Wall School District #51-5

401 South Blvd. West Wall, SD 57790 605-279-2156 www.wall.k12.sd.us

2010-2011 District Report Card



Wall School 401 South Blvd. West Wall, SD 57790

2011-2012 School Board

President - Scot Eisenbraun

Vice Pres. – Pam Johnson

Carolynn Anderson

Kevin Bielmaier

Todd Trask

Mary Williams

Spencer Cordes



Big White School 19910 222nd St. Wall, SD 57790

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 Title IX Coordinator: Charles Sykora PO BOX 414 Wall School District Wall, SD 57790 605-279-2156 x. 2159 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

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: <u>http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.</u>

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

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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 6th. 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

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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 21st 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 14th 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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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 <u>Charles.Sykora@k12.sd.us</u>. 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 <u>http://dss.sd.gov/medicalservices/chip/</u>, 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.







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2011-2012 Wall School Prices

Lunch

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

Breakfast

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

Milk (Additional to Bkfst/Lunch for Break)

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

Activity

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

6-12th Grade Students <u>MUST PURCHASE</u> 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 <u>http://doe.sd.gov/reportcard/index.aspx</u>. 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.

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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



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Wall 51-5

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

District Status

South Datkota'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	

	Math			Reading		
3-5	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y	Y	· · · · · ·	Y	Y
White	Ŷ	Y	4	4	Ŷ	Y
Black or African American	Y	Y	Y	Y	Ŷ	Y
Áslan	Y	Y	Y	Y	Y	Y
Pacific Islander	Y	Y	Y	Y	Ŷ	Y
Native American	Y	Y.	Y	Y	Y	Y
Hispanic	Y	Ŷ	Y	. Y	Y	Y
Two or more races	Ŷ	Y	Y	Y	Y	Y
Economically Disadvantaged	Y	Ŷ	Y	Y	Y	Y
Students With Disabilities	Y	Y	Y	Ŷ	Y	Y
Limited English Proficiency	Y	Y	Y	Y	Y	Y

3-5 Other Academic Indicator: Passed

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	Math			Reading		
6-8	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y	Y	Y	Y	Y
White	Y	Y	Y	Y	Y	Y
Black or African American	Ŷ	Y	X	Y	Y	Y
Asian	Y	Y	Y	Y	Y	Y
Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	Y	Y	4	Ŷ	Y	¥
Hispanic	Ŷ	Y	Y	Y	Y	Y
Two or more races	Ŷ	Y	Y	Y	Y.	Y
Economically Disadvantaged	Y	Ý	Y	Y	Ý	Y
Students With Disabilities	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*

Math Reading 9-11 Assessment Participation AYP Assessment Participation AYP All Students White Black or African American Y Asian Y V 4 Pacific Islander Native American Hispanic Two or more races Economically Disadvantage Students With Disabilities Y Limited English Proficiency

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 chat slowe, 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 cartification, 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, dvics 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 distinctivide, based on the percentage of students eligible for free or reduced-price funct. A low poverty school is defined as being in the botton quartile of poverty statewide or distinctivide, based on the percentage of students eligible for free or reduced-price lunch. A low poverty school is defined as being in the botton quartile of poverty statewide or distinctivide, based on the percentage of students eligible for free or reduced-price lunch. 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 distinct 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 Summar
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Broulous Vest District AVB Determination

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 14-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.

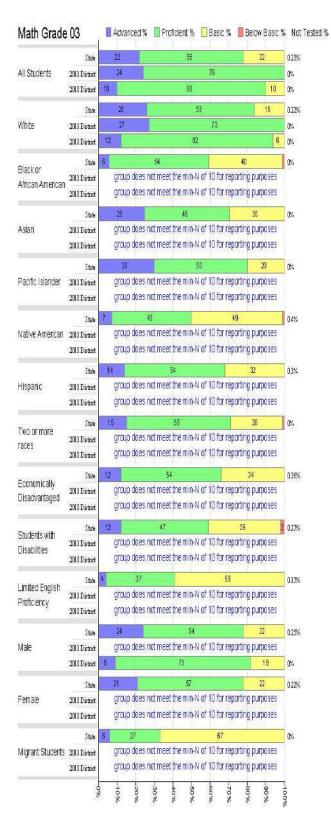
Attendance Rate

State	95.87%
2011 District	95.64%
2010 District	93.97%
State	96.38%
2011 District	95.76%
2010 District	94.24%
State	9619%
2011 District	group does not meet the min-N of 10 for reporting purposes
2010 District	group does not meet the min-N of 10 for reporting purposes
State	96.87%
2011 District	group does not meet the min-N of 10 for reporting purposes
2010 District	group does not meet the min-N of 10 for reporting purposes
Stata	95.16%
Southern -	group does not meet the min-N of 10 for reporting purposes
2010 District	group does not meet the min-N of 10 for reporting purposes
State	92.83%
2011 District	94.66%
2010 District	92.27%
State	95.08%
2011 District	group does not meet the min-N of 10 for reporting purposes
2010 District	group does not meet the min-N of 10 for reporting purposes
Two or more	952%
2011 District	group does not meet the min-N of 10 for reporting purposes
2010 District	group does not meet the min-N of 10 for reporting purposes
State	9477%
2011 District	94.35%
2010 District	92,89%
State	95.34%
Assessed	95.23%
2010 District	92.24%
State	95.3%
(74015)	group does not meet the min-N of 10 for reporting purposes
2010 District	group does not meet the min-N of 10 for reporting purposes
	95.9%
Sector Contractor	952%
and the second	94.39%
	95.83%
entresh (160227
	961.8%
	10000000
State	97.23%
	group does not meet the min-N of 10 for reporting purposes
2010 District	group does not meet the min-N of 10 for reporting purposes
	2011 District 2010 District State 2011 District 2010 District 2011 District

	State	83.39%
All Students	2011 District	93,75%
	2010 District	100%
	State	87.9%
White	2011 Dishict	92%
11511511×	2010 District	100%
	State	72.91%
Black or	2011 District	group does not meet the min-N of 10 for reporting purposes
African American	2010 District	group does not meet the min-N of 10 for reporting purposes
	1	
Laion	State	83.67% group does hat meet the min-N of 10 for reporting purposes
Asian	2011 District 2010 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	121 CR 1047 1972 196808 197
	State	group does not meet the min-N of 10 for reporting purposes
Pacific Islander	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	49.36%
Native American	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 Disbrict	group does not meet the min-N of 1D for reporting purposes
	State	72.51%
Hispanic	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	86.54%
Two or more	2011 District	group does not meet the min-N of 10 for reporting purposes
races	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	85.14%
Economically	2011 District	100%
Disadvantaged	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	63.77%
Students with	2011 District	group does not meet the min-N of 10 for reporting purposes
Disabilities	2010 District	group does not meet the min-N of 1D for reporting purposes
Limited English	State 2011 District	81.82% group does not meet the min-N of 10 for reporting purposes
Proficiency	2010 District	group does not meet the min-N of 10 for reporting purposes
	2010/050101	
22227	State	81.56%
Male	2011 District	93.33%
	2010 District	group does not meet the min-N of 1D for reporting purposes
	State	85.31%
Female	2011 District	94.12%
	2010 District	100%
	State	group does not meet the min-N of 10 for reporting purposes
Migrant Students	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 1D for reporting purposes

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.



	S tate	32				47			21	<u>ii –</u>	0.29%
All Students	2011 District			65				4	6		0%
	2010 District		50					40		10	0%
	State	3	5				48			16	0.22%
White	2011 District			67			0		33		0%
	2010 District		53					47			0%
Diseline	S tate	11		50	10			38			0%
Black or African American	2011 District	group	does n	at mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	- Action
Antan Antentan	2010 District	group	does n	at mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	
	S tate	25			4	T			25		3 0%
Asian	2011 District	group	does n	at meel	t the m	in-N	of 10 fo	r reporting	j purp	oses	
	2010 District	group	does n	at mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	
	S tate		40					60			0%
Pacific Islander	2011 District	group	does n	ot mee	t the m	in-N	of 10 fo	r reporting	j purp	DSES	
	2010 District	group	does n	at meel	t the m	in-N	of 10 fo	r reporting	j purp	oses	
	S tate	10		43	-			45			2 0.4%
Native American	2011 District	group	does n	ot mee	t the m	in-N	of 10 fo	r reporting	j purp		
	2010 District	group	does n	at mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	
	S tate	24			47	6			28		0.3%
Hispanic	2011 District	group	dpes n	at mee	t the m	in-N.	of 10 fo	r reporting	j purp	oses	
	2010 District	group	does n	at mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	
1. 200 million	S tate	27	-		-	45			27		0%
Two or more	2011 District	group	does n	at mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	
races	2010 District	group	does n	at meel	t the m	in-N	of 10 fo	r reporting	j purp	oses	
-	S tate	19		-	48		_		31		0.36%
Economically Disact potential	2011 District	group	does n	at mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	
Disadvantaged	2010 District	group	does n	at mee	t the m	in-N	of 10 fo	r reporting	j purp	DSES	
	S tate	18		40				41			0.27%
Students with	2011 District	group	does n	at mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	- NOSALA
Disabilities	2010 District	group	does n	at mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	
r factural Property	S tate	9	-	41				47			2 0.175
Limited English	2011 District	group	does n	at mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	
Proficiency	2010 District	group	does n	ot mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	
	S tate	31				46			23		0.25%
Male	2011 District	group	does n	at mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	
	2010 District	-	45	_			36		1	8	0%
	S tate	33					49		1	8	0.22%
Female	2011 District	group	does n	ot mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	
	2010 District	group	does n	at mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	
	S tate	6	33				52			9	0%
Migrant Students	2011 District	group	does n	at mee	t the m	in-N.	of 10 fo	r reporting	j purp	oses	
	2010 District	group	does n	at mee	t the m	in-N	of 10 fo	r reporting	j purp	oses	
	-0%	-10%	-20 %	-30%	-40%	-50%	-60 %	-70%	a/ 1	% 016-	F100%

NCLB School Reports

District		ASSE	SSMENT		ACC	OUNTABILI	ГҮ
2011 Reading Grade 3	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient &	AMO=
A CONTRACTOR OF THE OWNER OF THE	%	%	%	%	The second second	Advanced	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)			et minimum pop		10070	10011	merrin
Asian			et minimum pop	the second s	Constant of the second	STREET STREET	CONTRACTOR OF STREET
Native American	and the second sec	the second s	et minimum pop			Later States	A TAN BERRIN
Hispanic			et minimum pop	the second s			A CONTRACTOR
Economically Disadvantaged			et minimum pop				開設の計画
Limited English Proficient	Group	loes not me	et minimum pop	ulation size	The second second second	Contraction of the second second	
Students w/ith Disabilities			et minimum pop				
	2011.00 CO	2-2010/2010/2010			A DATE OF THE PARTY OF THE PART	Add the set of the state of	A CONTRACTOR OF THE
Gender Male		and the second se	et minimum pop		A CONTRACTOR OF		A LALLY ST
Female			et minimum pop			C. Contraction	日天後的以為
Migrant	Group	loes not me	et minimum pop	ulation size	Paral Paral		
District	and the state	4000	SSMENT	STELLAR DE DE DECHARC	ACC		TV
District	Below	1	Proficient	Advanced		OUNTABILI Total %	AMO=
2011 Mathematics Grade 3	Below	Basic	Proncient	Advanced	Partic-pation Rate	Proficient &	AIWO-
	%	%	%	%		Advanced	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)			et minimum pop				morrin
Asian		And in the Party of the Party o	et minimum pop	and the second state of th	and the second of	State Strate State	Lough A Lange
Native American	Group	loes not me	et minimum pop	ulation size	POST AND STATE	States of the second states	Martin Martin
Hispanic	Group	loes not me	et minimum pop	ulation size	A State State	STORING TO A	Charles March
Economically Disadvantaged	Group	loes not me	et minimum pop	ulation size	Phyliot Koleshire		Stall States
Limited English Proficient	Group	loes not me	et minimum pop	ulation size	STOP IS SHOULD BE	Section Street Bar	LI- RESIDENT
Students w/ith Disabilities	Group	loes not me	et minimum pop	ulation size	NET TO THE PARTY	THE REAL PROPERTY.	CALIFORNIA CONTRACT
					A CONTRACTOR OF THE OWNER	Contraction of the	The second second
Gender Male			et minimum pop		Real Property in the second se		La realizada
Female			et minimum pop	and the second se	And the American series		STATES STATES
Migrant	Group	ioes not me	et minimum pop	ulation size			
	Readi	na	Met AYP	Othe	er Academic Indical	tor (Attendance	
Improvement Status	Math		Met AYP		Rate)		Met AYP
Teachers with Emergency or Provisional Credentials	0.00%	20	% Classes n by Highly Q Teach	ualified	100%		
Wall Elementary		ASSE	ESSMENT	C TATELLA DA	Participation		
the state of the second s	Below	Basic		Advanced	Rate		
Science	%	%	%	%			
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		4	
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		-	
	N/A	N/A	N/A	N/A		4	
Limited English Proficient		I NUA I	N/A	N/A			
Students w/ith Disabilities	N/A	N/A		and the second se			
Students with Disabilities Gender Male	N/A	N/A	N/A	N/A		-	
Students w/ith Disabilities	N/A			and the second se		-	

* group does not meet minimum population size

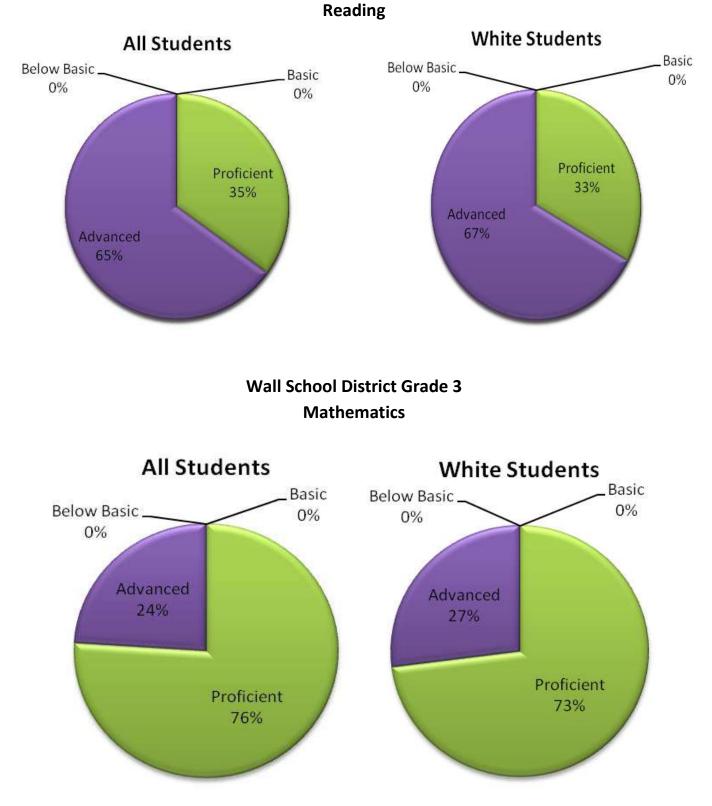
AMO = Annual Measurable Objective

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.

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Wall School District Grade 3



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

State of South Dakota 2011, Wall 51-5

No Child Left Behind Report Card

Page	4	of	8
1 14 19 14		~ •	-

	State	22				56				21	0.3%
All Students	2011 District		90				EC			10	0%
	2010 District	12				81					6 0%
	State	2	B	1		57		-		16	032
White	2011 District	1	6	1			51			11	0%
	2010 District	13				BD					0%
	State	10	-	49	i.	-	-	2	38	_	2 0%.
Black or	2011 District	and the second	un does		et the m	nin-N 1	nf 10 fi	or renor	-	umoses	140
African American	2010 District	100			et the m				1.1		
			33	_				or no ber	1 6110		-
Lainn	State	are	- C.	ort m	et the m	-	50 56 1 D 6	oc room	ting n	17	0%
Asian	2011 District 2010 District	100	1.00		et the m				100	1 m - 1	
	2010 Ustact	-	ap ooc:	a lut illt		10791	A 101	u repul	-	in Kours and	
2002 2000	State	18		and the second	55			_		27	0%
Pacific Islander	2011 District		-		eet the m				2	2 2 2 2	
	2010District	gri	iup does	i nat me	eet the m	nin-N i	or 10 fi	or repar	ung p	urposes	
	State	6		4B				-	6		0.33
Native American	2011 District				eet the m						
	2010 District	grt	iup does	i nat me	et the m) in-N (of 10 fi	ar repar	ting p	urposes	
	State	8		2 S	7				35		0%
Hispanic	2011 Distact	gro	up does	i nat me	et the m	nin-N I	of 10 fi	ar repar	ting p	uposes	
	2010 District	gra	iup does	i not me	eet the m	nin-N I	of 10 fi	ar repar	ting p	urposes	
1000	State	16			63	-	_	-	1	21	082
Two or more	2011 District	gri	up does	not me	et the m	nin-N J	of 10 fi	ar repar	ting p	urposes	-
races	2010District		X		et the m			1. 18 A.	100	1. 18 19 19	
	State	12		_	55	-	-	10	32	1400	0.39%
Economically	2011 District	100	un dhea	i not me	et the m	in-N	nf 10 fi	or renor	-		
Disadvantaged	2010District	181			eet the m				1.5		
	1	0						11.12	121	2000	
Students with	State	10	un door	44	at the m	To AL	÷ 10 6	44			2 0.53
Disabilities	2011 District	1.1	1.		eet the m eet the m			and the second	1.57		
	2010 District	gri	-	eciut inte	ACT NO 1	THE PARTY	_		ning h	orpuaco	
Umited English	State		34				100 C 10 C	63			2 0.68
Proficiency	2011 District		1.00		eet the m					1.000	
	2010Distact	gri	iup does	i not me	et the m	nin-N	of 10 ti	ar repar	ting p	urposes	
	State	23				55				22	0.42
Male	2011 District		35				45			18	0%
	2010District	gro	iup does	i nat me	et the m	nin-N I	of 10 f	ar repar	ting p	uposes	
	State	12				57				21	018
Female	2011 District	gro	iup does	i not me	eet the m	nin-N	of 10 f	ar repar	ting p	urposes	
	2010District	gra	iup does	i nat me	eet the m	nin-N I	of 10 f	ar repar	ting p	urposes	
	State	4	24			F	4	-	-	11	0%
Migrant Students				nat me	et the m			or recor	tina b	a second	and the second se
angrant states 13	2010District				set the m						
	Low Press		An Come	10.20	Charles of	00033	a visit	Sale Sale	161	360.00	

Reading Gri	ade 04	📕 Advance:	d % 📕 Pro	oficient %	📃 Basic		פוס	trict Grad
	S tale	30	1	47			22	0.27%
All Students	2011 Distact	30			65			5 0%
	2010 District	38			50		12	0%
	State	35			46		17	0.29%
White	2011 District	33			61			6 0%
	2010 District	40	-	<u>61</u>	47		13	0%
Disely av	State	15	45			38		2 0%
Black or African American	2011 District	group doe	s not meet	the min-N	af 10 for i	reporting	purpose	s
ancan zanencan	2010 District	group doe	s not meet	the min-N	af 10 for i	reporting	purpose	8
	State	3E	-	39			24	2 0%
Asian	2011 District	eab quorg	s not meet	the min-N	af 10 for i	reporting	purpose	s
	2010 District	group doe	s not meet	the min-N	of 10 for i	reporting	purpose	s
	State	35		36		1.5	27	0%
Pacific Islander	2013 District	group doe	s not meet	the min-N	of 10 for	reporting	purpose	S
	2010 District	group doe	s not meet	the min-N	of 10 for	reporting	purpose	S
	State	9	44		-	46		0.33%
Native American	2011 District	group doe	s not meet	the min-N	of 10 for	reporting	purpose	
	2010 District	group doe	s not meet	the min-N	of 10 for i	reporting	purpose	s
	State	14	51			35		0%
Hispanic	2011 District		s not meet		of 10 for i			
	2010 District	a series of the	s not meet					
	State	24	1 and	50	1.00	1	25	0.85%
Two or more	2011 District	1964	s not meet		of 10 for i	reporting		
races	2010 District	Sec. Sec.	s not meet				1.1.1	
		19	-	47	-	3	1	031%
Economically	State 2011 District		s not meet	10	of 10 for i			
Disadvantaged	2010 District	A 644.00	s not meet			61 - C		
		12	40			45		10
Students with	State 2011 District	AVA_SHITE	s not meet	the min-N	ef 10 for i	1.53	numose	and the second s
Disabilities	2010 District	Section 1	s not meet			Sec. S		
								and the second
Limited English		10 31	s not meet	the min M	64 of 10 for i	renortine	nimoea	2 0%. s
Proficiency	2011 District 2010 District	The laws	s not meet			1.1.1	10.	
			o not neot		er re rot	chorena		
Hole	State	28 27		47	84		24	236%
Male	2011 Distort		s not meet	the min M	144 march 1	renortine		0.0
	2010 District	BUT WELLERD	J NUL NICEL			сротиту	-	
a ange	State	33			7.		20	0.38%
Female	2011 District		s not meet				an an are	
	2010 District	group ope	s not meet	une mill-N	ur iu tori	reporting	purpose	3
	State	29			64			1 0%
Migrant Students	and the second second		s not meet					
	2010 District	000000 000	e not most	ITTIC MID M	DC 111 DOC 1	reporting	ri irnose	C

NCLB School Reports

District		ASS	SESSMENT	1		ACC	OUNTABILI	ГҮ
2011 Reading Grade 4	Below Basic	Basi	Proficient	Advanc	ed	Participation Rate	Total % Proficient &	AMO=
	%	%	%	%			Advanced	AYP Status
All Students	0	5	65	30		100%	95%	Met AYP
White (not Hispanic)	Ö	6	61	33		100%	94%	Met AYP
Black (not Hispanic)	Group do	es not m	eet minimum po	pulation siz	ze	MINT AND AND AND	South and strain to state	12-14-15-10-5-201
Asian			eet minimum po			Le l'Alle Bright Les		Malla man die
Native American	Group do	es not m	eet minimum po	pulation siz	ze			開設の注意的は
Hispanic	Group do	es not m	eet minimum po	pulation siz	ze	N. M. Lander		
Economically Disadvantaged	Group do	es not m	eet minimum po	pulation siz	ze			
Limited English Proficient	Group do	es not m	eet minimum po	pulation siz	ze		The state of the	
Students w/ith Disabilities	Group do	es not m	eet minimum po	pulation siz	ze		SAVE STREET	Contraction of the
Gender Male	0	9	64	27		100%	91%	SIN THE PLANE PARTY
Female			eet minimum po		0	10070	0170	
Migrant	and the second se		eet minimum po	and the second se		The second s	Station Plant	
mgrant	Group ut	es not m	eet minimum po	pulation 312		A REAL PROPERTY OF	CALL THE REAL PROPERTY.	
District		ASS	SESSMENT	•		ACC	OUNTABILI	ТҮ
	Below Basic	Basi		-	ed	Partic-pation Rate	Total % Proficient &	AMO=
2011 Mathematics Grade 4	terre de la companya					Nate	A DESCRIPTION OF THE OWNER OWNER OF THE OWNER OWNER OF THE OWNER	AYP Status
	%	%	%	%	_		Advanced	
All Students	0	10	60	30	_	100%	90%	Met AYP
White (not Hispanic)	0	11	65	24	-	100%	89%	Met AYP
Black (not Hispanic)			eet minimum po				AND REAL PROPERTY AND INCOME.	ELECTION AND
Asian			eet minimum po				And the second se	A CHARGE WE
Native American			eet minimum po			RAD DULL MIL	as a since the little	
Hispanic			eet minimum po				LU- LANGE TO MERCE	18
Economically Disadvantaged			eet minimum po		-	And Designed and the	The second second second	and the second second
Limited English Proficient	Group do	pes not m	eet minimum po	pulation siz	ze		NEW HERE	ATT LAND AND A
Students w/ith Disabilities	Group do	oes not m	eet minimum po	pulation siz	ze			- the section
Gender Male	0	18	45	36		100%	81%	HE TO THE
Female	Group do	es not m	eet minimum po	pulation siz	ze	Stern and states	The state of the s	
Migrant			eet minimum po		_	SALE SALE OF	CHARLES STATES	
		1 1912 1 4 10	DATE TRANSPORT	and the	C.A.			
Improvement Status	Readi		let AYP		Othe	r Academic Indicat	or (Attendance	96.11% Met
	Math	n N	let AYP			Rate)		AYP
Teachers with Emergency or Provisional Credentials	N/A		% Classes r by Highly (Teach	Qualified		100%		
Wall Elementary	THE ALBERT	ASS	SESSMENT		433.00	Participation		
Science	Below %	Basi			ed	Rate		
All Students	N/A	N/A	N/A	N/A]	
White (not Hispanic)	N/A	N/A	N/A	N/A			1	
Black (not Hispanic)	N/A	N/A	N/A	N/A		1	1	
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			4	
Limited English Proficient	N/A	N/A	N/A	N/A			4	
Students w/ith Disabilities	N/A	N/A	N/A	N/A			-	
Gender Male		N/A	N/A	N/A	_		-	
	N/A	N/A	N/A	N/A				
Female Migrant	N/A	N/A	N/A	N/A			-	

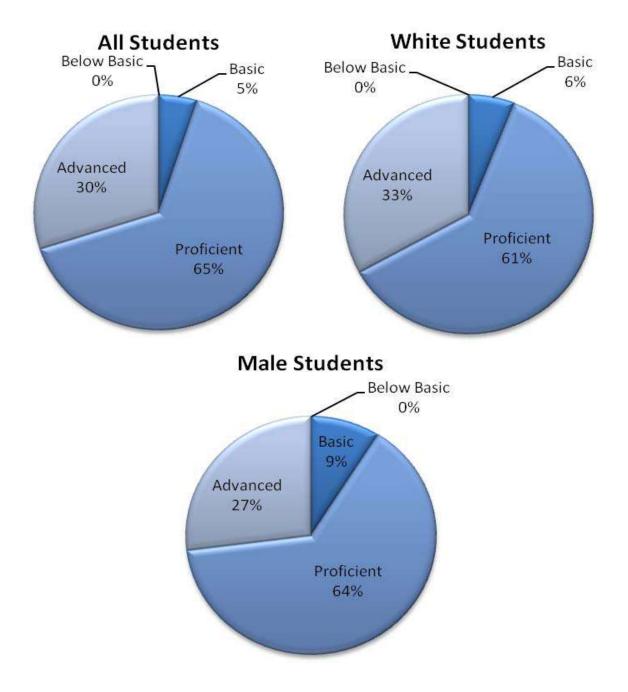
* group does not meet minimum population size

AMO = Annual Measurable Objective

This grade is not tested in science.

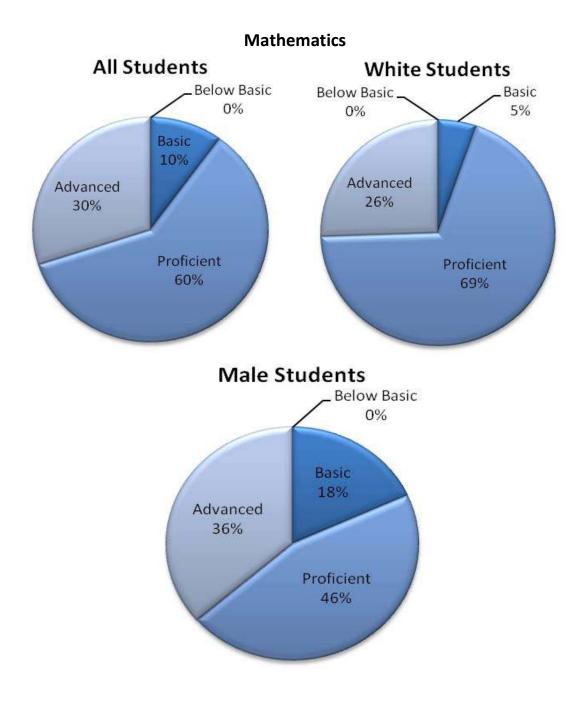
The district will provide printed copies of the full School Reports from the South Dakota Department of Education's website in the district office, the school, and displayed in public buildings within the community. Results for each grade tested, two-year trend data, and state and district comparisons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

Wall School District Grade 4 Reading



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

Wall School District Grade 4



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

District Grade 5

	State	26				51			5.3	22	0.33%
All Students	3011 District	12				82				6	0%
	2010 District	19				62				19	0%
	State	30				-53	(-		17	0.28%
White	2011 District	13				80				7	0%
	2010 District	Æ				50				20	0%
200 yanan	State	13		44	1			41)		4 0.41%
Black or	2011 District	group	does	not m	eet the	min-N o	f 101	for repor	ting p	Imposes	7
African American	2010 District	group	does	nat m	eet the	miri-N à	f 101	'ar repor	ting p	urposes	
	State	30	2	1	-	41		1	27	6	2 0.78%
Asian	2011 District	group	does	not m	eet the	min-N o	f 101	for repor	ting p	0.0000000000000000000000000000000000000	- MI 1999 1999
	2010 District	group	does	not m	eet the	min-N o	f 101	iar repar	ting p	Imoses	
	State	2	-			6U				20	0%
Pacific Islander	2011 District		does	not m	eet the	min-N o	f 101	ior repor	ting p		-
- some (eronare)	2010 District					min-N o		1.1.1.1.1.1			
_	State	7	s gene	44	anna s			47	4.0	- Carlona	2 0.6%
Native American	2011 District	(dm) in	does		eet the	min-N a	f 101		tina n	IMOSES	110 %
realize contention	2010 Distact	- · · ·				min-N o				of the second	
		14	-	12.01.000	47	8.857.57		an an tai	38	1.000	0%
Hispanic	State 2011 Distant	the state	thes	_		min-N a	£101	in rence	240.0	mases	105
mopanic	2011 District 2010 District					min-N o		and a state		Service day	
		8 s.A	3000		44			- raper	51	A.S.A.	- Carlos
Two or more	State	20		a alt or		55 velici tilici	4 4 9 4			5	0.92%
races	2011 Distact					min-N o min N o		7. B. S. S.			
-	2010 Distinct	- P 24	UUES	10,11		min-N d	101	u repci	-51	nhnzee	21
Economically	State	16			49				34		0.41%
Disadvantaged	2011 Distact	3.00				min-N o		1.000	100	1.1.1	
	2010 District	group	does	not m	eet the	min-N o	1101	or repor	ting p	uposes	
Students with	State	10		34				53		0.00 - 0.00	9 0.26%
Disabilities	2011 District	5 2				min-N a			1		
- in a second	2010 District	group	does	natm	eet the	min-N o	f 101	iar repor	ting p	urposes	
Limited Epolie 5	State 2	28					66			1	5 0%
Limited English Proficiency	2011 District	group	does	not m	eet the	min-N o	f 101	ior repor	ting p	urposes	
- reneating	2010 District	group	does	not m	eet the	min-N o	f 101	iar repor	ting p	Imposes	
	State,	27				49			1	22	0.43%
Male	2011 District	group	does	not m	eet the	min-N o	f 101	ior repor	ting p	urposes	a second
	2010 District	group	does	not m	eet the	min-N o	f 101	ior repor	ting p	urposes	
	State	25				53				21	0.22%
Female	2011 Distact	group	does	not m	eet the	min-N a	f 101	iar repor	ting p	urposes	
	2010 District	group	does	nat m	eet the	min-N a	f 101	ior repor	ting p	urposes	
	State	21				Ġ	7			3	0%
Migrant Students			does	natm	eet the	min-N o	f 101	or repor	ting p	urposes	
	2010 District	and the				min-N o			1.5	Service and	
	-	7	12	ų	4	5	Į.	-7	00	6	Ţ
	0%	10%	20%	30%	40%	×0.0	-60%	-70%	.80%	80%	100%

	State	26			51				23	0.33%
All Students	3011 Distairt	1	415			51	1			0%
	2010 District	31				62			6	0%
	State	30			52				17	0.28%
White	2011 Distoirt	1	10			53		-	7	0%
	2010 Distort	27	1			57			7	0%
-	State	13		49		1	-	37		0.41%
Black or	2011 Distort	1100	dnes not i	meet the r	nin-N of	10 for	renor	<u> </u>	IMASES	0.4578
African American	2010 District			meet the r						
		-	and the second se	35						W
laion	State	T	doge nati	aa meet the r	nin N of	10 for	North In Co	36	mnead	2 0.78%
Asian	2011 Distort 2010 Distort			meet the r			1.34			
	2010 Distort			Inest une i	INCHA U	14-12-00-	ichni	ang p	лирозеа	
	State		W.		<u>.</u>	50	(ALCON)		10	0%
Pacific Islander	2011 District	A	and the second second	meet the r						
	2010 District	group	udes not i	meettheir	TID-N Of		report	ing pi	urposes	
	State		42		1		50		1	0.6%
Native American	2011 Distoit	group	dpes not i	meet the r	nin-N of	10 for	report	ing p	urposes	
	2010 District	granb	does not i	meet the r	nin-N of	10 for	report	ing p	urposes	
	State	13		51			-	36		0%
Hispanic	2011 District	group	does not i	meet the r	nin-N of	10 for	report	ing p	urposes	
	2010 District	group	does not i	meet the r	nin-N of	10 for	report	ing p	urposes	
Acres	State	27		_	50		- 197	10 m	20	3 0.92%
Fwa or more	2011 Distort	16	does not i	meet the r		10 for	report		a	0.3478
races	2010 Distort	1.1		meet the r			100	100	1.000	
-		14	22.22	49	-	-	100	35	1.5	
Economically	State	1.61	dope not	eet the r	nin N of	10 for	renord	192	moese	0.41%
Disadvantaged	2011 Distort 2010 Distort			meet the r				S	1.224.25	
		3.8	24.04	moorune i	III III III OI	1010	182	ang þ	Millionea	
Students with	-	9	37			45.44	51			0.36%
Disabilities	2011 Distort			meet the r				63		
	2010 Distant	Annh	UDES MULT	meet the i	MICHN UI	10.10	report	ing p	apusea	
Limited English	State	27				70	1.000			2 0%
Proficiency	2011 District	2.1		meet the r			1.1	2.5		
and the second sec	2010 Distort	group	does not i	meet the r	nin-N of	10 for	report	ing p	urposes	
	State	23			51			1	15	0.6%
Male	2011 District	group	does not i	meet the r	nin-N of	10 for	report	ing p	urposes	
	2010 District	group	does not i	meet the r	nin-N of	10 for	report	ing p	urposes	
	State	29			51				20	0.22%
Female	2011 Distort		does not i	meet the r	_	10 for	report	ing p	-	
	2010 Distant			meet the r				1.000		
		9 6		1995 1996 199	85	Resis	1000		a tradicio	_{ov}
Migrant Students			does not i	meet the r	1.002	10 for	renord	inn re	IMORES	0%
angliant protecto	2011 Distort			meet the r			10000	C	a de l'acom	
	_	13112	1 1		1	1	34	- a P	1	1
	%0	-10%	30%	-40%	.50°	609	-70%	608	%06	-100%

NCLB School Reports

	ASSE	SSMENT		ACC	OUNTABILI	ΓY
Below Basic	Basic	T		Participation Rate	Total % Proficient &	AMO=
%	%	%	%	a stable state	Advanced	AYP Status
0	6	53	41	100%	94%	MetAYP
0	7	53	40	100%	93%	Met AYP
					Service and the	
	and the second se	and the local day in th	and the second se	a shint has set of	A A CALE OF A CALE	14 A
					With a state of the state of th	
					alter ber well that he	State Service Management
					Contract of the State of the St	
The survey survey and the res			and a straight of the straight			and the second second
Group do	es not mee	t minimum po	pulation size			A State of the second
Group do	es not mee	t minimum po	pulation size		Martin States	
Group do	es not mee	t minimum po	pulation size		THE REAL PROPERTY.	
Group do	es not mee	t minimum po	pulation size			
A CONTRACTOR OF	ASSE	SSMENT	a service and a service of the	ACC	OUNTABILI	ГУ
Below					a state of the second	AMO=
Basic			. la fallo da	Rate	Proficient &	, uno
%	%	%	%		Advanced	AYP Status
				100%	94%	Met AYP
7	0	80	13	100%	93%	Met AYP
Group d	loes not me	et minimum pop	ulation size	Section of the section of the	a contract for a lateral	A ASTE AND
Group d	loes not me	et minimum pop	ulation size	The second second	Contraction - 1910	IS STREET, STR
the second se	NAME AND ADDRESS OF TAXABLE PARTY.	A CONTRACTOR OF THE OWNER OWN	the second s	the section of the		The local of the second second
				TANK A SALES	STATE LEWSTON	AND
	and the second		and the second	A CARLES AND A CARLES	a superior a desire	L. H. K. Law
Group d	loes not me	et minimum pop	ulation size	在1997年1月1日 1月1日日 1月11 1月11 11	CONTRACTOR STATE	A State of the
Group d	loes not me	et minimum pop	ulation size		Sec. 1. 1982	a start in the start
Group d	loes not me	et minimum pop	ulation size	Call Street of Call	THE WEAT THE	an all the second second
Group d	loes not me	et minimum pop	ulation size	目期的自己的自己的	A THE ALLES	
Group d	loes not me	et minimum pop	ulation size	Same and a second of the	Male Cherry and	Bar Ribert
Readir		Met AYP	Othe	r Academic Indicato	or (Graduation or	96.11% Met
		Met AYP				AYP
N/A		by Highly Q	Qualified	100%		
	ASSE	ESSMENT		Participation		
Below %	Basic	Proficient	Advanced	Rate		
0	18	65	18	100%		
0	13	67	20	100%	-	
					4	
	loes not me	et minimum pop	ulation size		-	
and the second s	the second se		A state of the sta			
Group d	loes not me	et minimum pop			-	
Group d Group d	loes not me loes not me	et minimum pop	ulation size		-	
Group d Group d Group d	loes not me loes not me loes not me	et minimum pop et minimum pop	ulation size		-	
Group d Group d Group d Group d	loes not me loes not me loes not me loes not me	et minimum pop	ulation size ulation size ulation size		-	
Group d Group d Group d Group d Group d	loes not me loes not me loes not me loes not me loes not me	et minimum pop et minimum pop et minimum pop	ulation size ulation size ulation size ulation size			
Group d Group d Group d Group d Group d Group d	loes not me loes not me loes not me loes not me loes not me loes not me	et minimum pop et minimum pop et minimum pop et minimum pop	ulation size pulation size pulation size pulation size pulation size			
	Basic % 0 0 Group do Group do	Below Basic Basic % % 0 6 0 7 Group does not mee G	Below Basic Proficient Basic % % % % % 0 6 53 0 7 53 Group does not meet minimum po Group does not meet minimum po Group does not meet minimum po Group does not meet minimum po Group does not meet minimum po Group does not meet minimum po Group does not meet minimum po Group does not meet minimum po Group does not meet minimum po Group does not meet minimum po Group does not meet minimum po Group does not meet minimum po Group does not meet minimum po Group does not meet minimum po Group does not meet minimum pop Group does not meet minimum pop Group does not meet minimum pop Group does not meet minimum pop Group does not meet minimum pop Group does not meet minimum pop Group does not meet minimum pop Group does not meet minimum pop Group does not meet minimum pop Group does not meet minimum pop Group does not meet minimum pop Group does not meet minimum pop Group does not meet minimum pop Group does not meet minimum pop Group does not meet minimum pop Group does not meet minimum	Basic	Below Basic Basic Proficient Advanced Participation Rate % % % % % 0 8 53 41 100% 0 7 53 40 100% Group does not meet minimum population size 100% 100% Group does not meet minimum population size Group does not meet minimum population size Group does not meet minimum population size Group does not meet minimum population size Group does not meet minimum population size Group does not meet minimum population size Group does not meet minimum population size Group does not meet minimum population size Participation Group does not meet minimum population size Group does not meet minimum population size Participation Group does not meet minimum population size Group does not meet minimum population size Participation % % % % 100% 6 0 82 12 100% 7 0 80 13 100% 6 0 82 12 100% 7 0 80 13 100% Group does not meet minimum population size Group does not meet minimum population size Group does not meet minimum population size Group	Below Basic Basic Proficient Advanced Participation Rate Total % Proficient & Advanced % % % % Proficient & Advanced Proficient & Advanced 0 6 53 41 100% 94% 0 7 53 40 100% 93% Group does not meet minimum population size 0 93% 93% Group does not meet minimum population size 0 0 0 Group does not meet minimum population size 0 0 0 Group does not meet minimum population size 0 0 0 Group does not meet minimum population size 0 0 0 Group does not meet minimum population size 0 0 0 Group does not meet minimum population size 0 0 0 Basic Proficient Advanced Partic-pation Rate Total % Math Basic Proficient & Advanced 0 % % % % 0 % % % % 0 % % % % 0 % % % % 0 % % % 100% 93% <

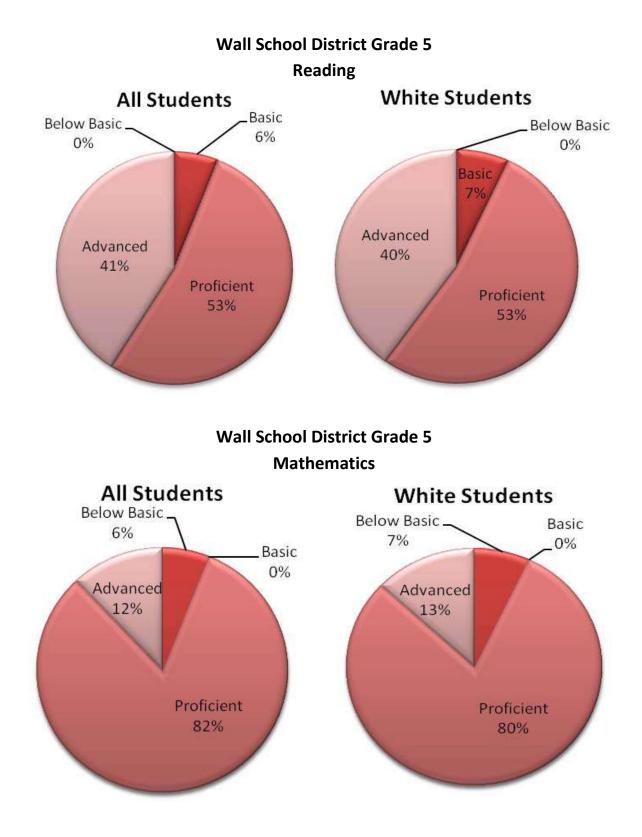
Y - Met AYP, N - Did Not Meet AYP

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

State of South Dakota 2011, Wall 51-5

No Child Left Behind Report Card

District Grades 3-5

					Sec. Sala
All Obviousts	State	24	54 72	22	0.29%
	2011 District 2010 District	13	75	12	0% 0%
					1
	State	27.	58	16	0.27%
COLUMN .	2011 District	23		42	
	2010 District	15	74	41	0%
Black or	State	đA	49	39	0.13%
African American	2011 District		meet the min-N of 10 fo	and the second second	
	2010 District	group does not	meet the min-N of 10 fo	r reporting purposes	
	State	29	45	25	0.28%
Asian	2011 District	graup daes not	meet the min-N of 10 fo	r reporting purposes	
	2010 District	group does not	meet the min-N of 10 fo	r reporting purposes	
	State	23	55	23	0%
Pacific Islander	2011 District	group does not	meet the min-N of 10 fo	r reporting purposes	
	2010 District	group does not	meet the min-N of 10 fo	r reporting purposes	
	State	7 45		47	D.44%
Native American	2011 District		meet the min-N of 10 fa		L.44%
	2011 Distant		meet the min-N of 10 fo	and the second	
		2 2		3 B 1	-
A201.30	5 tate	12	53 most the min N of 40 fm	35	0.1%
SAUGUST 1	2011 District		meet the min-N of 10 fo meet the min-N of 10 fo		
	2010 District	Group dues not	THEELUTE HILFTY OF TUTU	richrinik hriknes	
Two or more	Stabe	47	58	24	0.59%
races	2011 District		meet the min-N of 10 fo		
	2010 District	group ques nuc	meet the min-N of 10 fo	repuring purposes	
Economically	State	13	53	33	0.38%
Disadvantaged	2011 District	CI.	78	6 5	D86
	2010 District	12	59	29	D86
Maria and a state	State	41 4	12	45 2	0.36%
Students with Disabilities	2011 District	group does not	meet the min-N of 10 fo	r reporting purposes	
	2010 District	graup daes not	meet the min-N of 10 fo	r reporting purposes	
	State	3 33	6	2 2	0.29%
Limited English	2011 District	group does not	meet the min-N of 10 fo		100
Proficiency	2010 District	group does not	meet the min-N of 10 fo	r reporting purposes	
	State	8	53	22	037%
Male	2011 Distact	19	70	7 4	B%
in and	2010 District	8	69	23	D96
Famala	State	22	56	21	0.2%
	2011 Distuct	26	74		DK6
	2010 District	19	81		196
	120202	4 23	68	Đ	0%
Migrant Students			meet the min-N of 10 fo		
	2010 District	group does not	meet the min-N of 10 fo	r reporting purposes	

	State	28		48	eren (22	
All Students	2011 District	44			2	2		4
	2010 Distort	40			50		10	
	State	34			43		17.	1
White	2011 District	46				50		4
	2010 District	40			53			6
		13	48			38		1
Black or	State	group does		no min til	of 10 for		numareo	
African American	2011 District 2010 District	group does						
	S tate	28	1	40		2	9	2
Asian	2011 District	group does	not meet t	ne min-N i	of 10 for	reporting	purpose:	ŝ
	2010 District	group does	not meet t	ne min-N i	of 10 for	reporting	purpose	5
	State	39	-	_	48	19. 1948 	13	-
Pacific Islander	2011 District	group does	not meet t	ne min.N i	1000	renorting		
actilic relations	2010 District	group does					1000	
	State	9	43	-		47	-	
ative American	2011 District	group does	not meet t	ne miń-N (of 10 for	reporting	purpose	5
	2010Tistrict	group does	not meet t	ne min-N (of 10 for	reporting	purpose	5
	State	17	5		-	3	3	
ispanic	2011 District	group does	-		of 10 for	-		5
iapanie	2010Distort	group does						
	ancestar	-		Carlon La cre		abaira 9		
wo or more	State	26		48			24	
aces	2011 District	group does						
	2010 District	group does	notmeett	ne min-iv i	or ju tor	reporting	purpose:	i
o coomically.	S tate	18	4	3		33	l.	
conomically	2011 District	39			56			Ē
isadvantaged	2010 District	35			47		18	
	State	14	39			45	_	2
udents with	2011 Distort	group does		ne min-N i	of 10 for		numose	_
sabilities	2010District	group does						
		107210200000	normour	ie unit o	P. MOOR	74.000	purpese	
imited English	S tate	5 34			55	-		CA1
Proficiency	2011 Distoct	group does				and a second	. and the second	
	2010 Distort	group does	not meet t	ne min-N	or 10 for	reporting	purpose	5
	State	27		48			24	
viale.	2011 Distoct	37			56			7
	2010 District	A		58	3		15	1
	Śtałe	3		45	3		19	
	2011 District	yı Ş	S			48	18:	+
emale	2010 District		- 54			42		4
emale						14		
Female					67			5
	State	3 22	4	ALC: NOT		POINT INTO N	numaeou	ŝ
Female Migrant Students	State	group does				1.		
	State					1.		5
	State 2011 Distoirt	group does group does		ne min-N i		1.		5

NCLB School Reports

District		ASSE	SSMENT		ACC	OUNTABILI	ΓY
2011 Reading Grades 3-5	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient &	AMO=
Lett Housing endoce e	%	%	%	%	- Hard	Advanced	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)			t minimum po			UNER DE LA DECEMINA	LT Sap Ly
Asian			t minimum po			ALL UNITED ST	CONCEPTION .
Native American			t minimum po				
Hispanic			t minimum po			The second second second	AND ST
Economically Disadvantaged	0	6	56	39	100%	95%	Met AYP
Limited English Proficient	Group doe	s not mee	t minimum po	pulation size	SINDRES MADE	I States	S4119 192-2
Students w/ith Disabilities			t minimum po		Her Street of the	Contraction and and	Relation of the
	0			37	100%	93%	ANNI AND DUTT
Gender Male		7	56			100%	This Alle
Female	0	0	48	52	100%	100%	
Migrant	Group doe	es not mee	t minimum po	pulation size		No.	
District		ASSE	SSMENT		ACC	OUNTABILI	TY
2011 Mathematics Grades 3-	Below Basic	Basic	Proficient	Advanced	Partic-pation Rate	Total % Proficient &	AMO=
5	%	%	%	%		Advanced	AYP Statu
All Students	2	4	72	22	100%	94%	Met AYP
White (not Hispanic)	2	4	71	23	100%	94%	Met AYP
Black (not Hispanic)			et minimum po		THE PERSON A		
Asian	Group do	es not mee	et minimum po	pulation size	N		100000000000000000000000000000000000000
Native American	Group do	es not mee	et minimum po	pulation size		The state of the s	1 3 1 4 Late
Hispanic			et minimum po		12 2 1 3 2 2 1	The state of the	TRANSIS AND
Economically Disadvantaged	6	6	78	11	100%	89%	Met AYP
Limited English Proficient	Group do	es not mee	et minimum po	pulation size			Contract Charles
Students w/ith Disabilities			Contraction of the second				
	Construction of the second	Group does not meet minimum population size 4 7 70 19 100% 89%					
Gender Male	4	7	70	19	100%		-
Female	0 0 74 Group does not meet minimum popul		26	100%	100%		
Migrant	Group do	es not mee	et minimum po	opulation size			Ballan Pla
Contrast of the local area in the second second second	Readin	na	Met AYP	Oth	er Academic Indica	tor (Attendance	District
Improvement Status	Math		Met AYP		Rate)	95.64%	
Teachers with Emergency or Provisional Credentials	% Class N/A by Higi			not taught Qualified Ners	100%		
District	Sterrous	400	COMENI		Participation	7	
District	Dalaur	Basic	ESSMENT	Advanced	Rate		
Science Grades 3-5	Below %	Basic %	Proficient %	%			
All Students	0	18	65	18	100%	_	
White (not Hispanic)	0	13	67	20	100%	_	
Black (not Hispanic)			et minimum po				
Asian			et minimum po			_	
Native American			et minimum po				
Hispanic			et minimum po			-	
Economically Disadvantaged			eet minimum po			_	
Limited English Proficient			et minimum po				
Students w/ith Disabilities	-		et minimum po	and the second se			
Gender Male			eet minimum po			-	
Female		and the second se	et minimum po				
Migraph	Crown .	toos not me	on minimum no	nulation cize			

