

Langford School District

Inside this Profile: Page

Demographic Profile **2-3**

College Admissions & Placement Performance **4**

Students' Post-graduation Plans **5**

Reading Performance **6-8**

Reading Standards **9-11**

Math Performance **12-14**

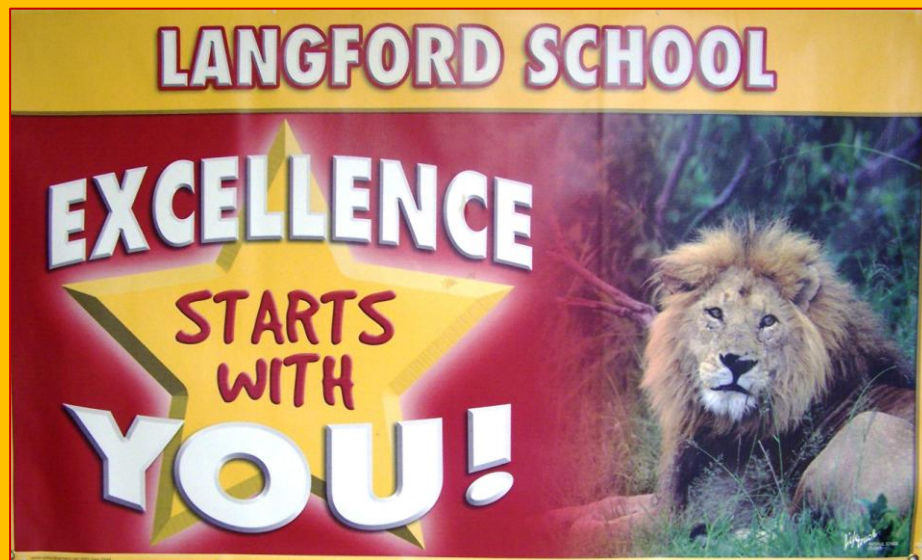
Math Standard **15-18**

Science Standards **19**

Writing Performance **20**

Adequate Yearly Progress (AYP) **21**

Notes and Definitions **22**



Our Mission:

WE (teachers, parents & community members) WILL EMPOWER (actively engage through school interventions, parental involvement and community support) ALL STUDENTS (persons attending Langford Public School) TO MAXIMIZE THEIR SUCCESS (meet high academic standards and achieve full educational potential) IN OUR GLOBAL COMMUNITY (world-wide).

School Contact Information:

Monte Nipp, Superintendent
 Langford School District
 PO Box 127/206 Chestnut Street
 Langford, SD 57454
 PHONE: (605) – 493-6454
 FAX: (605) – 493-6447
<http://www.Langford.k12.sd.us>

MEMBERS OF



Partners in Education ~ Putting Students First

Demographic Profile

School District 45-2
Langford School District

Home County: Marshall
Area in Square Miles: 322

School Names:

- ◆ Langford Elementary School (PreK – 5)
- ◆ Langford Middle School (6-8)
- ◆ Langford High School (9-12)
- ◆ Newport Colony (K-8)

Student Demographics

	2005-2006	2006-2007	2007-2008	2008-2009
Total Enrollment (PreK-12)	226	200	221	213
Elementary School Enrollment (PreK-5)	110	86	98	103
Middle School (6-8)	44	40	50	46
High School Enrollment (9-12)	72	74	73	64
% Special Needs Students	14.2%	16.2%	16.1%	16.6%
Economically Disadvantaged Enrollment (% Eligible for Free/Reduced Lunch)	32%	49.7%	50.2%	51.7%
Open Enrolled Students Rec'd	11	9	8	16
Average Daily Membership (ADM)	217.454	195.115	202.438	198.318
K-8 ADM	145.739	120.470	130.539	134.827
9-12 ADM	71.715	74.645	71.899	63.491
Average Daily Attendance (ADA)	217.031	190.530	195.758	191.289
K-8 ADA	145.488	118.386	126.939	130.610
9-12 ADA	71.543	72.144	68.819	60.679

Demographic Profile

Attendance, Graduation and Discipline Data

	Attendance Rate	Drop Out Rate	Graduation Rate	Number of Graduates
2005-2006	99.8%	0.0%	100%	13
2006-2007	97.7%	0.9%	100%	16
2007-2008	96.7%	0.9%	95.65%	22
2008-2009	96.5%	0.0%	100%	17

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 for the 2002-03 and 2003-04 school years is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 11th and 12th grade dropouts. 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 11th and 12th grade dropouts.

Staff Demographics

	Certified Instructional Staff (#FTE)	% with Advanced Degrees	Student to Staff Ratio	Average Years of Experience	Classes Not Taught by Highly Qualified Teachers
2005-2006	21	14.3%	10.8	10.6	6.7%
2006-2007	19.2	20.0%	9.9	10.8	0%
2007-2008	19.1	20.0%	11.4	11.8	0%
2008-2009	18.5	20.0%	11.4	10.3	0%

College Admission and Placement Performance

ACT Results This report reflects the achievement of **Langford** graduates on the ACT overtime and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. This table shows the trend of **Langford** High School’s ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How Langford graduates compare with state averages

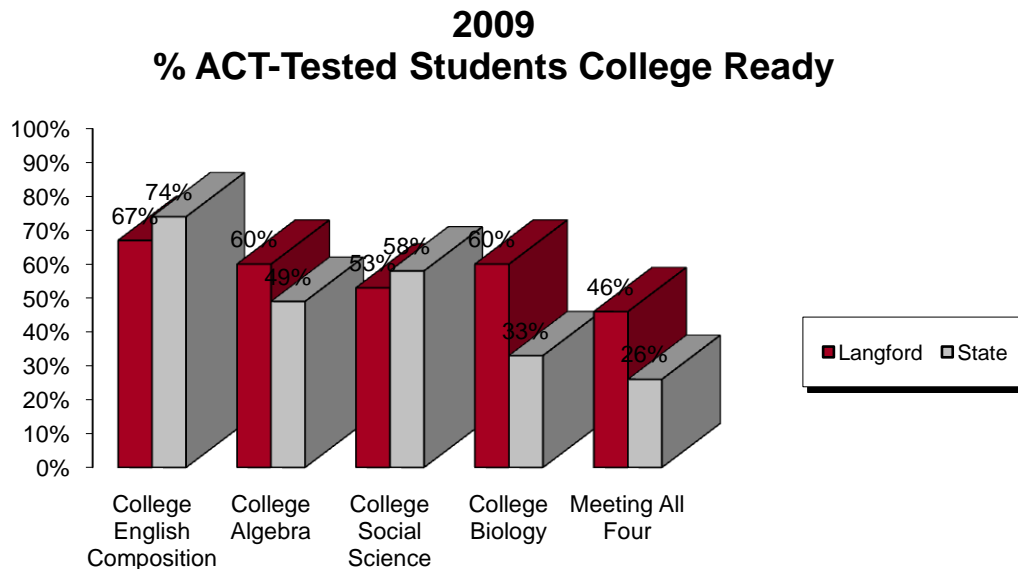
	Number Tested	English		Math		Reading		Science		Composite Score	
		Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg
2005-2006	22	20.9	21.1	21.2	21.8	21.0	22.1	21.3	22.0	21.2	21.9
2006-2007	10	22.1	20.7	22.9	21.4	23.9	21.8	22.2	21.6	23.0	21.5
2007-2008	19	18.9	21.1	21.4	21.9	21.3	22.2	20.6	22.0	20.7	21.9
2008-2009	16	21.1	21.2	22.3	21.8	21.4	22.3	20.2	22.0	21.4	22.0

