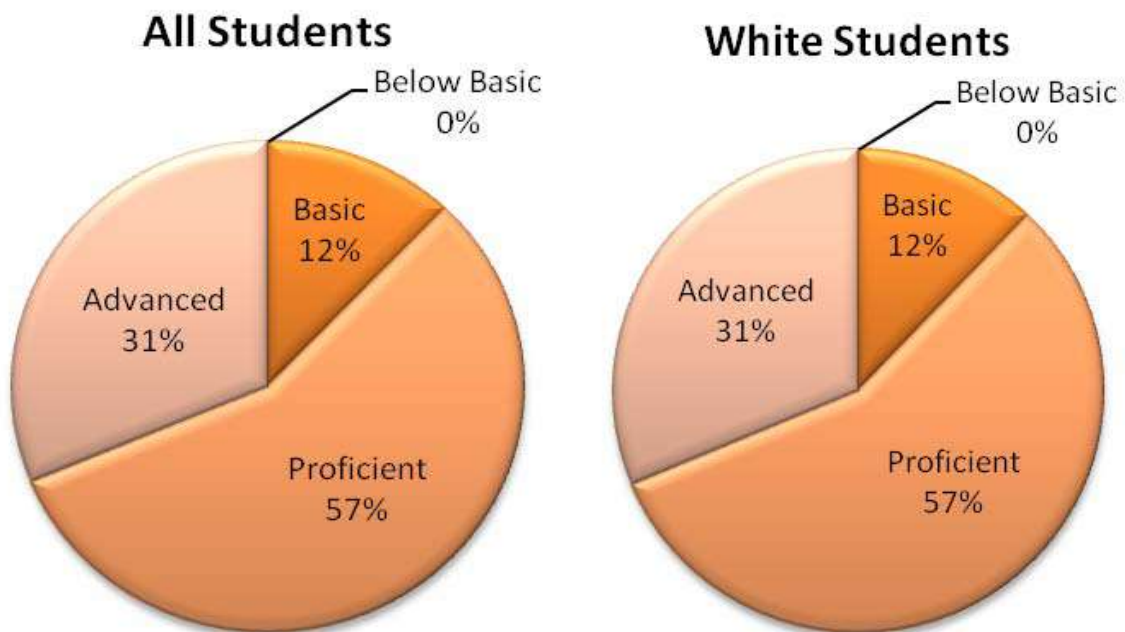
These Science Scores are based on DDN Campus Data - They are not displayed on the state website.

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**Wall School District High School  
Reading**



**Wall School District High School  
Mathematics**



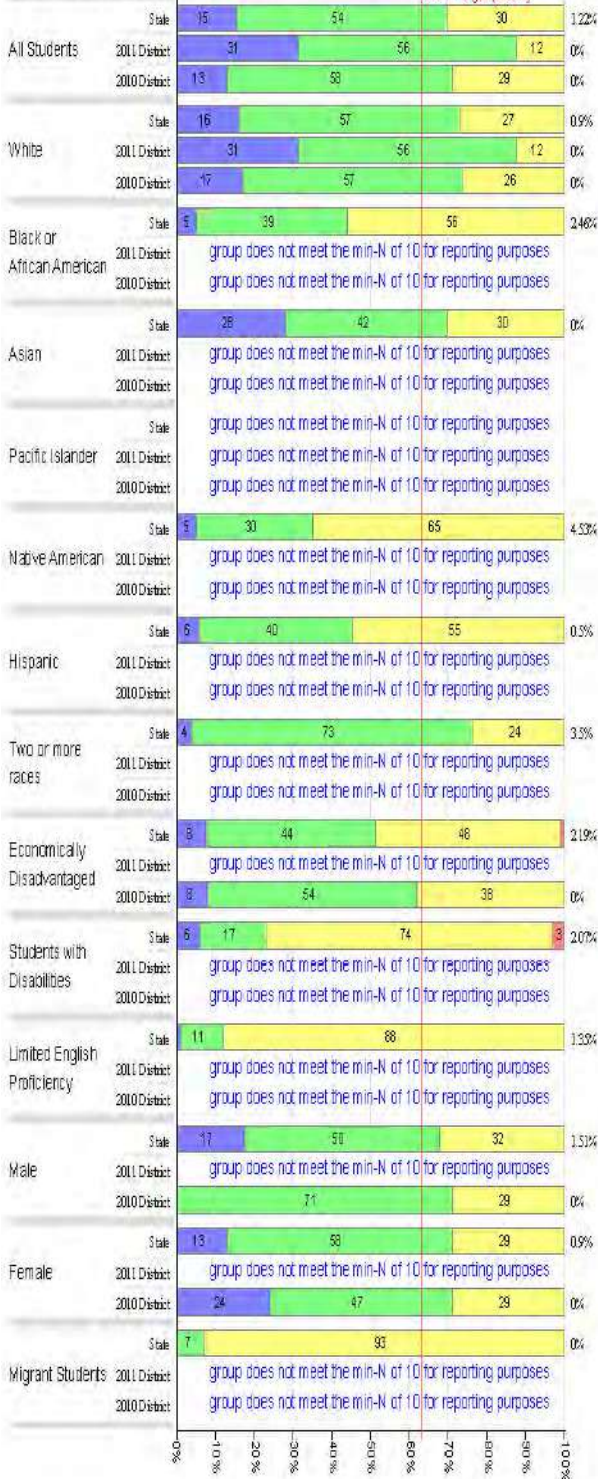
Due to the rounding of percentages, these numbers may not add up to 100%.



## Math Grades 9-11

Advanced % Proficient % Basic % Below Basic % Not Tested %

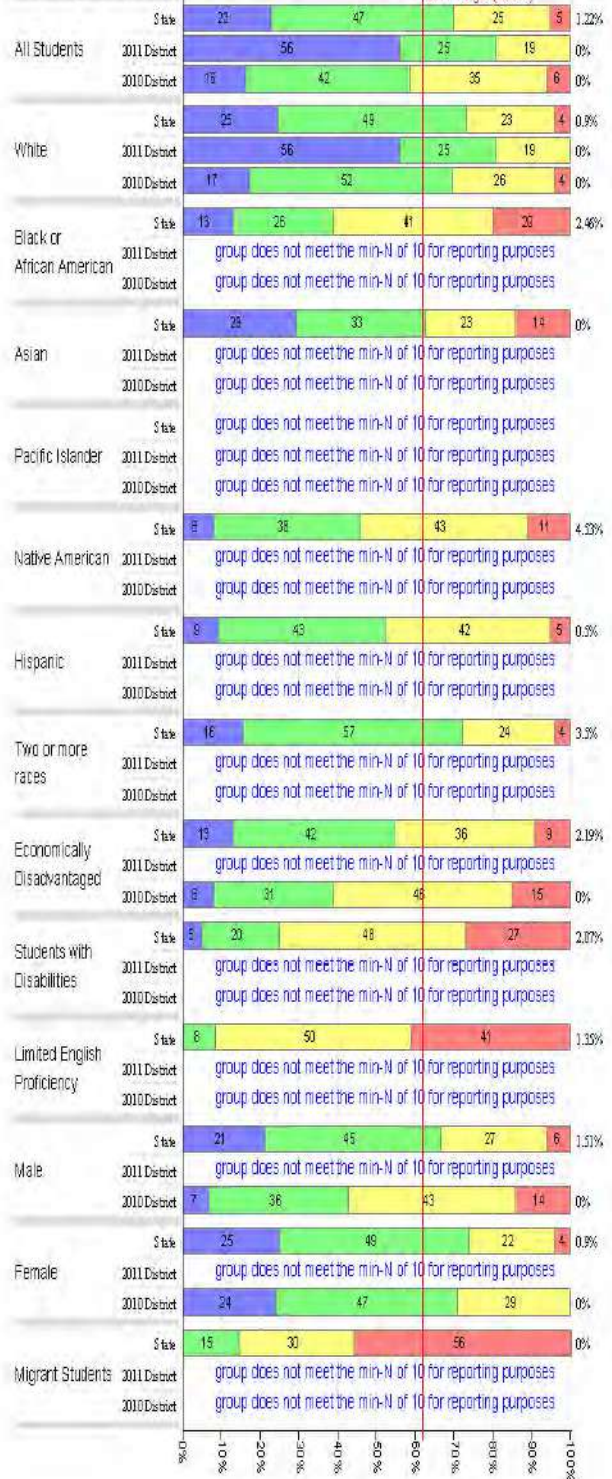
(2011 Target 63.0%)



## Reading Grades 9-11

Advanced % Proficient % Basic % Below Basic % Not Tested %

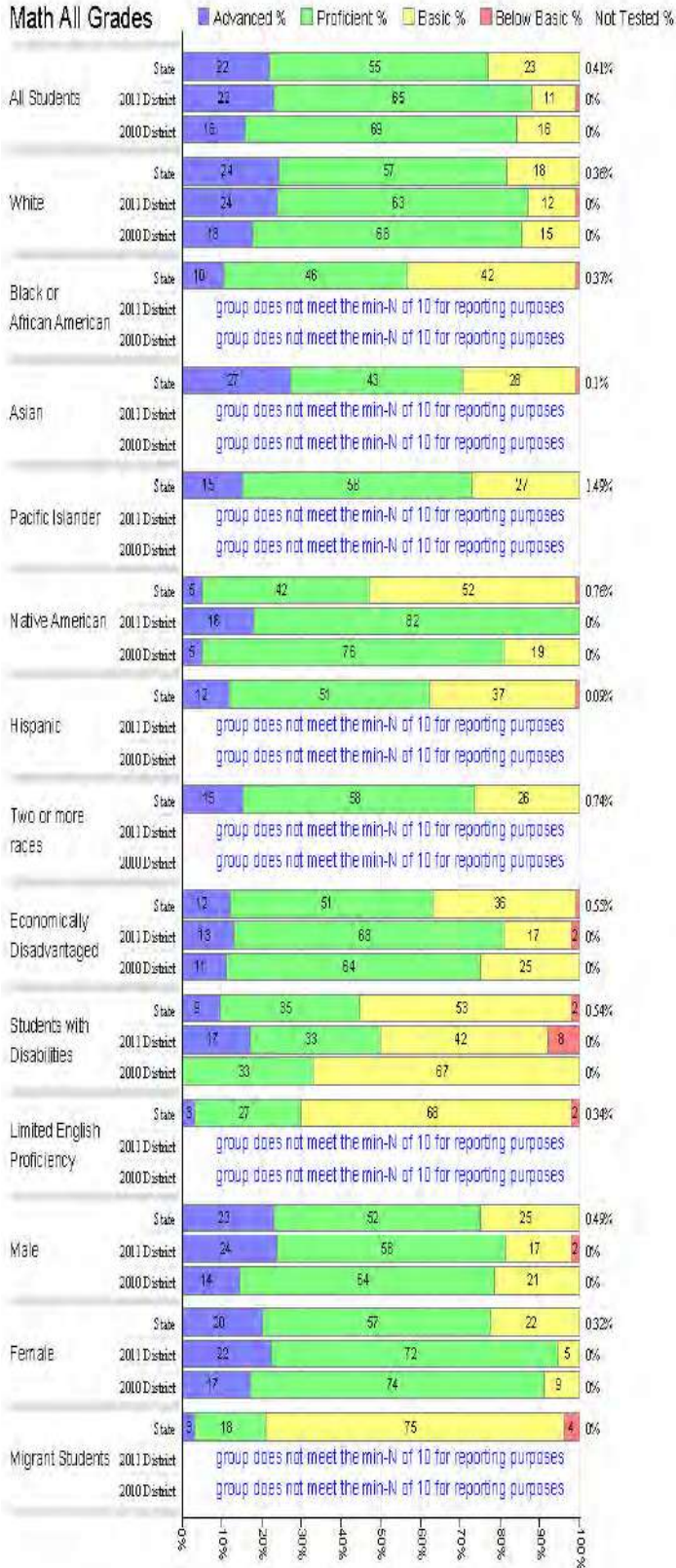
(2011 Target 62.0%)



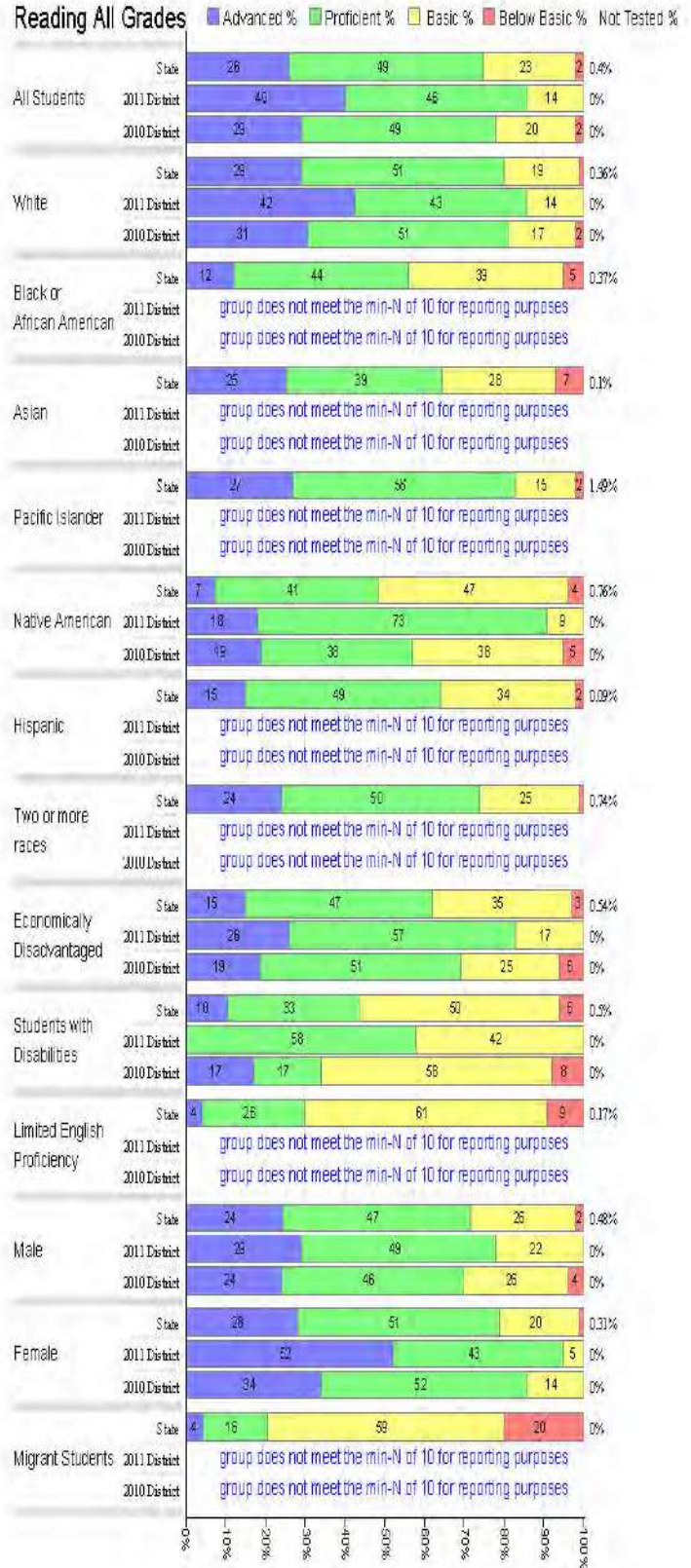
## High School



## Math All Grades



## Reading All Grades





# No Child Left Behind

## 2011 Report Card

### Wall Elementary School

PO Box 414

Wall, SD 57790-0414

Contact: Dennis Rieckman

Title I Status: Targeted Assistance

Distinguished School

### School 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.

Effective with the 2011 Report Card, South Dakota has adopted the seven categories required in the Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the US Department of Education into its AYP determinations. Therefore, racial subgroup data for 2011 is not comparable to racial subgroup data for prior years.

### Current School Status

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

### Current Year School AYP Determination

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

	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	Y	Y	Y	Y	Y	Y
Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	Y	Y	Y	Y	Y	Y
Hispanic	Y	Y	Y	Y	Y	Y
Two or more races	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 School AYP Determination

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

It has been determined that South Dakota does not offer an Emergency or Provisional License. This information is therefore not being reported.

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

State : 0.7%

District: 0%

2011 Highest Quartile of Poverty Schools: 100.0%

2011 Lowest Quartile of Poverty Schools: 100.0%

2011 School : 0.0%

2010 School : 0.0%

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

2011 Highest Quartile of Poverty Schools: 1.3%

2010 Highest Quartile of Poverty Schools: 1.3%

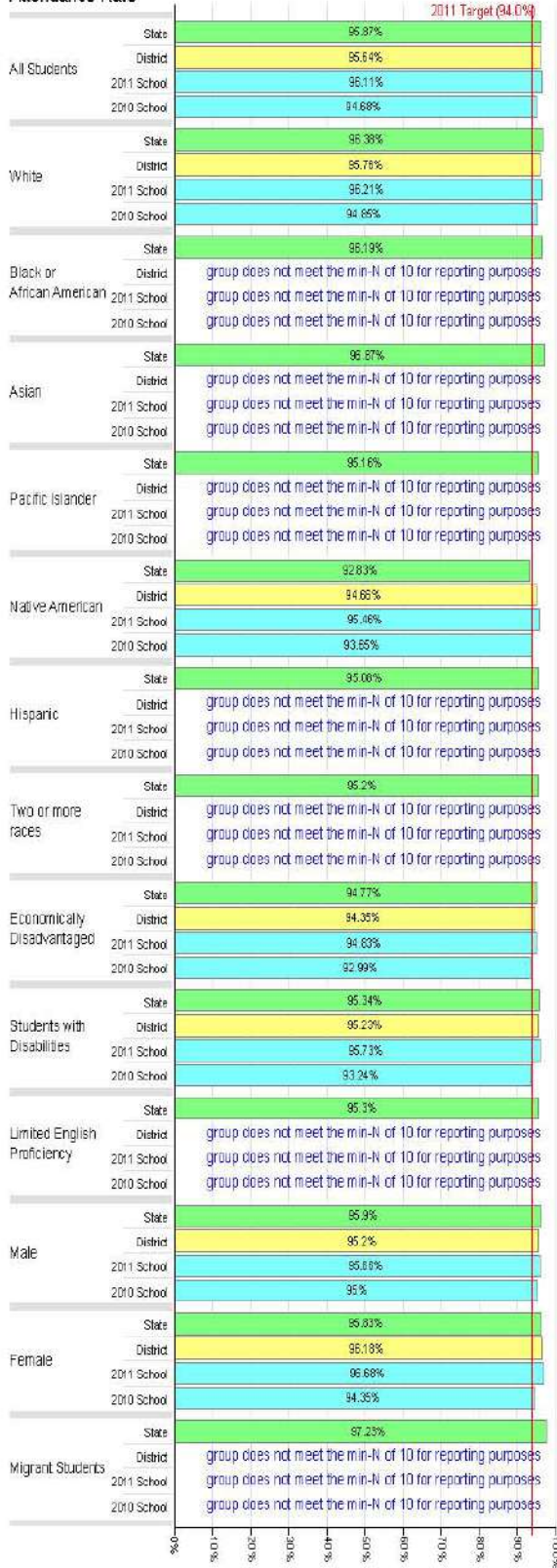
2011 Lowest Quartile of Poverty Schools : 0.3%

2010 Lowest Quartile of Poverty Schools : 0.6%

## 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. For graduation, any school or district grade span that includes grade 12 will be expected to meet or exceed the State's graduation rate target of 80% or show progress of at least 2 percentage points. The State's graduation rate goal is 85%. Effective with the 2011 report card, South Dakota has adopted the Title 1 4-Year Adjusted cohort methodology. This is defined as the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. This differs from the graduation rate calculations used in prior years. Therefore, graduation data for 2011 is not comparable to graduation data for prior years.

### Attendance Rate

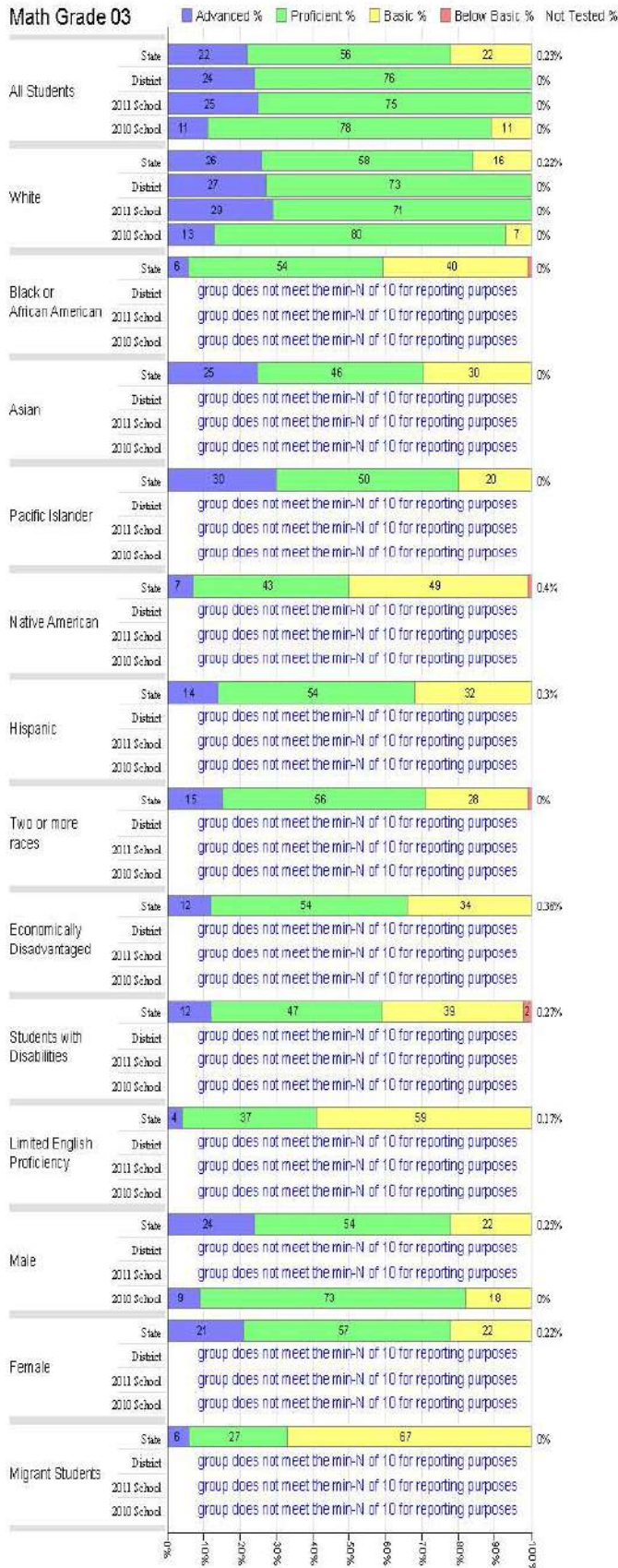




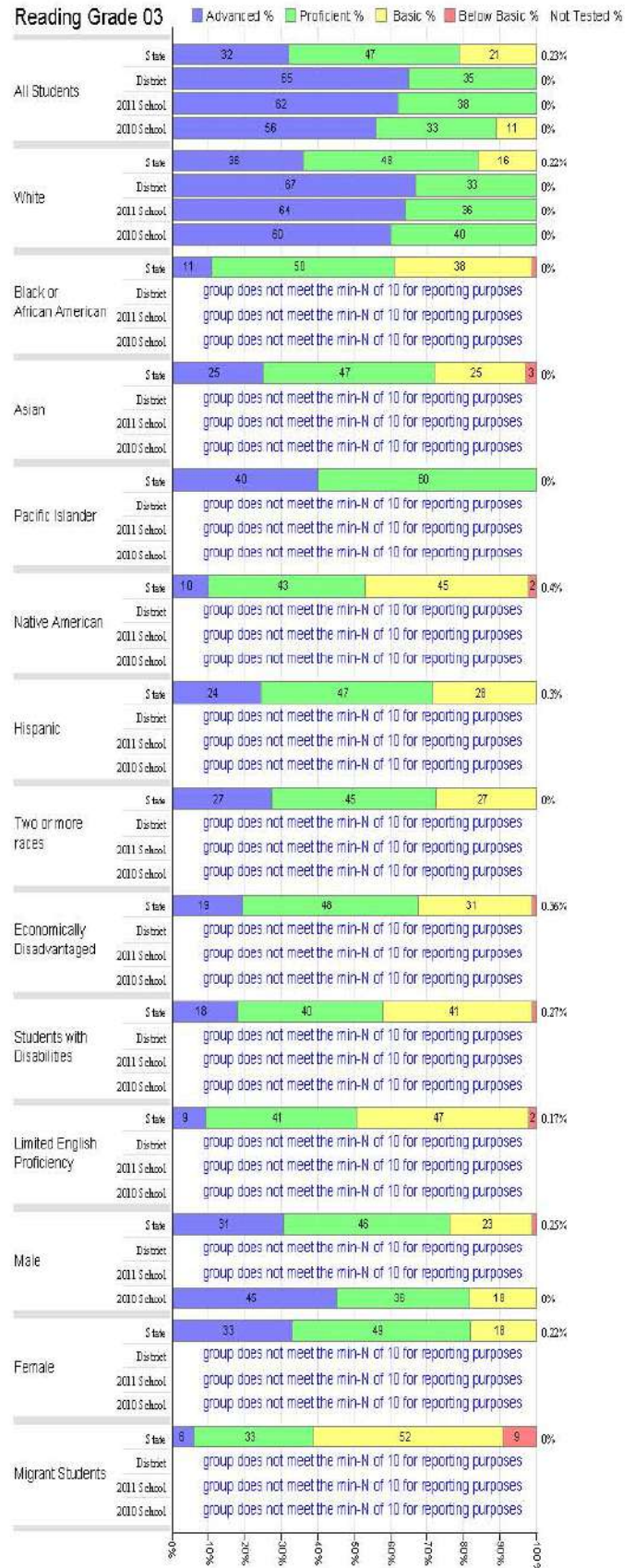
## FAY Math/Reading Scores

Students in grades 3 through 8 and grade 11 completed the Dakota STEP test in the spring of 2011. 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





