

NCLB State Reports

STATE 2009	ASSESSMENT								ACCOUNTABILITY								
	Advanced		Proficient		Basic		Below Basic		Participation Rate %		Total % P&A 3-8,11	Grades 3 - 5 AMO=69		Grades 6 - 8 AMO=69		Grades 9 - 12 AMO=63	
	#	%	#	%	#	%	#	%	#	%		%P&A	AYP 3-5	%P&A	AYP 6-8	%P&A	AYP 9-12
All Students											78	Y	76	Y	70	Y	
White (not Hispanic)											83	Y	80	Y	73	Y	
Black (not Hispanic)											65	Y	58	N	55	Y	
Asian											76	Y	75	Y	68	N	
Native American											51	N	49	N	49	N	
Hispanic											67	Y	61	Y	53	Y	
Economically Disadvantaged											67	Y	62	N	57	N	
Limited English Proficient											25	N	16	N	70	N	
Students with Disabilities											52	N	35	N	23	N	
DSTEP w/accommodations																	
DSTEP w/o accommodations																	
DSTEP Alternate																	
Gender																	
Male											76		72		68		
Female											81		79		73		
Migrant											45		32		*		

STATE 2009	ASSESSMENT								ACCOUNTABILITY								
	Advanced		Proficient		Basic		Below Basic		2808		Total % P&A 3-8,11	Grades 3 - 5 AMO=72		Grades 6 - 8 AMO=72		Grades 9 - 12 AMO=63	
	#	%	#	%	#	%	#	%	#	%		%P&A	AYP 3-5	%P&A	AYP 6-8	%P&A	AYP 9-12
All Students											76	Y	77	Y	66	Y	
White (not Hispanic)											82	Y	82	Y	69	Y	
Black (not Hispanic)											58	N	58	N	51	N	
Asian											77	Y	78	Y	70	N	
Native American											46	N	45	N	34	N	
Hispanic											63	N	57	N	45	N	
Economically Disadvantaged											64	N	62	N	51	N	
Limited English Proficient											26	N	19	N	12	N	
Students with Disabilities											51	N	36	N	19	N	
DSTEP w/accommodations																	
DSTEP w/o accommodations																	
DSTEP Alternate																	
Gender																	
Male											76		76		66		
Female											77		78		67		
Migrant											55		32		*		

State Improvement Status	Reading Math	Did not make AYP Did not make AYP	Graduation Rate	89.21%	Attendance Rate	95.44%
Teachers with Emergency or Provisional Credentials	South Dakota does not offer an Emergency or Provisional License.	% Classes not taught by Highly Qualified Teachers	1.7%	Statewide, Classes Not Taught by Highly Qualified Teachers Disaggregated by Poverty Quartile	Highest Quartile of Poverty Schools: 1.7%	Lowest Quartile of Poverty Schools: 2.0%

STATE 2009	ASSESSMENT								Participation Rate %	
	Advanced		Proficient		Basic		Below Basic		#	%
	#	%	#	%	#	%	#	%		
All Students										
White (not Hispanic)										
Black (not Hispanic)										
Asian										
Native American										
Hispanic										
Economically Disadvantaged										
Limited English Proficient										
Students with Disabilities										
DSTEP w/accommodations										
DSTEP w/o accommodations										
DSTEP Alternate										
Gender										
Male										
Female										
Migrant										

District Improvement Status: 6 districts in improvement

School Improvement Status: 88 schools in improvement

Y - Met AYP, N - Did Not Meet AYP  
 \* group does not meet minimum population size  
 %P&A = Percent Proficient and Advanced  
 AMO = Annual Measurable Objective