Student Post Graduation Plans

Are Langford Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- English Composition: 18 on ACT English Test
- Algebra: 22 on ACT Math Test
- Social Science: 21 on ACT Reading Test
- Biology: 24 on ACT Science Test



Post Graduation Plans

	# of Graduates	% 4-year College	% Voc/Tech College	% Employment	% Military	% Miscellaneous
2005-2006	13	46%	38%	0%	15%	0%
2006-2007	16	44%	44%	6%	6%	0%
2007-2008	22	59%	36%	5%	0%	0%
2008-2009	17	59%	18%	24%	0%	0%

Reading Performance

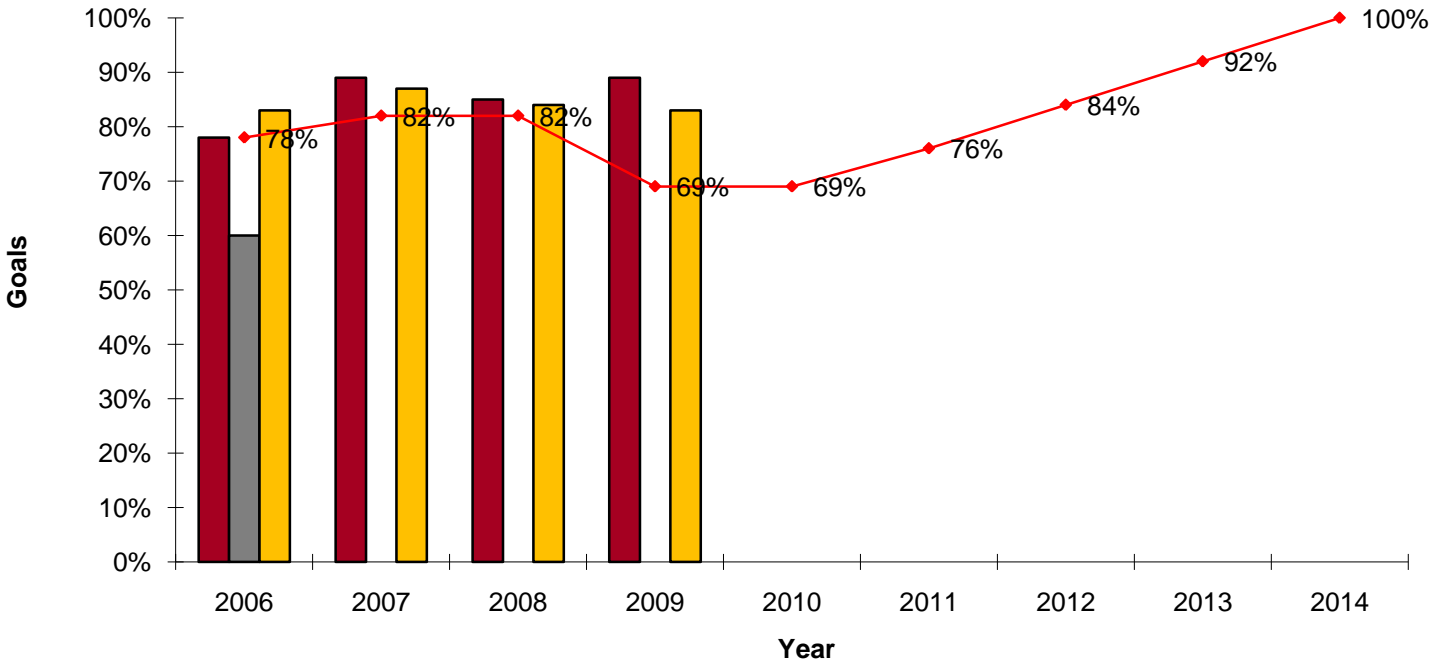
Dakota STEP Results in Reading Grades 3-5 (Elementary School)

Dakota STEP Reading % Proficient and Advanced								
All Students					Spec Ed	Econ Dis	Male Subgroup	Female Subgroup
	3rd	4th	5th	All	All	All	All	All
2005-2006	73%	85%	74%	78%	60%	83%	75%	85%
2006-2007	DNM	86%	89%	89%	DNM	87%	88%	91%
2007-2008	94%	DNM	69%	85%	DNM	84%	87%	81%
2008-2009	82%	93%	DNM	89%	DNM	83%	94%	83%

DNM – Did not meet minimum required number of ten students for reporting purposes

The chart below shows how each subgroup in the Elementary School (Grades 3, 4, 5) compares to the Annual Measurable Objective (AMO) for South Dakota Reading

AMO (Annual Measurable Objective) Graph Langford Elementary (3-5) Reading



*Langford Elementary Special Education did not meet minimum required number of ten students for reporting purposes in all years

Reading Performance

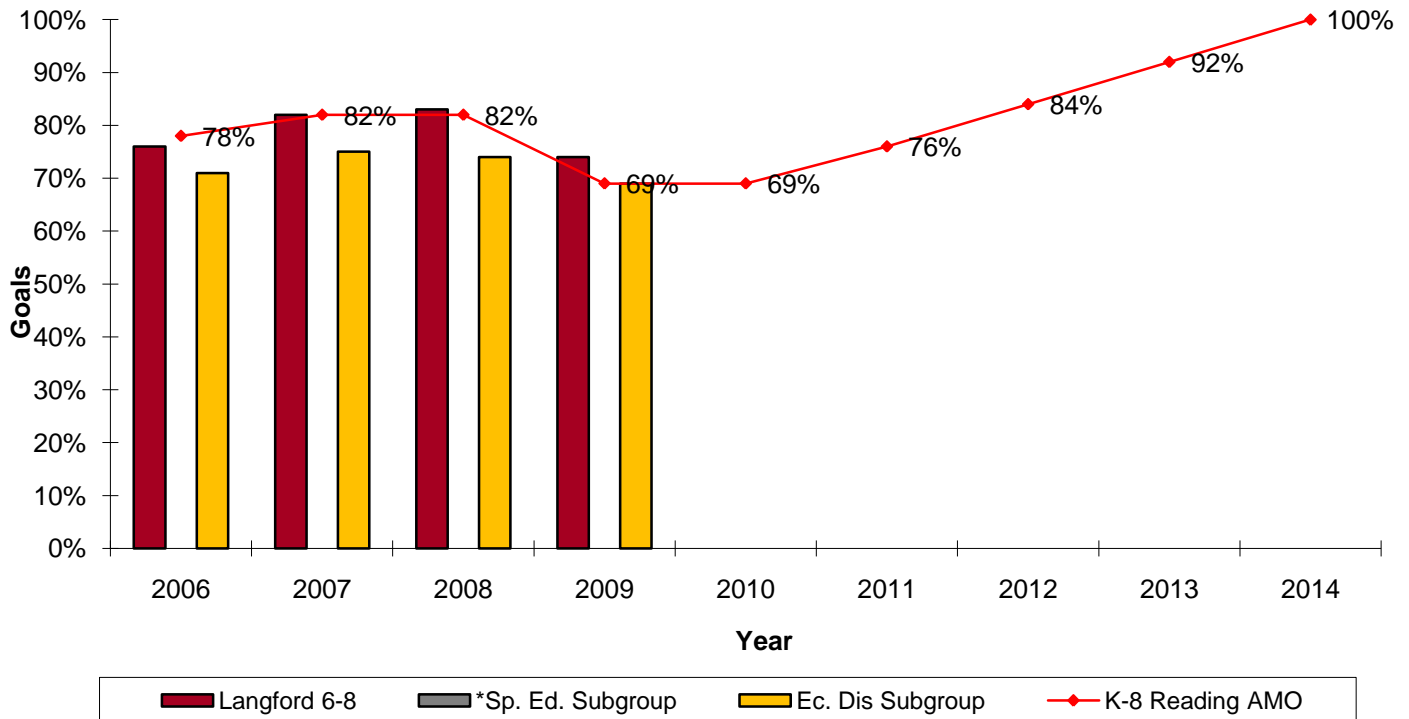
Dakota STEP Results in Reading Grades 6-8