Migrant

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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Group does not meet minimum population size

State of South Dakota 2011, Wall 51-5

No Child Left Behind Report Card

	State	22		22	0.27%
All Students	2011 District	12	75	12	0%
		5	79	16	2%
-	State	26	58	15	0.29%
White	2011 Distaict	13	73	13	0%
	2010District	6	75	19	8%
	State	15	43	42	0%
Black or	2011 District	14(6)	nat meet the min-N of 10 for		
African American	2010District	S ALLER	not meet the min-N of 10 for		
	State	36	48	25	2 0%
Asian	2011 District	1	not meet the min-N of 10 for		- U/0
- solar)	2010 District	State Contraction	not meet the min-N of 10 for		
	1.0.1				
Desifis Islandar	State	and the second second	not meet the min-N of 10 for	a to a second the second	
Pacific Islander	2011 District		not meet the min-N of 10 for not meet the min-N of 10 for		
	2010District				
	1000	5 41		Environmental and a second second second	2 0.33%
Native American	2011 District		nat meet the min-N of 10 far	10 M	
	2010 District	group does	not meet the min-N of 10 for	reporting purposes	
	State	317	48	39	0%
Hispanic	2011 District		not meet the min-N of 10 for		
	2010 District	group does	not meet the min-N of 10 for	reporting purposes	
Two or more races	State	17	51	31	8%
	2011 District	group does	nat meet the min-N of 10 for	reporting purposes	
Iduto	2010 District	group does	not meet the min-N of 10 for	reporting purposes	
	State	13	51	35	03%
Economically Disaduastanad	2011 Distaict	group does	not meet the min-N of 10 for	reporting purposes	-
Disadvantaged	2010 District	group does	not meet the min-N of 10 for	reporting purposes	
ta una-ma	Stale	10 31		56	1 037%
Students with	2011 District	group does	not meet the min-N of 10 for	reporting purposes	
Disabilities	2010 District	group does	nat meet the min-N of 10 far	reporting purposes	
0.121.121.005	State	3 20	74		2 0.64%
Limited English	2011 District	group does	not meet the min-N of 10 for	reporting purposes	- AND
Proficiency	2010 District	group does	nat meet the min-N of 10 far	reporting purposes	
	State	23	53	23	0.28%
Male	2011 District		not meet the min-N of 10 for		1000
	2010 District	3.44	69	23	0%
	State	21	57	22	0.28%
Female	State 2011 District	20			0.28%
I CHINE	2011 Distant 2010 Distant		not meet the min-N of 10 for	reporting numbers	0%
	1997	2 21	72 72		3 0%
Migrant Studerts			not meet the min-N of 10 for	de la constante	
	2010 District	group does	not meet the min-N of 10 for	reporting purposes	

	State	22		53			2	3	2 0.26%
All Students	2011 District	31			56			12	0%
	2010 District	21		47			32		0%
	State	25			55			18	0.28%
White	2011 District	38		1	53		-	13	0%
11.112	2010 District	25		44			31		0%
				448	_			_	
Black or	State	11		47			38		4 0%
African American	2011 District	1.		neet the mi				100.00	
	2010 Distict	group	does not i	neet the mi	rhiv of 1	J for rec	ioning p.	irposes	i
	S tate	15		43			28	H	0%
Asian	2011 District	group	does not r	neet the mi	n-N of 1) for rep	larting p.	irposes	ŝ
	2010 District	group i	daes not r	neet the mi	n-N of 11) for rep	iarting p.	irposes	5
	S tate	group	does not r	neet the mi	n-N of 1) for rec	iarting p.	irposes	3
Pacific Islander	3011 District	1200000		neet the mi			N. 19	A STREET	
- All a state factor	2010 District			neet the mi		marti			
					acada (-		× 12 4 4 4 5	-
		arbun.	4t icce not r	n act the m	n fil ne ti	49 Diferired	otican	Inchan	5 0.33%
Native American	2011 District			neet the mi				1	
	2010 District	group	does not r	neet the mi	n-in of 11	u tor rep	ianing p.	irposes	1
Hispanic	S tate	15	-	52			31		3 0%
	2011 District	group	does not r	neet the mi	n-N of 11) for rep	laiting pl	irposes	1
	2010 District	group	does not r	neet the mi	n-N of 11) for rep	iarting p.	irposes	ŧ.
12.00	S tate	19.		52	-		27	-	2 0%
fwo or more	3011 District	group (does not r	neet the mi	n-N of 11) for rep	iartina p.	irposes	3
aces	2010 District			neet the mi		520 P.	1000		
		18	100020	50	2010 Add 00	out of	~	o Di Alege	
Economically	State	12	icos not r		o bi of ti) for mr	35 Indica d	import	0.33%
lisadvantaged	2011 District	and the second second		neet the mi		2.1	1. C.	a france	
	2010 District	group	UUES FIUL I	neet the mi	THR UL II	o tor rep	iunning pr	in puses	3
Students with	S tate	8	3			54			0.28%
Disabilities	2011 Distict	group i	dões not r	neet the mi	n-N of 1) for rep	iarting p.	irposes	1
Ji Jadimin Ga	2010 Distirt	group (does not r	neet the mi	n-N of 1) for rep	iarting p.	irposes	3
	S tate 2	19			66		-	13	0.32%
Limited English	3011 District	group (does not r	neet the mi	n-N of 1) for rec	iorting pl	Incoses	
proficiency	2010 District			neet the mi		200	1.0.2	10.00	
			-	1.1.1			-	1	
	S tate	21	icco not r	51 neet the mi	n ti of ti) for mr	26 Institute of	-	2 0.28%
Male	2011 District		UES HULL	211	(HX UF)	o tor tep	112	in pube:	Party
	2010 District	15		4B			38	-	0%
	S tate	23			56			20	0.24%
Female	2011 Distint	-	50	-			50		0%
	2010 District	group	does not r	neet the mi	n-N of 1) for rep	iorting p.	irposes	8
	S tate	14		59			1	24	0%
Migrant Students		the second se	does not r	neet the mi	n-N of 1) for rec	All and the second	-	- 10 C
- g. a n a sussifica	and the second			neet the mi					
	2010 District								

NCLB School Reports

Wall Middle School		ASSE	SSMENT		ACC	OUNTABILIT	Y
2011 Reading Grade 6	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient &	AMO=
autoritionaning erade e	%	%	%	%		Advanced	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)			et minimum	population			ALL REPORT
Asian	Group do	es not me	eet minimum	population		21215235- 12-22	the second
Native American	Group do	es not me	et minimum	population		Alsoney Starting	Le ga harde
Hispanic			et minimum				A State of the second
Economically Disadvantaged	Group do	es not me	et minimum	population	的工作上,如此工作和	APPENDENT CONTRACT	ALL STREET
Limited English Proficient	Group do	es not me	et minimum	population		RECEIVENTED TO T	
Students w/ith Disabilities	Group do	es not me	et minimum	population		Contraction of the Local States of	A STREET STREET
Gender Male			eet minimum	A CONTRACT OF			N REPORT
Female	0	0	50	50	100%	100%	and the second
Migrant		-	et minimum		10070	10010	
mgrant	Group ut	ves not me	Set minimum	population			STATISTICS IN
Wall Middle School		ASSE	SSMENT		ACC	OUNTABILI	the second se
2011 Mathematics Grade 6	Below Basic	Basic	Proficient	Advanced	Partic-pation Rate	Total % Proficient &	AMO=
Lori matiematics Grade o						Advanced	AYP Status
	%	%	%	%	10001	87%	Met AYP
All Students	0	12	75	12	100%		MetAYP
White (not Hispanic)	0	13	73	13	100%	86%	MetATP
Black (not Hispanic) Asian	Group do	bes not m	eet minimum eet minimum	population			
Native American		bes not m					
Hispanic			eet minimum			Internet and the	Helione Formals
Economically Disadvantaged			eet minimum		NA POST AND A POST	The second second	The states of th
Limited English Proficient			eet minimum				The second second
				CLASSIC CLASS			
Students w/ith Disabilities		pes not m		Mill and String?			
Gender Male			eet minimum			10001	Charles and the
Female		0	80	20	100%	100%	
Migrant	Group a	bes not m	eet minimum	population			
Improvement Status	Readir	ng	Met AYP	Oth	er Academic Indica	tor (Attendance	95.19% Me
Improvement Status	Math		Met AYP		Rate)	-	AYP
Teachers with Emergency or Provisional Credentials	N/A	140	% Classes n by Highly (Teach	Qualified	100%		
						-	
Middle School	an the section of	ASSE	ESSMENT		Participation		
Middle School Science	Below %	Basic		Advanced	Pato		
The Second s	Below % N/A	1			Pato	-	
Science	%	Basic %	Proficient %	Advanced %	Pato		
Science All Students	% N/A N/A	Basic % N/A N/A	Proficient % N/A	Advanced % N/A N/A	Pato		
Science All Students White (not Hispanic) Black (not Hispanic) Asian	% N/A N/A Group d Group d	Basic % N/A N/A oes not m oes not m	Proficient % N/A N/A eet minimum eet minimum	Advanced % N/A population population	Pato		
Science All Students White (not Hispanic) Black (not Hispanic) Asian Native American	% N/A Group d Group d Group d	Basic % N/A N/A oes not m oes not m oes not m	Proficient % N/A N/A eet minimum eet minimum eet minimum	Advanced % N/A population population	Pato		
Science All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic	% N/A Group d Group d Group d Group d	Basic % N/A N/A oes not m oes not m oes not m oes not m	Proficient % N/A N/A eet minimum eet minimum eet minimum	Advanced % N/A N/A population population population	Pato		
Science All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic Economically Disadvantaged	% N/A Group d Group d Group d Group d Group d	Basic % N/A N/A oes not m oes not m oes not m oes not m	Proficient % N/A eet minimum eet minimum eet minimum eet minimum	Advanced % N/A population population population population	Pato		
Science All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic Economically Disadvantaged Limited English Proficient	% N/A Group d Group d Group d Group d Group d	Basic % N/A N/A Des not m Des not m Des not m Des not m Des not m Des not m	Proficient % N/A N/A eet minimum eet minimum eet minimum eet minimum	Advanced % N/A population population population population population	Pato		
Science All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic Economically Disadvantaged Limited English Proficient Students w/ith Disabilities	% N/A Group d Group d Group d Group d Group d Group d	Basic % N/A N/A oes not m oes not m oes not m oes not m oes not m oes not m	Proficient % N/A N/A eet minimum eet minimum eet minimum eet minimum eet minimum	Advanced % N/A population population population population population population	Pato		
Science All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic Economically Disadvantaged Limited English Proficient	% N/A Group d Group d Group d Group d Group d Group d Group d	Basic % N/A N/A oes not m oes not m oes not m oes not m oes not m oes not m	Proficient % N/A N/A eet minimum eet minimum eet minimum eet minimum	Advanced % N/A population population population population population population	Pato		

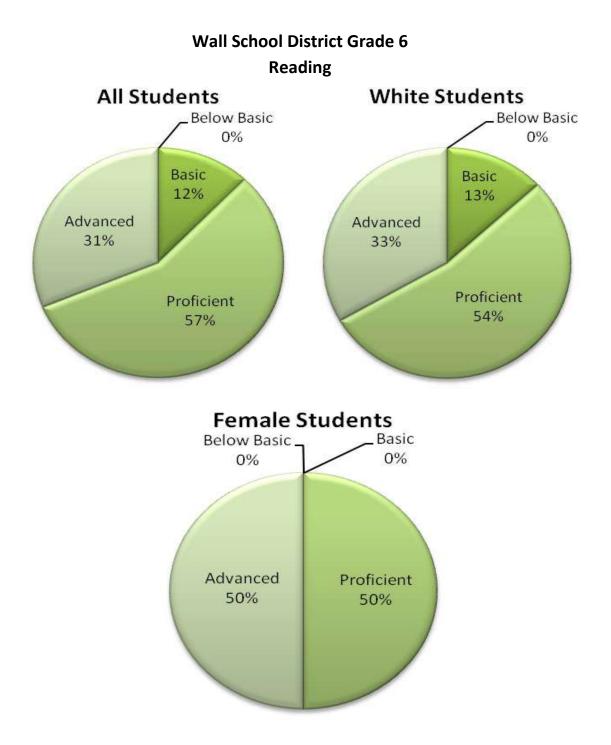
Migrant Y - Met AYP, N - Did Not Meet AYP

* group does not meet minimum population size

AMO = Annual Measurable Objective

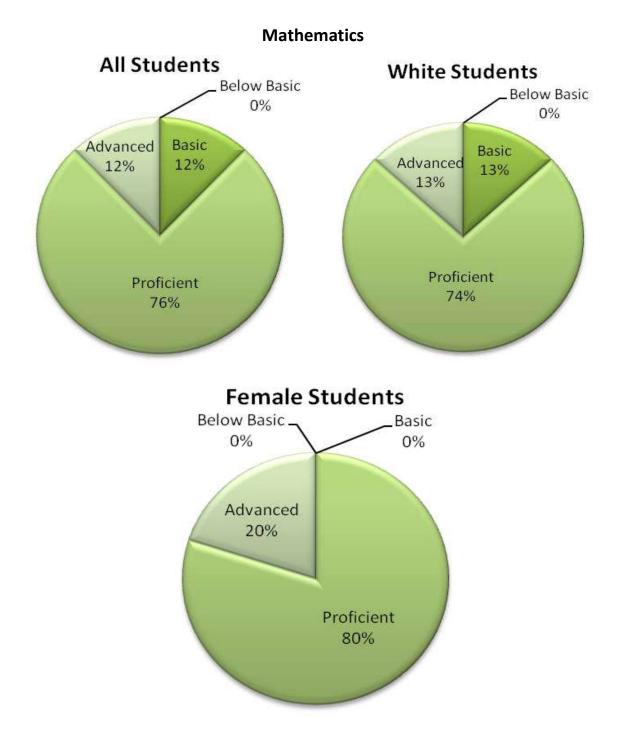
This grade is not tested in science.

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

Wall School District Grade 6



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

	State	22			54			23	0.23%
All Students	2011 District	19			62		- 1	19	0%
	2010Distact		40			40		20	0%
	State	25			5	Ţ		18	0.23
White	2011 District	17			61		1	22	0%
	2010 District	group	o does	not meet	the min-1	V of 101	ior reportir	ng purpose	s
and the	State	13		43		1	43	_	0%
Black or	2011 District	arout	i does	not meet	the min-1	l of 101	or reportin	ng purpose	
African American	2010 District	3.6					1.0	ig purpose	
	State	25		Sept. 0.884	40			34	0%
Asian	2011District	the second s	i dries	not meet	-	l of 10 t	hr reportin	ng purpose	
U21011	2010Distant							ng purpose	
		_			0000000000				-
Dooifia Islandar	State	ardur	i doec	not meet	TT the min.1	I of 104	in reportio	15 ng purpose	0%
Pacific Islander	2011 District	200						ig purpose ig purpose	
	2010District	grou	Contract of	HOL INCOL	unc nui Pi	a ur nu i	or reportin	ig purpose	
	State	1	39			1.00	55	and the second	2 0.43%
Native American	2011 District	1.1					10.00	ng purpose	
	2010 Distact	group	1 does	not meet	the min-l	V of 101	or reportir	ig purpose	S
Hispanic	State	15			53			31	2 0%
	2011 District	EV 51 7						ng purpose	
	2010 Distnet	group	o does	not meet	the min-1	V of 101	ior reportin	ng purpose	S
Two or more	State	18		-	51			3	0%
	2011 District	group	does	not meet	the min-1	1 of 10 1	ior reportin	ng purpose	s
raçes	2010District	group	o does	nat meet	the min-l	V of 101	ior reportir	ng purpose	S
	State	11		51			3	37	0.34%
Economically Disast astand	2011 District	20				70		1(1 0%
Disadvantaged	2010District	group	o does	not meet	the min-1	V of 101	ior reportir	ng purpose	S
	State	7	27			6	3		3 0.2%
Students with	2011 Distact	group	o does	not meet	the min-l	V of 101	ior reportir	ng purpose	
Disabilities	2010 District	graup	i does	nat meet	the min-1	l of 10 t	ior reportir	ng purpose	s
	State	16	-			76			5 0.4%
Limited English	2011 District	1999 - Contraction of the local division of	i does	not meet	the min-1		or reportir	ng purpose	-
Proficiency	2010 Distact						Construction of the second	ig purpose	
	State	22	1		51	Ne Parka		26	0.19%
Male	2011 District	23	1		54		-	23	0%
Walc	2010District	100	i does	not meet		l of 101	or reportin	ng purpose	
		1000		540 M		100		21.00	-
Famalo	State	21 prout	1 does	not ment	57 The min 1	Lof (D)	or reportio	21 10 purpose	0.28%
Female	2011 District							ig purpose ig purpose	
	2010District	32 10	a uuca	nut meet	ana me		o ropural	ia heihose	_
	State	19				81			0%
Aigrant Students :	2011 Distort 2010 Distort							ig purpose	
			10097	nor meet	THE MUN-	INTE 1131	or reportion	ng purpose	8

Reading Gr	ade 07	Adv	anced '	% 🔲 F	Proficie	nt %	Basi	: % 🔳 8	Below	(Basic	: % Not Te
	S tate	22			ė,	8			26		2 0.23%
All Students	2011 District	29				43			29	Ç.	0%
	2010 District	30	5			40		20)	10	0%
	S tate	25				52			2	1	0.23%
White	2011 District	3	3			39			28	÷	0%
	2010 District	grou	o does	not me	etthe	min-N c	of 10 for	reportin	g pur	poses	
an a	State	12		42				40	-	1	0%
Black or	2011 District	grou	o does	not me	etthe	min-N c	of 10 for	reportin	g pur	poses	
African American	2010 District	grou	o daes	not me	et the	min-N c	of 10 for	reportin	g pur	poses	
	State	22		-	35		-	35	-	8	0%
Asian	2011 District	grou	o dides	not me	etthe	min-N o	of 10 for	reportin	g pur	poses	- 80 M
	2010 District	grou	o does	not me	etthe	min-N c	of 10 for	reportin	g pur	poses	
	State	15				69			1	15	0%
Pacific Islander	2011Dstrict		o does	not me	etthe		of 10 for	reportin	g pur	1.00	
	2010 District							reportin	200		
	State	4	38	1.4.1	-	- Pics	50	1.1.1.1.1.1.1	22. C.	8	0.45%
Native American	2011District	152 A		not me	etthe	min-M r		reportin	0.000		0.41%
Native American	2010 District	200						reportin	39.9		
		14						_XX _ 5	94 - 1		
Uissonia	State	13	o door	not ma	52 ettha	min bl.c	of 10 for	eportin		nosse	4 0%
Hispanic	2011 District 2010 District	1019						reportin			
-	AHODStreet	- 20	0 0000	HOL HIS	-	_	/ 10 10/	reporteri	1015	posta	-
Two or more	S tate	26				45		A.S. 14	28		0%
races	2011 District	1999						reportin			
	2010 District	yruu	J QUES	(IUL IIIE	erne	UNITEN C	ar nu iur	reportin	g pur	pusea	
Economically	S tate	12		桁				38	_	_	5 0.34%
Disadvantaged	2011 District	16			70					20	0%
	2010 District	grou	o does	not me	etthe	min-N e	of 10 tor	reportin	g pur	poses	
Students with	S tate	3	25		- In .		59			9	0.2%
Disabilities	2011 District							reportin			
	2010 District	grau	o does	not me	etthe	min-N c	of 10 for	reportin	g pur	poses	
Limited English	S tate				61	1.0	1			21	0.4%
Ennited English Proficiency	2011District							reportin			
	2010 District	grou	o daes	not me	etthe	min-N c	of 10 for	reportin	g pur	poses	
	State	21			46				30		3 0.19%
Male	2011 District	15			48			3	8	-	0%
	2010 District	grau	o does	not me	etthe	min-N o	of 10 for	reportin	g pur	poses	
	S tate	28			÷.,	55			2	1	2 0.28%
Female	2011 District	grou	o does	not me	et the	min-N c	of 10 for	reportin	g pur	poses	-
	2010 District	grou	o does	not me	etthe	min-N c	of 10 for	reportin	g pur	poses	
	State	4 7	-	-	59				30		0%
Migrant Students	10100	10.60	o does	not me	2228	min-N c	of 10 for	reportin	States -	poses	100
	2010 District	10.00						reportin		Sec. 1	
	5	-10%	A CONTRACT	1	1	t	-60%	-70%	200	~90%	-100%

Wall Middle School		ASSE	ESSMENT		ACC	OUNTABILI	ГҮ
2011 Reading Grade 7	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient &	AMO=
the second s	%	%	%	%		Advanced	AYP Status
All Students	0	29	43	29	100%	72%	
White (not Hispanic)	0	28	39	33	100%	72%	
Black (not Hispanic)			eet minimum		and states a		1892 - 723 - 23 - 35 - 18
Asian	Group do	pes not m	eet minimum	population		and the second second	ACCULTURE SOL
Native American			eet minimum		in the state of the	A Dealer State of the last	
Hispanic			eet minimum		E SETTING THESE IS IN	Call of Call	markets is a
Economically Disadvantaged	0	20	70	10	100%	80%	Later Contraction
Limited English Proficient	Group do	pes not m	eet minimum	population	Augura de Altres	United and states and	A Constant of Constant
Students w/ith Disabilities	Group do	oes not m	eet minimum	population	Anna state and the state of the	N SCHOOL ST	
Gender Male	0	38	46	15	100%	61%	Contraction (N)
Female	Group de		eet minimum	population	Constant of the second	12 All The States	E. KURES AND
Migrant			eet minimum		Marken Hills Telle		Carl States 11
ingrant	Group ut	203 1101 111	ceemman	population			
Wall Middle School		ASSE	ESSMENT		ACC	OUNTABILI	TY
	Below	Basic	Proficient	Advanced	Partic-pation	Total %	AMO=
2011 Mathematics Grade 7	Basic	(V-ADCONCE)	the research of the second	and an	Rate	Proficient &	L'AL AND
zorr matternation orader		04	04	0/		Advanced	AYP Status
	%	%	%	%	10001	A I MARGINE CONTRACTOR	
All Students	0	19	62	19	100%	81%	Contraction of the second
White (not Hispanic)	0	22	61	17	100%	78%	Second Street Street Street
Black (not Hispanic)			eet minimum		A CONTRACT OF	And Party and	
Asian			eet minimum		Particular and a second		Contractory of the second
Native American			eet minimum				
Hispanic			eet minimum		40004	0000	Contraction of the
Economically Disadvantaged	0	10	70	20	100%	90%	A PROMINENCE IN
Limited English Proficient			eet minimum		S ALASSA PLAN PLAN H	STORES STORES	AN ALTERNAL
Students w/ith Disabilities	Group de	oes not m	eet minimum	population		L. D. W. VEDER	
Gender Male	0	23	54	23	100%	77%	State State State
Female	Group de	oes not m	eet minimum	population	South and the second second	1.50	Net a state
Migrant			eet minimum		a contraction of	a de la companya de l	
	Readir		Met AYP	Oth	er Academic Indica	tor (Attendance	95.19% Met
Improvement Status	Math		MetAYP		Rate)	AYP	
Teachers with Emergency or Provisional Credentials	N/A		% Classes n by Highly (Teach	Qualified	100%		
Middle School		ASSI	ESSMENT	•	Participation	1	
17 In C. Share and Address Street and Addre	Below	Basic		Advanced	Data		
Science	%	%	%	%	0.825.3.50		
All Students	N/A	N/A	N/A	N/A		4	
White (not Hispanic)	N/A	N/A	N/A	N/A		-	
Black (not Hispanic)			neet minimum			-	
Asian			eet minimum			-	
Native American			neet minimum			-	
Hispanic			eet minimum			-	
Economically Disadvantaged	N/A	N/A	N/A	N/A		-	
Limited English Proficient			neet minimum			-	
Students w/ith Disabilities	and the second se	T	neet minimum				
Gender Male	N/A	N/A	N/A	N/A		-	
Female			neet minimum			-	
Migrant	Group d	oes not m	neet minimum	population			

Y - Met AYP, N - Did Not Meet AYP

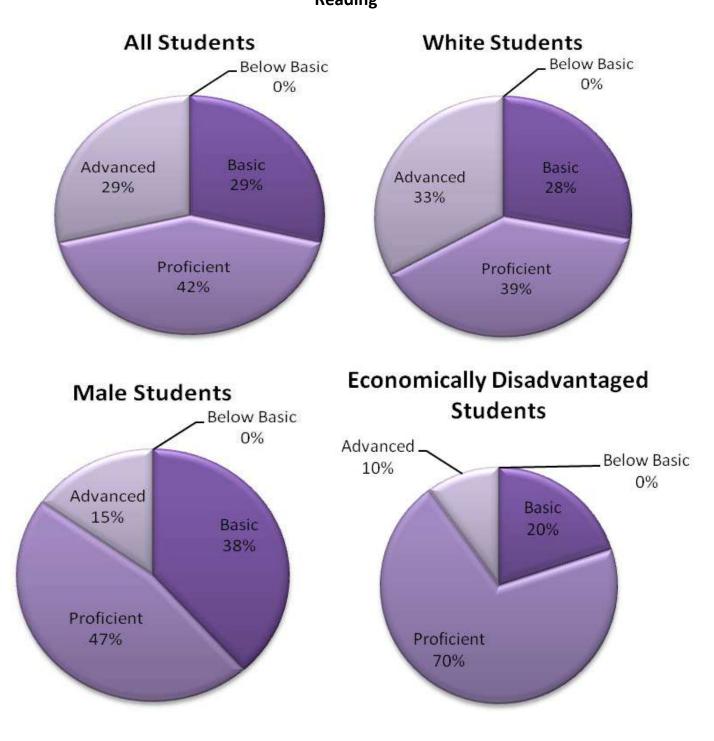
* group does not meet minimum population size

AMO = Annual Measurable Objective

This grade is not tested in science.

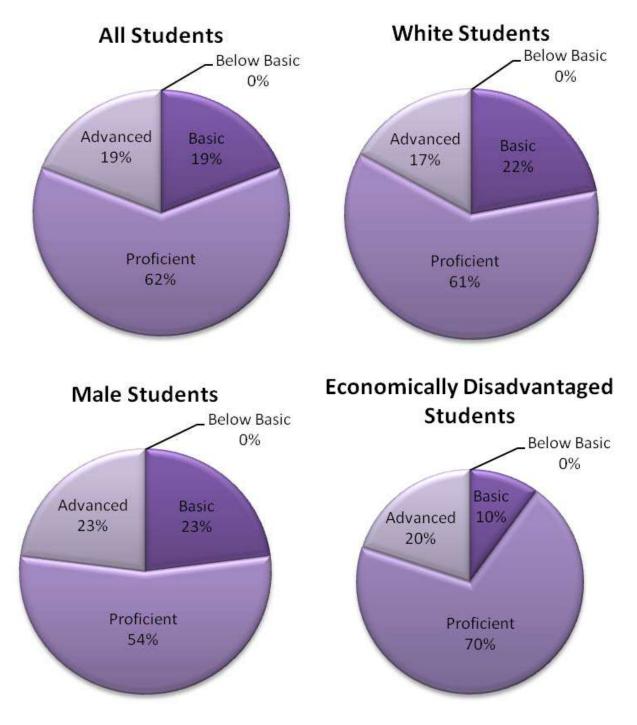
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Wall School District Grade 7 Reading



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

Wall School District Grade 7 Mathematics



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

No Child Left Behind Report Card

Grade 8	8
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	State	Q			57			23		0330
All Students	2011 District		40		3	Ó		30		8%
	2010 District	22				74			4	0%
	State	23			59			18		031
White	2011 District	grou	p does r	ict meet	the min-N	of 10 f	or report	ng purpose	s	
	2010 District	25				68			5	8%
	State	Ŧ		52				39		8%
Black or	2011 District	arou	a daes r		the min-N	of 10 f		ng purpose	S	ery.
African American	2010 District	1.1.1					Section 1	ng purpose		
		26			39			32	2	8%
sian	State 2011 District		n does r	ot meet		of 10 f	r Trirenarti	ng purpose	10	820
(c) d()	2010 District						Art Sala	ng purpose		
acífic lolondar	State	1.2.3					Jack in a	ng purpose		
Pacific Islander	2011 District 2010 District							ng purpose ng purpose		
	⊿JUU Distoct		and the second	iu, nieel	and this Fix	ur 101		uð hathass	3	
	State	3	42				55			0.58
lative American	2011 District						and a second	ng purpose		
	2010 District	grou	p does r	iot meet	the min-N	of 10 f	or report	ng purpose	S	
Hisparic	State	12		54				34	Ť.	8%
	2011 District	grou	p does r	ict meet	the min-N	of 10 f	or report	ng purpose	S	
	2010 District	grou	p does r	ict meet	the min-N	of 10 f	or report	ng purpose	S	
	State	9			66			25	1	123
ka or more soc	2011 District	grou	p does r	ict meet	the min-N	of 10 f	or report	ng purpose	S	
ICBS	2010 District	grou	p does r	ict meet	the min-N	of 10 f	or report	ng purpose	S	
S. A. Market	State	tu:		53				37		049
conomically reduced and	2011 District	grou	p does r	iot meet	the min-N	of 10 f	or report	ng purpose	S	
isadvantaged	2010 District	10			30			1	D	8%
	State	5	32	1	-		60		2	0.78
tucients with	2011 District		p does r	ot meet	the min-N	of 10 f	or report	ng purpose	16	600
Isabilities	2010 District	1000					D. Charles	ng purpose		
		4 21				74			-	0%
imited English	State 2011 District			int meet	the min_N	1.00.000	r renort	ng purpose	IS.	020
roficiency	2010 District						1.	ng purpose		
	-		- 4969 I		CONTRACT OF ALL ALL	10.161	Port		*	
	State	21	n dogo r	ot most	54 Hon min N	of 10 6	tr roport	25 26 กมเตอตอ	0	0.41
ale	2011 District	-		iuu meet	DICTINCHN	0.101		ng purpose	0	
	2010 District	-	36				64			0%
	State	19			60		nel 2 e -	21		0.24
emale	2011 District	-	p does r	iot meet	1.	of 10 f	or report	ng purpose		
	2010 District	B			83				8	0%
	State	5			89				5	8%
vigrant Students	2011 District	grou	p does r	iot meet	the min-N	of 10 f	or report	ng purpose	S	
nigrant students										

	S tale	25			9	9		1	24		0.38%
Ni Students	2011 District	30			4	5		30			0%
	2010 District	26				61				13	0%
	State	25			-	51			2	(031%
White	2011 District	group	does	nat mee	t the m	n-N of	10 for t	eporting	i pun	DOSES	
	2010 District	32	5			53				16	0%
	State	12		46				39		-	3 0%
Black or	2011 District	group	does	nat mee	tthemi	n-N of	10 for r	eportino	i pun	_	
African American	2010 District			nat mee							
	State	21		-	44	-	-	26	_	9	0%
Asian	2011 District	2	dines	nat mee	- Mile	n.N of	10 fok e	- 22	1 0 10	100	0%
SIGN	2010District			natmee							
	10,000,000										
Ta alifa Information	S tals	1000		not mee					1.1		
acific Islander	2011 District	200		not mee				Seat Sec. 11			
	2010 District	group	unes	notmee	a ne m	nend Uf	in in i	eputuriç	1 hrilt		
	S tale	8		92				47			4 0.58%
lative American	2011 District			nat mee							
	2010 District	group	does	natmee	t the m	in-N of	10 for r	eporting	i pun	obses	
	S tate	19	1		43			36	1		2 0%
lispanic	2011 District	group	does	natmee	t the m	n-N of	10 for t	eporting	i punț	odses	
	2010District	group	does	nat mee	t the m	n-N of	10 for r	eporting	i pun	DSES	
	S tale	22			51			1	25		1.23%
Nuo primore	2011 District	group	does	nat mee	t the m	in-N of	10 for r	eporting	i pun	ooses	
aces	2010 District	group	does	nat mee	t the m	n-N of	10 for r	eporting	l punp	ooses	
	S tale	12		47	93 	-	-	37	-	-	2 0.49%
Economically	2011 District	group	does	nat mee	themi	n-N of	10 for r	eporting) purp		
Disadvantaged	2010 District	10			8	8				10	0%
	State		29	1		_	59		_	6	0.76%
Students with	2011 District		1	natmee	them	n-N of	10 for r	eporting		100	0.1074
Disabilities	2010 District			not mee					20.2		
		17	-			68		-	-	12	0%
imited English	State 2011 District		ninge	natmee	t the m		10 for a	enortine	1 0110	1.1	0%
raficiency	2010 District			natmee				11			
_	autorisenti		0000	neenree		in in Gr	TO THE T				
	S tale	22	dana	act man	47	o N of	10 6000		29		2 0.41%
/lale	2011 District	group	-	nat mee	a ine m	HE N OT		eponnic		-	
	2010 District	-	45				36			18	0%
	S tale	28				51			2	_	0.24%
^r emale	2011 District		does	nat mee			10 for r	eporting	i pun		-
	2010 District	8	-		8	3				8	0%
	S tale	5 5			63			1	26		0%
Aigrant Students	2011 District	C. A. Sauce		națmee					10000		
	2010District	group	does	nat mee	t the m	n-N of	10 for r	eporting	i pun	DSES	

NCLB School Reports

Wall Middle School		ASS	ESSMENT		ACC	OUNTABILI	ΓY
2011 Reading Grade 8	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient &	AMO=
	%	%	%	%		Advanced	AYP Status
All Students	0	30	40	30	100%	70%	Met AYP
White (not Hispanic)			et minimum po				AN SOUND AND
Black (not Hispanic)			et minimum po			AND SHOULD AND STORE	ELS HE BILLSY IL
Asian			et minimum po		Contraction of the second		There where the set
Native American			et minimum po		The Division of the second	ALTER STATISTICS	12-21-11-110-110-110-110-110-110-110-110
Hispanic			et minimum po				The second s
Economically Disadvantaged			et minimum po		The second second	California and a state of the state	
Limited English Proficient			et minimum po		Making Market	and the second of the	
Students w/ith Disabilities			et minimum po		別語が表しいなった。		Bull Barris
Gender Male			et minimum po		and the second second		A total a cost of
Female			et minimum po			15-31-31-40-20	Station Provide In
Migrant	Group doe	es not mee	et minimum po	pulation size			
Wall Middle School	ELO DU DEL ANALIS	ASS	ESSMENT	ALCONT POLYANDES	ACC	OUNTABILI	TY
	Below	Basic	Proficient		Partic-pation	Total %	AMO=
2011 Mathematics Grade 8	Basic	Dasic	Fioncient	Auvanceu	Rate	Proficient &	
2011 Mathematics Grade o					Rate	Advanced	AYP Status
	%	%	%	%		a reaction in process carry	The second se
All Students	0	30	30	40	100%	70%	Met AYP
White (not Hispanic)	Group doe	es not me	et minimum po et minimum po	pulation size	CALLSON AND AND SALES	And the second s	
Black (not Hispanic) Asian			et minimum po				
Native American			et minimum po			The Constant of the	
Hispanic							TOTAL DOLLARS IN
Economically Disadvantaged	Group does not meet minimum population size Group does not meet minimum population size						1 Carlos William
Limited English Proficient	Group does not meet minimum population size				The second state	DALASE NOT COMPANY	a and a start of the
Students w/ith Disabilities			et minimum po			Provide and the state of the state	
				and the second se			
Gender Male Female			et minimum po et minimum po		A REAL PROPERTY AND A REAL PROPERTY AND A		
Migrant			et minimum po		Non state of the other		
angrant set		-3 Hot me	et miniment pe	pulation size		MITAL STREET	15 million and
Improvement Status	Readir	Ig	Met AYP	Othe	r Academic Indicate		95.19%Met
mprovement otatao	Math		Met AYP		Attendance I	Rate)	AYP
Teachers with Emergency or Provisional Credentials	N/A	d	% Classes n by Highly (Teach	Qualified	100%		
Middle School		ASS	ESSMENT		Participation	1	
Science	Below %	Basic %		Advanced %	Rate		
All Students	0	30	60	10	100%	1	
White (not Hispanic)			et minimum po			_	
Black (not Hispanic)			et minimum po				
Asian			et minimum po			-	
Native American			et minimum po			-	
Hispanic			et minimum po et minimum po			-	
Economically Disadvantaged Limited English Proficient			et minimum po			-	
Students w/ith Disabilities			et minimum po	and the second division of the second divisio		-	
Gender Male			et minimum po			-	
Female			et minimum po			1	
Migrant			et minimum po				
Y - Met AYP, N - Did Not Meet AYP							

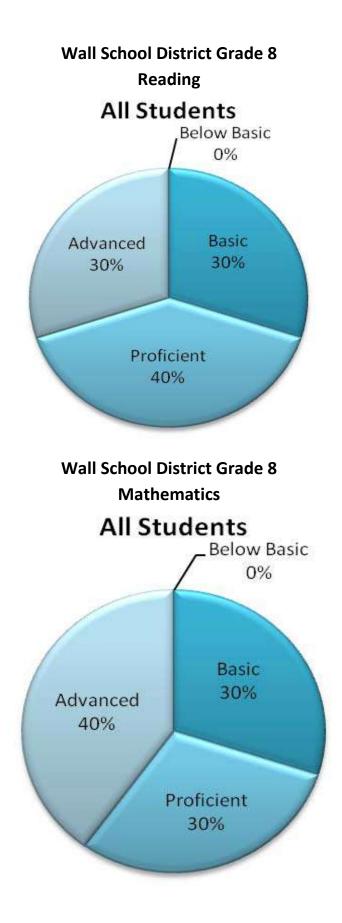
Y - Met AYP, N - Did Not Meet AYP

* group does not meet minimum population size

AMO = Annual Measurable Objective

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

White : Black or Affican American : Asian : Pacific Islander :	2011 District 2010 District	Bront Bront Bront 30 30 Bront	a daes not m a daes not m a daes not m	60 69 58 57 65 46 neet the min-N i neet the min-N i 42 neet the min-N i neet the min-N i	of 10 for re of 10 for re	porting p 31	urposes	0% 0% 022% 0% 0% 0%
White : Black or African American : Asian : Pacific Islander :	State 2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	guont guont guont guont 39 51 51	a daes not m a daes not m a daes not m	58 57 66 46 46 46 40 eet the min-N (42 42 neet the min-N (of 10 for re of 10 for re	parting p parting p 31	17 21 14 urposes urposes	0.22%, 0% 0% 0%
a African American Asian : Pacific Islander :	2011 District 2010 District State 2011 District 2010 District State 2011 District State 2011 District State 2011 District 2010 District	30 20 20 20 20 20 20 20 20 20 20 20 20 20	a daes not m a daes not m a daes not m	57 66 46 neet the min-N i neet the min-N i 42 neet the min-N i	of 10 for re of 10 for re	parting p parting p 31	21 14 urposes urposes	0% 0% 0%
a African American Asian : Pacific Islander :	2011 District 2010 District State 2011 District 2010 District State 2011 District State 2011 District State 2011 District 2010 District	30 20 20 20 20 20 20 20 20 20 20 20 20 20	a daes not m a daes not m a daes not m	57 66 46 neet the min-N i neet the min-N i 42 neet the min-N i	of 10 for re of 10 for re	parting p parting p 31	21 14 urposes urposes	0% 0% 0%
a African American Asian : Pacific Islander :	2010 District State 2011 District 2010 District State 2011 District State 2010 District 2010 District 2010 District 2010 District	30 12 grout 36 grout 38 grout	a daes not m a daes not m a daes not m	68 46 neet the min-N i neet the min-N i 42 neet the min-N i	of 10 for re of 10 for re	parting p parting p 31	14 urposes urposes	0% 0%
Black or Affican American Asian : Pacific Islander :	State 2011 District 2010 District State 2011 District 2010 District State 2011 District 2010 District 2010 District	guont guont guont 39 guont 39 guont	a daes not m a daes not m a daes not m	46 neet the min-N i neet the min-N i 42 neet the min-N i	of 10 for re of 10 for re	parting p parting p 31	urposes urposes	026
African American 2 Asian 2 Pacific Islander 2	2011 District 2010 District State 2011 District 2010 District 2011 District 2010 District 2010 District	Buont Buont Buont 30 Buont Buont	a daes not m a daes not m a daes not m	neet the min-N i neet the min-N i 42 neet the min-N i	of 10 for re of 10 for re	parting p parting p 31	urposes	
Affican American Asian : Pacific Islander :	2010 District State 2011 District 2010 District State 2011 District 2010 District	Bront Bront Bront 30 30 Bront	a daes not m a daes not m	neet the min-N (42 neet the min-N (of 10 for re of 10 for re	porting p 31	urposes	a ar
Asian : : Pacific Islander :	State 2011 District 2010 District State 2011 District 2010 District	Buont Buont Buont 39	a daes not m	42 neet the min-N (of 10 for re	ઝ	-	2 04
: Pacific Islander	2011 District 2010 District State 2011 District 2010 District	Buont Buont Buont Buont		neet the min-N (1.00		2 00/
: Pacific Islander	2010 District State 2011 District 2010 District	grond grond						U 2/0
Pacific Islander :	State 2011 District 2010 District	groug	a daes not m	neet the min-N		1		
102012 Month 0221	2011 District 2010 District	group			of 10 for re	porting p	urposes	
102012 Month 0221	2010 District			70			25	0%
		Sec. as) daes not m	neet the min-N (of 10 for re	porting p	urposes	les l
	State	group) does not m	neet the min-N i	of 10 for re	porting p	urposes	
	0.6480	4	40		54	1		0.42%
Native American	2011 District		a daes not m	neet the min-N			urposes	
	2010 District	3		neet the min-N i		E		
		13		51		35		0%
Hispanic :	State 2011 District		i does oct m	neet the min-N i	of 10 for re		umoses	1 0%
1 (M) (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1	2010 District			neet the min-N i				
		and a set	- Seconden			A STATE	Although Stores	Partici
Two or more	State	15		56	4106	2	·	0.38%
races	2011 District			neet the min-N (1.0		
	2010 Distact	Alooh	I DUES HUL (I	neet the min-N (parang p	uipuses	
Economically	State	714		51		37	_	0.38%
Disadvantaged	2011 District	12		65			23	0%
AU 10.57-51	2010 District	13		74			13	0%
Dinalaaska miliika	State	8	30		60			3 0.43%
Students with Disabilities	2011 District	group	a daes not m	neet the min-N	of 10 for re	porting p	urposes	
	2010 District	groug	i daes not m	neet the min-N i	of 10 for re	porting p	urposes	
ang salaran	State	1 19			75			3 0.25%
Limited English	2011 Distaict	group	i daes not m	neet the min-N	of 10 for re	porting p	urposes	
Proficiency	2010 District	group	i daes n <mark>ct m</mark>	neet the min-N	of 10 for re	porting p	urposes	
_	State	22		53			25	0.3%
Male :	2011 District	24		48		-	18	0%
	2010 District	27		57			17	0%
		_	1					-
Fomalo	State	21 18		5B 73			21	0.25%
	2011 District	9	-	/3 85			9	0%
	2010 District		-	2000		-		
anner sonaan s	State	16			90			3 0%
Migrant Students				neet the min-N		0.0		
2	2010 District	đươn	i daes not m	neet the min-N i	of 10 for re	porting p	urposes	

	State	23			51			24	1	0.27
All Students	2011 District	33			47			23		0%
	2010 Dis brief	25			52			21	2	0%
	State	25		-	53			20		0.27
White	2011 District	33			43			24		0%
	2010 District	27	1		48			23	2	1000
		12		45	1	_	39		5	0%
Black or African American	State 2011 District 2010 District	group	does not does not	meet the			reportin		ses	0%
	State	21		-41	_		29	-	9	0%
Asian	2011 District	225	does not	2.26	min-N of	10 for	.71	a purpos	128	074
r to tott	2010 District	Sec. 1	does not				in the second	Barris .		
	1.	15		1.1.1.1	122.0		-	366 - 22 -		
Pacific Islander	State		does not		tő min-N of	10 for	renortin	20 n purpo:	293	0%
Facilie (alahue)	2011 District 2010 District		does not				11111			
		-			contra di	_		o harker	-	
Mallin A	S tate	5	40	mark it.	unla tit an	4			6	0.42
Native American	2011 District		does not							
	2010 Distact	group	does not	meetme	min-iv or	10 for	reportini	g purpo:	ses	
	S tate	15		49			3:		-	0%
Hispanic	2011 District		does not							
	2010 District	group	does not	meetthe	min-N of	10 for	reportin	g purpo:	ses	
	State	22		1	0			27	2	0.36
Two or more races	2011 Distact	group	does not	meetthe	min-N of	10 for	reportin	g purpo:	ses	
Iarea	2000 Dis fact	group	does not	meet the	min-N of	10 for	reportin	g purpo:	ses	
	S tate	12		48			37		3	0.37
Economically Disast automat	2011 District	12		62				27		0%
Disadvantaged	2010 District	13		6	5			17	4	0%
	State	7	29			57			7	0.4%
Students with	2011 District	group	does not	meetthe	min-N of	10 for	reportin	g purpo:	ses	
Disabilities	2010 District	group	does not	meetthe	min-N of	10 for	reportin	g purpo:	ses	
	S tate	2 16			67		12000	1	5	0.12
Limited English	2011 District		does not	meetthe	111	10 for	reaantin	and the second se	il.	0.16
Proficiency	2010 District	group	does not	meet the	min-N of			g purpo:	ses	11
12810-	State	22		4	8			28	-	0.3%
Male	2011 District	12	_	52				36	10	0%
	2010 District	30			40			21		0%
	S tate	25			54			20		0.25
Female	2011 District		50				î.		9	0%
	2010 District	18	1000		68			1	4	0%
	S tate	4 9		60	1.0			27		0%
Migrant Students	2011 District 2010 District		does not does not							
	0.00	-10%	-20%	40%	-50%	-60%	-70%	-90%		1100%

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Wall Middle School		ASS	ESSMENT		ACC	OUNTABILI	ſΥ
2011 Reading Grades 6-8	Below Basic	Basic		Advanced	Participation Rate	Total % Proficient &	AMO=
	%	%	%	%		Advanced	AYP Status
All Students	0	23	47	30	100%	77%	
White (not Hispanic)	0	24	43	33	100%	76%	
Black (not Hispanic)			neet minimum		Sal - Information (1997-119	USS STATE SSELLS	
Asian	Group de	bes not m	neet minimum	population	ALL AND AL		
Native American			neet minimum		E CLEAR AND	and all for the second	Charles and a second
Hispanic			neet minimum		10001	740/	100 109 100 100 102 1
Economically Disadvantaged	0	27	62	12	100%	74%	Company of the second
Limited English Proficient			neet minimum		the start of	mes of Transfirt	
Students w/ith Disabilities	Group de	oes not m	neet minimum	population		A ANTIN AND AND AND AND AND AND AND AND AND AN	
Gender Male	0	36	52	12	100%	64%	Salar Alert
Female	0	9	41	50	100%	91%	
Migrant	Group de	oes not m	neet minimum	population			
Mall Middle Cakes	1.1.1111111111	100	FOOMENIT		100		FV
Wall Middle School	Below	1	ESSMENT Proficient			OUNTABILI Total %	AMO=
2011 Mathematics Grades 6-	Below	Basic	Proticient	Advanced	Partic-pation Rate	Proficient &	AIVIO-
8	%	%	%	%	Contract The Contract	Advanced	AYP Status
All Students	0	19	60	21	100%	81%	
White (not Hispanic)	0	21	57	21	100%	78%	In the second second
			neet minimum		100%	1070	
Black (not Hispanic) Asian							A CALLER AND A CALLER AND
Native American			neet minimum neet minimum				ACCOUNT OF A DECK OF
					Service and the service of the		
Hispanic		23	neet minimum 65	12	100%	77%	Prilit White
Economically Disadvantaged	0				100%	1170	A COLORADO COLORADO
Limited English Proficient			neet minimum	and the state of t	A SELECTION OF STREET	A - The state of the state of the	Martin Printer
Students w/ith Disabilities	Group de	oes not n	neet minimum	population	and the Balling of the	A MARINE MARINE	hints was at the
Gender Male	0	28	48	24	100%	72%	
Female	0	9	73	18	100%	91%	the second second
Migrant	Group de	oes not n	neet minimum	population			
Imment Status	Readir	ng	Met AYP	Oth	er Academic Indica	tor (Attendance	95.19% Met
Improvement Status	Math		Met AYP		Rate)	-	AYP
Teachers with Emergency or Provisional Credentials	N/A		% Classes n by Highly (Teach	Qualified	100%		
Middle School		ASS	ESSMENT	•	Participation		
Science	Below	Basic	Proficient	Advanced	Rate		
All Students	%	% 30	% 60	<u>%</u> 10	100%	-	
White (not Hispanic)			et minimum po		100%	-	
Black (not Hispanic)			et minimum po			-	
Asian			et minimum po			-	
Native American	and the second design of the s	the state of the s	et minimum po	in the second		1	
Hispanic			et minimum po			-	
Economically Disadvantaged			et minimum po			1	
Limited English Proficient			et minimum po			1	
Students w/ith Disabilities	Contraction in the local division in the state of the local division in the local divisi	And in Francesco Statistics in Francesco Statistics in Francesco	et minimum po	And in case of the second s		1	
Gender Male			et minimum po			1	
Female			et minimum po			1	
Migrant			et minimum po			-	
Y - Met AVP N - Did Not Meet AVP	oroup du	oo not me	ot minimum pt	paration size			