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

## NCLB State Reports

South Dakota Data		NAEP 2007								
Reading		Advanced		Proficient		Basic		Below Basic		
		Gr 4	Gr 8	Gr 4	Gr 8	Gr 4	Gr 8	Gr 4	Gr 8	
		%	%	%	%	%	%	%	%	
<b>All Students</b>		7	2	27	35	37	47	29	17	
<b>White (not Hispanic)</b>		8	2	29	37	38	47	24	14	
<b>Black (not Hispanic)</b>		#	#	#	#	#	#	#	#	
<b>Asian</b>		#	#	#	#	#	#	#	#	
<b>Native American</b>		1	1	10	19	28	41	60	39	
<b>Hispanic</b>		3	#	13	#	39	#	46	#	
<b>Economically Disadvantaged</b>		3	1	16	24	36	48	45	27	
<b>Limited English Proficient</b>		1	#	7	#	29	#	63	#	
<b>Students with Disabilities</b>		3	0	13	6	29	32	54	62	
<b>Gender</b>										
		Male	5	2	25	31	37	48	33	20
		Female	9	3	29	38	37	46	25	13

South Dakota Data		NAEP 2007								
Mathematics		Advanced		Proficient		Basic		Below Basic		
		Gr 4	Gr 8	Gr 4	Gr 8	Gr 4	Gr 8	Gr 4	Gr 8	
		%	%	%	%	%	%	%	%	
<b>All Students</b>		4	7	37	32	46	42	14	19	
<b>White (not Hispanic)</b>		4	8	41	35	45	43	9	15	
<b>Black (not Hispanic)</b>		1	#	20	#	48	#	31	#	
<b>Asian</b>		#	#	#	#	#	#	#	#	
<b>Native American</b>		0	1	13	13	46	40	28	46	
<b>Hispanic</b>		#	5	#	13	#	39	#	43	
<b>Economically Disadvantaged</b>		1	3	24	21	50	45	25	31	
<b>Limited English Proficient</b>		0	#	5	#	48	#	47	#	
<b>Students with Disabilities</b>		2	1	20	8	43	29	34	62	
<b>Gender</b>										
		Male	4	8	38	33	44	40	14	19
		Female	4	5	32	32	45	44	19	19

# subgroup does not meet NAEP reporting requirements

The National Assessment of Educational Progress (NAEP) or the "Nation's Report Card" is administered on a biannual basis to a sample of 4th and 8th graders in every state. The most recent NAEP data available are for the 2007 administration. Each student takes a portion of a reading or mathematics assessment. NAEP results are reported for the state and there are no published school or district results .

For more information about NAEP: <http://nces.ed.gov/nationsreportcard/>

For more information about South Dakota NAEP results, contact Jan Martin at [jan.martin@state.sd.us](mailto:jan.martin@state.sd.us).

### Participation Rates

Students with Disabilities	Reading	Math
Grade 4	64%	92%
Grade 8	50%	78%

Limited English	Reading	Math
Grade 4	80%	95%
Grade 8	69%	82%

Participation rates for Students with Disabilities and Limited English Proficient are based on the number of students participating in NAEP based on NAEP-allowed accommodations. Students taking DSTEP-A do not participate in NAEP.

**NCLB District Reports  
Faith School District 46-2**

DISTRICT 2009	ASSESSMENT				ACCOUNTABILITY							
	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % P&A 3-8,11	Grades 3 - 5 AMO=69		Grades 6 - 8 AMO=69		Grades 9 - 12 AMO=62	
	%	%	%	%			%P&A	AYP 3 - 5	%P&A	AYP 6 - 8	%P&A	AYP 9-12
<b>Reading</b>												
<b>All Students</b>	18	56	26	0	100	74	83	Y	74	Y	58	Y
<b>White (not Hispanic)</b>	18	57	25	0	100	75	87	Y	73	Y	62	Y
<b>Black (not Hispanic)</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>Asian</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>Native American</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>Hispanic</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>Economically Disadvantaged</b>	19	49	32	0	100	68	80	Y	70	Y	45	Y
<b>Limited English Proficient</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>	*	*	*	*	*	*	*	*	*	*	*	*
DSTEP w/accommodations	*	*	*	*								
DSTEP w/o accommodations	*	*	*	*								
DSTEP Alternate	*	*	*	*								
<b>Gender</b>												
Male	16	55	30	0	100	71	89		71		46	
Female	21	58	21	0	100	79	77		79		*	
<b>Migrant</b>	*	*	*	*	*	*	*	*	*	*	*	*