# NCLB School Reports

Wall Elementary		ASSESSMENT				ACCOUNTABILITY		
2011 Reading Grade 3		Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		0	0	38	62	100%	100%	Met AYP
White (not Hispanic)		0	0	36	64	100%	100%	Met AYP
Black (not Hispanic)		Group does not meet minimum population size						
Asian		Group does not meet minimum population size						
Native American		Group does not meet minimum population size						
Hispanic		Group does not meet minimum population size						
Economically Disadvantaged		Group does not meet minimum population size						
Limited English Proficient		Group does not meet minimum population size						
Students w/ith Disabilities		Group does not meet minimum population size						
Gender		Group does not meet minimum population size						
Male		Group does not meet minimum population size						
Female		Group does not meet minimum population size						
Migrant		Group does not meet minimum population size						
Wall Elementary		ASSESSMENT				ACCOUNTABILITY		
2011 Mathematics Grade 3		Below Basic	Basic	Proficient	Advanced	Partic-pation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		0	0	75	25	100%	100%	Met AYP
White (not Hispanic)		0	0	71	29	100%	100%	Met AYP
Black (not Hispanic)		Group does not meet minimum population size						
Asian		Group does not meet minimum population size						
Native American		Group does not meet minimum population size						
Hispanic		Group does not meet minimum population size						
Economically Disadvantaged		Group does not meet minimum population size						
Limited English Proficient		Group does not meet minimum population size						
Students w/ith Disabilities		Group does not meet minimum population size						
Gender		Group does not meet minimum population size						
Male		Group does not meet minimum population size						
Female		Group does not meet minimum population size						
Migrant		Group does not meet minimum population size						
Improvement Status		Reading Math		Met AYP		Other Academic Indicator (Attendance Rate)		96.11% Met AYP
				Met AYP				
Teachers with Emergency or Provisional Credentials		0.00%		% Classes not taught by Highly Qualified Teachers		100%		
Wall Elementary		ASSESSMENT						Participation Rate
Science		Below	Basic	Proficient	Advanced			
		%	%	%	%			
All Students		N/A	N/A	N/A	N/A			
White (not Hispanic)		N/A	N/A	N/A	N/A			
Black (not Hispanic)		N/A	N/A	N/A	N/A			
Asian		N/A	N/A	N/A	N/A			
Native American		N/A	N/A	N/A	N/A			
Hispanic		N/A	N/A	N/A	N/A			
Economically Disadvantaged		N/A	N/A	N/A	N/A			
Limited English Proficient		N/A	N/A	N/A	N/A			
Students w/ith Disabilities		N/A	N/A	N/A	N/A			
Gender		N/A	N/A	N/A	N/A			
Male		N/A	N/A	N/A	N/A			
Female		N/A	N/A	N/A	N/A			
Migrant		N/A	N/A	N/A	N/A			

Y - Met AYP, N - Did Not Meet AYP

\* group does not meet minimum population size

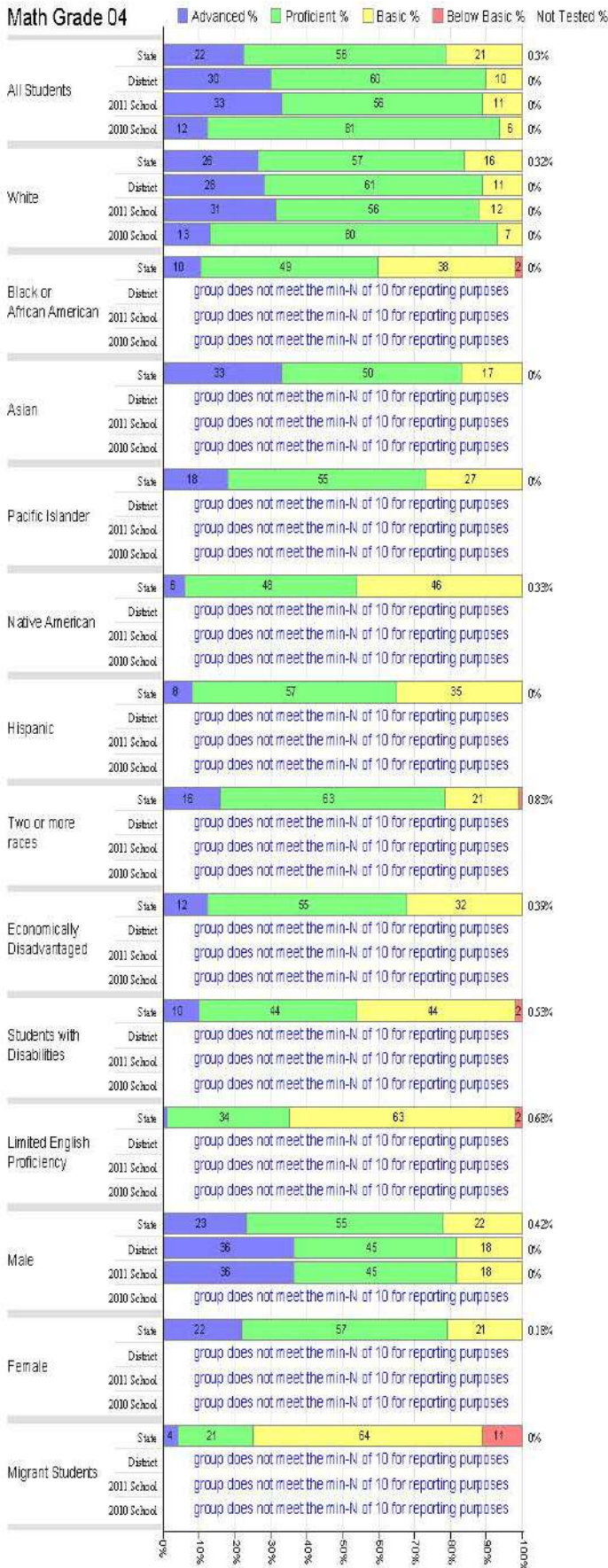
AMO = Annual Measurable Objective

This grade is not tested in Science.

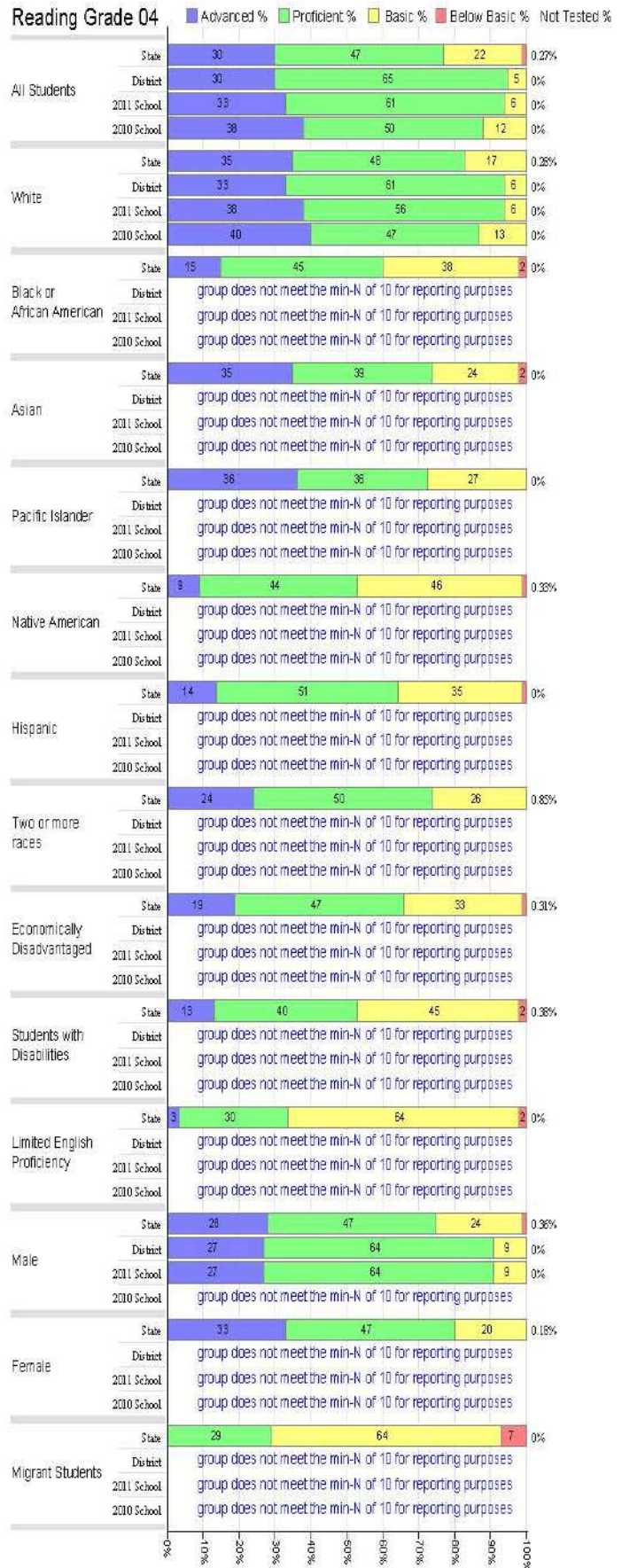
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## Math Grade 04



## Reading Grade 04





# NCLB School Reports

Wall Elementary		ASSESSMENT				ACCOUNTABILITY		
2011 Reading Grade 4		Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		0	6	61	33	100%	94%	Met AYP
White (not Hispanic)		0	6	56	38	100%	94%	Met AYP
Black (not Hispanic)		Group does not meet minimum population size						
Asian		Group does not meet minimum population size						
Native American		Group does not meet minimum population size						
Hispanic		Group does not meet minimum population size						
Economically Disadvantaged		Group does not meet minimum population size						
Limited English Proficient		Group does not meet minimum population size						
Students with Disabilities		Group does not meet minimum population size						
Gender	Male	0	9	64	27	100%	91%	
	Female	Group does not meet minimum population size						
Migrant		Group does not meet minimum population size						

Wall Elementary		ASSESSMENT				ACCOUNTABILITY		
2011 Mathematics Grade 4		Below Basic	Basic	Proficient	Advanced	Partic-pation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		0	11	56	33	100%	89%	Met AYP
White (not Hispanic)		0	12	56	31	100%	87%	Met AYP
Black (not Hispanic)		Group does not meet minimum population size						
Asian		Group does not meet minimum population size						
Native American		Group does not meet minimum population size						
Hispanic		Group does not meet minimum population size						
Economically Disadvantaged		Group does not meet minimum population size						
Limited English Proficient		Group does not meet minimum population size						
Students w/ith Disabilities		Group does not meet minimum population size						
Gender	Male	0	18	45	36	100%	81%	
	Female	Group does not meet minimum population size						
Migrant		Group does not meet minimum population size						

Improvement Status	Reading Math	Met AYP Met AYP	Other Academic Indicator (Attendance Rate)	96.11% Met AYP
Teachers with Emergency or Provisional Credentials	N/A	% Classes not taught by Highly Qualified Teachers	100%	

Wall Elementary		ASSESSMENT						Participation Rate
Science		Below	Basic	Proficient	Advanced			
		%	%	%	%			
All Students		N/A	N/A	N/A	N/A			
White (not Hispanic)		N/A	N/A	N/A	N/A			
Black (not Hispanic)		N/A	N/A	N/A	N/A			
Asian		N/A	N/A	N/A	N/A			
Native American		N/A	N/A	N/A	N/A			
Hispanic		N/A	N/A	N/A	N/A			
Economically Disadvantaged		N/A	N/A	N/A	N/A			
Limited English Proficient		N/A	N/A	N/A	N/A			
Students w/ith Disabilities		N/A	N/A	N/A	N/A			
Gender	Male	N/A	N/A	N/A	N/A			
	Female	N/A	N/A	N/A	N/A			
Migrant		N/A	N/A	N/A	N/A			

Y - Met AYP, N - Did Not Meet AYP

\* group does not meet minimum population size

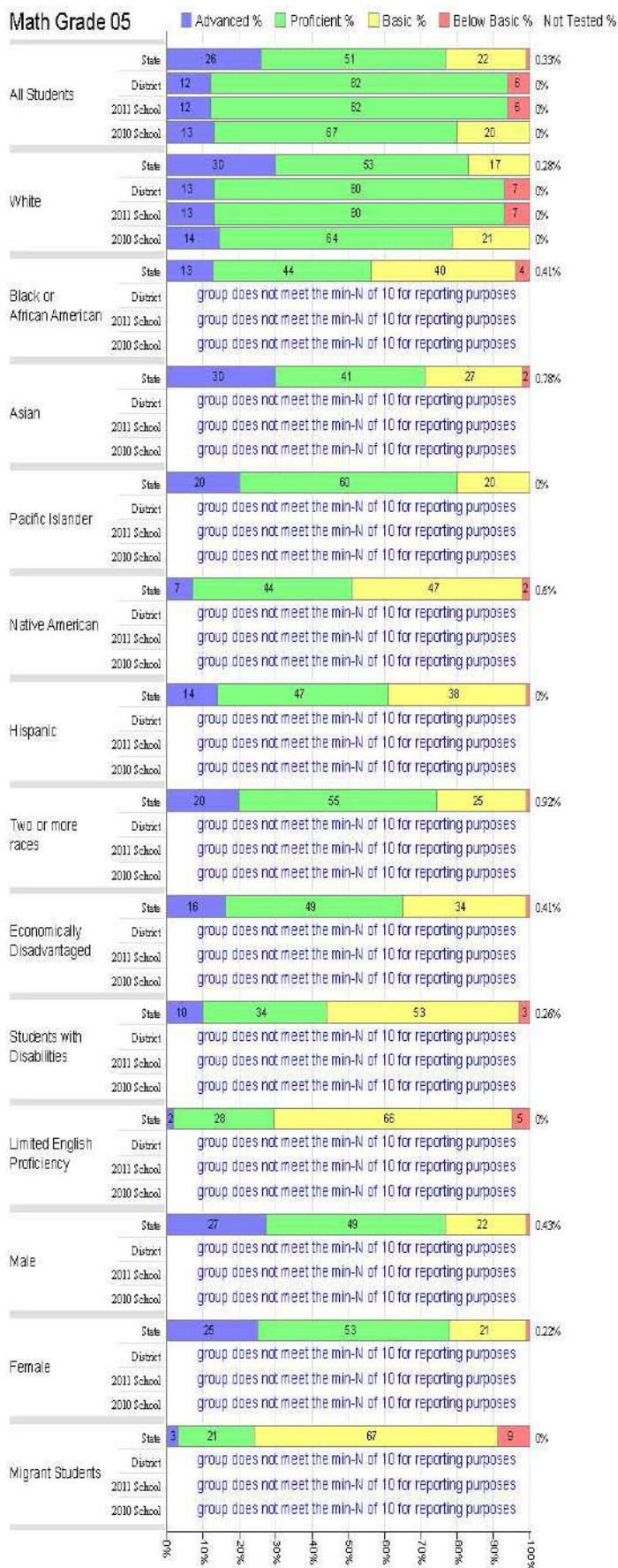
AMO = Annual Measurable Objective

This grade is not tested in Science.

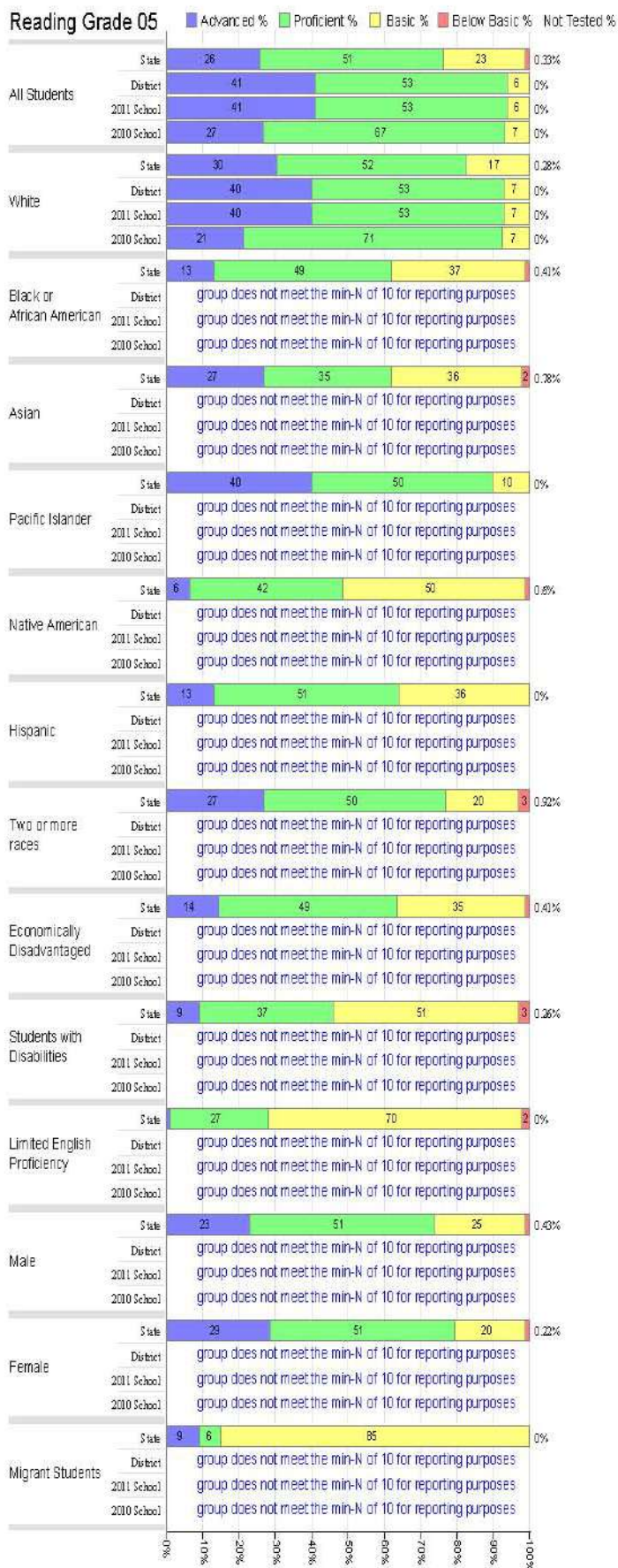
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## Math Grade 05



## Reading Grade 05





# NCLB School Reports

Wall Elementary	ASSESSMENT				ACCOUNTABILITY		
2011 Reading Grade 5	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO=
	%	%	%	%			AYP Status
All Students	0	6	53	41	100%	94%	Met AYP
White (not Hispanic)	0	7	53	40	100%	93%	Met AYP
Black (not Hispanic)	Group does not meet minimum population size						
Asian	Group does not meet minimum population size						
Native American	Group does not meet minimum population size						
Hispanic	Group does not meet minimum population size						
Economically Disadvantaged	Group does not meet minimum population size						
Limited English Proficient	Group does not meet minimum population size						
Students w/ith Disabilities	Group does not meet minimum population size						
Gender Male	Group does not meet minimum population size						
Female	Group does not meet minimum population size						
Migrant	Group does not meet minimum population size						

Wall Elementary	ASSESSMENT				ACCOUNTABILITY		
2011 Mathematics Grade 5	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO=
	%	%	%	%			AYP Status
All Students	6	0	82	12	100%	94%	Met AYP
White (not Hispanic)	7	0	80	13	100%	93%	Met AYP
Black (not Hispanic)	Group does not meet minimum population size						
Asian	Group does not meet minimum population size						
Native American	Group does not meet minimum population size						
Hispanic	Group does not meet minimum population size						
Economically Disadvantaged	Group does not meet minimum population size						
Limited English Proficient	Group does not meet minimum population size						
Students w/ith Disabilities	Group does not meet minimum population size						
Gender Male	Group does not meet minimum population size						
Female	Group does not meet minimum population size						
Migrant	Group does not meet minimum population size						

Improvement Status	Reading Math	Met AYP	Other Academic Indicator (Graduation or Attendance Rate)	96.11% Met AYP
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Teachers with Emergency or Provisional Credentials	N/A	% Classes not taught by Highly Qualified Teachers	100%
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Wall Elementary	ASSESSMENT				Participation Rate
Science	Below	Basic	Proficient	Advanced	
	%	%	%	%	
All Students	0	18	65	18	100%
White (not Hispanic)	0	13	67	20	100%
Black (not Hispanic)	Group does not meet minimum population size				
Asian	Group does not meet minimum population size				
Native American	Group does not meet minimum population size				
Hispanic	Group does not meet minimum population size				
Economically Disadvantaged	Group does not meet minimum population size				
Limited English Proficient	Group does not meet minimum population size				
Students w/ith Disabilities	Group does not meet minimum population size				
Gender Male	Group does not meet minimum population size				
Female	Group does not meet minimum population size				
Migrant	Group does not meet minimum population size				

Y - Met AYP, N - Did Not Meet AYP

\* group does not meet minimum population size

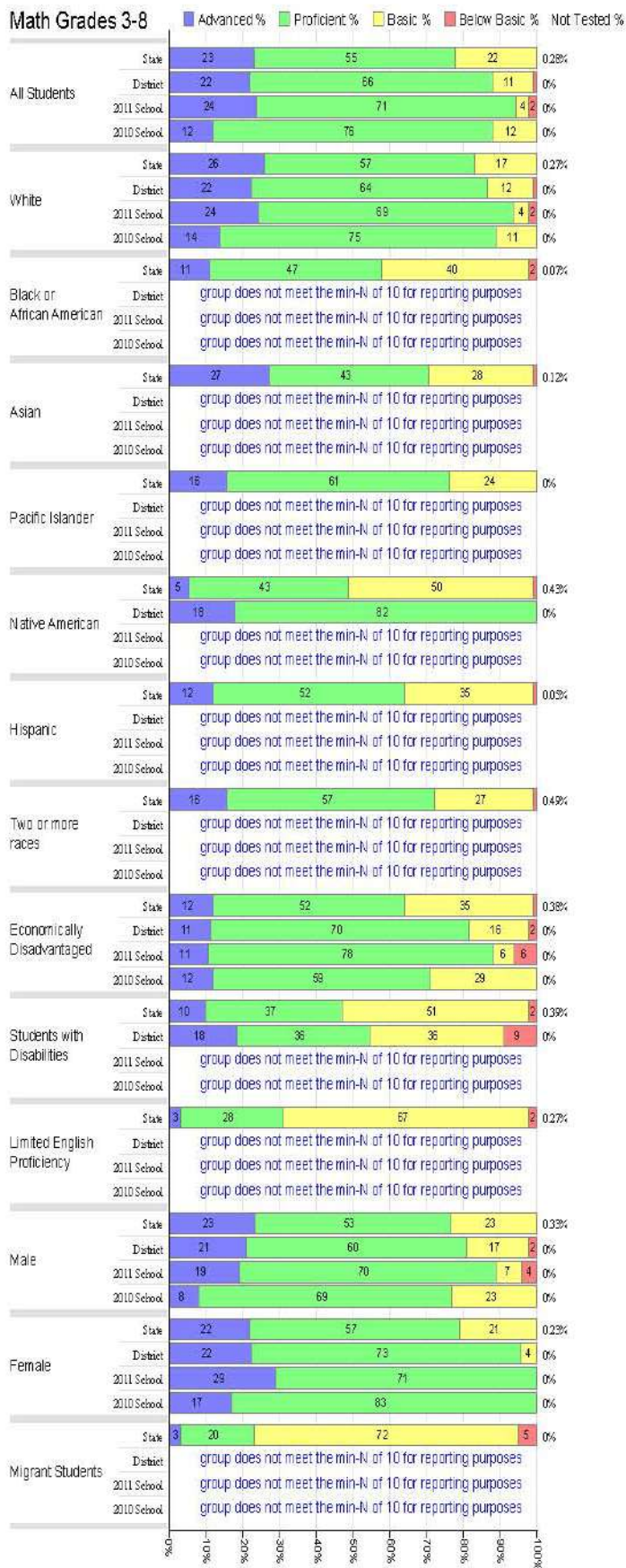
AMO = Annual Measurable Objective

These Science Scores are based on DDN Campus Data - They are not displayed on the state website.

