Performance Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>District</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent attending 94% or more of enrolled days</td>
<td>71.18%</td>
<td></td>
</tr>
<tr>
<td>ELA Multi Year - Proficiency</td>
<td>43.33%</td>
<td></td>
</tr>
<tr>
<td>Math Multi Year - Proficiency</td>
<td>32.92%</td>
<td></td>
</tr>
<tr>
<td>ELA Current Year - Participation</td>
<td>99.74%</td>
<td></td>
</tr>
<tr>
<td>Math Current Year - Participation</td>
<td>99.48%</td>
<td></td>
</tr>
<tr>
<td>ELA Academic Growth</td>
<td>54.44%</td>
<td></td>
</tr>
<tr>
<td>Math Academic Growth</td>
<td>47.96%</td>
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</tr>
<tr>
<td>Four-year Cohort Graduation</td>
<td>60.58%</td>
<td></td>
</tr>
<tr>
<td>High School Completion</td>
<td>78.83%</td>
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</tr>
<tr>
<td>Career Readiness</td>
<td>90.24%</td>
<td></td>
</tr>
<tr>
<td>English College Readiness</td>
<td>64.28%</td>
<td></td>
</tr>
<tr>
<td>Math College Readiness</td>
<td>43.90%</td>
<td></td>
</tr>
</tbody>
</table>

* No bar will display at the school or district level if the subgroup does not meet minimum size for reporting purposes.

School Performance Index

**District Classification:**
- Exemplary Schools: 0 / 4 Schools (0.00%)
- Status Schools: 0 / 4 Schools (0.00%)
- Progressing Schools: 3 / 4 Schools (75.00%)
- Priority Schools: 0 / 4 Schools (0.00%)
- Focus Schools: 0 / 4 Schools (0.00%)
- Small Schools: 0 / 4 Schools (0.00%)

Staffing

Core Classes Taught by Highly Qualified Teachers

- Number of Core Content Classes: 431
- Percent of Classes taught by Highly Qualified Teachers: 98.38%
- Percent of Classes not taught by Highly Qualified Teachers: 1.62%

It has been determined that South Dakota does not offer an Emergency or Provisional License. This information is therefore not being reported.

Administrators: 5.5
School Service Specialists: 5.5
Teachers: 79
  - Average Years of Experience: 12
  - Percent with Advanced Degrees: 27.71%

Percent with advanced degrees does not include unknown degrees. Number may not match pie chart.

Degrees Earned for Instructional Staff

- Bachelors: 70.27%
- Doctorate: 1.35%
- Masters: 28.38%
- Specialist: 0.00%

Student Population

Race/Ethnicity
Percent of Student Population

- Hispanic / Latino
- American Indian / Alaskan Native
- Asian
- Black / African American
- Native Hawaiian / Pacific Islander
- White / Caucasian
- Multi-Racial

Student With Disabilities
English Language Learners
Economically Disadvantaged
Gap

District Current Year
State Current Year
## Student Achievement: ELA Multi Year - Proficiency

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Students</th>
<th>District Current Year</th>
<th>District Multi Year</th>
<th>State Multi Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>727</td>
<td>44.72%</td>
<td>43.33%</td>
<td>51.05%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>33</td>
<td>18.75%</td>
<td>24.24%</td>
<td>36.32%</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>19</td>
<td>*</td>
<td>36.84%</td>
<td>21.65%</td>
</tr>
<tr>
<td>Asian*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>46.41%</td>
</tr>
<tr>
<td>Black / African American*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>32.55%</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>48.11%</td>
</tr>
<tr>
<td>White / Caucasian</td>
<td>632</td>
<td>47.17%</td>
<td>44.78%</td>
<td>57.23%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>27</td>
<td>31.25%</td>
<td>33.33%</td>
<td>46.17%</td>
</tr>
<tr>
<td>Student With Disabilities</td>
<td>108</td>
<td>8.93%</td>
<td>11.11%</td>
<td>18.69%</td>
</tr>
<tr>
<td>English Language Learners*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>11.61%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>369</td>
<td>36.73%</td>
<td>36.04%</td>
<td>34.60%</td>
</tr>
<tr>
<td>Female</td>
<td>345</td>
<td>52.84%</td>
<td>51.59%</td>
<td>57.21%</td>
</tr>
<tr>
<td>Male</td>
<td>382</td>
<td>37.31%</td>
<td>35.86%</td>
<td>45.18%</td>
</tr>
<tr>
<td>Migrant*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>13.36%</td>
</tr>
<tr>
<td>Gap</td>
<td>421</td>
<td>34.70%</td>
<td>34.44%</td>
<td>34.20%</td>
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<tr>
<td>Non-Gap</td>
<td>306</td>
<td>59.33%</td>
<td>55.56%</td>
<td>67.48%</td>
</tr>
</tbody>
</table>

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### Student Achievement: ELA Current Year - Proficiency