DISTRICT 2009	ASSESSMENT				ACCOUNTABILITY							
	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % P&A 3-8,11	Grades 3 - 5 AMO=72		Grades 6 - 8 AMO=72		Grades 9 - 12 AMO=63	
	%	%	%	%			%P&A	AYP 3 - 5	%P&A	AYP 6 - 8	%P&A	AYP 9-12
<b>Mathematics</b>												
<b>All Students</b>	16	68	17	0	100	84	86	Y	89	Y	63	Y
<b>White (not Hispanic)</b>	16	69	15	0	100	85	90	Y	88	Y	67	Y
<b>Black (not Hispanic)</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>Asian</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>Native American</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>Hispanic</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>Economically Disadvantaged</b>	19	57	25	0	100	76	80	Y	81	Y	54	Y
<b>Limited English Proficient</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>Students with Disabilities</b>	*	*	*	*	*	*	*	*	*	*	*	*
DSTEP w/accommodations	*	*	*	*								
DSTEP w/o accommodations	*	*	*	*								
DSTEP Alternate	*	*	*	*								
<b>Gender</b>												
Male	16	67	17	0	100	83	89		92		54	
Female	16	68	16	0	100	84	85		84		*	
<b>Migrant</b>	*	*	*	*	*	*	*	*	*	*	*	*

<b>District Improvement Status</b>	Reading Math		<b>Graduation Rate</b>	100.00%	<b>Attendance Rate</b>	96.03%
<b>Teachers with Emergency or Provisional Credentials</b>		<b>% Classes not taught by Highly Qualified Teachers</b>	1.90%	<b>Districtwide, Classes Not Taught by Highly Qualified Teachers Disaggregated by Poverty Quartile</b>	Highest Quartile of Poverty Schools: 0%	Lowest Quartile of Poverty Schools: 0%

DISTRICT 2009	ASSESSMENT				Participation Rate %
	Advanced	Proficient	Basic	Below Basic	
	%	%	%	%	
<b>Science</b>					
<b>All Students</b>	8	69	21	2	100
<b>White (not Hispanic)</b>	9	70	19	2	100
<b>Black (not Hispanic)</b>	*	*	*	*	*
<b>Asian</b>	*	*	*	*	*
<b>Native American</b>	*	*	*	*	*
<b>Hispanic</b>	*	*	*	*	*
<b>Economically Disadvantaged</b>	11	67	19	4	100
<b>Limited English Proficient</b>	*	*	*	*	*
<b>Students with Disabilities</b>	*	*	*	*	*
DSTEP w/accommodations	*	*	*	*	
DSTEP w/o accommodations	0	25	50	25	
DSTEP Alternate	*	*	*	*	
<b>Gender</b>					
Male	14	62	24	0	100
Female	0	79	16	5	100
<b>Migrant</b>	*	*	*	*	*

Schools in Improvement Status:

Y - Met AYP, N - Did Not Meet AYP

%P&A = Percent Proficient and Advanced

\* group does not meet minimum population size

AMO = Annual Measurable Objective

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**NCLB School Reports**

<b>SCHOOL 2009</b>	<b>ASSESSMENT</b>				<b>ACCOUNTABILITY</b>		
<b>Reading</b>	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO=
	%	%	%	%			AYP Status Y/N
All Students							
White (not Hispanic)							
Black (not Hispanic)							
Asian							
Native American							
Hispanic							
Economically Disadvantaged							
Limited English Proficient							
Students with Disabilities							
Gender							
Male							
Female							
Migrant							

<b>SCHOOL 2009</b>	<b>ASSESSMENT</b>				<b>ACCOUNTABILITY</b>		
<b>Mathematics</b>	Advanced	Proficient	Basic	Below Basic	Partic-pation Rate %	Total % Proficient & Advanced	AMO=
	%	%	%	%			AYP Status Y/N
All Students							
White (not Hispanic)							
Black (not Hispanic)							
Asian							
Native American							
Hispanic							
Economically Disadvantaged							
Limited English Proficient							
Students with Disabilities							
Gender							
Male							
Female							
Migrant							