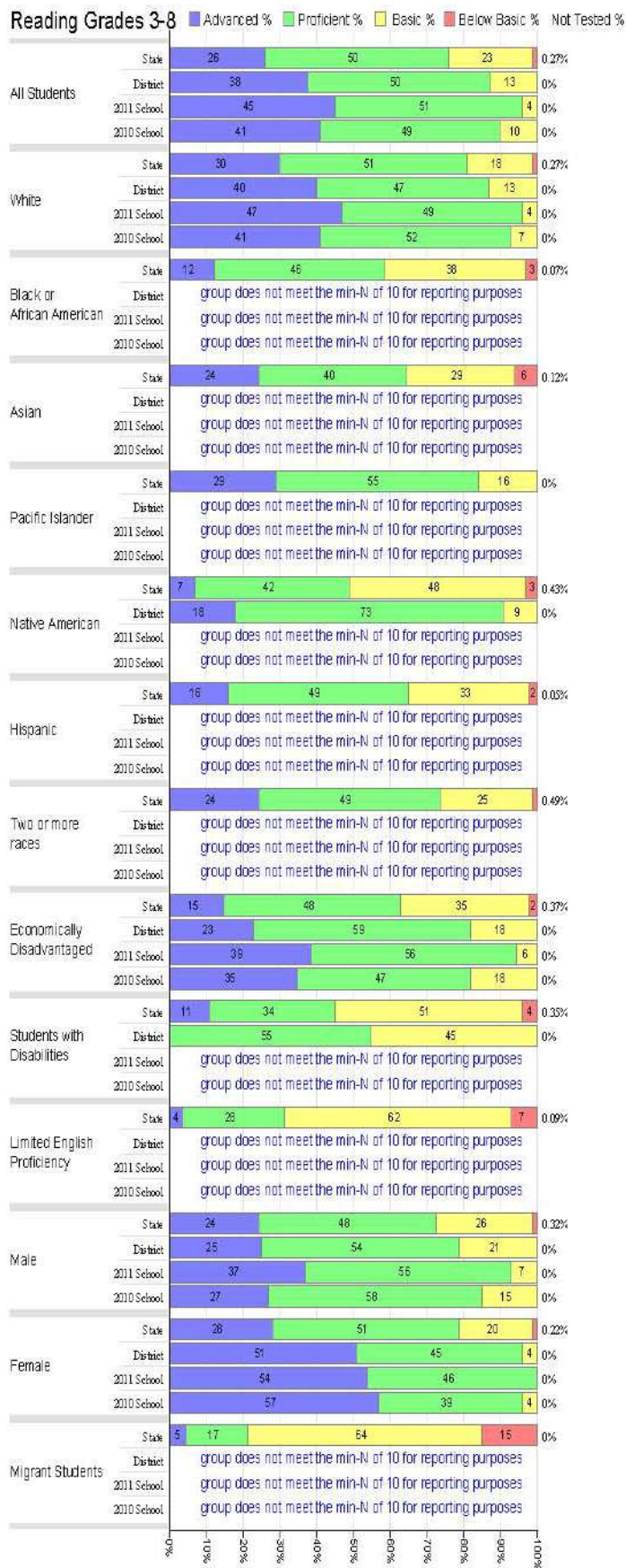
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## Math Grades 3-8



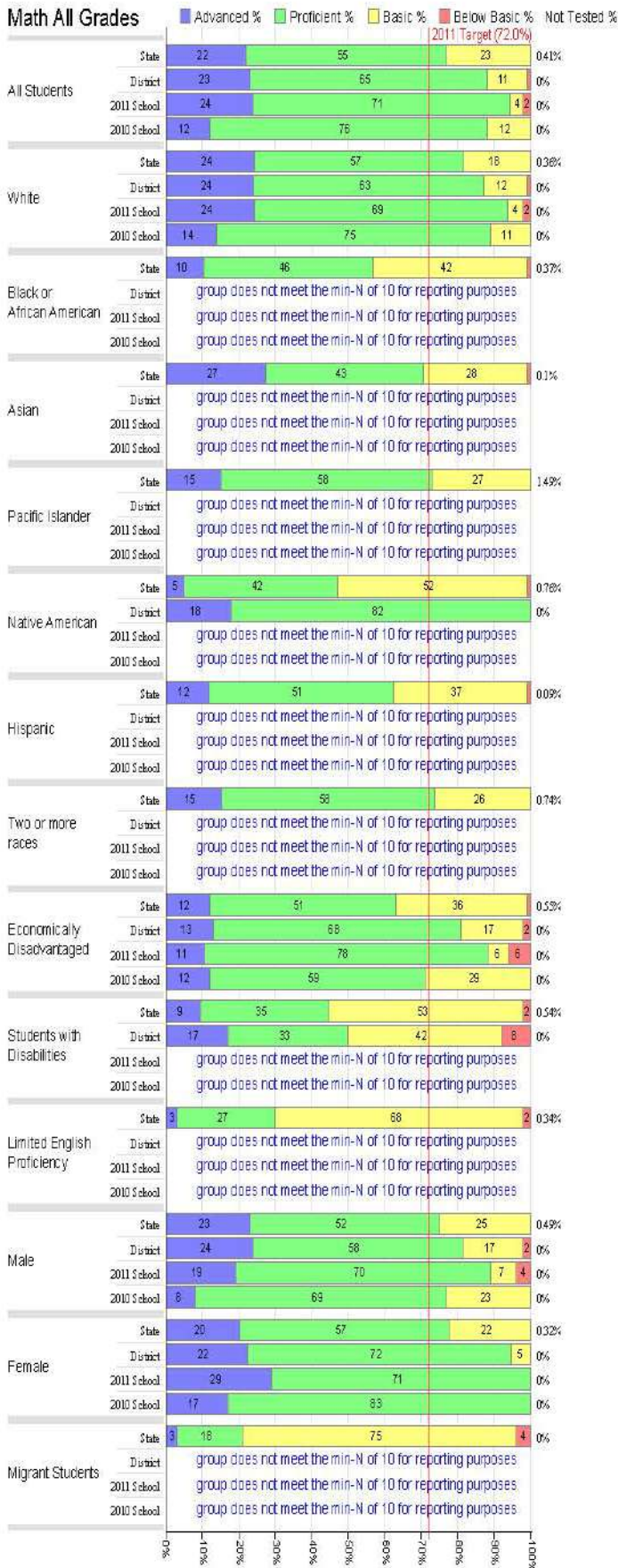
## Reading Grades 3-8



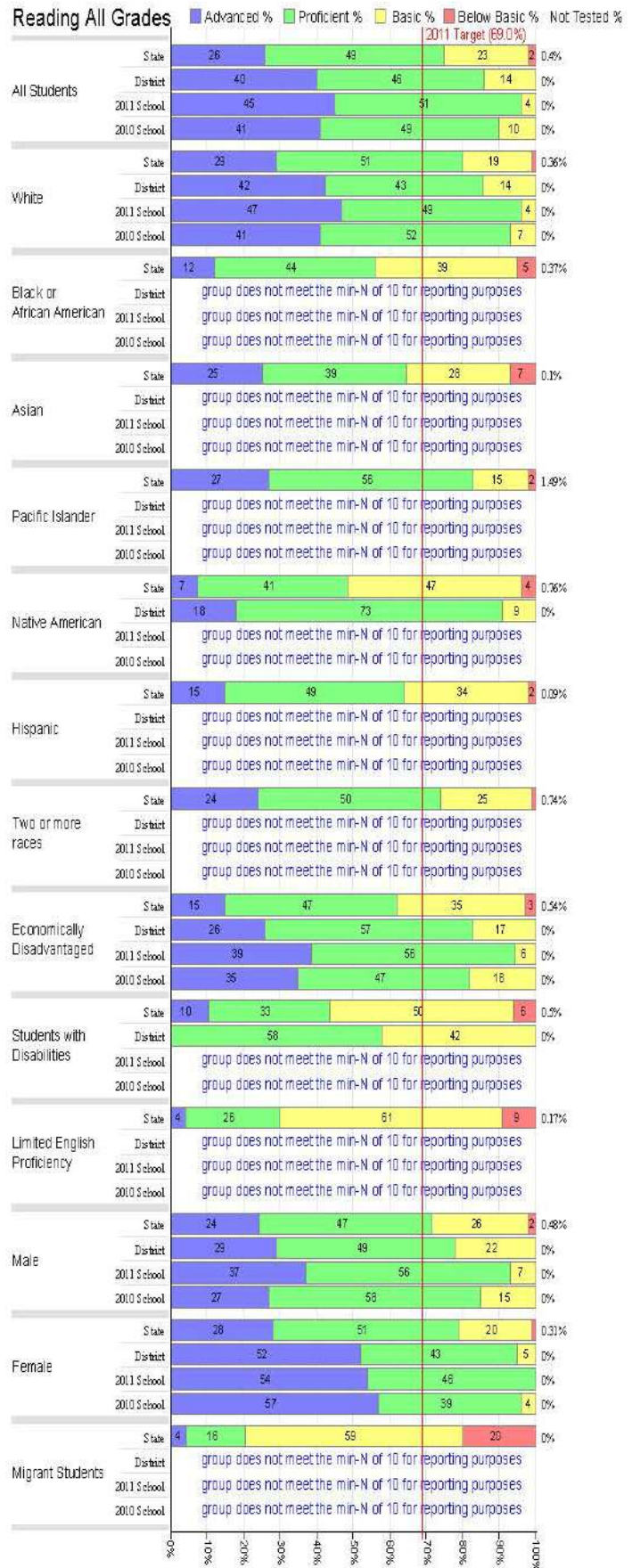




## Math All Grades



## Reading All Grades





# No Child Left Behind

## 2011 Report Card

### Big White Elementary School

PO Box 414

Wall, SD 57790-0414

Contact: Dennis Rieckman

Title I Status: Not Title I

### School 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.

Effective with the 2011 Report Card, South Dakota has adopted the seven categories required in the Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the US Department of Education into its AYP determinations. Therefore, racial subgroup data for 2011 is not comparable to racial subgroup data for prior years.

### Current School Status

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

### Current Year School AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	Y - Met AYP	
Reading	Y - Met AYP	
Attendance	N - Did Not Meet AYP	Missed Attendance Rate Target

	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	Y	Y	Y	Y	Y	Y
Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	Y	Y	Y	Y	Y	Y
Hispanic	Y	Y	Y	Y	Y	Y
Two or more races	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: 2 of 2\*

\*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 School AYP Determination

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

It has been determined that South Dakota does not offer an Emergency or Provisional License. This information is therefore not being reported.

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

State : 0.7%

District: 0%

2011 Highest Quartile of Poverty Schools: 100.0%

2011 Lowest Quartile of Poverty Schools: 100.0%

2011 School : 0.0%

2010 School : 0.0%

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

2011 Highest Quartile of Poverty Schools: 1.3%

2010 Highest Quartile of Poverty Schools: 1.3%

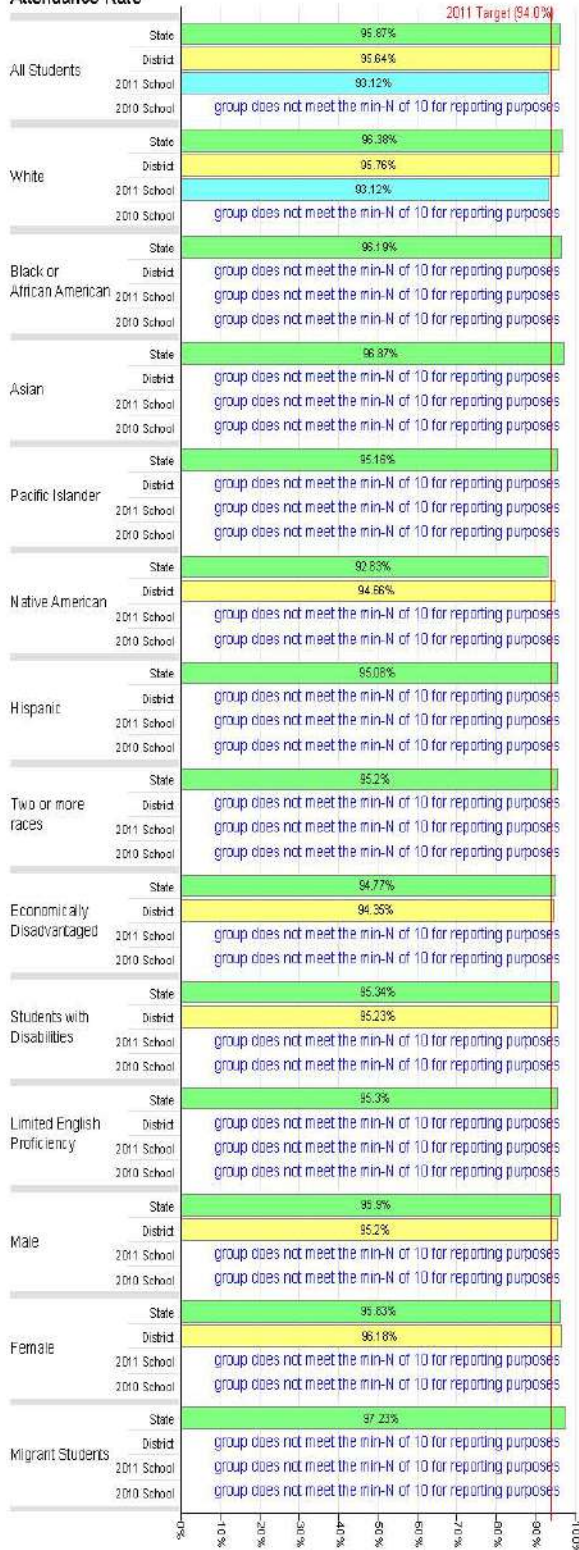
2011 Lowest Quartile of Poverty Schools : 0.3%

2010 Lowest Quartile of Poverty Schools : 0.6%

## 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. For graduation, any school or district grade span that includes grade 12 will be expected to meet or exceed the State's graduation rate target of 80% or show progress of at least 2 percentage points. The State's graduation rate goal is 85%. Effective with the 2011 report card, South Dakota has adopted the Title 1 4-Year Adjusted cohort methodology. This is defined as the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. This differs from the graduation rate calculations used in prior years. Therefore, graduation data for 2011 is not comparable to graduation data for prior years.

### Attendance Rate

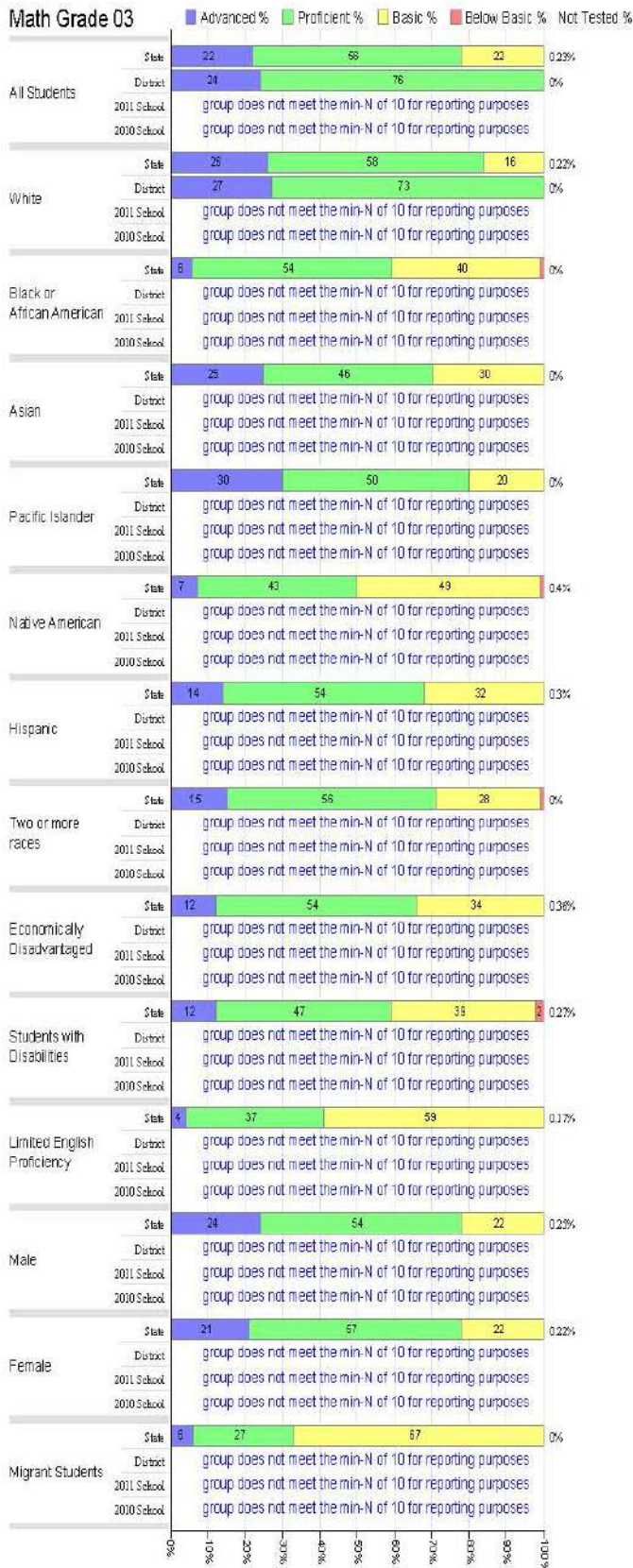




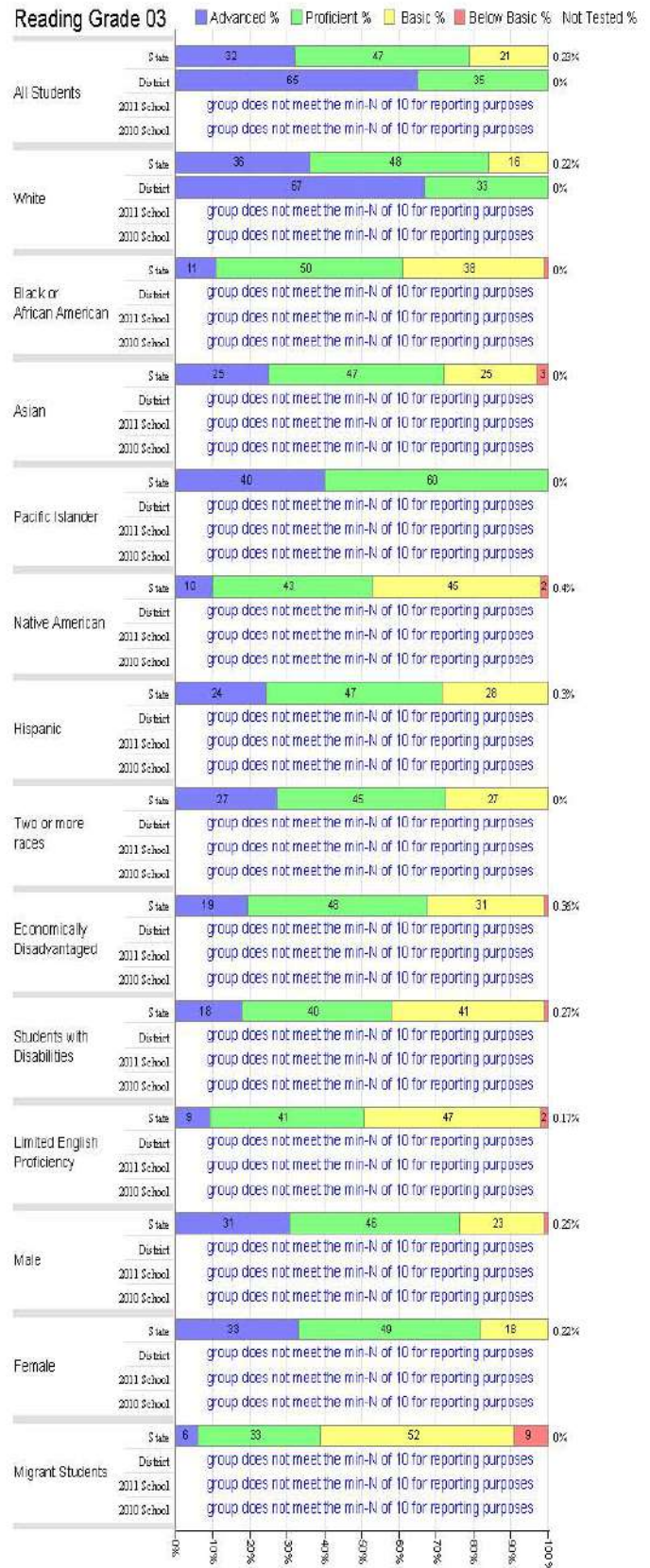
## FAY Math/Reading Scores

Students in grades 3 through 8 and grade 11 completed the Dakota STEP test in the spring of 2011. 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





# NCLB School Reports

Big White		ASSESSMENT				ACCOUNTABILITY		
2011 Reading Grade 3		Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		Group does not meet minimum population size						
White (not Hispanic)		Group does not meet minimum population size						
Black (not Hispanic)		Group does not meet minimum population size						
Asian		Group does not meet minimum population size						
Native American		Group does not meet minimum population size						
Hispanic		Group does not meet minimum population size						
Economically Disadvantaged		Group does not meet minimum population size						
Limited English Proficient		Group does not meet minimum population size						
Students w/ith Disabilities		Group does not meet minimum population size						
Gender		Group does not meet minimum population size						
Male		Group does not meet minimum population size						
Female		Group does not meet minimum population size						
Migrant		Group does not meet minimum population size						

Big White		ASSESSMENT				ACCOUNTABILITY		
2011 Mathematics Grade 3		Below Basic	Basic	Proficient	Advanced	Partic-pation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		Group does not meet minimum population size						
White (not Hispanic)		Group does not meet minimum population size						
Black (not Hispanic)		Group does not meet minimum population size						
Asian		Group does not meet minimum population size						
Native American		Group does not meet minimum population size						
Hispanic		Group does not meet minimum population size						
Economically Disadvantaged		Group does not meet minimum population size						
Limited English Proficient		Group does not meet minimum population size						
Students w/ith Disabilities		Group does not meet minimum population size						
Gender		Group does not meet minimum population size						
Male		Group does not meet minimum population size						
Female		Group does not meet minimum population size						
Migrant		Group does not meet minimum population size						

Improvement Status		Reading Math		Met AYP		Other Academic Indicator (Graduation or Attendance Rate)		93.05% Alert
				Met AYP				
Teachers with Emergency or Provisional Credentials		N/A		% Classes not taught by Highly Qualified Teachers		100%		

Big White		ASSESSMENT				
2011 Science Grades 3		Below	Basic	Proficient	Advanced	
		%	%	%	%	
All Students		Group does not meet minimum population size				
White (not Hispanic)		Group does not meet minimum population size				
Black (not Hispanic)		Group does not meet minimum population size				
Asian		Group does not meet minimum population size				
Native American		Group does not meet minimum population size				
Hispanic		Group does not meet minimum population size				
Economically Disadvantaged		Group does not meet minimum population size				
Limited English Proficient		Group does not meet minimum population size				
Students w/ith Disabilities		Group does not meet minimum population size				
Gender		Group does not meet minimum population size				
Male		Group does not meet minimum population size				
Female		Group does not meet minimum population size				
Migrant		Group does not meet minimum population size				

Y - Met AYP, N - Did Not Meet AYP

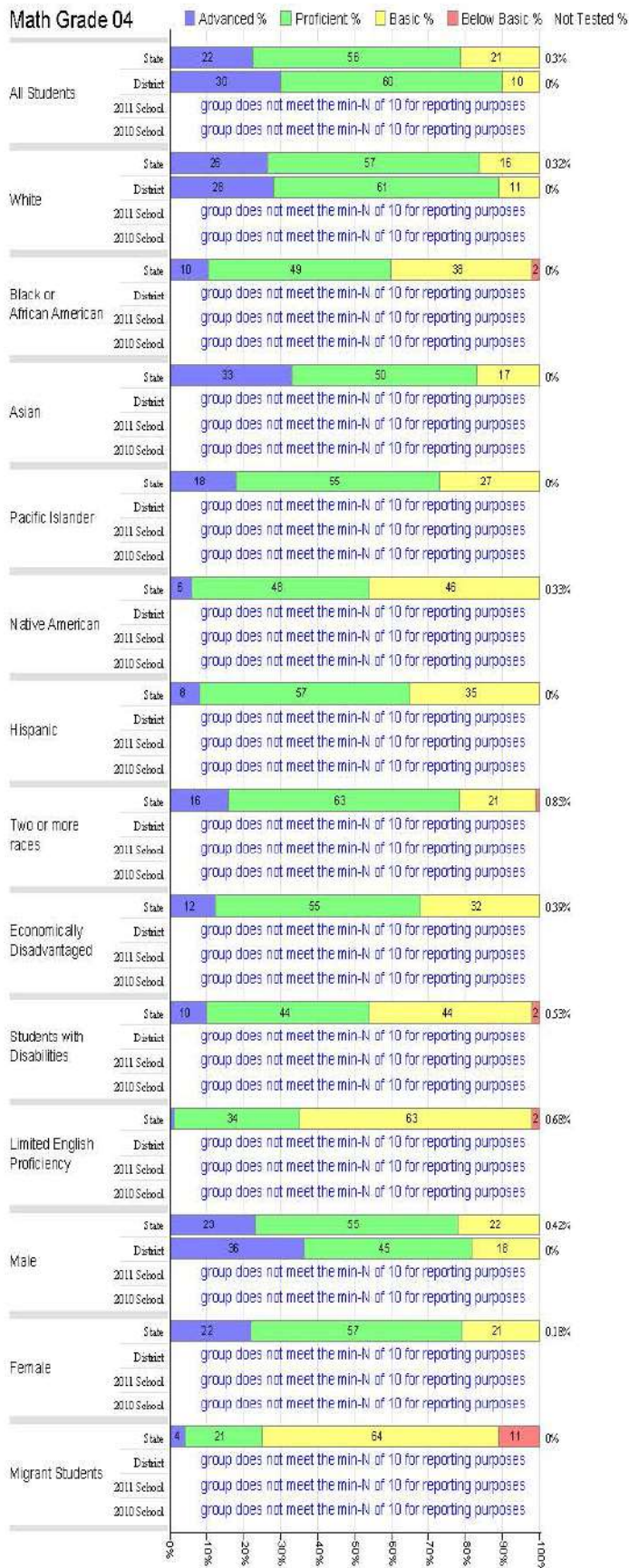
\* group does not meet minimum population size

AMO = Annual Measurable Objective

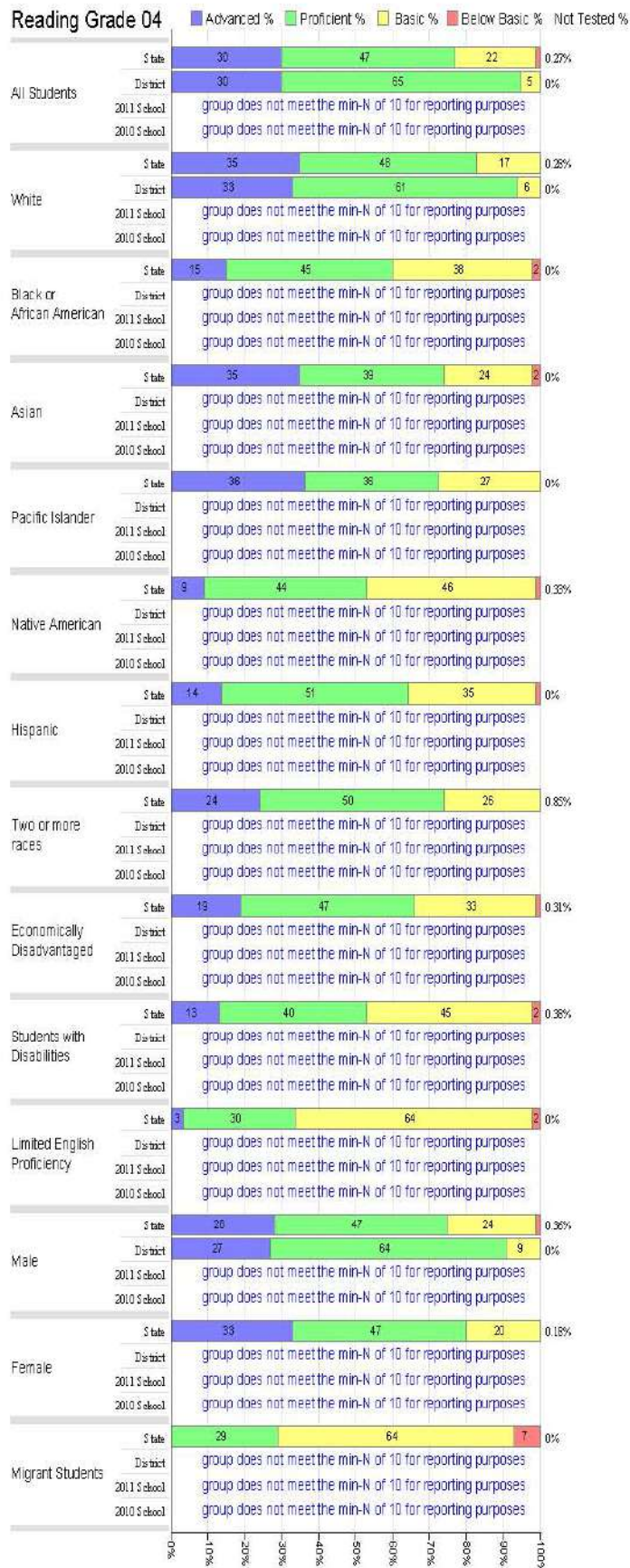
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## Math Grade 04



