



## District Data Profile 2006-2007



Education  
Service  
Agency  
Region 2

# West Central School District



## *School District Mission Statement*

*"To prepare all students for learning and living in a changing world"*

### Inside this profile:

<a href="#">Demographic Profile</a>	1
<a href="#">Special Education Profile</a>	2
<a href="#">College Admissions Profile</a>	3
<a href="#">Dakota STEP Results - Reading</a>	4
<a href="#">Dakota STEP Results - Math</a>	6
<a href="#">Stanford Writing Assessment Results</a>	8
<a href="#">Adequate Yearly Progress</a>	9
<a href="#">Notes &amp; Definitions</a>	10

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

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

Please feel free to make additional copies of this profile.

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2006-2007 Data Profile



# West Central School District Data Profile



## 1 – Demographic Data

<p><b>District Name</b> School District 49-7                  115 N Main                  Hartford, SD 57033-0730                  Superintendent: Dr. Paul Gausman</p> <p>Home County: Minnehaha                  Area in Square Miles: 165</p>	<p>School Names:</p> <ul style="list-style-type: none"> <li>• West Central Hartford Elementary</li> <li>• West Central Humboldt Elementary</li> <li>• West Central Middle School</li> <li>• West Central High School</li> </ul>
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### District Enrollment

	2003-04	2004-05	2005-06	2006-07
Enrollment K-12*	1,153	1,116	1,135	1147.13
ADM K-8**	791.4	759.2	768.4	770.5
ADM 9-12**	350.5	342.7	331.2	376.63
Open Enrolled Students	16	6	4	43
District Drop-Out Rate	0.7%	0.2%	0.5%	%
District Attendance Rate	97.3%	96.3%	96.8%	%

\*Fall Enrollment numbers for the given year      \*\*ADM (Average Daily Membership)

### Student Profile

	2003-04	2004-05	2005-06	2006-07
Students Transported	483	480	488	730
Student to Staff Ratio	15.3	14.7	15	14.34
Number of Graduates	88	71	80	90
Graduation Percentage	96.81%	97.1%	98.8%	99%
Percent of Students Eligible for Free/Reduced Lunch	11.7%	11%	14.5%	7%
Percentage of Students with Special Needs	13.6%	13.8%	13.7%	16%

### Staff Profile

	2003-04	2004-05	2005-06	2006-07
Certified Instructional Staff (# FTE)	76.2	75.8	75.6	82.5
Average Years of Experience	13.2	13.2	13.3	14.28
% With Advanced Degrees	7.8%	13.2%	19.5%	36%
Teachers with Emergency or Provisional Credentials	0.8%	0%	0%	0%
Classes Not Taught by Highly Qualified Teachers	0.8%	2.7%	0%	0%
Classroom Staff				78.5
Average Teacher Salary	\$29,838	\$31,447	\$32,207	\$32,890



## 2 – Special Education Profile

### Disability Prevalence

	2003-04	2004-05	2005-06	2006-07
Autism	0	0	1	3
Speech/Language	37	38	33	32
Mental Retardation	4	3	4	2
Learning Disabled	67	61	62	54
Multiple Disabilities	5	5	6	9
Orthopedic Impairments	1	1	2	0
Emotionally Disturbed	5	7	8	4
Other Health Impaired	11	10	11	22
Developmental Delay	25	27	28	18
Visually Impaired	1	1	0	0
Hearing Impaired	0	1	0	0
Deaf	2	2	1	2
Deaf-Blind	0	0	0	0
Traumatic Brain Injury	0	0	0	0
<b>Total Child Count</b>	<b>158</b>	<b>156</b>	<b>156</b>	<b>146</b>

### Special Education Placement Categories

	2003-04	2004-05	2005-06	2006-07
Regular Classroom	84	87	89	91
Resource Room	40	31	25	23
Early Childhood Special Ed Setting	18	27	31	0
Early Childhood Setting	0	0	0	6
Self-Contained Classroom	1	2	1	2
24-Hour Program	2	2	3	3
PT Early Child/ PT Early Child SE	7	0	0	12
Home	0	0	0	0
Residential Facility	0	0	0	1
Separate School	0	1	0	4
Day Program	6	6	7	4
Home/Hospital Program	0	0	0	0
<b>Total</b>	<b>158</b>	<b>156</b>	<b>156</b>	<b>146</b>



