

# Statistical Profile 2014-2015

## Bon Homme School District 4-2



### This District's Profile

This profile summarizes data reported by the South Dakota Department of Education for the Bon Homme School District. It does not provide interpretations of that data.

### Contents:

- 1 Demographic Profile (pp.2-3)
- 2 Special Education Profile (p.4)
- 3 Student Behavior Profile (p.5)
- 4 College Admissions and Placement Performance (pp. 6-8)
- 5 ELA and Math Performance—Smarter Balanced and Science Performance – Dakota STEP (pp. 9-14)
- 6 Adequate Yearly Progress 2005-2011 (AYP) and School Performance Index (SPI) for 2012-13 (pp. 16-18)
- 7 NAEP Overview

# 1 Demographic Profile

**Bon Homme School District 4-2**  
**PO Box 28**  
**Tyndall, SD 57066**

**Home County:** Bon Homme  
**Area in Square miles:** 581

## School Names:

- ◆ Bon Homme High School
- ◆ Bon Homme Middle School
- ◆ Springfield Elementary School
- ◆ Tabor Elementary School
- ◆ Tyndall Elementary School
- ◆ Bon Homme Hutterische Colony School
- ◆ Bon Homme Hutterische Colony Alternative High School

## District Enrollment

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment (Pre-K-12)	589	566	560	534	567	523	593
ADM for PreK-12 (District)	587.15	582.47	602.6	585.97	595.35	566.75	566.40
ADM for PreK (morning)			28.85	28.60	31.40	20.41	14.17
ADM for PreK (afternoon)			NA	NA	4.94	9.97	8.00
ADM for Springfield Preschool			2.62	NA	NA	NA	9.34
ADM for Tyndall AK			6	NA	6.00	9.00	7.00
ADM for Hutterische Colony AK			4.95	5.94	5.00	5.00	7.00
ADM for K-8 Colony Elementary	38.00	35.00	33.66	32.34	38.00	40.00	42.00
ADM for K-5 Springfield Elementary	41.91	46.03	42.98	51.86	54.51	42.41	50.20
ADM for K-5 Tabor Elementary	50.80	47.66	47.72	48.76	52.61	45.76	43.59
ADM for K-5 Tyndall Elementary	135.76	126.36	106.91	108.54	103.41	98.71	114.28
ADM for 6-8 (BHMS)	133.14	131.34	116.57	99.85	109.83	109.29	103.41
ADM for BHHS	167.54	173.33	183.19	175.00	166.38	156.88	146.56
ADM for Colony Alternative HS	10.00	12.00	8.97	10.24	8.30	8.94	7.78
ADM for Home School	10.00	10.75	18.68	18.55	14.97	16.67	8.73
Students with Disabilities enrollment	89	81	95	91	100	99	89
(% of K-5 with special needs)			21	21	22	21	18
(% of 6-8 with special needs)			12.7	10.1	17.6	14.4	14
(% of 9-12 with special needs)			11	11	10	16	14
Economically Disadvantaged enrollment (% eligible for free and reduced lunch)			35.70%	37.40%	43.20%	43.80%	43.30%
(% of PreK-5)			47.00%	46.00%	48.00%	47.00%	49.60%
(% of 6-8)			34.70%	35.40%	45.40%	43.20%	37.90%
(% of 9-12)			20.00%	25.00%	34.00%	39.00%	36.00%
Total Open Enrolled Students Received	27	25	26	37	37	27	26
Open Enrolled Students Rec'd PreK-5	13	8	8	14	14	9	6
Open Enrolled Students Rec'd 6-8	7	7	7	9	9	5	5
Open Enrolled Students Rec'd 9-12	7	10	11	14	14	13	15
Total Native American Enrollment	9	6	5	6	6	2	4
PreK-5	5	4	4	4	5	0	3

6-8	1	1	0	1	1	2	0
9-12	3	1	1	1	0	0	1
Black, Hispanic, & other minority enrollment	34	20	23	18	20	19	20
LEP Enrollment (Limited English Proficiency)	23	29	17	22	27	32	35