## Reading Grade 04





# NCLB School Reports

Big White		ASSESSMENT				ACCOUNTABILITY		
2011 Reading Grade 4		Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		Group does not meet minimum population size						
White (not Hispanic)		Group does not meet minimum population size						
Black (not Hispanic)		Group does not meet minimum population size						
Asian		Group does not meet minimum population size						
Native American		Group does not meet minimum population size						
Hispanic		Group does not meet minimum population size						
Economically Disadvantaged		Group does not meet minimum population size						
Limited English Proficient		Group does not meet minimum population size						
Students w/ith Disabilities		Group does not meet minimum population size						
Gender		Group does not meet minimum population size						
Male		Group does not meet minimum population size						
Female		Group does not meet minimum population size						
Migrant		Group does not meet minimum population size						

Big White		ASSESSMENT				ACCOUNTABILITY		
2011 Mathematics Grade 4		Below Basic	Basic	Proficient	Advanced	Partic-pation Rate	Total % Proficient & Advanced	AMO=
		%	%	%	%			AYP Status
All Students		Group does not meet minimum population size						
White (not Hispanic)		Group does not meet minimum population size						
Black (not Hispanic)		Group does not meet minimum population size						
Asian		Group does not meet minimum population size						
Native American		Group does not meet minimum population size						
Hispanic		Group does not meet minimum population size						
Economically Disadvantaged		Group does not meet minimum population size						
Limited English Proficient		Group does not meet minimum population size						
Students w/ith Disabilities		Group does not meet minimum population size						
Gender		Group does not meet minimum population size						
Male		Group does not meet minimum population size						
Female		Group does not meet minimum population size						
Migrant		Group does not meet minimum population size						

Improvement Status		Reading	Met AYP		Other Academic Indicator (Graduation or Attendance Rate)	93.05% Alert
		Math	Met AYP			

Teachers with Emergency or Provisional Credentials		N/A	% Classes not taught by Highly Qualified Teachers		100%
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Big White		ASSESSMENT				
2011 Science Grades 4		Below	Basic	Proficient	Advanced	
		%	%	%	%	
All Students		Group does not meet minimum population size				
White (not Hispanic)		Group does not meet minimum population size				
Black (not Hispanic)		Group does not meet minimum population size				
Asian		Group does not meet minimum population size				
Native American		Group does not meet minimum population size				
Hispanic		Group does not meet minimum population size				
Economically Disadvantaged		Group does not meet minimum population size				
Limited English Proficient		Group does not meet minimum population size				
Students w/ith Disabilities		Group does not meet minimum population size				
Gender		Group does not meet minimum population size				
Male		Group does not meet minimum population size				
Female		Group does not meet minimum population size				
Migrant		Group does not meet minimum population size				

Y - Met AYP, N - Did Not Meet AYP

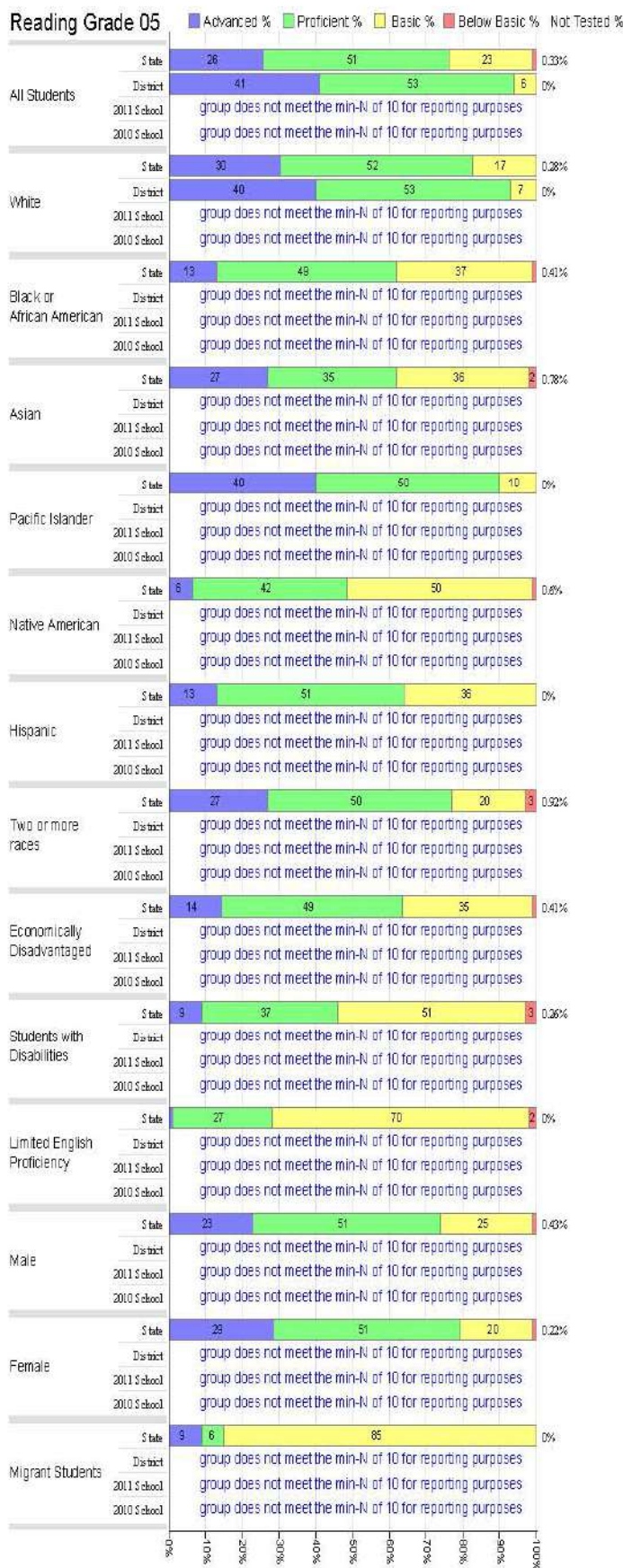
\* group does not meet minimum population size

AMO = Annual Measurable Objective

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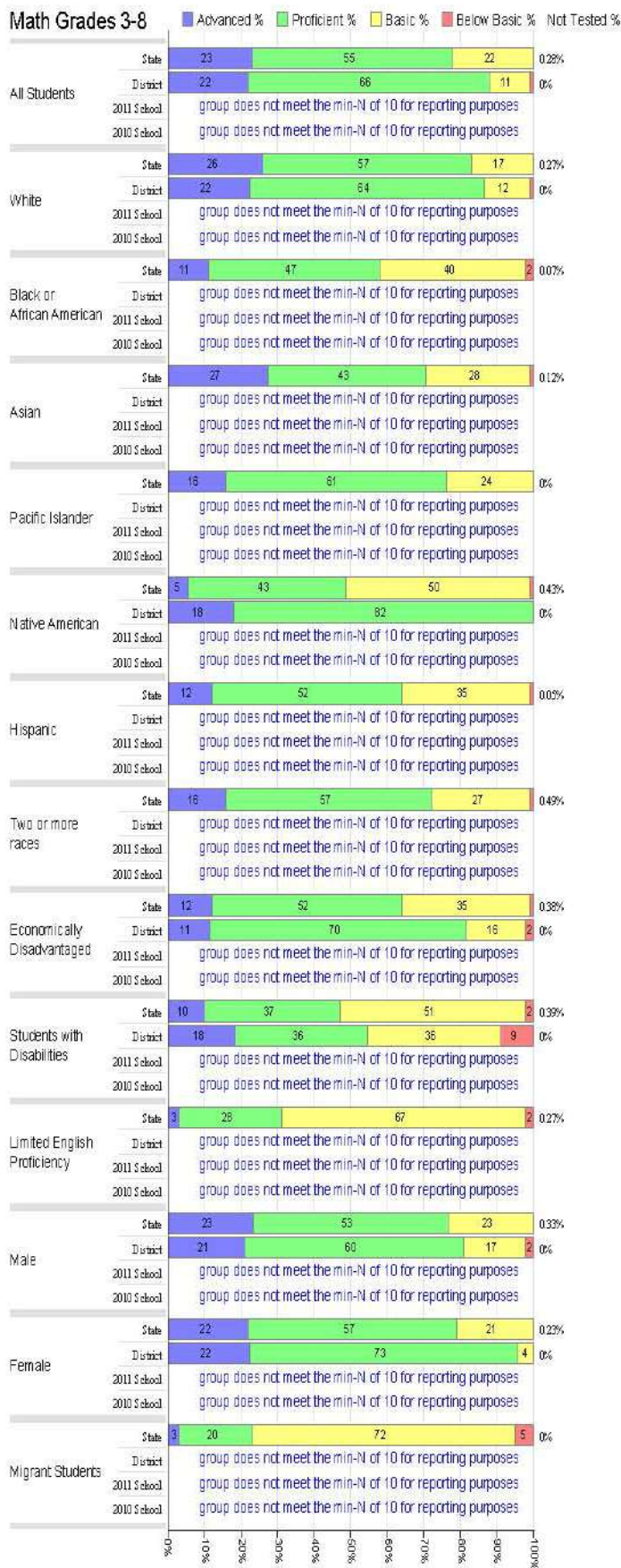


## Reading Grade 05

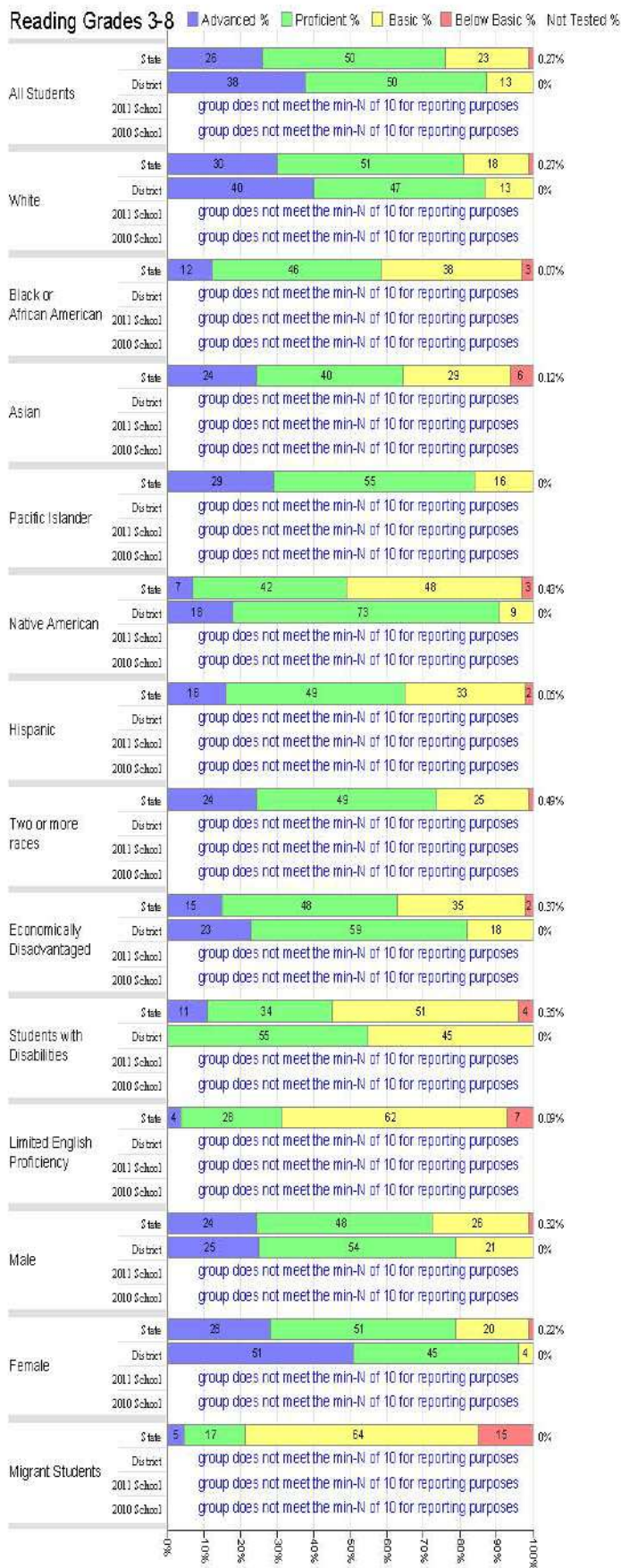




## Math Grades 3-8

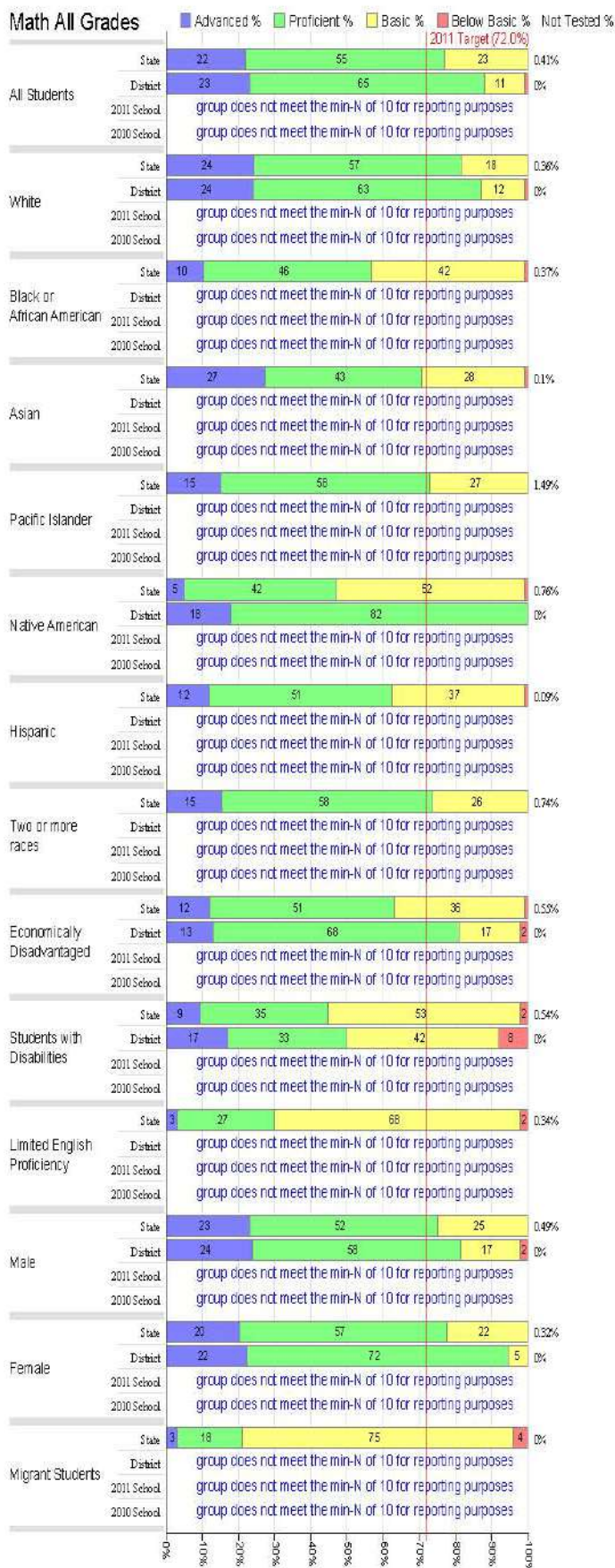


## Reading Grades 3-8

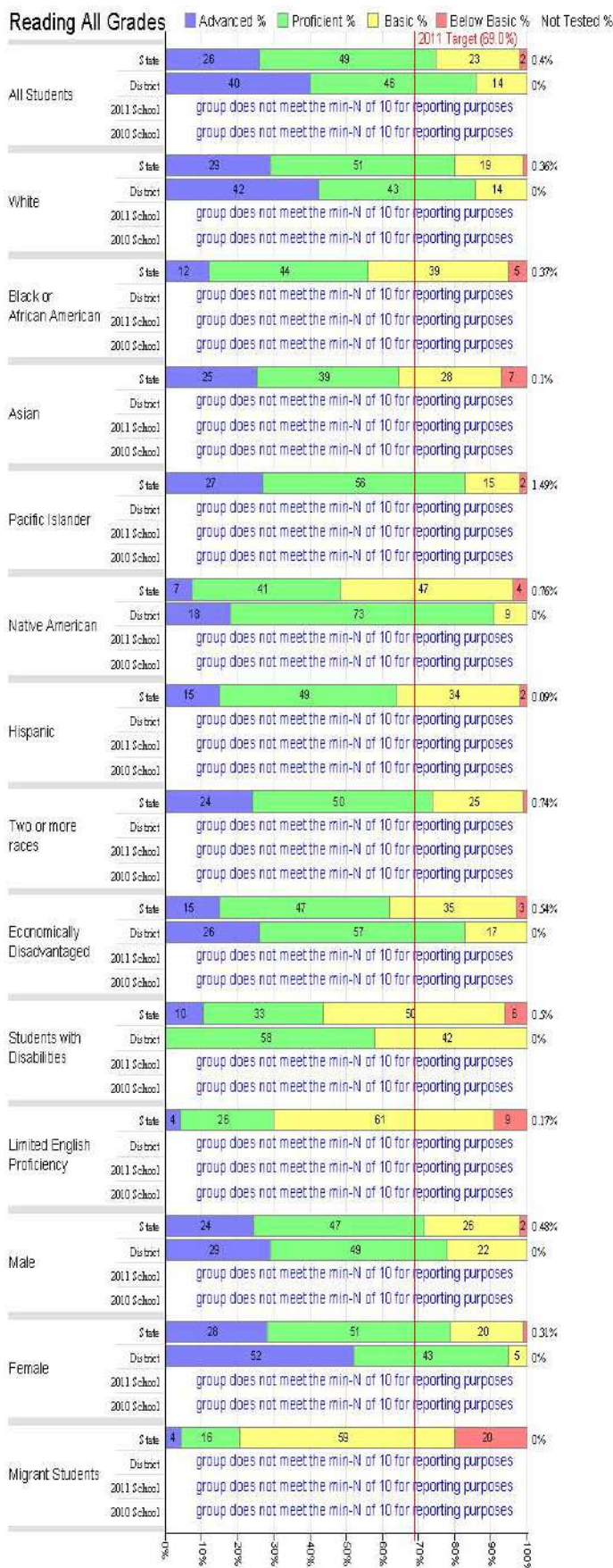




## Math All Grades



## Reading All Grades



## South Dakota Results for NAEP 2009

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 2009 administration. Each student takes a portion of a reading or mathematics assessment. The NAEP results are reported for the state in 2007 and 2009. There are no published school or district results.

For some small subgroups in South Dakota the reporting requirement is not met and therefore no data are available. Therefore, race/ethnicity and Limited English Proficiency data are not consistent across all the reports. .

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>.

### 2009 Participation Rates

Participation rates for Students with Disabilities and Limited English Proficient can be found in the table below. The actual participation rates for NAEP will differ from DSTEP rates since NAEP does not allow all the accommodations used by DSTEP. Students taking DSTEP-A do not participate in NAEP.

<u>Students with Disabilities</u>	<u>Reading</u>	<u>Mathematics</u>
<u>Grade 4</u>	60%	87%
<u>Grade 8</u>	60%	83%

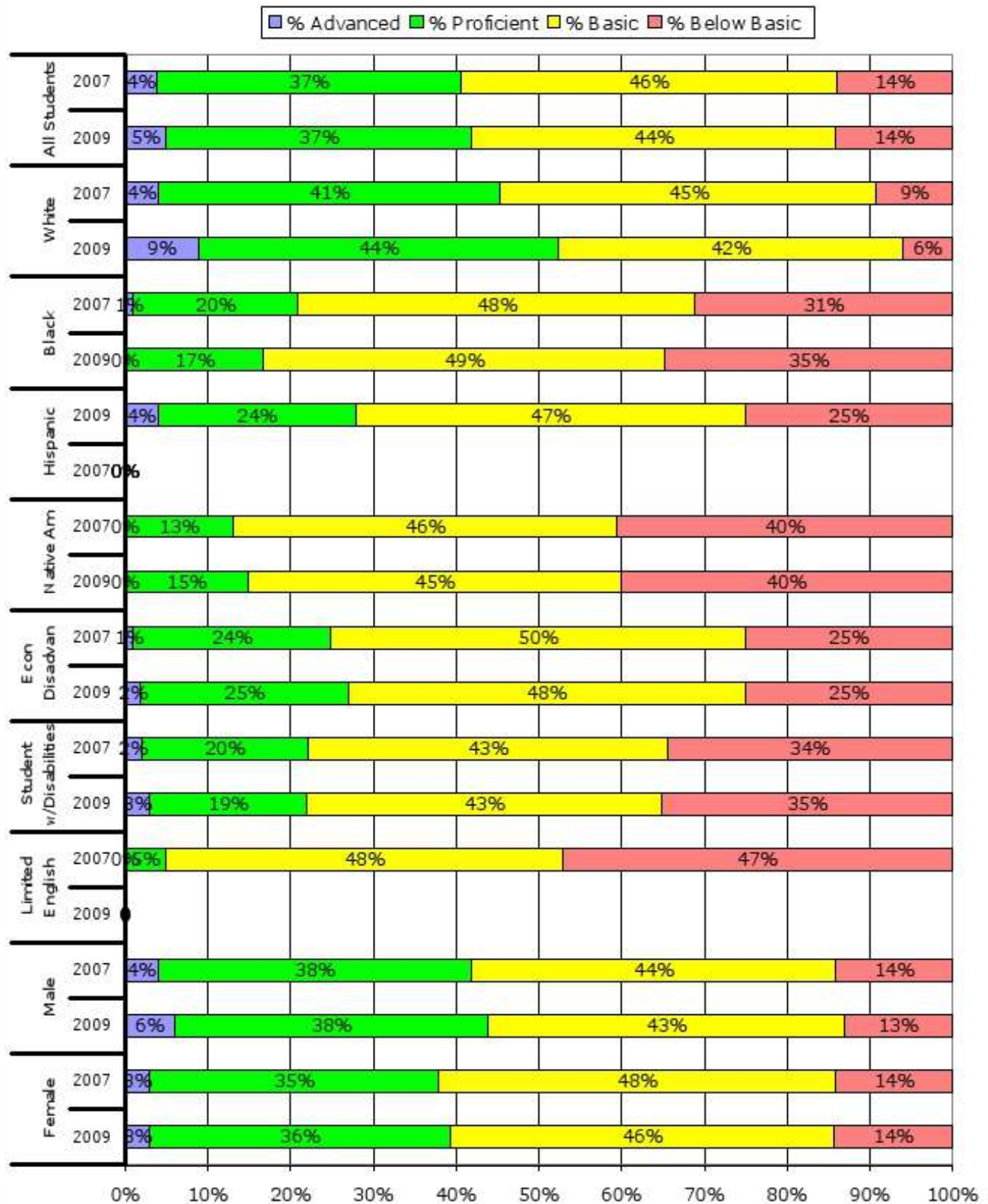
  

<u>Limited English Proficient</u>	<u>Reading</u>	<u>Mathematics</u>
<u>Grade 4</u>	67%	100%
<u>Grade 8</u>	67%	89%

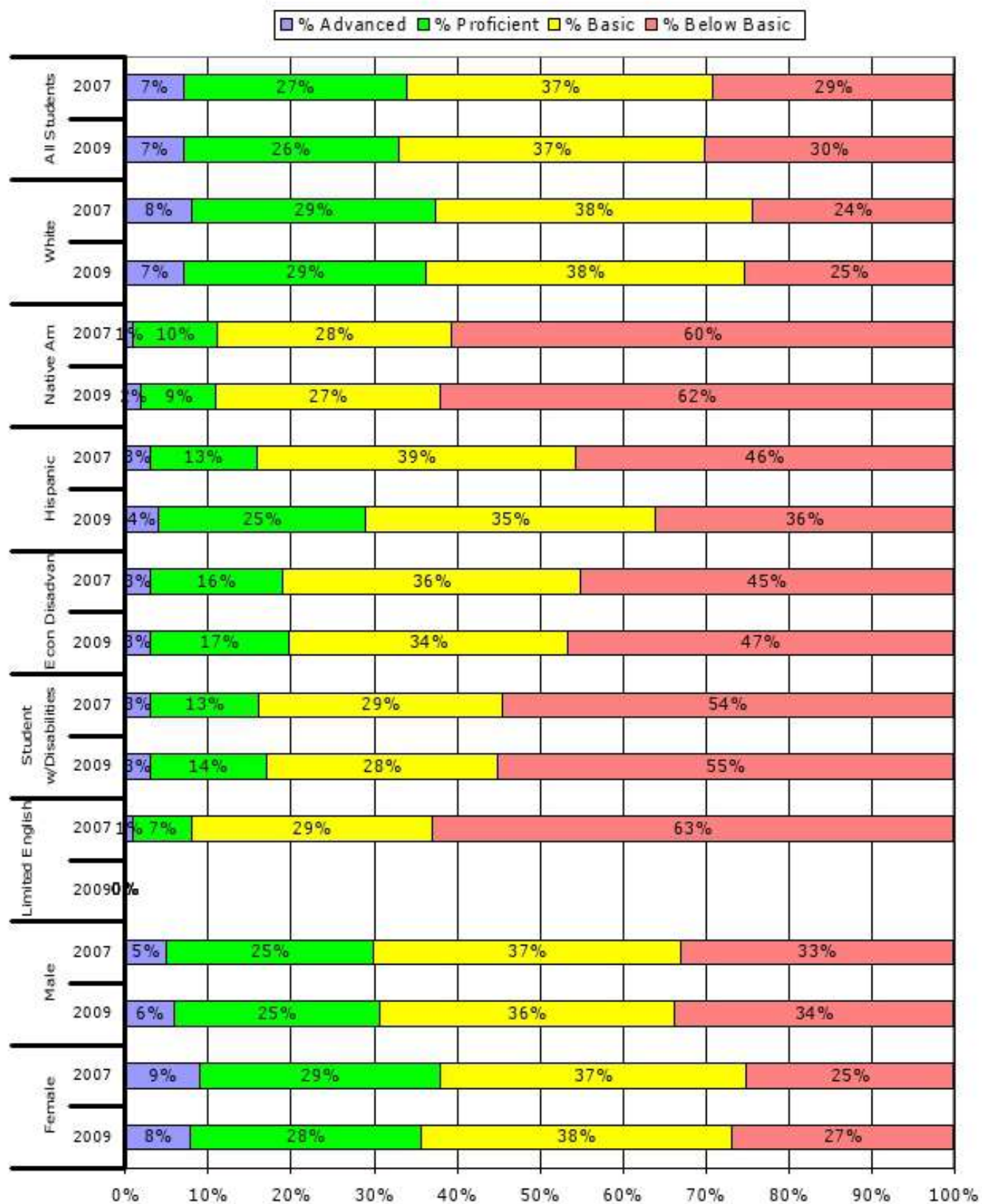
If there are questions about the NAEP data reported below, contact the South Dakota NAEP State Coordinator, Jan Martin at [jan.martin@state.sd.us](mailto:jan.martin@state.sd.us)