#### Data Matrix

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Students</th>
<th>AMO</th>
<th>District Current Year</th>
<th>District Prior Year</th>
<th>State Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>369</td>
<td>46.74</td>
<td>44.72</td>
<td>41.90</td>
<td>52.55</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>16</td>
<td>35.29</td>
<td>18.75</td>
<td>29.41</td>
<td>37.88</td>
</tr>
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<td>*</td>
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<td>*</td>
<td>30.00</td>
<td>22.79</td>
</tr>
<tr>
<td>Asian*</td>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>48.47</td>
</tr>
<tr>
<td>Black / African American*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>33.08</td>
</tr>
<tr>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>45.61</td>
</tr>
<tr>
<td>White / Caucasian</td>
<td>318</td>
<td>47.16</td>
<td>47.17</td>
<td>42.36</td>
<td>58.91</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>16</td>
<td>41.66</td>
<td>31.25</td>
<td>36.36</td>
<td>47.65</td>
</tr>
<tr>
<td>Student With Disabilities</td>
<td>56</td>
<td>20.67</td>
<td>8.93</td>
<td>13.46</td>
<td>20.69</td>
</tr>
<tr>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>13.20</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>196</td>
<td>40.66</td>
<td>36.73</td>
<td>35.26</td>
<td>36.00</td>
</tr>
<tr>
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<td>58.53</td>
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<tr>
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<td>193</td>
<td>39.86</td>
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<td>34.39</td>
<td>46.91</td>
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<td>*</td>
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<td>*</td>
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<td>55.93</td>
<td>59.33</td>
<td>51.92</td>
<td>69.27</td>
</tr>
</tbody>
</table>

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### Student Achievement: ELA Current Year - Participation

#### Data Matrix

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Students</th>
<th>Goal</th>
<th>District Current Year</th>
<th>District Prior Year</th>
<th>State Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>386</td>
<td>95.00</td>
<td>99.74</td>
<td>99.24</td>
<td>99.46</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>17</td>
<td>95.00</td>
<td>100.00</td>
<td>100.00</td>
<td>98.99</td>
</tr>
<tr>
<td>American Indian / Alaskan Native*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>100.00</td>
<td>99.19</td>
</tr>
<tr>
<td>Asian*</td>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>99.24</td>
</tr>
<tr>
<td>Black / African American*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>99.69</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>100.00</td>
</tr>
<tr>
<td>White / Caucasian</td>
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<td>95.00</td>
<td>100.00</td>
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<tr>
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<td>18</td>
<td>95.00</td>
<td>100.00</td>
<td>100.00</td>
<td>99.59</td>
</tr>
<tr>
<td>Student With Disabilities</td>
<td>58</td>
<td>95.00</td>
<td>100.00</td>
<td>100.00</td>
<td>99.23</td>
</tr>
<tr>
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<td>*</td>
<td>98.81</td>
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<td>99.39</td>
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<tr>
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<td>99.46</td>
<td>99.51</td>
</tr>
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<td>95.00</td>
<td>100.00</td>
<td>99.38</td>
<td>99.59</td>
</tr>
</tbody>
</table>

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Student Achievement: Math Multi Year - Proficiency

### Student Achievement: Math Multi Year - Proficiency - Data Matrix

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Students</th>
<th>District Current Year</th>
<th>District Multi Year</th>
<th>State Multi Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>726</td>
<td>34.78</td>
<td>32.92</td>
<td>42.83</td>
</tr>
<tr>
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<td>33</td>
<td>18.75</td>
<td>18.18</td>
<td>27.23</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>18</td>
<td>*</td>
<td>22.22</td>
<td>14.27</td>
</tr>
<tr>
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<td>39.87</td>
</tr>
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<td>*</td>
<td>*</td>
<td>22.38</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander*</td>
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<td>*</td>
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<td>White / Caucasian</td>
<td>632</td>
<td>35.22</td>
<td>33.23</td>
<td>48.97</td>
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<td>48.15</td>
<td>38.06</td>
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<tr>
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<td>108</td>
<td>7.14</td>
<td>7.41</td>
<td>17.62</td>
</tr>
<tr>
<td>English Language Learners*</td>
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<td>*</td>
<td>*</td>
<td>11.17</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>368</td>
<td>30.77</td>
<td>27.72</td>
<td>27.13</td>
</tr>
<tr>
<td>Female</td>
<td>344</td>
<td>40.57</td>
<td>36.63</td>
<td>42.56</td>
</tr>
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<td>Male</td>
<td>382</td>
<td>29.53</td>
<td>29.58</td>
<td>43.08</td>
</tr>
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<td>Migrant*</td>
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<td>*</td>
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<td>8.18</td>
</tr>
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<td>25.48</td>
<td>27.26</td>
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<tr>
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<td>44.67</td>
<td>43.14</td>
<td>58.04</td>
</tr>
</tbody>
</table>

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### Student Achievement: Math Current Year - Proficiency

The graph shows the percentage of students meeting proficiency in Math for the current year, compared to previous years. The data is divided into various subgroups.

