

NCLB School Reports

UC 2010	ASSESSMENT				ACCOUNTABILITY		
Reading	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO=
	%	%	%	%			AYP Status Y/N
All Students	3	55	41	0	100	58	Y
White (not Hispanic)	3	55	41	0	100	58	Y
Black (not Hispanic)	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Native American	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Economically Disadvantaged	3	55	41	0	100	58	Y
Limited English Proficient	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Gender							
Male	8	54	38	0	100	62	Y
Female	0	56	44	0	100	56	Y
Migrant	*	*	*	*	*	*	*

UC 2010	ASSESSMENT				ACCOUNTABILITY		
Mathematics	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO=
	%	%	%	%			AYP Status Y/N
All Students	3	55	41	0	100	58	Y
White (not Hispanic)	3	55	41	0	100	58	Y
Black (not Hispanic)	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Native American	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Economically Disadvantaged	3	55	41	0	100	58	Y
Limited English Proficient	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Gender							
Male	8	54	38	0	100	62	Y
Female	0	56	44	0	100	56	Y
Migrant	*	*	*	*	*	*	*

Improvement Status	Reading	OK	Other Academic Indicator (Graduation or Attendance Rate)	97.01%
	Math	OK		

Teachers with Emergency or Provisional Credentials	0.00%	% Classes not taught by Highly Qualified Teachers	0.00%
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UC 2010	ASSESSMENT				Participation Rate %
Science	Advanced	Proficient	Basic	Below Basic	
	%	%	%	%	
All Students	0	45	55	0	100
White (not Hispanic)	0	45	55	0	100
Black (not Hispanic)	*	*	*	*	*
Asian	*	*	*	*	*
Native American	*	*	*	*	*
Hispanic	*	*	*	*	*
Economically Disadvantaged	0	45	55	0	100
Limited English Proficient	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
Gender					
Male	*	*	*	*	*
Female	*	*	*	*	*
Migrant	*	*	*	*	*

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 in color 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.