Y - Met AYP, N - Did Not Meet AYP

* group does not meet minimum population size

AMO = Annual Measurable Objective

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High School

	State	14	53		32	1.22%
All Students	2011 District	31		56	12	ύ.
	2010District	13	58		29	0%
	State	16	56		28	0.9%
White	2011 Distaict	31		56	12	0%
	2010 Distaiet	17	57		26	0%
	State	4 33	-	63		2.48%
Black or	2011 District	11 A.S.A.	s not meet the m	100	eporting purposes	240/4
African American	2010 District	4			eporting purposes	
		23	42		35	-
Laino	State			in N of 10 for r	eporting purposes	0%
Asian	2011 District	1.53				
	2010 District				eporting purposes	
	State	1. A.			eporting purposes	
Pacific Islander	2011 District				eporting purposes	
	2010District	group doe	s not meet the m	in-N of 10 for r	eporting purposes	
	State	4 28		67		4.53%
Native American	2011 District	group doe	s not meet the m	in-N of 10 for r	eporting purposes	
	2010District	group doe	s not meet the m	in-N of 10 for r	eporting purposes	
	State	5 36	i	5	9	0.5%
Hispanic	2011 Distaict	group doe	s not meet the m	in-N of 10 for r	eporting purposes	
	2010 District	group doe	s not meet the m	in-N of 10 for r	eporting purposes	
		4	69		27	3.5%
Two or more	State 2011 District			in-N of 10 for r	eporting purposes	20%
races	200 Distant				eporting purposes	
-					1	-
Economically	1000	7	42	e N of d0 fees	51	219%
Disadvantaged	2011 District	group due	Charle Line and Anna An		eporting purposes	-
_	2010 District	0	54		38	0%
Students with	State	5 15		11		3 207%
Disabilities	2011 District				eporting purposes	
	2010 District	group doe	is not meet the m	in-N of 10 for r	eporting purposes	
Instead Facility	State	7.		92		1324
Limited English	2011 District	group doe	s not meet the m	in-N of 10 for r	eporting purposes	
Proficiency	2010 District	group doe	s not meet the m	in-N of 10 for r	eporting purposes	
	State	16	49		34	1.51%
Male	2011 District			in-N of 10 for i	eporting purposes	-1 NGA 1
	2010 District		71		29	0%
		10				_
Forale	State	12 prout doe	57 s not meet the m	in N of 10 fees	3 anortina numoses	0.9%
Female	2011 District	group due 24	a nuumeet the m 47	and the second second second	eporting purposes	- anse
	2010 Distaict	29	- 9 7		29	0%
	-	7		93		0%
Alternation Distantion	2011 District	group doe	is not meet the m	in-N of 10 for r	eporting purposes	
Migrant Students	ofference service	and a second second			eporting purposes	

	State	22		46			27	5	1.22%
All Students	2011 Distaict		56			25		19	0%
	2010 District	16		42		4	35	6	0%
	State	24		4 B			24	-	0.9%
White	2011 District		58			25		19	0%
	2010 District	17		52			26	1	0%
1.	State	12	22		47		1	19	2,46%
Black or	2011 District	group	o does not r	neet the mi	n-N of 11) for repo	orting pu	rposes	- Lost Ar
African American	2010 District	graup	o daes not r	neetthe mi	n-N of 11) for repo	nting pu	rpases	
	State	27	1	31		31		12	0%
Asian	2011 District	group	o does not r	meet the mi	n-N of 11) for repo	orting pu	rposes	1 2.1
	2010 District			meetthe mi			197.6		
	State			meet the min					
Pacific Islander	2011 District	- 1		neetthe mi				the form	
r activitationus)	2010 District			neetthe mi					
		in the second					- 9 79		
Notice Amorican	State	B	37 o does oct :	meetthe mi	o M of 4	45) for renor	ution of	//I	4.53%
Native American	COLUMN STOP			neet the mi				and the second	
	3010 District	a constru	and a subset	nesco ie alti	en u ji	110010-980	and hn	Sec. 1	
un marine an	State	8	40	a a d No		47		5	0.5%
Hispanic	2011 District			neetthe mi		Strength &	1.	A STATES	
-	2010 District	duonk	o ques not r	meet the mi	IFN OF 1	u nur repo	nung pu	rhuses	-
Two or more	State	16	E	55	_		25	10	3,5%
races	2011 District	1.0		meet the mi				1990	
	2010 Distinct	duant	o does not r	neetõne mii	n-N of 1) for repo	orting pu	rpases	
Economically	State	13	4(R		39		9	2.19%
Economically Disadvantaged	2011 District	graup	o daes not r	neetthe mi	n-N of 11) for repo	nting pu	rpases	
bioduvu: Itayou	2010 District	8	31		4	6		15	0%
Ob scheduler willing	State	5 18		5D			2	1	2,07%
Students with Disabilities	2011 District	group	daes not r	meetthe mi	n-N of 1) for repo	orting pu	rpases	
DiadDillities	2010 District	graup	o daes not r	meet the mi	n-N of 11) for repo	orting pu	rpases	
	State	6	ł	56			38		1.35%
Limited English	2011 District	group	o daes not r	meet the mi	n-N of 11) for repo	orting pu	rposes	a la a a
Proficiency	2010 District	graup	o daes not r	meetthe mi	n-N of 11) for repo	orting pu	rposes	
_	State	21		44			29	6	1.51%
Male	2011 District		o daes not r	neetthe mi	n-N of 11) for repo			10070
69	2010 District	7	36			43		14	0%
	State	24	1	48			24	1	0.9%
Female	2011 District		o daes not r	meetthe mi	n-N of 11) for repo			0.370
	2010 District	24		47			29	10000	0%
		11		14	-		44		
Migrant Students	State 2011 District			H neetthe mi	n-N of th) for rend	1001	mases	0%
nigran atuacita	2010 District			meet the mil		Second and the	a wear	1.000	
		120.1		1	1	- to tope	1000	1	1
	-0%	-10%	-30%	-4U%	-60%	-70%	-80%	-90%	-100%

NCLB School Reports

Wall High School		ASS	ESSMENT		ACCOUNTABILITY				
2011 Reading	Below Basic	Basic			Participation Rate	Total Proficie	nt &	AMO=	
All Students	%	% 19	% 25	% 56	100%	Advand 81%		AYP Status	
White (not Hispanic)	0	19	25	56	100%	81%		Met AYP Met AYP	
Black (not Hispanic)			et minimum po		10076	0170	-	MELATE	
Asian			et minimum po			State of the La	11 10 12 12 12 12 12 12 12 12 12 12 12 12 12	Contraction of the second	
Native American			et minimum po		STATISTICS STATISTICS	and the second second	LUNE W		
Hispanic			et minimum po		Constant Chicago and a second	State State State	1000258	C LOT TO TO TO TO	
Economically Disadvantaged	the second se	and the second se	et minimum po		No. 198 States and a state of the	1145 72 5			
Limited English Proficient			et minimum po		A REAL PROPERTY AND A REAL PROPERTY.	A CONTRACTOR OF THE OWNER	CARDERS -		
						alighter all and	and the same	alter can 25 of	
Students w/ith Disabilities			et minimum po		Apr - Alex Frank	The Labor Day Day		Carl and the sea	
Gender Male			et minimum po	and the second se	The state of the second	A BERTHAND	a della		
Female			et minimum po			19 2 2 3			
Migrant	Group doe	es not me	et minimum po	pulation size		ALC: NOTE: 1	A CAL		
Mall High Cabaal		400	FOOMENT		100	OUNTA	DUL	FM	
Wall High School	Deter		ESSMENT			OUNTA	the second s	the second se	
2011 Mathematics	Below Basic	Basic	Proficient	Advanced	Partic-pation Rate	Total Proficie	5325.0.0	AMO=	
2011 Madiematics	%	%	%	%	Hato	Advan	C. Markey M.	AYP Status	
All Students	0	12	56	31	100%	87%	Contraction of the	Met AYP	
White (not Hispanic)	0	12	56	31	100%	87%		Met AYP	
Black (not Hispanic)			et minimum po		10070	0,10	V-CARE	metrin	
Asian			et minimum po			0.5	1550		
Native American			et minimum po			CIT STATE	11755	The state	
Hispanic			et minimum po			C. C. L.	199.92		
Economically Disadvantaged	Group does not meet minimum population size					Contraction and	日初日月	este no della	
Limited English Proficient	Group does not meet minimum population size			The second second second	e Surine	WIREYN.	TE TRACTORIST		
Students w/ith Disabilities			et minimum po				A STREET	Participation of the second	
Gender Male			et minimum po	and the second second second second second	The start of the second	The second second			
Female			et minimum po			73.57	E TOTE	的行行的特别	
Migrant			et minimum po	and the strength of the second s	A State of the	Mary Contra	IL THE	Contractor (
the state of the s	any proton					San Street			
Improvement Status	Readin Math	ig	Met AYP Met AYP		ct Other Indicator (Gra e Other Indicator (Gra			5% Met AYP % Met AYP	
Teachers with Emergency or Provisional Credentials	N/A		% Classes n by Highly Q Teach	ualified	100%				
Provisional Credentials	N/A	TIGE ST	by Highly Q Teach	ualified					
Provisional Credentials Wall High School	361 (T. 11)	ASS	by Highly Q Teach	ualified ers	Participation				
Provisional Credentials	N/A Below %	TIGE ST	by Highly Q Teach	ualified					
Provisional Credentials Wall High School 2011 Science All Students	Below % 0	ASS Basic % 19	by Highly Q Teach ESSMENT Proficient % 64	Advanced	Participation Rate	-			
Provisional Credentials Wall High School 2011 Science All Students White (not Hispanic)	Below % 0	ASS Basic % 19 19	by Highly Q Teach ESSMENT Proficient % 64 64	Advanced % 19 19	Participation Rate				
Provisional Credentials Wall High School 2011 Science All Students White (not Hispanic) Black (not Hispanic)	Below % 0 0 Group doe	ASS Basic % 19 19 es not me	by Highly Q Teach ESSMENT Proficient % 64 64 64 et minimum po	Advanced % 19 19 pulation size	Participation Rate	-			
Provisional Credentials Wall High School 2011 Science All Students White (not Hispanic) Black (not Hispanic) Asian	Below % 0 Group doe Group doe	ASS Basic % 19 19 es not me	by Highly Q Teach ESSMENT Proficient % 64 64 64 et minimum po	Advanced % 19 19 pulation size pulation size	Participation Rate	-			
Provisional Credentials Wall High School 2011 Science All Students White (not Hispanic) Black (not Hispanic) Asian Native American	Below % 0 Group doe Group doe Group doe	ASS Basic % 19 19 25 not me 25 not me 25 not me	by Highly Q Teach ESSMENT Proficient % 64 64 64 et minimum po tet minimum po tet minimum po	Advanced % 19 19 pulation size pulation size	Participation Rate				
Provisional Credentials Wall High School 2011 Science All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic	Below % 0 Group doe Group doe Group doe Group doe	ASS Basic % 19 19 25 not me 25 not me 25 not me 25 not me	by Highly Q Teach ESSMENT Proficient % 64 64 64 et minimum po tet minimum po tet minimum po tet minimum po	Advanced % 19 19 pulation size pulation size pulation size pulation size	Participation Rate				
Provisional Credentials Wall High School 2011 Science All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic Economically Disadvantaged	Below % 0 Group doe Group doe Group doe Group doe Group doe	ASS Basic % 19 19 19 es not me es not me es not me es not me	by Highly Q Teach ESSMENT Proficient % 64 64 64 et minimum po tet minimum po tet minimum po tet minimum po tet minimum po	Advanced % 19 19 pulation size pulation size pulation size pulation size pulation size	Participation Rate				
Provisional Credentials Wall High School 2011 Science All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic Economically Disadvantaged Limited English Proficient	Below % 0 Group doe Group doe Group doe Group doe Group doe Group doe	ASS Basic % 19 19 es not me es not me es not me es not me es not me	by Highly Q Teach ESSMENT Proficient % 64 64 et minimum po et minimum po et minimum po et minimum po et minimum po	Advanced % 19 19 pulation size pulation size pulation size pulation size pulation size pulation size	Participation Rate				
Provisional Credentials Wall High School 2011 Science All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic Economically Disadvantaged Limited English Proficient Students w/ith Disabilities	Below % 0 Group doe Group doe Group doe Group doe Group doe Group doe Group doe	ASS Basic % 19 19 es not me es not me es not me es not me es not me es not me	by Highly Q Teach ESSMENT Proficient % 64 64 et minimum po et minimum po et minimum po et minimum po et minimum po et minimum po	Advanced % 19 19 pulation size pulation size pulation size pulation size pulation size pulation size pulation size	Participation Rate				
Provisional Credentials Wall High School 2011 Science All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic Economically Disadvantaged Limited English Proficient	Below % 0 Group doe Group doe Group doe Group doe Group doe Group doe Group doe	ASS Basic % 19 19 es not me es not me es not me es not me es not me es not me	by Highly Q Teach ESSMENT Proficient % 64 64 et minimum po et minimum po et minimum po et minimum po et minimum po	Advanced % 19 19 pulation size pulation size pulation size pulation size pulation size pulation size pulation size	Participation Rate				

Y - Met AYP, N - Did Not Meet AYP

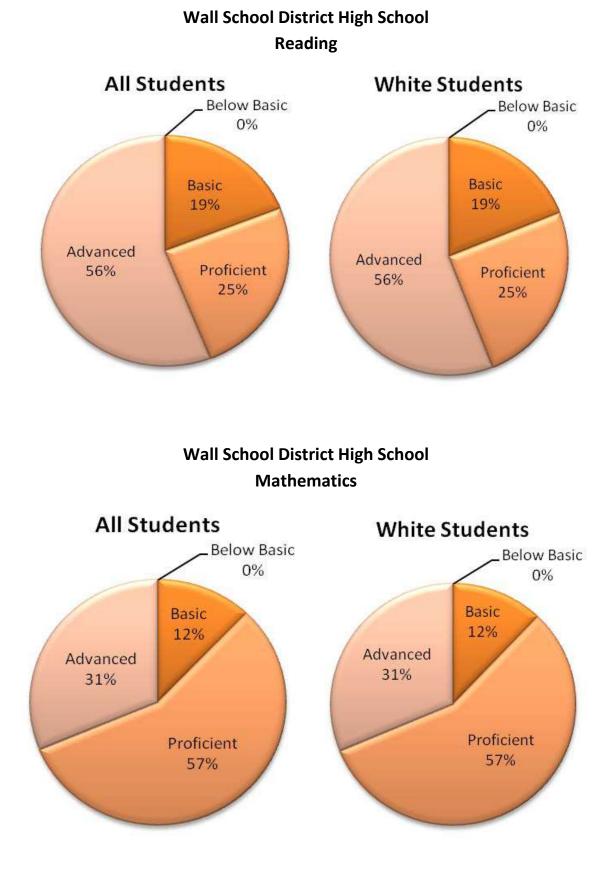
* group does not meet minimum population size

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.

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

Page	8	of	8

	State	15		54			30	1.22%
All Students	2011 District	31			56		12	0%
	2010 District	13		58			29	0%
	State	16		57			27	0.9%
White	2011 District	31	1	<u></u>	56		12	0%
	2010 District	17		57			26	0%
		-	39		_			
Black or	State	E Araun	102.20	of the min I	l of 10	56 for reporting	numaces	248%
African American	2011 District 2010 District					for reporting		
	2010 Distinct	-	obes not int		v ur ru			
	State	2B		.42			30	0%
Asian	2011 District	S. 3.				for reporting		
	2010 District	group	does not me	et me min-l	A OT 1U	for reporting	purposes	
	State	group	does not ma	eet the min-l	l of 10	for reporting	purposes	
Pacific Islander	2011 District	group	daes not me	eet the min-l	l of 10	for reporting	purposes	
	2010 District	group	does not me	eet the min-l	V of 10	for reporting	purposes	
	State	5	30			65		4.53%
Native American	2011 District	group	does not me	eet the min-l	V of 10	for reporting	purposes	-
	2010 District	group	does not me	eet the min-l	v af 10	for reporting	purposes	
	State	6	40		aresonates.	55	Ka 4. 2051.48	0.5%
Hispanic	2011 District			et the minut	L of 10	for reporting	numoses	0.5%
niapant	2011 District					for reporting	the state of the	
			Soco nor nic	1.3 mil 2000/000		ion reporting	Acceleration of the	
Two or more		4		73			24	3.5%
races	2011 District					for reporting	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	
	2010 District	group	does not me	et the min-l	V OT 1U	for reporting	purposes	
Economically	State	B	44			48		219%
Disadvantaged	2011 District	group	does not me	eet the min-l	of 10	for reporting	purposes	
Distarcinagea	2010 District	8	54	Ŕ		38		0%
20	State	6 17	-		74			3 207%
Students with	2011 District	group	does not me	eet the min-l	l of 10	for reporting	purposes	
Disabilities	2010 District	group	daes not me	eet the min-l	l of 10	for reporting	purposes	
	State	11			88	1000	and a second	1384
Limited English	2011 District	and a state of the	does not ma	et the min-l	1000	for reporting	oumoses	1.004
Proficiency	2010District	1 A A				for reporting		
-					o exite			-
Orde	State	17 dra.in	dooc of my	SU at the min I	l of 10	2.5.10301110-05-0080	2	1.51%
Male	2011 District	group			e un ru	for reporting	3.8.	-
	2010 District		ľ				29	0%
	State	13		58			29	0.9%
Female	2011 District	group	does not me	eet the min-l	V of 10	for reporting	purposes	
	2010 District	24		47			29	0%
	State	7		9	3			0%
Migrant Students	2011 District	group	does not ma	eet the min-l	V of 10	for reporting	purposes	
1	2010 District	group	does not me	eet the min-l	(af 10	for reporting	purposes	
	0%	-10%	-30%	-50%	-60%	-80%	-90%	r-100%

All Students 2011 Det 2010 Det	13 13 14 17 18 11 12 13 14 15 14 15 14 15 14 15 14 15 14 17 15 16 17 18 19 11 11 12 13 14 15 15 16 17 17 18 19 19 10 11 12 13 14 15 16 17 18 18 19 19 10 10	28 28 p does n p does n p does n p does n p does n p does n p does n g does n p does n p does n p does n p does n	56 not me not me not me not me not me not me not me not me 43 not me	42 52 setthe setthe setthe setthe setthe setthe setthe setthe setthe setthe	min-N a min-N min-N min-N min-N min-N min-N	41 61 10 00 00 00 00 00 10 00 0	2011 Targ 25 35 40 40 40 40 40 40 40 40 40 40 40 40 40	25 23 26 26 ting p. ting p. ting p. ting p. ting p.	18 19 19 19 19 19 19 19 19 19 19 14 19 19 19 19 19 19 19 19 19 19 19 19 19	0% 4.3%	
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White 2011 Dat 2010 D	iet international internationa	286 p does i p does i	s not me not me not me not me not me not me at not me 43 not me	eethe 3 sethe sethe sethe sethe sethe sethe sethe sethe	min-N min-N B min-N min-N min-N min-N min-N min-N	of 10 of 10	for repor for repor 23 for repor for repor for repor for repor for repor for repor for repor for repor	26 ting pu ting pu ting pu ting pu ting pu ting pu	19 20 20 20 20 20 20 20 20 20 20 20 20 20	0% 10% 2.46% 0% 0% 4.33%	
Black or Affician American Affician American Affician American 2011 Det Affician American 2011 Det Asian 2011 Det Disample of the Affician American 2011 Det 2010 Det Statistic Islander 2011 Det 2010 Det 201	13 13 13 14 13 14 15 16 17 18 19 11 11 11 11 11 12 13 14 15 15 16 17 18 18 19 19 10 11 11 12 13 14 15 16 17 18 18 18 18 18 18 18 18 18 18 18 18 18 18 18 18	p does i p does i	not me not me not me not me not me not me not me 43 not me	eethe 3 sethe sethe sethe sethe sethe sethe sethe sethe	min-N a min-N min-N min-N min-N min-N min-N	of 10 of 10	for repor for repor 23 for repor for repor for repor for repor for repor for repor for repor for repor	ting pu ting pu ting pu ting pu ting pu ting pu	urposes 14 urposes urposes urposes 4 urposes 14 urposes 14 urposes	2.46% 0% 4.33%	
Black or antibate African American antibate African American antibate Asian 2011Date Second Second Second Pacific Islander 2011Date 2010Da	tet grou de grou de 23 de 23 de grou de grou de grou de grou de 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	p does i p does i	not me not me not me not me not me not me not me 43 not me	ethe 3 ethe ethe ethe ethe ethe ethe eth	min-N a min-N min-N min-N min-N min-N min-N	of 10 of 10	for reporting to report for reporting to report for reporting for report for	ting pu ting pu ting pu ting pu ting pu	urposes 14 urposes urposes urposes 4 urposes 14 urposes 14 urposes	0% 4.3%	
Black or antibate African American antibate African American antibate Asian 2011Date Second Second Second Pacific Islander 2011Date 2010Da	tet grou de grou de 23 de 23 de grou de grou de grou de grou de 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	p does i p does i	not me not me not me not me not me not me not me 43 not me	ethe 3 ethe ethe ethe ethe ethe ethe eth	min-N a min-N min-N min-N min-N min-N min-N	of 10 of 10	for reporting to report for reporting to report for reporting for report for	ting pu ting pu ting pu ting pu ting pu	urposes 14 urposes urposes urposes 4 urposes 14 urposes 14 urposes	0% 4.3%	
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Asian 2011 Dat 2010 Dat 2010 Dat Pacific Islander 2010 Dat 2010 Da	tet grou tet grou	p does i p does i	not me not me not me not me not me 43 not me	eethe eethe eethe eethe eethe eethe eethe	min-N min-N min-N min-N min-N min-N	of 10 of 10 of 10 of 10 of 10 of 10 of 10	for report for report for report for report for report for report for report for report	ting pu ting pu ting pu ting pu ting pu	urposes urposes urposes urposes urposes urposes urposes	4.19% 5 0.3%	
2010 Dist Pacific Islander 2011 Dist 2010 Dist Native American 2011 Dist 2010 Dist 2010 Dist 2010 Dist 2010 Dist 2011 Dist 2010 Dist 2011 Dist 2010 Dist 2011 Dist 2010 Dist 2011 Dist 2010 Dist 2011 Dist 2010 Dist 201	at grou grou grou grou t grou t g t grou t g t g t	p does i p does i p does i p does i p does i p does i p does i	not me not me not me not me not me 43 not me	eethe eethe eethe eethe eethe eethe	min-N min-N min-N min-N min-N	of 10 of 10 of 10 of 10 of 10 of 10 of 10	for repor for repor for repor for repor 43 for repor for repor 42	ting pu ting pu ting pu ting pu ting pu	urposes urposes urposes urposes urposes urposes	4.13%	
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Pacific Islander 2011 Det 2010 Det Stative American 2011 Det 2010 Det 2010 Det St Hispanic 2011 Det 2010 DE 2010	itt grou grou itt grou itt grou itt grou itt grou itt grou itt grou itt grou itt grou	p does i p does i p does i p does i p does i p does i	not me not me not me not me 43 not me	eet the eet the eet the eet the eet the	min-N min-N min-N min-N	of 10 of 10 of 10 of 10 of 10	for repor for repor 43 for repor for repor 42	ting pu ting pu ting pu ting pu	urposes urposes urposes urposes	4.13% 5 0.3%	
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S: Native American 2011Det 2010Det Hispanic 2011Det 2010Det 2010Det 2010Det 2010Det 2010Det 2010Det 2010Det 2010Det 2010Det 2010Det 2010Det 2010Det	ate E grou ate grou ate grou ate grou ate grou ate grou ate 16	3 p does i p does i p does i p does i	a not me not me 43 not me	eetthe eetthe eetthe eetthe	min-N min-N min-N	of 10 of 10	43 for repor for repor 42	ting pu ting pu	uposes uposes	4.33% 5 0.5%	
Native American 2011 Date 2010 Date Hispanic 2011 Date 2010 Date 2010 Date 2010 Date 2011 Date 2010 Date 2	urt grou urt grou urt grou urt grou urt grou urt grou	p does i p does i p does i p does i	not me not me 43 not me	eetthe eetthe eetthe	min-N min-N	of 10 of 10	for repor for repor 42	ting pu	urposes urposes	5 0.3%	
2010Dist S Hispanic 2011Dist 2010Dist 7Wo or more 2011Dist races 2010Dist 2010Dist Economically 2011Dist Disactvantaged 2011Dist	iat grou de <mark>9:</mark> iat grou iat grou de <u>16</u>	p does i p doés i p does i	not me 43 not me	eetthe eetthe eetthe	min-N min-N	of 10 of 10	for repar 42	ting pu	urposes	5 0.3%	
Si Hispanic 2011Det 2010Det Two or more 2011Det races 2011Det Economically 2011Det Disacivantaged 2011Det	ide <mark>9</mark> ide grou ide grou ide 16	p does i p does i	43 not me	etthe etthe	min-N	of 10	42			5 0.3%	
Hispanic 2011 Det 2010 Det Two or more 2 races 2010 Det Economically 2010 Det Disadvantaged 2011 Det	ut grou iet grou de 16	p does i	not me	etthe		28.63		tina cu			
Hispanic 2011 Det 2010 Det Two or more 2 races 2010 Det Economically 2010 Det Disadvantaged 2011 Det	uet grou iet grou de 16	p does i		etthe		28.63	for repor	tina cu			
2010 Dist Two or more 2011 Dist races 2011 Dist 2010 Dist Economically 2011 Dist Disadvantaged 2011 Dist	ict grou de 16	p does i		etthe		28.63	Sec. and the		INDUSES		
Two or more 2011 Dist races 2010 Dist 2010 Dist Economically 2011 Dist Disadvantaged 2011 Dist			a dranes				for repor				
Two or more 2011 Dist races 2010 Dist 2010 Dist Economically 2011 Dist Disadvantaged 2011 Dist				57			in parasal	24		4 3.3%	
races 2010Dat Economically S ¹ Disadvantaced 2011 Dat		n does i	not me	100	min-N	of 10	for repar			- 3.1%	
S: Economically Disactvantaged		and the second				23.2	for repor	10/200	100 miles 2000		
Economically Disadvantaged 2011 Dist				22.14		-		21	and the	- Contra	
Disadvantaged		n doob i	42 not mo	at the	min M	of 10	36 I for repar	tinne	9	2.19%	
2010/281	2.77	y ubes i 31	TULING	C101C	111(1-14)	UI IU	TOI TSPUI	ung pu	15		
	1	- ÷.				70		_		0%	
Students with	ite 🗧 20		_		48			120	7	2,07%	
Disabilities 2011 Dat	SS - 707	1				13.1	for repor	1000	1.20		
2010Dist	iet grou	p does i	not me	erne	min-N	or ju	for repor	ting pa	rposes		
S- Limited English	ite 8		50				2	4)		1.35%	
Proficiency 2011 Dist	661 C					- 11	for repor		1000		
2010Dist	uet grou	p does i	not me	etthe	min-N	of 10	for repor	ting pu	irposes		
ş.	de 21			45				27	1	5 1.51%	
Male 2011 Dist	iet grou	p does (not me	etthe	min-N	of 10	for repor	ting pu	urposes		
2010 Dist	iet 7	36					43		14	0%	
s	de 25			-	49			22	0	4 0.9%	
Female 2011 Dist	10 - 2026 C	p does r	not me	etthe		of 10	for repar	_	_	and the second second	
2010Dist			Section Prove	-	47		a second second	29		0%	
1996-224	1		21				-				
	de 15 oroli	n does -	30 not me	etthe	min M	of 10	.56 för repar	tinter	mosec	0%	
Migrant Students 2011 Dist		a					for repor				
2010 Dist	201 B 2010	Contraction of	HOL INC	ALC 1C	a ng ros		C. A. Starter	and M	wheneg		
	-10%	-20%	-30%	409	50 %	-60%	70%	%D8-	% 06-	-100%	

	State	22	55		23	0.41%
All Students	2011 District	22	65		11	0%
	2010 District	Ye.	69		16	0%
	State	24	57		18	0.36%
White	2011 District	24	63		12	0564
WING	2010 District	18	68			
_	2010 Distact	-			15	0%
Black or	State	10	46	42		037%
African American	2011 District	E. C. P. L.	iat meet the min-N of 1	CLUCK BOOKER		
, mean manage	2010 District	group does r	tat meet the min-N of 1	10 for reporting	ourposes	
	State	Ż.	43		8	0.1%
Asian	2011 District	group daes r	ot meet the min-N of 1	l0 for reporting	purpases	
	2010 District	group does r	nat meet the min-N of 1	D for reporting	aurpases	
	A CONTRACTOR	15	56		2/	149%
Dooific Icherter	State		tot meet the min-N of 1	In for reporting	1894	1.49%
Pacific Islander	2011 District	1.1	tot meet the min-N of 1			
	2010 District	Bionh nnga l	Int filleet the fillthay of t	in in ichoining	nuhnogo	
	State	5 42		52		0.78%
Native American	2011 District	18	82			0%
	2010 District	5	76	and the second	19	0%
	State	12	51	37		0.09%
Hispanic	2011 District	All and Response of Response o	nat meet the min-N of 1	D for reporting	ourpases	- (1978) - (1978)
- Province	2010 District		at meet the min-N of 1	in part of the local state		
1.1.1					a day and	
Two or more	State	15	58 not meet the min M of 1	D for months	26	0.74%
races	2011 District		iot meet the min-N of 1 of meet the min N of 1			
_	2010 Distact	Blogh nnse i	iot meet the min-N of 1	n in ichniniß	anihnaga.	
Economically	S tate	12	51	36		0.53%
Disadvartaged	2011 District	13	68		17	2 0%
- to a stranged	2010 District	M	84		25	0%
	State	9 85	i l	53		2 0.54%
Students with	2011 District	17	33	42	8	0%
neopulitioe	Contraction of the	the second s				
Disabilitica	2010 District	33		67		0%
Disabilities				1002		
	State	3 27	Int meet the min-M of 1	68		
Limited English	State 2013 Distaict	s) 27 group daes r	not meet the min-N of 1	68 I D for reporting	ourpases	
Limited English	State	3) 27 group does r group does r	tat meet the min-N of 1	68 I D for reporting	ourpases	0% 2 034%
Limited English	State 2013 Distaict	s) 27 group daes r		68 I D for reporting	ourpases	
Limited English Proficiency	State 2013 District 2010 District	3) 27 group does r group does r	tat meet the min-N of 1	68 I D for reporting	ourposes ourposes 25	2 034%
Limited English Proficiency	State 2013 District 2010 District State	S) 27 group daes r group daes r 29	tat meet the min-N of 1 52	68 I D for reporting	ourposes ourposes 25	2 034% 0.49%
Limited English Proficiency	State 2011 District 2010 District State 2011 District 2010 District	 3 27 group does r group does r 23 24 14 	not meet the min-N of 1 52 58 54	68 I D for reporting	25 21 21 21	2 034% 049% 2 0% 0%
Limited English Proficiency Male	State 2011 District 2010 District State 2011 District 2010 District State	3 27 group does r group does r 20 24 14 20	not meet the min-N of 1 52 58 64 57	68 I D for reporting	25 27 27 21 22	2 034% 049% 2 0% 0% 032%
Limited English Proficiency Male	State 2011D'sbàct 2010D'sbàct State 2011D'sbàct 2010D'sbàct State 2011D'sbàct	3) 27 group does r group does r 20 24 14 20 22 24	not meet the min-N of 1 50 58 64 57 72	68 I D for reporting	ourposes ourposes 25 17 21 22 5	2 034% 049% 2 0% 0% 032%
Limited English Proficiency Male Female	State 2011D/statet 2010D/statet State 2011D/statet 2010D/statet 2011D/statet 2011D/statet 2011D/statet	3) 27 group does r group does r 23 24 14 20 22 17	not meet the min-N of 1 52 58 54 57 72 74	68 I D for reporting	25 27 27 21 22	2 034% 049% 2 0% 0% 0% 0%
Limited English Proficiency Male Female	State 2011District 2010District State 2011District 2010District 2011District 2011District 2011District 2010District	3 27 group does r group does r 23 24 14 20 22 17 9 18	not meet the min-N of 1 52 58 54 57 72 74 74 75	68 10 for reporting 10 for reporting 10	ourposes ourposes 25 17 21 22 5 9 9	2 034% 049% 2 0% 0% 032%
Limited English Proficiency Male	State 2011District 2010District State 2011District 2010District 2011District 2011District 2011District 2010District	3 27 group does r group does r 20 24 14 20 22 47 3 18 group does r 27	not meet the min-N of 1 52 58 54 57 72 74	63 D for reporting D for reporting D for reporting	ourposes ourposes 25 17 21 22 5 9 9 6 00rposes	2 034% 049% 2 0% 0% 0% 0%

ading All Grades	Advanced %	Proficient %	🗌 Basic %	Below Basic %	Not Tested %	
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	State	26		49	1	23	2
All Students	2011 District	4	Q.		45	14	
	2010 District	29		49		20	2
	State	29		স		19	1
White	2011 District	Territor (42		43	14	
	2010 District	31		51		17	2
	State	12	44		39	5	5
Black or African American	2011 District 2010 District	group a		et the min-N of et the min-N of	1	g purposes	
	State	25		39	28	7	
Asian	2011 District	group t	ices not me	et the min-N of	10 for reportin	g purposes	
	2010 District	graup t	ides not me	et the min-N of	10 for repartin	g purposes	
	State	- 2/		56		15	2
Pacific Islander	2011 District	224	ides not me	et the min-N of	10 for repartin		100
	2010 District	3 11		et the min-N of			
	State	7	41	-	47		4
Native American	2011 Distaict	18		73		9	
	2010 District	49		38	38	5	1
	State	15	-	49	3	4	2
Hispanic	2011 Distaict		ices not me	et the min-N of		1	1
and come	2010 District			et the min-N of		-	
	State	24		50		25	1
Two or more	2011 District		ices not me	et the min-N of	10 for reportin	22.0	-
races	WIUDstart			et the min-N of			
And the second	State	15		47	35		3
Economically	2011 District	26		57		17	
Disadvantaged	2010 District	19		51		25 6	
	State	10	33		50	6	
Students with	2011 District		58		42		
Disabilities	2010 District	17	17		5B	8	
	State	a 26		,	ท	9	
Limited English	2011 District	2016	ibes not me	et the min-N of	20		
Proficiency	2010 District	Kingalan		et the min-N of			
	State	24	1	47			2
Male	2011 District	28		49		22	
	2010 District	24		46			4
		28		51		20	
Female	State 2011 District	20	52	01	43	20	
- arrivia	2010 District	34		5	2	14	
						I I I I I I I I I I I I I I I I I I I	
Migrant Students	State	4 18 proup r	ities not me	59 et the min-N of	10 for reastin	20 n nuronses	
MIGHT OT LUCHTS					10 for reportin		
	2010 District	1111111	1062 18 8 106	CLUIC HINHRUM			

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 I, 2 or 3" (meaning that it has not met AYP for at least two consecutive years). The chart also breaks down AYP progress by subgroups, using a "Y" (yes) to indicate subgroups that made AYP, and "N" (no) to indicate subgroups that did not make AYP.

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 AVP 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		. 1	Reading	
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y	γ	Y	Ŷ	Y
White	Ŷ	Y	Ŷ	γ	γ	Ŷ
Black or African American	Y	Y	Y	Υ	Y	γ
Asian	Y	Y	Ŷ	Ϋ́	Y	γ
Pacific Islander	Y	Y	γ	γ	Υ	γ
Native American	¥.	Y	γ	Ŷ	Υ	Y
Hispanic	Y	Y	Y	Υ	Υ	γ
Two or more races	Y	Y	Y	Y	Y	γ
Economically Disadvantaged	Y	Y	Ŷ	Ϋ́	γ	γ
Students With Disabilities	Y	Y	Ŷ	Y	Y	γ
Limited English Proficiency	Y	Y	Ŷ	_¥⊂	γ	γ

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 botton quartile of poverty statewide or districtwide, based on the percentage of students eligible for free or reduced-price lunch. A low poverty school is defined as being in the botton quartile of poverty statewide or districtwide, based on the percentage of students eligible for free or reduced-price lunch. 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 target of 80%. 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.

0144	2011 Target (94.0% 95.87%
-	95.64%
	96.11%
2010 School	34.68%
0.4	96 38%
X GOLDON -	55.78%
	96.21%
2000/100/101/100	94.85%
	96.19%
	group does not meet the min-N of 10 for reporting purpose
	group does not meet the min-N of 10 for reporting purpose group does not meet the min-N of 10 for reporting purpose
2010 School	
State	96.87%
1200000006	group does not meet the min-N of 10 for reporting purpose
	group does not meet the min-N of 10 for reporting purpose
2010 School	group does not meet the min-N of 10 for reporting purpose
State	95.16%
District	group does not meet the min-N of 10 for reporting purpose
2011 School	group does not meet the min-N of 10 for reporting purpose
2010 School	group does not meet the min-N of 10 for reporting purpose
State	9283%
District	94,66%
2D11 School	95.46%
2010 School	93.65%
State	95.08%
District	group does not meet the min-N of 10 for reporting purpose
2011 School	group does not meet the min-N of 10 for reporting purpose
2010 School	group does not meet the min-N of 10 for reporting purpose
Slate	95.2%
	group does not meet the min-N of 10 for reporting purpose
	group does not meet the min-N of 10 for reporting purpose
2010 School	group does not meet the min-N of 10 for reporting purpose
0	94.77%
Col Number	94.35%
2140910018	94.83%
	92.99%
	95.34% 95.23%
and the second	95.73%
	50./3% 93.24%
2010 School	
State	95.3%
CONTRACTORY OF	group does not meet the min-N of 10 for reporting purpose
COMPOSITIVA CONTRACTOR	group does not meet the min-N of 10 for reporting purpose
2010 School	group does not meet the min-N of 10 for reporting purpose
State	85.9%
District	95.2%
2011 School	55.8%
2010 School	95%
State	95.83%
District	96.18%
2D11 School	96.68%
2010 School	94.35%
State	97.25%
	group does not meet the min-N of 10 for reporting purpose
District	
2011 School	group does not meet the min-N of 10 for reporting purpose
	State 2013 School 2013 School

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.

	State	22		56			22	0.23
All Students	District	24			76			0%
All Otsachts	2011 School	25			75			0%
	2010 School	Ħ		78			11	0%
	State	26		58			16	0.23
Vhite	District	27			73			0%
(TILE	2011 School	29			71			0%
	2010 School	13		80			7	0%
	State	6	54	-		40		0%
lack or	District	group di	oes not mee	et the min-N	of 10 for	reporting	purposes	
frican American	2011 School	group di	es not mee	et the min-N	of 10 for	reporting	purposes	
	2010 School	group di	oes not mee	et the min-N	of 10 for	reporting	purposes	
	State	25		46			30	0%
	District		nes ant mes	et the min-N	of 10 for		175().	
an	2011 School	1.		et the min-N		Lip to set of T		
	2010 School			et the min-N		1000		
					on a descri	. spannig	Contra Contra	0,000
	State	-30		50			20	0%
acific Islander	District	12222000		et the min-N		1.22.22.23		
	2011 School	S. 20		et the min-N		10.005	141	
	2010 School	graup di	Jes not mee	et the min-N	ur tu tor	reporting	huboses	
	State	7	43			49		0.4
tive American	District	a contraction of the second		et the min-N		1000	and a second of the	
arren 400a (1995)	2011 School	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		et the min-N			States -	
	2010 School	group d	bes not mee	et the min-N	of 10 for	reporting	purposes	
	State	14		54			32	03
mania	District	group di	oes not mee	et the min-N	of 10 for	reporting	purposes	- 2003
spanic	2011 School	group di	oes not mee	et the min-N	of 10 for	reporting	purposes	
	2010 School	group d	oes not mee	et the min-N	of 10 for	reporting	purposes	
	State	15		56			28	0%
o or more	District	In the second second	oes not mee	at the min-N	of 10 for		3.2	0/8
es	2011 School	Sec. 1		et the min-N		all works and	200 C	
	2010 School			et the min-N		and the second se		
		- Andrew		entro to conservation	and the second	a la serie de la	and the second	-
angen in eller	State	12 aroun de		54 at the min N	of 10 fee	3 recording	840.	03
onomically advantaged	District	10000000		et the min-N		1.		
	2011 School			et the min-N		No.		
	2010 School	group a	Jes nut met			reporting	Cont Proven	
	State	12	47			39		2 0.2
udents with	District			et the min-N		11 C 2 2 1 T		
isabilities	2011 School			et the min-N		11. S		
	2010 School	group d	pes not mee	et the min-N	of 10 for	reporting	purposes	
	State	4	37			59		0.1
nited English	District	group di	oes not mee	et the min-N	of 10 for	reporting	purposes	
roficiency	2011 School	group di	oes not mee	et the min-N	of 10 for	reporting	purposes	
	2010 School	group di	oes not mee	et the min-N	of 10 for	reporting	purposes	
	State	24		54			22	0.2
	District	145X2	oes not mee	at the min-N	of 10 for	reporting	102.65	- 1999 - 1999
ale	2011 School	Same		et the min-N		12. 19.		
	2010 School	9		73		a province of	18	0%
					-11	1	- Interior	
	State	21 oroug di	nes not more	57 at the min N	of 10 for	renotion	22	0.23
nale	District	100 C		et the min-N		ANY CARE		
	2011 School			et the min-N et the min-N				
	2010 School	COVER COURSE	Jeo nut met	a die milieit		reporting	haihoses	
	State	6 27			67			0%
	District	group di	oes not mee	et the min-N	of 10 for	reporting	purposes	
prant Students								
igrant Students	2011 School 2010 School			et the min-N et the min-N			C. C	

	S tate	32		.47			21	0.23%
All Students	District		65			35		0%
	2011 School		62			38	1	0%
	2010 School		56		_	33	11	0%
	S tale	35		4	18		16	0.22>
White	District		67			33		0%
44405	2011 School		64			36		0%
	2010 School		6D			40		0%
	S tate	11/	50			38		0%
Black or	District	group doe	s not meet th	e min-N of	10 for	reporting pu	rposes	25376
African American	2011 School	group doe	es not meet th	e min-N of	10 for	reporting pu	rposes	
	2010 School	group doe	es not meet th	e min-N of	10 for	reporting pu	rposes	
	State	25		47	-	25		3 0%
	District		s not meet th	e min-N of	10 for	reporting qu		
Asian	2011 School		es not meet th					
	2010 School		es not meet th					
		40	ena 200 100 100 100 100 100 100 100 100 100	a new Paraka	ont an orde	50	dependent.	
	State		es not meet th	a min N of		(MRC)	rapece	0%
Pacific Islander	District	000000000000000000000000000000000000000	es not meet tr es not meet tr				Contraction of	
	2011 School		es not meet th			1.000		
	2010 School		-second-series content	e miten U	in iui		and and a second	
		10	43			45		2 0.4%
Native American	District		es not meet tr				A CONTRACTOR OF	
	2011 School	Contract States	s not meet th				(1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	
	2010 S chool	group doe	s not meet th	ie min-N of	10 for	reporting pu	rposes	
	S tate	24		47		28		0.3%
Hispanic	District	group doe	es not meet th	ie min-N of	10 for	reporting pu	rposes	
i napanile	2011 School	group doe	es not meet th	ie min-N of	10 for	reporting pu	rposes	
	2010 School	group doe	es not meet th	ie min-N of	10 for	reporting pu	rposes	
	State	27		45		27	6	0%
Two or more	District	group doe	s not meet th	e min-N of	10 for	reporting pu	rposes	
races	2011 School	group doe	s not meet th	e min-N of	10 for	reporting pu	rposes	
	2010 School	group doe	s not meet th	e min-N of	10 for	reporting pu	rposes	
	Sitate	19		8		31		0.362
Economically	District		s not meet th		10 for	Contraction of the second	rooses	0.307
Disadvantaged	2011 School	ALC: NO	s not meet th				1187 C	
	2010 School		s not meet th			E.C.		
				s in the second	1	Contraction of the		
	State	18	40 va not monot th	o mio N of	10 For	41	100000	0.275
Students with Disabilities	District		es not meet th es not meet th			and the second second	of the second second	
	2011 School		es not meet th				A COLUMN TO A	
	2010 S chool		_	is ini PN U	UIUI	61 E23.0	-	
	S tale	9	41			47	ACCE COME	2 0.175
Limited English Proficiency	District		s not meet th					
Proficiency	2011 School	and a state of the	es not meet th			Address of the	General .	
	2010 S chool	group doe	es not meet th	ie min-N of	1U for	reporting pu	rposes	
	S tale	31		46		2	23	0.25>
Male	District	group dos	es not meet th	ie min-N of	10 for	reporting pu	rposes	
Mult	2011 School	group doe	es not meet th	ie min-N of	10 for	reporting pu	rposes	
	2010 School	4	1		36		18	0%
	Sitate	33		49			18	0.22)
	District		es not meet th		10 for	reporting pu	10000	
Female	2011 School	group doe	s not meet th	ie min-N of	10 for	reporting pu	rposes	
	2010 School		es not meet th				-	
		6 3			52		9	
	S tate District		es not meet th	e min_N of		reporting re-	Provide State	0%
Migrant Students	District 2011 School		is not meet th					
	2011 School 2010 School		s not meet th			IL CONTRACTOR OF STREET		
	LOLO CRUOL	S. 200 000	- the most h		10101	- haven a bu		

NCLB School Reports

Wall Elementary		ASS	ESSMENT		ACC	OUNTABILI	ΓY
2011 Reading Grade 3	Below Basic	Basic		1	Participation Rate	Total % Proficient &	AMO=
2011 Reading Glade 5		%	%	%	Nato	Advanced	AYP Status
	%				100%	100%	Met AYP
All Students	0	0	38	62	and the second se	100%	MetAYP
White (not Hispanic)	0	0	36	64	100%	100%	WIELATE
Black (not Hispanic)		and the second se	eet minimum pop eet minimum pop	and the second se		A REAL PROPERTY AND A REAL	Wator Strategy
Asian			eet minimum pop			And the second s	The second second
Native American			eet minimum pop			And the second s	
Hispanic Economically Disadvantaged		and the second se	eet minimum por	the second se		INCOMENTATION OF A	
Limited English Proficient			eet minimum por		A DESCRIPTION OF THE OWNER	Contraction in the second second	THE REAL PROPERTY.
		and the control of the state			Contract of the second		and the second second
Students w/ith Disabilities	Group	loes not m	eet minimum pop	oulation size	a Contraction of the		A State of the second second
Gender Male	Group	loes not m	eet minimum pop	oulation size	A Contraction of the second	tast szedit thi	California State
Female			eet minimum pop		DE DE CELLE	D. D. State Land	國家的民族思想的
Migrant	Group	loes not m	eet minimum pop	oulation size	Constant Frankers		the strain of
					100	OUNTADULI	TV
Wall Elementary	-	1	ESSMENT	1	and the second	OUNTABILI	AMO=
2011 Mathematics Grade 3	Below Basic	Basic	Proficient	Advanced	Partic-pation Rate	Total % Proficient &	AMO
	%	%	%	%		Advanced	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)	and the second se		eet minimum po	and the second se	100/10		CHINA MANA
Asian			eet minimum po	ALC: NOT THE OWNER OF THE OWNER OWNER OF THE OWNER OWNE OWNER	The second s	COLUMN STATES	ALC: NOT THE REAL OF THE REAL
Native American			eet minimum po		Manufall 1 14 day of a	STAR ROUGER	A STATE OF STATE
Hispanic			eet minimum po		4 62 13 13 10 17 10	THE REAL PROPERTY AND	Martine Respective
Economically Disadvantaged			eet minimum po		State in the second state	State State and State	A State State
Limited English Proficient		and an address of the second	eet minimum po		The second se		QR. In also f
	and the second s	Sesson network	e se sue construction de la se				
Students w/ith Disabilities		ASAMSAN TATLESTONIN	eet minimum po	and the second		Gelden to Make Child	and since the
Gender Male		The second s	eet minimum po	and a second	and south and the sector	1 - ment - to me	A March M
Female			eet minimum po		ALL ALL AND A SUM OF A DESCRIPTION OF	C Sto Loh Differen	
Migrant	Group	ioes not n	eet minimum po	pulation size	and the second s	Contraction of the second	
	Readi	ng	Met AYP	0	her Academic Indica	tor (Attendance	96.11% Me
Improvement Status	Math		Met AYP		Rate)		AYP
Teachers with Emergency or Provisional Credentials	0.004	%	% Classes i by Highly Teacl	Qualified	100%		
Wall Elementary		ASS	ESSMEN	Г	Participation		
Science	Below %	Basi		Advance	Data		
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		-	
	N/A	N/A	N/A	N/A		-	
Economically Disadvantaged		N/A	N/A	N/A		_	
Limited English Proficient	N/A						
Limited English Proficient Students w/ith Disabilities	N/A	N/A	N/A	N/A		_	
Limited English Proficient Students w/ith Disabilities Gender Male	N/A N/A	N/A N/A	N/A N/A	N/A			
Limited English Proficient Students w/ith Disabilities	N/A N/A	N/A	N/A	the second se			

* 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.