## NAEP Results for Grade 4 Mathematics



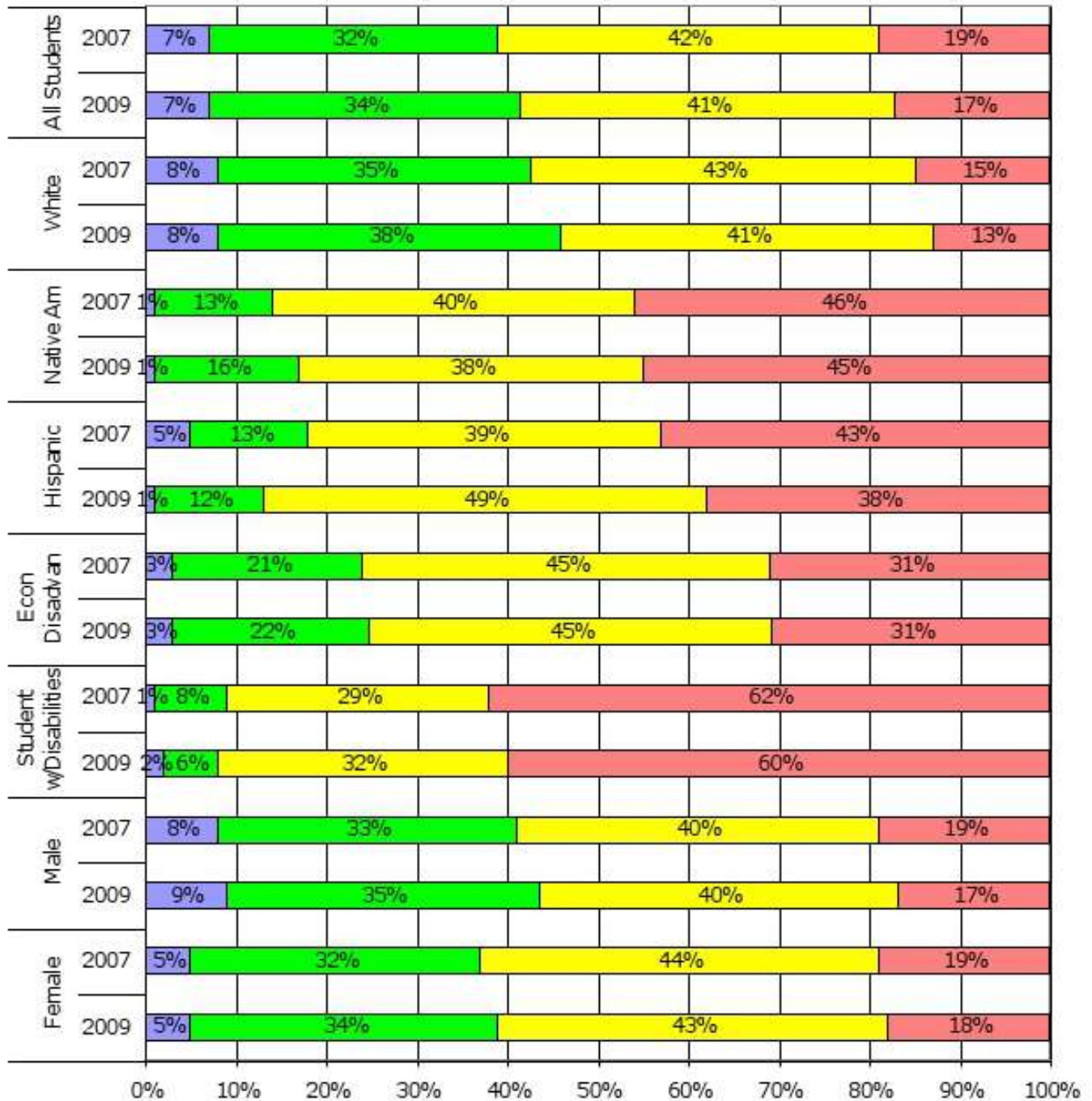
## NAEP Results for Grade 4 Reading





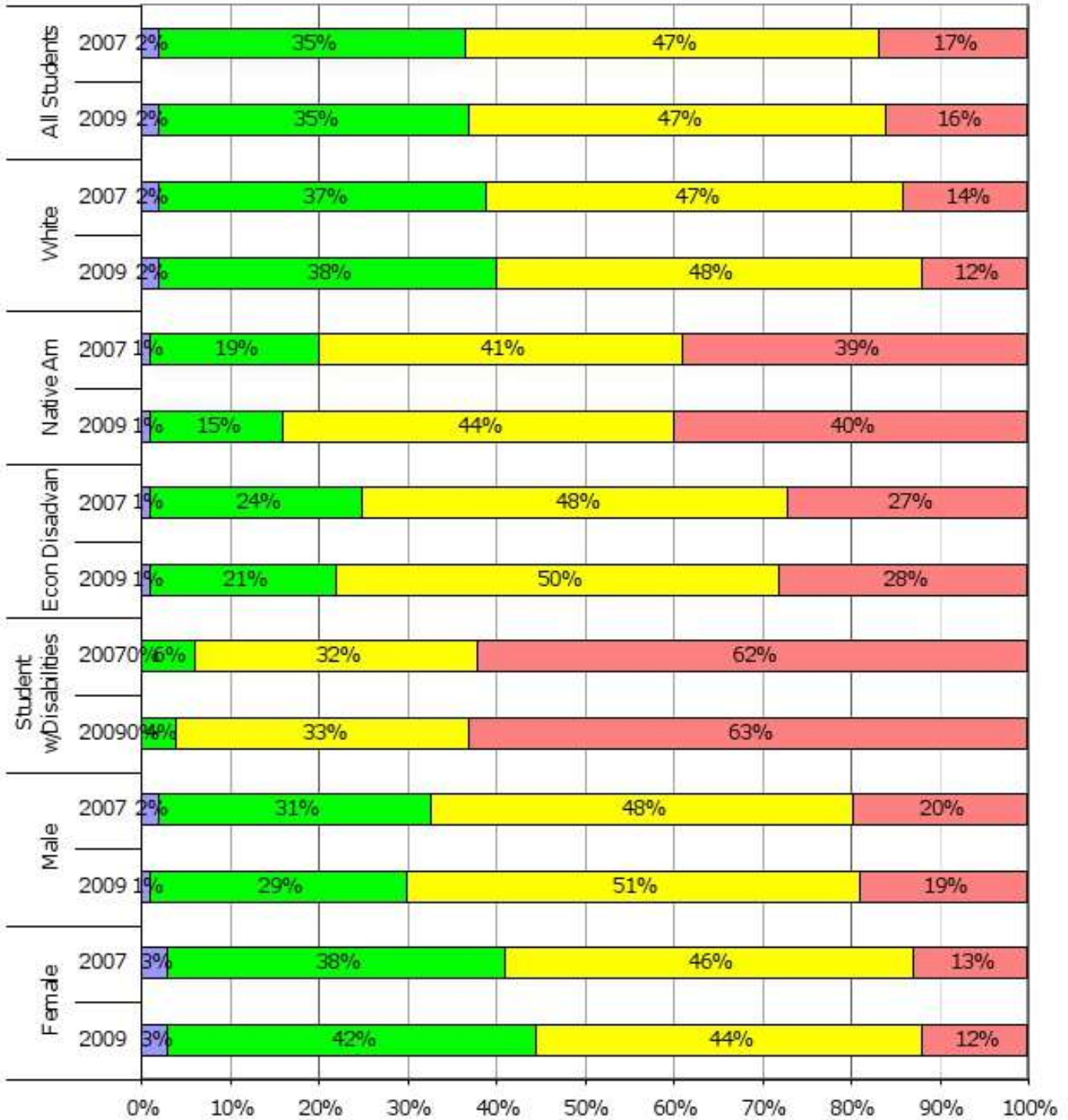
### NAEP Results for Grade 8 Mathematics

■ %Advanced 
 ■ %Proficient 
 ■ %Basic 
 ■ %Below Basic



## NAEP Results for Grade 8 Reading

■ % Advanced 
 ■ % Proficient 
 ■ % Basic 
 ■ % Below Basic





# No Child Left Behind 2011 State Assessment Report

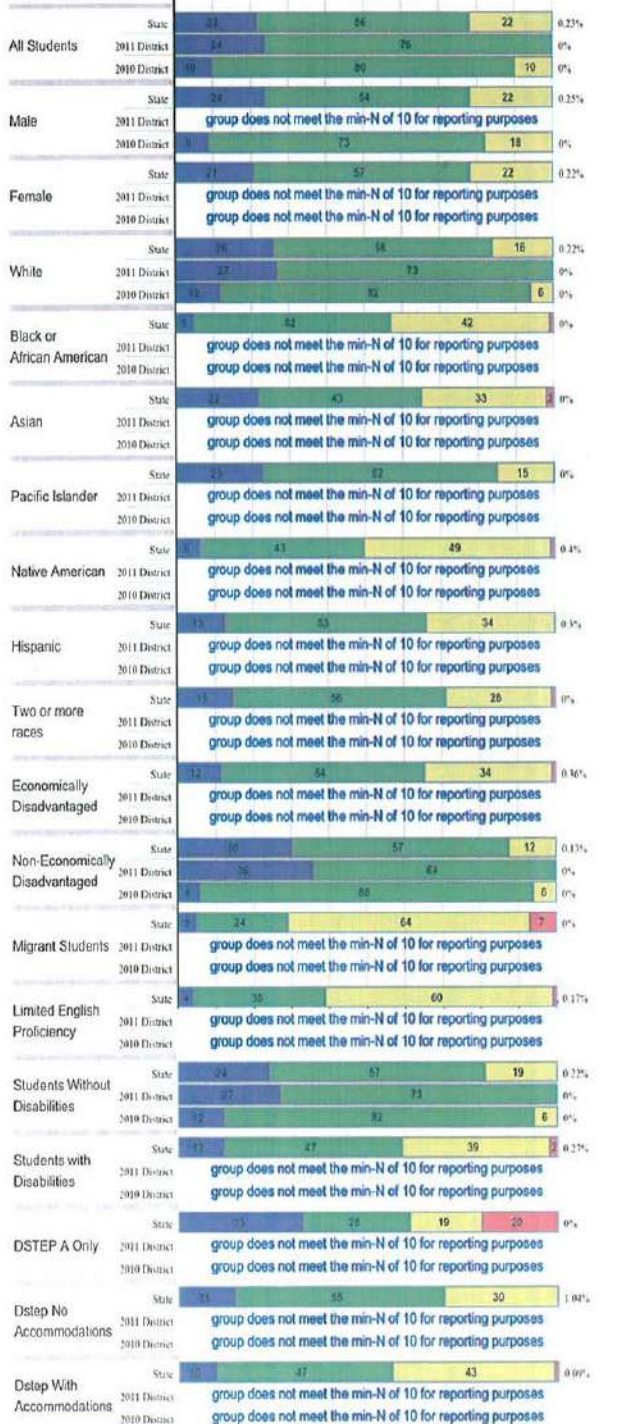
## Wall 51-5

PO Box 414  
Wall, SD 57790-0414  
Contact: Dennis Rieckman

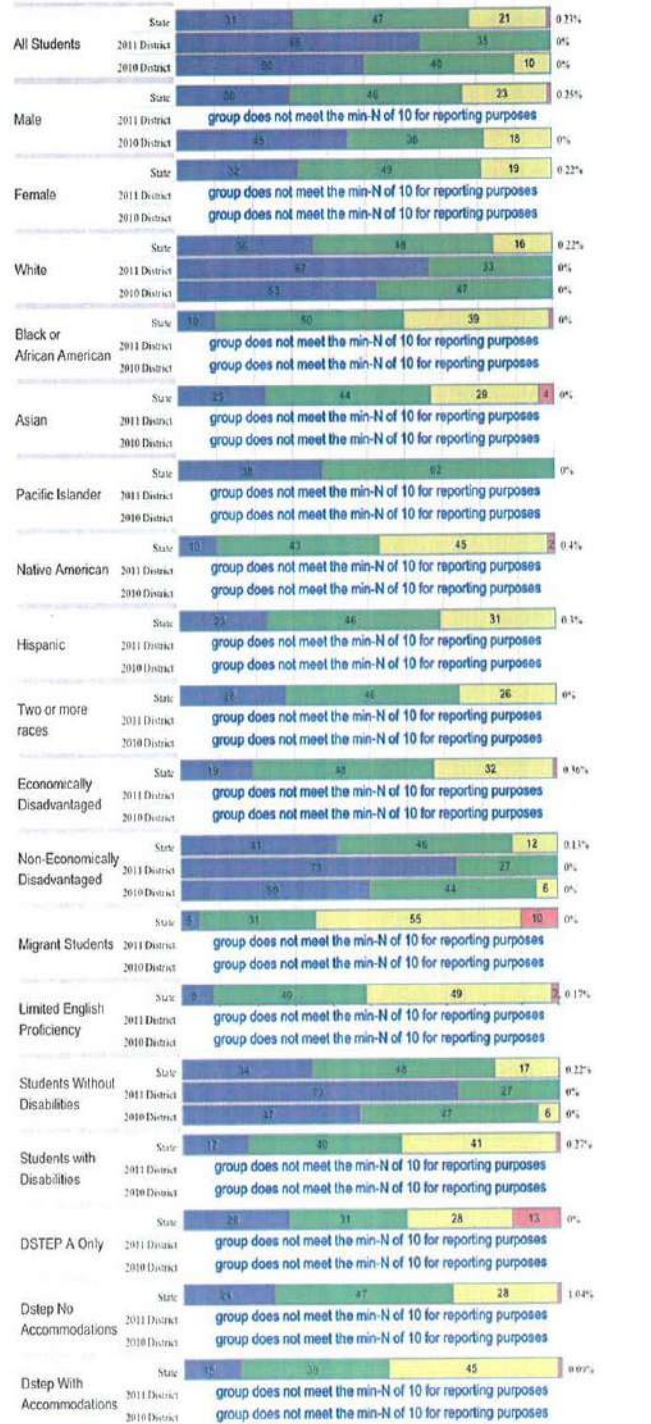
## Assessment Results

The number included at the state level data represents the total number of students enrolled in the respective tested grades. The assessment results are based on those tested and following the bar is the reported percentage of students not tested.

**Math Grade 03** ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



**Reading Grade 03** ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %

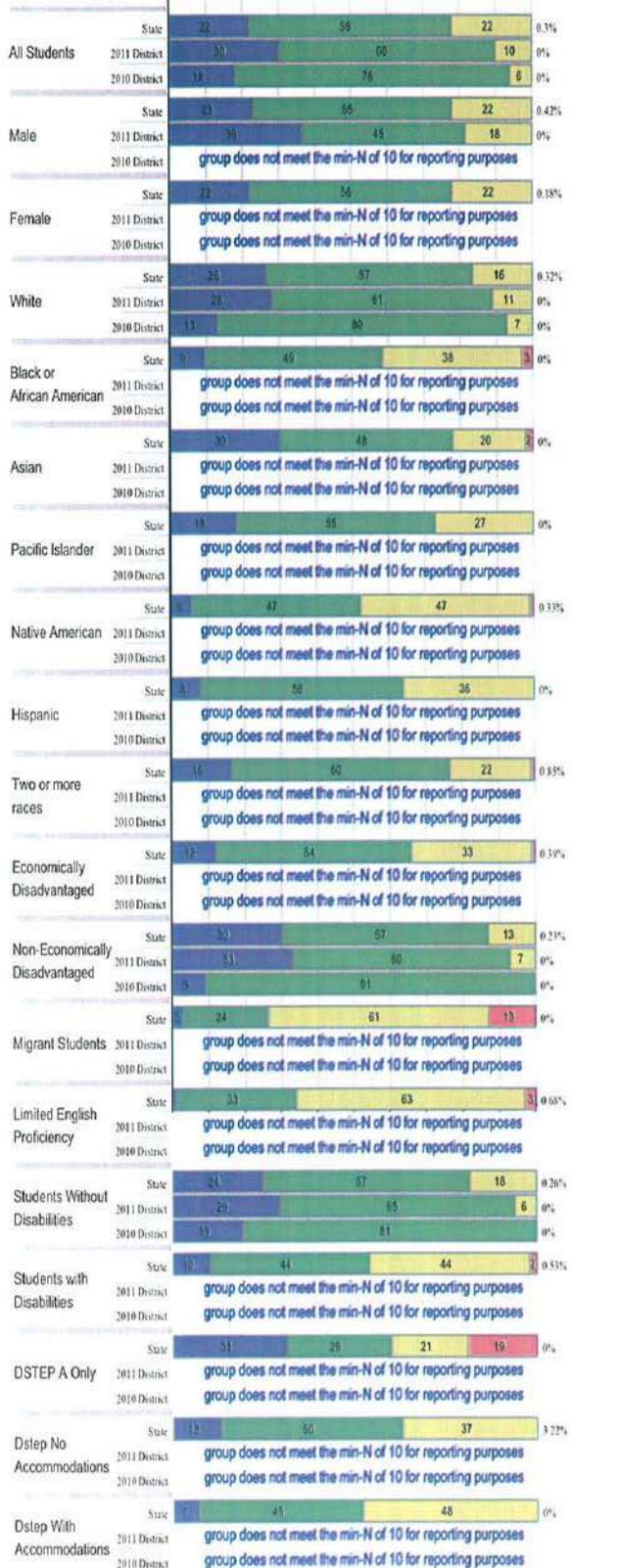




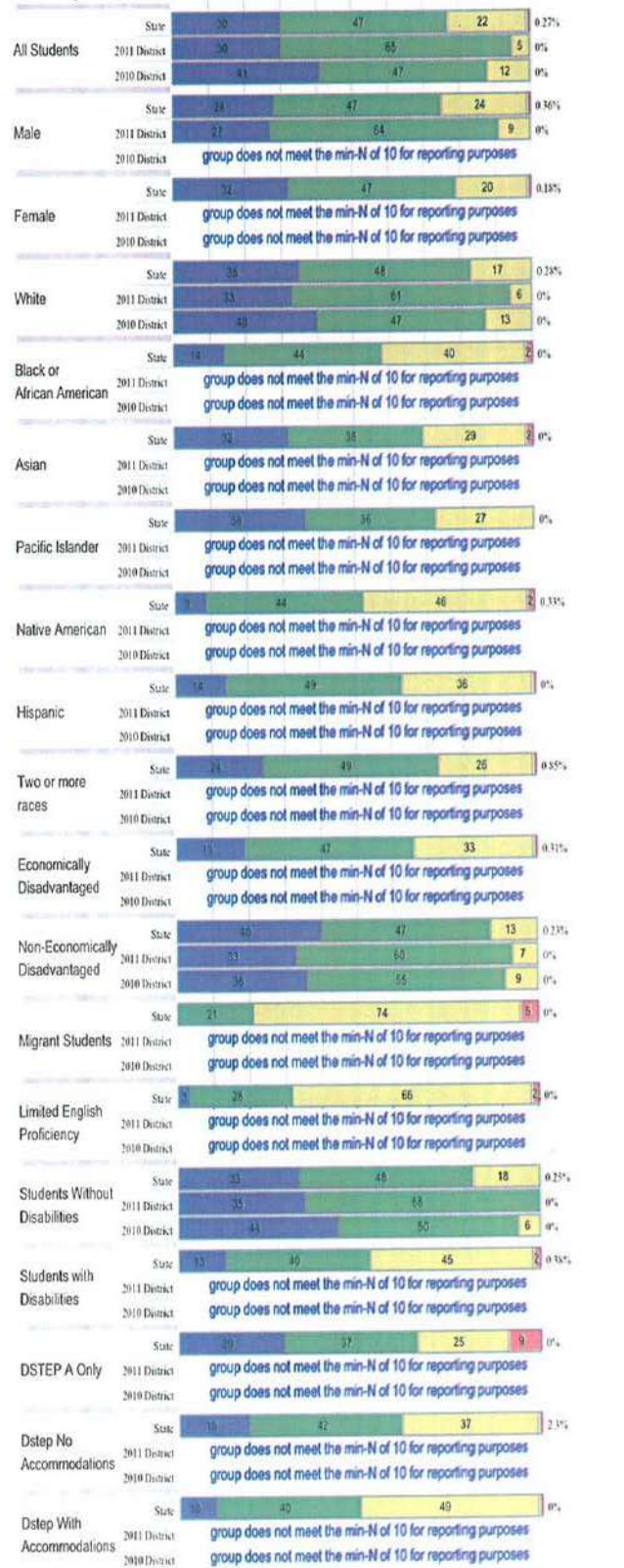
# No Child Left Behind

## 2011 State Assessment Report

**Math Grade 04** ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



**Reading Grade 04** ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %

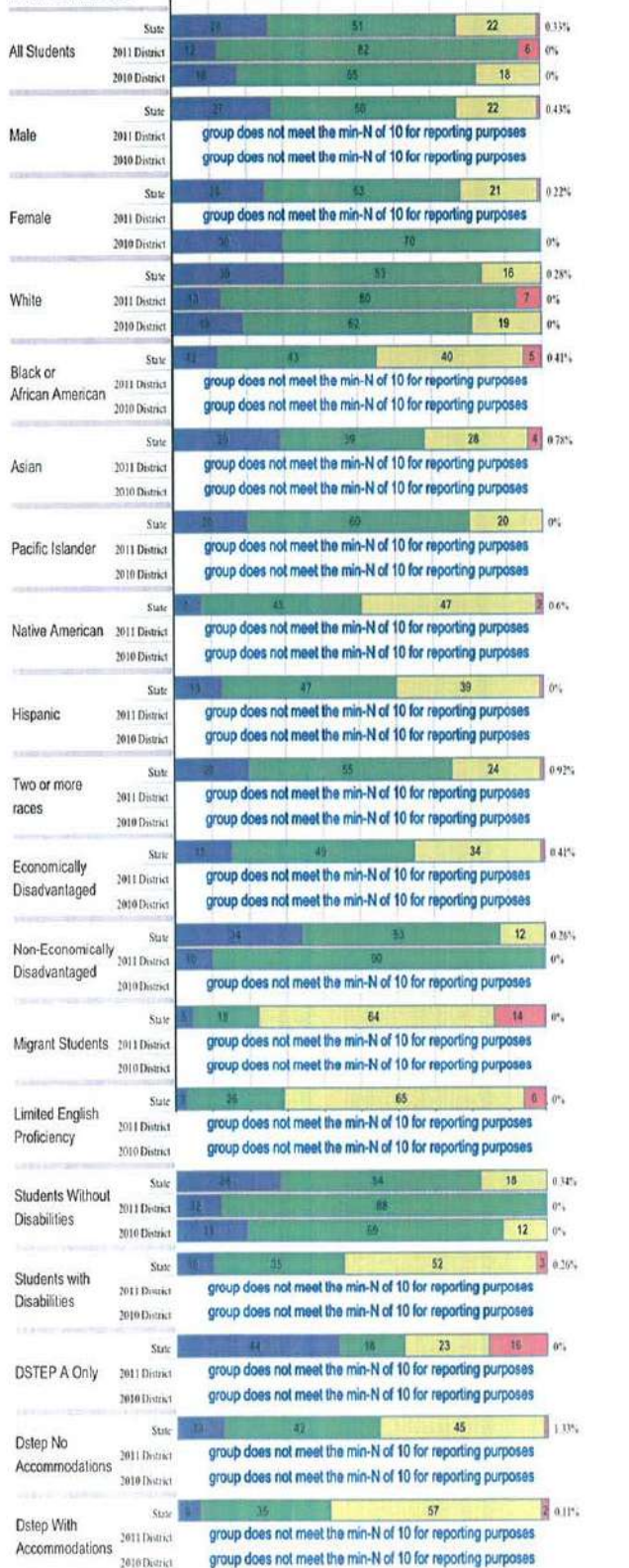




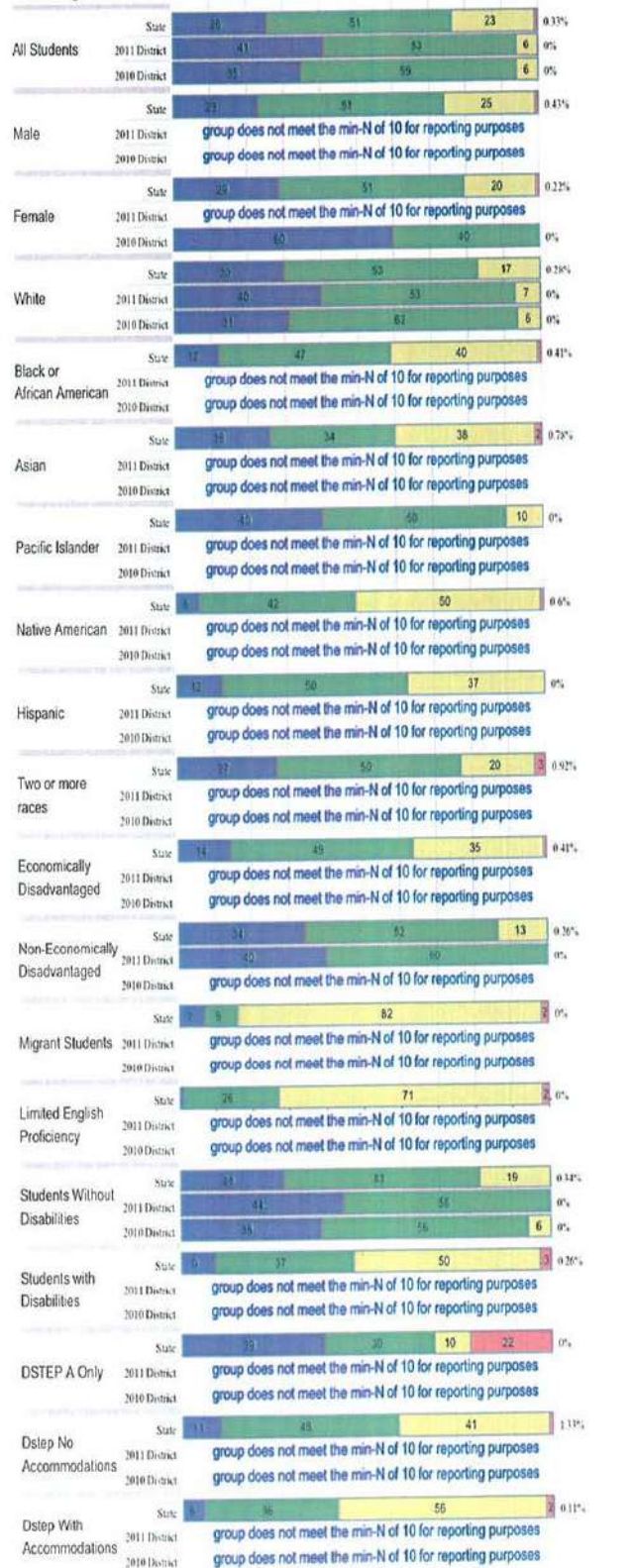
# No Child Left Behind

## 2011 State Assessment Report

**Math Grade 05** ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



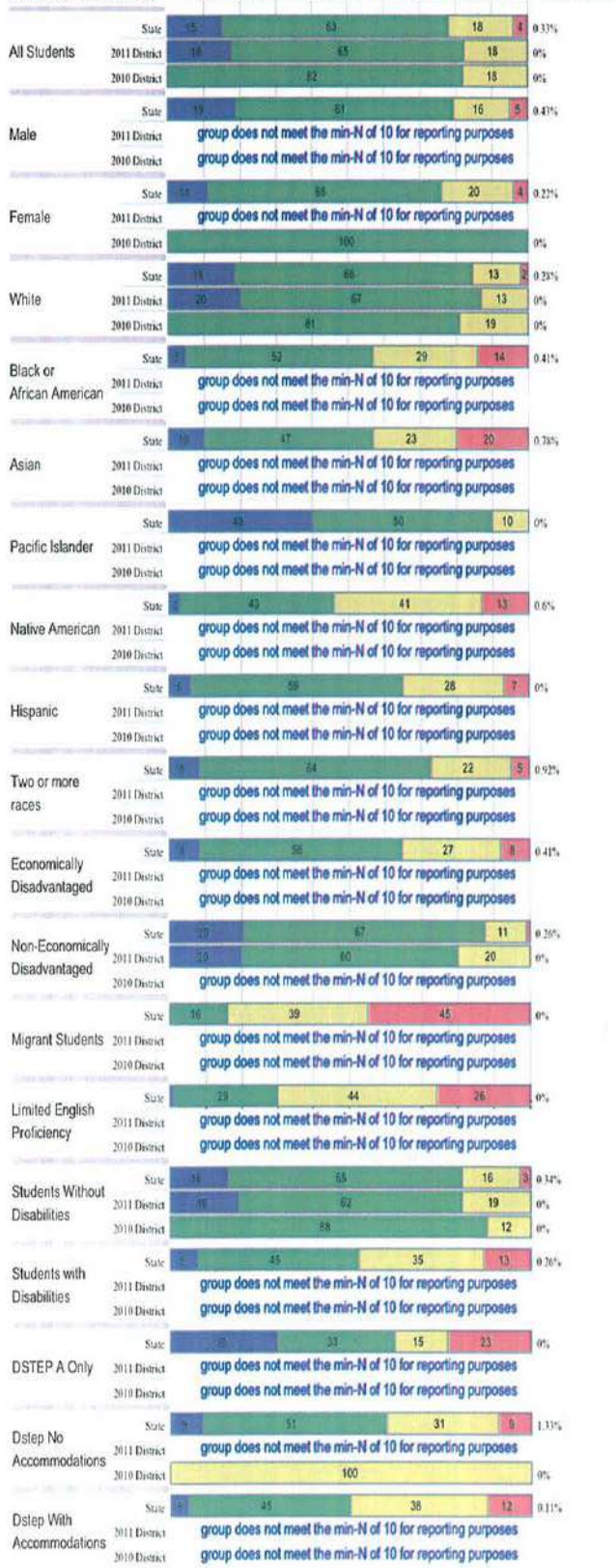
**Reading Grade 05** ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