#### Student Achievement: Math Current Year - Proficiency - Data Matrix

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Students</th>
<th>AMO Current Year - Proficiency</th>
<th>District Current Year - Proficiency</th>
<th>District Prior Year - Proficiency</th>
<th>State Current Year - Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>368</td>
<td>36.76</td>
<td>34.78</td>
<td>31.01</td>
<td>44.31</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>16</td>
<td>24.51</td>
<td>18.75</td>
<td>17.65</td>
<td>29.55</td>
</tr>
<tr>
<td>American Indian / Alaskan Native*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>20.00</td>
<td>15.36</td>
</tr>
<tr>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>41.23</td>
</tr>
<tr>
<td>Black / African American*</td>
<td>*</td>
<td>*</td>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>40.35</td>
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<td>58.34</td>
<td>43.75</td>
<td>54.55</td>
<td>39.22</td>
</tr>
<tr>
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<td>15.38</td>
<td>7.14</td>
<td>7.69</td>
<td>19.64</td>
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<tr>
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<td>*</td>
<td>*</td>
<td>13.36</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
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<td>30.59</td>
<td>30.77</td>
<td>24.28</td>
<td>28.77</td>
</tr>
<tr>
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<td>40.57</td>
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</tr>
<tr>
<td>Male</td>
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<td>35.49</td>
<td>29.53</td>
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<td>44.49</td>
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<td>*</td>
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<td>11.96</td>
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<td>150</td>
<td>46.53</td>
<td>44.67</td>
<td>41.67</td>
<td>59.59</td>
</tr>
</tbody>
</table>

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---

*Report Generated: 9/26/2016*
**Student Achievement: Math Current Year - Participation**

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Students</th>
<th>Goal</th>
<th>District Current Year</th>
<th>District Prior Year</th>
<th>State Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>386</td>
<td>95.00</td>
<td>99.48</td>
<td>99.24</td>
<td>99.44</td>
</tr>
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<td>100.00</td>
<td>100.00</td>
<td>99.11</td>
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<td>*</td>
<td>99.41</td>
</tr>
<tr>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>99.69</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander*</td>
<td>*</td>
<td>*</td>
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</table>

* No data will display at the school, district, or state level if the subgroup does not meet minimum size for reporting purposes.

The Gap group includes any student who belongs to one or more of the following subgroups: Black; Hispanic; American Indian/ Alaskan Native; English Language Learner; Students with Disabilities; Economically Disadvantaged. Students not belonging to any of these groups are included in the Non-Gap group.
### AMO Target: Math

#### Base Year Data

<table>
<thead>
<tr>
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<th>Base Percent Level 3 &amp; 4</th>
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<th>AMO Year 4</th>
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<td>45.09 %</td>
<td>51.95 %</td>
<td>58.83 %</td>
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<td>NA</td>
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</tr>
<tr>
<td>Black / African American</td>
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<td>NA</td>
<td>NA</td>
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<td>White / Caucasian</td>
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</tr>
<tr>
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<td>NA</td>
<td>NA</td>
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<tr>
<td>Economically Disadvantaged</td>
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<td>30.59 %</td>
<td>36.90 %</td>
<td>43.21 %</td>
<td>49.52 %</td>
<td>55.83 %</td>
<td>62.14 %</td>
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#### Annual Measurable Objectives - Percent Levels 3 and 4

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<tr>
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<th>AMO Year 2</th>
<th>AMO Year 3</th>
<th>AMO Year 4</th>
<th>AMO Year 5</th>
<th>AMO Year 6</th>
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</tr>
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<td>English Language Learners</td>
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#### Other Groups

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<th>AMO Year 4</th>
<th>AMO Year 5</th>
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<tr>
<td>Female</td>
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<td>32.54%</td>
<td>38.16 %</td>
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<td>55.02 %</td>
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<td>2014-2015</td>
<td>29.63%</td>
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<td>47.21 %</td>
<td>53.07 %</td>
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<td>64.82 %</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Gap</td>
<td>2014-2015</td>
<td>22.77%</td>
<td>29.21 %</td>
<td>35.65 %</td>
<td>42.09 %</td>
<td>48.53 %</td>
<td>54.97 %</td>
<td>61.39 %</td>
</tr>
<tr>
<td>Non-Gap</td>
<td>2014-2015</td>
<td>41.67%</td>
<td>46.53 %</td>
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<td>61.11 %</td>
<td>65.97 %</td>
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</table>

* = Fewer than 10 students in this group, AMOs provided for informational purposes only  
NA = No students in this group or no data
## AMO Target: ELA

### Base Year Data

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<th>Subgroup</th>
<th>Base Year</th>
<th>Base Percent Level 3 &amp; 4</th>
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<th>AMO Year 2</th>
<th>AMO Year 3</th>
<th>AMO Year 4</th>
<th>AMO Year 5</th>
<th>AMO Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>2014-2015</td>
<td>41.90%</td>
<td>46.74%</td>
<td>51.58%</td>
<td>56.42%</td>
<td>61.26%</td>
<td>66.10%</td>
<td>70.95%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>2014-2015</td>
<td>29.41%</td>
<td>35.29%</td>
<td>41.17%</td>
<td>47.05%</td>
<td>52.93%</td>
<td>58.81%</td>
<td>64.71%</td>
</tr>
<tr>
<td>American Indian / Alaskan Native*</td>
<td>Too Few</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Black / African American</td>
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<td>NA</td>
<td>NA</td>
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</tr>
<tr>
<td>White / Caucasian</td>
<td>2014-2015</td>
<td>42.36%</td>
<td>47.16%</td>
<td>51.96%</td>
<td>56.76%</td>
<td>61.56%</td>
<td>66.36%</td>
<td>71.18%</td>
</tr>
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<td>36.36%</td>
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<td>46.96%</td>
<td>52.26%</td>
<td>57.56%</td>
<td>62.86%</td>
<td>68.18%</td>
</tr>
<tr>
<td>Student With Disabilities</td>
<td>2014-2015</td>
<td>13.46%</td>
<td>20.67%</td>
<td>27.88%</td>
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<td>42.30%</td>
<td>49.51%</td>
<td>56.73%</td>
</tr>
<tr>
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<tr>
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<td>56.86%</td>
<td>62.26%</td>
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### Annual Measurable Objectives - Percent Levels 3 and 4