State of South	Dakota	2011,	Wall	Elementary	School

	State	30	-	47	22	0.27%
011 Distal subs	District	30		65		5 0%
All Students	2011 School	33		61		6 0%
	2010 School	38		50		12 0%
	State	35		48		7 0.28%
	District	33		61		6 0%
White	2011 School	38		56		6 0%
	2010 School	40	_	47		13 0%
	2010 SC1001			367		
	S tabe	15	45		38	2 0%
Black or	District	Berner		e min-N of 10 fo	A Day of the second	
African American	2011 School			e min-N of 10 fo		
	2010 School	group does	s not meet th	e min-N of 10 fo	r reporting purps	DSES
	State	35		39	24	2 0%
2.100	District	group does	not meet th	e min-N of 10 fo	r reporting purps	DSES
Asian	2011 School	group does	s not meet th	e min-N of 10 fo	r reporting purps	DSES
	2010 School	group does	not meet th	e min-N of 10 fo	r reporting purps	oses
		36		36	27	
	State	1000	and meet the	os e min-N of 10 fo	-101	0%
Pacific Islander	District			e min-N of 10 fo		
	2011 School					
	2010 School		Charles and the second	e min-N of 10 fo		0000
	State		44		46	0.33%
lative American	District			e min-N of 10 fo		
TODA DE L'ENTODO OFF	2011 School	group does	s not meet th	e min-N of 10 fo	r reporting purp	DSES
	2010 School	group does	not meet th	e min-N of 10 fo	r reporting purps	DSES
	State	14	51		35	0%
	District	group does	not meet th	e min-N of 18 fo	r reporting purps	DSES
Hispanic	2011 School	group does	not meet th	e min-N of 10 fo	r reporting purps	oses
	2010 School	group does	not meet th	e min-N of 10 fo	r reporting purps	DSES
		24		PAGELA PARA SELAT PER PAG	- Andrew - A	an sum
	State		not mont to	50. o min N of 10 fo	26	0.85%
fwo or more aces	District			e min-N of 10 fo a min N of 10 fo		
0000	2011 School	- 10 Day 20		e min-N of 10 fo o min N of 10 fo		
	2010 School	group upes	HULMEELUI	e min-N of 10 fo	r reporting purpt	1369
	State	19	47		33	0.31%
Economically	District	group does	s not meet th	e min-N of 10 fo	r reporting purps	DSES
Disadvantaged	2011 School	group does	s not meet th	e min-N of 10 fo	r reporting purp	DSES
	2010 School	group does	s not meet th	e min-N of 10 fo	r reporting purp	DSES
	State	13	40		45	2 0.38%
Students with	District	group does	not meet th	e min-N of 10 fo	r reporting purps	DSES
Disabilities	2011 School	group does	not meet th	e min-N of 10 fo	r reporting purps	DSES
	2010 School	- 3688-0ED		e min-N of 10 fo		
		30		64	10 1020 1	
initial Facility	State 3	1.000	and months	e min-N of 10 fo	16	2 0%
Limited English Proficiency	District	1. 1.		e min-N of 10 fo e min-N of 10 fo	100 SEC. 1	
- survey net	2011 School					
	2010 School		nounteerti	e min-N of 10 fo	and so a deside	0000
	State	28		47	24	0.36%
/iale	District	27		64		9 0%
	2011 School	27		64		9 0%
	2010 School	group does	s not meet th	e min-N of 10 fo	r reporting purp	DSES
	State	33		47	20	0.18%
	District	Set Di	not meet th	e min-N of 10 fo		y
emale	2011 School	Barribaure		e min-N of 10 fo	martin million in	
	2010 School	14 B		e min-N of 10 fo	AC 2004 11	
			and an an and a state of the	Contra Jane	and a state	New York
	State	29 draun daar	not mest	64	r monorting -	7 0%
Aigrant Students	District			e min-N of 10 fo		
25	2011 School	10.000		e min-N of 18 fo a min N of 18 fo	and the second second	
	2010 School	group does	s not meet th	e min-N of 10 fo	r reporting purpt	1965

Math Grade	UT	Advanced %	Proficient % 📃 Basic	
	State	22	56	21
VI Students	District	30	60	10
) bladci ila	2011 School	13	56	11
	2010 School	12	61	6
	State	26	57	16
	District	28	61	11
nite	2011 School	31	56	12
	2010 School	13	60	7
				1 1 1
4	State		49	38
ick or Ican American	District		neet the min-N of 10 for	1.4
tan American	2011 School	and Contraction and the	neet the min-N of 10 for	
	2010 School	group does not r	neet the min-N of 10 for	reporting purposes
	State	33	50	17
ian	District	group does not r	neet the min-N of 10 for	reporting purposes
DUE -	2011 School	group does not r	neet the min-N of 10 for	reporting purposes
	2010 School	group does not r	meet the min-N of 10 for	reporting purposes
	State	18	55	27
	District		neet the min-N of 10 for	
Islander	2011 School	Sec. La company	neet the min-N of 10 for	Et al.
	2011 School	-	neet the min-N of 10 for	
		a de la contra de la constante		1. 1. 1
	State	6 48		46
/e American	District	and the second se	neet the min-N of 10 for	
	2011 School		neet the min-N of 10 for	and the second second
	2010 School	group does not r	neet the min-N of 10 for	reporting purposes
	State	8	57	35
	District	group does not r	neet the min-N of 10 for	reporting purposes
anic	2011 School	group does not r	neet the min-N of 10 for	reporting purposes
	2010 School	group does not r	neet the min-N of 10 for	reporting purposes
	2.00	16	63	21
or more	State			
or mute S	District	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	neet the min-N of 10 for	
	2011 School		neet the min-N of 10 for	and the second
	2010 School	group does not i	meet the min-N of 10 for	reporting purposes
	State	12	55	32
iomically	District	group does not r	neet the min-N of 10 for	reporting purposes
dvantaged	2011 School	group does not r	neet the min-N of 10 for	reporting purposes
	2010 School	group does not r	neet the min-N of 10 for	reporting purposes
	State	10 44		44
ents with	District		neet the min-N of 10 for	reporting purposes
pilities	2011 School		neet the min-N of 10 for	
	2010 School		neet the min-N of 10 for	
			_	1 al anni
of East Set	State	34 arous doos patir	63	reporting pumpers
ed English Tiency	District	Character and a second	neet the min-N of 10 for neet the min N of 10 for	Allow Stores and
oronoy.	2011 School		neet the min-N of 10 for	
	2010 School	yroup does not r	neet the min-N of 10 for	reporting purposes
	State	23	55	22
	District	36	45	18
8	2011 School	36	45	18
	2010 School	group does not r	neet the min-N of 10 for	reporting purposes
	544	22	57	21
	State		er neet the min-N of 10 for	100
le	District	Street in concernance		and the second the second s
	2011 School	53 S. 1	neet the min-N of 10 for neet the min N of 10 for	A STATE A
	2010 School	yruup does not r	neet the min-N of 10 for	reporting purposes
	State	4 21	64	14
ant Physicarts	District	group does not r	neet the min-N of 10 for	reporting purposes
rant Students	2011 School	group does not r	neet the min-N of 10 for	reporting purposes
	2010 School	group does not r	neet the min-N of 10 for	reporting purposes

Wall Elementary		AS	SESS	MENT			ACC	OUNTABILI	ГҮ
2011 Reading Grade 4	Below Basic	Basi		oficient	Advan	ced	Participation Rate	Total % Proficient &	AMO=
	%	%		%	%			Advanced	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)			meet mir	nimum pop		ize	10070	Form Street Street	C. Series on Min
Asian				nimum pop				C. Australia Brillion	In Colorado Dance
Native American	Group do	es not n	meet mir	nimum pop	ulation	size	and the second sec		EN STREET
Hispanic	Group do	es not n	meet mir	nimum pop	oulation	size	An Contractor and Station	TRUE OF THE STA	ALL STATISTICS
Economically Disadvantaged				nimum pop			P CALIFORNIA THE VIEW OF	LYD DOLLARY POST	All the lot of the second
Limited English Proficient				nimum pop				227252410 9637323	and the second
						-			
Students w/ith Disabilities		-	meet mil	nimum pop	-	size	Article States Barrier	the state of the second	and the second second
Gender Male	0	9		64	27		100%	91%	日本自己的主义
Female	Group do	es not r	meet mi	nimum pop	oulation	size		ALL ALL ALL ST	R. States
Migrant	Group do	es not r	meet mi	nimum pop	oulation	TRATICE AND AND		A REALING AND AN	
		CERTIFICATION OF	1. 14		191.7821	-	100		The
Wall Elementary		1		SMENT				OUNTABILI	and the second se
and the second second second second	Below	Bas	ic Pr	roficient	Advar	ced	Partic-pation	Total %	=OMA
2011 Mathematics Grade 4	Basic						Rate	Proficient &	R. M. R. L.
	%	%		%	%			Advanced	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)		1.777	-	nimum po			10070	And the second second	THE CONTROL OF STREET
Asian				nimum po				States Laboration	CIGHT AND IN ST
Native American							IS THE COUNTY	Reverse Restorted	TOUR WIRE SAM
Hispanic	Group does not meet minimum population size Group does not meet minimum population size							The state of the state of the	With A Share
Economically Disadvantaged	Group does not meet minimum population size						A CALL CONTRACT	CANNER BUILDED	Cardina States
Limited English Proficient				inimum po		REAL AND OF STR	ANTINA PORTAN	A CAPTURE OF	
		Concernance of the		and the set of the second second					
Students w/ith Disabilities	A REAL CORPORT OF THE REAL	a ser a s		inimum po			the little the said	VIII CONTRACTOR	
Gender Male	0	18		45	36		100%	81%	A CARLEN
Female				inimum po				FRANKA PINCUSCIALL	AN ALL AN AN ANY
Migrant	Group de	bes not	meet mi	inimum po	pulation	size	Server and the server and the	a literation and the	
	Readi		Met AY	P	18012659	Othe	er Academic Indica	tor (Attendance	96.11% Me
Improvement Status	Math		Met AY			G an	Rate)	AYP	
Teachers with Emergency or Provisional Credentials	N/A		% C	lasses n Highly (Teach	Qualifie		100%		
Wall Elementary		AS	SSES	SMENT	-		Participation	1	
and the second	Below	Bas		roficient	-	nced	Rate		
Science	%	%	6	%	%			-	
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			-	
Female		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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	S tate	26			51			23		0.33%
All Students	District	41	R	1		53			6	0%
An olducina	2011 School	41				53			6	0%
	2010 School	27			67	ř.		-	7	0%
	S tate	30			52			17		0.28%
	District	40	N.			53			7	0%
White	2011 School	40	6			53			7	0%
	2010 School	21			71				7	0%
	S tate	13		49	-	1	37			0,41%
Black or	District	group de	ses not me	eet the m	in-N of 1	10 for	reporting	purpos	es	1.000
African American	2011 School	group de	oes not me	eet the m	in-N of 1	10 for 1	reporting	purpos	es	
	2010 School	group de	des not ma	eet the m	in-N of 1	10 for	reporting	purpos	ES	
	State	27		35			36			0.78%
	District	1000	ces not ma		in-N of 1	10 for		numos	_	U.76%
Asian	2011 School	and the second second	ses not me				P	and a second		
	2010 School	a standard and a standard at	oes not me					18-15-LS		
		40				50		10-00 j.	10	204
	State District		es not me	eet the m	in.N of 1	1	renortipo		12	0%
Pacific Islander	2011 School	and the second second	des not ma				L'	all states		
	2011 School 2010 School		ces not ma				-			
		1.5 45507-555	A SECTOR APPLICE		and an	- 101	a second second	1 1000	35) -	
	State	6 group de	42 too not m	pot the re	in H of a	10 fee	50	-	0.0	0.6%
Native American	District	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	des not ma				1.000			
	2011 School	1000	bes not me bes not me				2.5 NO.6	23/35/15		
	2010 School	34 0	JES HUL III	_	II FIN UI	io iu	N F	1.00	50	2
	S tate	13		51			36			0%
Hispanic	District	Berneller	ies not me				Dimen B	Sandler.		
	2011 School		bes not me							
	2010 School	group de	bes not ma	eettne m	IN-N OT 1	IU for	reporting	purpos	ES.	
	S tate	27			50			20	3	0.92%
Two or more	District		des not ma				The second second			
races	2011 School	A CONTRACTOR	ces not me					State La		
	2010 School	group ac	bes not me	eettne m	IN-N OT	IU TOP	reporting	purpos	es	
	S tate	14	_	49			35			0.41%
Economically	District	10 million (1990)	ces not me				. D			
Disadvantaged	2011 School		bes not me							
	2010 School	group de	des not me	eet the m	in-N of 1	10 for	reporting	purpos	es	
	S tate	9	37			3	51		3	0.26%
Students with	District	group de	des not me	eet the m	in-N of 1	10 for	reporting	purpos	es	
Disabilities	2011 School	group de	ces not me	eet the m	in-N of 1	10 for	reporting	purpos	es	
	2010 School	group de	ces not me	eet the m	in-N of 1	10 for	reporting	purpos	es	
	S tate	27				70			2	0%
Limited English	District	group de	ses not me	eet the m	in-N of 1	10 for	reporting	purpos	es	
Proficiency	2011 School	group de	bes not me	eet the m	in-N of 1	10 for I	reporting	purpos	es	
	2010 School	group de	oes not me	eet the m	in-N of 1	10 for	reporting	purpos	ES	
	State	23		5	li -			25		0.43%
Mola	District	group de	des not ma	eet the m	in-N of 1	10 for	reporting	purpos	es	
Male	2011 School	group de	ses not me	eet the m	in-N of 1	10 for	reporting	purpos	es	
	2010 School	group de	des not me	eet the m	in-N of 1	10 for	reporting	purpos	es	
	State	29			51			20	1	0.22%
-102.017	District	- 585	es not ma	eet the m		10 for	reporting	52843	es	
Female	2011 School	S. Carlinson	ses not ma				Renner F			
	2010 School		oes not ma				12.5	10-11		
	Part	9 6			B5	I	1			0%
	State District		ces not ma	eet the m		10 for	reporting	numos	ES.	0.24
Migrant Students	2011 School		ces not ma							
	ana socious	100000						201212		
	2010 School	dmun de	ces not me	SSF III - III						

State of South Dakota 2011, Wall	Elementary School
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	State	26			51			22		0.33
All Students	District	12			82				Б	0%
	2011 School	12			62				6	0%
	2010 School	13		3	97			20		0%
	State	30	())		53			1	t	0.28%
A.H. 3.	District	13			60				7	0%
White	2011 School	13			80				7	0%
	2010 School	14		1	54			21		0%
	State	13		44	Ĩ		40		4	0.415
Black or	District	100	o does no	t meet the	min-N of	f 10 for	0.265	a burbo	100	9.75
	2011 School	and the second		t meet the						
	2010 School	-		t meet the						
		1			and a state of the state of		1.4		20.00	
	State	30		r mont the	41 min ti ni	E 10 for	ronation	27	cnic.	0.78
Asian	District			t meet the			100	second and		
	2011 School	Sec.		t meet the			ON TRACE	S COMPANY		
	2010 School	1	u uuca HU	t meet the		1010	reputitit	200	123	
	State	20		a	60			20		0%
Pacific Islander	District	3		t meet the			and the second is	Section .		
	2013 School			t meet the						
	2010 School	grou	p daes no	t meet the	min-N of	f 10 fa	reporting	j purpo	SES	
	State	7	44				47		2	0.6%
1	District	grou	p does no	t meet the	min-N at	f 10 for	reporting	j purpo	-	
Vative American	2011 School	grou	p does no	t meet the	min-N at	f 10 fa	reporting	, purpo	ses	
	2010 School			t meet the			1.			
	1	14		47	_	-	38	2	-	~
	State	1892	n daes no	t meet the	min M at	E 10 for		<u>.</u>	0.00	0%
lispanic	District	Barren		t meet the			and the second			
	2011 School			t meet the						
	2010 School	-	u uuco no	CHICCI IIIC	THREE D	TUTU	reporting	1 baiba	363	
	State	20			55			25	1	0.92%
Twa or more	District			t meet the			100			
	2011 School	Sec.		t meet the			AND TRUE T			
	2010 School	grou	p does no	t meet the	min-N of	f 10 fa	reporting	3 pupo	SES	
	State	16		49			3	4		0.415
Economically	District	grou	p does no	t meet the	min-N of	f 10 fa	reporting	g purpo	SES	
Disadvantaged	2011 School	grou	p does no	t meet the	min-N of	f 10 fa	reporting	j purpo	SES	
	2010 School	grou	p does no	t meet the	min-N of	f 10 fa	reporting	g purpo	SES	
	State	10	34				53		3	0.26
Students with	District			t meet the	min-N of	f 10 for		j purpo		
Disphilitips	2011 School	-		t meet the						
	2010 School	16173		t meet the			1.1.1	874 A.S.		
	-	26				66	11 3	80/01/0	5	ne.
imited English	State	15 ASS		t meet the	min-N et		reporting	1 10 1000	No.	0%
Limited English Proficiency	District	Barre		t meet the			and Summing			
A CANCER OF A CANC	2011 School									
	2010 School	yruu	y 0005 NU	tmeetthe	and N U	TUIU	reputitit	i haiha.	162	
	State	27		con against a second	49			22		0.43%
/ale	District			t meet the						
	2011 School			t meet the						
	2010 School	grou	p daes no	t meet the	min-N at	f 10 for	reporting	g purpo	SES	
	State	25			53			21		0.225
•05607040	District	100	p does no	t meet the		f 10 for	reporting	g purpo	SES	
emale	2011 School	Sugar		t meet the			mar Barrent B			
	2010 School	1		t meet the			1.0			
						1 Posture	- Constant	and the		
		3 21 drou	n dinge pri	t meet the	67 min_N of		reporting	1 00200	9	0%
Vincent Chudante	District			t meet the						
Migrant Students		10111	ս սմեծ ՈՍ	t meet the	UNH-N D	TUIU	rebruit	1 hnihg	923	
	2011 School 2010 School	73323		t meet the	min N et	f 10 fee	reporting	num	000	

NCLB School Reports

Wall Elementary		ASSE	SSMENT		ACC	OUNTABILI	ГҮ
2011 Reading Grade 5	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient &	AMO=
	%	%	%	%		Advanced	AYP Status
All Students	0	6	53	41	100%	94%	MetAYP
White (not Hispanic)	0	7	53	40	100%	93%	Met AYP
Black (not Hispanic)	-		t minimum poj			EVERYORIAL STOTES - CALL	In the state of the
Asian	the second se	the second s	t minimum po	and the second se	SHIT STORES IN SECTION	Station Sold State	MARCH, MOREN
Native American			t minimum po			THE REAL PROPERTY OF THE PARTY	S. MURAN
Hispanic	The Party of Long Taxabase of Long Taxabase of Long	State of the local division of the local div	t minimum po		STREET CONTRACTOR OF THE	CONTRACTOR STATES	Marine The Local
Economically Disadvantaged			t minimum po		CNU STREET	STREET STREET STREET	The second second
Limited English Proficient	and the second se	the second s	t minimum po	and the second	LIGHT STREET	Partie Stores P	and the second
Students w/ith Disabilities			t minimum po				THE COMPLETENCE
					and the second sec	and the first of the sec	And the lot of parts
Gender Male			t minimum po			Carlo Ball of Carlet 1	201212-0223
Female			t minimum po				Stell Les (LES)
Migrant	Group do	es not mee	t minimum po	pulation size			
Wall Elementary	States and	ASSE	SSMENT		ACC	OUNTABILI	TY
	Below	Basic	Proficient		Partic-pation	Total %	AMO=
2011 Mathematics Grade 5	Basic				Rate	Proficient &	AVD Status
	%	%	%	%		Advanced	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 d	oes not me	et minimum pop	ulation size		and the second second	The station
Asian	Group d	oes not me	et minimum pop	ulation size		and the state of the	and an and the set
Native American	Group d	oes not me	et minimum pop	ulation size	Ned Print and a star	Change and the second	电台的 计 建色叶质
Hispanic	Group d	oes not me	et minimum pop	ulation size	and the second second		(73) AURA (12) AU
Economically Disadvantaged	Group d	oes not me	et minimum pop	ulation size			A State of the
Limited English Proficient	Group d	oes not me	et minimum pop	ulation size			Street Street
Students w/ith Disabilities	Group d	oes not me	et minimum pop	ulation size	and at the states	- Andressin and	and the second
Gender Male			et minimum pop		P P P P P P P P P P P P P P P P P P P	CALLY A PAGE (SEE	
Female			et minimum pop				Restautine from
		the set of	et minimum pop	de providence de la construcción de	The second second		
Migrant	Croup u	ces not me	et minimum pop	1011 5120	THE REAL PROPERTY OF	and the section of the	Charles and the
1	Readin	ng	Met AYP	Othe	r Academic Indicate	or (Graduation or	96.11% Me
Improvement Status	Math		Met AYP		Attendance	AYP	
Teachers with Emergency or Provisional Credentials	N/A		% Classes n by Highly (Teach	Qualified	100%		
Wall Elementary		ASS	ESSMENT		Participation		
Science	Below %	Basic %		Advanced %	Rate		
All Students	0	18	65	18	100%		
White (not Hispanic)	0	13	67	20	100%		
Black (not Hispanic)	Group	loes not me	et minimum pop	pulation size			
Asian			et minimum pop	and the second se		-	
Native American			et minimum pop			-	
Hispanic		the state of the s	eet minimum poj	And the second se		_	
Economically Disadvantaged			eet minimum pop			_	
Limited English Proficient	the second se	the play to sell and play a description of the play of the left of the play of	et minimum pop	and the second se			
Students w/ith Disabilities			eet minimum po			_	
Gender Male			et minimum po			-	
Female	Group	loes not me	eet minimum pop	pulation size			
Migrant		and the second second	et minimum po	the proof to be a set of the set of the set of		-	

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.

Reading Grades 3-8 Advanced % Proficient % 🛄 Basic % 📕 Below Basic % Not Tested %

All Students	District		38		50	50		23	
All Sludenis	2011 School		45				51		4
	2010 School		41			49		10	
	State	30			5	1		18	1
	District		40	-		47	_	13	
White	2011 School		47				49		4
	2010 School		41			52	i i	1	
		8.4		46			1		-
Black or	State	12 crou	n does		the min.N	of 10 for	38 reporting	nimosas	3
ofacik ur African American	District						reporting	· .	
Ancar Anchesh	2011 School		and the second of						
	2010 School	grou	p ques	not meet	me min-iv		reporting	purposes	
	State	24		T	40		29		6
Asian	District	grou	p does	not meet	the min-N	of 10 for	reporting	purposes	
matan	2011 School	grou	p does	not meet	the min-N	of 10 for	reporting	purposes	
	2010 School	grou	p does	not meet	the min-N	of 10 for	reporting	purposes	
	State	29				55	1.6. 55	16	-
	District	1000		nnt meet	100 2000	1000 C	reporting	-	
Pacific Islander	2011 School						reporting	8. A.	
	2010 School						reporting		
	2010 School	guu	ALC SCIE		are minely	ur to tol		purpuses	
	State	7	1.1	42			48		3
Native American	District	18			73			9	
a an a share share a s	2011 School	grou	p does	not meet	the min-N	of 10 for	reporting	purposes	
	2010 School	grou	p does	not meet	the min-N	of 10 for	reporting	purposes	
	State	16		4	9		33		2
	District	crou	o does	not meet	the min-N	of 10 for	reporting	nurnoses	-
Hispanic	2011 School						reporting	E. B.	
	2010 School						reporting		
			n apar		- JASSES AND AND AND A	Services		*****	
	State	24			49			25	
			n doac						
Two or more	District						reporting	and the second	
races	District 2011 School						reporting reporting	and the second	
		grou	p does	not meet	the min-N	of 10 for		purposes	
	2011 School	grou	p does	not meet	the min-N the min-N	of 10 for	reporting	purposes	
	2011 School 2010 School	grou grou	p does	not meet not meet	the min-N the min-N	of 10 for	reporting reporting	purposes	
races	2011 Sebool 2010 Sebool State	grou grou 15	p does	not meet not meet	the min-N the min-N	of 10 for	reporting reporting	purposes purposes 18	
races Economically	2011 School 2010 School State District 2011 School	grou grou 15 23	p does p does	not meet not meet	the min-N the min-N	of 10 for of 10 for	reporting reporting	purposes purposes 18	2
races Economically	2011 School 2010 School State District 2011 School 2010 School	grou grou 15 23	p does p does 39 35	not meet not meet 48	the min-N the min-N	of 10 for of 10 for 56	reporting reporting 35	purposes purposes 18	6
races Economically Disadvantaged	2011 School 2010 School State District 2011 School 2010 School State	grou grou 15 23	p does p does 39 35	not meet not meet 48 34	the min-N the min-N	of 10 for of 10 for 56	reporting reporting 35 51	purposes purposes 18	2
races Economically Disadvantaged Students with	2011 School 2010 School State Distate 2011 School 2010 School State Distate	grou grou 15 23 11	p does p does 39 35	not meet not meet 48 34 55	the min-N the min-N 59	of 10 for of 10 for 56 47	reporting reporting 35 51 45	purposes purposes 18 18	6
races Economically Disadvantaged	2011 School 2010 School State District 2011 School 2010 School State District 2011 School	grou grou 15 23 11 11 grou	p does p does 39 39 39 39 39 39 39 39 39 39 39 39 39	not meet 48 48 34 55 not meet	the min-N the min-N 59 the min-N	of 10 for of 10 for 56 47 of 10 for	reporting reporting 35 35 51 45 reporting	purposes purposes 18 18 18 purposes	6
races Economically Disadvantaged Students with	2011 School 2010 School State Distate 2011 School 2010 School State Distate	grou grou 15 23 11 11 grou	p does p does 39 39 39 39 39 39 39 39 39 39 39 39 39	not meet 48 48 34 55 not meet	the min-N the min-N 59 the min-N	of 10 for of 10 for 56 47 of 10 for	reporting reporting 35 51 45	purposes purposes 18 18 18 purposes	6
races Economically Disadvantaged Students with	2011 School 2010 School State District 2011 School 2010 School State District 2011 School	grou grou 15 23 11 11 grou grou 4	p does p does 39 39 35 p does p does 28	not meet 48 34 55 not meet	the min-N the min-N 59 the min-N the min-N	af 10 for af 10 for 56 47 47 af 10 for af 10 for 62	reporting reporting 35 51 45 reporting reporting	purposes purposes 18 18 18 purposes purposes	4
races Economically Disadvantaged Students with Disabilities	2011 School 2010 School State District 2011 School State District 2011 School 2010 School 2010 School	grou grou 15 23 11 11 grou grou 4	p does p does 39 39 35 p does p does 28	not meet 48 34 55 not meet	the min-N the min-N 59 the min-N the min-N	af 10 for af 10 for 56 47 47 af 10 for af 10 for 62	reporting reporting 35 51 45 reporting	purposes purposes 18 18 18 purposes purposes	4
races Economically Disadvantaged Students with Disabilities	2011 School 2010 School State District 2010 School State District 2011 School 2010 School 2010 School State	grou grou 15 23 11 11 grou grou 4 grou	p does p does 39 35 p does p does 28 p does	not meet 48 48 34 55 not meet not meet not meet	the min-N 59 the min-N the min-N the min-N	af 10 for af 10 for 56 47 47 af 10 for af 10 for 62 af 10 for	reporting reporting 35 51 45 reporting reporting	purposes purposes 18 18 purposes purposes purposes	6
races Economically Disadvantaged Students with Disabilities	2011 School 2010 School State District 2011 School 2010 School 2010 School 2010 School 2010 School State District State District	grou grou 15 23 11 grou grou grou grou grou grou	p does p does 39 39 p does p does 28 p does p does	not meet not meet 48 34 34 55 not meet not meet not meet not meet	the min-N the min-N 59 the min-N the min-N the min-N the min-N	af 10 for af 10 for 56 47 47 af 10 for af 10 for 62 af 10 for af 10 for af 10 for	reporting reporting 35 51 45 reporting reporting	purposes purposes 18 18 purposes purposes purposes purposes purposes	4
races Economically Disadvantaged Students with Disabilities	2011 School 2010 School State District 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2011 School 2010 School	grou grou 15 13 11 grou grou grou grou grou grou	p does p does 39 39 p does p does 28 p does p does	not meet not meet 48 34 34 55 not meet not meet not meet not meet	the min-N the min-N 59 the min-N the min-N the min-N the min-N	af 10 for af 10 for 56 47 47 af 10 for af 10 for 62 af 10 for af 10 for af 10 for	reporting reporting 35 51 45 reporting reporting reporting reporting	purposes purposes 18 18 purposes purposes purposes purposes	4
races Economically Disadvantaged Students with Disabilities	2011 School 2010 School State District 2010 School 2010 School 2010 School 2010 School 2010 School 2011 School 2010 School 2010 School 2010 School	grou grou 15 11 grou grou grou grou grou grou grou	p does p does 39 39 p does p does 28 p does p does	not meet not meet 48 34 34 55 not meet not meet not meet not meet	the min-N the min-N 59 the min-N the min-N the min-N the min-N the min-N	af 10 for af 10 for 56 47 47 af 10 for af 10 for 62 af 10 for af 10 for af 10 for	reporting reporting 35 51 45 reporting reporting reporting reporting	purposes purposes 18 18 purposes purposes purposes purposes purposes purposes 26	4
races Economically Disadvantaged Students with Disabilities	2011 School 2010 School State District 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School	grou grou 15 13 11 grou grou grou grou grou grou	p does p does 38 38 p does p does p does p does p does p does	not meet not meet 48 34 34 55 not meet not meet not meet not meet	the min-N the min-N 59 the min-N the min-N the min-N the min-N	af 10 for af 10 for 56 47 af 10 for af 10 for af 10 for af 10 for af 10 for af 10 for af 10 for	reporting reporting 35 51 45 reporting reporting reporting reporting	purposes purposes 18 18 purposes purposes purposes purposes	4
races Economically Disadvantaged Students with Disabilities Limited English Proficiency	2011 School 2010 School State District 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School	grou grou 15 23 11 grou grou grou grou grou grou grou 24 25	p does p does 39 39 p does p does 28 p does p does	not meet not meet 48 34 34 55 not meet not meet not meet not meet	the min-N the min-N 59 the min-N the min-N the min-N the min-N 48 54	of 10 for of 10 for 56 47 47 of 10 for of 10 for of 10 for of 10 for of 10 for of 10 for of 10 for 56	reporting reporting 35 51 45 reporting reporting reporting reporting	purposes purposes 18 18 purposes purposes purposes purposes 26 21 1	4
races Economically Disadvantaged Students with Disabilities Limited English Proficiency	2011 School 2010 School State District 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School	grou grou 15 11 grou grou grou grou grou grou grou	p does p does 38 38 p does p does p does p does p does p does	not meet not meet 48 34 34 55 not meet not meet not meet not meet	the min-N the min-N 59 the min-N the min-N the min-N the min-N 48 54	af 10 for af 10 for 56 47 af 10 for af 10 for af 10 for af 10 for af 10 for af 10 for af 10 for	reporting reporting 35 51 45 reporting reporting reporting reporting	purposes purposes 18 18 purposes purposes purposes purposes purposes purposes 26	4
races Economically Disadvantaged Students with Disabilities Limited English Proficiency	2011 School 2010 School State District 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School	grou grou 15 23 11 grou grou grou grou grou grou grou 24 25	p does p does 38 38 p does p does p does p does p does p does	not meet not meet 48 34 34 55 not meet not meet not meet not meet	the min-N the min-N 59 the min-N the min-N the min-N the min-N 48 54	of 10 for of 10 for 56 47 47 of 10 for of 10 for of 10 for of 10 for of 10 for of 10 for of 10 for 56	reporting reporting 35 51 45 reporting reporting reporting reporting	purposes purposes 18 18 purposes purposes purposes purposes 26 21 1	4
races Economically Disadvantaged Students with Disabilities	2011 School 2010 School State District 2010 School 2010 School	grou grou 15 23 11 grou grou grou grou grou grou grou grou	p does p does 38 38 p does p does p does p does p does p does	not meet a8 48 34 55 not meet not meet not meet	the min-N the min-N 59 the min-N the min-N the min-N the min-N the min-N 48 54	of 10 for of 10 for 56 47 47 of 10 for of 10 for of 10 for of 10 for of 10 for of 10 for of 10 for 56	reporting reporting 35 51 45 reporting reporting reporting reporting	purposes purposes 18 18 purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes	4
races Economically Disadvantaged Students with Disabilities Limited English Proficiency	2011 School 2010 School State 2010 School 2010 School State 2010 School 2010 School	grou grou 15 23 11 grou grou grou grou grou grou grou grou	p does p does 39 33 5 5 9 does p does p does p does p does p does 37 37	not meet a8 48 34 55 not meet not meet not meet	the min-N the min-N 59 the min-N the min-N the min-N the min-N the min-N 48 54	of 10 for of 10 for 56 47 47 of 10 for of 10 for of 10 for of 10 for of 10 for of 10 for of 10 for 56	reporting reporting 35 51 45 reporting reporting reporting	purposes purposes 18 18 purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes	4
races Economically Disadvantaged Students with Disabilities	2011 School 2010 School State District 2010 School State District 2010 School 2010 School	grou grou 15 23 11 grou grou grou grou grou grou grou grou	p does p does 39 33 55 p does p does p does p does p does p does s does	not meet not meet 48 34 55 not meet not meet not meet	the min-N the min-N 59 the min-N the min-N the min-N the min-N the min-N 48 54	of 10 for of 10 for 56 47 47 of 10 for of 10 for of 10 for of 10 for of 10 for of 10 for of 10 for 56	reporting reporting 35 51 45 reporting reporting reporting reporting reporting	purposes purposes 18 18 purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes	4
races Economically Disadvantaged Students with Disabilities	2011 School 2010 School State 2010 School 2010 School	grou grou 15 23- 11 grou grou grou grou grou grou grou grou	p does p does 39 33 55 p does p does p does p does p does p does s does	not meet a8 34 55 not meet not meet not meet	the min-N the min-N 59 the min-N the min-N the min-N the min-N the min-N 48 54 54	of 10 for of 10 for 56 47 47 of 10 for of 10 for of 10 for of 10 for of 10 for of 10 for of 10 for 56	reporting reporting 35 51 45 reporting reporting reporting reporting reporting reporting 45 45	20 20 20 20 20 20 20 20 20 20 20 20 20 2	
races Economically Disadvantaged Students with Disabilities	2011 School 2010 School State 2010 School 2010 School	grou grou 15 23- 11 grou grou grou grou grou grou grou grou	p does p does 39 p does p does p does p does p does p does p does p does s does p does s f s does p does s f s does s doe	not meet not meet 48 34 55 not meet not meet not meet not meet 57	the min-N the mi	of 10 for of 10 for 56 47 47 47 62 61 10 for 62 61 10 for 62 61 10 for 62 63 64 64 64 65 65 68	reporting reporting 35 51 45 reporting reporting reporting reporting reporting reporting reporting 45 45 45	purposes purposes 18 18 purposes purposes purposes purposes purposes purposes 26 21 15	
races Economically Disadvantaged Students with Disabilities	2011 School 2010 School	grou grou 15 23- 11 grou grou grou grou grou grou grou grou	p does p does 39 p does p does p does p does p does p does s does p does s does p does	not meet not meet 48 34 55 not meet not meet not meet not meet 57	the min-N the min-N the min-N the min-N the min-N the min-N the min-N 48 54 54 54 54 54 54	of 10 for of 10 for 56 47 47 47 61 0 for 62 61 10 for 62 61 10 for 62 63 64 64 7 7 62 64 7 10 for 62 64 64 7 7 64 7 7 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	reporting seporting set set set reporting	purposes purposes 18 18 purposes purposes purposes purposes purposes purposes 26 21 15 20	2 6 4 7 7
races Economically Disadvantaged Students with Disabilities Limited English Proficiency Male Female	2011 School 2010 School State 2010 School 2010 School	grou grou 15 23- 23- 23- 24 grou grou grou grou grou grou 24 25 27 28 27 28 27 28 5 17 grou grou grou grou grou	p does p does 39 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	not meet not meet 48 34 55 not meet not meet not meet not meet 57	the min-N the min-N 59 the min-N the min-N the min-N the min-N 48 54 54 51 51 54 the min-N the min-N the min-N	of 10 for of 10 for 56 47 47 47 61 0 for 62 61 10 for 62 61 10 for 62 63 64 64 7 10 for 64 64 7 10 for 62 64 64 7 7 65 65 66 66 67 67 7 7 7 7 8 7 8 8 8 8 8 8 8 8	reporting reporting 35 51 45 reporting reporting reporting reporting reporting reporting reporting 45 45 45	purposes purposes 18 18 purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes purposes	

State of South Dakota 2011, Wall Elementary School
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			ANG MAURA	0055 200 505 50 50	15006250			% NI
	S tate	23		55			22	0.28
All Students	District	22		66			11	0%
	2011 School	24			71		4	2 0%
	2010 School	12	_	76			12	0%
	State	26		57			17	027
	District	22		64			12	0%
White	2011 School	24			69		4	2 0%
	2010 School	14		75			11	0%
				1			11	
21.5	State	11	47 doop not m	1	of 10 fee	40		2 0.07
Black or African American	District	1		eet the min-N		1.0.1		
hindan Anna Isan	2011 School	-		eet the min-N				
	2010 School	group	liddes not ma	eet the min-N		repursing	purposes	
	State	27		43			28	0.13
Asian	District	group	does not ma	eet the min-N	of 10 for	reporting	purposes	
noidil	2011 School	group	does not me	eet the min-N	of 10 for	reporting	purposes	
	2010 School	group	does not ma	eet the min-N	of 10 for	reporting	purposes	
	State	16		61		10	24	0%
	State District	191	does not me	et the min-N	of 10 fee	reporting	1051	0%
Pacific Islander				set the min-N		and the second second	and a summer	
	2011 School	-						
	2010 School	A clark	ques nut mi	eet the min-N		reputting	haihozea	
	State	5	43			50		0.43
ative American	District	18			82			0%
SUIVE PAINEIIUSI	2011 School	group	does not ma	eet the min-N	of 10 for	reporting	purposes	
	2010 School	group	does not ma	eet the min-N	of 10 for	reporting	purposes	
	State	12		52	1	35		0.05
	District	1.45-	21 12	et the min-N	nt 10 fer		numoses	2000
ispanic	2011 School	1		set the min-N		and the second second	A CALL STORE	
				et the min-N				
	2010 School	group	rupes not int	SET THE HIM HA		reporting	puiposes	
	State	16		57			27	0.49
wa ar mare	District	group	does not ma	eet the min-N	of 10 for	reporting	purposes	
aces	2011 School	group	does not ma	eet the min-N	of 10 for	reporting	purposes	
	2010 School	group	i does not ma	eet the min-N	of 10 for	reporting	purposes	
	State	12		52		35		038
conomically	District	11		70			16	2 0%
lisadvantaged	2011 School	11		78			6 6	-
	2010 School	12		59			29	0%
	auto senool		1				1600 V	1
	State	10	37			51	-	2 0.39
tudents with	District	18		6		36	9	0%
) is abilities	2011 School	10.1863		eet the min-N		1222		
	2010 School	group	does not ma	eet the min-N	of 10 for	reporting	purposes	
	State	3 2	3		67			2 0.27
imited English	District	994 - C-11	does not ma	eet the min-N	of 10 for	reportina i		
raficiency	2011 School	and the second sec		eet the min-N		and the second second	and the second	
	2010 School			et the min-N				
					na prairie	10000		
	State	23		53			23	033
lale	District	21		60				2 0%
-	2011 School	19		70				4 0%
	2010 School	8		69			23	0%
	State	22		57			21	023
2014/1014/1	District	22	1 march		73		4	
emale	2011 School	29			71			0%
	2010 School	17			83			0%
		-						
	State	3 20			72		5	0%
ligrant Students	District			eet the min-N				
a state the	2011 School	12/201		eet the min-N				
			after the second second	ant the min hi	of 10 for	recording.	numneas	
	2010 School	group	does not ma	set the mini-N	a re la	reparang	paihoses	

State of South Dakota 2011, Wall Elementary School

No Child Left Behind Report Card

	S tabe	26			49			23	2	0.4%
All Students	District		40			46	_	14	i i	0%
, in obtained	2011 School		45				1		4	D%
	2010 S chool		41			49		8	10	D%
	S tate	29			51			19		0.36%
White	District		42			43		14	8	D%
17000	2011 School		47				49		4	D%
	2010 School		41			52			7	0%
	S tate	12	L	4			39		5	0.37%
Black or	District	group	daes not r	neetthe	min-N of	f 10 for	reporting	purpos	es	
African American	2011 School	group	does not r	neetthe	min-N of	10 for	reporting	purpos	es	
	2010 S chool	group	does not r	neetthe	min-N of	f 10 for	reporting	purpos	es	
	S tabe	25		39	9		28		7	0.1%
Asian	District	group	daes not r	neetthe	min-N of	f 10 for	reporting	purpos	es	
Apidu	2011 School	group	daes not r	neetthe	min-N of	i 10 for	reporting	purpos	es	
	2010 School	group	does not r	neetthe	min-N of	f 10 for	reporting	purpos	es	
	S tate	27			56			15	2	1.49%
Docific Jolandas	District	group	daes not r	neetthe	min-N of	10 for	eporting	purpos	es	
Pacific Islander	2011 School	group	daes not r	neetthe	min-N of	10 for	eporting	purpos	es	
	2010 S chool	group	daes not r	neetthe	min-N of	10 for	reporting	purpos	es	
	State	7	41				47		4	0.76%
Native American	District	18			73				9	D%
Native American	2011 School	group	daes not r	neetthe	min-N of	i 10 for	reporting	purpos	es	
	2010 School	group	daes not r	neetthe	min-N of	f 10 for	reporting	purpos	es	
	State	15		49			34	-	2	0.09%
There are a	District	graup	daes not r	neetthe	min-N of	10 for	eporting	purpos		
Hispanic	2011 School	group	daes not r	neetthe	min-N of	i 10 for	reporting	purpos	es	
	2010 School	group	daes not r	neetthe	min-N of	f 10 for	reporting	purpos	es	
	S tabe	24			50	_		25		0.74%
Two or more	District	group	daes not r	neetthe	min-N of	' 10 for	reporting	purpos	es	
races	2011 School	group	daes not r	neetthe	min-N of	10 for	reporting	purpos	es	
	2010 S chool	group	does not r	neetthe	min-N of	10 for	reporting	purpos	es	
	S tate	15		47			35		3	0.54%
Economically	District	26			57			47		0%
Disadvantaged	2011 School		39			56			6	0%
	2010 Sichool	3	5	-	4	7		18		D%
	S tabe	10	-33			50			6	0.3%
Students with	District		58				42	_		D%
Disabilities	2011 School	and the second	daes not r				D. C.S. M. D. C.			
	2010 S chool	group	daes not r	neetthe	min-N of	f 10 for	reporting	purpos	es	
	S tate	4 26				61				0.17%
Limited English	District	33 0.	daes not r				10 N.	1.1.1		
Proficiency	2011 School		does not r							
	2010 School	group	daes not r	neetthe	min-N of	10 for	reporting	purpos	es	
	S tate	24			47		_	26	2	0.48%
Male	District	29			49			22		D%
	2011 School		T			56			7	0%
	2010 School	27			58			15		0%
	S tate	28			51			20		0.31%
Female	District		52				43		5	D%
0.0498007507	2011 School		54				48		1	0%
	2010 School		57				39		4	0%
	S tabe	4 16			59			28		0%
Migrant Students	District		daes not r							
0.000.000.000	2011 School		daes not r				100000000000000000000000000000000000000			
	2010 School	group	does not r	neetthe	min-N of	10 for	reporting	purpos	es	

Math All Gra	ades	Advanced %	Proficient %	ic % 📕 Below Basic * 2011 Target (72.0%	
	State	22	55	23	0.41
All Students	District	23	65	11.	0%
HII GLUUCHIS	2011 Sekoel	24	71	4	0%
	2010 Sekoal	12	76	12	0%
	State	24	57	18	03
		24	63	12	05
White	District	24	69	4	
	2011 Sekoal 2010 Sekoal	14.	75		13
	2010 Sickool	1.4	/0	11	0%
	State	10	46	42	01
Black or	District	group does i	nct meet the min-N of 10 fo	or reporting purposes	
African American	2011 Sekoal	group does i	n <mark>ot meet the min-N of 10 f</mark> o	or reporting purposes	
	2010 Sekoel	group does i	nct meet the min-N of 10 fo	or reporting purposes	
	State	27	43	28	0
	District		not meet the min-N of 10 fo		1
sian	2011 Sekoal	A CONTRACTOR OF STATE	nct meet the min-N of 10 fo	and the second se	
	2011 School	A RECEIPTED TO THE	not meet the min-N of 10 fo	State - Aller Provide and the	
	sons a chodi	12. 1		le des la	
	State	15	58	27	
acific Islander	Distnict	and the second sec	not meet the min-N of 10 fo	and drawner Still a barrens	
	2011 Sekoel		not meet the min-N of 10 fo		
	2010 School	group does i	not meet the min-N of 10 fo	or reporting purposes	
	State	5 42		52	1
	District	18	82		1
ative American	2011 School	group does i	not meet the min-N of 10 fo	or reporting purposes	1
	2010 Sekoel		not meet the min-N of 10 fo		
		NEW AV		- 50 k	
	State	12	51	37	0
sparic	Distnict	Station of the second	not meet the min-N of 10 fo	and the second	
544.48(98),3(4)	2011 Sekoel		not meet the min-N of 10 fo		
	2010 Sekoel	group does i	not meet the min-N of 10 fo	or reporting purposes	
	State	15	58	26	0
wo or more	Distnict	group does i	nct meet the min-N of 10 fo	or reporting purposes	1
ces	2011 School	group does i	nct meet the min-N of 10 fo	or reporting purposes	
	2010 Sekool		nct meet the min-N of 10 fo	AND AND PROPERTY AND	
	1000	12	51	36	
concreie all	State	12	51	12000	0
conomically sadvantaged	District	and the second s	68		18
source raigou	2011 Sekoal	11	78	6 6	0
	2010 Sekoel	12	59	29	0
	State	9 3	5	53	0.
udents with	District	17	33	42 8	Ø
sabilities	2011 School	group does i	not meet the min-N of 10 fo	or reporting purposes	-
	2010 Sekool	group does i	not meet the min-N of 10 fo	or reporting purposes	
	State	3 27	68	AND OF	0
mited Epolish		1	nct meet the min-N of 10 fo		0.
mited English raficiency	District	Strandard Strange	not meet the min-N of 10 fo	and drawn Stiller Manual	
	2011 Sekoal				
	2010 Sekoal	group upes i	not meet the min-N of 10 fo	a reporting purposes	
	State	23	52	25	0.
ale	District	24	58	17	05
onG.	2011 School	19	70	7 4	05
	2010 Sekool	8	69	23	8%
	State	20	57	22	0:
		20		5	
emale	District	10000		3	05
	2011 Sekoel	29	71		05
	2010 Sekoal	17	83		02
	State	3 18	75	4	0%
liament Ohuslast	Distaict	group does i	not meet the min-N of 10 fo	A LOUTE DATA AND A DATA	100
ligrant Students	2011 School	group does i	not meet the min-N of 10 fo	or reporting purposes	
		droup dans	not meet the min-N of 10 fo	r reporting numoses	
	2010 Sekoal	group upes i	DE INCCEDIC INTERIOR OF TO IC	a repaining parposes	

No Child Left Behind

2011 Report Card

Big White Elementary School

PO Box 414 Wall, SD 57790-0414 Contact: Dennis Rieckman Title | Status: Not Title |

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 I, 2 or 3" (meaning that it has not met AYP for at least two consecutive years). The chart also breaks down AYP progress by subgroups, using a "Y" (yes) to indicate subgroups that made AYP, and "N" (no) to indicate subgroups that did not make AYP.

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 AVP 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	QK	
Reading	OK	
Attendance	Alert	

Current Year School AYP Determination

Measure		Status			Rea	son For Not M	eeting AYP	
Math	Y - Met AV	/Ρ						
Reading	r - Met Av	/P						
Attendance	V - Did No	t Meet AYP	M	issed	Atter	idance Rate Ta	irget	
			Math			F	Reading	
		Assessment	Participat	tion	AYP	Assessment	Participation	AYP
All Students		Y	Y		Y	Y	Y	Y
White		Y	Ŷ		γ	Ŷ	Y	Y
Black or African American		Y	γ		γ	Y	Υ	Y
Asian		Y	Y		γ	Y	Y	Y
Pacific Islan	der	Y	γ		γ	Y	Y	Y
Native Ameri	can	Y	γ		γ	Y	Y	Y
Hispanic		Y	γ	Y		Y	Y	Y
Two or more r	aces	Y.	γ		¥.	Y	Y	Y
Economically Disac	wantaged	Y	γ		γ	Y	Y	Y
Students With Disabilities Y		Y	Y		Ŷ	Ŷ	Y	Y
Limited English Pr	oficiency	Y	Υ		γ	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 top quartile of poverty statewide of students eligible for free or reduced-price lunch. A low poverty school is defined as being in the botton quartile of poverty statewide or districtwide, based on the percentage of students eligible for free or reduced-price lunch. A low poverty school is defined as being in the botton quartile of poverty statewide or districtwide, based on the percentage of students eligible for free or reduced-price lunch. A low poverty school is defined as being in the botton quartile of poverty statewide or districtwide, based on the percentage of students eligible for free or reduced-price lunch. 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 prior years.

