

Region 5 ESA DISTRICT PROFILE 2010

Miller Area School District 29-4



This District's Profile

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

For additional copies of this profile or customized profiles, contact Region 3 Education Service Agency.

Inside this profile:

- 1 Demographic Profile**
- 2 Special Education Profile**
- 3 Student Behavior Profile**
- 4 College Admissions & Placement Performance**
- 5 Students' Post-graduation Plans**
- 6 Dakota STEP Results – Reading**
- 7 Dakota STEP Results – Math**
- 8 Dakota STEP Results - Science**
- 9 2009 NAEP Data Summary**
- 10 Writing & Technology Literacy Assessment Results**
- 11 Adequate Yearly Progress (AYP)**
- 12 Additional Information**

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<http://sdesa.k12.sd.us>



1 Demographic Profile

Miller Area School District 29-4

P.O. Box 257
Miller, SD 57362

School Names:

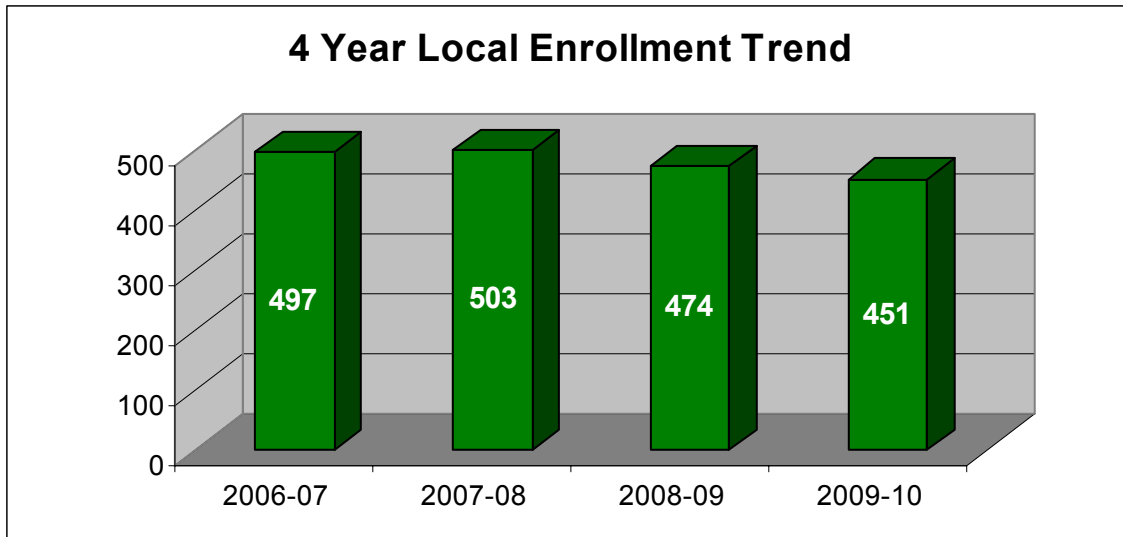
- ◆ Miller Elementary
- ◆ Millerdale Colony Elementary
- ◆ Miller Jr. High School
- ◆ Miller High School

Home County: Hand

Area in Square Miles: 1,116

District Enrollment

	2006-07	2007-08	2008-09	2009-10	2010-11
Total Enrollment (PreK-12)	497	503	474	451	
ADM for PreK-5	-	-	-	234	
ADM for 6-8	-	-	-	72	
ADM for 9-12	-	-	-	145	
Students with Disabilities Enrollment	60	74	69	67	
(% of PreK-5 with special needs)	-	-	-	17%	
(% of 6-8 with special needs)	-	-	-	6.9%	
(% of 9-12 with special needs)	-	-	-	9%	
Economically Disadvantaged Enrollment (% Eligible for Free/Reduced Lunch)	32.3%	34.6%	34.8%	31.8%	
(% of Pre-5)	-	-	-	33.76%	
(% of 6-8)	-	-	-	18.42%	
(% of 9-12)	-	-	-	24.83%	
Total Open Enrolled Students Received	40	40	31	4	
PreK-5	-	-	-	2	
6-8	-	-	-	0	
9-12	-	-	-	2	
Native American Enrollment	NA	NA	NA	2	
PreK-5	-	-	-	1	
6-8	-	-	-	0	
9-12	-	-	-	1	
Black, Hispanic, & other minority Enrollment	NA	NA	NA	4	
LEP Enrollment (Limited English Proficiency)	NA	NA	NA	0	