<b>Improvement Status</b>	Reading Math		Other Academic Indicator (Graduation or Attendance Rate)
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Teachers with Emergency or Provisional Credentials	% Classes not taught by Highly Qualified Teachers
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<b>SCHOOL 2009</b>	<b>ASSESSMENT</b>				Participation Rate %
<b>Science</b>	Advanced	Proficient	Basic	Below Basic	
	%	%	%	%	
All Students					
White (not Hispanic)					
Black (not Hispanic)					
Asian					
Native American					
Hispanic					
Economically Disadvantaged					
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

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SCHOOL 2009	ASSESSMENT				ACCOUNTABILITY		
Reading	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO= 62%
	%	%	%	%			AYP Status Y/N
All Students	5	53	42	0	100	58	Y
White (not Hispanic)	6	56	39	0	100	62	Y
Black (not Hispanic)	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Native American	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Economically Disadvantaged	0	45	55	0	100	45	Y
Limited English Proficient	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Gender							
Male	8	38	54	0	100	46	
Female	*	*	*	*	*	*	
Migrant	*	*	*	*	*	*	

SCHOOL 2009	ASSESSMENT				ACCOUNTABILITY		
Mathematics	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO= 63%
	%	%	%	%			AYP Status Y/N
All Students	5	58	37	0	100	63	Y
White (not Hispanic)	6	61	33	0	100	67	Y
Black (not Hispanic)	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Native American	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Economically Disadvantaged	9	45	45	0	100	54	Y
Limited English Proficient	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Gender							
Male	8	46	46	0	100	54	
Female	*	*	*	*	*	*	
Migrant	*	*	*	*	*	*	

Improvement Status	Reading Math		Other Academic Indicator (Graduation or Attendance Rate)	100%
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Teachers with Emergency or Provisional Credentials		% Classes not taught by Highly Qualified Teachers	0%
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SCHOOL 2009	ASSESSMENT				Participation Rate %
Science	Advanced	Proficient	Basic	Below Basic	
	%	%	%	%	
All Students	11	53	37	0	100
White (not Hispanic)	11	56	33	0	100
Black (not Hispanic)	*	*	*	*	*
Asian	*	*	*	*	*
Native American	*	*	*	*	*
Hispanic	*	*	*	*	*
Economically Disadvantaged	9	55	36	0	100
Limited English Proficient	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
Gender					
Male	15	38	46	0	100
Female	*	*	*	*	*
Migrant	*	*	*	*	*

Y - Met AYP, N - Did Not Meet AYP  
\* group does not meet minimum population size  
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SCHOOL 2009		ASSESSMENT				ACCOUNTABILITY		
Reading		Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO= 69%
		%	%	%	%			AYP Status Y/N
All Students		24	48	28	0	100	72	Y
White (not Hispanic)		24	48	28	0	100	72	Y
Black (not Hispanic)		*	*	*	*	*	*	*
Asian		*	*	*	*	*	*	*
Native American		*	*	*	*	*	*	*
Hispanic		*	*	*	*	*	*	*
Economically Disadvantaged		28	44	28	0	100	72	Y
Limited English Proficient		*	*	*	*	*	*	*
Students with Disabilities		*	*	*	*	*	*	*
Gender								
Male		19	50	31	0	100	69	
Female		31	46	23	0	100	77	
Migrant		*	*	*	*	*	*	

SCHOOL 2009		ASSESSMENT				ACCOUNTABILITY		
Mathematics		Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO= 72%
		%	%	%	%			AYP Status Y/N
All Students		28	59	14	0	100	87	Y
White (not Hispanic)		28	59	14	0	100	87	Y
Black (not Hispanic)		*	*	*	*	*	*	*
Asian		*	*	*	*	*	*	*
Native American		*	*	*	*	*	*	*
Hispanic		*	*	*	*	*	*	*
Economically Disadvantaged		33	50	17	0	100	83	Y
Limited English Proficient		*	*	*	*	*	*	*
Students with Disabilities		*	*	*	*	*	*	*
Gender								
Male		19	75	6	0	100	94	
Female		38	38	23	0	100	76	
Migrant		*	*	*	*	*	*	

Improvement Status	Reading		Other Academic Indicator (Graduation or Attendance Rate)	96.67%
	Math			