## 3 – College Admissions

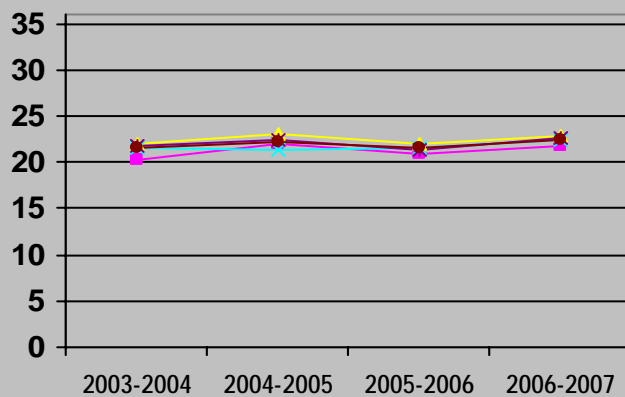
### ACT Results

	2003-04	2004-05	2005-06	2006-07
Number tested	63	54	55	72
English	20.2	21.9	20.9	21.8
Math	22	23	22.0	22.8
Reading	21.5	21.3	21.5	22.4
Science	21.8	22.4	21.4	22.6
Composite Score	21.5	22.3	21.6	22.5

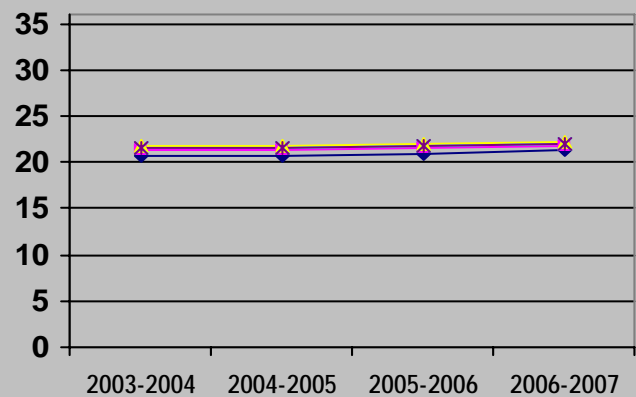
### ACT State Results

	2003-2004	2004-2005	2005-2006	2006-2007
Number tested	7,408	7,170	6,807	6,975
English	20.7	20.8	21	21.3
Math	21.4	21.3	21.6	21.7
Reading	21.8	21.7	22.0	22.1
Science	21.6	21.6	21.8	21.9
Composite Score	21.5	21.5	21.8	21.9

Local Scores



State Scores





# West Central School District Data Profile

## 4 – Dakota Step Results - Reading

Individual grade level achievement is not used to determine Adequate Yearly Progress (AYP), but it is reported on the State Report Card.

### Percent of Students Proficient or Advanced (by grade)

	2003-04	2004-05	2005-06	2006-07
3 <sup>rd</sup> Grade	89	93	90	98
4 <sup>th</sup> Grade	93	94	96	89
5 <sup>th</sup> Grade	85	90	92	96
6 <sup>th</sup> Grade	78	95	90	91
7 <sup>th</sup> Grade	85	79	87	82
8 <sup>th</sup> Grade	79	82	75	81
11 <sup>th</sup> Grade	74	82	64	75

### Percent of Students Proficient or Advanced (by grade level groupings)

		2003-04	2004-05	2005-06	2006-07
Grades 3-5	All Students	89	92	93	94
	Economically Disadvantaged	80	97	93	100
	Students with Disabilities	75	86	73	75
Grade 6-8	All Students	81	86	84	84
	Economically Disadvantaged	68	76	81	78
	Students with Disabilities	24	59	50	45
Grade 11	All Students	74	82	64	75
	Economically Disadvantaged	54	*	*	55
	Students with Disabilities	*	*	*	*