## Staff Profile

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Certified Instructional Staff (#FTE)	52	51	47.3	48	46.1	47.81	49.21
% with Advanced Degrees	19	38.46%	29.20%	42.00%	31.25%	32.56%	23.38%
Average Years of Experience	16.71	17.04	17.33	18.73	14	15	15
Student to Staff Ratio	11:1	11:1	10:1	11:1	12:1	11:1	11:1
Classes Not Taught by Highly Qualified Teachers	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
PreK-5	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
6-8	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
9-12	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Number of core courses taught by SPED teachers	30	30	28	28	26	18	30

## 2 Special Education Profile

### Disability Prevalence

(Number of Students based on Federal Child Count)

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Deaf-Blind	0	0	0	0	0	0	0
Emotionally Disturbed	5	2	2	2	1	1	3
Mental Retardation	6	4	5	3	5	4	6
Hearing Impaired	1	4	3	3	1	0	0
Learning Disabled	27	24	26	31	40	40	39
Multiple Disabilities	6	5	5	3	3	3	0
Orthopedic Impairment	0	0	0	0	0	0	0
Visually Impaired	5	0	4	4	5	5	2
Deaf	0	0	0	2	3	3	3
Speech/Language	32	27	26	28	19	15	16
Other Health Impaired	5	8	5	3	3	5	6
Autism	1	2	1	1	1	1	1
Traumatic Brain Injury	0	0	0	0	0	0	0
Prolonged Assistance	1	5	7	2	5	6	4
<b>TOTAL</b>	89	81	84	82	86	83	80

### Special Education Placement Categories

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Home	0	1	1	0	0	0	0
Residential Facility	3	2	2	0	2	2	4
Separate School	0	0	1	0	0	0	0
Regular Classroom	56	48	48	53	52	52	52
Self-Contained Classroom	1	3	2	1	0	0	2
24 Hour Program	0	0	0	2	0	0	0
Early Childhood Setting	2	4	9	1	0	3	3
Early Childhood Special Ed Setting	5	7	3	6	3	5	3
PT Early Child/ PT Early Child SPED	0	2	0	2	10	5	2
Resource Room	22	13	18	15	19	16	14
Day Program	0	1	0	0	0	0	0
Home / Hospital Program	0	0	0	0	0	0	0
<b>TOTAL</b>	89	81	84	82	86	83	80

## 3 Student Behavior Profile

### Attendance, Graduation, and Discipline Data

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Attendance Rate	97.10%	97.10%	96.89%	96.75%	96.60%	97.33%	88.39%
Springfield Elementary					96.00%	96.35%	84.30%
Tabor Elementary					97.10%	97.52%	95.45%
Tyndall Elementary					97.11%	97.57%	89.70%
Bon Homme Hutterische Colony					99.35%	99.48%	100.00%
6-8	96.58%	96.58%	96.09%	97.00%	96.56%	96.44%	80.35%
Truancy Rate %	0.34%	0.00%	0.18%	0.00%	0.95%	0.20%	0.00%
Suspension Rate %	10.70%	5.00%	4.00%	5.82%	4.80%	2.00%	5.60%
Discontinued Education or Exceeds Compulsory Age	1%	0%	1.00%	0.50%	2.60%	2.00%	1.90%
Graduation Rate	97.44%	100%	86.96%	81.63%	90.24%	100.00%	95.12%
Number of Graduates	38	38	44	40	37	48	40

\*Numbers are too small to publicly report in some instances.

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.

The Department of Education changed the way it calculates graduation rate, in an effort to make it a more accurate count. The graduation rate starting with the 2004-05 school year is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade dropouts.