Rate	2011 Target (94.0%
State	95.87%
District	95.64%
2011 School	90.12%
2D10 School	group does not meet the min-N of 10 for reporting purpose
State	96.38%
Disbict	95.76%
2D11 School	93,12%
2010 School	group does not meet the min-N of 10 for reporting purpose
Ohate	9519%
	group does not meet the min-N of 10 for reporting purpose
	group does not meet the min-N of 10 for reporting purpose
Contraction of the second second	group does not meet the min-N of 10 for reporting purpose
	96.87%
	group does not meet the min-N of 10 for reporting purpose
0.0.000.0000000000000000000000000000000	group does not meet the min-N of 10 for reporting purpose
2010 School	group does not meet the min-N of 10 for reporting purpose
State	95.18%
District	group does not meet the min-N of 10 for reporting purpose
2011 School	group does not meet the min-N of 10 for reporting purpose
2Df0 School	group does not meet the min-N of 10 for reporting purpose
State	92.83%
K2552710	94.66%
	group does not meet the min-N of 10 for reporting purpose
	group does not meet the min-N of 10 for reporting purposi
State	95.08%
District	group does not meet the min-N of 10 for reporting purposi
2D11 School	group does not meet the min-N of 10 for reporting purposi
2D10 School	group does not meet the min-N of 10 for reporting purposi
State	95.2%
District	group does not meet the min-N of 10 for reporting purpose
2011 School	group does not meet the min-N of 10 for reporting purposi
2010 School	group does not meet the min-N of 10 for reporting purpose
State	94.77%
	94.35%
	group does not meet the min-N of 10 for reporting purpose
112010-0320A0229	group does not meet the min-N of 10 for reporting purposi
-	
100000	85.34%
11.0000	85.23%
	group does not meet the min-N of 10 for reporting purposi
2010 School	group does not meet the min-N of 10 for reporting purposi
State	#5.3%
District	group does not meet the min-N of 10 for reporting purposi
2011 School	group does not meet the min-N of 10 for reporting purposi
2010 School	group does not meet the min-N of 10 for reporting purpose
State	95.5%
District	95.2%
2011 School	group does not meet the min-N of 10 for reporting purpose
2DIO School	group does not meet the min-N of 10 for reporting purposi
Contraction of the	95.83%
	9618%
	group does not meet the min-N of 10 for reporting purpose
2010 School	group does not meet the min-N of 10 for reporting purposi
State	97 23%
District	group does not meet the min-N of 10 for reporting purpose
Provide 104	· · · · · · · · · · · · · · · · · · ·
2D11 School	group does not meet the min-N of 10 for reporting purpose
	District22011 School22010 School2District22010 School22010 School2District22010 School22010 School22011 School22012 School22013 School

-100%

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.

	State	22	IJ.,		- 56				22	0.23
All Students	District	24				9	76			0%
All Students	2011 School	group	does r	not meet	t the min-N	of	10 for	reporting	purposes	
	2010 School	group	does r	nat meet	t the min-N	of	10 for	reporting	purposes	
	State	26	1	-	5	8		-	16	0.225
	District	27					73			0%
Vhite	2011 Sekool	proup	does r	not meet	t the min-N	of	10 for	reporting	ourooses	-
	2010 Sekool				t the min-N			Contraction of the second		
		- 10 A		54	1			1	Trevi ostro ost	1
Black or		B Droup	ringe r		t the min-N	of	10 for	40 recordinci	numoses	0%
Stack of African American	District				t the min-N					
nin carry intertoon	2011 Sekool 2010 Sekool	112000			t the min-N					
	2010 2 68Dor		00031	IN MOL	1	U.	10 10	reporting		_
	State	25			45	000	Let and	(Accessed in the	30	0%
Asian	District	A CONTRACTOR OF			t the min-N			10000	e-romore	
	2011 Sekool	1.55			t the min-N			T. 11		
	2010 Sekool	group	does r	not meet	t the min-N	01	iu for	reporting	purposes	
	State	30			5	0			20	0%
Pacific Islander	District	group	does r	not meet	t the min-N	of	10 for	reporting	purposes	
autilic raidfluici	2011 Sekool	(t the min-N					
	2010 Sekool	group	does r	nat meet	t the min-N	Of	10 for	reporting	purposes	
	State	7	- 2	13				49		0.43
	District		_		t the min-N	of	10 for	10000	purposes	-
lative American	2011 Sekool	C			t the min-N			1.000	Auto-Consector	
	2010 Sekool				t the min-h					
		14	C Proper		54				32	
	State		door r		o+ t the min-N	of	10 for	11-1-11		0.3%
ispanic	District	100.00			t the min-N			1.200 1.05		
	2011 Sekool	1.1.1			t the min-N			100		
	2010 Sekool	group	00031	IUL INGCI	t the mine o	U	iu iu	dayool	Un Contrasterory	
	State	15			56				28	0%
vo or more	District				t the min-N					
ces	2011 Sekool				t the min-N			Charles Press		
	2010 School	group	does r	nat meer	t the min-N	OT .	10 for	reporting	purposes	
	State	12		5	4			3	4	0.38
conomically	District	group	does r	nat meet	t the min-N	of	10 for	reporting	purposes	
isadvartaged	2011 Sekool	group	does r	nat meet	t the min-N	of	10 for	reporting	purposes	
	2010 Sekool	group	does r	nat meet	t the min-N	of	10 for	reporting	purposes	
	State	12		47				39	_	2 0.27
tudents with	District		does r		t the min-N	of	10 for			
isabilities	2011 Sekool				t the min-N			A.A.A.S.A.F.		
	2010 Sekool				the min-N			T C		
			37	A. 4. 500	operation of the	1997	82258	59	eyo eta Fossilla	
imited English	State	0.00480	- M.	ut mee	the min-N	pf -		~~	numoses	0.17
imited English Proficiency	District	Sec. 1						121111		
	2011 Sekool	-			t the min-N t the min-N					
	2010 Sekool	1	0003 I	ior mee	Constant of	.ul	1010	r choiging	and the second	_
	State	24			54		1		22	0.25
ale	District	22000			t the min-N			N REVIEW 1		
ord:30	2011 Sekool				t the min-N			- 1 C		
	2010 Sekool	group	does r	nat meet	t the min-N	of	10 for	reporting	purposes	
	State	21			.67				22	0.22
omolo	District	group	does r	not meet	t the min-N	of	10 for	reporting	purposes	
emale	2011 Sekool	group	does r	nat meet	t the min-N	of .	10 for	reporting	purposes	
	2010 School	group	does r	nat meet	t the min-N	of	10 for	reporting	purposes	
	State	8	27				67			0%
	District		6a	not meet	t the min-N	of .		reporting	oumoses	026
ligrant Students	2011 Sekool	Contraction of the			t the min-N			100 C 100 E		
	2010 Sekool				the min-N					
	adda o catter	a.coh			and a second of the	12			L haven	

	S tate	32				47		//	2	1	0.23>
All Students	District			65					35		0%
In closerile	2011 School	Contraction of the						or reportin			
	2010 School	group	does	notmei	et the	min-N	of 10 ft	or reportin	g purp	DSES	
	S tate	3	6				48			16	0.22%
White	District			67					33		0%
white	2011 School	group	dces	notmei	etthe	min-N	of 10 fe	or reportin	g purp	oses	
	2010 School	group	does	notme	et the	min-N (of 10 fc	or reportin	g purp	oses	
	State	11		50				38	1	-	0%
Ellackor	District	group	does	notme	et the	min-N	of 10 fc	or reportin) purp	oses	
African American	2011 School							or reportin	Contract of the		
	2010 School	0.000						or reportin			
		25				47			25	-	3 0%
	S tate District		dras	notme			of 10.1	or reportini			0%
Asian	2011 School							r reportin	a realized		
	2010 School							r reportin			
	2010 SCIDOL	group		noeme	JUD IG	100-19	a 10 (l		a beru h	0000	
	S tate	and for the second	40					60			0%
Pacific Islander	District							or reportin			
	2011 School	2012						or reportin	1.1.1.1		
	2010 School	group	does	notmei	etthe	min-No	of 10 fi	or reportin	g purp	DSES	
	S tate	10		43				45			2 0.4%
Vative American	District	group	dces	notme	et the	min-N	of 10 fc	or reportin	g purp	1	
vative American	2011 School	group	dces	notme	et the	min-N	of 10 fo	or reportin	g purp	oses	
	2010 School	group	does	notme	et the	min-N	of 10 fo	or reportin	g purp	bses	
	State	24	1	-	_	47			28		0.3%
	District	192	dres	notme	_		nf 10 fr	r reportin		nses	0.57
lispanic	2011 School	1000						or reportin			
	2010 School	1000						or reportin			
					1		105 170 1	0.1774.201004		Presso -	-
012723127232	S tata	27	deed	notmo	t the	-45 min Ni-	-E 10 Fr	v moortini	27		0%
'wo or more aces	Distaict	676.00						ir reportin ir reportin	1000		
	2011 School	1000						r reportin			
	2010 School	0.000	uces	nocines		1111-14	or lon	n reporten	d bourb	0000	
	S tate	19			48				31		0.30
conomically	District	1000						or reportin	1000		
Disadvantaged	2011 School							or reportin			
	2010 School	group	does	notme	et the	min-N	of 10 fc	or reportin	g purp	DSES	
	S tate	18		4	0			41			0.27
Students with	District	group	does	notme	et the	miŋ-N i	of 10 fo	or reportin	g purp	oses	
Disabilities	2011 School	group	dces	notme	etthe	min-N (of 10 fe	or reportin	g purp	oses	
	2010 School	group	dces	notme	etthe	min-N	of 10 fo	or reportin	g purp	oses	
	5 tate	9		41			-	47		-	2 0.17:
imited English	District	1.0	does	notme	etthe	min-N	of 10 fe	or reporting	a pure	oses	
roficiency	2011 School	1000						r reportin	100		
	2010 School							or reportin			
						Constant Constant	24			1	
	S tate	31	deer	notrac	at the	46 mic.bl	of 10 4	r moortin	23	0000	0.23
1ale	District	20132.0						or reportin			
	2011 School	1.1.1						or reporting	1332		
	2010 School	group	aces	notme	erne	min-N	ur ill fo	or reportin	g purp	uses	
	S tate	33					19			18	0.22
emale	Dis trict	group	dces	notme	et the	min-N	of 10 fo	or reportin	g purp	oses	
shidic	2011 School	group	does	notme	et the	min-N	of 10 fi	or reportin	g purp	bses	
	2010 School	group	does	notme	et the	min-N	of 10 fc	or reportin	g purp	oses	
	S tate	6	33.				52			9	0%
	District	100010	1000	notme	et the	min-N		or reportin	a puro	Distant in	-
Migrant Students	2011 School	10000						or reportin			
	2010 School	100						or reportin			
			20 Perce	ACCESSION FOR	-515000					10000	

Big White		ASSE	SSMENT		ACC	OUNTABILI	ΓY
2011 Reading Grade 3	Below Basic	Basic	Proficient		Participation Rate	Total % Proficient &	AMO=
	%	%	%	%		Advanced	AYP Status
All Students			t minimum po	pulation size	Same and the Martin Start Start	and shirts and	Sauce Sau
White (not Hispanic)			t minimum po			An Astrony Provide	
Black (not Hispanic)	Group do	es not mee	t minimum po	pulation size		Concerning and and	
Asian	Group do	es not mee	t minimum po	pulation size		STER CONSTRUCTION	Engine of the proof a bi
Native American	Group do	es not mee	t minimum po	pulation size		18-20-20-20-20-20-20-20-20-20-20-20-20-20-	THE TONE MADE
Hispanic			et minimum po		Representation of the	and the second second	a president
Economically Disadvantaged			et minimum po				ALIS CLEAR AND A
Limited English Proficient	Group do	es not mee	t minimum po	pulation size	Ref References		C. Barrister States
Students w/ith Disabilities	Group do	es not mee	t minimum po	pulation size	EMPS IN MARKET.	THE REAL PROPERTY AND	NE DES MORES
Gender Male	Group do	es not mer	et minimum po	oulation size	The second second second	The second second	State States
Female			t minimum po		all where the state of the		1 The Participation
Migrant			et minimum po				
Migrant	Group uo	es not mee	seminian po	pulation size	STATISTICS CANADA DA	Zalast - DE SARL 21, 1	
Big White		ASSE	SSMENT		ACC	OUNTABILI	TY
	Below	Basic	Proficient	1	Partic-pation	Total %	AMO=
2011 Mathematics Grade 3	Basic				Rate	Proficient &	1
2011 Mathematics Grade 5	3454				rate	Advanced	AYP Status
10月10日20月1日2月2日日日1月1日日1日日1日日1日日1日日1日日1日日1日日1日日1日日1日日1日	%	%	%	%	And Party and the second second	Advanced	
All Students	Group do	es not me	et minimum po	pulation size		and the second s	
White (not Hispanic)	Group do	es not me	et minimum po	pulation size	The state of the s		
Black (not Hispanic)	Group do	es not me	et minimum po	pulation size	LASS COLUMNS PROVIDENTS		
Asian			et minimum po			A STATE OF A	and the second se
Native American	and the second se	the second s	et minimum po				
Hispanic			et minimum po			- STOLDINGS IN MUL	ALL BARRIER
Economically Disadvantaged			et minimum po			A DEPENDENT OF THE OWNER OF THE	
Limited English Proficient	Group do	es not me	et minimum po	pulation size	D. Storate In	the press and the	Read in Contraction
Students w/ith Disabilities	Group do	es not me	et minimum po	pulation size	Ban March 1 19	List Market	
Gender Male	Group do	es not me	et minimum po	pulation size		San Jan Stall	
Female	Group do	es not me	et minimum po	pulation size	Faledity and the lives of	and the second states and	E LOUIS CONTRA
Migrant	Group do	es not me	et minimum po	pulation size			
	Readi		Met AYP	Othe	er Academic Indicate	or (Graduation or	
Improvement Status	Math	*	Met AYP		Attendance	Contraction of the second se	93.05% Ale
Teachers with Emergency or Provisional Credentials	N/A		% Classes r by Highly Teach	Qualified	100%		
Big White		ASS	ESSMEN	Г			
2011 Science Grades 3	Below %	Basic %	%	Advanced %			
All Students			et minimum pe			_	
White (not Hispanic)			et minimum po			-	
Black (not Hispanic)			et minimum po			_	
Asian			et minimum po			-	
Native American			et minimum p			-	
Hispanic			et minimum p				
Economically Disadvantaged			et minimum p			-	
Limited English Proficient			et minimum p		-		
Students w/ith Disabilities			et minimum p			-	
Gender Male			et minimum p				
Female	CONSTRUCTION CONTRACTOR	COURSESSED MULTINE PRODUCT N	et minimum p			_	
Migrant	Group d	oes not me	et minimum p	opulation size			

Y - Met AYP, N - Did Not Meet AYP

* group does not meet minimum population size

AMO = Annual Measurable Objective

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.

State of South	Dakota 2011,	Big White	Elementary	/ School
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Reading Gra	ade 04	Advanced	% 📃 Profici	ent % 📃 B	asic % 📕 B	elow Basic	% No
	S tate	30		47		22	0.279
All Students	District	30		65	5	5	0%
a ouronto	2011 Sekool		not meet the		Second second	and the second	
	2010 S ckocl	group does	not meet the	min-N of 10	for reporting	purposes	
	S tate	35		48	_	17	0.289
	District	33	1	61		6	0%
Mhite	2011 Sekool	group does	not meet the	min-N of 10	for reporting	purposes	
	2010 S chool	and the second second	not meet the			Star Aller and a	
10.	S tate	15 dict in data	45	min II of 40	38 for constitute	10000000000000000000000000000000000000	2 0%
Black or African American	District		not meet the		13 1 1 1		
Anuali Allenuali	2011 Sekool	and the second second second	not meet the			and the states of the	
	2010 S ekocl	group does	not meet the	min-N of 10	tor reporting	purposes	
	S tate	35		39		24	2 0%
	District	group does	not meet the	min-N of 10	for reporting	purposes	
Asian	2011 School	group does	not meet the	min-N of 10	for reporting	purposes	
	2010 Sekool	group does	not meet the	min-N of 10	far reporting	purposes	
		36		36		27	-
	S tate	and the second second	not mant the		for reportion	and a second second	0%
Pacific Islander	District		not meet the				
	2011 Sekoel	17 10 10 10 10 10 10 10 10 10 10 10 10 10	not meet the			2 P 12 P 22 P	
	2010 School	group does	not meet the	TULLIN OL 10	in reporting	purposes	
	S tate	9	44		46		0.339
lotius America -	District	group does	not meet the	min-N of 10	for reporting	purposes	
Vative American	2011 Sekool	group does	not meet the	min-N of 10	for reporting	purposes	
	2010 S chool	group does	not meet the	min-N of 10	for reporting	purposes	
		14	51		3:	and the second	02
	S tate		not meet the	min.N of 40			0%
ispanic	District					at the second	
	2011 Sekoel	and the second second	not meet the		Sec. B. Strategie	Segura Col	
	2010 Sekool	Group anea	not meet the	THEFTS OF TH	ion reporting	haihassa	
	S tate	24		50		26	0.859
wo or mare	District	group does	not meet the	min-N of 10	for reporting	purposes	
aces	2011 Sekool	group does	not meet the	min-N of 10	for reporting	purposes	
	2010 School	group does	nat meet the	min-N of 10	far reporting	purposes	
	S tate	19	47		3	3	0 319
iconomically	District		not meet the	min-N of 10		940	0.017
)isadvantaged	20016/75032	and a second second	not meet the			NAME AND ADDRESS	
	2011 Sickool		not meet the				
	2010 S ekocl	group upea	not meet tile	THE R OF TH	ion reporting		1
	S tate	13	40		45	00000000000000000	2 0.389
Students with	District		not meet the		10.00	1	
Disabilities	2011 Sekool	group does	not meet the	min-N of 10	for reporting	purposes	
	2010 Sekool	group does	not meet the	min-N of 10	for reporting	purposes	
	S tate	3 30			64		2 0%
imited English	District		not meet the		200		
roficiency	2011 School		not meet the		1000		
	2011 School		not meet the				
	2010 2 08001			and house the	ion reporting		
	S tate	26		47		24	0.369
ale	Distoict	27		64		9	0%
	2011 Sekocl	and the second second second	not meet the		Contraction of	our receiver of	
	2010 Sekool	group does	not meet the	min-N of 10	for reporting	purposes	
	S tate	33		47		20	0.185
	District	10001	not meet the		for reporting	- 200 20	
emale	2011 School		not meet the		Call in real of		
	2011 School 2010 School	15 M	not meet the				
	Sord 2 eRoot				an reporting		
	S tate	29		64		7	0%
/ligrant Students	District	group does	not meet the	min-N of 10	far reporting	purposes	
	2011 School	group does	not meet the	min-N of 10	for reporting	purposes	
ingrane oradonia	DOLT D LENGS						
	2010 S chool	group does	not meet the	min-N of 10	for reporting	purposes	

	S tate	22		56			21	03%
All Students	District	30			60		.10	0%
in a second of the	2011 School		es nat meet					
	2010 School	group do	es not meet	the min-N	of 10 for	reporting	purposes	
	State	26		57			16	032
N Mallar	District	28			61		11	0%
White	2011 School	group do	es nat meet	the min-N	of 10 for	reporting	purposes	2
	2010 School	group do	es nat meet	the min-N	of 10 for	reporting	purposes	
	State	10	49	<u> </u>	1	38	-	2 0%
Black or	District	1452 32.2750	es not meet	the min-N	of 10 for		numnses	0 /2
African American	2011 School		es nat meet					
	2010 School		es not meet					
	2510 School			N 01 000		(operang)		in sec.
	State	33			50		17	0%
Asian	District	1 100	es not meet			100		
	2011 School		es not meet					
	2010 School	group do	es nat meet	the min-N	of 10 for	reporting	purposes	
	State	18		55			27	0%
Pacific Islander	District	group do	es nat meet	the min-N	of 10 for	reporting	purposes	i i
acilic ISIBIIDEF	2011 School	group do	es nat meet	the min-N	of 10 for	reporting	purposes	
	2010 School	group do	es nat meet	the min-N	of 10 for	reporting	purposes	
	State	6	48			46		033
	District	intel	es not meet	the min-N	of 10 for	222	numnses	0.530
Vative American	2011 School	100000000	es not meet			Contraction of the		
	2010 School	1 1 1 1 1 1	es not meet			FIG 253		
			2947 I I P. P. 7 X X 44 X		- 10101		and a second	
	State	8 are in de	57 oo oot moot	the win ti	of 10 fr	35		0%
Hispanic	District	17	es not meet					
	2011 Schotl	a said	es not meet			Provide and		
	2010 School	group do	es not meet	ane min-N	ut tu for	reporting	purposes	
	State	16		63			21	083
Two or more	District	group do	es not meet	the min-N	of 10 for	reporting	purposes	
aces	2011 School	group do	es not meet	the min-N	of 10 for	reporting	purposes	
	2010 School	group do	es not meet	the min-N	of 10 for	reporting	purposes	
	State	12	5	5		3	2	0392
Economically	District		es nat meet		of 10 for	1.1		
Disadvantaged	2011 School		es not meet			Contract Street.		
	2010 School	a stand	es not meet			1018 OF 1		
					en leines		- and - and	-
New Joint Contraction	State	10	44	the min h	of 10 for	44		2 0.53
Students with Disabilities	District	1.1.1	es not meet			100		
- teraner (Blord)	2011 School		es not meet					
	2010 Schod	group do	es nat meet	are min-N	ur tu for	reputting	purposes	
	State	34		· · · · · ·	63	S		2 068
limited English	District	group do	es nat meet	the min-N	of 10 for	reporting	purposes	
Proficiency	2011 School	group do	es not meet	the min-N	of 10 for	reporting	purposes	
	2010 School	group do	es nat meet	the min-N	of 10 for	reporting	purposes	
	State	23		55-			22	0.42
916	District	36			45		18	0%
rtale	2011 School	10000	es not meet	the min-N		reportina	1000	-
	2010 School		es not meet			and the second second		
		a_1_				- operang		Sec. 1
	State	22		57	-		21	0.18
Female	District		es not meet					
2000-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-	2011 School	17 A	es not meet			A 532		
	2010 School	group do	es not meet	the min-N	of 10 for	reporting	purposes	
	State	4 21		ŧ	64		11	0%
	District	group do	es nat meet	the min-N	af 10 for	reporting	purposes	i inter
dierant Phylorite				the min ht	of 10 6oc	monorting	numorar	
vligrant Students	2011 School	group do	es nat meet	ure min-N		reputing	haihhaca	
ligrant Students	2011 School 2010 School	2010/06/06/07 06	es not meet es not meet			1.10.000.0000000		

Big White		ASSE	SSMENT		ACC	OUNTABILIT	Y
2011 Reading Grade 4	Below Basic	Basic	Proficient	Advanced	Participation Rate	Total % Proficient &	AMO=
	%	%	%	%		Advanced	AYP Status
All Students			t minimum poj			and the succession	Section 1
White (not Hispanic)			t minimum pop		El Director Barrow		Section and sectio
Black (not Hispanic)	Group do	es not mee	t minimum pop	pulation size			Contract of the second
Asian	Group do	es not mee	t minimum poj	pulation size		ANTIN ON CHAIR	Lin Lans - Mar
Native American	Group do	es not mee	t minimum po	pulation size		OF STATES AND AND AND	and an a start
Hispanic	and the second s	second and the second se	t minimum po		Chi and a state of the state of	D. BELLEVICE PROCESS	
Economically Disadvantaged			t minimum po			allenger by the south of	A PARTY AND A PARTY AND A
Limited English Proficient	Group do	es not mee	t minimum po	pulation size	State of the state	The Statistics	The state of the
Students w/ith Disabilities	Group do	es not mee	t minimum po	pulation size	A STATE OF A	Property and the second second	Con a state
Gender Male	Group do	es not mee	t minimum po	pulation size		State and the	
Female	Group do	es not mee	t minimum po	pulation size		The second second	State State
Migrant	Group do	es not mee	t minimum po	pulation size			
Big White	Strange Park	ASSE	SSMENT	Participation of the second	ACC	OUNTABILI	TY
Dig Winte	Below	Basic	Proficient		Partic-pation	Total %	AMO=
2044 Mathematics Orals (and the second second process	Dasic	Foncient	Auvanceu	Rate	Proficient &	
2011 Mathematics Grade 4	Basic				Kate	Advanced	AYP Status
	%	%	%	%	a state the state of the state	Auvanceu	ATT Status
All Students			t minimum po				the states
White (not Hispanic)			t minimum po				Contraction of the second
Black (not Hispanic)			t minimum po t minimum po				
Asian Native American	Group do	es not mee	t minimum po	pulation size		10-10-10-10-10-10-10-10-10-10-10-10-10-1	
Hispanic			t minimum po				The second second second
Economically Disadvantaged			t minimum po		Malon - 44-5 - 1, 1995		24 States 1 25
Limited English Proficient		CENTRES (ALL SUB	t minimum po			for the state of the	and the second
	and and and a star		-				Name Office
Students w/ith Disabilities	and the second sec		t minimum po	-	Contraction of the second	AND THE PARTY OF	MARKED PORTS
Gender Male			t minimum po		Lawrence of the server		
Female			et minimum po et minimum po				
Migrant	Group uc	Jes not met	<u>A minimum po</u>	A STATE AND AND	Service March		
Improvement Status	Readi	ng	Met AYP	Othe	r Academic Indicate		93.05% Ale
improvement otatao	Math	1	Met AYP		Attendance	Rate)	
Teachers with Emergency or Provisional Credentials	N/A		% Classes r by Highly (Teach	Qualified	100%		
		Later C. S. Street in con	C. Left & Low & Barrier Lives			-	
Big White		ASSI	ESSMENT	Г			
Big White 2011 Science Grades 4	Below %	ASSI Basic	ESSMENT Proficient %	Advanced %	-		
	%	Basic %	Proficient	Advanced %	-	_	
2011 Science Grades 4	% Group de	Basic %	Proficient %	Advanced % opulation size	-		
2011 Science Grades 4 All Students	% Group de Group de Group de	Basic % bes not me bes not me	Proficient % et minimum po et minimum po et minimum po	Advanced % pulation size pulation size			
2011 Science Grades 4 All Students White (not Hispanic) Black (not Hispanic) Asian	% Group de Group de Group de	Basic % bes not me bes not me bes not me bes not me	Proficient % et minimum po et minimum po et minimum po et minimum po	Advanced % opulation size opulation size opulation size			
2011 Science Grades 4 All Students White (not Hispanic) Black (not Hispanic) Asian Native American	% Group de Group de Group de Group de	Basic % oes not me oes not me oes not me oes not me oes not me	Proficient % et minimum po et minimum po et minimum po et minimum po et minimum po	Advanced % opulation size opulation size opulation size opulation size			
2011 Science Grades 4 All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic	% Group de Group de Group de Group de Group de	Basic % oes not me oes not me oes not me oes not me oes not me	Proficient % et minimum po et minimum po et minimum po et minimum po et minimum po et minimum po	Advanced % polation size polation size polation size polation size polation size			
2011 Science Grades 4 All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic Economically Disadvantaged	% Group de Group de Group de Group de Group de Group de	Basic % bes not me bes not me bes not me bes not me bes not me bes not me	Proficient % et minimum po et minimum po et minimum po et minimum po et minimum po et minimum po et minimum po	Advanced % polation size polation size polation size polation size polation size polation size			
2011 Science Grades 4 All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic Economically Disadvantaged Limited English Proficient	% Group de Group de Group de Group de Group de Group de Group de	Basic % bes not me bes not me	Proficient % et minimum po et minimum po	Advanced % pulation size pulation size pulation size pulation size pulation size pulation size pulation size pulation size			
2011 Science Grades 4 All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic Economically Disadvantaged Limited English Proficient Students w/ith Disabilities	% Group de Group de Group de Group de Group de Group de Group de Group de	Basic % bes not me bes not me	Proficient % at minimum po at minimum po	Advanced % pulation size pulation size pulation size pulation size pulation size pulation size pulation size pulation size pulation size			
2011 Science Grades 4 All Students White (not Hispanic) Black (not Hispanic) Asian Native American Hispanic Economically Disadvantaged Limited English Proficient	% Group de Group de Group de Group de Group de Group de Group de Group de	Basic % bes not me bes not me	Proficient % at minimum po at minimum po	Advanced % pulation size pulation size pulation size pulation size pulation size pulation size pulation size pulation 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 Gra	ade 05	📕 Adva	nced %	Profic	ient %	🗌 Basi	c % 📕 Bi	elow Basi	c% No
	S tate	26			51			23	0.33%
All Otudonte	District	1	41			5:	3		6 D%
All Students	2011 Sekool	group	does no	t meet the	e min-N	of 10 foi	r reporting	purposes	1.0.00
	2010 Sekool	group	does no	t meet the	e min-N	of 10 for	r reporting	purposes	
	State	30			5	2		17	0.28%
	1.00.000-0.0000		40	-	3	4		1 1	-
White	District		1999 - C	mosthe	min hi	and the second	CV		
	2011 Sekool	- Burning					reporting		
	2010 Sekool	group	does no	t meet the	e min-iv	OT IU TO	reporting	purposes	
	S tate	13		49			37		0.41%
Black or	District	group	does no	t meet the	e min-N	of 10 foi	reporting	purposes	
African American	2011 Sekool	group	does no	t meet the	e min-N	of 10 for	r reparting	purposes	
	2010 Sickool	group	does no	t meet the	e min-N	of 10 for	r reporting	purposes	
		27		3	5	-	36		2 0.78%
	S tate		does no			of 10 for	r reporting	nurnnses	
Asian	District	and press					and the second se	A CONTRACTOR OF CASE OF	
	2011 Sekool	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1					reporting	市場としてい	
	2010 S ckool	group	upes no	meetme	2 III III - N	ur lu tól	r reporting	harhazes	6
	S tate		40			50		10	0%
Pacific Islander	District	group	does no	t meet the	e min-N	of 10 foi	r reporting	purposes	
r achte taldituer	2011 Sekool	group	does no	t meet the	e min-N	of 10 for	r reporting	purposes	
	2010 S chool	group	does no	t meet the	e min-N	of 10 for	r reporting	purposes	
	S tate	6	42				50		0.6%
	District	10-12	Second	meet the	min_N	nf 10 fei	r reporting	nurnases	
Native American	10758250455						reporting	S. Southerner in Se	
	2011 Sekool						a state of the		
	2010 Sekool	1.4	uues riu	meetuit	a nun FN		r reporting	haihnaga	
	S tate	13		51			3	3	0%
Hispanic	District	1160 //					r reparting		
nopanit	2011 Sekool	group	does no	t meet the	e min-N	of 10 for	r reporting	purposes	
	2010 S chool	group	does no	t meet the	e min-N	of 10 foi	r reporting	purposes	
	S tate	27			50			20	3 0.92%
Two or more	District		does no	meet the		of 10 foi	r reporting		
races	2011 Sekool						reporting	and sectors	
	2011 School	1 St. 18.					r reporting		
	2010 2 28001				e attor FIN	1010	16 1		-
	S tate	14		49	10212		35		0.41%
Economically	District	100 million					r reporting	1 4	
Disadvantaged	2011 School						r reporting		
	2010 Sickool	group	does no	t meet the	e min-N	of 10 for	r reporting	purposes	
	S tate	9	37				51		3 0.26%
Students with	District	and the second s		t meet the	e min-N	of 10 for	r reporting	purposes	- Hannell
Disabilities	2011 Sekool	34000					r reporting		
	2010 School	STRUMP.					r reporting		
			Un service		IN			herbanen	
	S tate	27				70			2 0%
Limited English	Dis trict						r reporting		
Proficiency	2011 Sekool	and the second					r reporting	W. College College	
	2010 S ckool	group	does no	t meet the	e min-N	of 10 for	r reporting	purposes	
	S tate	23			51			25	0.43%
	District		does no	t meet the		of 10 foi	r reporting	00.0	
viale	2011 Sekool	10 10 10 10 10 10 10 10 10 10 10 10 10 1					r reporting	10 10 10 10 10 10 10 10 10 10 10 10 10 1	
	2011 School	des life.					reporting		
			4000 NU	meeting		1010	reporting		
	S tate	29			51			20	0.22%
Female	Dis trict	1. 1.					r reporting		
	2011 School	group	does no	t meet the	e min-N	of 10 foi	r reporting	purposes	
	2010 S ekool	group	does no	t meet the	e min-N	of 10 for	r reporting	purposes	
	State	9 6				35			0%
	District	Contraction of the local sector	does no	t meet the		1.00	r reporting	ourooses	-
Migrant Students	2011 Sekool	0.000000					reporting		
	2011 5 CROOL							purposes	
	2010 6 3 1								
	2010 School	group	uues nu	meeting	2 1111 1-19		reporting	purpases	

State of South Dakota 2011, Big White Elementary School

Math Grade	05	Advan	ced %	Profici	ent %	Basic	: % 📕 Be	elow Basic	% NO
	State	26			51			22	0.33%
All Students	District	12			82			6	0%
ni auusilla	2011 School	group	does no	t meet the	emin-N o	f 10 for	reporting	purposes	acres(27)
	2010 School	group	daes no	t meet the	emin-N o	f 10 for	reporting	purposes	
	State	30		-	53			17	0.28%
	COLUMN TWO IS NOT	13			80			7	0264
White	District	1.0245	does no	moot th	1000	f 10 fer	reporting		104
	2011 School	There is					Summer B	and in a new or	
	2010 School	gioup	uues no	meerun	511111-14 0		reporting	puiposes	
	State	13		44			40	4	0.41%
Black or	District	group	does no	t meet the	emin-N o	f 10 for	reporting	purposes	
African American	2011 School	group	does no	t meet the	emin-N o	f 10 for	reporting	purposes	
	2010 School	group	does no	t meet th	emin-N o	f 10 for	reporting	purposes	
	State	30	-	-	41			27	2 0.78%
	District		does no	t meet th		f 10 fa	reporting		0.707
Asian	2011 School						reporting	excite provide	
	2010 School	a const					reporting	Secologica -	
	i.	18		oct di	_	. isid	. sporting	5 V	
	State	20			60			20	0%
Pacific Islander	District	5					reporting	5	
	2011 School						reporting		
	2010 School	group	does no	t meet the	emin-N o	if 10 for	reporting	purposes	
	State	7	.44				47	- Ŷ	2 0.6%
	District			t meet th	emin-N o	f 10 for	reporting		
Native American	2011 School						reporting	strands and a second	
	2010 School	Sec. 1					reporting	and the same	
							12	1 -1	
	State	14		47		410	38		0%
lispanic	District	33 K					reporting	Sand Income	
20 487870787	2011 School						reporting		
	2010 School	group	does no	t meet th	emin-N o	it 10 for	reporting	purposes	
	State	20			55			25	0.92%
Fwo or more	District	group	daes no	t meet the	emin-N o	f 10 for	reporting	purposes	
aces	2011 School	quorg	does no	t meet the	emin-N o	f 10 for	reporting	purposes	
	2010 School	and the second					reporting	in the second	
		1.0		49		1	10 8		0.43
opportionally.	State	16	daac po		amin N.o	f 10 fee	34 reporting		0.41%
Economically Disadvartaged	District	13					reporting		
лаатангадса	2011 School						reporting	and a contract	
	2010 School	Allonb	uues no	meetm	e mill-N C	n TUTC	reporting	purpuses	
	State	10	34				53		0.26%
Students with	District						reporting		
Disabilities	2011 School	group	daes no	t meet th	emin-N o	f 10 for	reporting	purposes	
	2010 School	group	does no	t meet the	emin-N o	f 10 for	reporting	purposes	
	State	28			-	66		5	084
Limited English	District	07/	does no	t meet the	emin-N o	10.00	reporting		
Proficiency	2011 School	3 /					reporting		
C	2010 School						reporting	a contraction of the second	
	2010 SCHOOL	-	5553 HU	mocrui	25.07 010.20	Toru	reparting	AND	-
	State	27			49			22	0.43%
/lale	District						reporting		
	2011 School	group	daes no	t meet the	emin-N o	f 10 for	reporting	purposes	
	2010 School	group	does no	t meet the	emin-N o	f 10 for	reporting	purposes	
	State	25			53		1	21	0.22%
	District		does no	meet the	11222	f 10 for	reporting	100	
Female	2011 School	123					reporting		
	2010 School	19					reporting		
	ZULU School	120000	5953 HU	I III CELUI	SAREO DU UNIO SE	a person	reporting	Construction of the	
	State	3 21			6			9	0%
Aigrant Students	District	10000					reporting	a such as the second	
	2011 School	Concerne and					reporting		
	2010 School	guong	does no	t meet the	emin-N o	f 10 for	reporting	purposes	
	auto senou								

Reading Grades 3-8 Advanced % Proficient % 🖸 Basic % 📕 Below Basic % Not Tested %

	State	23		55		22	0.28%
All Students	District	22		66		31	0%
	2011 Sekoal			neet the min-N of			
	2010 S ekoel	group	i does not n	neet the min-N of	10 for reportir	ng purposes	
	State	26		57		17	0.27%
White	District	22		64		12	0%
741 ALC	2011 Sekoel			neet the min-N of	Second Second	51 1	
	2010 S ekoel	group	does not n	neet the min-N of	10 for reportir	ng purposes	
	State	11	4	17	40		2 0.07%
Black or	District	group	i does not n	nee <mark>t the min-N</mark> of	10 for reportir	ng purposes	
African American	2011 Sekoel	group	i does not n	neet the min-N of	10 for reportir	ng purposes	
	2010 Sekoel	group	does not n	neet the min-N of	10 for reportir	ng purposes	
	State	27	-	43		28	0.12%
	District		does not n	neet the min-N of	10 for reportin	ng purposes	
Asian	2011 School			neet the min-N of	1000	Contraction of the second	
	2010 Sekool	-58.4.1.43		neet the min-N of		ADAL AND AND A	
	C++	16		61		24	0%
	State District	31	does not n	neet the min-N of	10 for reportir	1000	00%
Pacific Islander	2011 Sekoal			neet the min-N of	1	21	
	2011 School 2010 School			neet the min-N of			
		1000			- Anderstein Antonion	-9 berboood	
	State	5	43		50		0.43%
Native American	District	18	dareri		2 10 for concrtin		0%
	2011 Sekoel			neet the min-N of	 Constraint strategy 	Brank Free	
	2010 Sekoal	group	ubes not n	neet the min-N of	to for reportir	ig purposes	
	State	12		52		35	0.05%
Hispanic	District			nee <mark>t t</mark> he min-N of	And the second second	E1 1	
	2011 Sekoel			neet the min-N of			
	2010 Sekoal	group	does not n	neet the min-N of	10 for reportir	ng purposes	
	State	16		57		27	0.49%
Two or more	District	group	does not n	neet the min-N of	10 for reportin	ng purposes	
aces	2011 Sekoel	group	does not n	neet the min-N of	10 for reportir	ng purposes	
	2010 Sekoal	group	does not n	neet the min-N of	10 for reportin	ng purposes	
	State	12		52		35	0.38%
Economically	District	11		70			2 0%
Disadvantaged	2011 Sekoel	group	does not n	neet the min-N of	10 for reportin	ng purposes	1995
	2010 Sekoal	group	does not n	neet the min-N of	10 for reportir	ng purposes	
	State	10	37		51		2 0.39%
Students with	District	10	J	36	36	9	0%
Disabilities	2011 Sekoel	1975	dees not n	neet the min-N of	- 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990	1.58	0.0
	2011 School 2010 School			neet the min-N of			
	Post	10			A	100	
imited Facility	State	2 0	21	neet the min-N of	67 10 for reportir	_	2 0.27%
Limited English Proficiency	District	i in the		neet the min-N of	Second Second	N. 1	
	2011 Sekoel			neet the min-N of			
	2010 Sekoel		JUSTICI	Second Second In Proceeding	to to reputil		
	State	23		53		23	0.33%
/ale	District	21		60			2 0%
	2011 Sekoel			neet the min-N of			
	2010 Sickool	group	obes not n	neet the min-N of	10 for reportir	ng purposes	
	State	22		57		21	0.23%
Female	District	22		7	3	4	0%
CITIC	2011 Sekocl	group	does not n	neet the min-N of	10 for reportin	ng purposes	
	2010 Sekoel	group	does not n	neet the min-N of	10 for reportin	ng purposes	
	State	3 20		7	2	5	0%
10 10 10 10 10 10 10 10 10 10 10 10 10 1	District		does not n	neet the min-N of			
Migrant Students	2011 Sekoel			neet the min-N of			
				neet the min-N of			

										17.27		100
	S tate	26				50				23	- C1	0
All Students	District	- velete	38				50				13	0
	2011 School			not mee								
	2010 School	grou	p does	not mee	tthe	min-N	of 10 f	or rep	orting	pur	poses	
	State	30	Ì			5	í.				18	0
	District		40				47				13	0
White	2011 School	grou	p does	not mee	tthe	min-N	of 10 f	or rep	orting	pur	poses	
	2010 School	grou	p does	not mee	tthe	min-N	of 10 f	or rep	orting	pur	poses	
	10000	1.1		_			-	ļķ.	1	800		-
CM0.31	State	12	n dana	46	+ + + + +	unin ti	-10.6		38	-		3 0
Black or African American	District	S. Berney		not mee					Januar B	and	in the second	
Anitan Ameritan	2011 School			not mee								
	2010 School	grou	p does	not mee	tthe	min-N	of 10 f	or rep	orting	pur	poses	
	State	24			40	5			29			6 0
257255	District	grou	p does	not mee	tthe	min-N	of 10 f	or rep	orting	pur	poses	
Asian	2011 School	grou	p does	not mee	tthe	min-N	of 10 f	or rep	orting	pur	poses	
	2010 School	1. 1. 1. 1.	A BARRIER	not mee				100	Contra E	222		
		T I	6								81	-
	S tate	29				2211.0	5	94 III	18		16	0
Pacific Islander	District	in the second		not mee						in a	il and	
	2011 School	grou	p does	not mee	tthe	min-N	of 10 f	or rep	arting	pur	poses	
	2010 School	grou	p does	not mee	tthe	min-N	of 10 f	or rep	orting	pur	poses	
	State	Ť		42				48	3	_		3 0
	District	18				73	8				9	0
Native American	2011 School		n does	not mee	tthe		8. 	or rea	ortine	FUR		
	(75022220003)	1.1	1000	not mee				10.353	10. C.E.	123	A Read	
	2010 School	yuu	p uues	not mee	LUIC	onden		or ich	unung	hau	hoses	- 1
	S tate	18		, i	49				33			2 0
Hispanic	District	grou	p does	not mee	tthe	min-N	of 10 f	or rep	orting	pur	poses	
məparill	2011 School	grou	p does	not mee	tthe	min-N	of 10 f	or rep	arting	pur	poses	
	2010 School	grou	p does	not mee	tthe	min-N	of 10 f	or rep	orting	pur	poses	
	State	24			1	49				25		0
	0.02483.507.00		n doar	not mod						20		0
					TTPO '	min Bi	nf 10.6	or ren	ortine.	DUP	nneon	
Two or more races	District		Co demonstra				of 10 f	Serie a				
	2011 School	grou	p does	not mee	t the	min-N	af 10 f	or rep	arting	pur	poses	
	20100200	grou	p does		t the	min-N	af 10 f	or rep	arting	pur	poses	
	2011 School	grou	p does	not mee	t the i	min-N	af 10 f	or rep	arting	pur	poses	
races Economically	2011 School 2010 School	grou grou	p does	not mee not mee	t the i	min-N	af 10 f	or rep	arting arting	pur	poses	
races	201.) School 2010 School State	grou grou 15 23	p does p does	not mee not mee	t the i t the i 8	min-N min-N 59	af 10 f af 10 f	or rep or rep	arting arting 35	pur pur	poses poses 18	2 0 0
races Economically	2011 School 2010 School State District	grou grou 15 23 grou	p does p does p does	not mee not mee 4	t the i t the i 8 t the i	min-N min-N 59 min-N	of 10 f of 10 f of 10 f	or rep or rep or rep	arting arting 35 arting	pur pur	poses poses 18 poses	<mark>2</mark> 0
races Economically	2011 School 2010 School State Distract 2011 School 2010 School	grou grou 15 23 grou grou	p does p does p does p does p does	not mee not mee 4 not mee not mee	t the i t the i 8 t the i	min-N min-N 59 min-N	of 10 f of 10 f of 10 f	or rep or rep or rep or rep	arting arting 35 arting	pur pur	poses poses 18 poses	2 0
races Economically Disadvantaged	2011 School 2010 School State District 2011 School 2010 School State	grou grou 15 23 grou	p does p does p does p does	not mee not mee 4 not mee not mee 34	t the i t the i 8 t the i	min-N min-N 59 min-N	of 10 f of 10 f of 10 f	or rep or rep or rep	arting arting 35 arting arting	pur pur	poses poses 18 poses	2 0 0
races Economically Disadvantaged Students with	2011 School 2010 School State District 2011 School 2010 School State District	grou grou 15 grou grou	p does p does p does p does p does	not mee not mee not mee not mee 34	t the t the 8 t the t the	min-N min-N 59 min-N min-N	of 10 f of 10 f of 10 f	or rep or rep or rep or rep 51	arting arting 35 arting arting arting 45	pur pur pur pur	poses poses 18 poses poses	2 0 0 4 0
races Economically Disadvantaged Students with	2011 School 2010 School State District 2011 School 2010 School State District 2011 School	grou grou 15 23 grou grou 11 grou	p does p does p does p does p does £ p does	not mee not mee not mee not mee 34 55 not mee	t the t the 8 t the t the t the t the	min-N min-N 59 min-N min-N min-N	of 10 f of 10 f of 10 f of 10 f of 10 f	or rep or rep or rep or rep 51	arting arting 35 arting arting 45 arting	pur pur pur pur pur	poses poses 18 poses poses	2 C C 4 C
races Economically Disadvantaged Students with	2011 School 2010 School State District 2011 School 2010 School State District	grou grou 15 23 grou grou 11 grou	p does p does p does p does p does £ p does	not mee not mee not mee not mee 34	t the t the 8 t the t the t the t the	min-N min-N 59 min-N min-N min-N	of 10 f of 10 f of 10 f of 10 f of 10 f	or rep or rep or rep or rep 51	arting arting 35 arting arting 45 arting	pur pur pur pur pur	poses poses 18 poses poses	2 C C 4 C
races Economically Disadvantaged Students with	2011 School 2010 School State District 2011 School State District 2010 School 2010 School	grou grou 15 grou grou (1) grou grou	p does p does p does p does p does £ p does	not mee not mee not mee not mee 34 55 not mee	t the t the 8 t the t the t the t the	min-N min-N 59 min-N min-N min-N	of 10 f of 10 f of 10 f of 10 f of 10 f	or rep or rep or rep or rep 51	arting arting 35 arting arting 45 arting	pur pur pur pur pur	poses poses 18 poses poses	2 C C 4 C
races Economically Disadvantaged Students with Disabilities	2011 School 2010 School State District 2011 School 2010 School 2010 School 2010 School 2010 School 2010 School	grou grou 15 23 grou grou 11 grou grou grou	p does p does p does p does p does p does p does p does	not mee not mee not mee not mee 34 55 not mee	t the t the 8 t the t the t the t the	min-N min-N min-N min-N min-N	of 10 f of 10 f of 10 f of 10 f of 10 f of 10 f of 10 f	or rep or rep or rep or rep st or rep or rep	arting arting 35 arting arting 45 arting arting	pur pur pur pur pur	poses poses 18 poses poses poses poses	2 0 0 4 0
races Economically Disadvantaged Students with Disabilities Limited English	2011 School 2010 School State Distoret 2011 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School	grou grou 15 grou grou 11 grou grou grou	p does p does p does p does p does p does p does p does 28 p does	not mee not mee not mee not mee not mee not mee not mee	t the states of	min-N 59 min-N min-N min-N min-N	of 10 f of 10 f of 10 f of 10 f of 10 f of 10 f of 10 f	or rep or rep or rep or rep or rep or rep or rep	arting arting 35 arting arting 45 arting arting arting	pur pur pur pur pur	noses poses 18 poses poses poses poses poses poses	2 0 0 4 0
races Economically Disadvantaged Students with Disabilities Limited English	2011 School 2010 School State Distoret 2011 School 2010 School 2010 School 2010 School 2010 School 2010 School State Distoret 2011 School	grou grou 15 23 grou grou grou grou grou grou grou grou	p does p does p does p does p does p does p does 28 p does p does p does	not mee not mee not mee not mee 34 ss not mee not mee not mee	t the i t the i t the i t the i t the i t the i t the i	min-N min-N 59 min-N min-N min-N min-N	of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi 62 of 10 fi 62	or rep or rep or rep or rep or rep or rep or rep or rep	arting arting 35 arting arting arting orting orting orting	pur pur pur pur pur pur	poses poses 18 poses poses poses poses poses poses	2 0 0 4 0
races Economically Disadvantaged Students with Disabilities Limited English	2011 School 2010 School State Distoret 2011 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School	grou grou 15 grou grou grou grou grou grou grou	p does p does p does p does p does p does p does 28 p does p does p does	not mee not mee not mee not mee not mee not mee not mee	t the i t the i 8 t the i t the i t the i t the i t the i t the i	min-N min-N 59 min-N min-N min-N min-N min-N	of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi 62 of 10 fi 62	or rep or rep or rep or rep or rep or rep or rep or rep	arting arting 35 arting arting arting orting orting orting	pur pur pur pur pur pur pur	poses poses 18 poses poses poses poses poses poses	2 0 0 4 0
races Economically Disadvantaged Students with Disabilities Limited English	2011 School 2010 School State Distoret 2011 School 2010 School 2010 School 2010 School 2010 School 2010 School State Distoret 2011 School	grou grou 15 23 grou grou grou grou grou grou grou grou	p does p does p does p does p does p does p does 28 p does p does p does	not mee not mee not mee not mee 34 ss not mee not mee not mee	t the i t the i 8 t the i t the i t the i t the i t the i t the i	min-N 59 59 min-N min-N min-N min-N min-N 48	of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi 62 of 10 fi 62	or rep or rep or rep or rep or rep or rep or rep or rep	arting arting 35 arting arting arting orting orting orting	pur pur pur pur pur pur	poses poses 18 poses poses poses poses poses poses	2 0 0 4 0
races Economically Disack-antaged Students with Disabilities Limited English Proficiency	2013 School 2010 School State District 2013 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2011 School 2011 School	grou grou grou grou grou grou grou grou	p does p does	not mee 4 not mee 10 mee 134 35 not mee not mee not mee not mee	t the i t the i 8 t the t the t the t the t the i t the i	min-N 59 59 min-N min-N min-N min-N min-N min-N 48 54	of 10 f of 10 f	or rep or rep or rep or rep or rep or rep or rep	arting arting 35 arting arting arting arting arting arting	pur pur pur pur pur pur pur pur pur pur	poses poses 18 poses poses poses poses poses poses poses	
races Economically Disack-antaged Students with Disabilities Limited English Proficiency	2013 School 2010 School State District 2013 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School 2010 School	grou grou grou grou grou grou grou grou	p does p does	not mee not mee not mee not mee 34 ss not mee not mee not mee	t the i t the i 8 t the t the t the t the t the i t the i	min-N 59 59 min-N min-N min-N min-N min-N min-N 48 54	of 10 f of 10 f	or rep or rep or rep or rep or rep or rep or rep	arting arting 35 arting arting arting arting arting arting	pur pur pur pur pur pur pur pur pur pur	poses poses 18 poses poses poses poses poses poses poses	
races Economically Disack-antaged Students with Disabilities Limited English Proficiency	2013 School 2010 School State District 2013 School 2010 School	grou grou 15 grou grou grou grou grou grou grou 24 25 grou	p does p does	not mee 4 not mee 10 mee 134 35 not mee not mee not mee not mee	t the i t the i 8 t the i t the i t the i t the i t the i t the i	min-N S9 min-N min-N min-N min-N min-N min-N 48 S4 S4	of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi 62 of 10 fi 62 of 10 fi 62 of 10 fi of 10 fi	or rep or rep or rep or rep or rep or rep or rep or rep	arting orting 35 orting orting orting orting orting orting orting	pur pur pur pur pur pur pur pur pur pur	poses poses 18 poses poses poses poses poses poses poses poses	2 0 0 4 0 0 0
races Economically Disack-antaged Students with Disabilities Limited English Proficiency	2010 School 2010 School State District 2010 School 2010 School	grou grou 15 grou grou grou grou grou grou grou grou	p does p does	not mee 4 not mee 134 135 134 135 134 135 134 135 135 135 135 135 135 135 135	t the i t the i 8 t the i t the i t the i t the i t the i t the i	min-N 59 min-N min-N min-N min-N min-N 48 54 54 min-N	of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi 62 of 10 fi 62 of 10 fi 62 of 10 fi of 10 fi	or rep or rep or rep or rep or rep or rep or rep or rep	arting orting 35 orting orting orting orting orting orting orting	pur pur pur pur pur pur pur pur pur pur	poses poses poses poses poses poses poses poses poses poses poses	
races Economically Disack-antaged Students with Disabilities Limited English Proficiency	2010 School 2010 School	grou grou 15 grou grou grou grou grou grou grou 24 25 grou	p does p does	not mee not mee not mee not mee au not mee not mee not mee not mee	t the i t the i 8 t the i t the i t the i t the i t the i t the i	min-N S9 min-N min-N min-N min-N min-N min-N 48 S4 S4	of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi 62 of 10 fi 62 of 10 fi 62 of 10 fi of 10 fi	or rep or rep or rep or rep or rep or rep or rep or rep or rep or rep	arting arting 35 arting arting arting arting arting arting arting arting arting	pur pur pur pur pur pur pur pur pur pur	poses poses 18 poses poses poses poses poses poses poses poses	
races Economically Disadvantaged Students with Disabilities Limited English Proficiency Male	2010 School 2010 School State District 2010 School 2010 School	grou grou 15 23 grou grou grou grou grou grou grou grou	p does p does s does	not mee not mee not mee not mee au not mee not mee not mee not mee	t the i s t the i t the i	min-N ss min-N min-N min-N min-N min-N min-N 48 s4 s4 s4 s4	of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi 62 of 10 fi of 10 fi of 10 fi of 10 fi of 10 fi	or rep or rep or rep or rep or rep or rep or rep or rep or rep	arting arting 35 orting arting arting arting arting arting arting arting sorting	pur pur pur pur pur pur pur pur pur pur	poses poses poses poses poses poses poses poses poses poses poses poses poses poses	
races Economically Disadvantaged Students with Disabilities Limited English Proficiency Male	2010 School 2010 School State District 2010 School 2010 School	grou grou 15 grou grou grou grou grou grou grou grou	p does p does s does s does p does	not mee not mee not mee not mee au not mee not mee not mee not mee	t the i 8 8 t the i t the i	min-N ss min-N min-N min-N min-N min-N min-N 48 54 54 s4 s4 s4 s4 s4 s4 s4	of 10 f of 10 f	or rep or rep	arting ar	pur pur pur pur pur pur pur pur pur pur	18 poses poses poses poses poses poses poses poses poses poses poses poses poses poses poses	
races Economically Disadvantaged Students with Disabilities Limited English Proficiency Male	2010 School 2010 School State District 2010 School 2010 School	grou grou 15 grou grou grou grou grou grou grou grou	p does p does s does s does p does	not mee not mee not mee not mee au not mee not mee not mee not mee	t the i 8 8 t the i t the i	min-N ss min-N min-N min-N min-N min-N min-N 48 54 54 s4 s4 s4 s4 s4 s4 s4	of 10 f of 10 f	or rep or rep	arting ar	pur pur pur pur pur pur pur pur pur pur	18 poses poses poses poses poses poses poses poses poses poses poses poses poses poses poses	
races Economically Disadvantaged Students with Disabilities Limited English Proficiency Male	2010 School 2010 S	grou grou 15 grou grou grou grou grou grou grou grou	p does p does s does s does s does	not mee not mee not mee not mee au not mee not mee not mee not mee	t the i 8 8 t the i t the i	min-N ss min-N min-N min-N min-N min-N min-N 48 54 54 s4 s4 s4 s4 s4 s4 s4	of 10 f of 10 f	or rep or rep	arting ar	pur pur pur pur pur pur pur pur pur pur	18 poses poses poses poses poses poses poses poses poses poses poses poses poses poses poses	
races Economically Disactvantaged Students with Disabilities Limited English Proficiency Male Female	2010 School 2010 School	grou grou grou grou grou grou grou grou	p does p does	not mee not mee not mee not mee au not mee not mee not mee not mee	t the second sec	min-N min-N 59 min-N min-N min-N min-N min-N min-N min-N 54 54 54 54 54	of 10 f of 10 f	or rep or rep or rep or rep or rep or rep or rep or rep or rep or rep	arting ar	pur pur pur pur pur pur pur pur pur pur	poses poses poses poses poses poses poses poses poses poses poses poses poses poses poses poses poses poses	
races Economically Disadvantaged Students with Disabilities Limited English Proficiency Male	2010 School 2010 School	grou grou grou grou grou grou grou grou	p does p does	not mee not mee not mee not mee as not mee not mee not mee not mee not mee not mee not mee	t the second sec	min-N 59 min-N min-N min-N min-N min-N min-N 48 54 min-N 51 51 51 64 min-N 64		or rep or rep	arting ar	pur pur pur pur pur pur pur pur pur pur	poses poses poses poses poses poses poses poses poses poses poses poses poses poses poses poses poses poses poses	
races Economically Disactvantaged Students with Disabilities Limited English Proficiency Male Female	2010 School 2010 School	grou grou grou grou grou grou grou grou	p does p does	not mee not mee not mee not mee as not mee not mee not mee not mee not mee not mee not mee	t the i t the i	min-N 59 min-N min-N min-N min-N min-N min-N 48 54 min-N 54 min-N 54	of 10 f of 10	or rep or rep	arting ar	pur pur pur pur pur pur pur pur pur pur	poses poses poses poses poses poses poses poses poses poses poses poses poses poses poses poses	