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<th>Subgroup</th>
<th>AMO Year 1</th>
<th>AMO Year 2</th>
<th>AMO Year 3</th>
<th>AMO Year 4</th>
<th>AMO Year 5</th>
<th>AMO Year 6</th>
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</thead>
<tbody>
<tr>
<td>All Students</td>
<td>46.74%</td>
<td>51.58%</td>
<td>56.42%</td>
<td>61.26%</td>
<td>66.10%</td>
<td>70.95%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>35.29%</td>
<td>41.17%</td>
<td>47.05%</td>
<td>52.93%</td>
<td>58.81%</td>
<td>64.71%</td>
</tr>
<tr>
<td>American Indian / Alaskan Native*</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<td>NA</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Native Hawaiian / Pacific Islander</td>
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<td>NA</td>
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<td>NA</td>
<td>NA</td>
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<tr>
<td>White / Caucasian</td>
<td>47.16%</td>
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<td>56.76%</td>
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<td>66.36%</td>
<td>71.18%</td>
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<tr>
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<td>52.26%</td>
<td>57.56%</td>
<td>62.86%</td>
<td>68.18%</td>
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<tr>
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<td>35.09%</td>
<td>42.30%</td>
<td>49.51%</td>
<td>56.73%</td>
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<td>NA</td>
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<tr>
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<td>40.66%</td>
<td>46.06%</td>
<td>51.46%</td>
<td>56.86%</td>
<td>62.26%</td>
<td>67.63%</td>
</tr>
</tbody>
</table>

**Other Groups**

- Female: 2014-2015 50.30% 54.44% 58.58% 62.72% 66.86% 71.00% 75.15%
- Male: 2014-2015 34.39% 39.86% 45.33% 50.80% 56.27% 61.74% 67.20%
- Migrant: Too Few NA NA NA NA NA NA NA
- Gap: 2014-2015 34.16% 39.65% 45.14% 50.63% 56.12% 61.61% 67.08%
- Non-Gap: 2014-2015 51.92% 55.93% 59.94% 63.95% 67.96% 71.97% 75.96%

* = Fewer than 10 students in this group, AMOs provided for informational purposes only
NA = No students in this group or no data

Academic Growth: Math - All Students

### District Current Year

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<thead>
<tr>
<th>Subgroup</th>
<th>Number of Students</th>
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<th>Lowest Quartile</th>
<th>All Students</th>
<th>Lowest Quartile</th>
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<td>47.98%</td>
<td>30.65</td>
<td>51.02%</td>
<td>33.99%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>11</td>
<td>72.73%</td>
<td>*</td>
<td>40.04%</td>
<td>30.25%</td>
</tr>
<tr>
<td>American Indian / Alaskan Native*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>30.57%</td>
<td>25.15%</td>
</tr>
<tr>
<td>Asian*</td>
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<td>*</td>
<td>*</td>
<td>56.48%</td>
<td>37.69%</td>
</tr>
<tr>
<td>Black / African American*</td>
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<td>*</td>
<td>36.38%</td>
<td>28.72%</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander*</td>
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<td>*</td>
<td>52.50%</td>
<td>50.00%</td>
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<td>White / Caucasian</td>
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<td>46.70%</td>
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<td>55.31%</td>
<td>37.65%</td>
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<tr>
<td>Multi-Racial</td>
<td>12</td>
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<td>*</td>
<td>47.40%</td>
<td>36.34%</td>
</tr>
<tr>
<td>Student With Disabilities</td>
<td>39</td>
<td>28.21%</td>
<td>*</td>
<td>32.40%</td>
<td>25.08%</td>
</tr>
<tr>
<td>English Language Learners*</td>
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<td>*</td>
<td>29.37%</td>
<td>26.34%</td>
</tr>
<tr>
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<td>44.62%</td>
<td>29.73</td>
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<td>29.31%</td>
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<td>Female</td>
<td>114</td>
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<td>51.02%</td>
<td>34.41%</td>
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<td>134</td>
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<td>33.33</td>
<td>51.03%</td>
<td>32.45%</td>
</tr>
<tr>
<td>Migrant*</td>
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<td>38.69%</td>
<td>37.11%</td>
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<td>28.89</td>
<td>40.16%</td>
<td>29.58%</td>
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<tr>
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<td>99</td>
<td>53.54%</td>
<td>35.29</td>
<td>61.81%</td>
<td>48.45%</td>
</tr>
</tbody>
</table>

* No data will display at the school, district, or state level if the subgroup does not meet minimum size for reporting purposes.

The Gap group includes any student who belongs to one or more of the following subgroups: Black; Hispanic; American Indian/Alaskan Native; English Language Learner; Students with Disabilities; Economically Disadvantaged. Students not belonging to any of these groups are included in the Non-Gap group.