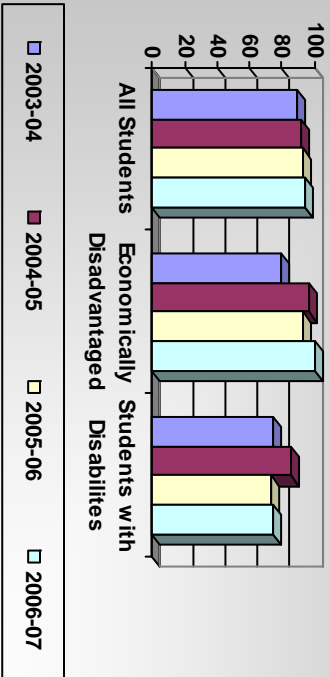
\* Data for individual subgroups is not reported on the South Dakota State Report Card or used to determine Adequate Yearly Progress (AYP) when fewer than 10 students are tested in that subgroup.

Graphs of the data are on the next page

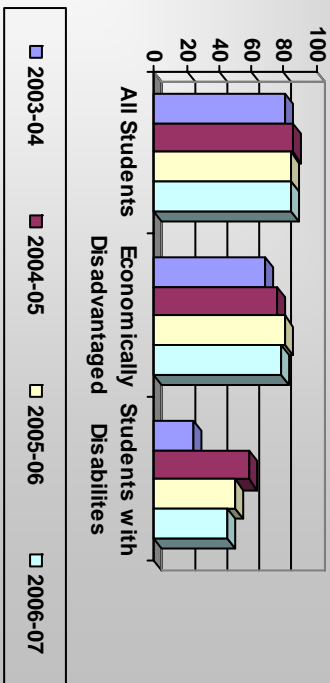


# 4 -- Dakota Step Results in Reading -- Charts

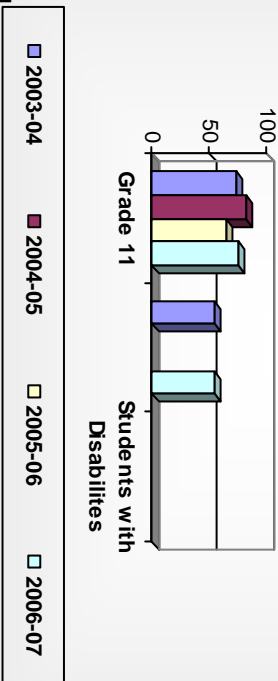
Percent Proficient or Advanced in Reading Including subgroups (Grades 3-5)



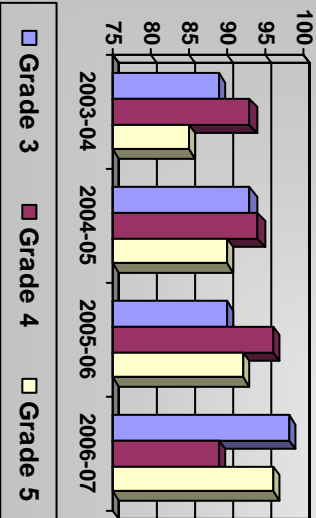
Percent Proficient or Advanced in Reading Including subgroups (Grades 6-8)



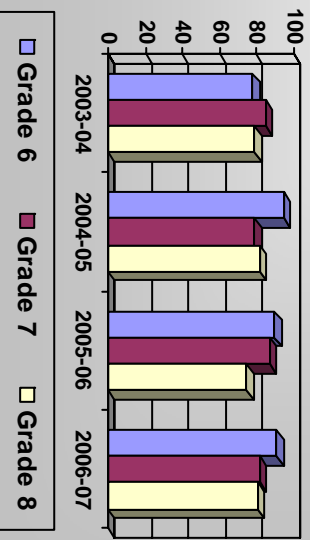
Percent Proficient or Advanced in Reading Including (Grades 11)



Percent Proficient or Advanced in Reading (Grades 3-5)



Percent Proficient or Advanced in Reading (Grades 6-8)





## 5 – Dakota Step Results - Mathematics

Individual grade level achievement is not used to determine Adequate Yearly Progress (AYP), but it is reported on the State Report Card.