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## 2011 State Assessment Report

### Science Grade 05

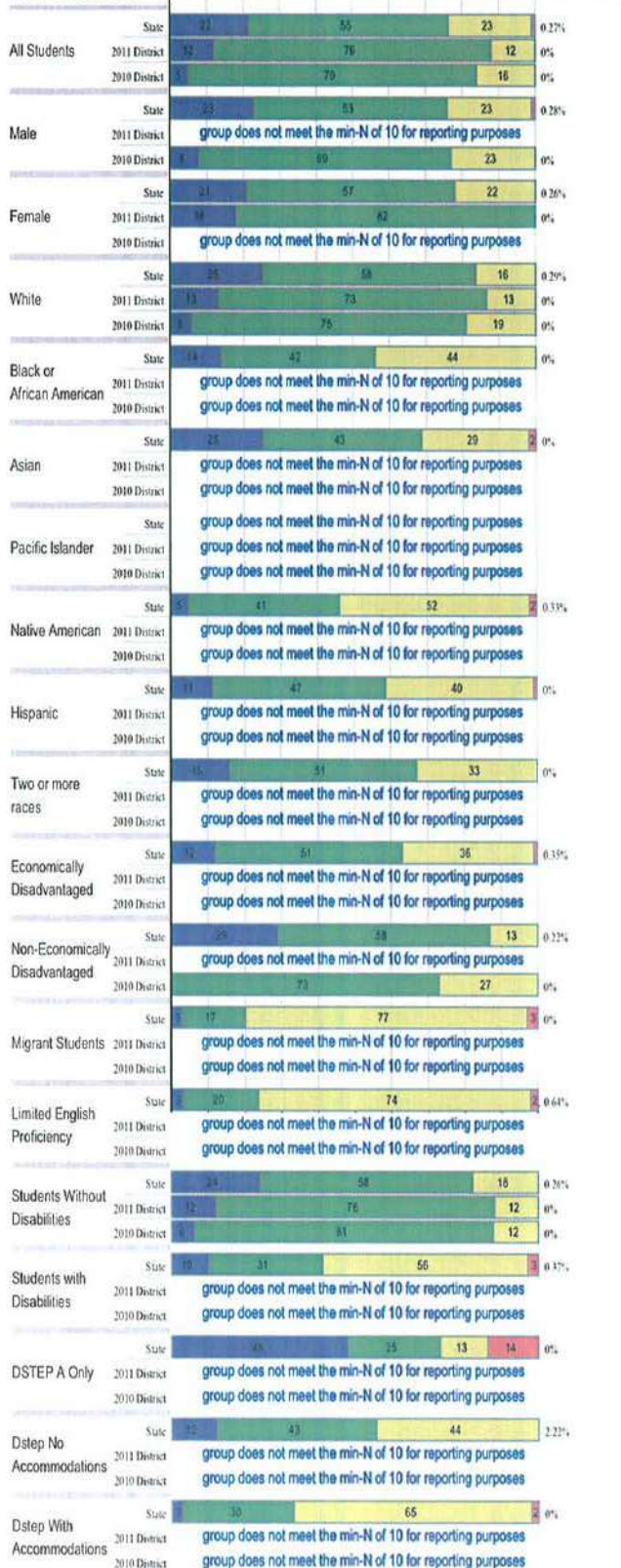




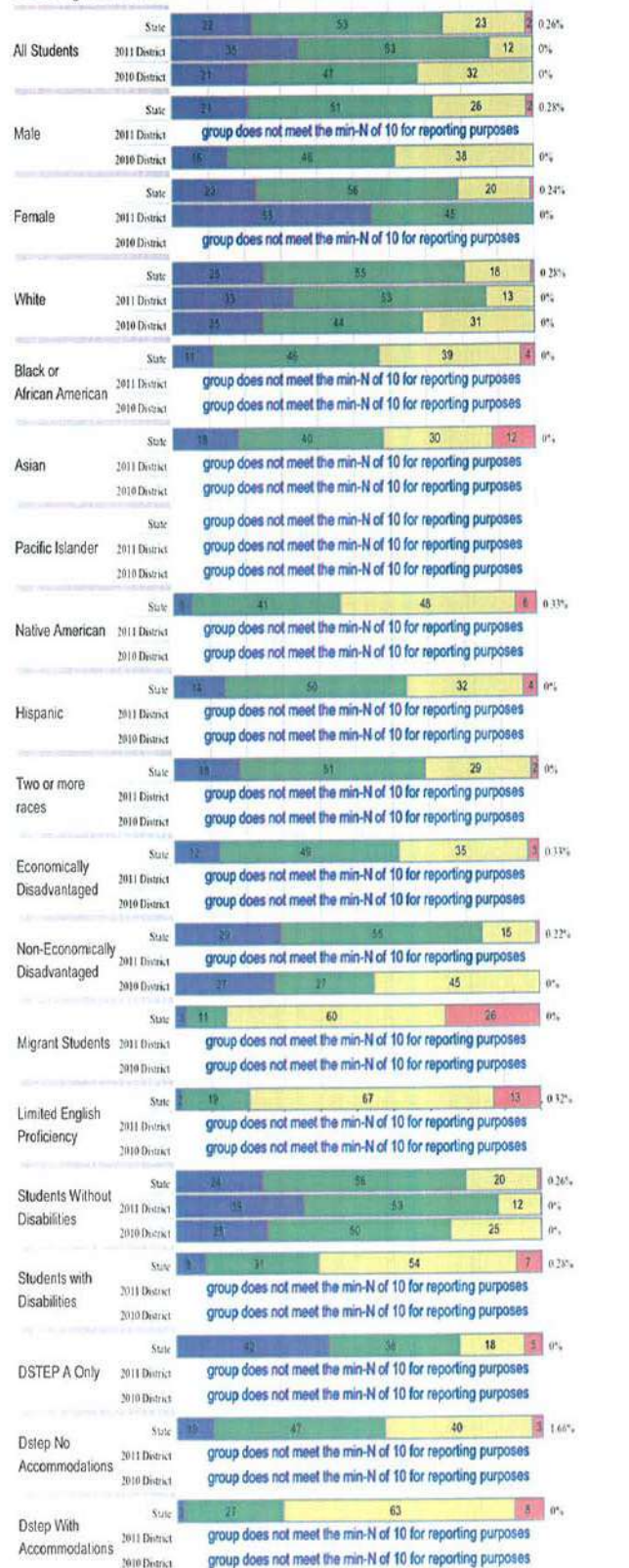
# No Child Left Behind

## 2011 State Assessment Report

**Math Grade 06** ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



**Reading Grade 06** ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %

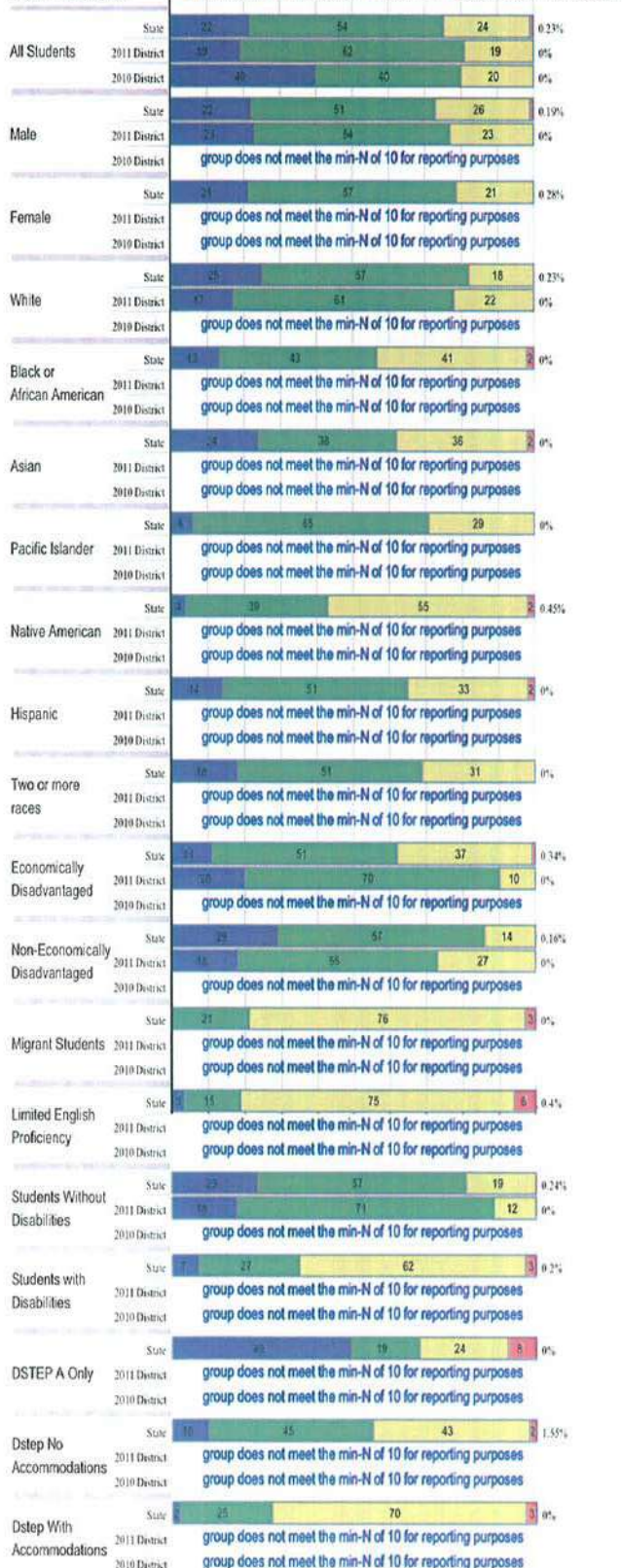




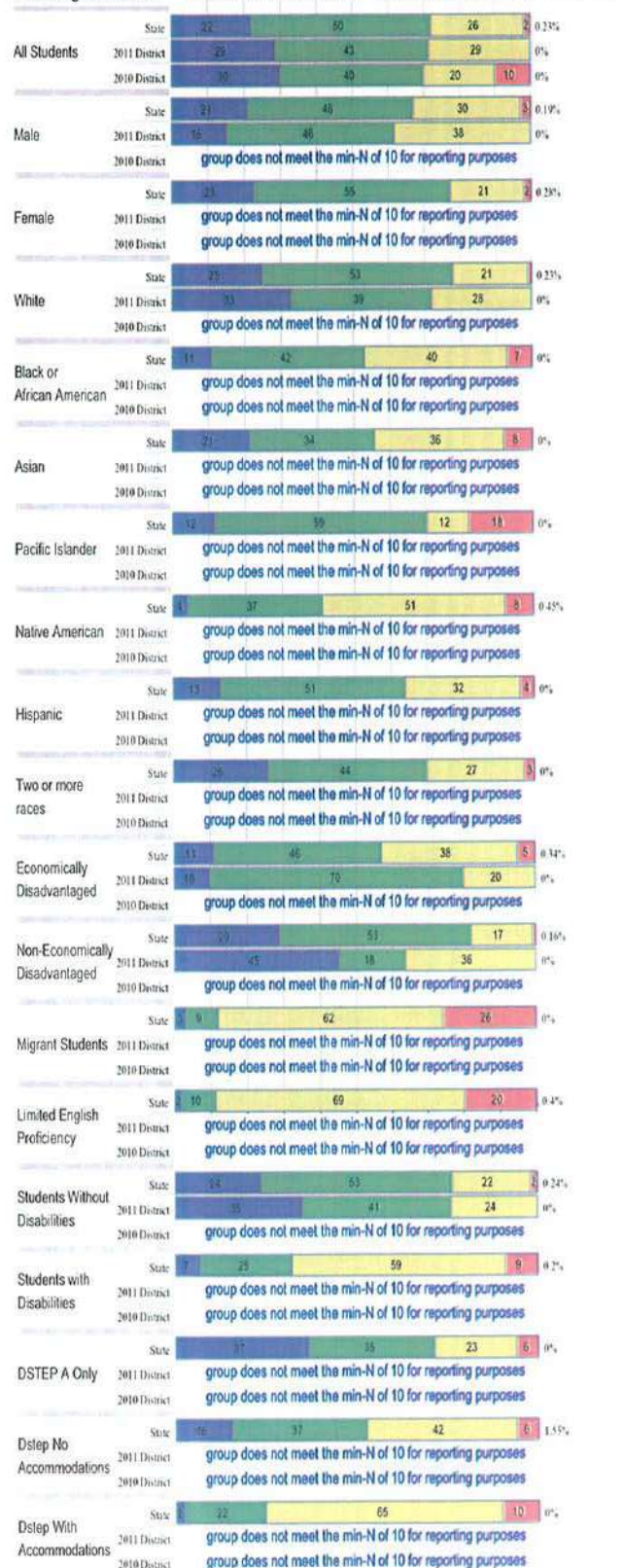
# No Child Left Behind

## 2011 State Assessment Report

**Math Grade 07**



**Reading Grade 07**

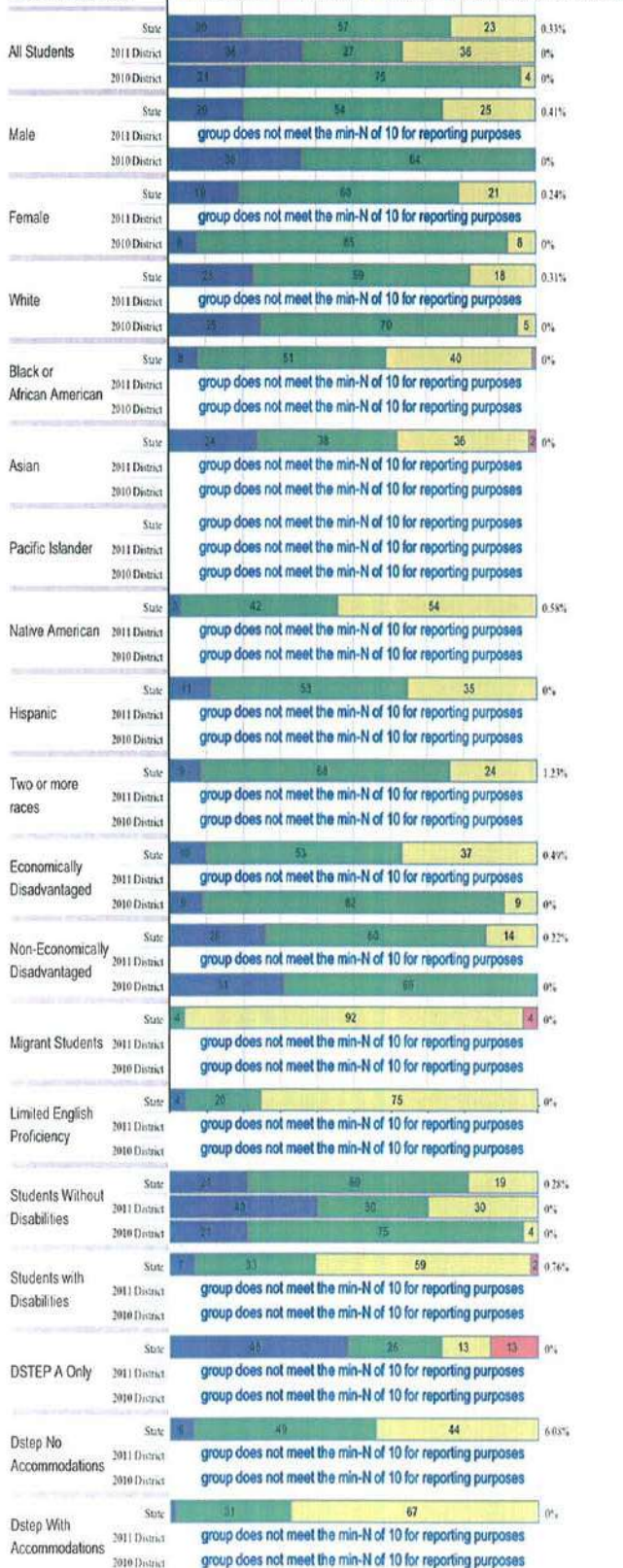




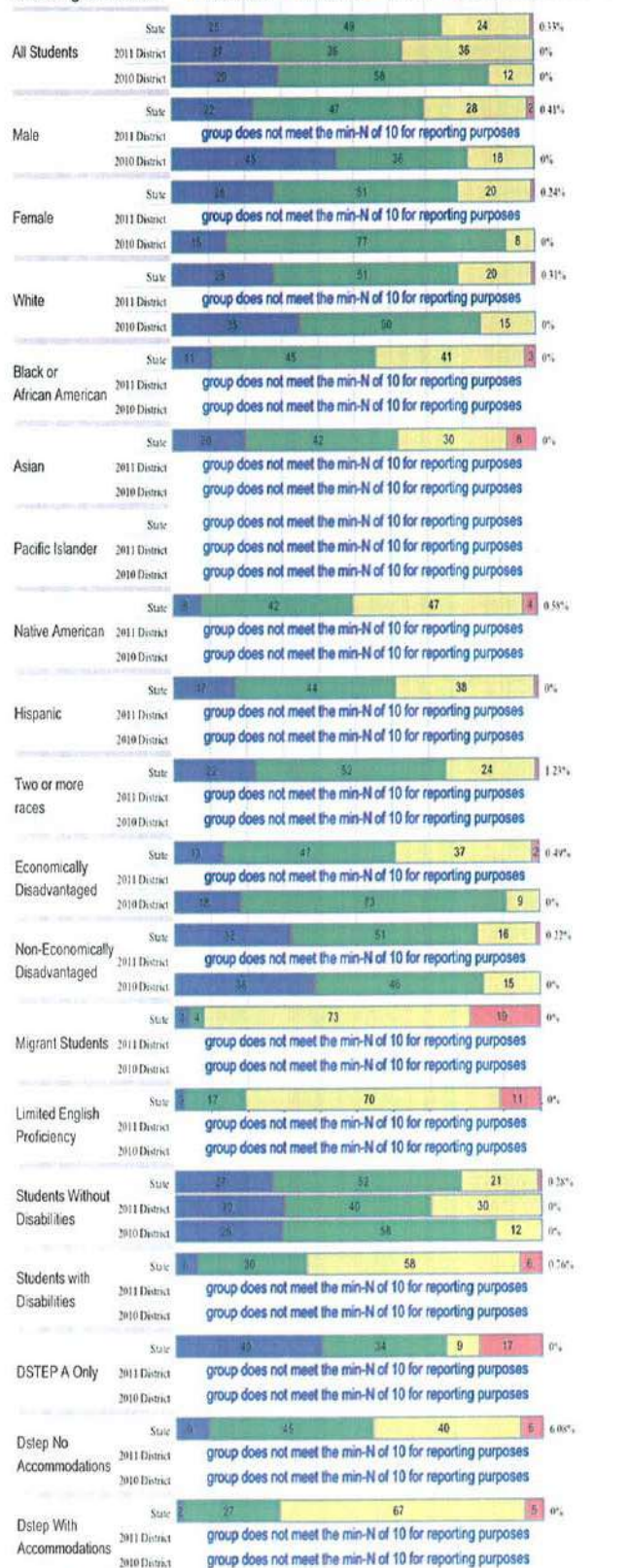
# No Child Left Behind

## 2011 State Assessment Report

**Math Grade 08** ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



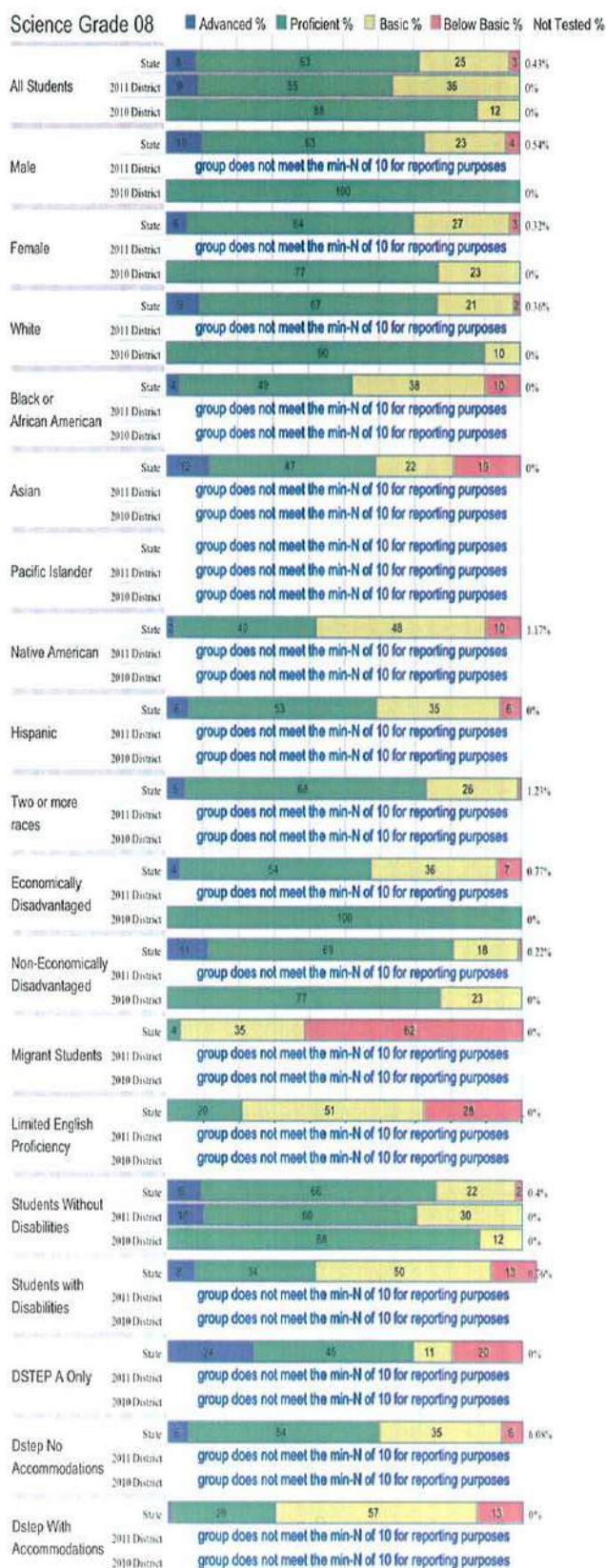
**Reading Grade 08** ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