Lowest Quartile comparisons for schools with an All Students fewer than 40 are for information only. For more information on Academic Growth, please see the calculation guide or the DOE website.
**Academic Growth: ELA - All Students**

![Bar Chart](chart.png)

### Academic Growth - ELA % All Students Meeting Growth Standard

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Students</th>
<th>District Current Year</th>
<th>State Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>248</td>
<td>54.44%</td>
<td>56.93%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>11</td>
<td>36.36%</td>
<td>48.61%</td>
</tr>
<tr>
<td>American Indian / Alaskan Native*</td>
<td>*</td>
<td>*</td>
<td>36.54%</td>
</tr>
<tr>
<td>Asian*</td>
<td>*</td>
<td>*</td>
<td>59.53%</td>
</tr>
<tr>
<td>Black / African American*</td>
<td>*</td>
<td>*</td>
<td>48.08%</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander*</td>
<td>*</td>
<td>*</td>
<td>42.50%</td>
</tr>
<tr>
<td>White / Caucasian</td>
<td>212</td>
<td>55.66%</td>
<td>60.88%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>12</td>
<td>50.00%</td>
<td>54.50%</td>
</tr>
<tr>
<td>Student With Disabilities</td>
<td>39</td>
<td>28.21%</td>
<td>33.60%</td>
</tr>
<tr>
<td>English Language Learners*</td>
<td>*</td>
<td>*</td>
<td>29.59%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>130</td>
<td>50.77%</td>
<td>46.42%</td>
</tr>
<tr>
<td>Female</td>
<td>114</td>
<td>64.04%</td>
<td>61.92%</td>
</tr>
<tr>
<td>Male</td>
<td>134</td>
<td>46.27%</td>
<td>52.17%</td>
</tr>
<tr>
<td>Migrant*</td>
<td>*</td>
<td>*</td>
<td>36.00%</td>
</tr>
<tr>
<td>Gap</td>
<td>149</td>
<td>48.99%</td>
<td>45.79%</td>
</tr>
<tr>
<td>Non-Gap</td>
<td>99</td>
<td>62.63%</td>
<td>67.95%</td>
</tr>
</tbody>
</table>

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The Gap group includes any student who belongs to one or more of the following subgroups: Black; Hispanic; American Indian/Alaskan Native; English Language Learner; Students with Disabilities; Economically Disadvantaged. Students not belonging to any of these groups are included in the Non-Gap group.

Lowest Quartile comparisons for schools with an All Students fewer than 40 are for information only. For more information on Academic Growth, please see the calculation guide or the DOE website.
### Attendance

#### Attendance: Data Matrix

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Students</th>
<th>District Current Year</th>
<th>District Prior Year</th>
<th>State Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
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<td>71.18</td>
<td>71.10</td>
<td>80.23</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>19</td>
<td>47.37</td>
<td>76.19</td>
<td>71.21</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>11</td>
<td>72.73</td>
<td>62.50</td>
<td>53.37</td>
</tr>
<tr>
<td>Asian</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>89.62</td>
</tr>
<tr>
<td>Black / African American</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>80.50</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>75.00</td>
</tr>
<tr>
<td>White / Caucasian</td>
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<td>73.14</td>
<td>70.98</td>
<td>86.18</td>
</tr>
<tr>
<td>Multi-Racial</td>
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<td>45.45</td>
<td>60.00</td>
<td>73.69</td>
</tr>
<tr>
<td>Student With Disabilities</td>
<td>79</td>
<td>68.35</td>
<td>69.88</td>
<td>74.14</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>82.13</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>282</td>
<td>65.25</td>
<td>64.58</td>
<td>69.26</td>
</tr>
<tr>
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<td>238</td>
<td>73.53</td>
<td>72.84</td>
<td>80.02</td>
</tr>
<tr>
<td>Male</td>
<td>272</td>
<td>69.12</td>
<td>69.57</td>
<td>80.43</td>
</tr>
<tr>
<td>Migrant</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>84.20</td>
</tr>
<tr>
<td>Gap</td>
<td>317</td>
<td>67.19</td>
<td>66.98</td>
<td>72.10</td>
</tr>
<tr>
<td>Non-Gap</td>
<td>193</td>
<td>77.72</td>
<td>77.45</td>
<td>90.21</td>
</tr>
</tbody>
</table>

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The Gap group includes any student who belongs to one or more of the following subgroups: Black; Hispanic; American Indian/Alaskan Native; English Language Learner; Students with Disabilities; Economically Disadvantaged. Students not belonging to any of these groups are included in the Non-Gap group.
**Four-year Cohort Graduation**