### Percent of Students Proficient or Advanced (by grade)

		2003-04	2004-05	2005-06	2006-07
3 <sup>rd</sup> Grade	All Students	86	91	88	95
4 <sup>th</sup> Grade	All Students	81	90	89	90
5 <sup>th</sup> Grade	All Students	85	90	85	83
6 <sup>th</sup> Grade	All Students	80	79	70	90
7 <sup>th</sup> Grade	All Students	83	74	73	79
8 <sup>th</sup> Grade	All Students	79	74	83	80
11 <sup>th</sup> Grade	All Students	78	83	68	73

### Percent of Students Proficient or Advanced (by grade level groupings)

		2003-04	2004-05	2005-06	2006-07
Grades 3-5	All Students	84	89	87	90
	Economically Disadvantaged	75	76	76	83
	Students with Disabilities	51	71	66	61
Grade 6-8	All Students	81	76	75	82
	Economically Disadvantaged	58	68	71	85
	Students with Disabilities	29	53	19	40
Grade 11	All Students	78	83	68	73
	Economically Disadvantaged	73	*	*	*
	Students with Disabilities	*	*	*	*

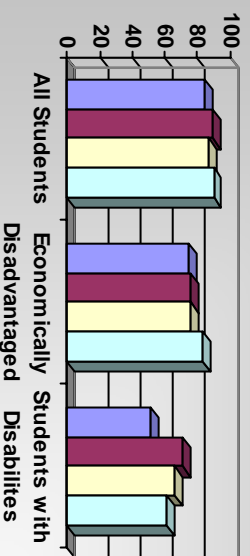
\*Data for individual subgroups is not reported on the South Dakota State Report Card or used to determine Adequate Yearly Progress (AYP) when fewer than 10 students are tested in that subgroup.

Graphs of the data are on the next page



**5 – Dakota Step Results in Mathematics -- Charts**

Percent Proficient or Advanced in Mathematics including subgroups (Grades 3-5)



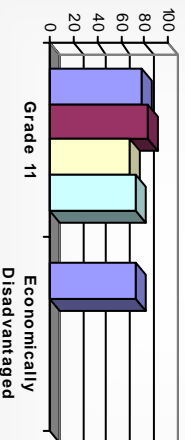
2003-04 2004-05 2005-06 2006-07

Percent Proficient or Advanced in Mathematics including subgroups (Grades 6-8)



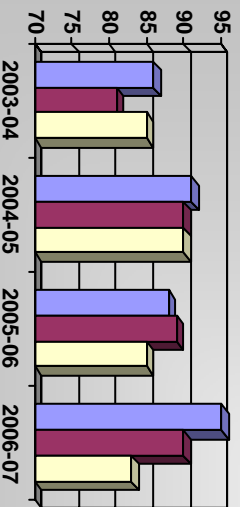
2003-04 2004-05 2005-06 2006-07

Percent Proficient or Advanced in Mathematics (Grades 11)



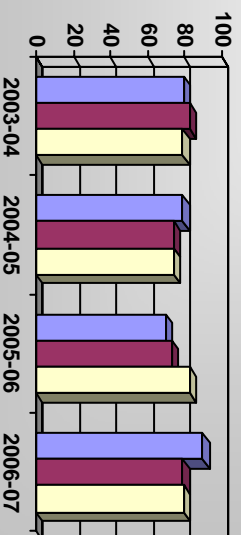
2003-04 2004-05 2005-06 2006-07

Percent Proficient or Advanced in Mathematics (Grades 3-5)



Grade 3 Grade 4 Grade 5

Percent Proficient or Advanced in Mathematics (Grades 6-8)



Grade 6 Grade 7 Grade 8



**6 – Stanford Writing Assessment**

**5<sup>th</sup> Grade**

	2003-04	2004-05	2005-06	2006-07
Ideas and Development	73	70	78	64
Organization, Unity and Coherence	73	41	77	65
Word Choice	73	65	79	73
Sentences and Paragraphs	73	58	61	63
Grammar and Usage	73	58	65	64
Writing Mechanics	73	56	52	58