# 4 College Admissions and Placement Performance

## ACT Results

	2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
Number Tested	32		28		23		33		31		20		32		23	
	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State
	Avg	Avg	Avg	Avg	Avg	Avg	Avg	Avg	Avg	Avg	Avg	Avg	Avg	Avg	Avg	Avg
English	21.6	21.2	20.9	21.2	21.3	21.1	20.5	21	20.7	21.0	19.3	20.9	21.0	21.0	20.6	21.0
Math	22.6	21.9	20.5	21.8	22.3	21.6	22.6	21.8	21.1	21.8	22.5	21.8	21.3	21.8	21.8	21.7
Reading	22.5	22.3	21	22.3	22.4	22	21.6	22	21.5	22.1	21.8	22.1	22.1	22.3	23.4	22.4
Science	23.7	22.0	21.8	22.0	22.7	21.9	23.2	22.1	22.5	22.0	24.0	22.1	22.2	22.1	23.5	22.1
<b>Composite Score</b>	22.7	22.0	21.1	22.0	22.3	21.8	22.2	21.8	21.5	21.8	22.1	21.9	22.0	21.9	22.4	21.9

## College Readiness Data

NOTE: Identifies the % of ACT Tested students who were identified as College Ready.

% from 2015 ACT Data	Bon Homme	State
College English Composition	70	70
College Algebra	52	51
College Social Science	65	54
College Biology	70	46
Meeting All 4	39	33

% from 2014 ACT Data	Bon Homme	State
College English Composition	75	72
College Algebra	44	52
College Social Science	47	51
College Biology	41	46
Meeting All 4	28	32

% from 2013 ACT Data	Bon Homme	State
College English Composition	60	72
College Algebra	50	53
College Social Science	50	52
College Biology	50	46
Meeting All 4	35	32

<b>% from 2012 ACT Data</b>	<b>Bon Homme</b>	<b>State</b>
College English Composition	74	73
College Algebra	48	54
College Social Science	58	58
College Biology	39	37
Meeting All 4	32	30

<b>% from 2011 ACT Data</b>	<b>Bon Homme</b>	<b>State</b>
College English Composition	67	72
College Algebra	61	52
College Social Science	61	58
College Biology	58	37
Meeting All 4	42	29

<b>% from 2010 ACT Data</b>	<b>Bon Homme</b>	<b>State</b>
College English Composition	83	74
College Algebra	57	50
College Social Science	65	58
College Biology	48	35
Meeting All 4	35	28

<b>% from 2009 ACT Data</b>	<b>Bon Homme</b>	<b>State</b>
College English Composition	79	74
College Algebra	29	49
College Social Science	54	60
College Biology	29	36
Meeting All 4	18	28

<b>% from 2008 ACT Data</b>	<b>Bon Homme</b>	<b>State</b>
College English Composition	81	75
College Algebra	50	50
College Social Science	56	59
College Biology	44	35
Meeting All 4	22	28

<b>% from 2007 ACT Data</b>	<b>Bon Homme</b>	<b>State</b>
College English Composition	76	75
College Algebra	57	50
College Social Science	51	58
College Biology	32	34
Meeting All 4	24	27

<b>% from 2006 ACT Data</b>	<b>Bon Homme</b>	<b>State</b>
College English Composition	74	74
College Algebra	45	49
College Social Science	63	58
College Biology	45	33
Meeting All 4	29	26

## Advanced Placement & Dual Credit Course Enrollment

		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b># of students enrolled</b>	AP/Dual Credit	26	38	64	41	14	51	46



## 5 Reading, Math, and Science Performance

### ELA and Math (Smarter Balanced Test) and Dakota STEP Results in Science

from the Department of Education School Report Card

In 2013-2014, the state changed the Dakota STEP test previously used to measure progress in Reading, Math, and Science to the Smarter Balanced Test for English/Language Arts and Math. Students in grades 3-8 and 11 took the online version of the test. No results were reported in these areas until 2015. Students in grades 5, 8, and 11 continued to take the Dakota STEP Science test and the data received from that test is reported below:

	2014-15 Smarter Balanced				
	% Level 4	% Level 3	Level 3 and 4	% Level 2	% Level 1
(All Students)					
District Gr. 3 ELA	21.28	48.94	70.22	21.28	8.51
District Gr. 4 ELA	25.00	30.00	55.00	32.50	12.50
District Gr. 5 ELA	11.43	45.71	57.14	22.86	20.00
District Gr. 6 ELA	0.00	17.86	17.86	46.43	35.71
District Gr. 7 ELA	11.63	34.88	46.51	41.86	11.63
District Gr. 8 ELA	2.33	41.86	44.19	30.23	23.26
District Gr. 11 ELA	51.61	35.48	87.09	12.90	0.00
(All Students)					
State Gr. 3 ELA	21.79	25.87	47.66	27.02	23.53
State Gr. 4 ELA	19.26	25.18	44.44	23.58	30.06
State Gr. 5 ELA	15.08	32.69	47.77	23.53	26.74
State Gr. 6 ELA	11.48	33.04	44.52	31.19	22.46
State Gr. 7 ELA	11.78	36.67	48.45	27.33	22.48
State Gr. 8 ELA	10.32	37.01	47.33	30.16	20.71
State Gr. 11 ELA	22.62	37.09	59.71	24.45	13.83

(All Students)					
District Gr. 3 Math	17.02	36.17	53.19	31.91	14.89
District Gr. 4 Math	15.00	35.00	50.00	45.00	5.00
District Gr. 5 Math	11.43	25.71	37.14	45.71	17.14
District Gr. 6 Math	0.00	17.86	17.86	64.29	17.86
District Gr. 7 Math	13.95	34.88	48.83	37.21	13.95
District Gr. 8 Math	6.98	30.23	37.21	32.56	30.23
District Gr. 11 Math	19.35	38.71	58.06	32.26	9.68
(All Students)					
State Gr. 3 Math	17.20	33.03	50.23	26.42	21.74
State Gr. 4 Math	13.74	30.74	44.48	34.04	19.80
State Gr. 5 Math	14.66	21.52	36.18	33.30	28.65
State Gr. 6 Math	11.55	22.24	33.79	36.29	28.31
State Gr. 7 Math	13.84	24.75	38.59	33.61	26.38
State Gr. 8 Math	16.39	21.73	38.12	29.37	30.92
State Gr. 11 Math	11.20	27.57	38.77	29.16	30.09
Gr. 3 ELA Springfield	27.27	54.55	81.82	9.09	9.09
Gr. 3 Math Springfield	9.09	36.36	45.45	36.36	18.18
Gr. 4 ELA Springfield	20.00	30.00	50.00	40.00	10.00
Gr. 4 Math Springfield	20.00	30.00	50.00	50.00	0.00
Gr. 5 ELA Springfield					
Gr. 5 Math Springfield					
Gr. 3 ELA Tabor	0.00	50.00	50.00	30.00	20.00
Gr. 3 Math Tabor	0.00	60.00	60.00	20.00	20.00
Gr. 4 ELA Tabor					
Gr. 4 Math Tabor					
Gr. 5 ELA Tabor					
Gr. 5 Math Tabor					
Gr. 3 ELA Tyndall	23.81	57.14	80.95	19.05	0.00
Gr. 3 Math Tyndall	23.81	33.33	57.14	28.57	14.29
Gr. 4 ELA Tyndall	11.76	41.18	52.94	35.29	11.76
Gr. 4 Math Tyndall	0.00	41.18	41.18	52.94	5.88
Gr. 5 ELA Tyndall	6.25	43.75	50.00	31.25	18.75
Gr. 5 Math Tyndall	0.00	37.50	37.50	43.75	18.75
Gr. 3 ELA Colony					
Gr. 3 Math Colony					
Gr. 4 ELA Colony					
Gr. 4 Math Colony					
Gr. 5 ELA Colony					
Gr. 5 Math Colony					