State of South Dakota 2011, Big White Elementary School

No Child Left Behind Report Card

Math All Gra	ues	- yowane	ed % 🔲 Pr		- Danc	% 📕 Belo 2011 Tar	get (72.0%	
	S tate	22		55			23	0.41%
All Students	District	23		6			11	0%
All Students	2011 School		loes not mee					
	2010 School	group o	loes not mee	t the min-N	of 10 for I	eporting pu	irposes	
	State	24		57			18	0.36%
White	District	24		6	3		12	024
wrnite	2011 School	group o	loes not mee	t the min-N	of 10 for i	eporting pu	irposes	
	2010 School	group o	loes nat mee	t the min-N	of 10 for i	eporting pu	irposes	
	State	10	46	-		42		0.379
Black or	District	group o	loes not mee	t the min-N	of 10 for i	eporting pu	irposes	1.5/with
African American	2011 School	group o	loes not mee	t the min-N	of 10 for r	eporting pu	iposes	
	2010 School	group o	ioes not mee	t the min-N	of 10 for I	eporting pu	irposes	
	State	27		43		28	_	0.1%
	District		ices not mee		of 10 for 1		imoses	0.17%
Asian	2011 School		loes not mee			1911	ow opposition .	
	2010 School	52. co. (co.)	ioes not mee			新聞の表示		
		3				10 SN	8	-
	State	15 group o	nee net mee	58 t the min N	of 10 for -	2 Reporting pu		1.49%
Pacific Islander	District	Cartone	ioes not mee loes not mee			Same Soll	Same	
	2011 School 2010 School		ioes not mee					
	2010 Sepoel		and an and a state	a une mitters	or rotu l		"hoogo	
	State	5	42			52		0.76%
Native American	District	18	1 2		82			D84
	2011 School		loes not mee			100 (F) (F) (A)	Sector Sector	
	2010 School	grcup c	loes not mee	t the min-N	of 10 for i	eporting pu	irposes	
	S tate	12	51			37		0.09%
Hispanic	District	group o	loes not mee	t the min-N	of 10 for r	eporting pu	irposes	
Hispanic	2011 School	group o	loes not mee	t the min-N	of 10 for i	eporting pu	irposes	
	2010 School	group o	ioes not mee	t the min-N	of 10 for I	eporting pu	irposes	
	State	15		58		2	6	0.74%
Two or more	District	group o	loes not mee	t the min-N	of 10 for i	eporting pu	irposes	
races	2011 School	group o	loes not mee	t the min-N	of 10 for i	eporting pu	irposes	
	2010 School	group o	loes nat mee	t the min-N	of 10 for i	eporting pu	irposes	
	State	12	51			36		0.55%
Economically	District	13		68			17 2	024
Disadvantaged	2011 School	group o	loes not mee	t the min-N	of 10 for r	eporting pu	irposes	12800
	2010 School	group o	loes not mee	t the min-N	of 10 for I	eporting pu	irposes	
	State	9	35			53	6	0.54%
Students with	District	17	33	_		12	8	0.047
Disabilities	2011 School	and a second	loes not mee	t the min-N	Contraction of the local data		and the second	
	2010 School	1000	loes not mee			16.22 6 6 9		
		3 27			68	- A.	E.	DOM
imited English	State	388	loes not mee	t the min_N		enotion ru	moses	0.34%
Limited English Proficiency	District 2011 School		loes not mee			1. 1. 1. 1.	S	
MARSARSKI CAR	2010 School		ices not mee					
			and net mee	ST SOC MANU	or ionari			
	State	23		52			25	0.49%
Male	District	24	loop net mere	58 t the min N	of (D for	a porti con u	17 2	D9%
	2011 School		loes not mee			CHARACTER STATE	ALS STREET	
	2010 School		loes not mee	a me min-N	UT TOP I	ehoiniið þr	npuses	12
	State	20		57			22	0.32%
Female	District	22			72		5	D84
	2011 School	1 S 1	loes not mee			50	61	
	2010 School	group o	ioes not mee	t the min-N	of 10 for I	eporting pu	irposes	
	State	3 18			75		4	D2%
Microsof Chudards	District	group o	loes not mee	t the min-N	of 10 for r	eporting pu	irposes	1.000
Migrant Students	2011 School	group o	ioes not mee	t the min-N	of 10 for I	eporting pu	irposes	
	2010 School	group o	ioes not mee	t the min-N	of 10 for i	eporting pu	irposes	
						ALL STREET		22

	and the second	10		40		2011 Target (69.05	
	S tate	26	-	49	15	23	2 0.4%
All Students	District	40 ornun does r	not maat the	min M -	46 f 10 for	14 Penanting purpose	0%
	2011 School 2010 School					eporting purpose eporting purpose	
	State	29	Contraction of the	51		19	0.36%
1002011	S tate District	42	-	3)	43	19	0.36%
White	2011 School	322	not meet the	min-N o	f 10 for	eporting purpose	10000000
winte	2011 School	The second second second				eporting purpose	
	State	12	44	- 11		39	5 0.37%
Black or	District	ALC: NOT	1000	: min-N o	f 10 for	eporting purpose	6. C
African American	2011 School	group does i	not meet the	min-N o	f 10 for	eporting purpose	s
	2010 School					eporting purpose	
	State	25	3	9		28	7 0.1%
	District	group does i	not meet the	min-N o	f 10 for	eporting purpose	
Asian	2011 School					eporting purpose	
	2010 School					eporting purpose	
	State	27		56		15	2 1.49%
	District		not meet the	1997	f 10 for	eporting purpose	and the second
Pacific Islander	2011 School	Handle Street				eporting purpose	
	2010 School					eporting purpose	
	State	7 4	1			47	4 0.76%
	District	18		73			
Native American	2011 School	156 B	not meet the		f 10 for	eporting purpose	A CONTRACT
	2010 School	4				eporting purpose	
	State	15	49			34	2 0.09%
	State District	1000	104	min-N n	f 10 for	eporting purpose	
Hispariic	2011 School	Henry Constant				eporting purpose	
	2010 School	-				eporting purpose	
		24	and Constanting	50		25	0.74%
Two or more	State District		not meet the		f 10 for	25 reporting purpose	
races	2011 School					eporting purpose	
	2010 School	St.				eporting purpose	
	State	15	47			35	3 0.54%
Economically	District	26		57		- 17	0%
Disadvantaged	2011 School	group does i	not meet the	min-N o	f 10 för	eporting purpose	
	2010 School					eporting purpose	
	State	10 33	3		50		6 0.5%
Students with	District		58			42	0%
Disabilities	2011 School	group does i	not meet the	min-N o	f 10 for	eporting purpose	S
	2010 School	group does r	not meet the	min-N o	f 10 for	eporting purpose	s
	State	4 26			61		0.17%
Limited English	District	group does r	not meet the	min-N o	f 10 for	eporting purpose	
Proficiency	2011 School	group does i	not meet the	min-N o	f 10 for	eporting purpose	s
	2010 School	group does i	not meet the	min-N o	f 10 for	eporting purpose	S
	S tate	24		47		26	2 0.48%
Mala	District	29		49		22	0%
Male	2011 School	group does i	not meet the	min-N o	f 10 for	eporting purpose	S
	2010 School	group does i	not meet the	min-N o	f 10 for	eporting purpose	s
	State	28		51		20	0.31%
-	District	52	2			43	5 0%
Female	2011 School	group does i	not meet the	min-N o	f 10 for	eporting purpose	Contraction of the
	2010 School					eporting purpose	
	State	4 16		59		20	0%
RA MARSHOW	District		not meet the		f 10 for	eporting purpose	
Migrant Students	2011 School					eporting purpose	
	2010 School	20 - 10 - 10 - 10 - 10 - 10 - 10 - 10 -				eporting purpose	

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 4th and 8th 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.

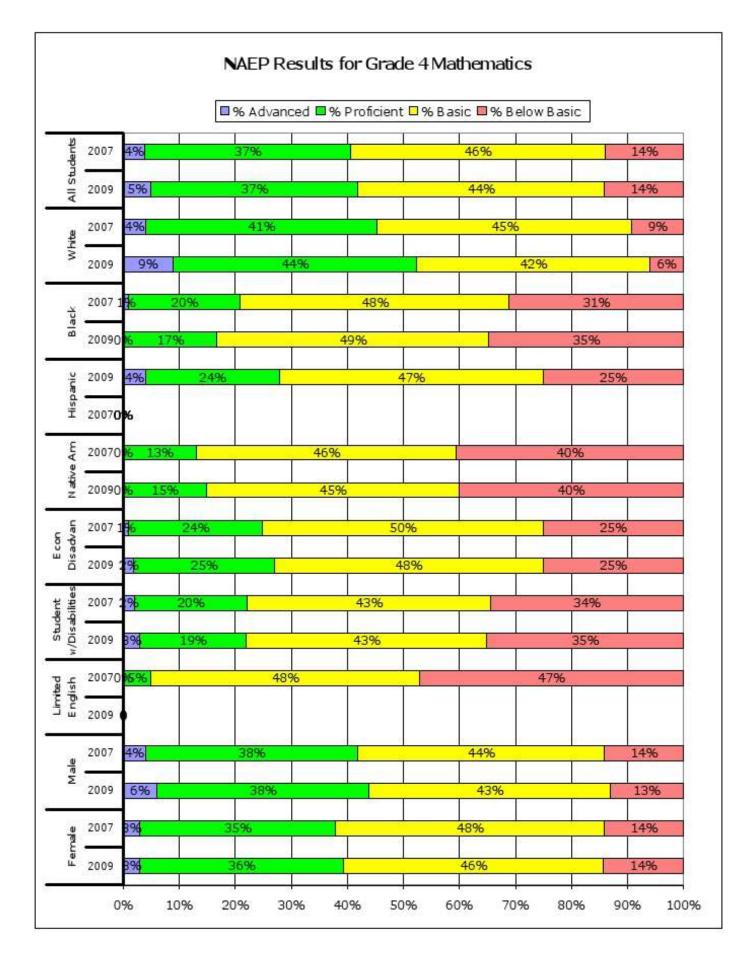
2009 Participation Rates

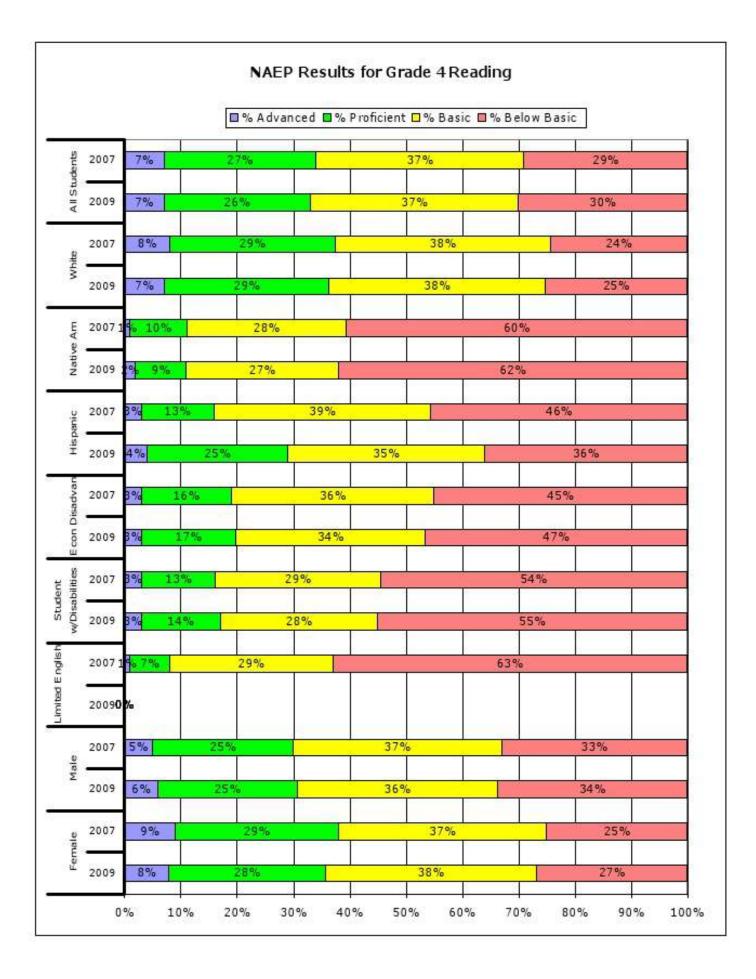
Participation rates for Students with Disabilities and Limited English Proficient can be found in the table below. The actual participation rates for NAEP will differ from DSTEP rates since NAEP does not allow the all the accommodations used by DSTEP. Students taking DSTEP-A do not participate in NAEP.

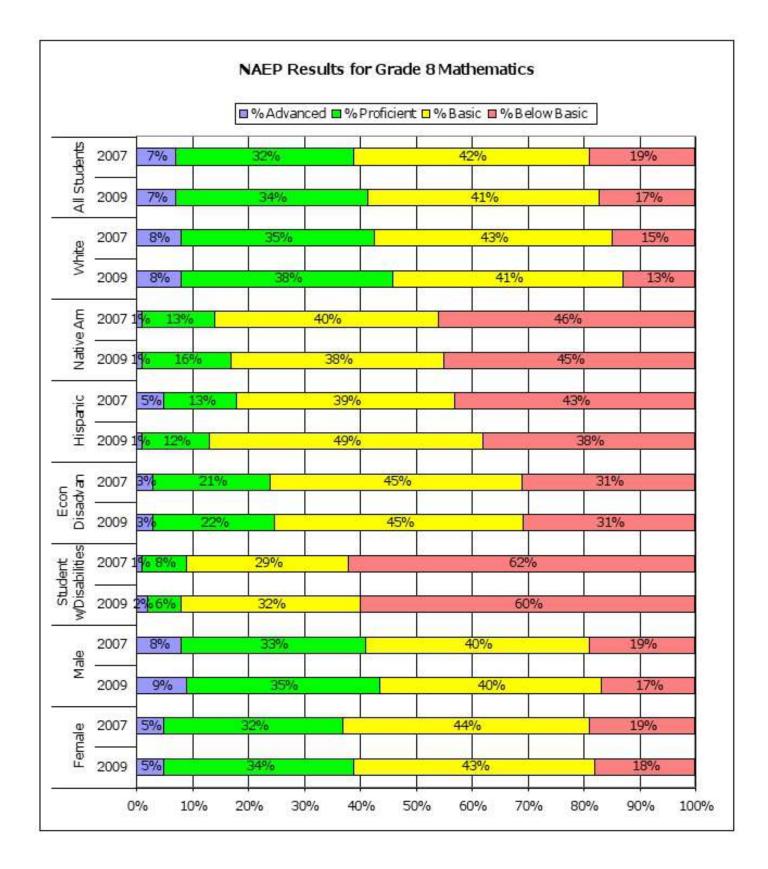
Students with Disabilities	Reading	Mathematics
Grade 4	60%	87%
Grade 8	60%	83%

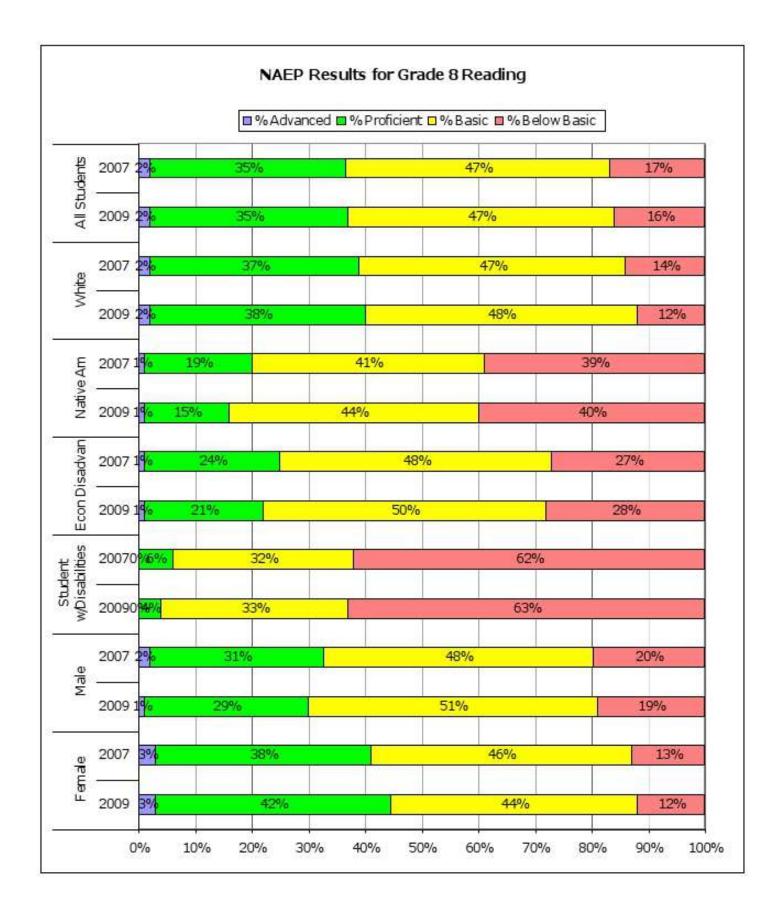
Limited English Proficient	Reading	Mathematics
Grade 4	67%	100%
Limited English Proficient Grade 4 Grade 8	67%	89%

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









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...

State		66	(Internal Party)	22	0.23%
2011 District	per la		75	Party diversion	0%
2010 District	(0)	94		10	0%
State	24	64	A CONTRACTOR OF	22	0.25%
2011 District	group does not r	neet the min-N of	10 for reporting	purposes	
2010 Dinniet	the second	73		18	0%
State	and the second	57		22	0.22%
2011 District	group does not r	meet the min-N of	10 for reporting		
2010 District	group does not r	neet the min-N of	10 for reporting	purposes	
State	10.00	54	-	16	0.22%
2011 District	17.1		73	-	0%
2010 District		82		6	0%
Suc	12	and the second second	42	-	0%
2011 District	group does not	meet the min-N of		purposes	1
2010 District			and the second states		
State	11-11-1	0	3	3	0%
	group does not	meet the min-N of			
2010 District	The second s		and the second se		
		0		15	105
2011 District	group does not	meet the min-N of	10 for reporting		10.2
2010 District			ADD		
			A. 18	11. 20	0.4%
	group does not	meet the min-N of	A PORT	purposes	0.1%
and the second second	and the second sec				
	a contraction of the		Variation and second	and a set of a set of the set	law
A CONTRACTOR OF THE OWNER.	group does not	meet the min-N of			0.37,
1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	Contraction of the second second			2010 Sec. 1946 2.14	
	CALCULATION OF THE OWNER				
	group does not	meet the min-N of	10 for reporting		0%
south white &			1	8 AU	Law
	amun dage pat	meat the min M of	and the second se		0.365
- 1990 (Q2) (M4)					
				al use la serie	law
	10		-	12	0.135
Victor Construction	TRANSING PROPERTY	55		6	0.
	And in concession, which we do not set of the	meet the min.M of		DUCOSES	0%
	-				
	B and many upt				Law
	aroun does not	meet the min.M of	Contraction in the local division of the loc		0.17
				27	
	Brook good the		1.5 the reported	1.	1
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	24	67	21	19	0.225 6%
	No. of Concession, Name	87	14		P*.
	CANES.	10		and the second se	-
	arous dates and	most the mis Mail		and the second se	8.27
	and the second s		ALC: NOT CONTRACT OF CONTRACT.	a strategy and	
Case of the second s	group does not	meet ure mon-ril Ci	_		
State		24	19	20	0%
2011 District					
2010 District	group does not	meet use man-N G	to for reporting	and the second	
State	18	35		30	1.04
2011 District		meet the min-N of			
2010 Dicriet	group does not	meet the min-N o	10 for reportin,	g purposes	
	10	meet the min-N of meet the min-N of	43		0 (77
	2011 During 2010 During 2011 During 2011 During 2011 During 2010 During 2011 During <t< td=""><td>2011 Denixi 22 2011 Denixi group does not r 2010 Denixi group does not r 2011 Denixi<!--</td--><td>241 Densis 24 281 Densis 27 281 Densis group does not meet the min-N of 281 Densis group does not meet the m</td><td>291 Denki 29 76 290 Denki 20 64 291 Denki group does not meet the min-N of 10 for reporting group does not meet the min-N</td><td>9911 Deaks 94 75 9910 Deaks 97 80 90 Sale 97 82 12 9911 Deaks group does not meet the min-N of 10 for reporting purposes 12 9911 Deaks group does not meet the min-N of 10 for reporting purposes 12 9911 Deaks group does not meet the min-N of 10 for reporting purposes 16 9911 Deaks 97 12 16 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 16 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 16 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9910 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9910 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9910 Deaks 97000 does not meet the min-N of 10 for reporting purposes 10 <td< td=""></td<></td></td></t<>	2011 Denixi 22 2011 Denixi group does not r 2010 Denixi group does not r 2011 Denixi </td <td>241 Densis 24 281 Densis 27 281 Densis group does not meet the min-N of 281 Densis group does not meet the m</td> <td>291 Denki 29 76 290 Denki 20 64 291 Denki group does not meet the min-N of 10 for reporting group does not meet the min-N</td> <td>9911 Deaks 94 75 9910 Deaks 97 80 90 Sale 97 82 12 9911 Deaks group does not meet the min-N of 10 for reporting purposes 12 9911 Deaks group does not meet the min-N of 10 for reporting purposes 12 9911 Deaks group does not meet the min-N of 10 for reporting purposes 16 9911 Deaks 97 12 16 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 16 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 16 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9910 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9910 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9910 Deaks 97000 does not meet the min-N of 10 for reporting purposes 10 <td< td=""></td<></td>	241 Densis 24 281 Densis 27 281 Densis group does not meet the min-N of 281 Densis group does not meet the m	291 Denki 29 76 290 Denki 20 64 291 Denki group does not meet the min-N of 10 for reporting group does not meet the min-N	9911 Deaks 94 75 9910 Deaks 97 80 90 Sale 97 82 12 9911 Deaks group does not meet the min-N of 10 for reporting purposes 12 9911 Deaks group does not meet the min-N of 10 for reporting purposes 12 9911 Deaks group does not meet the min-N of 10 for reporting purposes 16 9911 Deaks 97 12 16 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 16 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 16 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9911 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9910 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9910 Deaks 97000 does not meet the min-N of 10 for reporting purposes 15 9910 Deaks 97000 does not meet the min-N of 10 for reporting purposes 10 <td< td=""></td<>

	State	34	47		2	1	0 23%
VI Students	2011 District	種			77		055
	2010 Dourst	20	H. C. L.	45	6	10	0*5
	State	30	44		2	in and the second	0.25%
Male	2011 District	group does not me	et the min-N of	10 for n	porting pur	poses	
	2010 District	45		36		18	0%
	Sute	32	49	1=11		19	0 22%
Female	2011 District	group does not me	et the min-N of	10 for m	eporting pur	poses	
	2010 District	group does not me	et the min-N of	10 for n	aporting pur	poses	
	State	14 M	No.	10	1000	16	0.22%
White	2011 District	67			33		015
	2010 District	\$1.			47.		0%
	Sue D	50		and a	39		0%
Black or	2011 District	group does not me	et the min-N of	10 for n	eporting pur	poses	
African American	2010 District	group does not me					
	Sur	H H	44		29	1	045
Asian	2011 Distoct	group does not me	et the min-N of	10 for r		and the second second	1.4
agadi i	2010 District	group does not me					
	_			1		and the second	0%
Dealfin Islanda	State	group does not m	eet the min.N of	10 600 1	eporting our	DOSES	0.2
Pacific Islander	2011 District	group does not m					
	2010 District		Cost and manual Of	IV IVI I			Dece
	State	0 43		110.1	45		0.4%
Native American	2011 Distaict	group does not m					
	2010 District	group does not m	eet the min-N of	101011	eporeng pu	poses	
	State	CONTRACTOR OF	46		31	10.00	0.3%
Hispanic	2011 District	group does not m					
	2010 Distinct	group does not m	eet the min-N o	10 for i	reporting pu	rposes	
	State	the state of	46		2	6	04
Two or more	2011 District	group does not m			1999 B. C.		
aces	2010 District	group does not m	eet the min-N o	f 10 for i	reporting pu	rposes	
	State	19	42		32		0.107
Economically	2011 District	group does not m	eet the min-N o	1 10 for	reporting pu	rposes	
Disadvantaged		menus dans and m	eet the min-N o	1 10 for	monting pu	marar	
Disauvanasgeu	2010 District	Bronb goes upt w	and the second second		reporting pu	thoses	
Disauvanageu		group does not in			reporting po	12	0.135
Non-Economical	State			316		12	0.137
	State 2011 District		73		eponting po	12	
Non-Economical	State 9 2011 District 2010 District	41 58		316	2	12 7 6	0% 0%
Non-Economical Disadvantaged	State 2011 District 2010 District State	41 50 31		46 55	4	12 7 6 10	0%
Non-Economical	State 2011 District 2010 District State 2011 District	31 31 group does not m	ni eel the min-N o	-15 55 If 10 for	44. reporting pu	12 7 6 10 rposes	0% 0%
Non-Economical Disadvantaged	State 2011 District 2010 District State 2011 District 2010 District	st so group does not m group does not m	ni eel the min-N o	-15 55 If 10 for	14 reporting pu	12 7 6 10 rposes rposes	0% 0%
Non-Economicall Disadvantaged Migrant Students	State y 2011 Diamici 2010 Diamici State 2010 Diamici 2010 Diamici State 3 2010 Diamici 2010 Diamici 2010 Diamici	31 31 group does not m group does not m	eel the min-N o	315 55 of 10 for of 10 for	44 reporting pu reporting pu 49	12 7 6 rposes rposes	0%
Non-Economical Disadvantaged	y 2011 District 2010 District State 2010 District 2010 District State 2010 District State 2011 District	31 31 group does not m group does not m group does not m group does not m	eel the min-N o seet the min-N o seet the min-N o	36 55 If 10 for If 10 for	14 reporting pu reporting pu 49 reporting pu	12 7 6 10 rposes rposes	0% 0%
Non-Economicall Disadvantaged Migrant Students Limited English	State y 2011 Diamici 2010 Diamici State 2010 Diamici 2010 Diamici State 3 2010 Diamici 2010 Diamici 2010 Diamici	31 31 group does not m group does not m	eel the min-N o seet the min-N o seet the min-N o	36 55 If 10 for If 10 for	14 reporting pu reporting pu 49 reporting pu	12 7 6 10 rposes rposes rposes rposes	0% 0%
Non-Economicall Disadvantaged Migrant Students Limited English Proficiency	State 2011 District 2010 District State 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	31 31 group does not m group does not m group does not m group does not m	ra eel the min-N o weet the min-N o weet the min-N o	36 55 If 10 for If 10 for	2 44 reporting pu reporting pu reporting pu reporting pu	12 7 8 10 rposes rposes rposes rposes 17	0% 0% 0% 0.17*
Non-Economicall Disadvantaged Migrant Students Limited English	Sure 2011 District 2010 District 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	31 33 group does not m group does not m group does not m group does not m	ra eel the min-N o weet the min-N o weet the min-N o	316 55 of 10 for of 10 for of 10 for of 10 for	2 44 reporting pu 49 reporting pu reporting pu	12 7 10 10 10 10 10 10 10 10 10 10 10 10 10	0% 0% 0% 0.17* 8.22* 8%
Non-Economical Disadvantaged Migrant Students Limited English Proficiency Students Withoul	Store 2011 District 2010 District Stole 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	31 31 group does not m group does not m group does not m group does not m	ra eel the min-N o weet the min-N o weet the min-N o	316 55 of 10 for of 10 for of 10 for of 10 for	2 44 reporting pu reporting pu reporting pu reporting pu	12 7 8 10 rposes rposes rposes rposes 17	0% 0% 0% 0.17*
Non-Economical Disadvantaged Migrant Students Limited English Proficiency Students Withou Disabilities	Sure 2011 District 2010 District 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	31 33 group does not m group does not m group does not m group does not m	ra eel the min-N o weet the min-N o weet the min-N o	316 55 of 10 for of 10 for of 10 for of 10 for	2 11 reporting pu reporting pu reporting pu reporting pu	12 7 10 10 10 10 10 10 10 10 10 10 10 10 10	0% 0% 0% 0% 0%
Non-Economical Disadvantaged Migrant Students Limited English Proficiency Students Withou Disabilities Students with	State 2010 District 2010 District	31 33 group does not m group does not m group does not m group does not m	na event the min-N o weet the min-N o weet the min-N o ra ra ra	35 55 of 10 for of 10 for of 10 for of 10 for 48	44 reporting pu reporting pu reporting pu reporting pu 2 2 2 2 2 41	12 7 6 100 100 100 100 100 100 100 100 100 1	0% 0% 0% 0% 0%
Non-Economical Disadvantaged Migrant Students Limited English Proficiency Students Withou Disabilities Students with	Sine 2010 District 2010 Distri	31 30 group does not m group does not m group does not m group does not m 34 34	eet the min-N o seet the min-N o seet the min-N o seet the min-N o 72 40 seet the min-N o	-315 55 of 10 for of 10 for of 10 for 46	2 44 reporting pu reporting pu reporting pu reporting pu 2 41 reporting pu 41	12 7 6 100 rposes rposes rposes rposes 17 7 6 17 6	0% 0% 0% 0% 0%
Non-Economical Disadvantaged Migrant Students Limited English Proficiency Students Withou Disabilities	500 2011 Daniel 2010 Daniel 2	31 30 group does not m group does not m group does not m group does not m 34 37 37 37 37 37 37 37 37 37 37 37 37 37	eet the min-N o seet the min-N o seet the min-N o seet the min-N o 72 40 seet the min-N o	-315 55 of 10 for of 10 for of 10 for 46	2 44 reporting pu reporting pu reporting pu reporting pu 2 41 reporting pu 41	12 7 6 100 rposes rposes rposes rposes 17 7 6 17 6	0% 0% 0% 0% 0%
Non-Economical Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities	Sine 2011 Disma 2010 Disma	31 30 group does not m group does not m group does not m group does not m 34 37 37 37 37 37 37 37 37 37 37 37 37 37	eet the min-N o seet the min-N o seet the min-N o seet the min-N o r2 39 seet the min-N o seet the min-N o seet the min-N o	-46 55 61 10 for 11 10 for 11 10 for 14 10 for 14 10 for 10 for 10 for 10 for	2 44 reporting pu reporting pu reporting pu reporting pu 2 41 reporting pu 2 28	12 7 10 10 10 10 10 10 10 10 10 10 12 12 12 12 12 12 12 12 12 12 12 12 12	0% 0% 0% 0% 0% 0% 0% 0%
Non-Economical Disadvantaged Migrant Students Limited English Proficiency Students Withou Disabilities Students with	Sine 2011 Diaria 2010 Diaria	31 group does not m group does not m group does not m group does not m 34 37 37 37 37 37 38 37 38 37 38 38 39 39 39 30 30 30 30 30 30 30 30 30 30 30 30 30	eet the min-N o eet the min-N o eet the min-N o neet the min-N o r2 49 eet the min-N o heet the min-N o heet the min-N o heet the min-N o	36 55 of 10 for of 10 for of 10 for 48 of 10 for 57 10 for 57 10 for 57 57 57 57 57 57 57 57 57 57	44 reporting pu reporting pu reporting pu reporting pu reporting pu 41 reporting pu 28 reporting pu 28	12 7 170584 10 170585 17 7 7 6 6 17 7 7 6 6	0% 0% 0% 0% 0% 0% 0% 0%
Non-Economical Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities	Size 2011 Diarita 2010 Diarita Size 2010 Diarita	31 30 group does not m group does not m group does not m group does not m 34 37 37 37 970up does not m 28 970up does not m 28 970up does not m	eet the min-N o eet the min-N o seet the min-N o seet the min-N o rates the min-N o rates the min-N o at the min-N o at the min-N o at the min-N o	36 55 of 10 for of 10 for of 10 for 48 of 10 for 57 10 for 57 10 for 57 57 57 57 57 57 57 57 57 57	44 reporting pu reporting pu reporting pu reporting pu 41 reporting pu 28 reporting pu 28 reporting pu reporting pu	12 7 6 30 10 10 10 10 10 10 10 10 10 10 10 10 10	0". 0". 0". 0". 0". 0". 0". 0".
Non-Economical Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities	Sine 2011 Diarita 2010 Diarita	a) a) group does not m group does not m group does not m a) group does not m a) a) b) group does not m a) group does not m a) group does not m a) group does not m a) group does not m a) a) b) b) b) b) b) b) b) b) b) b	the min-N o east the min-N o neet the min-N o neet the min-N o the min-N o neet the min-N o and the min-N o an other min-N o an other min-N o an other min-N o an other min-N o	35 65 of 10 for of 10 for of 10 for of 10 for sist of 10 for of 10 for of 10 for of 10 for of 10 for	44 reporting pu reporting pu reporting pu reporting pu 49 reporting pu 41 reporting pu 28 reporting pu 28 reporting pu 28	12 7 6 10 17 17 7 6 17 17 6 17 17 6 17 17 6	0% 0% 0% 0% 0% 0% 0% 0%
Non-Economical Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only	Sine 2011 Diaria 2010 Diaria	31 31 group does not m group does not m group does not m group does not m 34 37 37 38 39 39 30 30 30 30 30 30 30 30 30 30 30 30 30	eet the min-N o seet the min-N o seet the min-N o seet the min-N o rates the min-N o	35 55 61 10 for of 10 for of 10 for of 10 for 51 10 for	24 reporting pureporting purep	12 7 7 8 10 17 17 17 6 17 17 6 17 17 6 17 17 6 10 17 17 17 5 8 10 17 17 17 17 16 10 17 17 17 16 10 10 17 17 17 17 17 17 17 17 17 17 17 17 17	0". 0". 0". 0". 0". 0". 0". 0".
Non-Economical Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only Dstep No	Sine 2011 Disma 2010 District 2010 District	31 30 31 group does not m group does not m group does not m group does not m 34 37 17 group does not m group does not m	the min-N o even the min-N o even the min-N o even the min-N o read the min-N o	35 55 61 10 for of 10 for of 10 for of 10 for 51 10 for	44 reporting pu reporting pu reporting pu reporting pu 49 reporting pu 24 reporting pu 28 reporting pu 24 reporting pu 24 reporting pu 24	12 7 7 8 10 17 17 17 6 17 17 6 17 17 6 17 17 6 10 17 17 17 5 8 10 17 17 17 17 16 10 17 17 17 16 10 10 17 17 17 17 17 17 17 17 17 17 17 17 17	0°. 0°. 0°. 0°. 0°. 0°. 0°. 0°. 0°. 0°.
Non-Economical Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only Dstep No	Sine 2011 Diaria 2010 Diaria	31 30 31 group does not m group does not m group does not m group does not m 34 37 17 group does not m group does not m	and the min-N of seet the min-N of seet the min-N of seet the min-N of an antipart of the min-N of a seet the min-N of a set the min-N of a set the min-N of a set the min-N of a set the min-N of a set the min-N of a set the min-N of a set the min-N of a set the min-N of a set the min-N of a set the min-N o	55 if 10 for if 10 for if 10 for if 10 for if 10 for of 10 for	49 reporting pureporting purep	12 7 7 17 17 17 17 17 6 17 17 6 17 17 6 17 17 6 17 17 6 10 17 17 10 10 10 10 10 10 10 10 10 10 10 10 10	0". 0". 0". 0". 0". 0". 0". 0".