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Students</th>
<th>Target</th>
<th>District Current Year</th>
<th>District Prior Year</th>
<th>State Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>104</td>
<td>85.00</td>
<td>60.58</td>
<td>52.53</td>
<td>84.07</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>*</td>
<td>85.00</td>
<td></td>
<td></td>
<td>72.70</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>*</td>
<td>85.00</td>
<td></td>
<td>12.50</td>
<td>51.44</td>
</tr>
<tr>
<td>Asian</td>
<td>*</td>
<td>85.00</td>
<td></td>
<td></td>
<td>82.46</td>
</tr>
<tr>
<td>Black / African American</td>
<td>*</td>
<td>85.00</td>
<td></td>
<td></td>
<td>76.23</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>*</td>
<td>85.00</td>
<td></td>
<td></td>
<td>41.67</td>
</tr>
<tr>
<td>White / Caucasian</td>
<td>72</td>
<td>85.00</td>
<td>69.44</td>
<td>67.21</td>
<td>89.45</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>*</td>
<td>85.00</td>
<td></td>
<td></td>
<td>78.00</td>
</tr>
<tr>
<td>Student With Disabilities</td>
<td>*</td>
<td>85.00</td>
<td></td>
<td></td>
<td>61.41</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>*</td>
<td>85.00</td>
<td></td>
<td></td>
<td>56.94</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>65</td>
<td>85.00</td>
<td>41.54</td>
<td>34.92</td>
<td>67.28</td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>85.00</td>
<td>79.07</td>
<td>60.47</td>
<td>87.20</td>
</tr>
<tr>
<td>Male</td>
<td>61</td>
<td>85.00</td>
<td>47.54</td>
<td>46.43</td>
<td>81.03</td>
</tr>
<tr>
<td>Migrant</td>
<td>*</td>
<td>85.00</td>
<td></td>
<td></td>
<td>65.38</td>
</tr>
<tr>
<td>Gap</td>
<td>70</td>
<td>85.00</td>
<td>44.29</td>
<td>36.76</td>
<td>68.66</td>
</tr>
<tr>
<td>Non-Gap</td>
<td>34</td>
<td>85.00</td>
<td>94.12</td>
<td>87.10</td>
<td>93.97</td>
</tr>
</tbody>
</table>

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High School Completion

High School Completion: Data Matrix

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>District Current Year</th>
<th>District Prior Year</th>
<th>State Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>137</td>
<td>78.83%</td>
<td>72.18%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>*</td>
<td>70.00</td>
<td>81.94%</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>23</td>
<td>52.17%</td>
<td>44.44%</td>
</tr>
<tr>
<td>Asian</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Black / African American</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>White / Caucasian</td>
<td>87</td>
<td>87.36%</td>
<td>78.72%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Student With Disabilities</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>92</td>
<td>69.57%</td>
<td>65.26%</td>
</tr>
<tr>
<td>Female</td>
<td>61</td>
<td>83.61%</td>
<td>76.79%</td>
</tr>
<tr>
<td>Male</td>
<td>76</td>
<td>75.00%</td>
<td>68.83%</td>
</tr>
<tr>
<td>Migrant</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Gap</td>
<td>98</td>
<td>70.41%</td>
<td>65.00%</td>
</tr>
<tr>
<td>Non-Gap</td>
<td>39</td>
<td>100.00%</td>
<td>93.94%</td>
</tr>
</tbody>
</table>

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The Gap group includes any student who belongs to one or more of the following subgroups: Black; Hispanic; American Indian/Alaskan Native; English Language Learner; Students with Disabilities; Economically Disadvantaged. Students not belonging to any of these groups are included in the Non-Gap group.
### College Readiness: English Readiness

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Students</th>
<th>District Current Year</th>
<th>District Prior Year</th>
<th>State Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>42</td>
<td>64.29</td>
<td>75.00</td>
<td>72.38</td>
</tr>
<tr>
<td>Hispanic / Latino*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>61.33</td>
</tr>
<tr>
<td>American Indian / Alaskan Native*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>38.92</td>
</tr>
<tr>
<td>Asian*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>65.00</td>
</tr>
<tr>
<td>Black / African American*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>43.27</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander*</td>
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<tr>
<td>White / Caucasian</td>
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<td>Multi-Racial*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>69.77</td>
</tr>
<tr>
<td>Student With Disabilities*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>17.06</td>
</tr>
<tr>
<td>English Language Learners*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>0.00</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>19</td>
<td>63.16</td>
<td></td>
<td>53.80</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>79.17</td>
<td>84.62</td>
<td>76.21</td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>44.44</td>
<td>68.42</td>
<td>68.15</td>
</tr>
<tr>
<td>Migrant*</td>
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<tr>
<td>Gap</td>
<td>20</td>
<td>66.00</td>
<td></td>
<td>52.40</td>
</tr>
<tr>
<td>Non-Gap</td>
<td>22</td>
<td>63.64</td>
<td>78.26</td>
<td>79.25</td>
</tr>
</tbody>
</table>

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Prior year college readiness results were calculated based only on ACT performance; current year results reflect both ACT and Accuplacer.

Prior year career readiness results are not available.
College Readiness: Math Readiness

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Students</th>
<th>District Current Year</th>
<th>District Prior Year</th>
<th>State Current Year</th>
</tr>
</thead>
<tbody>
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<td>43.90</td>
<td>59.38</td>
<td>65.51</td>
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<td>*</td>
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<tr>
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<td>27.88</td>
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<td>Asian*</td>
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<td>66.67</td>
</tr>
<tr>
<td>Black / African American*</td>
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<td>*</td>
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</tr>
<tr>
<td>Native Hawaiian / Pacific Islander*</td>
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<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>White / Caucasian</td>
<td>33</td>
<td>54.55</td>
<td>58.62</td>
<td>68.79</td>
</tr>
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<td>Multi-Racial*</td>
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<td>*</td>
<td>*</td>
<td>57.14</td>
</tr>
<tr>
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<td>*</td>
<td>*</td>
<td>16.22</td>
</tr>
<tr>
<td>English Language Learners*</td>
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<td>*</td>
<td>*</td>
<td>7.41</td>
</tr>
<tr>
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<td>18</td>
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<td>44.77</td>
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<td>66.82</td>
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<td>*</td>
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<td>26.32</td>
<td>*</td>
<td>43.78</td>
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<td>59.09</td>
<td>60.87</td>
<td>72.67</td>
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</tbody>
</table>