Dakota STEP Reading % Proficient and Advanced														
	All Students				Spec Ed	Ec Dis	Male Subgroup				Female Subgroup			
	6th	7th	8th	ALL	ALL	ALL	6th	7th	8th	ALL	6th	7th	8th	ALL
2005-2006	76%	70%	79%	76%	DNM	71%	63%	DNM	77%	66%	DNM	81%	DNM	87%
2006-2007	88%	82%	77%	82%	DNM	75%	82%	DNM	DNM	73%	DNM	DNM	DNM	95%
2007-2008	87%	84%	73%	83%	DNM	74%	86%	78%	DNM	76%	DNM	DNM	DNM	95%
2008-2009	77%	80%	66%	74%	DNM	69%	90%	77%	54%	72%	DNM	DNM	DNM	80%

DNM – Did not meet minimum required number of ten students for reporting purposes

The chart below shows how each subgroup in (Grades 6 - 8) compares to the Annual Measurable Objective (AMO) for South Dakota Reading

AMO (Annual Measurable Objective) Graph Langford (6-8) Reading



*Langford 6-8 Special Education did not meet minimum required number of ten students for reporting purposes every year

Reading Performance

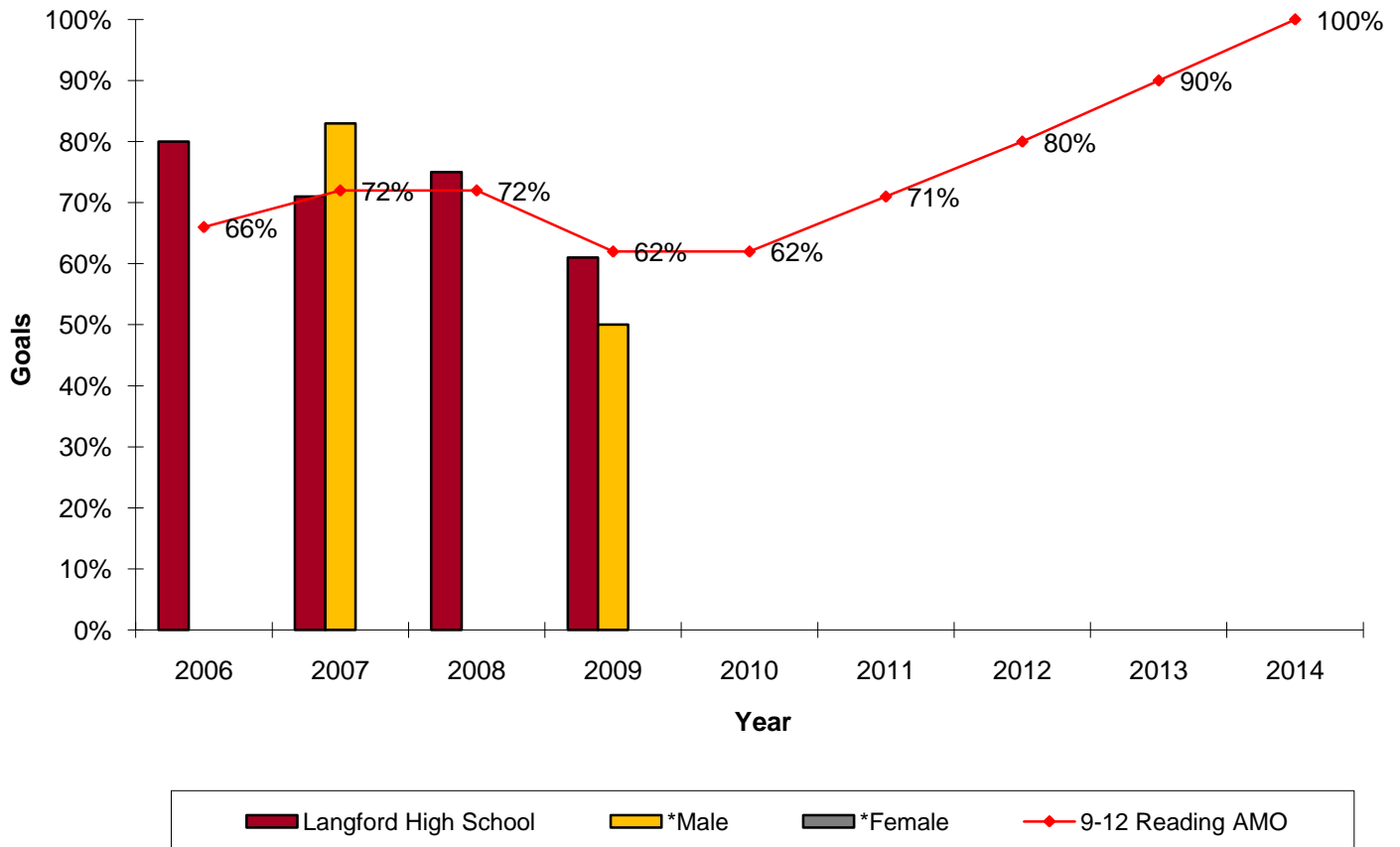
Dakota STEP Results in Reading Grade 11 (High School)

Dakota STEP Reading % Proficient and Advanced					
	All Subgroup	Spec. Ed. Subgroup	Econ. Dis. Subgroup	Male Subgroup	Female Subgroup
2005-2006	80%	DNM	DNM	DNM	DNM
2006-2007	71%	DNM	DNM	83%	DNM
2007-2008	75%	DNM	DNM	DNM	DNM
2008-2009	61%	DNM	DNM	50%	DNM

DNM – Did not meet minimum required number of ten students for reporting purposes

The chart below shows how each subgroup in 11th grade compares to the Annual Measurable Objective (AMO) for South Dakota Reading

**AMO (Annual Measurable Objective) Graph
Langford High School (11) Reading**



*Langford High School did not meet minimum required number of ten students for reporting purposes for some subgroups in all years

Langford School District- 45-2

Reading Performance

Reading Criterion Reference Test (CRT) Data

* Red cells indicate standards of weakness

* Blue cells indicate standard of strength

* Gray cells indicate standards re-alignment

3rd Grade	Year	# Students	Avg Raw Score	R.1.1	R.1.2	R.1.3	R.2.1	R.2.2	R.2.3	R.3.1	R.4.1	R.4.2
	2003	15	47.4 /63 (75%)	80%	85%	81%	75%	64%	69%	77%	80%	63%
	2004	18	42.7 / 63 (67%)	74%	77%	69%	70%	62%	56%	61%	70%	66%
	New Test	# Students	Avg Raw Score	R.1.1	R.1.2	R.1.3	R.2.1	R.2.2	R.2.3	R.3.1	R.4.1	R.4.2
	2005	20	32.1 / 48 (66%)	74%	75%	66%	64%	61%		70%	55%	65%
	2006	15	32.7 / 48 (68%)	75%	75%	63%	71%	71%		71%	67%	48%
	2007	8	42.5 / 56 (75%)	89%	80%	71%	83%	69%		71%	78%	62%
	2008	15	38.8 / 56 (69%)	83%	81%	61%	66%	69%		66%	69%	55%
	New Test	# Students	Avg Raw Score	R.1	R.2	R.3	R.4	R.5				
	2009	11	36.5 / 56 (65%)	67%	65%	66%	63%	61%				