Gr. 6 ELA Colony					
Gr. 6 Math Colony					
Gr. 7 ELA Colony					
Gr. 7 Math Colony					
Gr. 8 ELA Colony					
Gr. 8 Math Colony					
Gr. 6 ELA MS	0.00	20.00	20.00	44.00	36.00
Gr. 6 Math MS	0.00	20.00	20.00	60.00	20.00
Gr. 7 ELA MS	10.26	33.33	43.59	43.59	12.82
Gr. 7 Math MS	12.82	35.90	48.72	38.46	12.82
Gr. 8 ELA MS	2.56	41.03	43.59	30.77	23.08
Gr. 8 Math MS	7.69	33.33	41.02	30.77	28.21
Gr. 11 ELA HS	51.61	35.48	87.09	12.90	0.00
Gr. 11 Math HS	19.35	38.71	58.06	32.26	9.68
Gr. 11 ELA Alt. HS					
Gr. 11 Math Alt. HS					
Dakota STEP Test (All Students)	% Adv.	% Prof.	% Prof. + Adv.	% Basic	% Below Basic
District Gr. 5 Science	17.14	62.86	80.00	14.29	5.71
Gr. 5 Science Springfield					
Gr. 5 Science Tabor					
Gr. 5 Science Tyndall	18.75	68.75	87.50	12.50	0.00
Gr. 5 Science Colony					
District Gr. 8 Science	11.90	54.76	66.66	23.19	7.14
Gr. 8 Science Colony					
Gr. 8 Science MS	13.16	60.53	73.69	18.42	7.89
District Gr. 11 Science	29.03	64.52	93.55	6.45	0.00
State Gr. 5 Science	12.94	62.99	75.93	19.66	4.41
State Gr. 8 Science	7.38	62.01	69.39	27.24	3.37
State Gr. 11 Science	10.95	58.34	69.29	28.05	2.66

Blank spaces indicate that the number of students was too small to publicly report the data. The state requires that subgroups must have ten students to publicly report the data.

## Dakota STEP participation rates

Assessment Participation Rates						
2009-10	2010-11	2011-12	2012-13	2013-14	2013-14	2014-15
100%	100%	100%	100%	100%	100%	98.18%

## Smarter Balanced Participation Rate:

2015-16 Participation Rate				
	# of students	Goal %	District %	State %
ELA	268	95	99.63	99.3
Math	268	95	99.63	99.37
Science	110	NA	98.18	98.64

## Dakota STEP results by subgroup

In 2012, the SD Department of Education added the subgroups “Gap” and “Non-Gap.” They have defined these groups as those who historically have contributed to the achievement gap in South Dakota. Currently those student groups included in the gap group include: Black, Native American, Hispanic, economically disadvantaged, students with disabilities, and limited English proficient. No student can be counted more than once, even if they fit more than one category.

During the 2013-2014 school year, South Dakota made the change from the Dakota STEP test for Reading and Math to the Smarter Balanced Test. As the first year became a pilot year for the test, no results were returned to schools in the fall of 2014 except for Science which remained as the traditional Dakota STEP test.

English/Language Arts, Math, and Science results were returned from the 2014-2015 testing and are shown below:

2015 ELA Level 3 and 4 Percentages District Data							
	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 11
All	70.22	55.00	57.14	17.86	46.51	44.19	87.09
Students with Disabilities	50.00	*	*	*	*	*	*
Economically Disadvantaged	70.00	44.44	42.10	18.18	50.00	20.00	*
Native American	*	*	*	*	*	*	*
White	70.22	57.90	55.88	18.52	47.61	48.71	86.20
Hispanic	*	*	*	*	*	*	*
Black	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
ELL (English Language Learners)	*	*	*	*	*	*	*
Male	73.91	76.73	47.06	8.33	43.48	43.48	75.00
Female	66.66	61.11	66.67	25.00	50.00	45.00	94.73
Migrant	*	*	*	*	*	*	*
Gap	64.29	47.62	43.48	15.38	45.00	17.39	*
Non-Gap	78.95	63.16	83.33	20.00	47.82	75.00	95.45

\* group does not meet minimum population size to publicly report data

## 2015 Math Level 3 and 4 Percentages District Data

	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 11
All	53.19	50.00	37.14	17.86	48.83	37.21	58.06
Students with Disabilities	35.72	*	*	*	*	*	*
Economically Disadvantaged	55.00	33.33	42.11	9.09	44.44	20.00	*
Native American	*	*	*	*	*	*	*
White	53.19	52.63	38.23	18.52	50.00	38.46	55.17
Hispanic	*	*	*	*	*	*	*
Black	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
ELL (English Language Learners)	*	*	*	*	*	*	*
Male	65.22	45.46	35.29	8.33	56.52	39.13	41.67
Female	41.67	55.56	38.89	25.00	40.00	35.00	68.42
Migrant	*	*	*	*	*	*	*
Gap	42.86	33.33	34.79	7.69	40.00	17.39	*
Non-Gap	68.42	68.43	41.67	26.67	56.52	60.00	63.64