Staff Profile

	2006-07	2007-08	2008-09	2009-10	2010-11
Certified Instructional Staff (# FTE)	42.7	42.2	42.5	46.22	
% with Advanced Degrees	7.0%	2.3%	2.3%	8.1%	
Average Years of Experience	19.0	17.3	17.3	17.1%	
Student to Staff Ratio	11.6 to 1	11.9 to 1	11.2 to 1	9.76 to 1	
Classes Not Taught by Highly Qualified Teachers	9.0%	1.3%	0.0%	0.0%	
PreK-5	-	-	0.0%	0.0%	
6-8	-	-	0.0%	0.0%	
9-12	-	-	0.0%	0.0%	
Number of Core Courses taught by SPED teachers (grades 7-12)	-	-	-	0	

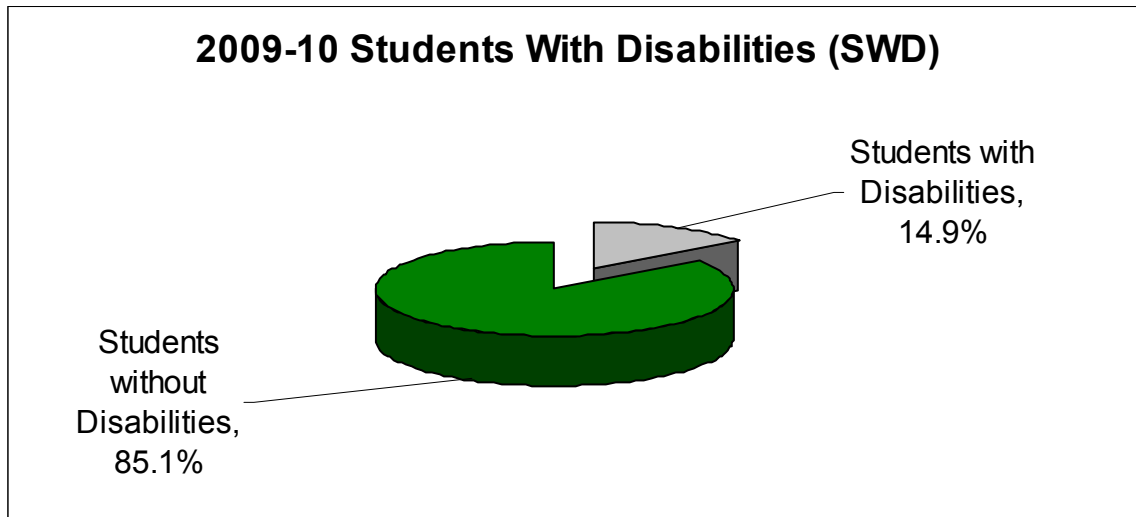
NOTE: Student to Staff ratio reflects the total number of students divided by the total number of certified staff, excluding administrators.

Classes NOT Taught by Highly Qualified Teachers Comparison in 2009-10	
State	0.9%
Miller	0.0%

NOTE: In 2009-10, Highly Qualified Teachers taught 100% of classes in the Highest Quartile & Lowest Quartile of poverty schools in the Miller Area School District.

2 Special Education Profile

Students with Disabilities (SWD)



Participation Rates (Dakota STEP) for Students with Disabilities

	2006-07	2007-08	2008-09	2009-10	2010-11
Assessment Participation Rates	100%	100%	100%	100%	
% SWD taking regular assessments	-	-	-	30.9%	
% SWD testing with accommodations	-	-	-	14.7%	
% SWD taking alternative assessments	-	-	-	2.9%	

NOTE: This data refers to the numbers of students with disabilities who were tested using the regular Dakota STEP test or with an alternative assessment.

Disability Identification and Proportionality

(Number of students based on Federal Child Count)

NOTE: Due to rules of confidentiality, any category with fewer than 10 students will be identified with an asterisk (*).