4th Grade	Year	# Students	Avg Raw Score		R.1.2	R.1.4	R.1.5	R.2.5		R.4.1	R.4.4	
	2003	17	29.0 / 42 (69%)		69%	68%	82%	63%		59%	69%	
	2004	15	29.5 / 42 (70%)		71%	63%	82%	74%		67%	61%	
	New Test	# Students	Avg Raw Score	R.1.1	R.1.2	R.1.3	R.2.1	R.2.2	R.3.1	R.4.1	R.4.2	
	2005	18	35.7/ 51 (70%)	64%	78%	76%	56%	66%	62%	71%	77%	
	2006	20	35.9 / 51 (70%)	60%	82%	83%	62%	59%	64%	71%	74%	
	2007	14	35.8 / 56 (63%)	77%	68%	60%	51%	70%	62%	60%	61%	
	2008	8	42.3/56 (75%)	92%	80%	80%	80%	73%	57%	62%	76%	
	New Test	# Students	Avg Raw Score	R.1	R.2	R.3	R.4	R.5				
	2009	15	38.5 / 56 (68%)	65%	77%	60%	74%	67%				

5th Grade	Year	# Students	Avg Raw Score	R.1.3	R.1.4	R.1.5	R.2.2	R.4.1	R.4.3			
	2003	21	28.7 / 42 (68%)	69%	61%	81%	62%	72%	63%			
	2004	17	28.5 / 42 (67%)	78%	66%	69%	58%	72%	62%			
	New Test	# Students	Avg Raw Score	R.1.1	R.1.2	R.1.3	R.2.1	R.2.2	R.3.1	R.4.1	R.4.2	
	2005	16	37.1 / 56 (66%)	76%	80%	57%	72%	68%	58%	65%	51%	
	2006	19	33.6 / 56 (60%)	68%	70%	60%	60%	62%	51%	53%	52%	
	2007	18	35.8 / 56 (63%)	69%	68%	68%	62%	54%	63%	65%	60%	
	2008	16	33.3 / 56 (59%)	58%	66%	61%	57%	57%	62%	58%	54%	
	New Test	# Students	Avg Raw Score	R.1	R.2	R.3	R.4	R.5				
	2009	9	39.0 / 56 (69%)	68%	70%	69%	76%	65%				

Reading Performance

Reading Criterion Reference Test (CRT) Data

* Red cells indicate standards of weakness

* Blue cells indicate standard of strength

* Gray cells indicate standards re-alignment

6th Grade	Year	# Students	Avg Raw Score	R.1.1	R.1.2	R.2.1	R.2.3	R.2.5	R.3.2	R.4.1	R.4.2	R.4.3
	2003	18	43.3 / 64 (67%)	77%	78%	55%	51%	63%	67%	75%	72%	65%
	2004	21	42.5 / 64 (66%)	73%	67%	57%	50%	57%	68%	78%	72%	70%
	New Test	# Students	Avg Raw Score	R.1.1	R.1.2	R.2.1	R.2.2	R.3.1	R.4.1	R.4.2	R.4.3	
	2005	17	35.8 / 56 (63%)	66%	69%	58%	54%	67%	71%	36%	78%	
	2006	18	35.0 / 56 (62%)	60%	73%	60%	53%	65%	76%	42%	68%	
	2007	17	36.6 / 56 (65%)	64%	71%	58%	57%	68%	78%	42%	82%	
	2008	23	38.6 / 56 (68%)	70%	78%	67%	50%	78%	80%	39%	87%	
	New Test	# Students	Avg Raw Score	R.1	R.2	R.3	R.4	R.5				
	2009	13	37.0 / 56 (66%)	77%	59%	65%	71%	60%				

7th Grade	Year	# Students	Avg Raw Score	R.1.1	R.1.2	R.1.3	R.1.4	R.2.2	R.2.4	R.3.2	R.4.2	
	2003	28	37.4/56 (66%)	75%	70%	64%	64%	71%	70%	66%	60%	
	2004	18	40.1 / 56 (71%)	81%	77%	72%	66%	69%	79%	66%	69%	
	New Test	# Students	Avg Raw Score	R.1.1	R.1.2	R.2.1	R.2.2	R.3.1	R.4.1	R.4.2	R.4.3	
	2005	20	36.6 / 56 (65%)	71%	80%	74%	74%	57%	60%	60%	45%	
	2006	17	35.5 / 56 (63%)	68%	72%	61%	65%	60%	59%	66%	52%	
	2007	16	36.4 / 56 (65%)	64%	77%	67%	68%	53%	67%	58%	63%	
	2008	21	34.4 / 56 (61%)	53%	75%	65%	68%	60%	61%	63%	44%	
	New Test	# Students	Avg Raw Score	R.1	R.2	R.3	R.4	R.5				
	2009	20	35.0 / 56 (62%)	69%	63%	60%	60%	58%				

8th Grade	Year	# Students	Avg Raw Score	R.1.1	R.1.2	R.1.3	R.2.2	R.2.5	R.4.1	R.4.4		
	2003	18	32.8 / 49 (66%)	74%	64%	64%	69%	54%	71%	69%		
	2004	30	32.4 / 49 (66%)	66%	58%	62%	65%	67%	67%	74%		
	New Test	# Students	Avg Raw Score	R.1.1	R.1.2	R.2.1	R.2.2	R.3.1	R.4.1	R.4.2	R.4.3	
	2005	21	32.8 / 49 (66%)	71%	74%	64%	72%	53%	73%		57%	
	2006	19	33.5 / 49 (68%)	67%	76%	70%	72%	58%	70%		62%	
	2007	13	33.2 / 56 (59%)	64%	54%	72%	67%	54%	61%	40%	58%	
	2008	15	36.6 / 56 (65%)	74%	64%	74%	69%	58%	66%	51%	63%	
	New Test	# Students	Avg Raw Score	R.1	R.2	R.3	R.4	R.5				
	2009	18	33.3 / 56 (59%)	73%	64%	46%	65%	52%				

Reading Performance

Reading Criterion Reference Test (CRT) Data

* Red cells indicate standards of weakness

* Blue cells indicate standard of strength

* Gray cells indicate standards re-alignment

11th Grade	Year	# Students	Avg Raw Score	R.1.2	R.1.4	R.1.5	R.2.1	R.2.8	R.4.6
	2003	13	28.7 / 42 (68%)	85%	70%	69%	63%	41%	79%
	2004	25	25.9 / 42 (61%)	85%	62%	54%	60%	29%	77%
	New Test	# Students	Avg Raw Score	R.1.1	R.2.1	R.2.2	R.3.1	R.4.1	
	2005	14	29.3 / 40 (73%)	84%	75%	80%	53%	72%	
	2006	15	30.1 / 40 (75%)	80%	80%	58%	74%	82%	
	2007	21	25.9 / 40 (64%)	77%	75%	36%	55%	78%	
	2008	17	27.4 / 40 (68%)	73%	78%	50%	61%	78%	
	New Test	# Students	Avg Raw Score	R.1	R.2	R.3	R.4	R.5	
	2009	20	28.3 / 50 (56%)	51%	66%	55%	50%	57%	

2009 Reading Standards/Indicator Data

The South Dakota State Content Standards provide a listing of essential core content to be taught and learned, and are designed to guide the planning of instruction and to anchor the assessment of learning from kindergarten through twelfth grade.