\* group does not meet minimum population size to publicly report data

## 2015 Science % Proficient and Advanced

	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 11
All	Not Assessed	Not Assessed	80.00	Not Assessed	Not Assessed	66.66	93.55
Students with Disabilities			*			*	
Economically Disadvantaged			73.68			47.37	*
Native American			*			*	
White			81.82			68.42	93.1
Hispanic			*			*	
Black			*			*	
Asian			*			*	
ELL (English Language Learners)			*			*	
Male			76.47			68.18	83.34
Female			83.34			65.00	100.00
Migrant			*			*	
Gap			69.56			40.91	*
Non-Gap			100.00			95.00	100.00

\* group does not meet minimum population size to publicly report data

The Department of Education uses two measures to calculate High School Completion: High School Completer Rate and the Four-Year Cohort Graduation Rate. Each counts for half of the total 25 points available for this indicator in the calculation of SPI.

Four-Year Cohort Graduation Rate is the number of students who graduate in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for that graduating class. South Dakota is required to follow the Title I Four-Year Cohort methodology in determining Graduation Rate, as defined in 34 C. F. R. § 200.19(b).

Four-year Cohort Graduation						
Subgroup	Number of students	target %	school current year %	school prior year %	district current year %	state current year %
All students	41	85	95.12	84.00	88.64	83.96
Hispanic/Latino						70.35
American Indian/Alaska Native						49.79
Asian						82.32
Black/African American						71.10
White/Caucasian	39	85	94.87	84.78	88.10	89.63
Multi-racial						72.78
Students with Disabilities						60.95
English Language Learners						56.84
Economically Disadvantaged	14	85	92.86	73.33	92.86	67.14
Female	21	85	95.24	96.15	95.24	86.42
Male	20	85	95.00	70.83	82.61	81.65
Migrant						73.53
Gap	17	85	94.12	72.22	84.21	68.38
Non-gap	24	85	95.83	90.63	92.00	93.82

High School Completer Rate is the percent of students in the most recently completed school year who have attained a diploma or a GED. This includes students who graduated outside of the traditional four-year timeframe (both early and late graduates).

High School Completion					
subgroup	Number of students	school current year %	school prior year %	district current year %	state current year %
All students	47	89.36	100.00	87.76	90.06
Hispanic/Latino					82.67
American Indian/Alaska Native					65.93
Asian					95.27
Black/African American					82.38

White/Caucasian	45	88.89	100.00	87.23	93.60
Multi-racial					82.12
Students with Disabilities					74.90
English Language Learners					76.16
Economically Disadvantaged	16	87.50	100.00	82.35	79.63
Female	22	95.45	100.00	91.30	91.30
Male	25	84.00	100.00	84.62	88.89
Migrant					94.12
Gap	20	90.00	100.00	86.36	80.29
Non-gap	27	88.89	100.00	88.89	96.02

## 6 Adequate Yearly Progress (AYP) Profile (2005-2011) and School Performance Index (SPI) for 2012 and later

### District Level AYP Summary

Objectives	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Grad Rate	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Attendance	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Reading	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Math	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK

**\* NOTE: AYP must be met for 2 consecutive years in order to be removed from School Improvement status.**

**The new school report card made public by the state in the summer of 2012, did away with AYP determinations which were used to identify schools in need of improvement. The South Dakota Flexibility Waiver will place schools into categories based on growth determinations using an SPI (School Performance Index) that rates schools based on student scores and attendance (elementary and middle schools/junior highs) for 2012-13 and student scores, attendance, and college readiness (ACT scores) for high schools. (See page 16-17.)**



## School Level AYP Summary

Reporting School Improvement Status designations and subsequent status.