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Prior year career readiness results are not available.
## Career Readiness

![Career Readiness Chart](chart.png)

### Data Matrix: Career Readiness

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Students</th>
<th>District Current Year Percent Career Ready</th>
<th>State Current Year Percent Career Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>41</td>
<td>90.24</td>
<td>92.33</td>
</tr>
<tr>
<td>Hispanic / Latino*</td>
<td>*</td>
<td>*</td>
<td>84.21</td>
</tr>
<tr>
<td>American Indian / Alaskan Native*</td>
<td>*</td>
<td>*</td>
<td>82.29</td>
</tr>
<tr>
<td>Asian*</td>
<td>*</td>
<td>*</td>
<td>95.24</td>
</tr>
<tr>
<td>Black / African American*</td>
<td>*</td>
<td>*</td>
<td>72.00</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>White / Caucasian</td>
<td>37</td>
<td>94.59</td>
<td>93.51</td>
</tr>
<tr>
<td>Multi-Racial*</td>
<td>*</td>
<td>*</td>
<td>96.67</td>
</tr>
<tr>
<td>Student With Disabilities*</td>
<td>*</td>
<td>*</td>
<td>59.89</td>
</tr>
<tr>
<td>English Language Learners*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>13</td>
<td>84.62</td>
<td>88.50</td>
</tr>
<tr>
<td>Female</td>
<td>22</td>
<td>90.91</td>
<td>93.50</td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>89.47</td>
<td>91.20</td>
</tr>
<tr>
<td>Migrant*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Gap</td>
<td>16</td>
<td>75.00</td>
<td>85.26</td>
</tr>
<tr>
<td>Non-Gap</td>
<td>25</td>
<td>100.00</td>
<td>95.74</td>
</tr>
</tbody>
</table>

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Prior year college readiness results were calculated based only on ACT performance; current year results reflect both ACT and Accuplacer.

Prior year career readiness results are not available.
## Lead-Deadwood 40-1

### All Assessed: Math All Grades

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<th>Not Scoreable</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Not Tested</th>
<th>Not Scoreable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong> (386)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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### All Assessed: Math All Grades - Data Matrix

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## Lead-Deadwood 40-1

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N.T. = Not Tested. Please visit [http://doe.sd.gov/octe/SMARTERbalanced.aspx](http://doe.sd.gov/octe/SMARTERbalanced.aspx) for descriptions of the achievement levels.

* No data will display at the school, district, or state level if the subgroup does not meet minimum size for reporting purposes.

The Gap group includes any student who belongs to one or more of the following subgroups: Black; Hispanic; American Indian/Alaskan Native; English Language Learner; Students with Disabilities, Economically Disadvantaged. Students not belonging to any of these groups are included in the Non-Gap group.
## All Assessed: Math Grade 03

**Data Matrix**

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### Gap vs. Non-Gap

- **Gap:** 39 students, 25.64% Level 1, 20.51% Level 2, 30.77% Level 3, 23.08% Level 4
- **Non-Gap:** 23 students, 30.43% Level 1, 21.74% Level 2, 39.13% Level 3, 8.70% Level 4

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N.T. = Not Tested. Please visit [http://doe.sd.gov/octe/SMARTERbalanced.aspx](http://doe.sd.gov/octe/SMARTERbalanced.aspx) for descriptions of the achievement levels.

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N.T. = Not Tested. Please visit http://doe.sd.gov/octe/SMARTERbalanced.aspx for descriptions of the achievement levels.

* No data will display at the school, district, or state level if the subgroup does not meet minimum size for reporting purposes.
The Gap group includes any student who belongs to one or more of the following subgroups: Black; Hispanic; American Indian/Alaskan Native; English Language Learner; Students with Disabilities, Economically Disadvantaged. Students not belonging to any of these groups are included in the Non-Gap group.
### All Assessed: Math Grade 05

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**Lead-Deadwood 40-1**

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## All Assessed: Math Grade 06 - Data Matrix

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## All Assessed: Math Grade 07

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### Report Card Details

- **Report Generated:** 9/26/2016
- **Lead-Deadwood 40-1**
- **South Dakota DOE 2015-2016 Report Card**
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N.T. = Not Tested. Please visit [http://doe.sd.gov/octe/SMARTERbalanced.aspx](http://doe.sd.gov/octe/SMARTERbalanced.aspx) for descriptions of the achievement levels.

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# All Assessed: Math Grade 08

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### Lead-Deadwood 40-1

**State Current Year**

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## Lead-Deadwood 40-1

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### All Assessed: Math Grade 11 - Data Matrix

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N.T. = Not Tested. Please visit http://doe.sd.gov/octe/SMARTERbalanced.aspx for descriptions of the achievement levels.

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### Lead-Deadwood 40-1

#### All Assessed: ELA All Grades

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#### District Current Year

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#### District Prior Year

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**Lead-Deadwood 40-1**

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## Lead-Deadwood 40-1

### All Assessed: ELA Grade 03

![Data Matrix](image)

### All Assessed: ELA Grade 03 - Data Matrix

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N.T. = Not Tested. Please visit http://doe.sd.gov/octe/SMARTERbalanced.aspx for descriptions of the achievement levels.