	2006-07	2007-08	2008-09	2009-10	2010-11
Deaf-Blind	*	*	*	*	
Emotionally Disturbed	*	*	*	*	
Mental Retardation	*	*	*	*	
Hearing Impaired	*	*	*	*	
Learning Disabled	17	22	20	24	
Multiple Disabilities	*	*	*	*	
Orthopedic Impairment	*	*	*	*	
Visually Impaired	*	*	*	*	
Deaf	*	*	*	*	
Speech/Language	25	29	26	23	
Other Health Impaired	*	*	*	*	
Autism	*	*	*	*	
Traumatic Brain Injury	*	*	*	*	
Developmental Delay	*	*	*	*	
TOTAL	60	74	69	47	

Special Education Placement Categories

	2006-07	2007-08	2008-09	2009-10	2010-11
Regular Classroom	38	44	44	44	
Resource Room	10	14	13	10	
Self-Contained Classroom	*	*	*	*	
Separate Facility	*	*	*	*	
Regular Early Childhood	*	*	*	*	
Age 3-5 Special Education Program	*	*	*	*	
Age 3-5 Other SPED Locations	*	*	*	*	
TOTAL	60	74	69	54	

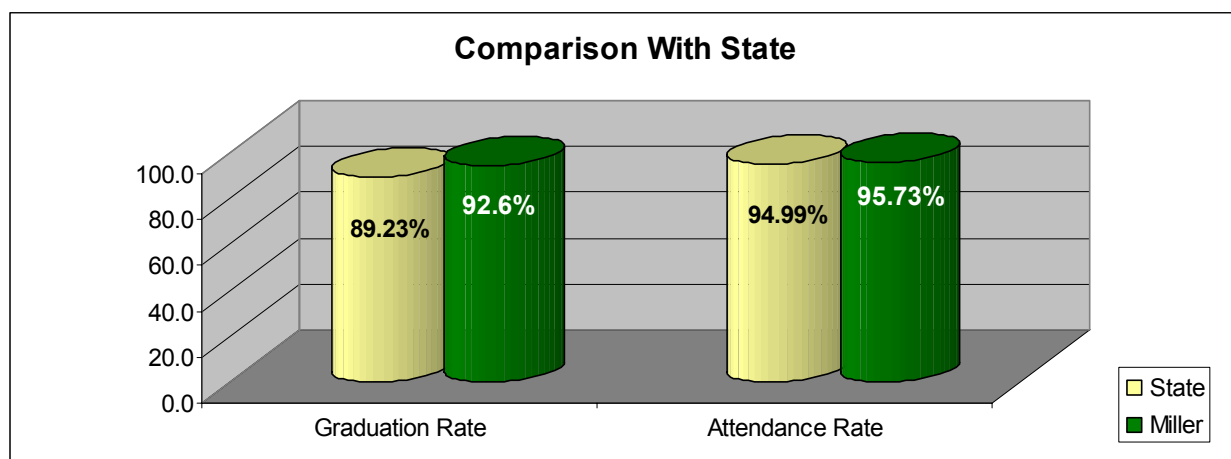
3 Student Behavior Profile

Attendance, Graduation and Discipline Data

	2006-07	2007-08	2008-09	2009-10	2010-11
Attendance Rate	96.9%	95.8%	95.6%	95.62%	
PreK-5	-	-	-	96.45%	
6-8	-	-	-	95.58%	
9-12	-	-	-	95%	
Truancy Rate	-	-	-	0.4%	
Suspension Rate	-	-	-	2.21%	
Students without Disabilities	-	-	-	1.77%	
Students with Disabilities	-	-	-	2.99%	
Drop Out Rate	1.2%	1.2%	0.4%	6.06%	
Students without Disabilities	-	-	-	6.06%	
Students with Disabilities	-	-	-	0%	
Graduation Rate	92.11%	93.18%	100%	93.94%	
Students without Disabilities	-	-	100%	90.91%	
Students with Disabilities	-	-	100%	100%	
Number of Graduates	35	43	43	32	

NOTE: 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.