In 2009 the Dakota STEP Reading Assessment was aligned to the new reading content standards. Standards information is listed by Indicator; which is a broad goal that represents the expected outcomes for students graduating from South Dakota Schools and is the same for each grade level. ***It is suggested to use the DOE testing blueprint and district assessment results to determine strengths and weaknesses of each grade-level content standards***

2009 Reading Testing Blueprint

http://doe.sd.gov/octa/assessment/dakSTEP/docs/2009/STEP%20Sp09%20Reading%20Test%20Blueprints_no%25.pdf

Reading Content Standards

<http://doe.sd.gov/contentstandards/index.asp>

Mathematics Performance

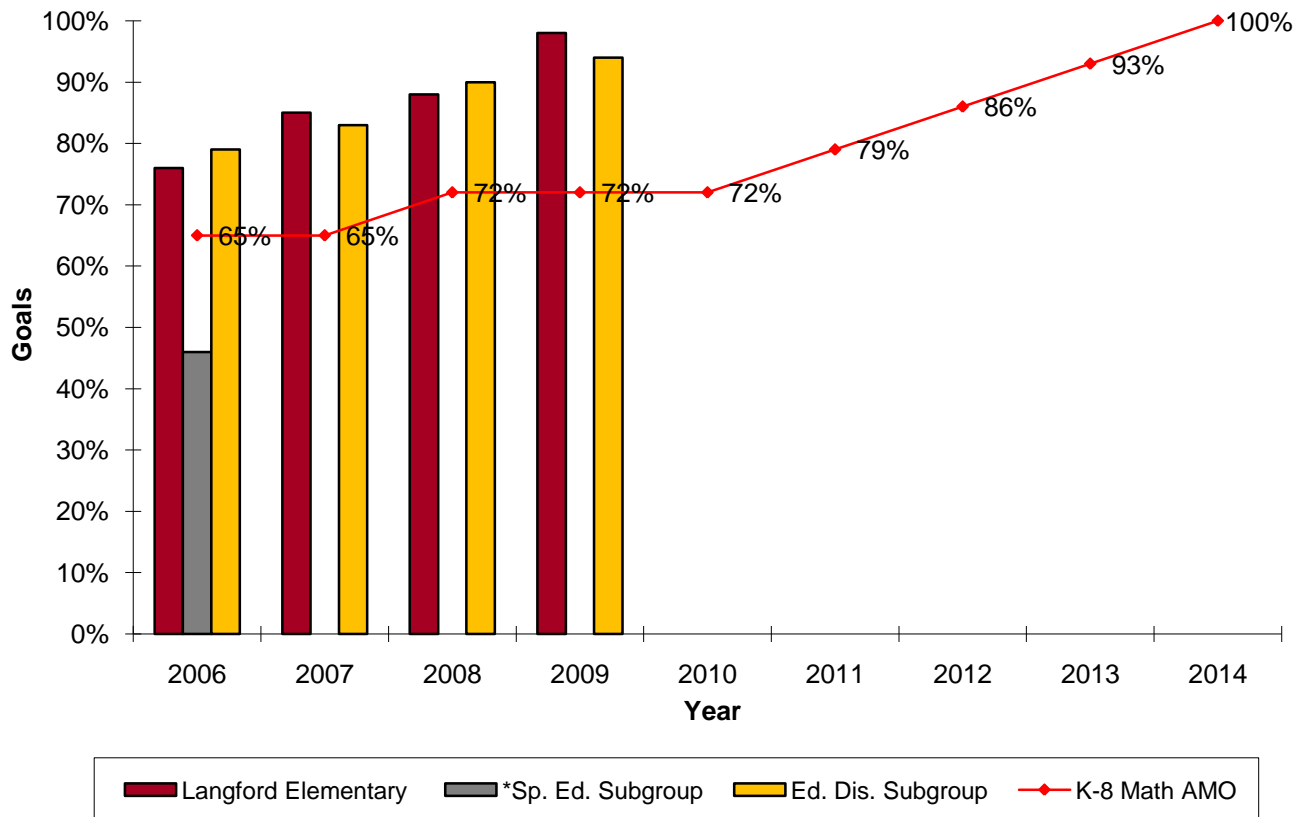
Dakota STEP Results in Math Grades 3-5

Dakota STEP Math % Proficient and Advanced								
All Students					Spec Ed	Econ Dis	Male Subgroup	Female Subgroup
	3rd	4th	5th	All	All	All	All	All
2005-2006	80%	85%	63%	76%	46%	79%	76%	78%
2006-2007	DNM	78%	83%	85%	DNM	83%	89%	75%
2007-2008	93%	DNM	74%	88%	DNM	90%	83%	94%
2008-2009	90%	100%	DNM	98%	DNM	94%	100%	94%

DNM –Did not meet minimum required number of ten students for reporting purposes.

The chart below shows how each subgroup in the Elementary School (Grades 3, 4, 5) compares to the Annual Measurable Objective (AMO) for South Dakota Math

AMO (Annual Measurable Objective) Graph Langford Elementary 3-5 Math



*Langford Elementary Special Education did not meet minimum required number of ten students for reporting purposes in all years