# No Child Left Behind

## 2011 State Assessment Report

### Science Grade 08

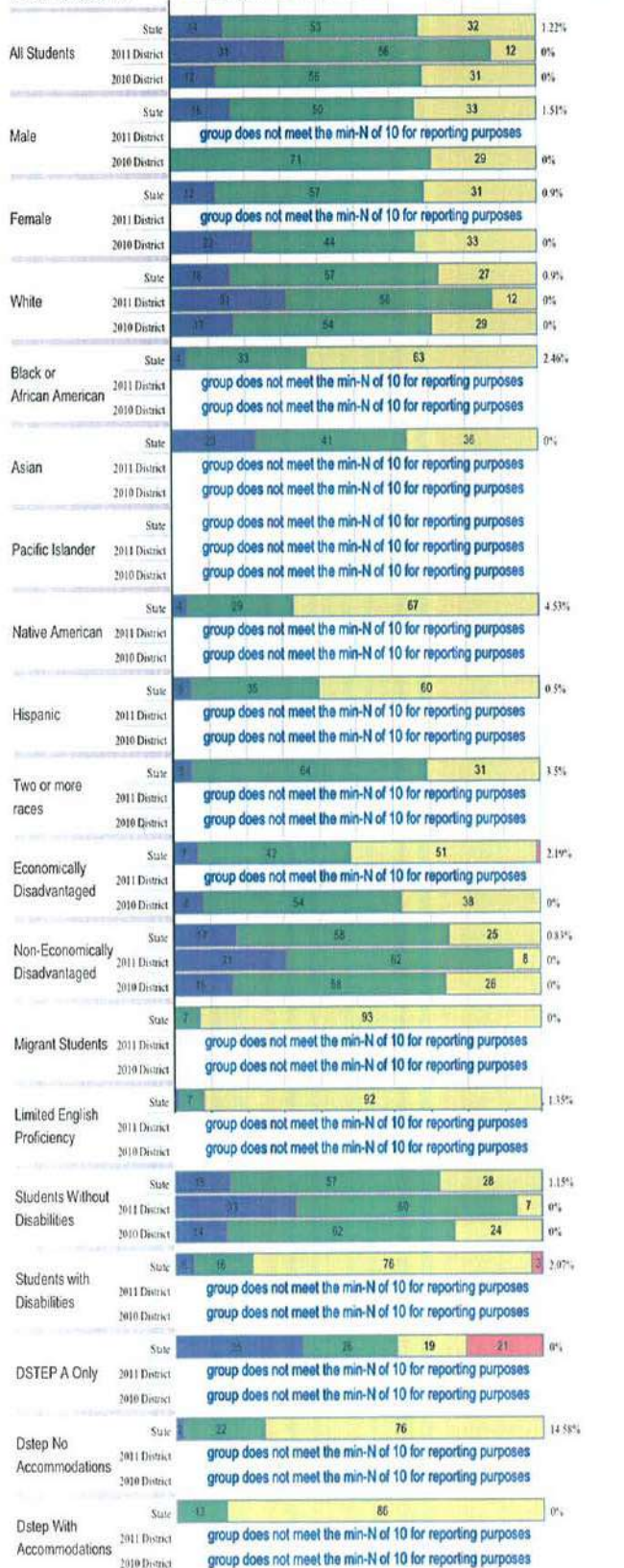




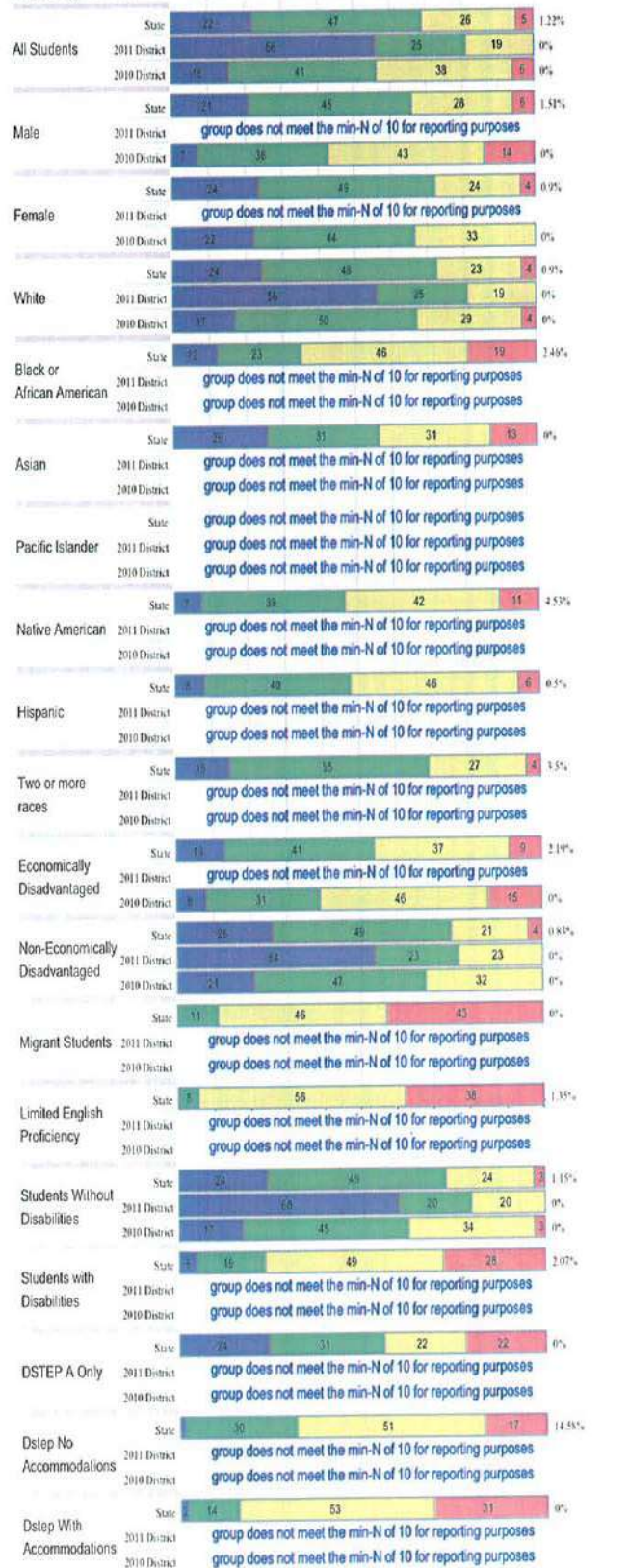
# No Child Left Behind

## 2011 State Assessment Report

### Math Grade 11



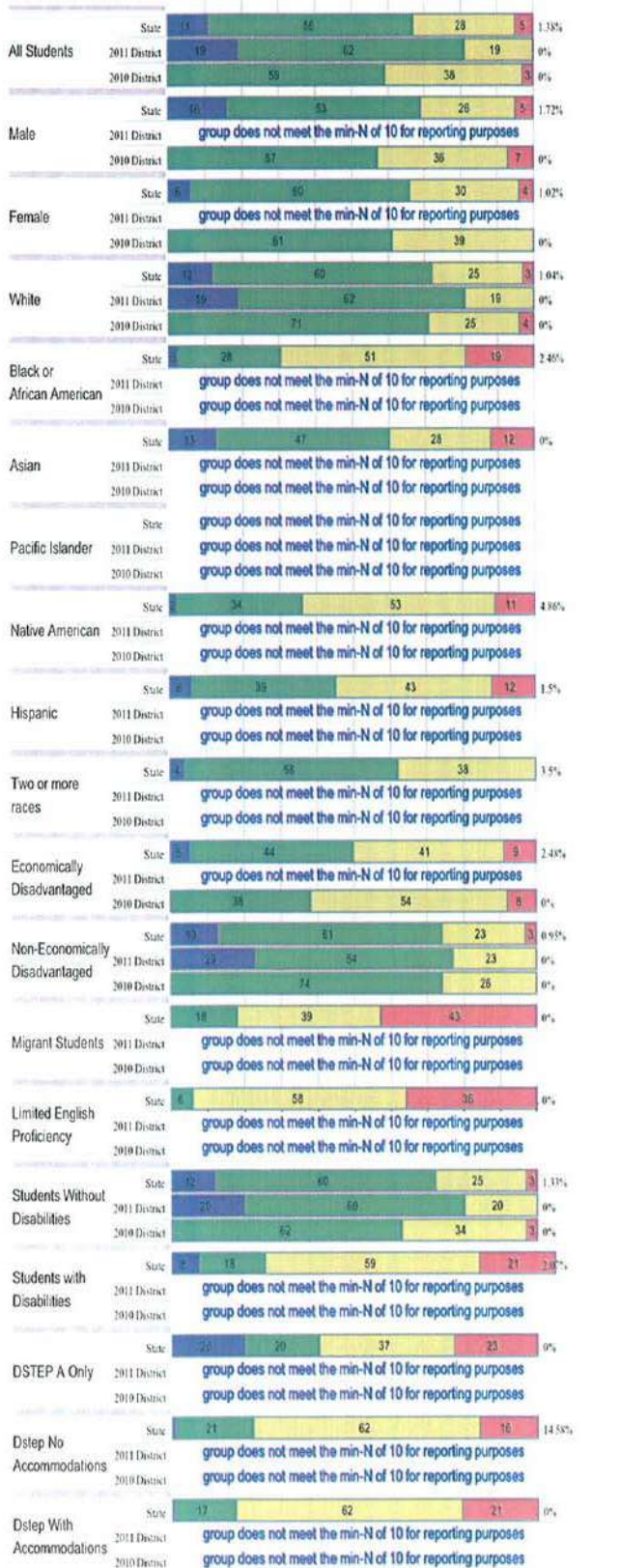
### Reading Grade 11



# No Child Left Behind

## 2011 State Assessment Report

### Science Grade 11

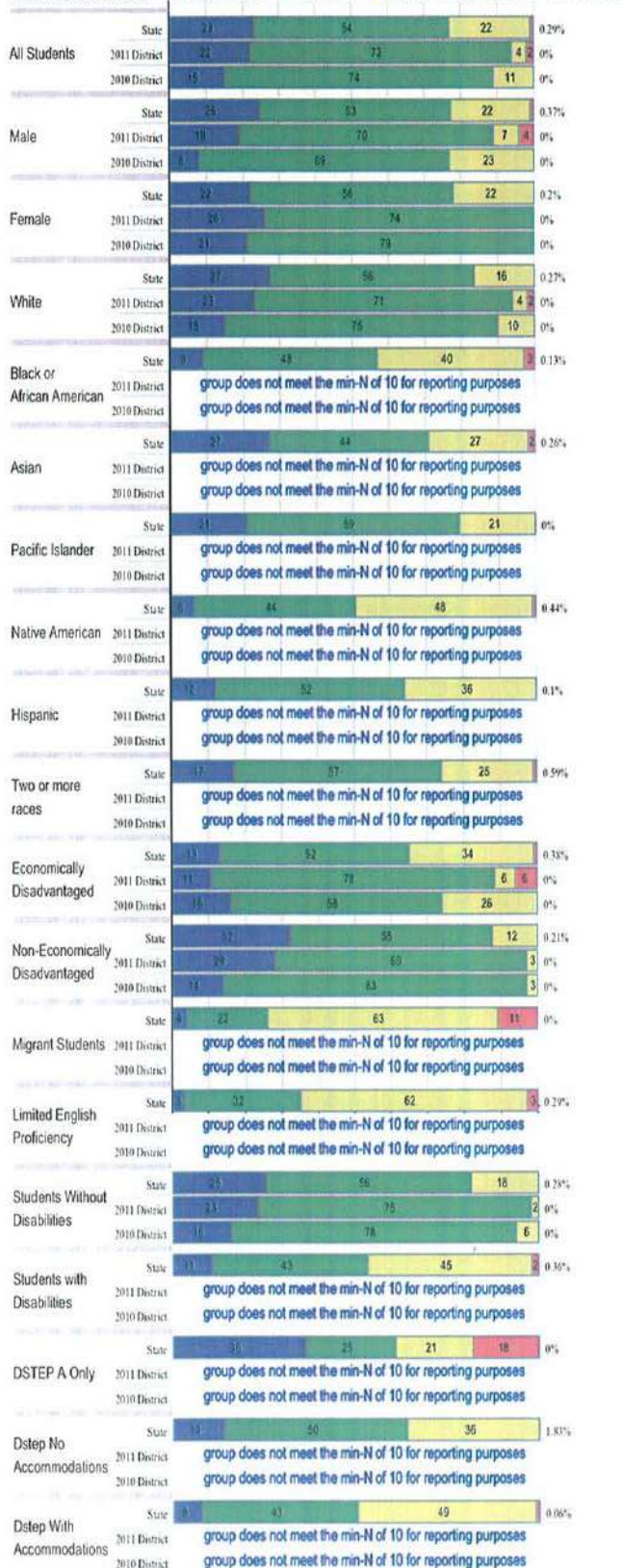




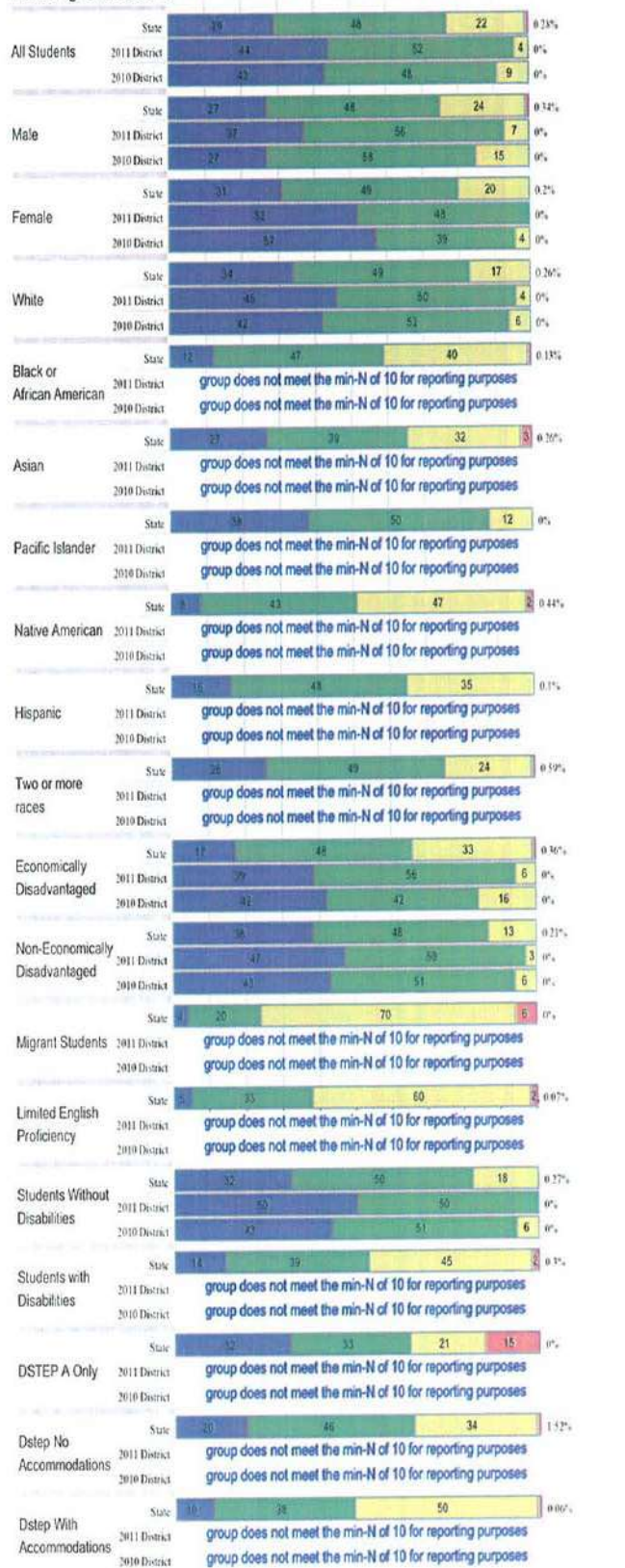
# No Child Left Behind

## 2011 State Assessment Report

### Math Grades 3-5



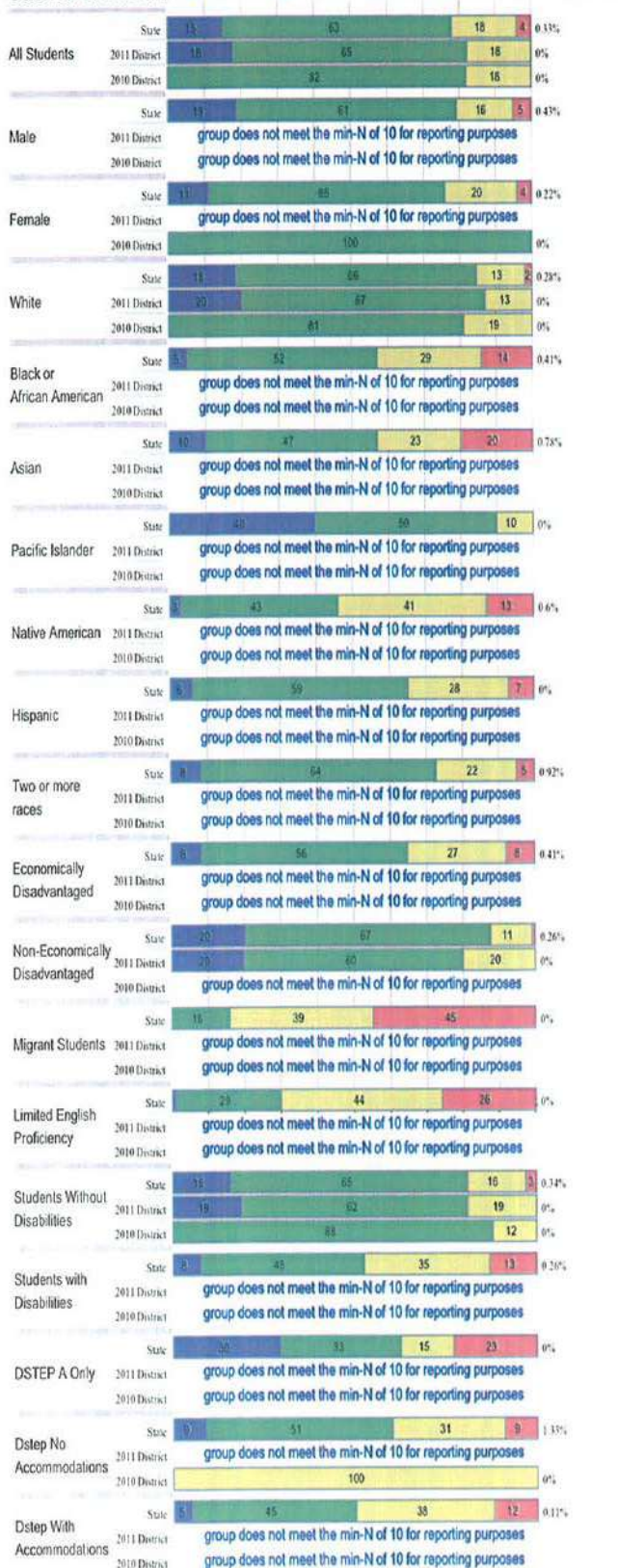
### Reading Grades 3-5



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## 2011 State Assessment Report