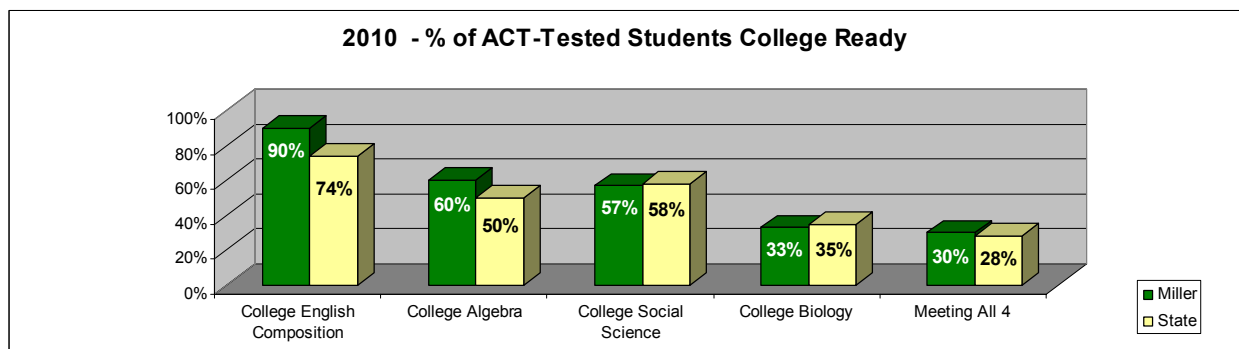
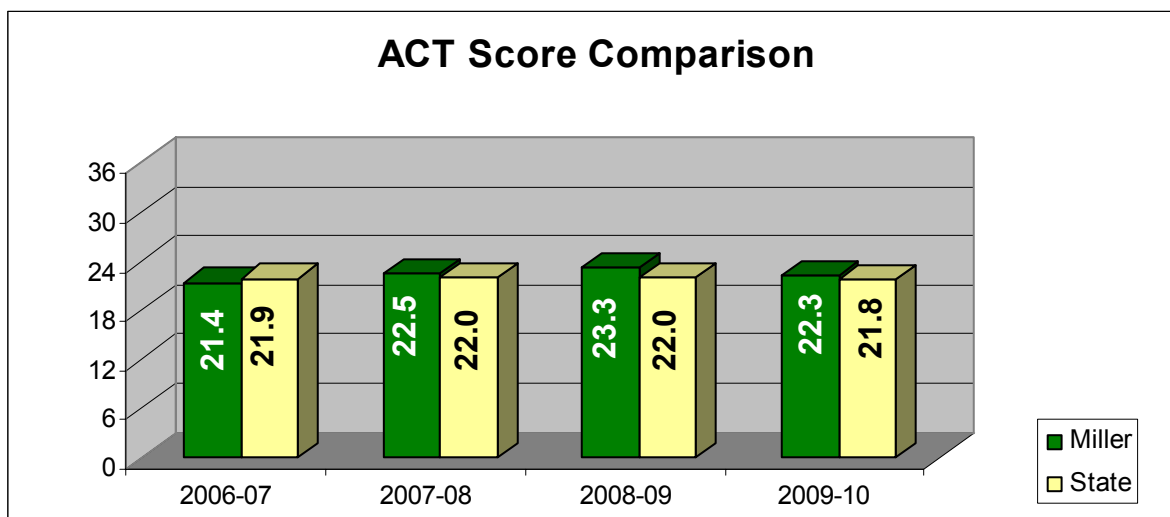
NOTE: The Department of Education changed the way it calculates graduation rate, in an effort to make it a more accurate count. The graduation rate starting with the 2004-05 school year is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers)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



4 College Admissions and Placement Performance

ACT Results

	2005-06		2006-07		2007-08		2008-09		2009-10	
Number Tested	37		32		35		38		30	
	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg
English	NA	21.0	20.0	21.3	21.7	21.2	23.8	21.2	22.6	21.1
Math	NA	21.6	22.4	21.7	22.4	21.9	23.7	21.8	21.8	21.6
Reading	NA	22.0	21.3	22.1	22.1	22.3	23.2	22.3	22.5	22.0
Science	NA	21.8	21.6	21.9	22.9	22.0	22.3	22.0	21.7	21.9
Composite Score	22.5	21.8	21.4	21.9	22.5	22.0	23.3	22.0	22.3	21.8