Langford School District- 45-2

Mathematics Performance

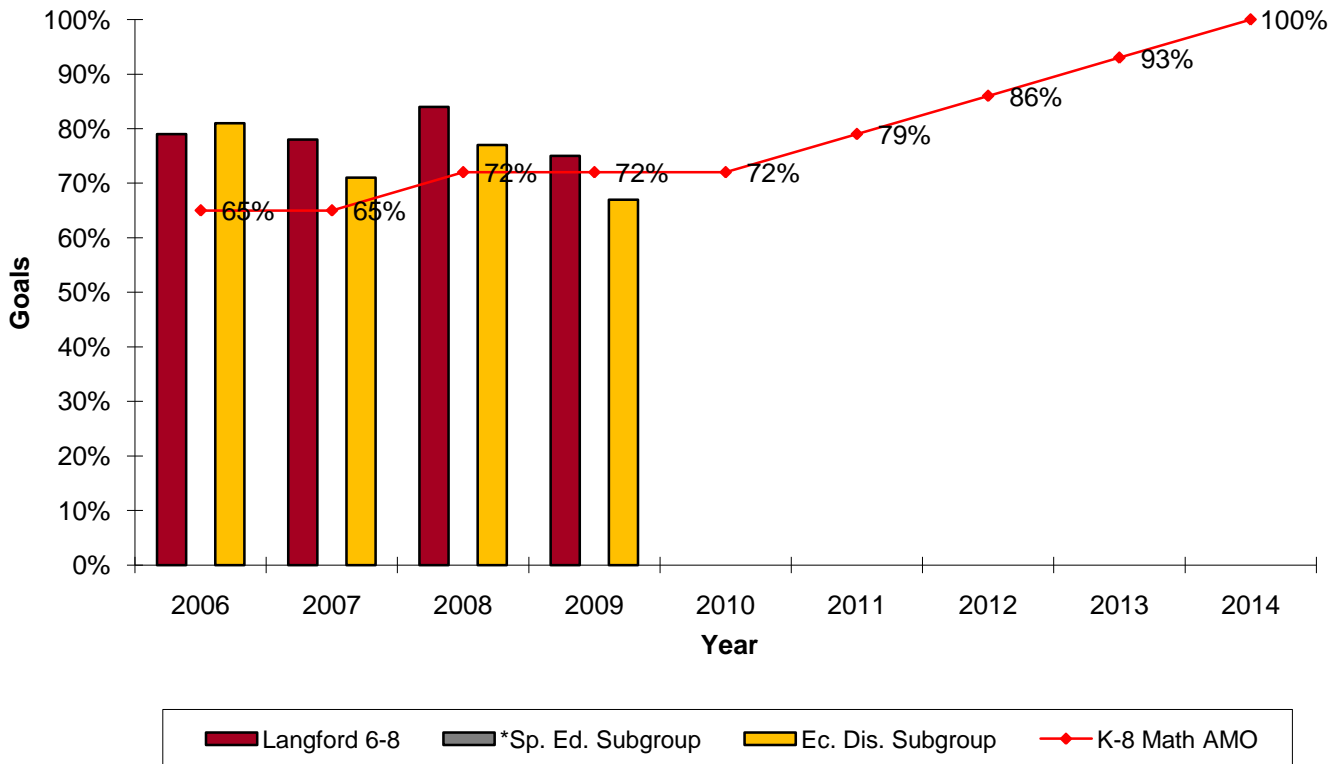
Dakota STEP Results in Math Grades 6-8

Dakota STEP Mathematics % Proficient and Advanced														
	All Students				Spec Ed	Ec Dis	Male Subgroup				Female Subgroup			
	6th	7th	8th	ALL	ALL	ALL	6th	7th	8th	ALL	6th	7th	8th	ALL
2005-2006	88%	65%	84%	79%	DNM	81%	82%	DNM	85%	77%	DNM	73%	DNM	82%
2006-2007	75%	81%	77%	78%	DNM	71%	63%	DNM	DNM	69%	DNM	DNM	DNM	89%
2007-2008	83%	79%	93%	84%	DNM	77%	85%	71%	DNM	81%	DNM	DNM	DNM	90%
2008-2009	77%	75%	73%	75%	DNM	67%	90%	77%	62%	75%	DNM	DNM	DNM	73%

DNM –Did not meet minimum required number of ten students for reporting purposes

The chart below shows how each subgroup in (Grades 6 - 8) compares to the Annual Measurable Objective (AMO) for South Dakota Math

AMO (Annual Measurable Objective) Graph Langford 6-8 Math



*Langford 6-8 Special Education did not meet minimum required number of ten students for reporting purposes in all years

Langford School District- 45-2

Mathematics Performance

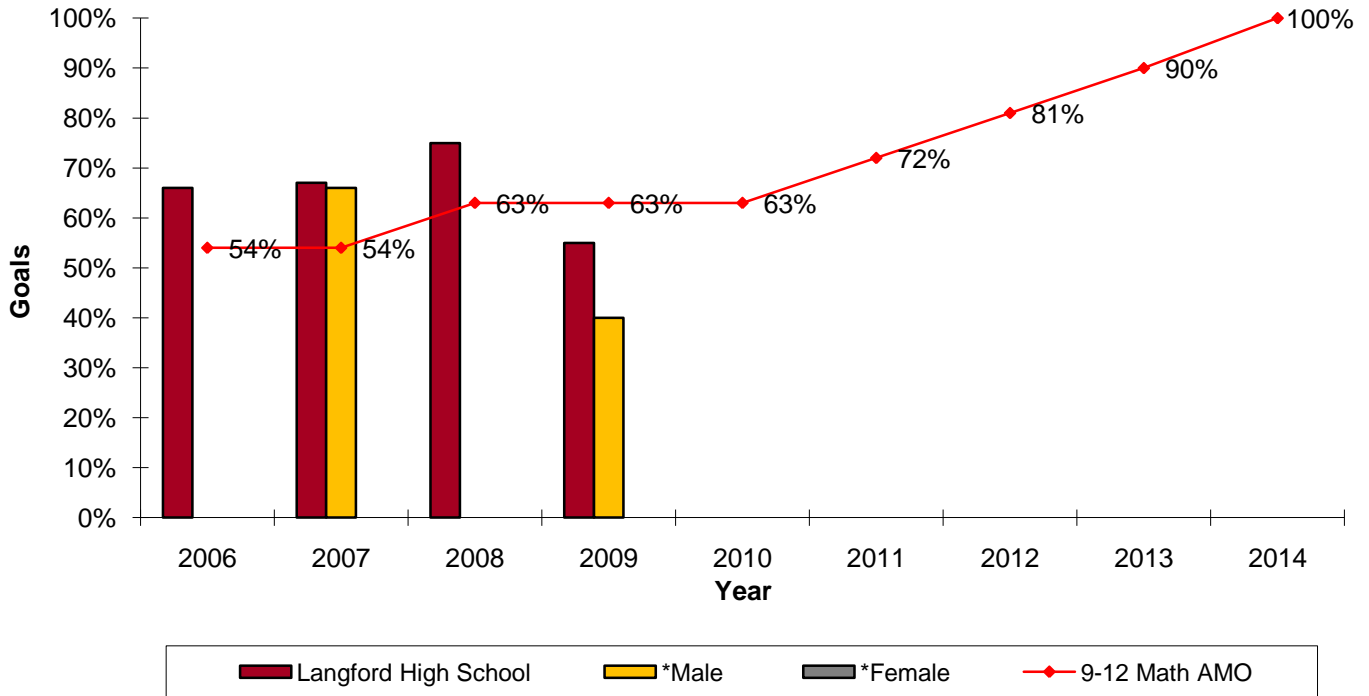
Dakota STEP Results in Math Grade 11 (High School)

Dakota STEP Math % Proficient and Advanced					
	All Subgroup	Spec. Ed. Subgroup	Econ. Dis. Subgroup	Male Subgroup	Female Subgroup
2005-2006	66%	DNM	DNM	DNM	DNM
2006-2007	67%	DNM	DNM	66%	DNM
2007-2008	75%	DNM	DNM	DNM	DNM
2008-2009	55%	DNM	DNM	40%	DNM

DNM – Did not meet minimum required number of ten students for reporting purposes

The chart below shows how each subgroup in 11th grade compares to the Annual Measurable Objective (AMO) for South Dakota Math

**AMO (Annual Measurable Objective) Graph
Langford High School Math**



*Langford High School subgroups did not meet minimum required number of ten students for reporting purposes in all years

Mathematics Performance

Math Criterion Reference Test (CRT) Data

* Red cells indicate standards of weakness

* Blue cells indicate standard of strength

* Gray cells indicate standards re-alignment

3rd Grade	Year	Avg Raw Score	A.1	A.2	A.3	G.1	G.2	M.1	M.2	N.1	N.2	N.3	N.4	P.1	P.2	S.1	S.2
	2003	82.2 / 105 (78%)	79%	60%	82%	81%	70%	73%	80%	77%	83%	79%	81%	76%	80%	81%	89%
	2004	70.2 / 105 (66%)	70%	48%	68%	78%	70%	55%	72%	67%	70%	62%	63%	57%	69%	65%	81%
	2005	82.7 / 105 (78%)	78%	58%	72%	83%	80%	74%	81%	85%	82%	73%	75%	72%	81%	85%	94%
	New Test	Avg Raw Score	A.1	A.2	A.3	A.4	G.1	G.2	M.1	N.1	N.2	N.3	S.1	S.2			
	2006	64.7 / 84 (77%)	80%	78%	69%	80%	79%	82%	64%	70%	81%	84%	81%	71%			
	2007	72.0 / 84 (85%)	78%	87%	85%	91%	82%	92%	91%	80%	78%	85%	92%	82%			
	2008	72.0 / 84 (85%)	87%	89%	79%	86%	88%	88%	77%	80%	88%	93%	88%	81%			
	2009	69.0 / 84 (82%)	84%	85%	80%	87%	84%	90%	83%	71%	84%	75%	83%	75%			
4th Grade	Year	Avg Raw Score	A.1	A.2	A.3	G.1	G.2	M.1	M.2	N.1	N.2	N.3	N.4	P.1	P.2	S.1	S.2
	2003	60.5 / 105 (57%)	55%	56%	48%	32%	57%	67%	50%	37%	78%	57%	56%	61%	78%	45%	84%
	2004	69.6 / 105 (66%)	62%	64%	54%	65%	61%	62%	68%	62%	76%	70%	67%	71%	72%	58%	75%
	2005	63.5 / 105 (60%)	68%	61%	50%	63%	54%	60%	47%	41%	70%	58%	59%	66%	70%	53%	82%
	New Test	Avg Raw Score	A.1	A.2	A.3	A.4	G.1	G.2	M.1	N.1	N.2	N.3	S.1	S.2			
	2006	59.7 / 84 (71%)	82%	63%	57%	82%	75%	70%	65%	72%	84%	51%	62%	85%			
	2007	58.0 / 84 (69%)	77%	58%	53%	73%	69%	68%	73%	59%	68%	73%	72%	81%			
	2008	60.4 / 84 (71%)	78%	62%	66%	66%	82%	67%	66%	57%	75%	82%	75%	83%			
	2009	68.7 / 84 (81%)	96%	81%	70%	81%	86%	90%	83%	81%	82%	69%	80%	77%			