School & Objectives	2005-2006			2006-2007			2007-2008			2008-2009			2009-2010			2010-2011		
	AYP	Status		AYP	Status		AYP	Status		AYP	Status		AYP	Status		AYP	Status	
	R	M		R	M		R	M		R	M		R	M		R	M	
Bon Homme High School	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK
Bon Homme Middle School	Y	Y	OK	Y	Y	OK	Y	Y	OK	N	Y	OK	Y	Y	OK	Y	Y	OK
Hutterische Colony Elem	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK
Springfield Elementary	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK
Tabor Elementary	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK
Tyndall Elementary	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK	Y	Y	OK

**\* NOTE: AYP must be met for 2 consecutive years in order to be removed from School Improvement status.**

**The new school report card made public by the state in the summer of 2012, did away with AYP determinations which were used to identify schools in need of improvement. The South Dakota Flexibility Waiver will place schools into categories based on growth determinations using an SPI (School Performance Index) that rates schools based on student scores and attendance (elementary and middle schools/junior highs) for 2012-13 and student scores, attendance, and college readiness (ACT scores) for high schools. No change was made to SPI scores in 2014 due to lack of data from the new Smarter Balanced Test.**

**Bon Homme's current (2014-2015) SPI scores are shown in the chart below. Some of the indicators selected by the state are currently being used. Originally the state planned to include the other indicators at a later date, but has now made the determination that some of the indicators will be dropped. Indicators used for elementary and middle schools are different than the indicators for the high school, but all SPI scores are based on a total of 100 points,**

School	Student Achievement	Academic Growth	Attendance	Effective Teachers & Principals	School Climate	Total SPI
possible pts.	80	N/A*	20	N/A*	N/A*	100
Springfield 2014-15	46.16	N/A*	16.86	N/A*	N/A*	63.02
Tabor 2014-15	53.33	N/A*	19.09	N/A*	N/A*	72.42
Tyndall 2014-15	45.39	N/A*	17.94	N/A*	N/A*	63.33
BH Colony 2014-15	29.23	N/A*	20.00	N/A*	N/A*	49.23

BHMS 2014-15	31.11	N/A*	16.07	N/A*	N/A*	47.18
	Student Achievement	HS Completion	College Readiness	Effective Teachers & Principals	School Climate	Total SPI
possible pts.	50	25	25	N/A*	N/A*	100
BHHS 2014-15	36.29	23.06	18.55	N/A*	N/A*	77.90

Based on SPI scores, schools are ranked into categories.

- ▶ Exemplary: Top 5%
- ▶ Status: Top 10%
- ▶ Progressing: Between top 10% and bottom 5%
- ▶ Priority: Bottom 5%
- ▶ Focus: Title I schools contributing to achievement gap
- ▶ Small School: Enrollment below 10 (No accountability and confidential data)

In 2012, Bon Homme Schools received the following rankings:

Bon Homme Hutterische Colony School is an Exemplary High Performing School  
Springfield Elementary is a Status School.

Tabor Elementary, Tyndall Elementary, BHMS, and BHHS are all Progressing Schools.  
The Bon Homme Hutterische Colony Alternative HS is a Small School.

No change in the rankings was made in 2014 due to the lack of data from the new Smarter Balanced Test. 2013 rankings remained in effect for 2014.

The 2014-2015 Smarter Balanced Test and attendance ranked the Bon Homme Schools into the following categories based on their total SPI scores:

Tabor Elementary: Exemplary High Performing

BHHS: Status School

Springfield Elementary, Tyndall Elementary, BHMS, BH Colony School: Progressing Schools

BH Colony Alternative HS: Small School

## 7 NAEP Overview

NAEP is the National Assessment of Educational Progress or the “Nation’s Report Card.” It is administered biannually to a sample of 4<sup>th</sup> and 8<sup>th</sup> graders in every state. The most recent NAEP data available is from 2013. The result of the NAEP are reported for each state as well as the nation.

Proficiency levels on this test are not necessarily equivalent to proficiency levels on the Smarter Balanced test.

NAEP Quick Facts:

In 2013, the average reading score for fourth-grade students in South Dakota was 218. This was lower than that for the nation's public schools (221).