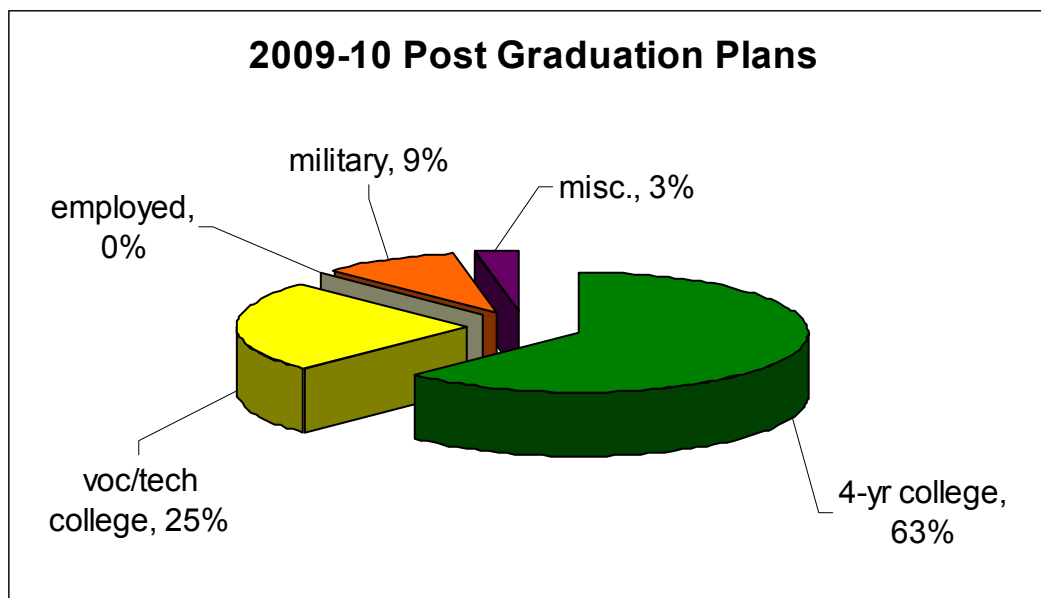
Course Enrollment (# of students enrolled)

	2005-06	2006-07	2007-08	2008-09	2009-10
Advanced Placement Courses	-	-	-	13	
Dual Credit Courses (HS & college credit)	-	-	-	0	
Credit Recovery Courses	-	-	-	13	
Distance Learning Courses	-	-	-	36	

5 Students' Post-graduation Plans

Post-graduation Plans

	# of graduates	% 4-yr college	% voc/tech college	% employed	% military	% misc.
2006-07	35	-	-	-	-	-
2007-08	43	-	-	-	-	-
2008-09	43	-	-	-	-	-
2009-10	32	62.5	25	0	9.4	3.1
2010-11						



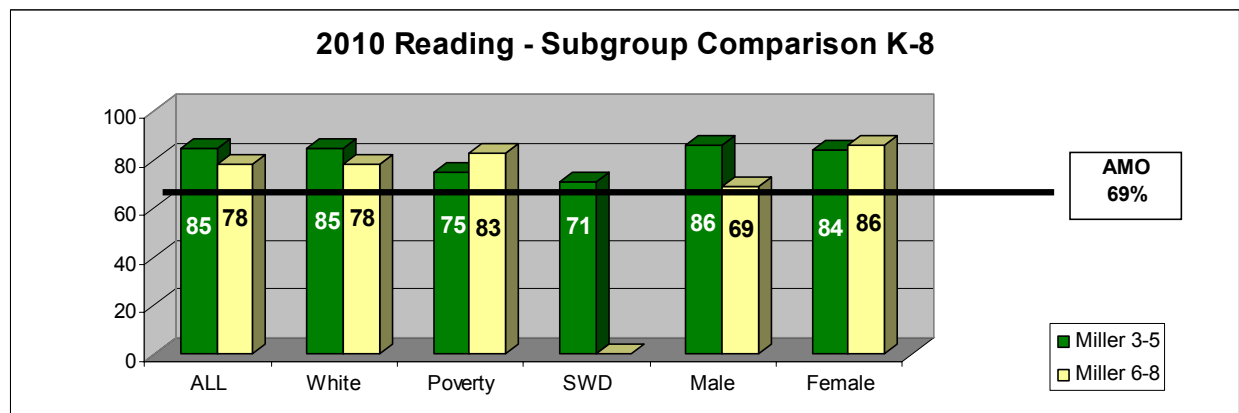
6 Reading Performance

Dakota STEP Results in Reading

DakotaSTEP Reading % Proficient and Advanced							
All Subgroup							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
2006-07	94	93	92	97	94	84	77
2007-08	95	94	88	95	92	82	84
2008-09	87	85	89	82	77	81	80
2009-10	93	81	81	97	72	62	80
2010-11							

NOTE: Due to rules of confidentiality, any grade with fewer than 10 students will be identified with an asterisk (*).