	State	22 56 22	0.3%
Il Students	2011 District	60 10	0%
	2010 District	76 6	014
	AND DISERT		
	State	2) 55 22	0.42%
Male	2011 District	-6 45 18	0%
	2010 District	group does not meet the min-N of 10 for reporting purposes	
	State	22 56 22	0.18%
emale	2011 District	group does not meet the min-N of 10 for reporting purposes	100
	2010 District	group does not meet the min-N of 10 for reporting purposes	
		37 16	
10.3.	Sute		0.32%
White	2011 District	28. 61 11 11 80 7	0%
Description of	2010 District		0%
Black or	State	49 38 3	0%
Mican American	2011 District	group does not meet the min-N of 10 for reporting purposes	
Ancan American	2010 District	group does not meet the min-N of 10 for reporting purposes	
Di - Cinestiani	Stute	30 48 20 2	0%
Asian	2011 District	group does not meet the min-N of 10 for reporting purposes	2.4
haidil	2011 District	group does not meet the min-N of 10 for reporting purposes	
a set de la president	2010 District		
	State	55 27	0%
Pacific Islander	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
	Sule	47 47	0.33%
Native American	2011 District	group does not meet the min-N of 10 for reporting purposes	128
	2010 District	group does not meet the min-N of 10 for reporting purposes	
		and the second second second second second second second	1
	State	A 56 36	0.1
Hispanic	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
	TO DO DO THE	and the second straining the representation of the second straining the	
	State	60 22	0.85%
Two or more	1000	and the second	0 \$ 5%
Two or more races	State	60 22	0.85%
	State 2011 District 2010 District	sa 22 group does not meet the min-N of 10 for reporting purposes	0.85%
races Economically	State 2011 District 2010 District State	for the first firs	
races	State 2011 District 2010 District State 2011 District	16 63 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 33 10* 64 33 group does not meet the min-N of 10 for reporting purposes 10 for reporting purposes	
races Economically	State 2011 District 2010 District State	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 33 12 84 33 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	0.39%
races Economically Disadvantaged	State 2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 17 64 33 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 30 57	0.39%
races Economically	State 2011 District 2010 District State 2011 District 2010 District State 2011 District	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 17 64 33 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 20 67 31 60 51 60	0.39% 0.23% 0%
races Economically Disadvantaged Non-Economically	State 2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 17 64 33 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 30 57	0.39%
races Economically Disadvantaged Non-Economically	State 2011 District 2010 District State 2011 District 2010 District State 2011 District	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 17 64 33 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 20 67 31 60 51 60	0.39% 0.23% 0%
races Economically Disadvantaged Non-Economically	Stare 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 30 50 57 51 60 7 51	0.32% 0.23% 0%
races Economically Disadvantaged Non-Economically Disadvantaged	Stare 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 12 84 33 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 40 57 51 60 7 51 60 7 7 51 61 13	0.32% 0.23% 0%
races Economically Disadvantaged Non-Economically Disadvantaged	State 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 80 57 81 60 91 91 24 61 91 91	0.39% 0.23% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged	State 2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 80 57 81 60 7 13 51 60 7 9 91 91 24 61 81 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 33 63	0.32% 0.23% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students	State 2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	(6) 60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 20 57 13 51 60 7 9 91 13 24 61 13 group does not meet the min-N of 10 for reporting purposes 10 20 57 13 51 60 7 9 91 13 34 61 13 group does not meet the min-N of 10 for reporting purposes 10 34 61 13 group does not meet the min-N of 10 for reporting purposes 10 37 61 13 group does not meet the min-N of 10 for reporting purposes 10 30 63 10	0.39% 0.23% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English	State 2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 80 57 81 60 7 13 51 60 7 9 91 91 24 61 81 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 33 63	0.39% 0.23% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency	State 2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	(6) 60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 20 57 13 51 60 7 9 91 13 24 61 13 group does not meet the min-N of 10 for reporting purposes 10 20 57 13 51 60 7 9 91 13 34 61 13 group does not meet the min-N of 10 for reporting purposes 10 34 61 13 group does not meet the min-N of 10 for reporting purposes 10 37 61 13 group does not meet the min-N of 10 for reporting purposes 10 30 63 10	0.39% 0.23% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limiled English Proficiency Students Without	State 2011 District 2010 District 2011 District 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2011 District 2010 District 2010 District	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 20 57 51 60 51 60 7 51 9 91 24 61 24 61 30 63 group does not meet the min-N of 10 for reporting purposes 30 61 31 60 32 61 33 63 group does not meet the min-N of 10 for reporting purposes 33 63 group does not meet the min-N of 10 for reporting purposes 33 63 group does not meet the min-N of 10 for reporting purposes 34 63 group does not meet the min-N of 10 for reporting purposes 34 63 group does not meet the min-N of 10 for reporting purposes 35 63	0.38% 0.23% 0% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency	State 2011 District 2010 District 2011 District 2010 District	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 60 57 51 60 51 60 7 51 60 7 9 91 24 61 61 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 30 61 70 91 24 61 63 90 33 63 64 61 63 90 34 63 90 63 91 63 92 63 93 63 94 61 63 63 91 63 92 63 63 63 93 63 94 61 63 63 93 63 94 61 95 63	0.39% 0.23% 0% 0% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limiled English Proficiency Students Without	State 2011 District 2010 District 2011 District 2010 District	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 20 57 31 60 51 60 7 13 51 60 7 13 9 91 24 61 33 63 group does not meet the min-N of 10 for reporting purposes 30 61 31 63 32 63 group does not meet the min-N of 10 for reporting purposes 33 63 group does not meet the min-N of 10 for reporting purposes 33 63 group does not meet the min-N of 10 for reporting purposes 34 63 group does not meet the min-N of 10 for reporting purposes 34 63 35 63 36 65 37 16 38 65	0.39% 0.23% 0% 0% 0% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities	State 2011 District 2010 District 2011 District 2010 District	(6) 60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 40 57 13 51 60 7 9 91 24 24 61 13 group does not meet the min-N of 10 for reporting purposes 7 9 91 33 24 61 13 group does not meet the min-N of 10 for reporting purposes 7 30 63 63 group does not meet the min-N of 10 for reporting purposes 33 33 63 63 group does not meet the min-N of 10 for reporting purposes 61 31 63 63 group does not meet the min-N of 10 for reporting purposes 63 34 67 16 67 10 for reporting purposes 61 20 67 16 21 67 16 22 67 16 23 65 6 24 61 61	0.39% 0.23% 0% 0% 0% 3.0%3%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with	State 2011 District 2010 District	(6) 60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 10 54 33 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 10 20 57 13 51 60 7 9 91 13 24 61 13 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes for more the min-N of 10 for reporting purposes for more the min-N of 10 for reporting purposes for more the min-N of 10 for reporting purposes for more the min-N of 10 for reporting purposes for more the min-N of 10 for reporting purposes for more the min-N of 10 for reporting purposes for more the min-N of 10 for reporting purposes for more the min-N of 10 for reporting purposes for more the min-N of 10 for reporting purposes for more the min-N of 10 for reporting purposes for more the min-N of 10 for reporting purposes for more the min-N of 10 for reporting purposes for more the min-N of 10 for reporting purposes for more the	0.39% 0.23% 0% 0% 0% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limiled English Proficiency Students Without	State 2011 District 2010 District 2011 District 2010 District	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 30 51 57 51 60 7 13 60 7 9 01 24 61 9 01 24 61 9 01 24 61 9 01 24 61 9 01 24 61 9 02 9 03 63 9 9 04 63 9 9 05 10 for reporting purposes 10 9 03 63 9 04 64 10 10 for reporting purposes 10 10 for reporting purposes 11 10 for reporting purposes 12 15 13 63 14 64 15 6 15 6 16 10 for reporting purposes 17 10 18 19<	0.395 0.235 0% 0% 0% 0% 0% 0% 0% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limiled English Proficiency Students Without Disabilities Students with Disabilities	State 2011 District 2010 District	(6) 60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 40 57 13 51 60 7 9 91 24 24 61 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 24 61 13 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 33 63 group does not meet the min-N of 10 for reporting purposes 33 63 group does not meet the min-N of 10 for reporting purposes 34 63 group does not meet the min-N of 10 for reporting purposes 35 65 65 6 10 61 11 61 61 81	0.39% 0.23% 0% 0% 0% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with	Sure 2011 District 2010 District 2011 District 2010 District	10 60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 40 57 13 51 60 7 9 91 24 24 61 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 31 60 7 9 91 24 24 61 13 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 33 33 63 63 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 61 33 63 65 6 10 65 6 11 64 44 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 34 65 6 19 65 6 10 61 10 20 62 21 34 28 21 35 21 23	0.395 0.235 0% 0% 0% 0% 0% 0% 0% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limiled English Proficiency Students Without Disabilities Students with Disabilities	State 2011 District 2010 District 2011 District 2010 Distr	(6) 60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 40 57 13 51 60 7 9 91 24 24 61 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 24 61 13 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 33 63 group does not meet the min-N of 10 for reporting purposes 33 63 group does not meet the min-N of 10 for reporting purposes 34 63 group does not meet the min-N of 10 for reporting purposes 35 65 65 6 10 61 11 61 61 81	0.395 0.235 0% 0% 0% 0% 0% 0% 0% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limiled English Proficiency Students Without Disabilities Students with Disabilities	Sure 2011 District 2010 District	10 60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 40 57 13 51 60 7 9 91 24 24 61 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 31 60 7 9 91 24 24 61 13 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 33 33 63 63 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 61 33 63 65 6 10 65 6 11 64 44 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 34 65 6 19 65 6 10 61 10 20 62 21 34 28 21 35 21 23	0.39% 0.23% 0% 0% 0% 0% 0% 0% 0% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only Dstep No	State 2011 District 2010 Distr	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 20 57 31 60 51 60 7 13 51 60 7 13 51 60 7 13 60 7 9 91 24 61 7 13 9 91 24 61 7 13 9 91 24 61 7 13 9 91 24 61 7 13 9 91 24 61 7 10 9 91 24 61 7 13 9 92 9 63 9 10 for reporting purposes 9 61 9 61 10 10 for reporting purposes 9 65 10 61 11 10 12	0.395 0.235 0% 0% 0% 0% 0% 0% 0% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities	Sure 2011 District 2010 Distri	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 40 57 51 60 7 13 51 60 7 13 51 60 7 13 9 91 24 61 7 13 9 91 24 61 7 13 9 91 24 61 7 13 9 91 24 61 7 13 9 91 24 61 7 13 9 91 24 61 7 13 9 91 24 61 35 63 9 91 24 57 35 6 10 61 29 55 61 61 20 63 21 61 22 62 <	0.39% 0.23% 0% 0% 0% 0% 0% 0% 0% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only Dstep No	State 2011 District 2010 Distr	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 20 57 31 60 23 60 31 60 32 61 33 61 34 61 351 60 40 7 9 01 24 61 30 63 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the	0.39% 0.23% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%
races Economically Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only Dstep No	Sure 2011 District 2010 Distri	60 22 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 40 57 51 60 7 13 51 60 7 13 51 60 7 13 9 91 24 61 7 13 9 91 24 61 7 13 9 91 24 61 7 13 9 91 24 61 7 13 9 91 24 61 7 13 9 91 24 61 7 13 9 91 24 61 35 63 9 91 24 57 35 6 10 61 29 55 61 61 20 63 21 61 22 62 <	0.39% 0.23% 0% 0% 0% 0% 0% 0% 0% 0% 0%

No Child Left Behind 2011 State Assessment Report

	Suir	30 47 . 22 0.275
All Students	2011 District	30 65 5 0%
	2010 District	41 47 12 0%
No. of Concession, Name	Sure	47 24 0.36%
Male	2011 District	27 64 9 0%
vidio	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	97 20 0.135 group does not meet the min-N of 10 for reporting purposes
Female	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	
	Sule	36 48 17 0.28%
White	2011 District	1 <u>5</u> 61 6 0%
	2010 District	±0 47 13 0°,
and the second se	State	44 40 Ž 0%
Black or	2011 District	group does not meet the min-N of 10 for reporting purposes
African American	2010 District	group does not meet the min-N of 10 for reporting purposes
and the second second	State	38 29 2 or,
Asian	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
NAMES OF TAXABLE		36 27 0.
	State	
Pacific Islander	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	46 2 0.335
Native American	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	49 36 0°.
Hispanic	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	49 26 035
Two or more	2011 District	group does not meet the min-N of 10 for reporting purposes
races	2011 District	group does not meet the min-N of 10 for reporting purposes
	Sector 1	and the second
Economically	State	47 33 0.51 group does not meet the min-N of 10 for reporting purposes
Disadvantaged	2011 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes
	2010 District	
Non-Economically	State	40 47 13 0.23
Disadvantaged	2011 District	50 7 or,
a nana na nangang	2010 District	36 55 9 (**
	Sure	28 74 5 0*.
Migrant Students	and the second second second	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	28 66 2, 01,
Limited English	2011 Dotnet	group does not meet the min-N of 10 for reporting purposes
Proficiency	2010 District	group does not meet the min-N of 10 for reporting purposes
Students Without	State	
Disabilities	2011 District	and the second se
	2010 District	1
Students with	Suse	15 40 45 E o 13
Disabilities	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	37 25 97 or.
DSTEP A Only	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	Sute	42 37 2.3
Dstep No	Water Street	group does not meet the min-N of 10 for reporting purposes
Accommodations	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	
	State	10 40 49 or.
Dsteo With	THE REAL PROPERTY.	
Dstep With Accommodations	2011 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes

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	State		51	22	0.33%
Il Students	2011 District	12 11	82	6	0%
	2010 District	M. SI	65	18	0%
A PROPERTY OF	State	1	50	22	0.43%
Male	2011 District	group does not m	eet the min-N of 10 for		
Storne Storney	2040 District	and the second sec	neet the min-N of 10 for		
article and				21	0 22%
	State	group doas not m	neet the min-N of 10 for		0.25
	2011 District	group does not in	70	reporting purposes	0%
And International	2010 District	And the second		1	
	Suir	30	55	16	0.28%
	2011 District	10	80	2	0%
in the second second	2010 District			19	0%
North an	State	41	a second second	40 5	0.41%
Black or African American	2011 District		neet the min-N of 10 for		
envon Prindhoort	2010 District	group does not m	neet the min-N of 10 for	reporting purposes	
	State	The state	39	28	0.781
Asian	2011 District	group does not n	neet the min-N of 10 for	reporting purposes	12.365
10.77	2010 District	group does not n	neet the min-N of 10 for	reporting purposes	
and a supervision of the	Sute	IN SOUTH THE	60	20	10%
Pacific Islander	2011 District	group does not n	neet the min-N of 10 for	Give a	1.
duning raidend di	2010 District		neet the min-N of 10 for		
GALLING CO.				a prese to be the second second	
Valles American	State	annun dana net -	neet the min-N of 10 for	and the second se	2 0.6%
Native American	2011 District		neet the min-N of 10 for neet the min-N of 10 for		
	2010 District	group opes not i	Neet the marrie of to for	and the second second second	
	State	10.01	47	39	0%
Hispanic	2011 District		neet the min-N of 10 for		
Long Springer	2010 District	group does not n	neet the min-N of 10 for	reporting purposes	
Two or more	State		55	24	0.92
races	2011 District	group does not r	neet the min-N of 10 for	reporting purposes	
0.00	2010 District	group does not r	neet the min-N of 10 for	reporting purposes	
	State	THE REAL PROPERTY	49/01	34	0.42
Economically	2011 District	group does not r	meet the min-N of 10 for	reporting purposes	
Disadvantaged	2010 District	group does not r	meet the min-N of 10 for	reporting purposes	
Ner Inde	State	54	LE .	12	0.26
Non-Economically	2011 District	10	00		o*.
Disadvantaged	2010 District	group does not r	meet the min-N of 10 for	reporting purposes	
	-	X II	64	14	er.
Morent Students	Sur	and the second se	meet the min-N of 10 for		0.8
Migrant Students	2011 District 2010 District		meet the min-N of 10 for		
	2010 District	group doos not		11 1 1 1 1 1	1
Limited English	State	- 25	65	and the state of the	0*.
Proficiency	2011 District		meet the min-N of 10 for		
-27200 ADX 2020	2010 District	group does not	meet the min-N of 10 fo	reporting purposes	
Students Without	State	241	34	18	0.34
Disabilities	2011 District	31			0.4
	2010 District	A DI LAND	1	12	0**
0	State	10 45		52	3 0.26
Students with	2013 Douted	group does not	meet the min-N of 10 fo	reporting purposes	
Disabilities	2010 District	group does not	meet the min-N of 10 fo	r reporting purposes	
Contraction of the local distance	State	H	18	23 16	0%
DSTEP A Only	2011 District	group does not	meet the min-N of 10 fo	and the second se	
- Company	2010 District		meet the min-N of 10 fo		
			0	45	110
Dstep No	Stile		meet the min-N of 10 fo		110
Accommodations	2011 District		meet the min-N of 10 fo		
	2010 District	Aronh anes unt	THE REPORT OF TO TO		-
	August and	36	Contraction of the local division of the loc	57	2 0.11
Dstep With	State 2011 District		meet the min-N of 10 fo		- 25

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	State	20 51 23 0.1
II Students	2011 District	41 53 6 07
	2010 District	ali 59 6 of
	Sute	23 51 25 0.4
fale	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
AT DO GALLER AND	State	udi <u>51 20</u> 0.
emale		group does not meet the min-N of 10 for reporting purposes
	2011 District	40. 0 ⁻
	State	50 50 57 e
Vhile	2011 District	
	2010 District	
Black or	Sure	47 40 0
Virican American	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	Sule	16 X4 38 7 0
Asian	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	40 40 10 o
Pacific Islander	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
		45 50
a an	State	group does not meet the min-N of 10 for reporting purposes
Native American	2011 District	group does not meet the min-N of 10 for reporting purposes
	7010 Distlet	
	State	12 50 37 C
Hispanic	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
Tues of more	State	¥7 50 20 🗿
Two or more races	2011 District	group does not meet the min-N of 10 for reporting purposes
acea	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	14 49 35
Economically	2011 District	group does not meet the min-N of 10 for reporting purposes
Disadvantaged	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	31 52 13
Non-Economically	2011 District	40 40
Disadvantaged	2010 Distant	group does not meet the min-N of 10 for reporting purposes
	-	82
Managet Ob. Just	State	group does not meet the min-N of 10 for reporting purposes
Migrant Students		group does not meet the min-N of 10 for reporting purposes
	2910 District	
Limited English	State	74 71 2
Proficiency	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
Students Without	State	23 83 83
Disabilities	2011 Distoct	41. 55
Pulitini (10.9	2010 District	36 56 6
BU DESCARD	Sule	50 50 31
Students with	2011 District	group does not meet the min-N of 10 for reporting purposes
Disabilities	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	30 10 22
DSTEP A Only	2011 District	group does not meet the min-N of 10 for reporting purposes
COLC A ONLY	2010 Destrict	group does not meet the min-N of 10 for reporting purposes
Dstep No	Sute	group does not meet the min-N of 10 for reporting purposes
	2011 District	
Accommodations		moun does not meet the min-N of 10 for reporting purposes
Accommodations	2010 District	group does not meet the min-N of 10 for reporting purposes
Accommodations Dstep With		group does not meet the min-N of 10 tor reporting purposes 5 5 6 5 6 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9

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	State	15 63 18	0.331
All Students	2011 District	16 18	0%
	2010 District	82 18	0%
	State	19 61 16 5	0.435
Male	2011 District	group does not meet the min-N of 10 for reporting purposes	10000
	2010 District	group does not meet the min-N of 10 for reporting purposes	
ferrar Million and Party	State	55 20 4	0.225
Female	2011 District	group does not meet the min-N of 10 for reporting purposes	MAG
- Children	2010 District	100	015
A Plata a	Sute	13 67 13	0.25%
White	2011 District	20 67 13 et 19	0%
	2010 District		0%
Black or	State	57 29 14	0.41*
African American	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
	State	10 17 23 20	0.785
Asian	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
	Sute	a2 50 10	0%
Pacific Islander	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
	Suk	43 41 13	0.6%
	2011 District	group does not meet the min-N of 10 for reporting purposes	0.0%
	2010 District	group does not meet the min-N of 10 for reporting purposes	
		28 28 7	
Hispanie	State 1	group does not meet the min-N of 10 for reporting purposes	0%
Hispanic	2011 District 2010 District	group does not meet the min-N of 10 for reporting purposes	
Two or more	State	64 22 5	0.925
races	2011 District	group does not meet the min-N of 10 for reporting purposes	
on are a sto	2010 District	group does not meet the min-N of 10 for reporting purposes	
Economically	Sute	2 27 1	0.41*
Disadvantaged	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
Nen Connemically	Sute	17 II	0.25
Non-Economically	2011 District	20 60 20	10%
	2014 District		
Disadvantaged	2010 District	group does not meet the min-N of 10 for reporting purposes	-
		group does not meet the min-N of 10 for reporting purposes	0%
Disadvantaged	2010 District Stree		0%
	2010 District Stree	16 39 45	0%
Disadvantaged Migrant Students	2010 District State 2011 District 2010 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	
Disadvantaged Migrant Students Limited English	2010 District State 2011 District 2010 District State	16 39 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 28 44	0*,
Disadvantaged Migrant Students Limited English	2010 District Stare 2011 District 2010 District Stare 2011 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	
Disadvantaged	2010 District State 2011 District 2010 District State 2011 District 2010 District	16 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 28 44 26 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	0%
Disadvantaged Migrant Students Limited English Proficiency	2010 District Sure 2011 District 2010 District Sure 2011 District 2010 District 2010 District	16 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 23 44 26 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 44 26 group does not meet the min-N of 10 for reporting purposes 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 11 for reporting purposes	0% 8 0.34*
Disadvantaged Migrant Students Limited English Proficiency Students Without	2010 District State 2011 District 2010 District State 2011 District 2010 District State 2010 District	16 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 23 44 26 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 16 16 10 52 16 16 11 52 19	0% 3 0.34 0%
Disadvantaged Migrant Students Limited English Proficiency Students Without	2010 District Sure 2011 District 2010 District Sure 2011 District 2010 District 2010 District	16 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 23 44 26 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 34 26 group does not meet the min-N of 10 for reporting purposes 35 16 36 12	0% 0% 0% 0%
Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities	2010 District State 2011 District 2010 District 2011 District 2011 District 2011 District 2011 District 2011 District 2010 District 2010 District	16 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 10 44 26 10 90 10 for reporting purposes 11 44 26 12 44 26 13 43 10 for reporting purposes 14 10 for reporting purposes 16 15 16 12 16 35 13	0% 3 0.34 0%
Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities	2010 District Stark 2011 District 2010 District Stark 2011 District 2010 District 2011 District 2010 District 2010 District 2010 District Stark 2011 District	16 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 18 16 19 53 10 52 10 52 10 52 10 52 10 52 12 45 35 13 group does not meet the min-N of 10 for reporting purposes	0% 0% 0% 0%
Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities	2010 District State 2011 District 2010 District 2011 District 2011 District 2011 District 2011 District 2011 District 2010 District 2010 District	16 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 10 44 26 10 90 10 for reporting purposes 11 44 26 12 44 26 13 43 10 for reporting purposes 14 10 for reporting purposes 16 15 16 12 16 35 13	0% 0% 0% 0%
Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with	2010 District Stark 2011 District 2010 District Stark 2011 District 2010 District 2011 District 2010 District 2010 District 2010 District Stark 2011 District	16 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 23 44 26 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 16 36 35 16 65 35 13 group does not meet the min-N of 10 for reporting purposes 12 65 35 13 group does not meet the min-N of 10 for reporting purposes 10 for reporting purposes 86 35 13 97 33 15 23	0% 0% 0% 0%
Disadvantaged Migrant Students Limited English	2010 District Sure 2011 District 2010 District 2010 District 2011 District 2011 District 2011 District 2011 District Sure 2011 District 2010 District 2010 District 2010 District	10 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 23 44 26 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 16 35 16 16 44 26 19 58 12 59 35 13 group does not meet the min-N of 10 for reporting purposes 10 for reporting purposes 50 35 13 group does not meet the min-N of 10 for reporting purposes 13 15 23 31 15 32 15 33 15 34 10 for reporting purposes	0% 0% 0% 0% 0%
Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities	2010 District Star 2011 District 2010 District 2010 District 2010 District 2010 District 2011 District 2010 District 2010 District 2010 District 2011 District 2010 Distri	16 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 23 44 26 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 16 36 35 16 65 35 13 group does not meet the min-N of 10 for reporting purposes 12 65 35 13 group does not meet the min-N of 10 for reporting purposes 10 for reporting purposes 86 35 13 97 33 15 23	0% 0% 0% 0% 0%
Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only	2010 District Star 2011 District 2010 District 2010 District 2010 District 2010 District 2011 District 2010 Distri	10 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 23 44 26 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 16 35 16 16 44 26 19 58 12 59 35 13 group does not meet the min-N of 10 for reporting purposes 10 for reporting purposes 50 35 13 group does not meet the min-N of 10 for reporting purposes 13 15 23 31 15 32 15 33 15 34 10 for reporting purposes	0% 3 0 34 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%
Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only Dstep No	2010 District Sure 2011 District Sure 2011 District 2011 District 2011 District 2011 District 2011 District 2011 District 2011 District 2010 District 2011 District 2010 District 2010 District 2010 District	10 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 10 55 16 11 55 16 12 55 16 13 52 19 14 35 13 15 35 13 16 52 19 16 52 19 16 52 13 17 62 13 18 35 13 19 58 12 15 35 13 17 62 19 18 35 13 19 58 12 10 10 for reporting purposes 10 17 53 15 18 35 15 19 33 15 10 10 for reporting purposes 10 10 for reporting purposes 10 10 for reporting purposes 19 33 15 23 10 for reporting purposes 10 10 for reporting purposes 10 <td>0% 0% 0% 0% 0%</td>	0% 0% 0% 0% 0%
Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only	2010 District Store 2011 District 2010 District 2010 District 2010 District 2010 District 2011 District 2010 Distr	10 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 23 44 26 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 16 36 16 19 88 12 45 35 13 group does not meet the min-N of 10 for reporting purposes 10 67 19 12 45 35 13 group does not meet the min-N of 10 for reporting purposes 12 45 35 13 group does not meet the min-N of 10 for reporting purposes 15 97 33 15 97 31 10	0% 3 0 34 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%
Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only Dstep No	2010 District Sure 2011 Dissrict Sure 2011 Dissrict 2010 Dissrict 2010 Dissrict 2010 Dissrict 2011 District 2011 District 2011 District 2011 District 2011 District 2011 District 2011 District 2011 District 2011 District 2010 District 2011 District 2010 District 2011 District 2010 D	10 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 11 10 10 12 10 10 13 10 10 14 10 10 15 10 10 16 10 10 17 10 10 18 15 10 19 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 100 10 10	0%; 034 0% 0% 036 0%
Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only Dstep No	2010 District Stare 2011 District 2010 District 2010 District 2010 District 2010 District 2011 District 2011 District 2011 District 2010 District 2011 District 2010 District 2011 District 2010 Distr	10 29 45 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 23 44 26 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 16 34 35 16 35 16 12 45 35 13 36 35 13 37 35 35 37 15 23 38 15 23 39 15 23 31 10 for reporting purposes 31 36 31 31 37 31 31 38 31 31	0% 0% 0% 076 076

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	State	21 55 23	0.27%
All Students	2011 District	12 70 12	0%
	2010 District	70 18	0%
ACCURATE AND A DESCRIPTION OF	State	53 23	0.28%
Male	2011 District	group does not meet the min-N of 10 for reporting purposes	V. 50.1
655-6781	2010 District	69 23	0%
No.	-	21 57 22	
Female	State 2011 District	bi bi 22	0.26%
remale	2010 District	group does not meet the min-N of 10 for reporting purposes	014
	2010 Distinci		
	State	25 <u>5</u> 18	0.295
White	2011 District	13 13	0%
	2010 District	75 19	0%
Black or	State	42 44	0%
African American	2011 District	group does not meet the min-N of 10 for reporting purposes	
and a state of the	2010 District	group does not meet the min-N of 10 for reporting purposes	
	State	43 29	0%
Asian	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
Construction of the second second	State	group does not meet the min-N of 10 for reporting purposes	
Pacific Islander	2011 District	group does not meet the min-N of 10 for reporting purposes	
Sector sectors	2010 District	group does not meet the min-N of 10 for reporting purposes	
No. of Concession, name			
Native American	State	group does not meet the min-N of 10 for reporting purposes	0.3 1
Native American	2011 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	
	2010 District	Theory open unclused and under on to for taboleing bolboses	
	State	47 40	0%
Hispanic	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
Two or more	State	-16. 31 33	0%
races	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
-	State	17 51 36	0.35
Economically Disordurations d	2011 District	group does not meet the min-N of 10 for reporting purposes	
Disadvantaged	2010 District	group does not meet the min-N of 10 for reporting purposes	
	State	33 13	0.22
Non-Economically	2011 District	group does not meet the min-N of 10 for reporting purposes	1 4.14
Disadvantaged	2010 District	73 27	0%
The second se		17 77	
Migrant Students	State	group does not meet the min-N of 10 for reporting purposes	0*,
migranit atudents	2011 District 2010 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	
Limited English	Sule	20 74	0.64
Proficiency	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
Students Without	State	34 58 18	0.26
Disabilities	2011 District	76 12	o*.
and a minute	2010 District	81 12	0%
	State	10 31 56	0.37
Students with	2011 District	group does not meet the min-N of 10 for reporting purposes	1.000
Disabilities	2010 District	group does not meet the min-N of 10 for reporting purposes	
	Sute	25 13 14	01.
DSTEP A Only	2011 District	group does not meet the min-N of 10 for reporting purposes	0.14
- and reading	2010 District	group does not meet the min-N of 10 for reporting purposes	
			1
Dstep No	Sute	43 44	2.22
Accommodations	2011 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	
	2010 District	Anoth ones not mear the ments of 10 for reborning bolboses	
		-30 65	2 0%
Dstep With	State	group does not meet the min-N of 10 for reporting purposes	

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	State	53 23 2	0.26%
All Students	2011 District		076
	2010 District		0%
and the summaries	State	51 26 2	0.28%
Male	2011 District	group does not meet the min-N of 10 for reporting purposes	P. # P. (# /
	2010 District	Rest of the second s	0*5
and the local data	A 10 1 2 2 2 2 2 2 2 2		
-	State		0.2415
Female	2011 District	group does not meet the min-N of 10 for reporting purposes	0**
	2010 District		
	State		0 25%
White	2011 District	13 33 13	0*5
	2010 District	25 44 31	075
Diashan	State	11 39 4	(i*.,
Black or African American	2011 District	group does not meet the min-N of 10 for reporting purposes	
naican American	2010 Distaict	group does not meet the min-N of 10 for reporting purposes	
te-Autolitains.ect	Suk	18 40 30 12	0*s
Asian	2011 District	group does not meet the min-N of 10 for reporting purposes	
10000	2010 District	group does not meet the min-N of 10 for reporting purposes	
		group does not meet the min-N of 10 for reporting purposes	
Devile Islander	State	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	
Pacific Islander	2011 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	
	2010 District		
	Sute	41 48 6	0.33%
Native American	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 Destruct	group does not meet the min-N of 10 for reporting purposes	
	Sue	12 50 32 2	0*5
Hispanic	2011 District	group does not meet the min-N of 10 for reporting purposes	
anelicon/20	2010 District	group does not meet the min-N of 10 for reporting purposes	
Pro en la secol de la	State	51 29 2	051
Two or more	2011 District	group does not meet the min-N of 10 for reporting purposes	
races	2010 District	group does not meet the min-N of 10 for reporting purposes	
	- breaking		0.33%
Economically	State	group does not meet the min-N of 10 for reporting purposes	0.595
Disadvantaged	2011 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	
4	2010 District		
Non-Economically	State	32 55 15	0.22%
Disadvantaged	2011 Divinct	group does not meet the min-N of 10 for reporting purposes	
	2010 District	27 27 45	0**
	State	11 60 26	0%
Migrant Students	2011 District	group does not meet the min-N of 10 for reporting purposes	
68	2010 District	group does not meet the min-N of 10 for reporting purposes	
11. XXXIII 1000	State	19 67 13	0 32%
Limited English	2011 District	group does not meet the min-N of 10 for reporting purposes	200
Proficiency	2010 Distant	group does not meet the min-N of 10 for reporting purposes	
			0.265
Students Without	Suic		
Disabilities	2011 District		0°;
	2010 District		0°,
Students with	State	N. 31 54 10 10 17	0.285
Disabilities	2011 Distort	group does not meet the min-N of 10 for reporting purposes	
e summing	2010 Dearict	group does not meet the min-N of 10 for reporting purposes	
	State	42 34 18 3	0%
DSTEP A Only	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
	Service Control	47 20	1.66*
Dstep No	State .	group does not meet the min-N of 10 for reporting purposes	1.00
Dstep No	2011 District		
Accommodations	1010 0 0 1	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	1944
	2010 District Suite	group does not meet the min-N of 10 for reporting purposes 77 63 8 group does not meet the min-N of 10 for reporting purposes	0**

N	o Child Left Behind
2011	State Assessment Report

	State	22	54		24	0.23%
All Students	2011 District		42		19	0%
	2010 District	40	4	0	20	0%
a all and the set	State	-	51		26	0.19%
Male	2011 District	1	4	_	23	0.1974
mulo	2010 District	group does not n	neet the min-N of	10 for reporting		-
Family	State	arous doss pal a	57 In all the min M of	10 for months	21	0.28%
Female	2011 District	1 C C	neet the min-N of neet the min-N of	10 19		
Column Column	2010 District	group does not n	INSIGN THE THIRPTY OF	to lor reporting	g purposes	
	State	1125-115-11	57		18	0.23%
White	2011 District	O	61	and a	22	0%
	2010 District	group does not n	neet the min-N of	10 for reportin	g purposas	
Diaskas	State	10	43	41	-	2 0%
Black or African American	2011 District	group does not n	neet the min-N of	10 for reportin	g purposes	
Aincan American	2010 District	group does not n	neet the min-N of	10 for reporting	g purposes	
	State	States in	38	34	Carl I	2 0%
Asian	2011 District	group does not n	neet the min-N of	10 for reportin	g purposes	10.0
	2010 District		neet the min-N of			
					20.80-1IN	1
Decific blocks	State	droup does not	es the min M -f	10 for most	29	0%
Pacific Islander	2011 District		neet the min-N of			
	2010 District	Broch coas not t	neet the min-N of	to tor reporten	y purposes	-
	State 📑	-19		65	1	2 0.45%
Native American	2011 District	CONTRACT OF LEVEL AND	neet the min-N of	and a second second second	ALC: NOT THE REAL OF	
	2010 District	group does not r	neet the min-N of	10 for reportin	g purposes	
	State	N	51		13	2 0%
Hispanic	2011 District	group does not r	neet the min-N of	10 for reportin	g purposes	1990
	2010 District	group does not r	neet the min-N of	10 for reportin	g purposes	
	State	No	51		31	0%
Two or more	2011 District	group does not r	neet the min-N of	10 for reportion		0.4
races	2010 District		neet the min-N of	1		
			and provide a state of the	a second strong	Income a series	
Economically	Sux		51	3	10000	0.34%
Disadvantaged	2011 District	group does not a	nant the min til - I	10 for reportin	10	0%
	2010 District	group does not r	neet the min-N of	to for reportin	y purposes	
Non-Economically	State	14	57		14	0,16%
Disadvantaged	2011 District		55		27	0%
	2010 District	group does not r	meet the min-N of	10 for reportin	g purposes	
	State	21	1	6		3 0%
Migrant Students	2011 District	group does not r	meet the min-N of	10 for reportin	g purposes	10000
	2010 District	group does not i	meet the min-N of	10 for reportin	g purposes	
	State	15	75			0.4%
Limited English	2011 Destrict	second designed and the second	meet the min-N of	10 for reportin		1 44.4
Proficiency	2010 District	and the second second second	meet the min-N of	Concernance and the second second	and an owned to be the second	
	and a second second				Relia	-
Students Without	State		57		19	0.24%
Disabilities	2011 District	aroun dans at	7) most the min M of	10.6	12	0%
	2010 District	group does not i	meet the min-N of	to for reportin	g purposes	2
Students with	State	1		62		3 0 2%
Students with Disabilities	2011 District	group does not i	meet the min-N of	10 for reportin	g purposes	i i
nedulinda	2010 District	group does not i	meet the min-N of	10 for reportin	g purposes	
	State	- 20	the state of the	9 2	4 A	0%
DSTEP A Only	2011 District	group does not	meet the min-N of	and the second se		
earter ri only	2011 District	Sale Sale Sale Sale at	meet the min-N of		Contraction of the second	
					* F. P. P. 4000	
Dstep No	State		the second se	43		1.55%
Accommodations	2011 District	The Area Street Street Street	meet the min-N of		T.A. D. S. Course	
	2010 District	group does not i	meet the min-N of	10 for reportin	g purposes	
Dates With	Suite 2	25		70	6.1	3 ot.
Dstep With	ALL DE LA	group does not	meet the min-N of	10 for recortin	a purposes	P. Contraction
Accommodations	2011 Detrict	A CONTRACTOR OF A CONTRACTOR O				

	State	22 50 26 2 0.23%
VI Students	2011 District	28 43 29 0%
	2010 District	30 40 20 10 0%
	Sute	2) 45 30 3 0.1%
Aale	2011 District	15 46 38 0%
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	21 2 0 255
emale	2011 District	group does not meet the min-N of 10 for reporting purposes
undio	2010 District	group does not meet the min-N of 10 for reporting purposes
COLUMN TWO IS NOT		
0.5	State	27: 53 21 0.23% 30 28 0%
White	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-ri or to for reporting purposes
Black or	State	11 42 40 1/ 0%
African American	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	21 34 36 8 or,
Asian	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	Stute	12 18 0°,
Pacific Islander	2011 District	group does not meet the min-N of 10 for reporting purposes
CONC (DIGI)((B)	2011 District 2010 District	group does not meet the min-N of 10 for reporting purposes
	State	37 51 8 0.45%
Native American	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	13 51 32 4 0%
Hispanic	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	44 27 (3 o*,
Two or more	2011 District	group does not meet the min-N of 10 for reporting purposes
races	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	45 38 5 0.34*
Economically	10.000	10 70 20 e*.
Disadvantaged	2010 District	group does not meet the min-N of 10 for reporting purposes
		53 17 0 16*
Non-Economically	Sute 2011 District	45 18 36 m
Disadvantaged	2010 District	group does not meet the min-N of 10 for reporting purposes
di di Mananda		
	State	0 62 26 0°.
Migrant Students		group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
Limited English	State	10 69 20 0.4*.
Proficiency	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	14 63 22 1 0 24*
Students Without	2011 District	35 41 24 0°,
Disabilities	2010 District	group does not meet the min-N of 10 for reporting purposes
	Sute	7 25 59 8 ar.
Students with	2011 District	group does not meet the min-N of 10 for reporting purposes
Disabilities	2011 Distact	group does not meet the min-N of 10 for reporting purposes
	STREET, MILL	
DOTTO	Stre	group does not meet the min-N of 10 for reporting purposes
DSTEP A Only	2011 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes
	2010 District	
Dstep No	Store	159
Accommodations	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	Star	22 65 10 or.
Dstep With Accommodations	Stax 2011 District	22 65 10 er, group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes

J

	State	57 23	0.33%
All Students	2011 District	27 36	0%
	2010 District	21 13 4	0%
	State	20 54 25	0.41%
Male	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	36	0%
Concernant and party		10 63 21	
Female	State 2011 District	group does not meet the min-N of 10 for reporting purposes	0.24%
ennare.	2010 District	Group does not make the mining of to for reporting purposes	0%
Programming and probability	LULU LADIERT		0.0
	State	23 39 18	0.31%
White	2011 District	group does not meet the min-N of 10 for reporting purposes	
and and the second	2010 District	35. 70 5	0%
Black or	Sute	51 40	0%
African American	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
	Sue	24 38 36 2	0%
Asian	2011 District	group does not meet the min-N of 10 for reporting purposes	00150
	2010 District	group does not meet the min-N of 10 for reporting purposes	
Company and the lot	Sute	group does not meet the min-N of 10 for reporting purposes	
Pacific Islander	Sule 2011 District	group does not meet the min-N of 10 for reporting purposes	
avitto istalluat	2011 District	group does not meet the min-N of 10 for reporting purposes	
1	Call & Constrome	A second and the second of the providence of the second second second second second second second second second	
11-11	State	42. 54	0.585
Native American	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
	State	53 35	0%
Hispanic	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
Turn an an an	State	64 24	123
Two or more	2011 District	group does not meet the min-N of 10 for reporting purposes	00240
races	2010 District	group does not meet the min-N of 10 for reporting purposes	
Ref. Orostania	Sute	53 37	0.47
Economically	2011 District	group does not meet the min-N of 10 for reporting purposes	1.00
Disadvantaged	2010 District	42 9	0%
Non-Economically	State 2011 District	50 50 14 50 50 14 50 50 50 50 50 50 50 50 50 50 50 50 50	0.22
Disadvantaged	2011 District	Anotheorem under mission of to reacher in bothoses	
			0%
	State 4	92 4	0%
Migrant Students	Charles and the state	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
Limited English	State	20 75	0.
Proficiency	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
Ob dura Maria	State	28 E9 19	0.28
Students Without	2011 District	40 50 30	0%
Disabilities	2010 Dotted	21 万 万	0%
	Store	59	0.76
Students with	2011 Distact	group does not meet the min-N of 10 for reporting purposes	1.16.140
Disabilities	2010 District	group does not meet the min-N of 10 for reporting purposes	
	An Line Line to	······································	
DOTED A Colo	State	46 26 13 13 group does not meet the min-N of 10 for reporting purposes	0%
DSTEP A Only	2011 District		
	2010 Distant	group does not meet the min-N of 10 for reporting purposes	
Dstep No	State	49 44	608
Accommodations	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
Datas Milit	State	67	0%
Dstep With	2011 District	group does not meet the min-N of 10 for reporting purposes	- CILING
Accommodations	20114/00163		

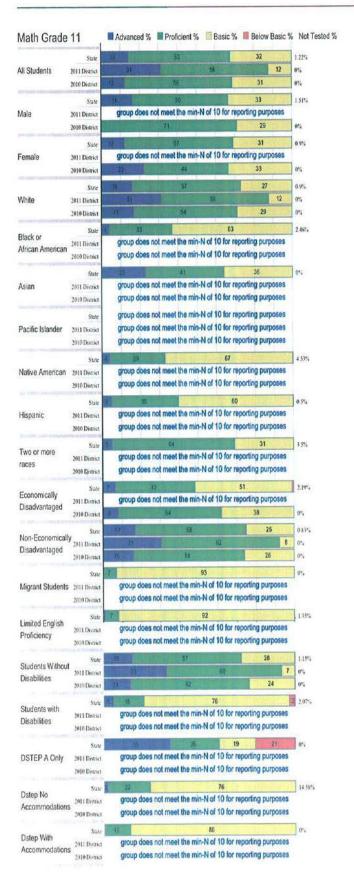
No Child Left Behind 2011 State Assessment Report

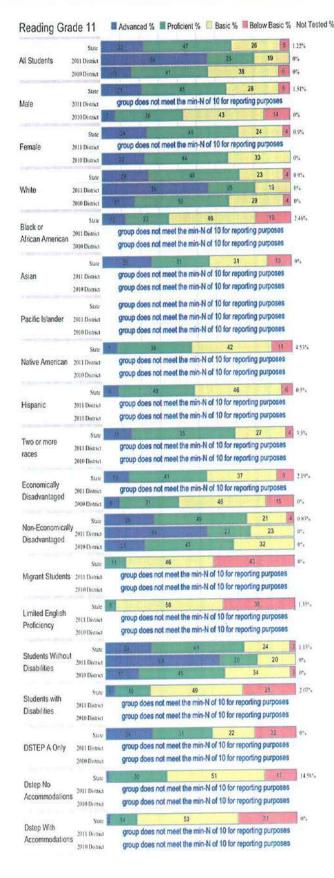
State	25: 49 24 0.3%
2011 District	27 25 36 0%
2010 District	20 58 12 e%
manter (mart)	22 47 28 2 041%
2005	group does not meet the min-N of 10 for reporting purposes
	group does not meet the minimum of to in reporting porposes
2010 District	
State	20 0.24°
2011 District	group does not meet the min-N of 10 for reporting purposes
2010 District	16 Followersen Thermony of Same 8 Ph.
Suk	3 51 20 0.31*
	group does not meet the min-N of 10 for reporting purposes
TALL STOLEN	3 50 15 0%
State	
2011 District	group does not meet the min-N of 10 for reporting purposes
2010 District	group does not meet the min-N of 10 for reporting purposes
State	20 42 30 6 or.
2011 District	group does not meet the min-N of 10 for reporting purposes
2010 District	group does not meet the min-N of 10 for reporting purposes
	group does not meet the min-N of 10 for reporting purposes
Condition of the	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes
	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes
2010 District	· · · · · · · · · · · · · · · · · · ·
State	42 47 48 0.55*
2011 District	group does not meet the min-N of 10 for reporting purposes
2010 District	group does not meet the min-N of 10 for reporting purposes
State	44 38 0%
These Jones	group does not meet the min-N of 10 for reporting purposes
	group does not meet the min-N of 10 for reporting purposes
Contraction Contraction	
State	32 24 123*
2011 District	group does not meet the min-N of 10 for reporting purposes
2010 District	group does not meet the min-N of 10 for reporting purposes
State	1) 4? 37 2 0.4r
2011 District	group does not meet the min-N of 10 for reporting purposes
2010 District	18 9 P.
	51 16 0.12
	group does not meet the min-N of 10 for reporting purposes
2010 District	36 46 15 0%
Stile	1 4 73 19 0°,
2011 District	group does not meet the min-N of 10 for reporting purposes
2010 District	group does not meet the min-N of 10 for reporting purposes
State 1	17 70 11 0*.
and a state of the	group does not meet the min-N of 10 for reporting purposes
	group does not meet the min-N of 10 for reporting purposes
Suw	27 52 21 0.5x
2011 District	10. 40 30 m.
2910 District	26 58 12 In.
Sue	58 55
	group does not meet the min-N of 10 for reporting purposes
2010 Distoct	group does not meet the min-N of 10 for reporting purposes
The office of the second se	· · Englisher and a state of the state
State	40 34 9 17 min Mad 10 for second on purposes
2011 District	group does not meet the min-N of 10 for reporting purposes
MALO PLANTA	group does not meet the min-N of 10 for reporting purposes
2010 District	
- Consideration	45 40 5 6.0%
	a 45 40 6 6 or group does not meet the min-N of 10 for reporting purposes
Store	
State 2011 District 2010 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes
State 2011 District	group does not meet the min-N of 10 for reporting purposes
	2011 District 2010 District State 2010 District State 2010 District State 2010 District 2010 District

No Child Left Behind 2011 State Assessment Report

	State	63 25 3	0.43%
All Students	2011 District	±5 35	015
	2010 District	88 12	0%
Per il sinone en el	State	13 23 4	0.54%
Male	2011 District	group does not meet the min-N of 10 for reporting purposes	9.244
	2010 District		014
No. of Academic and A			
French	State	group does not meet the min-N of 10 for reporting purposes	0.32%
Female	2011 District	and the second	
-	2010 District		0%
	State	s (7 21 2	0.36%
White	2011 District	group does not meet the min-N of 10 for reporting purposes	
-	2010 District	10	0%
Black or	State	49 38 10	0%
Black or African American	2011 District	group does not meet the min-N of 10 for reporting purposes	
Amenican American	2010 District	group does not meet the min-N of 10 for reporting purposes	
	Sute	12 47 22 19	0%
Asian	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
10. · · · · · · · · · · · · · · · · · · ·	The state of the s		
Decife Islands	State	group does not meet the min-N of 10 for reporting purposes	
Pacific Islander	2011 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	
Dir Han Hallandezen	2010 District		
	State 2	40 48 10	1.175
Native American	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
	State	53 35 6	e*.
Hispanic	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
		<u>4</u> 26	1.31
Two or more	State 2011 District	group does not meet the min-N of 10 for reporting purposes	1.234
races		group does not meet the min-N of 10 for reporting purposes	
	2010 District		
Economically	State	54 35 26	0.77
Disadvantaged	2011 District	group does not meet the min-N of 10 for reporting purposes	
and the second second	2010 District	109	0%
Nes Castronic a	State	11 - 18 - 18 - 18 - 18 - 18 - 18 - 18 -	0.225
Non-Economically Disadvantaged	2011 District	group does not meet the min-N of 10 for reporting purposes	
Disadvantaged	2010 District	11 23	0%
	State	35 52	0.41
Migrant Studente	State 1	35 62 group does not meet the min-N of 10 for reporting purposes	0%
Migrant Students	2011 District	group does not meet the min-N of 10 for reporting purposes	0%
Migrant Students	2011 District 2019 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	
	2011 District 2019 District State	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 20 51 28	0".
Limited English	2011 District 2019 District State 2011 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 20 51 28 group does not meet the min-N of 10 for reporting purposes	
	2011 District 2019 District State	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 20 51 28	
Limited English Proficiency	2011 District 2019 District State 2011 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 20 51 28 group does not meet the min-N of 10 for reporting purposes	er.
Limited English Proficiency Students Without	2011 District 2019 District State 2011 District 2010 District State	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 51 28 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	
Limited English Proficiency	2011 District 2010 District State 2011 District 2010 District State	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 20 51 28 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 56 22 2	0*, 0.*,
Limited English Proficiency Students Without Disabilities	2011 District 2010 District State 2011 District 2010 District State 2011 District 2010 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes a 51 28 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 66 22 2 10 60 30 21 22	0.4°, 0.4°, 0°, 0°,
Limited English Proficiency Students Without Disabilities Students with	2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 6 6 72 8 10 60 30 12 12 50 13	0.4°, 0.4°, 0°, 0°,
Limited English Proficiency Students Without Disabilities Students with	2011 District 2019 District State 2011 District 2010 District 2010 District 2010 District 2010 District 2011 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 6 6 7 22 7 10 50 30 51 12 7 34 50 13 group does not meet the min-N of 10 for reporting purposes	0.4°, 0.4°, 0°, 0°,
Limited English Proficiency Students Without	2011 Distinct 2010 Distinct 2010 Distinct 2010 Distinct 2010 Distinct 2011 Distinct 2010 Distinct 2010 Distinct 2010 Distinct 2010 Distinct	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 66 22 2 10 66 30 12 12 6 30 12 13 6 30 12 14 50 14 15 50 14	0*, 0.4*, 0*, 0*, 0*,
Limited English Proficiency Students Without Disabilities Students with Disabilities	2011 District 2010 District State 2011 District 2010 Distr	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes examples not meet the min-N of 10 for reporting purposes examples not meet the min-N of 10 for reporting purposes and 12 for the formed the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	0.4°, 0.4°, 0°, 0°,
Limited English Proficiency Students Without Disabilities Students with Disabilities	2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes examples and meet the min-N of 10 for reporting purposes examples not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	0*, 0.4*, 0*, 0*, 0*,
Limited English Proficiency Students Without Disabilities Students with	2011 District 2010 District State 2011 District 2010 Distr	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes examples not meet the min-N of 10 for reporting purposes examples not meet the min-N of 10 for reporting purposes and 12 for the formed the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	0*, 0.4*, 0*, 0*,
Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only	2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes examples and meet the min-N of 10 for reporting purposes examples not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	0*, 0.4*, 0*, 0*,
Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only DSTEP No	2011 District 2010 District 2011 District 2010 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes to the the min-N of 10 for reporting purposes to the the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	0.4*, 0*, 0*, 0*,
Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only	2011 District 2010 District 2011 District 2010 District 20	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes e 66 22 88 22 80 26 20 80	0.4*, 0*, 0*, 0*, 0*,
Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only DSTEP No	2011 District 2010 District 2011 District 2010 District 20	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes to the the min-N of 10 for reporting purposes at the the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	0.4*, 0*, 0*, 0*, 0*, 0*, 0*,
Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only DSTEP No	2011 District 2010 District 2011 District 2010 District 20	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 66 22 2 10 66 22 2 10 66 30 12 12 10 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes	0.4*, 0*, 0*, 0*, 0*,

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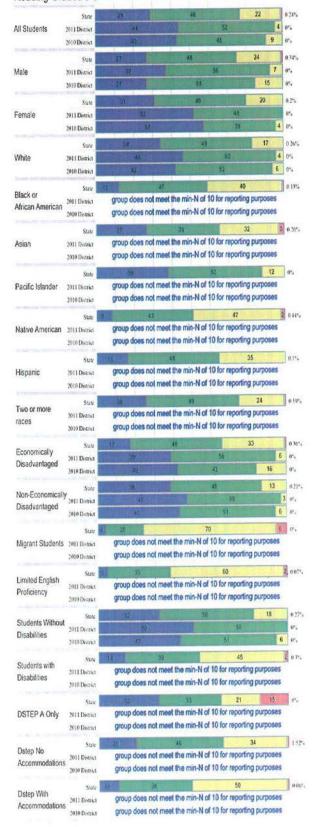


All Students Male Female	2011 District 2010 District State	19 62 59 3 8	19 91,
		59 38	
	State		3 0%
		101 <u>53</u> 26	1.72%
Female	2011 District	group does not meet the min-N of 10 for reporting pu	rposes
Female	2010 District	36	7 0%
Female	State	50 30	4 1.02%
	2011 District	group does not meet the min-N of 10 for reporting pu	rposes
and the local division of the	2010 District	61 39	0%
	State	60 25	3 1.04%
White	2011 District	52	19 0%
1000B	2010 District	71 25	4 0%
	Company of Case of	28 51	19 7.44
Black or	State 1	group does not meet the min-N of 10 for reporting pu	
African American	2011 District 2010 District	group does not meet the min-N of 10 for reporting pu	
	2010 DIGERS		
200	State	47 28	12 0*.
Asian	2011 Distract	group does not meet the min-N of 10 for reporting pu	
	2010 District	group does not meet the min-N of 10 for reporting pu	rposes
	State	group does not meet the min-N of 10 for reporting pu	and a second
Pacific Islander	2011 District	group does not meet the min-N of 10 for reporting pu	
	2010 District	group does not meet the min-N of 10 for reporting pu	rposes
	State	53	11 4.865
Native American	2011 District	group does not meet the min-N of 10 for reporting pu	rposes
	2010 District	group does not meet the min-N of 10 for reporting pu	rposes
of the state which the	Stale	au 43	12 1.5%
lispanic	2011 District	group does not meet the min-N of 10 for reporting pu	and the second se
and provide	2010 District	group does not meet the min-N of 10 for reporting pu	rposes
a set i sui a sui a sui	Sule	38	15%
Two or more	2011 District	group does not meet the min-N of 10 for reporting pu	and the second se
aces	2011 District 2010 District	group does not meet the min-N of 10 for reporting p	
	The second s		-
Economically	State	44 41	9 2.4×
Disadvantaged	2011 District	group does not meet the min-N of 10 for reporting pt	Contraction of the local division of the loc
	2010 District		8 0*.
Non-Economically	State	5) 51 2	Statement of the local division of the local
Disadvantaged	2011 District	22	23 0*.
and an and an a	2010 District	7	6*,
	State	18 39 43	e.,
Migrant Students	2011 District	group does not meet the min-N of 10 for reporting pl	
	2010 District	group does not meet the min-N of 10 for reporting pr	urposes
The second second	Sute	58 36	0*.
Limited English	2011 District	group does not meet the min-N of 10 for reporting pr	the second se
Proficiency	2010 District	group does not meet the min-N of 10 for reporting pr	rposes
	State	40 23	1.18
Students Without	2011 District	20	20 0%
Disabilities	2010 District	42 34	3 0%
Students with	Suic	group does not meet the min-N of 10 for reporting p	21 20
Disabilities	2011 District	group does not meet the min-N of 10 for reporting p group does not meet the min-N of 10 for reporting p	
	2010 District		and the second second
	State	20 37	25 0%
DSTEP A Only	2011 District	group does not meet the min-N of 10 for reporting p	and the second second
	2010 District	group does not meet the min-N of 10 for reporting p	urposes
Dalas Nr.	Sure	2t 62	16 14.5
Dstep No Accommodations	2011 District	group does not meet the min-N of 10 for reporting p	urposes
rocontiniouations	2010 District	group does not meet the min-N of 10 for reporting p	urposes
	Sur	17 62	21
Dstep With Accommodations	2011 Disenst	group does not meet the min-N of 10 for reporting p	A CONTRACTOR OF