In 2013, the average reading score for eighth-grade students in South Dakota was 268. This was higher than that for the nation's public schools (266).

In 2013, the average mathematics score for fourth-grade students in South Dakota was 241. This was not significantly different from that for the nation's public schools (241).

In 2013, the average mathematics score for eighth-grade students in South Dakota was 287. This was higher than that for the nation's public schools (284).

Percent of students at or above proficiency levels in 2013:

NAEP comparison 2013		
	Grade 4	Grade 8
Nation math	42%	33%
Nation reading	36%	34%
State math	40%	38%
State reading	32%	36%

More detailed information about the NAEP test and results can be found at [www.doe.sd.gov/oats/NAEP.aspx](http://www.doe.sd.gov/oats/NAEP.aspx)

## Notes and Definitions

- ◆ An overview of NCLB information can be found at:  
<http://sis.ddncampus.net:8081/nclb/overview.html>
- ◆ 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 AMO for subgroups 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 and college readiness. Middle and elementary schools are accountable for attendance rate. All grades are accountable for test participation and student achievement.
- ◆ Progress may be measured 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).

In 2012, South Dakota made significant changes to the interpretation of students' scores. The South Dakota School Report Card and Assessment results can be viewed at <http://doe.sd.gov/reportcard/index.aspx> The following explanation of the new Report Card is taken from the State's webpage:

- #1 – School Name/School Year – This field identifies the level of the Report Card (school, district, or state level). This field also identifies the school year of the Report Card.
- #2 – Navigation Menu – This area allows the user to quickly reference a particular page of the Report Card.
- #3 – ESEA Flexibility – This area gives the user a link to additional information on South Dakota's recently approved ESEA Flexibility waiver.
- #4 – Teacher Qualifications – This area of the Report Card identifies the Highly Qualified status of the teachers at the individual school, district and state levels.
- #5 – Percent of students meeting Full Academic Year (FAY) for Academic Achievement – This gives the percent of students in the tested grades who were continuously enrolled from October 1<sup>st</sup> through the end of the testing window. These are the students who are included in the Academic Achievement analysis.

#6 – Racial Breakout of the students tested in the School – this is a quick reference of the racial breakout of the students tested.

#7 – Special Subgroup Breakout – this is a quick reference of the 3 non-racial subgroups tested.

### **NAEP Overview Tab**

This tab provides general information on the most current NAEP testing that has occurred in South Dakota.

### **NAEP Grade 4 Tab**

This tab provides the results of the NAEP testing in both Reading and Math at Grade 4.

### **NAEP Grade 8 Tab**

This tab provides the results of the NAEP testing in both Reading and Math at Grade 8.

### **Reading 95% Participation**

This tab provides information as to how each subgroup did in meeting the participation rate for the current year. This information is measured against the pre-established participation rate target which is 95%.

Please Note: This document outlines the PUBLIC version of a SAMPLE Report Card. The data displayed is sample data and includes fictional students.

### **Reading 2yr Participation**

This tab provides the participation rates for each subgroup for the last 2 years.

### **Reading AMO Target**

This tab provides the proficiency rate that each subgroup achieved in Reading for the current year. This information is measured against the pre-established AMO Target as outlined in the Accountability Workbook. <http://doe.sd.gov/NCLB/index.asp>

### **Math 95% Participation**

This tab provides information as to how each subgroup did in meeting the participation rate for the current year. This information is measured against the pre-established participation rate target which is 95%.

### **Math 2yr Participation**

This tab provides the participation rates for each subgroup for the last 2 years.

### **Math AMO Target**

This tab provides the proficiency rate that each subgroup achieved in Math for the current year.

This information is measured against the pre-established AMO Target as outlined in the Accountability Workbook. <http://doe.sd.gov/NCLB/index.asp>

### **OAI**

This tab provides information as to how each subgroup did in meeting the “Other Academic Indicator – OAI”. Attendance is the OAI used for Elementary Schools and Middle Schools.

- ◆ Graduation Rate is the OAI used for High Schools.