NOTE: The chart below shows how the subgroups in each grade span (3-5, 6-8) compares to the Annual Measurable Objective (AMO) for South Dakota. Subgroups smaller than 10 are not shown on this chart. Grade 11 subgroups are shown on page 15.



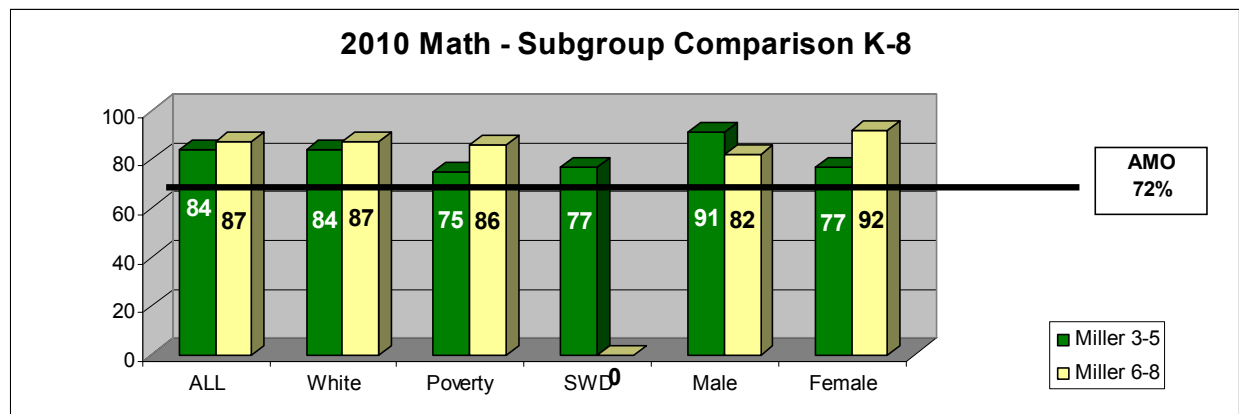
7 Math Performance

Dakota STEP Results in Math

DakotaSTEP Math % Proficient and Advanced							
All Subgroup							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
2006-07	83	86	77	92	90	88	72
2007-08	62	92	76	83	81	85	85
2008-09	70	69	83	91	74	70	72
2009-10	80	97	76	94	84	81	76
2010-11							

NOTE: Due to rules of confidentiality, any grade with fewer than 10 students will be identified with an asterisk (*).

NOTE: The chart below shows how the subgroups in each grade span (3-5, 6-8) compares to the Annual Measurable Objective (AMO) for South Dakota. Subgroups smaller than 10 are not shown on this chart. Grade 11 subgroups are shown on page 15.

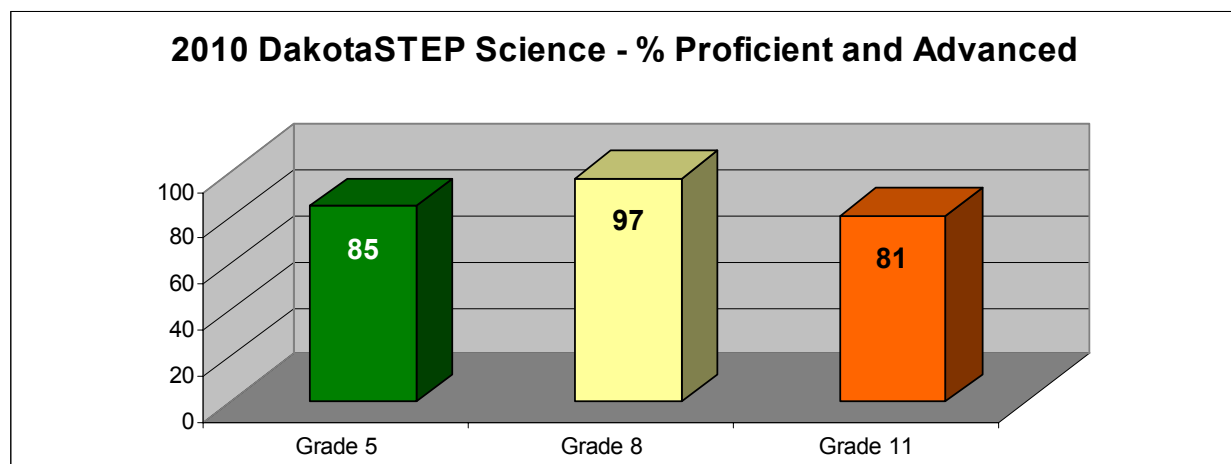


8 Science Performance

DakotaSTEP Science % Proficient and Advanced							
All Subgroup							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
2006-07	-	-	91	-	-	76	78
2007-08	-	-	93	-	-	82	88
2008-09	-	-	92	-	-	76	72
2009-10	-	-	85	-	-	97	81
2010-11							

NOTE: Due to rules of confidentiality, any grade with fewer than 10 students will be identified with an asterisk (*).