.44

79

		and an	
	State	2) 54 22	0.29
All Students	2011 District	22 73 4 2	0%
Married Married	2010 District	15 74 11	0%
	State	28 53 22	0.3?
Male	2011 District	7 4	0%
	2010 District	68 23	0%
Contract Special Local	State	12 16 12	0.2%
Female	2011 District	20 74	016
1000	2010 District	211 73	0%
48.7	State	56 16	0.27
White	2011 District	11 71 42	0%
Same and the same	2010 District	15 76 10	0%
Plack of	State	48 40 3	0.13
Black or African American	2011 District	group does not meet the min-N of 10 for reporting purposes	
American American	2010 District	group does not meet the min-N of 10 for reporting purposes	
Contract Add. And over	State	27 24 27 2	0.26
Asian	2011 District	group does not meet the min-N of 10 for reporting purposes	w 10
maidil		group does not meet the min-N of 10 for reporting purposes	
	2010 District		
27.92.93% Th	State	21 21	0%
Pacific Islander	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
	Sute	44 48	0.44
Native American	2011 District	group does not meet the min-N of 10 for reporting purposes	
net Der Mindelahlin.	2010 District	group does not meet the min-N of 10 for reporting purposes	
state of the last	STREET STREET		
Ulanania	Sute	soup does not meet the min-N of 10 for reporting purposes	0.1*
Hispanic	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	Aroch cross not used are united or to to techning bolooses	
Two or more	State	17 57 25	0.59
races	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
	State	1) 52 34	0.35
Economically	2011 District	71 6 6	0%
Disadvantaged	2010 District	16 58 26	0%
	and the second second	55 12	
Non-Economical	y State		0.21
Disadvantaged	2011 District	28 60 V	
11.5 mile 20	2010 Distance	H 11	0%
	State	21 63 II	0%
Migrant Students	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
	State	32 62	02
Limited English	2011 District	group does not meet the min-N of 10 for reporting purposes	
Proficiency	2010 District	group does not meet the min-N of 10 for reporting purposes	
	Contraction in the later		1
Students Without	State	26 56 18	0.25
Disabilities	2011 District		0%
	2010 District	76 6	0%
Chudacta th	State	43 45	0.30
Students with Disabilities	2011 District	group does not meet the min-N of 10 for reporting purposes	0
Disabilities	2010 District	group does not meet the min-N of 10 for reporting purposes	
	State	36 21 21 18	l ors
DSTEP A Only	2011 District	group does not meet the min-N of 10 for reporting purposes	1 4.9
DSTEP A Only		group does not meet the min-N of 10 for reporting purposes	
	2010 District		
Dstep No	Sute	50 35	LR
Accommodations	2011 District	group does not meet the min-N of 10 for reporting purposes	
	2010 District	group does not meet the min-N of 10 for reporting purposes	
	State	A 43 49	0.0
Dstep With Accommodations	2011 District	group does not meet the min-N of 10 for reporting purposes	



Reading Grades 3-5 Advanced % Froficient % 🗐 Basic % 🗏 Below Basic % Not Tested %

	Sule	10 10
II Students	2011 District	1A 65 18
	2010 District	32 16
		ET 16 5
	State	and the second se
	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	11 85 20
emale	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	The second s
		11 <u>66</u> 13
	State	
Vhite	2011 District	20 67 13
	2010 District	et 19
	State	52 29 14
lack or	2011 District	group does not meet the min-N of 10 for reporting purposes
rican American	2010 Destrict	group does not meet the min-N of 10 for reporting purposes
		10 37 23 20
alas I	3416	group does not meet the min-N of 10 for reporting purposes
Isian	2011 District	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes
	2010 District	
	State	48 50 10
Pacific Islander	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	43 41 12
Vative American	2011 District	group does not meet the min-N of 10 for reporting purposes
	2011 District	group does not meet the min-N of 10 for reporting purposes
	Toto Desiret	
	Sute	59 28 (7
Hispanic	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	Suic	n 64 22
fwo or more	2011 District	group does not meet the min-N of 10 for reporting purposes
aces	2010 District	group does not meet the min-N of 10 for reporting purposes
	and a product of	
Economically	State	8 56 27 E
Disadvantaged	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	20 67 11
Non-Economically	2011 District	20 80 20
Disadvantaged	2010 District	group does not meet the min-N of 10 for reporting purposes
1	State	and the second
Migrant Students		group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
		23. 44 26
insided Freehold	State	
Limited English	State 2011 District	group does not meet the min-N of 10 for reporting purposes
Limited English Proficiency	A THE REAL PROPERTY OF	group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes
	2011 District 2010 District	group does not meet the min-N of 10 for reporting purposes
	2011 District 2010 District State	group does not meet the min-N of 10 for reporting purposes
Proficiency	2011 District 2010 District State 2011 District	group does not meet the min-N of 10 for reporting purposes as as 10 19 52 19
Proficiency Students Without	2011 District 2010 District State	group does not meet the min-N of 10 for reporting purposes
Proficiency Students Without Disabilities	2011 District 2010 District State 2011 District	group does not meet the min-N of 10 for reporting purposes 15 65 16 19 52 19 88 12 8 45 35 13
Proficiency Students Without Disabilities Students with	2011 District 2010 District State 2011 District 2010 District	group does not meet the min-N of 10 for reporting purposes 15 65 16 19 52 19 88 12 8 45 35 13 group does not meet the min-N of 10 for reporting purposes
Proficiency Students Without Disabilities Students with	2011 District 2010 District State 2011 District 2010 District State	group does not meet the min-N of 10 for reporting purposes 15 65 16 19 52 19 88 12 8 45 35 13
Proficiency Students Without Disabilities	2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District	group does not meet the min-N of 10 for reporting purposes 35 65 10 19 52 19 83 12 3 45 35 13 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes
Proficiency Students Without Disabilities Students with Disabilities	2011 District 2010 Discrict State 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District State	group does not meet the min-N of 10 for reporting purposes 15 65 10 19 02 19 83 12 19 02 19 19 02 19
Proficiency Students Without Disabilities Students with	2011 Diotikt 2010 Diotikt State 2011 Diotikat 2010 Diotikat 2010 Diotikat 2010 Diotikat 2010 Diotikat 2010 Diotikat State 2011 Diotikat	group does not meet the min-N of 10 for reporting purposes 35 65 10 19 52 19 63 12 8 45 35 13 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 3 5 23 15 23 group does not meet the min-N of 10 for reporting purposes
Proficiency Students Without Disabilities Students with Disabilities	2011 District 2010 Discrict State 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District State	group does not meet the min-N of 10 for reporting purposes 35 65 10 19 52 19 88 12 3 45 35 13 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 30 3 15 23 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes
Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only	2011 Diotikt 2010 Diotikt State 2011 Diotikat 2010 Diotikat 2010 Diotikat 2010 Diotikat 2010 Diotikat 2010 Diotikat State 2011 Diotikat	group does not meet the min-N of 10 for reporting purposes 35 65 10 19 22 19 88 12 3 45 35 13 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 36 3 15 23 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes
Proficiency Students Without Disabilities Students with Disabilities DISTEP A Only Distep No	2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District 2011 District 2010 District 2010 District 2010 District	group does not meet the min-N of 10 for reporting purposes 35 65 10 19 52 19 88 12 3 45 35 13 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 30 3 15 23 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes
Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only	2011 District 2010 District State 2011 District 2010 District 2010 District 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District	group does not meet the min-N of 10 for reporting purposes 35 65 10 19 22 19 88 12 3 45 35 13 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 36 3 15 23 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes
Proficiency Students Without Disabilities Students with Disabilities DISTEP A Only Distep No	2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2011 District 2011 District 2011 District 2010 District	group does not meet the min-N of 10 for reporting purposes 35 65 10 19 22 19 88 12 3 45 35 13 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 3 15 23 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 9 31 31 9 group does not meet the min-N of 10 for reporting purposes
Proficiency Students Without Disabilities Students with Disabilities DISTEP A Only Distep No	2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2011 District 2011 District 2011 District 2010 Distr	group does not meet the min-N of 10 for reporting purposes 31 65 10 19 62 19 83 12 3 45 35 13 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 10

Science Grades 3-5 Advanced % Proficient % Basic % Below Basic % Not Tested %

	State	restore in		23	0 27%
All Students	2011 District	20	59	20	0%
	2010 District	(19)	70	11	0%
and Provide in colors	State	-22	53	25	0.3%
Male	2011 District	24	48	28	0*+
	2010 District	27	57	17	0%
-	State	20	58	22	0.23%
emale	2011 District	-11	71	12	0.15%
GINDIO	2010 District	1	67	4	016
second synthesister			1 3	1 1	
	State		55 57	17	0.28%
	2011 District	ALC: NO		13	0%
CONTRACTOR OF STREET	2010 Distinct				
Black or	State	18	45	42	0%
African American	2011 District	Same and a second second	ot meet the min-N of 10 for		
1992041108 582899 14	2010 District	group does n	at meet the min-N of 10 for	reporting purposes	
	State	25	40	and the second se	8%
Asian	2011 District		ol meet the min-N of 10 for	and the second se	
	2010 District	group does n	ot meet the min-N of 10 for	reporting purposes	
	State		62	33	0%
Pacific Islander	2011 District	group does n	ot meet the min-N of 10 for	reporting purposes	
	2010 District	group does n	ot meet the min-N of 10 for	reporting purposes	
Surgers of Surgers	State	41	And In the Party of the	54	0.42%
Native American	2011 District	and the second se	ot meet the min-N of 10 for	and the second se	10040
	2010 District	5 9 1	ot meet the min-N of 10 for		
1)55	-	18	40	36	er.
lispanic	State 2011 District		ot meet the min-N of 10 for	1840	0%
паранна	2011 District		ot meet the min-N of 10 for		
					1
lwo or more	State	15	the min bl of 40 from	30	0.36%
aces	2011 District	2010-10-00 - DOI:	ot meet the min-N of 10 for at meet the min-N of 10 for		
	2010 District				
Economically	State	HE MAN	-51	37	0.33*
Disadvantaged	2011 District	15	65 1	23	0%
	2010 District	12	75	12	0.4
Man Engenmically	State	28	58	14	0.2%
Non-Economically Disadvantaged	2011 District	30	82	17	0%
Diodardinalgeo	2010 District		66 - C-	10	0*+
	Strie	15	81		0%
Migrant Students	2011 District	group does n	ot meet the min-N of 10 for	reporting purposes	
	2010 District	group does n	ot meet the min-N of 10 for	reporting purposes	
	Sute	10	75		0.15
Limited English	2011 District	group does n	ot meet the min-N of 10 for		4
Proficiency	2010 District	Contract Contract of the	ot meet the min-N of 10 for		
	State	28.	51	19	0.26*
Students Without	2011 District	20	14	16	0.16
Disabiliities	2011 District	20	reliare fair and an	8	0%
		151			
Students with	State	30 000 m daga	51 of most the min M of 10 for		0.43*
Disabilities	2011 District	- Contraction in the second	ot meet the min-N of 10 for of meet the min-N of 10 for	and an	
	2010 District	group abes n	ot meet the min-N of 10 for	The second second	
	State		23	16 12	0%
OSTEP A Only	2011 District		ot meet the min-N of 10 for		
	3010 District	group does n	ot meet the min-N of 10 for	reporting purposes	
Datas Ma	State	10	A Contraction of the second	44	3.05*
Dstep No Accommodations	2011 District	group does n	ot meet the min-N of 10 for	reporting purposes	
Accommodations	2010 Douist	group does n	ot meet the min-N of 10 for	reporting purposes	
	State	28	67		0%
Dstep With Accommodations	2011 District	group does n	ot meet the min-N of 10 for	reporting purposes	

Reading Grades 6-8 Advanced % Proficient % Basic % Below Basic % Not Tested %

	Star	41	53	and the owner of the	25 2
	2011 District	AV.	48	-	24
	2010 District	1	51		21
	Sute	1			28
lale	2011 District	12	52	10000	5
	2010 District	25	40	100	27
	Stite	24	54		20
emale	2011 District	10	linka	38	12
	2010 District	21	65		13
Concerning and in such in	al and the same	BECO	53	No.	20
Inite	Stile		43		24
	2011 District		47	-	22
	2010 District	4			
lack or	State	4	And in case of the local division of the loc	40	
frican American	2011 District		eet the min-N of 10		
	2010 District	group does not m	eet the min-N of 10	for reportin	g purposes
	Suie	tà inclui	35	32	9
sian	2011 District	group does not m	eet the min-N of 10	for reportin	g purposes
1997-1999 E	2010 District		eet the min-N of 10		
and the second second		IX.	- 58	17	The state of
leader later day	Sute	the second s	neet the min-N of 10		
acific Islander	2011 District		eet the min-N of 10		
-	2010 District	group does not m	need the many re of TU	NA ISPORT	
	State	6 40	States and States and	49	0
lative American	2011 District	and the second s	neet the min-N of 10		
	2010 District	group does not m	neet the min-N of 10	for reportin	g purposas
	State	AS	48	3	4
lispanic	2011 District		neet the min-N of 10	for reportin	g purposes
napanio	2010 District		neet the min-N of 10		
	2919 015061	Carlor of Constants			a mit-
wo or more	Suic	22	47	1	27
	2011 District	group does not m	neet the min-N of 10	for reporte	ig purposes
aces					
aces	2010 Distaict	group does not m	neet the min-N of 10		
			neet the min-N of 10 48		
conomically	2010 District			for reporting	ng purposes
	2010 District State	12	84	for reporting	ng purposes
conomically	2010 District State 2011 District 2010 District	12	48 62	for reporting	ng purposes 27
conomically	2010 District State 2011 District 2010 District State	12 12 17	48 62 62	for reportin 37	27 17
conomically Disadvantaged	2010 District State 2011 District 2010 District State 2011 District	12 12 17	48 62 62 53	for reporting	27 27 17 16
conomically Disadvantaged Ion-Economically	2010 District State 2011 District 2010 District State 2011 District 2010 District	12 42 17 28 52 24	48 62 52 53 41	for reportin 37	27 27 17 16 22 24
conomically Disadvantaged Ion-Economically Disadvantaged	2010 District State 2011 District 2010 District State 2011 District 2010 District State	12 12 17 00: 52 24 24	48 62 52 53 41 64	for reportin 37 26	27 27 17 16 22 24 24
conomically Disadvantaged Ion-Economically	2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District State 2011 District	12 12 17 20. 52 34 24 21 24 21 24	48 62 53 41 64 neet the min-N of 10	for reportin 37 26) for reportin	27 17 16 22 24 24 24 24 9 purposes
conomically Disadvantaged Ion-Economically Disadvantaged	2010 District State 2011 District 2010 District State 2011 District 2010 District State	12 12 17 20. 52 34 24 21 24 21 24	48 62 52 53 41 64	for reportin 37 26) for reportin	27 17 16 22 24 24 24 24 9 purposes
conomically bisadvantaged ton-Economically bisadvantaged Algrant Students	2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District State 2011 District	12 12 17 20 20 21 31 8 group does not n group does not n group does not n group does not n	48 62 52 53 41 64 neet the min-N of 10 neet the min-N of 10 68	i for reportin 37 26) for reportin) for reportin	ng purposes 27 17 16 22 24 24 24 24 24 24 24 24 19 purposes ng purposes 14
conomically lisadvantaged lon-Economically Disadvantaged Aligrant Students	2010 District State 2011 District 2010 District 2011 District 2010 District 2011 District 2011 District 2010 District	12 12 17 20 32 34 3 & b group does not rr group does not rr group does not rr group does not rr	48 62 52 53 41 64 64 64 64 64 64 68 68 68 68 68	i for reportin 37 26 26 0 for reportin 0 for reportin 0 for reportin	ng purposes 27 17 16 22 24 24 24 24 24 24 24 24 16 24 24 16 24 16 16 16 22 24 16 16 16 16 16 16 16 16 16 16 16 16 16
conomically bisadvantaged ton-Economically bisadvantaged Algrant Students	2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	12 12 17 20 32 34 3 & b group does not rr group does not rr group does not rr group does not rr	48 62 52 53 41 64 neet the min-N of 10 neet the min-N of 10 68	i for reportin 37 26 26 0 for reportin 0 for reportin 0 for reportin	ng purposes 27 17 16 22 24 24 24 24 24 24 24 24 16 24 24 16 24 16 16 16 22 24 16 16 16 16 16 16 16 16 16 16 16 16 16
conomically lisadvantaged lon-Economically Disadvantaged Aligrant Students	2010 Distuict Suite 2011 Distuict 2010 Distuict 2010 Distuict 2010 Distuict 2010 Distuict 2010 Distuict 2010 Distuict 2011 Distuict 2011 Distuict 2011 Distuict	12 12 17 20 32 34 3 & b group does not rr group does not rr group does not rr group does not rr	48 62 53 53 41 64 64 64 64 64 64 68 68 68 68 68 69 61 61 61 61 61 61 61 61 61 61 61 61 61	i for reportin 37 26 26 0 for reportin 0 for reportin 0 for reportin	27 17 16 22 24 24 24 24 24 14 19 purposes 14 14 19 purposes 19 purposes
conomically lisadvantaged lon-Economically Disadvantaged Aligrant Students	2010 District State 2011 District 2010 District	12 12 17 20 32 34 37 8 group does not n group does not n	45 62 52 53 41 64 64 64 64 64 68 neet the min-N of 10 68 neet the min-N of 11 68 10 63 10 53 53 53 54 54 55 55 55 55 55 55 55 55	i for reportin 37 26 26 0 for reportin 0 for reportin 0 for reportin	27 27 17 16 22 24 24 24 24 24 24 24 24 24 34 30 30 31 31 31 32 32 32 32 32 32 32 32 32 32 32 32 32
Economically Disadvantaged Jon-Economically Disadvantaged Algrant Students Imited English Proficiency	2010 District State 2011 District 2010 District	12 12 17 20 32 34 31 31 31 32 34 31 31 31 31 31 31 31 31 31 31	45 62 52 53 41 64 64 64 64 64 68 neet the min-N of 10 68 neet the min-N of 11 68 10 63 10 53 45 45 45 45 45 45 45 45 45 45	i for reportin 37 26 26 0 for reportin 0 for reportin 0 for reportin	27 17 17 16 22 24 24 24 24 24 24 24 24 34 30 34 34 34 32 32 32 32 32 32 32 32 32 32 32 32 32
Economically Disadvantaged Jon-Economically Disadvantaged Algrant Students Proficiency Students Without	2010 District State 2011 District 2010 District	12 17 17 28 32 34 31 8 group does not n group does not n	48 62 53 53 41 64 64 64 64 64 68 68 68 68 68 68 68 63 63 65 53	26 26 0 for reportin 0 for reportin 0 for reportin 0 for reportin	27 27 17 16 22 24 24 24 24 24 24 24 24 24 24 24 30 14 16 9 purposes ng purposes 14 21 21 20 21 21 21 21 20 21 21 21 21 21 21 21 21 21 21 21 21 21
Economically Disadvantaged Jon-Economically Disadvantaged Algrant Students Limited English Proficiency Students Without Disabilities	2010 District State 2011 District 2010 District	12 12 17 20 32 34 35 8 group does not n group does not n 34 39 7 28	48 62 53 53 41 64 64 64 64 68 meet the min-N of 10 68 meet the min-N of 11 68 63 64 53 65 53 65 53 53 54 53 53 53 53 53 54 54 55 54 55 55 55 55 55 55	26 26 26 0 for reporti 0 for reporti 0 for reporti 0 for reporti	27 27 17 16 22 24 24 24 24 24 24 24 24 24 24 24 24
Economically Disadvantaged Jon-Economically Disadvantaged Algrant Students Proficiency Students Without Disabilities	2010 District State 2011 District 2010 District 2011 District 2010 District 2011 District 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District	12 12 17 20 32 34 32 34 35 8 group does not n group does not n	45 62 53 53 41 64 64 64 64 68 neet the min-N of 10 68 neet the min-N of 11 63 45 53 45 53 45 53 45 53 64 53 53 53 53 53 53 53 53 54 54 55 55 55 55 55 55 55 55	37 26 26 0 for reporti 0 for reporti 0 for reporti 0 for reporti	27 17 17 16 22 24 24 24 24 24 24 24 24 24 24 34 34 30 34 34 32 32 34 34 34 34 34 34 34 34 34 34 34 34 34
iconomically lisadvantaged lon-Economically lisadvantaged Algrant Students imited English Proficiency Students Without Disabilities	2010 District State 2011 District 2010 District	12 12 17 20 32 34 32 34 35 8 group does not n group does not n	48 62 53 53 41 64 64 64 64 68 meet the min-N of 10 68 meet the min-N of 11 68 63 64 53 65 53 65 53 53 54 53 53 53 53 53 54 54 55 54 55 55 55 55 55 55	37 26 26 0 for reporti 0 for reporti 0 for reporti 0 for reporti	27 17 17 16 22 24 24 24 24 24 24 24 24 24 24 34 34 30 34 34 32 32 34 34 34 34 34 34 34 34 34 34 34 34 34
Economically Disadvantaged Jon-Economically Disadvantaged Algrant Students Proficiency Students Without	2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2010 District 2011 District 2011 District 2010 District	12 12 17 28 57 54 57 55 54 57 57 57 57 58 59 59 50 59 50 50 50 50 50 50 50 50 50 50	45 62 53 53 41 64 64 64 64 68 neet the min-N of 10 68 neet the min-N of 11 63 45 53 45 53 45 53 45 53 64 53 53 53 53 53 53 53 53 54 54 55 55 55 55 55 55 55 55	37 26 26 0 for reporti 0 for reporti 0 for reporti 0 for reporti	27 17 17 16 22 24 24 24 24 24 24 24 24 24 24 34 34 30 34 34 32 32 34 34 34 34 34 34 34 34 34 34 34 34 34
Economically Disadvantaged Von-Economically Disadvantaged Algrant Students imited English Proficiency Students Without Disabilities Students with	2010 District State 2011 District 2010 District	12 12 17 08 52 34 9 8 group does not n group does not n group does not n group does not n 25 34 37 7 28 group does not n 25 34 37 37 39 7 28 group does not n 29 34 39 7 28 10 28 10 29 10 29 10 29 10 10 10 10 10 10 10 10 10 10	48 62 52 53 41 64 64 64 64 64 68 68 69 69 69 69 69 69 69 69 69 69	26 26 26 0 for reporti 0 for reporti 0 for reporti 0 for reporti 0 for reporti	27 17 17 16 22 24 24 24 24 24 24 24 24 24 24 24 24
Economically Disadvantaged Jon-Economically Disadvantaged Algrant Students Proficiency Students Without Disabilities	2010 District State 2011 District 2010 District 2010 District 2010 District 2011 District 2010 District	12 12 17 20 21 21 21 21 21 21 21 21 21 21	45 62 52 53 41 64 64 64 64 64 68 68 68 68 69 69 69 69 69 69 69 69 69 69	26 26 26 26 26 26 26 26 26 26 26 26 26 2	27 17 17 16 22 24 24 24 24 24 24 24 24 24 24 24 24
Economically Disadvantaged Von-Economically Disadvantaged Algrant Students imited English Proficiency Students Without Disabilities Students with	2010 District State 2011 District 2010 District	12 12 17 17 20 32 34 37 8 group does not in group does not in	48 62 53 53 41 64 64 64 64 64 64 64 64 65 63 65 65 65 65 65 65 65 65 65 65	26 26 26 26 27 26 26 20 0 for reporting 0 for	27 27 17 16 22 24 24 24 24 24 24 24 24 24 24 24 24
Economically Disadvantaged Alon-Economically Disadvantaged Algrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities	2010 District State 2011 District 2010 District 2010 District 2010 District 2011 District 2010 District	12 12 17 17 17 24 31 31 31 31 31 31 31 31 31 31	48 62 53 53 41 64 64 64 64 64 68 68 69 69 69 69 69 69 69 69 69 69	26 26 26 0 for reporti 0 for reporti	27 27 17 16 22 24 24 24 24 24 24 24 24 24 24 24 24
Economically Disadvantaged Jon-Economically Disadvantaged Algrant Students Imited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only Dstep No	2010 District 2011 District 2010 D	12 12 17 17 20 21 21 21 21 21 21 21 21 21 21	48 62 53 53 41 64 64 64 64 64 68 68 68 69 69 69 69 69 69 69 69 69 69	26 26 26 26 0 for reporti 0 for reporti	27 17 17 16 22 24 24 24 24 24 24 24 24 24 24 24 24
Economically Disadvantaged Alon-Economically Disadvantaged Algrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities	2010 District 2011 District 2010 D	12 12 17 17 20 21 21 21 21 21 21 21 21 21 21	48 62 53 53 41 64 64 64 64 64 68 68 69 69 69 69 69 69 69 69 69 69	26 26 26 26 0 for reporti 0 for reporti	27 17 17 16 22 24 24 24 24 24 24 24 24 24 24 24 24
Economically Disadvantaged Jon-Economically Disadvantaged Algrant Students Imited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only Dstep No	2010 District 2011 District 2010 District 2010 District 2010 District 2010 District 2011 District 2011 District 2011 District 2011 District 2011 District 2010 D	12 12 17 17 20 21 21 21 21 21 21 21 21 21 21	48 62 53 53 41 64 64 64 64 64 68 68 68 69 69 69 69 69 69 69 69 69 69	26 26 26 26 0 for reporti 0 for reporti	27 17 17 16 22 24 24 24 24 24 24 24 24 24 24 24 24
Economically Disadvantaged Jon-Economically Disadvantaged Algrant Students Imited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only Dstep No	2010 District 2011 District 2010 District	12 12 17 17 18 17 18 17 18 18 19 10 10 10 10 10 10 10 10 10 10	48 62 53 53 41 64 64 64 64 64 64 65 65 65 65 65 65 65 65 65 65	26 26 26 0 for reporti 0 for reporti	27 27 17 16 22 24 24 24 24 24 24 24 24 24 24 24 24



Science Grades 6-8 Advanced % Proficient % Basic % Below Basic % Not Tested %

	State		\$3		32	1.22%
All Students	2011 District	311		5.6	12	0%
	2010 District	12	56		31	0%
a din talihi yana din sasa'a	State	16	0		33	1.51%
Male	2011 District	and the second se		-N of 10 for re	porting purposes	
	2010 District		71		29	0%
1996-000(10)(00)(00)(2)	State	NY REPORT	57		31	0.9%
Female	2011 District	group does no	and the second second	N of 10 for re	porting purposes	101000
-240/002	2010 District	12	- 44	And and a state of the	33	0%
14-14 Carl Constant	Suk	-	57	ALC: NO.	27	8.9%
White	2011 District	All		58	12	0%
winte	2010 District	11	54		29	0%
Description and party	State	33	and the second	63	A CONTRACTOR	2.46%
Black or	Nuite 2011 District	and the second division of the second divisio	of meet the min		porting purposes	
African American	2010 District	A COLOR DOCTOR			porting purposes	
			41		36	-
Acion	State	23 group does n		N of 10 fer	36 porting purposes	0%
Asian	2011 District				porting purposes porting purposes	
	2010 District					
1 12 13 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	State	a constant and a subject			porting purposes	
Pacific Islander	2011 District				porting purposes	
	2010 District	group does n	ot meet the mir	I-INI OF TO FOR IN	porting purposes	
	State	10		57	frid the	457%
Native American	2011 District				porting purposes	
	2010 District	group does n	ot meet the mir	-N of 10 for re	porting purposes	5
	State	. eas		60		0.5%
Hispanic	2011 District	group does n	ot meet the mir	-N of 10 for re	porting purpose	5
	2010 District	group does n	ot meet the mir	-N of 10 for re	porting purposes	5
	State	E.	64		31	1.5%
Two or more	2011 District	group does n		-N of 10 for re	porting purpose	
races	2010 District				porting purpose	
	State	7. 4			51	2.19%
Economically	2011 District	states and prove the set of the	and the second second		porting purpose	and the second se
Disadvantaged	2010 District	1	54		38	0%
	State	- 47	54		25	0.83%
Non-Economically	2011 District	31	1	62	0.50	8 01.
Disadvantaged	2010 District	dB:	9		26	07.
				93		
	State	Ka l		93		0.4
Kanal Ct. days	Sector Sector		of most the mi	n.N of \$5 feer -		
Migrant Students	- many second		ot meet the mi			
Migrant Students	2011 District 2019 District	group does n		n-N of 10 for m	porting purpose porting purpose	s
	2010 District State	group does n	ot meet the mi	n-N of 10 for n 92	porting purpose	s
Limited English	2010 District State 2011 District	group does n 7 group does n	ot meet the mi	92 92 n-N of 10 for m	porting purpose	s , 1395, S
Migrant Students Limited English Proficiency	2010 District State	group does n 7 group does n	ot meet the mi	92 92 n-N of 10 for m	porting purpose	s , 1395, S
Limited English Proficiency	2010 District State 2011 District	group does n group does n group does n	ot meet the mi	92 92 n-N of 10 for m	porting purpose	s , 1395, S
Limited English Proficiency Students Without	2010 District State 2011 District 2010 District State 2011 District	group does n group does n group does n (14) 33)	ot meet the mi ot meet the mi ot meet the mi .57	92 92 n-N of 10 for m	porting purpose porting purpose sporting purpose 28	s 13%, s
Limited English Proficiency Students Without	2010 District State 2011 District 2010 District State	group does n group does n group does n	ot meet the mi ot meet the mi ot meet the mi	92 92 n-N of 10 for m n-N of 10 for m	porting purpose	s , 13%, s s
Limited English Proficiency Students Without Disabilities	2010 District State 2011 District 2010 District State 2011 District	group does n group does n group does n (14) 33)	ot meet the mi ot meet the mi ot meet the mi .57	92 92 n-N of 10 for m n-N of 10 for m	porting purpose porting purpose sporting purpose 28	s , 135% s , 135% s , 135% 7 , 0%
Limited English Proficiency Students Without Disabilities Students with	2010 Doniet State 2011 District 2010 District State 2011 District 2010 District	group does n group does n group does n group does n 18 33 44 55 16	ot meet the mi ot meet the mi ot meet the mi .57 .52	n-N of 10 for n 92 n-N of 10 for n n-N of 10 for n 80 76	porting purpose porting purpose sporting purpose 28	\$ 13% \$ \$ 14% 7 % %
Limited English Proficiency Students Without Disabilities	2010 District Sure 2011 District 2010 District Sure 2011 District 2010 District 2010 District 2010 District	group does n group does n group does n 33 34 34 35 16 35 35 35 35 35 35 35 35 35 35 35 35 35	ot meet the mi ot meet the mi ot meet the mi 57 82 82 82	n-N of 10 for n 92 n-N of 10 for n n-N of 10 for n 60 76 n-N of 10 for n	porting purpose porting purpose porting purpose 28 28 24	s 13% s 13% s 13% r 0% 0% 0% s
Limited English Proficiency Students Without Disabilities Students with	2010 Dentet Suz 2011 Dettet 2010 Destet 2010 Destet 2011 Destet 2010 Destet 2010 Destet 2010 Destet 2010 Destet	group does n group does n group does n 33 34 34 35 16 35 35 35 35 35 35 35 35 35 35 35 35 35	ot meet the mi ot meet the mi 57 82 82 sot meet the mi sot meet the mi	n-N of 10 for n 92 n-N of 10 for n n-N of 10 for n 60 76 n-N of 10 for n	porting purpose sporting purpose 28 24 24 sporting purpose sporting purpose	s , 135% s 1,15% 7 0% 0% 0% 0% 5 5
Limited English Proficiency Students Without Disabilities Students with Disabilities	2010 Dothet State 2011 Dothets 2010 Dostros State 2011 Dostros 2011 Dostros 2011 Dostros 2011 Dostros 2019 Dostros 2019 Dostros 2019 Dostros 2019 Dostros	group does n group does n group does n 33 H 5 16 5 16 5 16 5 16 5 16 5 16 5 16 5	ot meet the mi ot meet the mi 57 82 not meet the mi not meet the mi 26	n-N of 10 for m 92 n-N of 10 for m -N of 10 for m 80 76 n-N of 10 for m n-N of 10 for m 19	porting purpose sporting purpose 28 24 24 sporting purpose sporting purpose	s 135% s 145% 7 0% 0% 5 5
Limited English Proficiency Students Without Disabilities Students with	2010 Dothet Sure 2011 Dothets 2010 Dostros Sure 2011 Dostros 2010 Dostros 2011 Dostros 2010 Dostros 2010 Dostros 2010 Dostros	group does n group does n group does n 83 84 55 66 67 66 67 67 67 67 67 67 67 67 67 67	ot meet the mi ot meet the mi 57 62 not meet the mi not meet the mi 26 to the meet the mi	n-N of 10 for m 92 n-N of 10 for m n-N of 10 for m 80 76 n-N of 10 for n n-N of 10 for n 19 19 n-N of 10 for n	eporting purpose eporting purpose 28 24 24 eporting purpose eporting purpose 21	s s s l,13%, s s l,15%, of, of, s s s s of, s
Limited English Proficiency Students Without Disabilities Students with Disabilities	2010 Dottiset State 2011 Dottiset 2010 Dottiset 2011 Dottiset 2011 Dottiset 2011 Dottiset 2011 Dottiset 2011 Dottiset 2011 Dottiset 2011 Dottiset 2010 Dottiset	group does n group does n group does n 15 16 16 16 16 16 16 16 16 16 16 16 16 16	ot meet the mi ot meet the mi 57 62 not meet the mi not meet the mi 26 to the meet the mi	n-N of 10 for n 92 n-N of 10 for n 80 76 n-N of 10 for n n-N of 10 for n 19 n-N of 10 for n	eporting purpose eporting purpose 28 24 24 eporting purpose eporting purpose 23 eporting purpose 23 eporting purpose	S 135% S 1,15% 0% 0% 0% S 2,07% S S 0% S S
Limited English Proficiency Students Without Disabilities Students with Disabilities	2010 Detrical Sure 2011 Detrical Sure 2011 Detrical 2010 D	group does n group does n group does n 15 16 16 16 16 16 16 16 16 16 16 16 16 16	ot meet the mi ot meet the mi ot meet the mi 57 62 not meet the mi 28 not meet the mi 10 the mi	n-N of 10 for n 92 n-N of 10 for n n-N of 10 for n 80 76 n-N of 10 for n n-N of 10 for n n-N of 10 for n n-N of 10 for n 76	eporting purpose eporting purpose 28 24 eporting purpose 21 eporting purpose 21 eporting purpose 21	S 135% S 1135% S 1135% Ork Ork S S S 145%
Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only	2010 Detrical State 2011 Detrical 2010 Detrical	group does n group does n group does n st st st st st st st st st st st st st	ot meet the mi ot meet the mi ot meet the mi ot meet the mi not meet the mi 20, not meet the mi not meet the mi	n-N of 10 for n 92 n-N of 10 for n n-N of 10 for n 80 76 n-N of 10 for n n-N of 10 for n n-N of 10 for n n-N of 10 for n 76	porting purpose porting purpose 28 24 24 eporting purpose eporting purpose eporting purpose eporting purpose eporting purpose	s 135% s 1,135% s 1,135% ors ors s s s 1,135% ors ors s s 1,135% ors ors ors s s 1,135% ors ors ors ors ors ors ors ors
Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only Dstep No	2010 Dothat Sure 2011 Dothat 2010 Dothat	group does n group does n	ot meet the mi ot meet the mi ot meet the mi ot meet the mi not meet the mi 20, not meet the mi not meet the mi	92 92 9-N of 10 for m h-N of 10 for m h-N of 10 for m h-N of 10 for m h-N of 10 for m n-N of 10 for m 76 n-N of 10 for m n-N of 10 for m	eporting purpose eporting purpose 28 24 eporting purpose 21 eporting purpose 21 eporting purpose 21	S 135% S 1,15% 0% 0% S S S 14,5% S S
Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only Dstep No	2010 Dottinet Sure 2011 Dottinet 2010 Dottinet 2010 Dottinet 2010 Dottinet 2010 Dottinet 2010 Dottinet 2010 Dottinet 2010 Dottinet 2010 Dottinet 2010 Dottinet	group does n group does n 33 group does n 33	ot meet the mi ot meet the mi of meet the mi 57 62 sol meet the mi 125 sol meet the mi 126 sol meet the mi sol meet the mi sol meet the mi	n-N of 10 for n 92 n-N of 10 for n 80 76 n-N of 10 for n n-N of 10 for n n-N of 10 for n n-N of 10 for n 76 n-N of 10 for n 76	porting purpose porting purpose 28 24 24 eporting purpose eporting purpose eporting purpose eporting purpose eporting purpose	5 13% 13% 13% 13% 13% 13% 13% 13%

Reading Grades 9-11 Advance	ed % EProficient %	Basic %	Below Basic %	Not Tested %
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	State	22 41 26 5
All Students	2011 District	56 21 19
	2010 District	10 41 38 6
	State	21 +5 28 6
Male	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	7 36 43 HL
	State	24 43 24 4
Female	2011 District	group does not meet the min-N of 10 for reporting purposes
CINOIC	2010 District	22 44 33
	2010 Danki	
	State	24 48 23 4
White	2011 District	66 35 19
	2010 District	17 50 29 4
	State	12 23 46 12
Black or	2011 District	group does not meet the min-N of 10 for reporting purposes
African American	2010 District	group does not meet the min-N of 10 for reporting purposes
	Read	20: 31 31 13
Acion	State	group does not meet the min-N of 10 for reporting purposes
Asian	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	
	State	group does not meet the min-N of 10 for reporting purposes
Pacific Islander	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	1 29 42 11
Native American	2011 District	group does not meet the min-N of 10 for reporting purposes
	2010 Distoct	group does not meet the min-N of 10 for reporting purposes
	Sute	MALL TE
Hispanic	2011 Distnet	group does not meet the min-N of 10 for reporting purposes
	2010 Distoct	group does not meet the min-N of 10 for reporting purposes
T. 1000 Contract	State	15 55 27 6
Two or more	2011 District	group does not meet the min-N of 10 for reporting purposes
races	2010 District	group does not meet the min-N of 10 for reporting purposes
	State	41 37 9
Economically	20071	group does not meet the min-N of 10 for reporting purposes
Sector Se	2011 District	
Disadvantaged	2011 District	8 31 46 35
Sector Se	2010 District	8 31 46 15
Disadvantaged	2010 District	8 31 46 15 28 43 21 8
Sector Se	2010 District State 2011 District	8 31 46 15 26 49 21 4 58 73 23
Disadvantaged Non-Economically	2010 District	8 31 46 15 28 49 21 4 58 23 23 24 47 32
Disadvantaged Non-Economically	2010 District State 2011 District	B 31 46 15 28 49 21 4 50 23 23 23 21 47 32 32 11 46 43 43
Disadvantaged Non-Economically	2010 District State 2011 District 2010 District State	B 31 46 15 28 49 21 4 54 23 23 23 21 47 32 32 11 46 43 group does not meet the min-N of 10 for reporting purposes
Disadvantaged Non-Economically Disadvantaged	2010 District State 2011 District 2010 District State	B 31 46 15 28 49 21 4 50 23 23 23 21 47 32 32 11 46 43 43
Disadvantaged Non-Economicalh Disadvantaged Migrant Students	2010 District State 2011 District 2010 District State 2011 District 2010 District 2010 District	B 31 46 15 28 49 21 4 54 23 23 23 21 47 32 32 11 46 43 group does not meet the min-N of 10 for reporting purposes
Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English	2010 District State 2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District	a1 46 15 28 49 21 4 58 73 23 28 47 32 11 46 43 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes
Disadvantaged Non-Economicalh Disadvantaged Migrant Students	2010 District State 2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District	31 46 15 28 49 21 4 58 23 23 23 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 15 56 56 33
Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English	2010 District State 2011 District 2010 District 2010 District 2010 District State 2011 District 2011 District 2011 District 2010 District	a) a) 46 15 28 49 21 4 50 23 23 21 43 23 23 23 23 24 47 32 25 47 32 26 43 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes
Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English	2010 District State 2011 District 2010 District 2010 District 2011 District 2011 District 2010 District 2010 District 2010 District 2010 District State	a1 46 15 28 49 21 4 50 23 23 11 46 43 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 24
Disadvantaged Non-Economicalh Disadvantaged Migrant Students Limited English Proficiency	2010 District State 2011 District 2010 District 2010 District 2011 District 2010 District 2010 District 2010 District State 2011 District 2010 District	a) a) 46 15 28 49 21 4 50 23 23 11 46 43 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10
Disadvantaged Non-Economicalh Disadvantaged Migrant Students Limited English Proficiency Students Without	2010 District State 2011 District 2010 District 2010 District 2011 District 2011 District 2010 District 2010 District 2010 District 2010 District State	a1 46 15 28 49 21 4 50 23 23 11 46 43 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 24
Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities	2010 District State 2011 District 2010 District 2010 District 2011 District 2010 District 2010 District 2010 District State 2011 District 2010 District	31 46 15 28 49 21 4 58 23 23 23 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 12 56 85 36 13 10 10 10 10 10 10 10 10 10 12 49 24 20 20 10 49 28 34 34
Disadvantaged Non-Economicalh Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with	2010 District State 2011 District 2010 District 2010 District 2011 District 2010 District 2010 District 2010 District 2010 District 2011 District 2010 District	a) a) 46 15 26 49 21 4 50 23 23 21 49 21 4 50 23 23 21 47 32 21 46 43 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes 24 49 52 20 20 20 21 45 34 34
Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities	2010 District State 2011 District 2010 District 2010 District 2011 District 2011 District 2010 District	31 46 15 28 49 21 4 58 23 23 23 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 11 46 43 32 12 56 85 36 13 10 10 10 10 10 10 10 10 10 12 49 24 20 20 10 49 28 34 34
Disadvantaged Non-Economicalh Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with	2010 District State 2011 District 2010 District	31 46 15 26 49 21 4 50 23 23 21 40 21 4 50 23 23 21 47 32 21 46 43 group does not meet the min-N of 10 for reporting purposes 30 35 56 34 49 24 60 20 20 20 20 20 20 20 20 20 20 20 21 49 20 20 21 49 20 20 20 20 20 20 20 20 21 49 20 20 21 49 24 34 35 10 49 28 37 35 10 49 28 37 39 28 39 28 30 49 20 20
Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities	2010 District State 2011 District 2010 District	31 46 15 28 49 21 4 50 23 23 21 47 32 23 23 33 24 47 32 25 47 32 26 43 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporti
Disadvantaged Non-Economicalh Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with	2010 District State 2011 District 2010 District 2010 District 2011 District 2011 District 2010 District	31 46 15 28 49 21 4 50 23 23 11 46 43 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes (24 19 49 26 34 19 49 28 group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for reporting purposes group does not meet the min-N of 10 for
Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities	2010 District State 2011 District 2010 District	31 46 18 28 49 21 4 50 23 23 21 49 21 4 50 23 23 21 47 32 21 46 43 group does not meet the min-N of 10 for reporting purposes 30 32 46 43 group does not meet the min-N of 10 for reporting purposes 33 group does not meet the min-N of 10 for reporting purposes 34 50 20 20 10 49 24 51 34 34 510 49 28 group does not meet the min-N of 10 for reporting purposes 34 510 49 28 group does not meet the min-N of 10 for reporting purposes 34 510 49 28 group does not meet the min-N of 10 for reporting purposes 34 510 49 28 group does not meet the min-N of 10 for reporting purposes 32 31 22 22 group does not meet the min-N of 10 for reporting purposes 34
Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only	2010 District State 2011 District 2010 District 2010 District 2011 District 2011 District 2010 District	31 46 18 28 49 21 4 50 23 23 21 49 21 4 50 23 23 21 47 32 21 46 43 group does not meet the min-N of 10 for reporting purposes 30 32 56 38 group does not meet the min-N of 10 for reporting purposes 30 34 49 24 50 20 20 17 45 34 5 19 49 28 group does not meet the min-N of 10 for reporting purposes 35 19 49 20 20 20 10 49 28 group does not meet the min-N of 10 for reporting purposes 31 21 43 22 22 group does not meet the min-N of 10 for reporting purposes 24 31 22 31 22 22 group does not meet the min-N of 10 for reporting purposes 32 31 22 22 group does not meet the min-N of 10 for reporting purposes 34 33 32 32 34 33 32
Disadvantaged Non-Economically Disadvantaged Migrant Students Limited English Proficiency Students Without Disabilities Students with Disabilities DSTEP A Only Dstep No	2010 District 2011 District 2010 D	8 31 46 15 28 49 21 4 50 23 23 11 46 43 group does not meet the min-N of 10 for reporting purposes 30 group does not meet the min-N of 10 for reporting purposes 33 group does not meet the min-N of 10 for reporting purposes 33 group does not meet the min-N of 10 for reporting purposes 34 group does not meet the min-N of 10 for reporting purposes 34 40 24 20 10 49 24 50 34 34 51 19 49 20 20 20 10 49 28 group does not meet the min-N of 10 for reporting purposes 34 35 19 49 28 group does not meet the min-N of 10 for reporting purposes 24 31 22 group does not meet the min-N of 10 for reporting purposes 24 31 22 22 group does not meet the min-N of 10 for reporting purposes 24 31 22 22 group does not meet the min-N of 10 for reporting purposes 30 32 33
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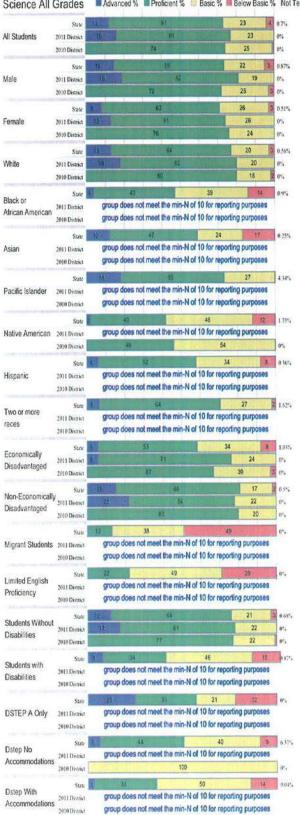
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Science Grades 9-11 Advanced % Proficient % Basic % Below Basic % Not Tested %

	State	20	65	24	0.41%
All Students	2011 District	23	65	12	0%
	2010 District	10	65	16	01.
	State	22	55	25	0.49%
Aale	2011 District	N	58	17	0%
HOLD	2010 District	11	64	21	0*;
a male	Sule	49	57	23	0.32%
Female	2011 District	20	72	7	0%
	2010 District	- M-	The second s	10	0%
	Sue	1	57	18	0.36%
	2011 District	- 24	40 million	12	0%
-	2010 District	"		15	0%
lash or	State	10 11	45	44 1	0.375
Black or African American	2011 District	group does n	ot meet the min-N of 10 for re	porting purposes	
Sincer Annencen	2010 District	group does n	ot meet the min-N of 10 for m	porting purposes	
	State	28	41	31	0.1%
Asian	2011 District	group does n	ot meet the min-N of 10 for re	and the second se	and the
	2010 District		ot meet the min-N of 10 for m		
	State	NU.		29	1.40
Pacific Islander	2011 District	and the second s	ot meet the min-N of 10 for re		11.40
Some Islander	2011 District		ot meet the min-N of 10 for m		
- Instruction of the second			Service and the method of the service of the servic	52	
Information of	State	42		52	0.765
Native American	2011 District	17.	73	18	0%
	2010 District	A/IL			0%
10-11-11-12-12	State	11	50	38	0.02
Hispanic	2011 District	the state of the state of the	ot meet the min-N of 10 for m	2.0.1 (2.1 (1.2 (1.2 (1.2 (1.2 (1.2 (1.2 (1	
	2010 District	group does n	ot meet the min-N of 10 for n	sporting purposes	
Two or more	State	HS	57	27	0.74
Two or more races	State 2011 District	group does n	57 Iol meet the min-N of 10 for n	eporting purposes	0.74
Two or more races	No. Share a contract	group does n	57 Iot meet the min-N of 10 for n Iot meet the min-N of 10 for n	eporting purposes	0.74
aces	2011 District	group does n		eporting purposes	
races Economically	2011 Diotici 2010 District	group does n group does n	ot meet the min-N of 10 for n	eporting purposes eporting purposes	
aces	2011 District 2010 District State	group does n group does n 12	ot meet the min-N of 10 for n	eporting purposes eporting purposes 37	0.55*
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races Economically Disadvantaged Non-Economicall)	2011 District 2010 District State 2011 District 2010 District 2010 District 2010 District 2010 District State 2011 District	group does n group does n 12 13 14 29 16 16 37 group does n	of meet the min-N of 10 for n 51 67 64 51 62 71 73 50 meet the min-N of 10 for n	aporting purposes aporting purposes 37 17 23 15 8 11 7 eporting purposes	0 55* 0% 0% 0% 0%
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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 1;
- 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

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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."