Langford School District- 45-2

Math Criterion Reference Test (CRT) Data

* Red cells indicate standards of weakness

* Blue cells indicate standard of strength

* Gray cells indicate standards re-alignment

5th Grade	Year	Avg Raw Score	A.1	A.2	A.3	G.1	G.2	M.1	M.2	N.1	N.2	N.3	N.4	P.1	P.2	S.1	S.2
	2003	65.0 / 105 (61%)	66%	58%	61%	49%	71%	50%	57%	60%	63%	59%	61%	76%	61%	63%	67%
	2004	67.6 / 105 (64%)	78%	57%	76%	52%	73%	55%	64%	58%	64%	65%	58%	73%	65%	63%	65%
	2005	73.4 / 105 (69%)	85%	63%	67%	58%	78%	65%	72%	70%	68%	70%	60%	84%	68%	67%	67%
	New Test	Avg Raw Score	A.1	A.2	A.3	A.4	G.1	G.2	M.1	N.1	N.2	N.3	S.1	S.2			
	2006	50.4 / 84 (60%)	53%	57%	55%	70%	60%	67%	55%	57%	57%	53%	69%	60%			
	2007	55.7 / 84 (66%)	36%	70%	69%	61%	67%	80%	64%	59%	74%	67%	65%	78%			
	2008	53.1 / 84 (63%)	64%	67%	56%	55%	53%	65%	68%	60%	78%	58%	59%	71%			
	2009	68.0 / 84 (80%)	82%	84%	76%	87%	79%	73%	77%	82%	85%	79%	88%	74%			
6th Grade	Year	Avg Raw Score	A.1	A.2	A.3	G.1	G.2	M.1	M.2	N.1	N.2	N.3	N.4	P.1	P.2	S.1	S.2
	2003	69.9 / 105 (66%)	71%	81%	79%	68%	71%	54%	54%	73%	49%	61%	57%	66%	77%	62%	70%
	2004	68.0 / 105 (64%)	67%	61%	70%	64%	76%	65%	51%	70%	62%	59%	61%	64%	72%	58%	65%
	2005	74.8 / 105 (71%)	83%	75%	74%	77%	83%	63%	61%	75%	59%	66%	59%	66%	82%	72%	66%
	New Test	Avg Raw Score	A.1	A.2	A.3	A.4	G.1	G.2	M.1	N.1	N.2	N.3	S.1	S.2			
	2006	61.4 / 84 (73%)	58%	73%	82%	64%	83%	81%	62%	73%	89%	77%	69%	62%			
	2007	59.8 / 84 (71%)	63%	70%	73%	62%	80%	77%	52%	72%	86%	79%	79%	55%			
	2008	63.2 / 84 (75%)	68%	68%	91%	70%	81%	70%	75%	72%	87%	78%	78%	62%			
	2009	60.9 / 84 (72%)	57%	67%	78%	58%	82%	72%	67%	79%	78%	74%	76%	79%			

Math Criterion Reference Test (CRT) Data

* Red cells indicate standards of weakness

* Blue cells indicate standard of strength

* Gray cells indicate standards re-alignment

7th Grade	Year	Avg Raw Score	A.1	A.2	A.3	G.1	G.2	M.1	M.2	N.1	N.2	N.3	N.4	P.1	P.2	S.1	S.2
	2003	60.6 / 105 (57%)	53%	63%	65%	65%	61%	47%	52%	55%	57%	61%	60%	66%	55%	46%	53%
	2004	62.0 / 105 (59%)	51%	63%	66%	69%	54%	40%	55%	55%	68%	61%	63%	65%	60%	48%	60%
	2005	66.6 / 105 (63%)	59%	65%	72%	75%	58%	47%	62%	62%	68%	65%	63%	75%	71%	50%	52%
	New Test	Avg Raw Score	A.1	A.2	A.3	A.4	G.1	G.2	M.1	N.1	N.2	N.3	S.1	S.2			
	2006	52.0 / 84 (61%)	72%	77%	67%	55%	68%	51%	47%	52%	67%	58%	63%	61%			
	2007	59.6 / 84 (70%)	61%	63%	73%	67%	82%	78%	75%	74%	72%	63%	72%	67%			
	2008	58.6 / 84 (69%)	63%	68%	72%	74%	74%	72%	72%	62%	61%	59%	78%	74%			
	2009	59.2 / 84 (70%)	64%	75%	76%	70%	67%	76%	69%	73%	72%	63%	72%	63%			
8th Grade	Year	Avg Raw Score	A.1	A.2	A.3	G.1	G.2	M.1	M.2	N.1	N.2	N.3	N.4	P.1	P.2	S.1	S.2
	2003	61.2 / 105 (58%)	62%	61%	38%	57%	50%	60%	53%	60%	57%	59%	65%	53%	74%	60%	57%
	2004	56.7 / 105 (54%)	60%	52%	29%	52%	39%	59%	49%	53%	53%	56%	61%	54%	67%	61%	58%
	2005	63.7 / 105 (60%)	70%	63%	36%	56%	55%	66%	57%	63%	70%	61%	68%	57%	74%	52%	57%
	New Test	Avg Raw Score	A.1	A.2	A.3	A.4	G.1	G.2	M.1	N.1	N.2	N.3	S.1	S.2			
	2006	50.5 / 84 (60%)	25%	82%	47%	58%	57%	53%	42%	65%	77%	69%	71%	69%			
	2007	46.0 / 84 (54%)	28%	56%	53%	40%	65%	52%	63%	53%	63%	57%	69%	51%			
	2008	61.4 / 84 (73%)	45%	77%	67%	61%	79%	71%	84%	86%	66%	78%	84%	73%			
	2009	49.7 / 84 (59%)	44%	58%	56%	50%	65%	57%	57%	65%	54%	77%	70%	50%			