**9<sup>th</sup> Grade**

	2003-04	2004-05	2005-06	2006-07
Ideas and Development	57	92	77	94
Organization, Unity and Coherence	55	87	72	82
Word Choice	52	93	80	90
Sentences and Paragraphs	61	93	75	75
Grammar and Usage	58	95	84	88
Writing Mechanics	62	93	89	84



## 7 – Adequate Yearly Progress (AYP)

### District Level Summary

	2003-04		2004-05		2005-06		2006-07	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Y	OK	Y	OK	Y	OK	Y	OK
Grad Rate	Y	OK	Y	OK	Y	OK	Y	OK
Attendance	Y	OK	Y	OK	Y	OK	Y	OK
Reading	N	Alert	Y	OK	Y	OK	Y	OK
Math	N	Alert	Y	OK	Y	OK	Y	OK

### Building Level Summary (Humboldt Elementary School)

	2003-04		2004-05		2005-06		2006-07	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Y	OK	Y	OK	Y	OK	Y	OK
Attendance	Y	OK	Y	OK	Y	OK	Y	OK
Reading	N	Alert	Y	OK/	Y	OK	Y	OK
Math	Y	OK	Y	OK	Y	OK	Y	OK

### Building Level Summary (West Central Middle High School)

	2003-04		2004-05		2005-06		2006-07	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Y	OK	Y	OK	Y	OK	Y	OK
Attendance	Y	OK	Y	OK	Y	OK	Y	OK
Reading	N	Alert	Y	OK	Y	OK	Y	OK
Math	N	Alert	Y	OK	Y	OK	Y	OK

### Building Level Summary (West Central High School)

	2003-04		2004-05		2005-06		2006-07	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Y	OK	Y	OK	Y	OK	Y	OK
Graduation	Y	OK	Y	OK	Y	OK	Y	OK
Reading	Y	OK	Y	OK	Y	OK	Y	OK
Math	Y	OK	Y	OK	Y	OK	Y	OK



### 8 – Notes and Definitions

- An Overview of NCLB information can be found at: <https://sis.ddncampus.net:8081/nclb/overview.html>
- Schools are assigned a School Improvement Level equal to the highest level of the objectives. For a more extensive explanation of the school improvement process and sanctions, see: <http://doe.sd.gov/nclb/index.asp>
- Improvement Status indicates the level of School Improvement that the school (or district) will be in for the next year. AYP must be missed in the same objective for two consecutive years for Improvement Status to begin. To be removed from School Improvement, AYP must be met for two consecutive years.
- A district will be identified for improvement status only if all grade spans, elementary (grades 3-5), middle (grades 6-8), and high school (grades 9-12) fail to make AYP for two consecutive years in the same subject or other academic indicator. However, if at least one of the grade spans makes AYP, the district will not be identified for improvement.
- **Alert** (Did not meet AYP for one year.)
- **Level 1, 2, 3, 4** (Identified for Improvement – did not meet AYP) School or district is subject to State Requirements and additional Title I sanctions assigned to that level. See the Department of Education website for details.
- Subgroups identified for testing accountability include the following. Testing results are not reported for subgroups with fewer than 10 students due to confidentiality. Schools and districts are also not held accountable for AYP for \_ subgroups numbering fewer than 10 students.
  - ↘ All (all students tested)
  - ↘ White
  - ↘ Native American
  - ↘ Hispanic
  - ↘ Black/African American
  - ↘ Asian/Pacific Islander
  - ↘ Students with Disabilities
  - ↘ Limited English Proficiency
  - ↘ Economically Disadvantaged
- High schools are accountable for graduation rate. Middle and elementary schools are accountable for attendance rate. All grades are accountable for test participation.
- Adequate Yearly Progress (AYP) may be met in a number of ways: achieving at or above the AMO (Annual Measurable Objective), averaging two consecutive years' scores, Safe Harbor (moving 10% of students from the Basic/Below Basic categories to Proficient or Advanced), or by Confidence Interval (formula allowance for small subgroup numbers).
- By 2014, schools are expected to show 100% of students proficient or advanced in mathematics and reading. The Annual Measurable Objective (AMO) that schools must meet will gradually increase until 2014, and schools will be accountable for the gradually increasing AMO in order to meet Adequate Yearly Progress (AYP).