### Science Grades 3-5

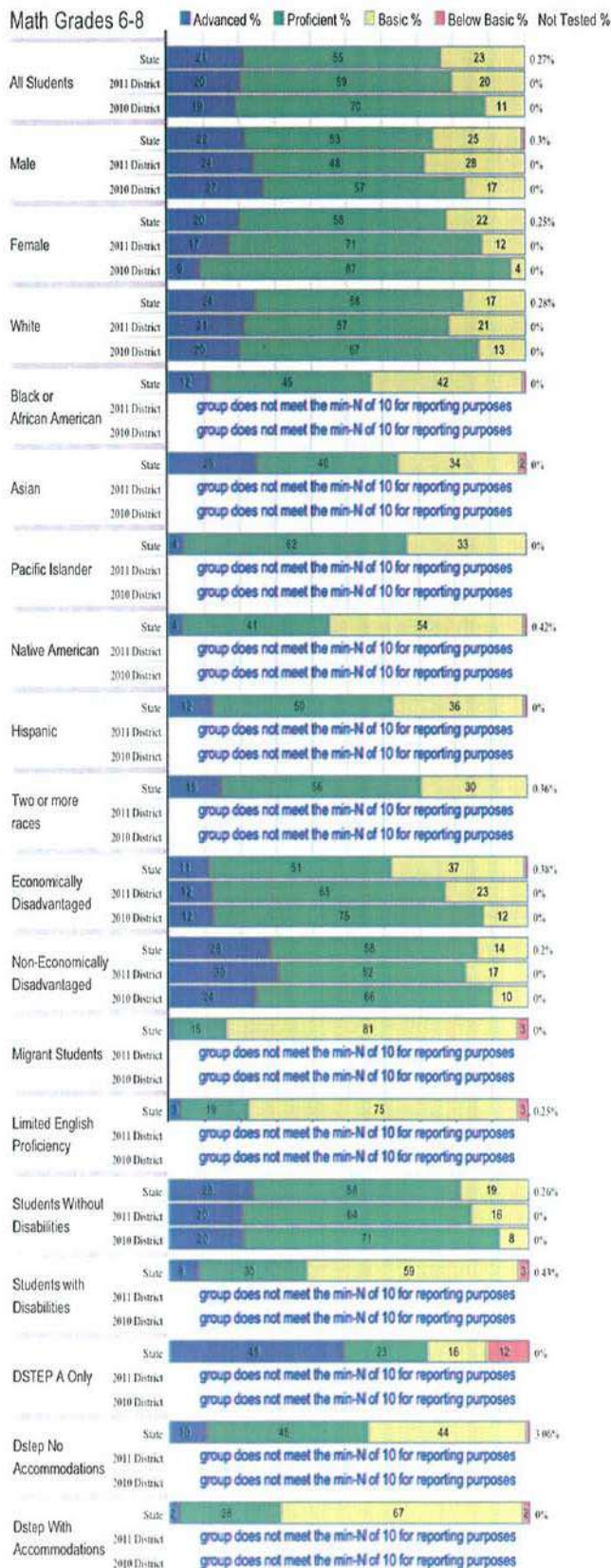




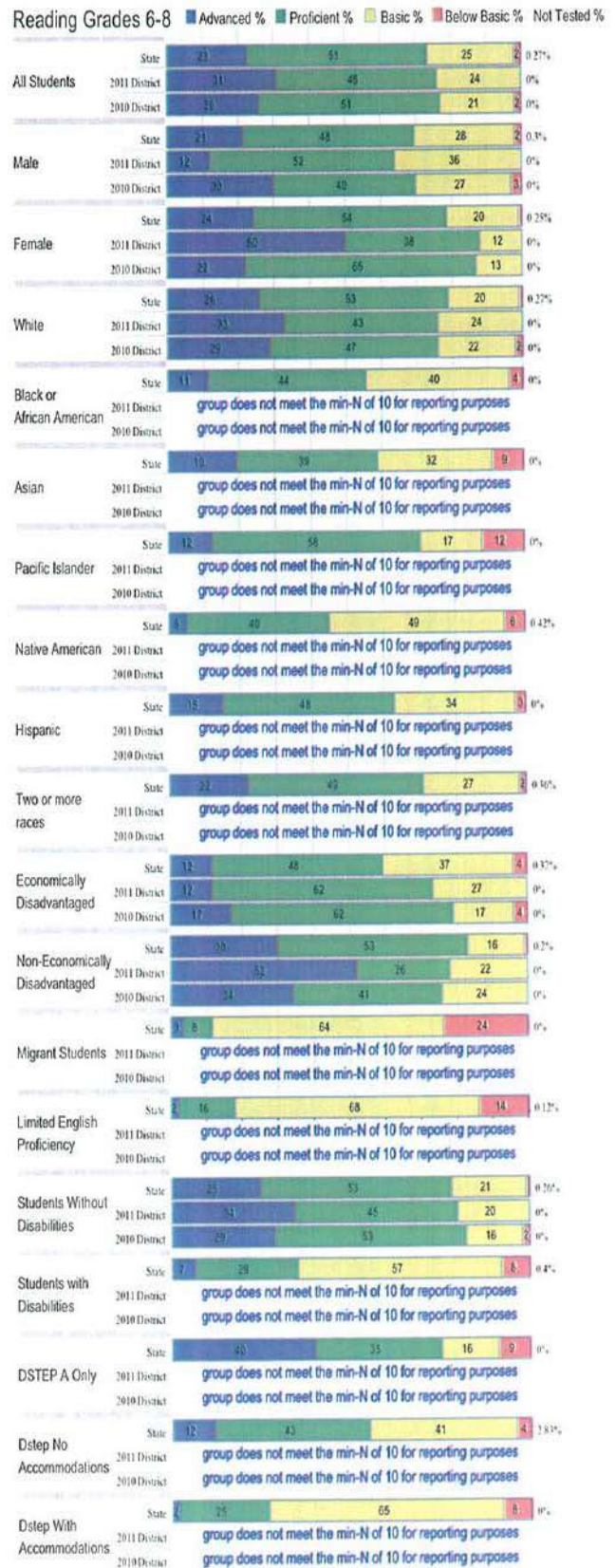
# No Child Left Behind

## 2011 State Assessment Report

### Math Grades 6-8



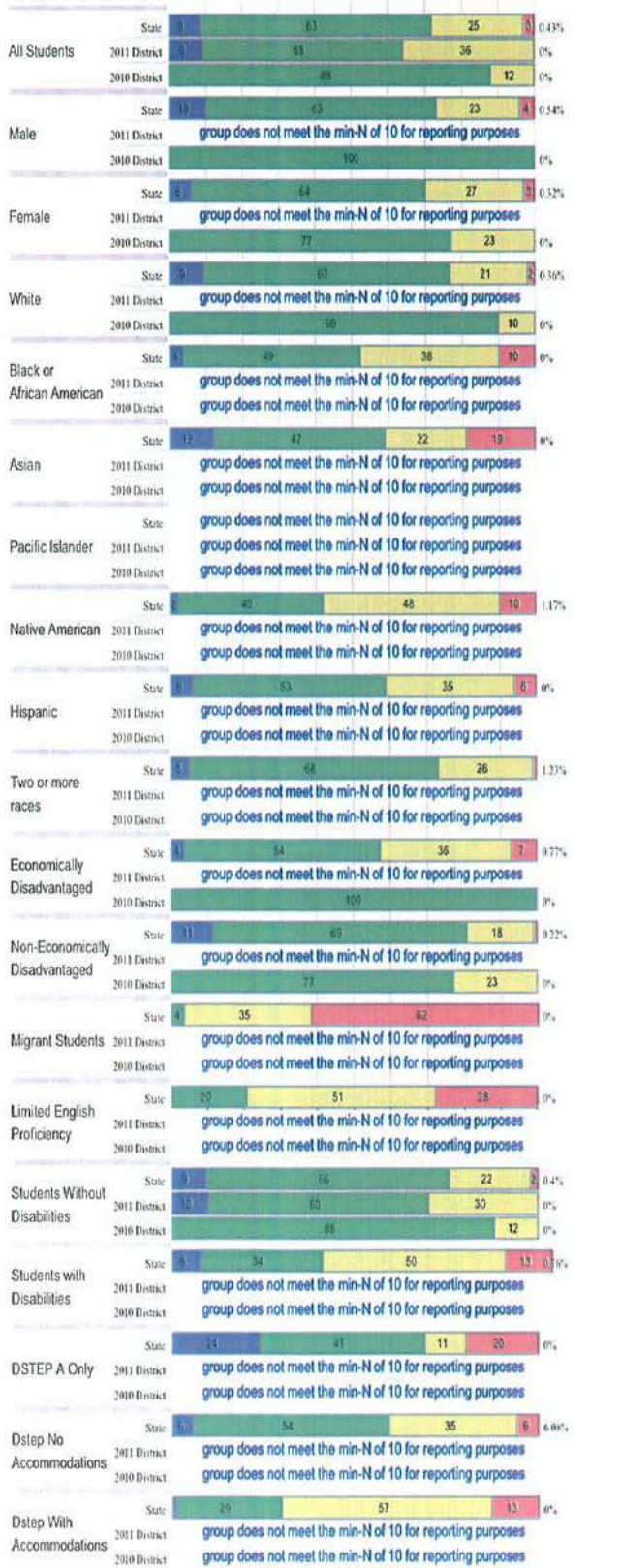
### Reading Grades 6-8



# No Child Left Behind

## 2011 State Assessment Report

### Science Grades 6-8

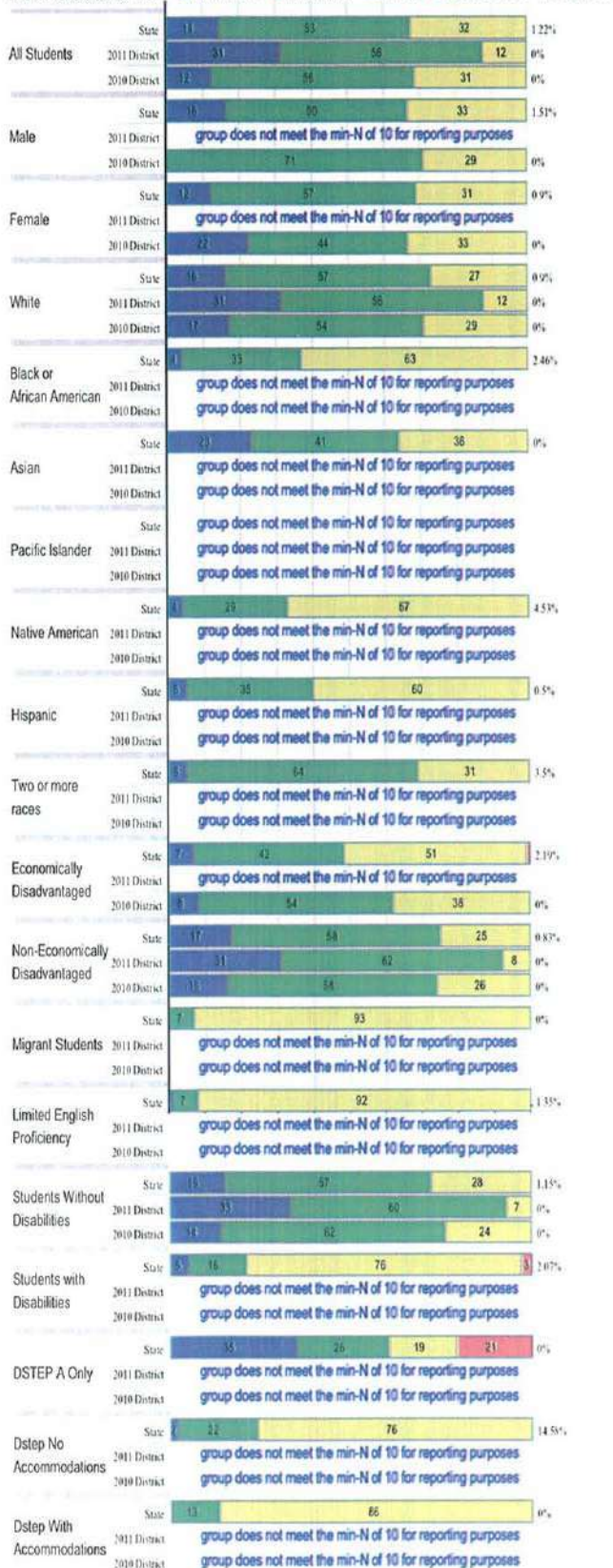




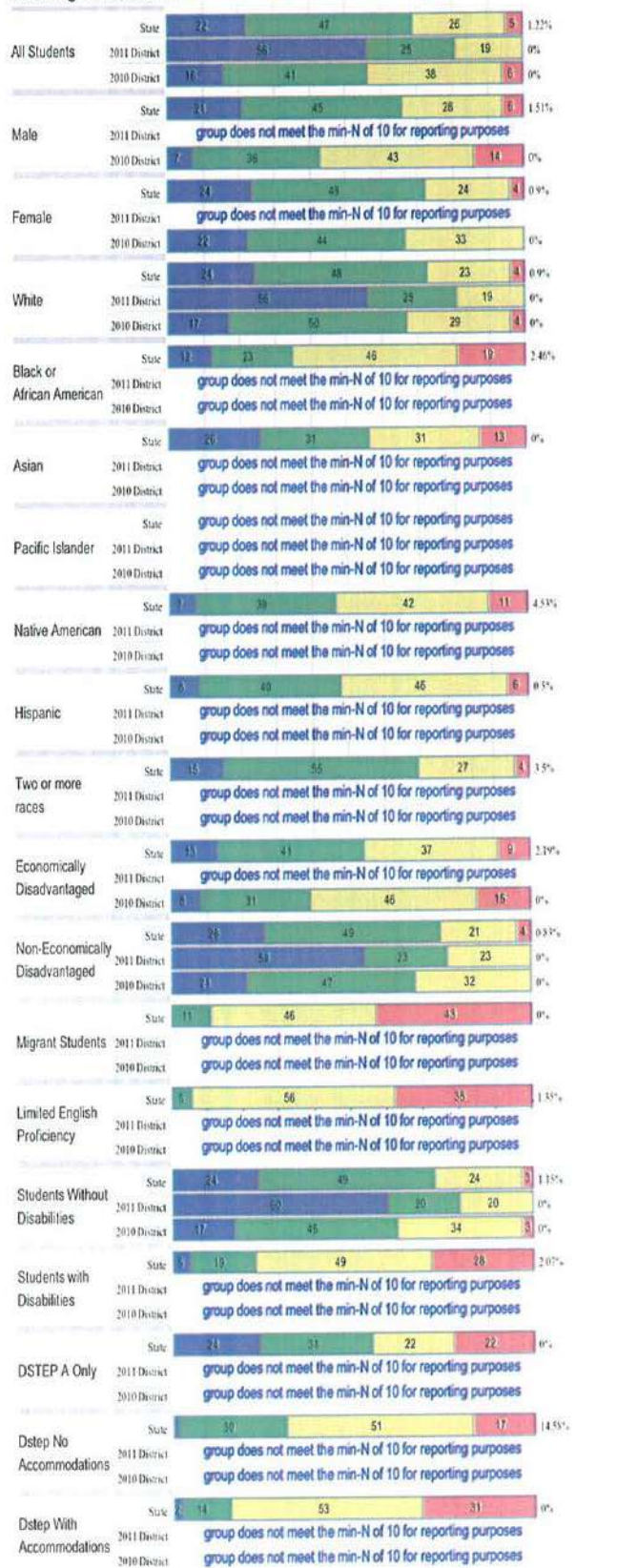
# No Child Left Behind

## 2011 State Assessment Report

**Math Grades 9-11** ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



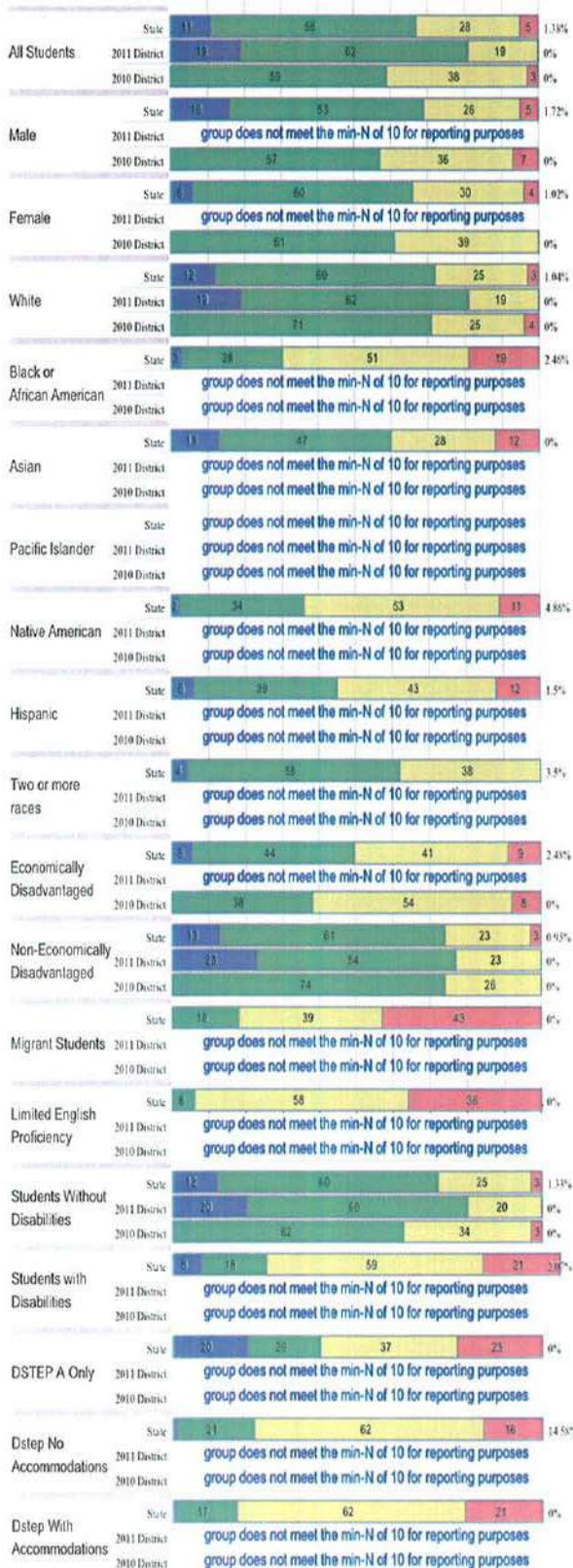
**Reading Grades 9-11** ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



# No Child Left Behind

## 2011 State Assessment Report

Science Grades 9-11 ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %

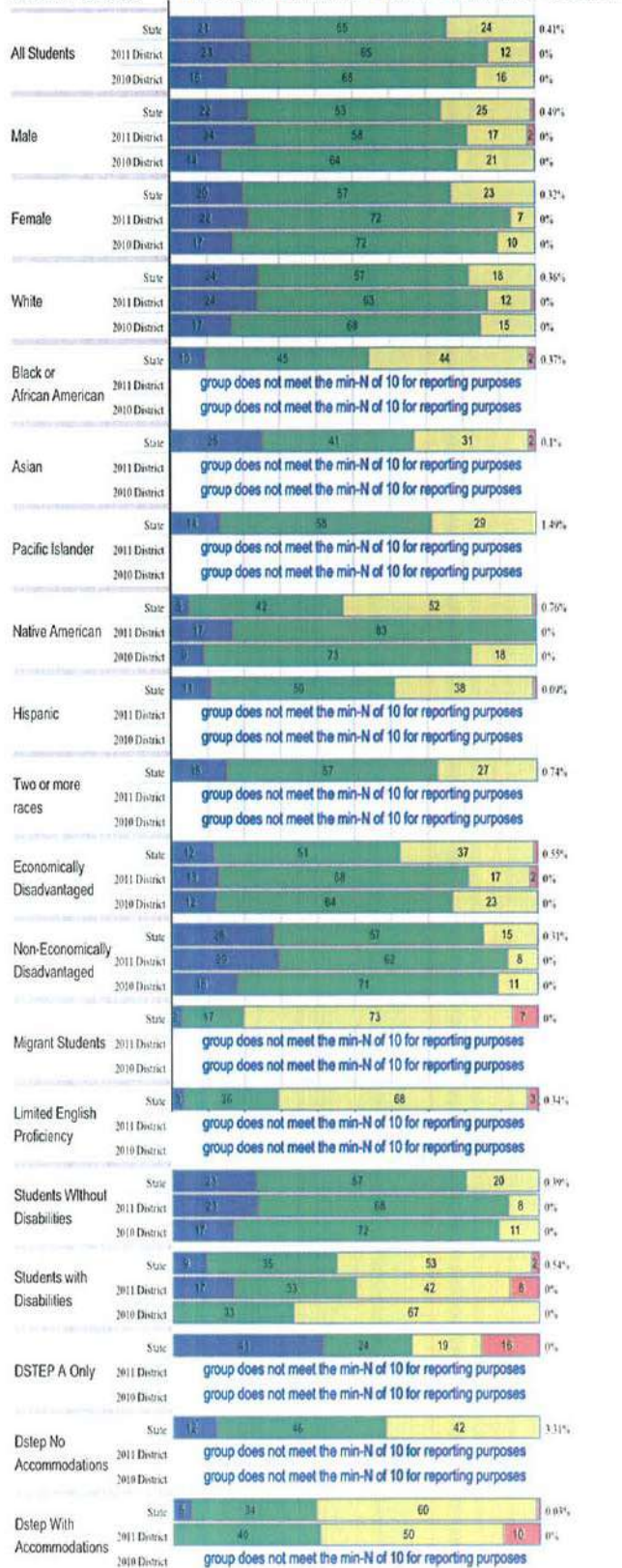




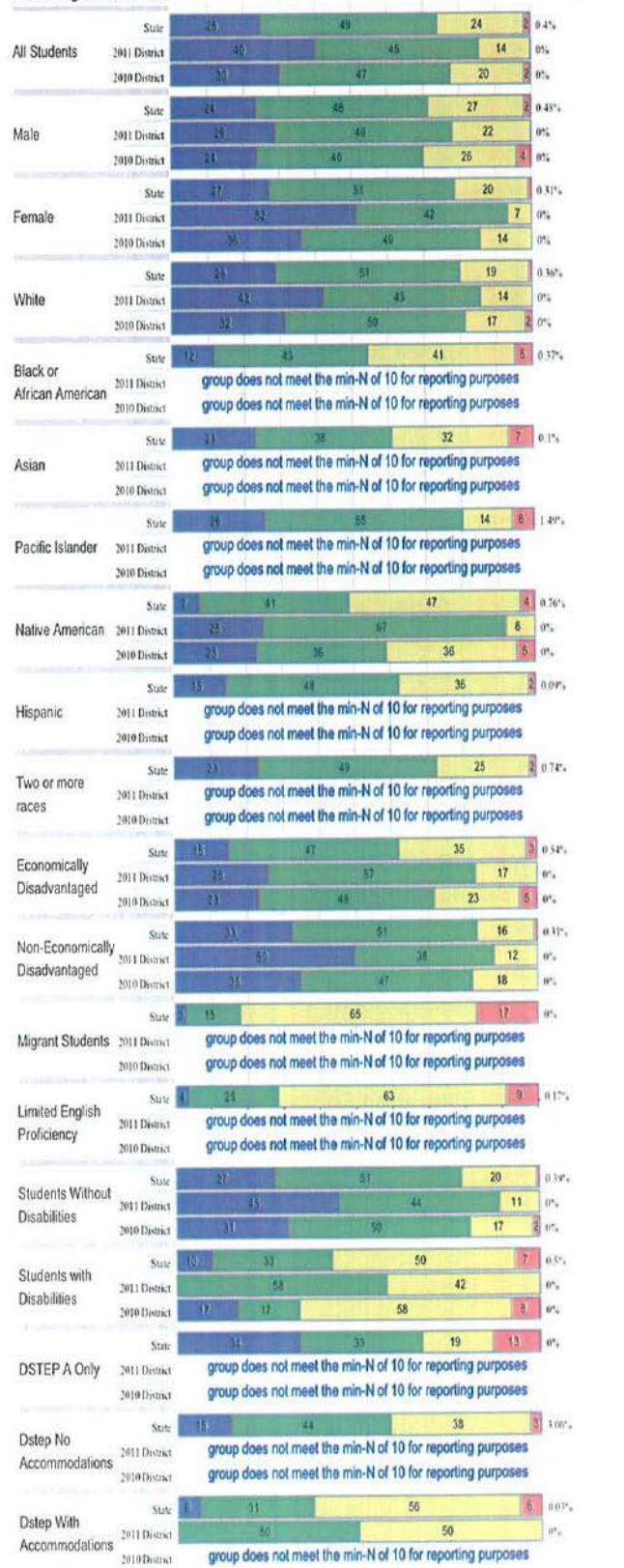
# No Child Left Behind

## 2011 State Assessment Report

**Math All Grades** ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



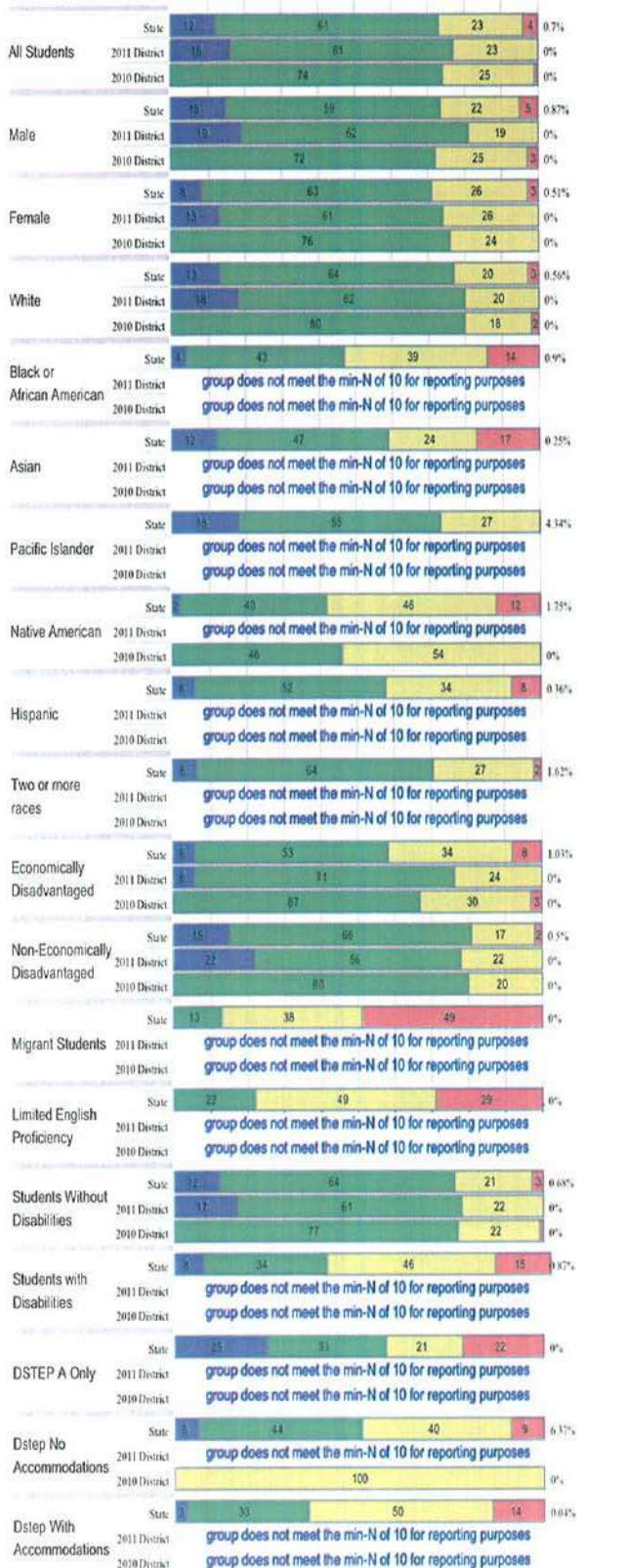
**Reading All Grades** ■ Advanced % ■ Proficient % ■ Basic % ■ Below Basic % ■ Not Tested %



# No Child Left Behind

## 2011 State Assessment Report

### Science All Grades





## Wall School District Title I Policy

### General Description of the Program

The Wall Elementary and Middle Schools exceed the 40% poverty rate so they will operate School-Wide Title I Programs. The term "School-Wide" refers to individual school buildings (not the entire school district). Because they are school-wide Title I programs, all students in these buildings are considered to be Title I students.

Title I funds to improve core instruction and provide supplemental reading instruction. The ultimate goal of the school-wide programs is the success of all students through effective instruction while offering additional remediation to eligible, struggling students. All students are considered for the extra help, with a major emphasis being placed on good core instruction in addition to individual support.

### Parent Involvement and Education

Parents/Guardians are their child's first teacher. Research has indicated that children with involved parents/guardians perform better in school. The Wall School District believes that effective parental involvement is vital to the success of each student.

Each year the district conducts parent meetings to discuss the Title I program. During these meeting, the parent involvement activities and policy are reviewed, evaluated, and when necessary makes adjustments are made. The parent involvement policy is part of the Wall School District Handbook and the Title I handbook, which is distributed to the parents/guardians of students in the Title I program.

During the parent meetings, the group reviews the Title I handbook. During these meetings, the School/Parent compact, which is part of the handbook, is reviewed. Changes are made when necessary.

The district holds several Parent/Teacher/Community activities. During the fall the district conducts an open house in which the community is invited to meet with the staff. During that time, the families receive their students' Dakota STEP results and the D-STEP guide from the SD Department of Education website. The Superintendent, Principal, and School Counselor are also available to interpret these results. In addition to the open house, the district holds Parent/Teacher Conference nights throughout the school year. These activities provide the parents/guardians the opportunity to meet their child's teacher(s).

The Wall School District Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's education.

Pursuant to federal law, the district will develop jointly with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

A meeting of the parents of participating Title I students will be held annually to explain the goals and purposes of the Title I program.

Parents will be given the opportunity to participate in the design, development, operation, and evaluation of the program for the next school year and to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents will be encouraged to attend the meeting and to become involved.

In addition to the required annual meeting, at least two (2) additional parent meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. Notices will be sent to the parents

and articles will appear in the local newspaper advising parents and interested persons of the meetings. These meetings shall be used to provide parents with:

- Information about programs provided under Title I;
- A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents will be advised of their children's progress on a regular basis.

Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their children's progress. Parents will also receive inflation and training that will assist them in helping their children at home and at school.

Each school in the district receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards. The compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
- Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
- Address the importance of parent-teacher communication on an on-going basis, with at a minimum parent/teacher conferences, frequent reports to parents, and reasonable access to staff.

Each year the district compiles and distributes the district report card to area businesses and informs the public through the district newspaper, on the district's cable channel, the back-to-school insert in the local newspaper, through newsletters, and on the district website that the district report card is available to view and that they may obtain a copy of the district's report card. In the report card, the district's AYP status is indicated in all appropriate areas.

#### **Public Complaints (File: KL Wall School District Policy Handbook)**

Constructive criticism of the schools is welcomed by the district when it is motivated by a sincere desire to improve the quality of the education program and to help the school personnel in performing their tasks more effectively.



Whenever a complaint is made directly to the board as a whole or to an individual board member, the individual or group involved will be advised to take the concern to the appropriate staff member and the administrator in charge.

The board believes that complaints and grievances are best handled and resolved as close to their origin as possible, and that the staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the board.

The proper channeling of complaints is as follows:

1. The complainant should discuss the complaint in a timely manner with the personnel involved and the administrator in charge.
2. If, after informal discussion with the staff member and the administrator in charge, the complainant is not satisfied, the complainant may fill out the formal complaint form and submit it to the administrator in charge. The administrator then will respond in writing to the complainant within ten (10) days.
3. If the complainant is not satisfied with the written disposition of the matter by the administrator in charge, the complainant may, within ten (10) days after receiving the written response, appeal the matter to the superintendent, who will read the written complaint and the administrator's written response and will meet with the complainant if requested. The superintendent then will respond in writing to the complaint within ten (10) days of receipt.  
(Note: A complainant may bring an informal complaint to the superintendent after having the informal discussion with the staff member and administrator in charge, but if this does not resolve the matter, it is required that the complaint form be filed with the administrator in charge before the superintendent will render a formal decision.)
4. If the complainant is not satisfied with the written response of the superintendent, the complainant may, within ten (10) days after receiving the written response, request placement of the complaint on the agenda of the next regular board meeting. In considering the complaint, the Board will review the written complaint and the written responses of the administrator in charge and the superintendent as well as listen to oral presentation if appropriate. The board will render its decision by majority vote and respond in writing within ten (10) days of the meeting.

Exceptions to this policy will be made when the complaints concern board actions or board operations only. If the complainant fails to follow the timelines given above, the complaint will be considered to be resolved. If the principal fails to render a written response in a timely manner, the complaint may be appealed to the superintendent. If the superintendent fails to render a written response in a timely manner, the complaint may be appealed to the board.

Copies of the district complaint form will be available in the offices of all administrators. A complainant will be given a copy of this policy along with the complaint form.

For purposes of the timelines stated in this policy a "day" refers to a day that school is in session, except that during the summer it refers to regular working days that the Business Office is open.

#### **Public Complaint of Federal Programs and Homeless Programs**

The time may arise when a parent/guardian, student, employee, or district stakeholder may have concerns about the Federal Programs (such as the use of federal NCLB funds). These concerns may also address the enrollment and/or other barriers to the education of children and youth experiencing homelessness. If such case arises, the complainant should begin the proper channel of complaints (1) by discussing the complaint in a timely manner with the district's federal programs director. The channel of complaints will follow that of Public Complaints. If at the end of the process the complainant feels the complaint is unresolved, he/she/they may forward the complaint to the South Dakota Department of Education.

### **Dakota Character**

The Wall School District Dakota Character project is a comprehensive school improvement process that improves the school environment resulting in positive changes in students' pro-social behavior and increases in student achievement.

The components of Dakota Character include: 1) Ten Essentials for Schools of Character; 2) Collaborative Structures; and 3) Data-Driven Decision Making.

Ten Essentials for Schools of Character:

1. Community Participation
2. Character Education Policy
3. Identify and Define Character Traits
4. Integrated Curriculum
5. Experiential Learning
6. Staff Development
7. Adult Role Modeling
8. Data-Based Decision Making and Evaluating
9. Student Leadership
10. Sustaining the Process

#### **Focused Character Traits**

- A. Respect – “To value the worth of people and things and treat them with consideration, care and concern.”
- B. Responsibility – “Being dependable by making good choices, keeping promises, honoring commitments, and accepting consequences for our actions.”
- C. Trustworthiness – “Being honest, reliable, and loyal in all situations.”
- D. Kindness/Compassion – “Demonstrating empathy toward other by being considerate and helpful.”
- E. Dependability – “A value showing the reliability of a person to others because of his/her integrity, truthfulness, and trustfulness.”
- F. Integrity – “Implies honesty, fairness, ethics, and moral character.”