Math Criterion Reference Test (CRT) Data

* Red cells indicate standards of weakness

* Blue cells indicate standard of strength

* Gray cells indicate standards re-alignment

11 Grade	Year	Avg Raw Score	A.1	A.2	A.3	G.1	G.2	M.1	M.2	N.1	N.2	N.3	N.4	P.1	P.2	S.1	S.2
	2003	49.5 / 105 (47%)	46%	42%	34%	40%	42%	56%	44%	51%	56%	69%	60%	40%	40%	38%	44%
	2004	55.2 / 105 (52%)	41%	42%	42%	43%	55%	44%	46%	67%	65%	68%	77%	44%	44%	47%	56%
	2005	60.7 / 105 (57%)	55%	60%	55%	50%	59%	55%	56%	69%	74%	69%	73%	50%	37%	50%	52%
	New Test	Avg Raw Score	A.1	A.2	A.3	A.4	G.1	G.2	M.1	N.1	N.2	N.3	S.1	S.2			
	2006	49.7 / 84 (59%)	63%	59%	57%	41%	48%	54%	61%	70%	65%	58%	65%	62%			
	2007	49.0 / 84 (58%)	70%	65%	49%	57%	51%	53%	68%	65%	61%	51%	48%	55%			
	2008	54.9 / 84 (65%)	74%	81%	59%	63%	58%	69%	68%	66%	75%	57%	49%	58%			
	2009	49.2 / 84 (58%)	62%	64%	53%	51%	55%	61%	64%	62%	59%	60%	50%	57%			

Science Criterion Reference Test (CRT) Data

* Red cells indicate standards of weakness

* Blue cells indicate standard of strength

* Gray cells indicate standards re-alignment

5th Grade	Year	Avg Raw Score	S.P.1	S.P.2	S.P.3	S.L.1	S.L.2	S.L.3	S.E.1	S.E.2	S.S.1	S.S.2
	2007	48.6/70 (69%)	64%	67%	77%	61%	54%	69%	74%	84%	67%	71%
	2008	47.2 / 70 (67%)	67%	82%	58%	55%	54%	75%	67%	76%	70%	64%
	2009	54.1 / 70 77%	73%	79%	77%	66%	74%	77%	86%	76%	76%	87%

8th Grade	Year	Avg Raw Score	S.N.1	S.N.2	S.P.1	S.E.1	S.E.2	S.S.1	S.S.2			
	2007	43.4 / 70 (62%)	65%	53%	58%	62%	51%	67%	76%			
	2008	47.3 / 70 (67%)	73%	69%	52%	68%	62%	81%	78%			
	2009	45.0 / 70 (64%)	72%	63%	45%	67%	65%	68%	80%			

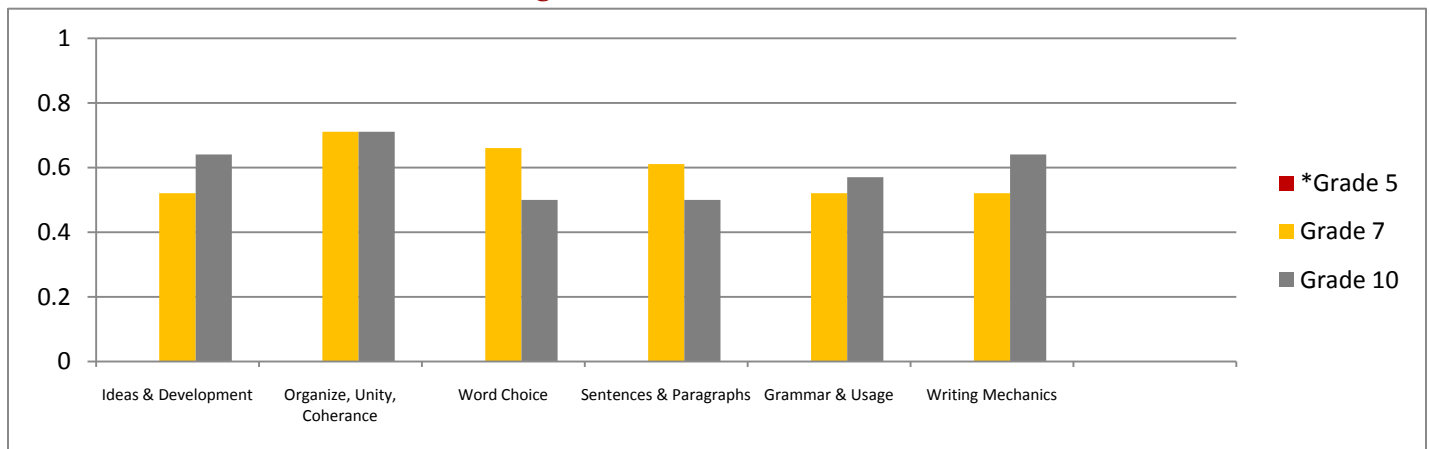
11th Grade	Year	Avg Raw Score	S.N1	S.N.2	S.P.1	S.P.2	S.P.3	S.L.1	S.L.2	S.L.3	S.E.1	S.E.2	S.S.1	S.S.2
	2007	53.5/84 (63%)	82%	66%	56%	68%	49%	50%	62%	73%	64%	60%	60%	70%
	2008	53.3/84 (63%)	72%	74%	54%	73%	52%	59%	63%	68%	58%	51%	63%	69%
	2009	47.7/84 (56%)	53%	70%	53%	57%	37%	57%	53%	66%	52%	52%	59%	61%

Writing Performance

Stanford Writing Assessment

2009 Writing Assessment Data	
Ideas and Development	
Grade	% P & A
05	<10 tested
07	52%
10	64%
Organization, Unity, Coherence	
Grade	% P & A
05	<10 tested
07	71%
10	71%
Word Choice	
Grade	% P & A
05	<10 tested
07	66%
10	50%
Sentences & Paragraphs	
Grade	% P & A
05	<10 tested
07	61%
10	50%
Grammar & Usage	
Grade	% P & A
05	<10 tested
07	52%
10	57%
Writing Mechanics	
Grade	% P & A
05	<10 tested
07	52%
10	64%

2008-2009 Writing Assessment % Proficient and Advanced



*Lansford fifth grade did not meet minimum required number of ten students for reporting purposes

Langford School District- 45-2

Adequate Yearly Progress (AYP) Profile

District Level AYP Summary-Adequate Yearly Progress

	Test Participation		Graduation Rate		Attendance	
	AYP	Status	AYP	Status	AYP	Status
2003-2004	Y	OK	Y	OK	Y	OK
2004-2005	Y	OK	Y	OK	Y	OK
2005-2006	Y	OK	Y	OK	Y	OK
2006-2007	Y	OK	Y	OK	Y	OK
2007-2008	Y	OK	Y	OK	Y	OK
2008-2009	Y	OK	Y	OK	Y	OK

* Note: ... AYP must be met for two consecutive years in order to be removed from School Improvement Status

School Level AYP Summary-Adequate Yearly Progress

Reporting School Improvement Status designations and subsequent status in **READING**

READING	Elementary School (K-5)		Middle School (6-8)		High School (9-12)	
	AYP	Status	AYP	Status	AYP	Status
2003-2004	Y	OK	Y	OK	Y	OK
2004-2005	Y	OK	Y	OK	Y	OK
2005-2006	Y	OK	Y	OK	Y	OK
2006-2007	Y	OK	Y	OK	Y	OK
2007-2008	Y	OK	Y	OK	Y	OK
2008-2009	Y	OK	Y	OK	Y	OK

School Level AYP Summary-Adequate Yearly Progress

Reporting School Improvement Status designations and subsequent status in **MATH**

MATH	Elementary School (K-5)		Middle School (6-8)		High School (9-12)	
	AYP	Status	AYP	Status	AYP	Status
2003-2004	Y	OK	Y	OK	Y	OK
2004-2005	Y	OK	Y	OK	Y	OK
2005-2006	Y	OK	Y	OK	Y	OK
2006-2007	Y	OK	Y	OK	Y	OK
2007-2008	Y	OK	Y	OK	Y	OK
2008-2009	Y	OK	Y	OK	Y	OK

Notes and Definitions

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