Teachers with Emergency or Provisional Credentials	% Classes not taught by Highly Qualified Teachers	0%
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SCHOOL 2009		ASSESSMENT				Participation Rate %
Science		Advanced	Proficient	Basic	Below Basic	
		%	%	%	%	
All Students		5	74	16	5	100
White (not Hispanic)		5	74	16	5	100
Black (not Hispanic)		*	*	*	*	*
Asian		*	*	*	*	*
Native American		*	*	*	*	*
Hispanic		*	*	*	*	*
Economically Disadvantaged		10	70	10	10	100
Limited English Proficient		*	*	*	*	*
Students with Disabilities		*	*	*	*	*
Gender						
Male		8	85	8	0	100
Female		*	*	*	*	*
Migrant		*	*	*	*	*

Y - Met AYP, N - Did Not Meet AYP  
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SCHOOL 2009	ASSESSMENT				ACCOUNTABILITY		
Reading	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO= 69%
	%	%	%	%			AYP Status Y/N
All Students	22	57	22	0	100	79	Y
White (not Hispanic)	23	57	20	0	100	80	Y
Black (not Hispanic)	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Native American	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Economically Disadvantaged	21	54	25	0	100	75	Y
Limited English Proficient	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Gender							
Male	21	59	21	0	100	80	
Female	24	53	24	0	100	77	
Migrant	*	*	*	*	*	*	

SCHOOL 2009	ASSESSMENT				ACCOUNTABILITY		
Mathematics	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO= 72%
	%	%	%	%			AYP Status Y/N
All Students	13	76	11	0	100	89	Y
White (not Hispanic)	14	77	9	0	100	91	Y
Black (not Hispanic)	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Native American	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Economically Disadvantaged	12	67	21	0	100	79	Y
Limited English Proficient	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Gender							
Male	17	72	10	0	100	89	
Female	6	82	12	0	100	88	
Migrant	*	*	*	*	*	*	

Improvement Status	Reading Math		Other Academic Indicator (Graduation or Attendance Rate)	97.07%
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Teachers with Emergency or Provisional Credentials	% Classes not taught by Highly Qualified Teachers	8.30%
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SCHOOL 2009	ASSESSMENT				Participation Rate %
Science	Advanced	Proficient	Basic	Below Basic	
	%	%	%	%	
All Students	10	90	0	0	100
White (not Hispanic)	10	90	0	0	100
Black (not Hispanic)	*	*	*	*	*
Asian	*	*	*	*	*
Native American	*	*	*	*	*
Hispanic	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*
Limited English Proficient	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
Gender					
Male	*	*	*	*	*
Female	*	*	*	*	*
Migrant	*	*	*	*	*

Y - Met AYP, N - Did Not Meet AYP  
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SCHOOL 2009	ASSESSMENT				ACCOUNTABILITY		
Reading	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO=
	%	%	%	%			AYP Status Y/N
All Students	*	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*	*
Black (not Hispanic)	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Native American	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*
Limited English Proficient	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Gender							
Male	*	*	*	*	*	*	
Female	*	*	*	*	*	*	
Migrant	*	*	*	*	*	*	

SCHOOL 2009	ASSESSMENT				ACCOUNTABILITY		
Mathematics	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO=
	%	%	%	%			AYP Status Y/N
All Students	*	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*	*
Black (not Hispanic)	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Native American	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*
Limited English Proficient	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Gender							
Male	*	*	*	*	*	*	
Female	*	*	*	*	*	*	
Migrant	*	*	*	*	*	*	

Improvement Status	Reading		Other Academic Indicator (Graduation or Attendance Rate)	94.64%
	Math			

Teachers with Emergency or Provisional Credentials	% Classes not taught by Highly Qualified Teachers	0%
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SCHOOL 2009	ASSESSMENT				Participation Rate %
Science	Advanced	Proficient	Basic	Below Basic	
	%	%	%	%	
All Students	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*
Black (not Hispanic)	*	*	*	*	*
Asian	*	*	*	*	*
Native American	*	*	*	*	*
Hispanic	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*
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.