* No data will display at the school, district, or state level if the subgroup does not meet minimum size for reporting purposes.
The Gap group includes any student who belongs to one or more of the following subgroups: Black; Hispanic; American Indian/ Alaskan Native; English Language Learner; Students with Disabilities, Economically Disadvantaged. Students not belonging to any of these groups are included in the Non-Gap group.
## All Assessed: ELA Grade 04

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## Lead-Deadwood 40-1

### All Assessed: ELA Grade 05

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## Lead-Deadwood 40-1

### All Assessed: ELA Grade 06 - Data Matrix

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**Lead-Deadwood 40-1**

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The Gap group includes any student who belongs to one or more of the following subgroups: Black; Hispanic; American Indian/Alaskan Native; English Language Learner; Students with Disabilities, Economically Disadvantaged. Students not belonging to any of these groups are included in the Non-Gap group.
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## All Assessed: ELA Grade 11 - Data Matrix

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N.T. = Not Tested. Please visit http://doe.sd.gov/octe/SMARTERbalanced.aspx for descriptions of the achievement levels.

* No data will display at the school, district, or state level if the subgroup does not meet minimum size for reporting purposes.

The Gap group includes any student who belongs to one or more of the following subgroups: Black; Hispanic; American Indian/Alaskan Native; English Language Learner; Students with Disabilities, Economically Disadvantaged. Students not belonging to any of these groups are included in the Non-Gap group.
### All Assessed: Science All Grades

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**Lead-Deadwood 40-1**

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B. Bas = Below Basic, Bas. = Basic, Prof. = Proficient, Adv. = Advanced, N.T. = Not Tested

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The Gap group includes any student who belongs to one or more of the following subgroups: Black; Hispanic; American Indian/ Alaskan Native; English Language Learner; Students with Disabilities, Economically Disadvantaged. Students not belonging to any of these groups are included in the Non-Gap group.
### All Assessed: Science Grade 05

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### Lead-Deadwood 40-1

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### Lead-Deadwood 40-1

**All Assessed: Science Grade 08**

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The Gap group includes any student who belongs to one or more of the following subgroups: Black; Hispanic; American Indian/Alaskan Native; English Language Learner; Students with Disabilities; Economically Disadvantaged. Students not belonging to any of these groups are included in the Non-Gap group.

<table>
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<tr>
<th>Subgroup</th>
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<th>Percent Basic</th>
<th>Percent Proficient</th>
<th>Percent Advanced</th>
<th>Percent Not Tested</th>
<th>Percent Not Scoreable</th>
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<td>44.66</td>
<td>2.14</td>
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<td>36.03</td>
<td>0.53</td>
<td>1.41</td>
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<td>44.25</td>
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<td>0.84</td>
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</table>

B. Bas = Below Basic, Bas. = Basic, Prof. = Proficient, Adv. = Advanced, N.T. = Not Tested

* No data will display at the school, district, or state level if the subgroup does not meet minimum size for reporting purposes.
### All Assessed: Science Grade 11 - Data Matrix

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<td>Subgroup</td>
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</table>

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NAEP Overview

South Dakota Results for NAEP 2015

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 2015 administration. Each student takes a portion of a reading or mathematics assessment. The NAEP results are reported for the state as well as the nation and 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, Smarter Balanced, or for its former 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.

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 the rates on the state assessment since NAEP does not allow the all the accommodations used by Smarter Balanced or the alternate assessment. Students taking alternate assessments do not participate in NAEP.

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>Reading</th>
<th>Mathematics</th>
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<tr>
<td>Grade 4</td>
<td>86%</td>
<td>94%</td>
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<tr>
<td>Grade 8</td>
<td>88%</td>
<td>88%</td>
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<table>
<thead>
<tr>
<th>Limited English Proficient</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>63%</td>
<td>51%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>*</td>
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</tr>
</tbody>
</table>

*Reporting standards not met

If there are questions about the NAEP data reported below, contact the South Dakota NAEP State Coordinator, Mike Rickert at michael.rickert@state.sd.us
## NAEP Performance - Grade 4

### NAEP Results for Grade 4 Reading

<table>
<thead>
<tr>
<th></th>
<th>% Advanced</th>
<th>% Proficient</th>
<th>% Basic</th>
<th>% Below Basic</th>
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</thead>
<tbody>
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<td>2015</td>
<td>6%</td>
<td>27%</td>
<td>33%</td>
<td>32%</td>
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<tr>
<td>2013</td>
<td>6%</td>
<td>26%</td>
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<td>34%</td>
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</table>

### NAEP Results for Grade 4 Mathematics

<table>
<thead>
<tr>
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<th>% Advanced</th>
<th>% Proficient</th>
<th>% Basic</th>
<th>% Below Basic</th>
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<tbody>
<tr>
<td>2015</td>
<td>4%</td>
<td>36%</td>
<td>43%</td>
<td>57%</td>
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<tr>
<td>2013</td>
<td>5%</td>
<td>38%</td>
<td>44%</td>
<td>52%</td>
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### Lead-Deadwood 40-1

- **South Dakota DOE**
- **2015-2016 Report Card**

NAEP Performance - Grade 4
## NAEP Performance - Grade 8

### NAEP Results for Grade 8 Reading

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<tbody>
<tr>
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### NAEP Results for Grade 8 Mathematics

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