NOTE: Science is only tested at grades 5, 8, and 11. At this time, science is not included in the determination of AYP and scores will not place a school into School Improvement status. No Annual Measurable Objective (AMO) has been set for science.



9 Summary of 2009 NAEP Data (State Level)

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 2009 administration. Each student takes a portion of a reading or mathematics assessment. The NAEP results are reported for the state in 2007 and 2009. **There are no published school or district results.**

NCLB State Reports

South Dakota Data		NAEP 2009							
Reading		Advanced		Proficient		Basic		Below Basic	
		Gr 4	Gr 8	Gr 4	Gr 8	Gr 4	Gr 8	Gr 4	Gr 8
		%	%	%	%	%	%	%	%
All Students		7	2	26	35	37	47	30	16
White (not Hispanic)		7	2	30	38	38	48	25	12
Black (not Hispanic)		#	#	#	#	#	#	#	#
Asian		#	#	#	#	#	#	#	#
Native American		2	1	9	15	27	44	62	40
Hispanic		4	#	25	#	35	#	36	#
Economically Disadvantaged		3	1	17	21	33	50	47	28
Limited English Proficient		#	#	#	#	#	#	#	#
Students with Disabilities		3	0	14	4	28	33	55	63
Gender	Male	6	1	25	29	36	51	34	19
	Female	8	3	28	42	38	44	27	12

South Dakota Data		NAEP 2009							
Mathematics		Advanced		Proficient		Basic		Below Basic	
		Gr 4	Gr 8	Gr 4	Gr 8	Gr 4	Gr 8	Gr 4	Gr 8
		%	%	%	%	%	%	%	%
All Students		5	7	37	34	44	41	14	17
White (not Hispanic)		6	8	41	38	44	41	9	13
Black (not Hispanic)		0	#	17	#	48	#	35	#
Asian		#	#	#	#	#	#	#	#
Native American		0	1	15	16	45	38	40	45
Hispanic		4	1	23	12	48	49	25	38
Economically Disadvantaged		2	3	25	22	48	45	25	31
Limited English Proficient		#	#	#	#	#	#	#	#
Students with Disabilities		3	2	19	5	43	32	35	61
Gender	Male	6	9	38	35	43	40	13	17
	Female	3	5	36	34	46	43	14	18

subgroup does not meet NAEP reporting requirements

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

For more information about NAEP: <http://nces.ed.gov/nationsreportcard/>
For more information about South Dakota NAEP results, contact Jan Martin at jan.martin@state.sd.us.

Participation Rates

Students with Disabilities	Reading	Math
Grade 4	60%	87%
Grade 8	60%	83%

Limited English	Reading	Math
Grade 4	67%	100%
Grade 8	67%	89%

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

10 Writing & Technology Performance

2009-10 Writing Assessment Results

% Proficient and Advanced						
	Ideas & Development	Organization	Word Choice	Sentences	Grammar	Mechanics
Grade 5	NA	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA	NA
Grade 10	NA	NA	NA	NA	NA	NA

NOTE: A pilot year was conducted during the 2009-10 school year for a new state writing assessment. No school level was available.

2010 8th Grade Technology Literacy Results

District Performance Level		Proficient	
Below Basic 0% of students	Basic 50% of students	Proficient 50% of students	Advanced 0% of students
21st Century Skills Category		% Proficient or Advanced	
Creativity & Innovation		20%	
Communication & Collaboration		43%	
Research & Information Fluency		43%	
Critical Thinking, Problem-solving, Decision Making		33%	
Digital Citizenship		40%	
Technology Operations & Concepts		33%	

NOTE: Through the No Child Left Behind Act, the Enhancing Education Through Technology (Ed Tech) Program states are required to ensure and report the number of 8th grade students which are technologically literate by the end of eighth grade.

11 Adequate Yearly Progress (AYP) Profile

District Level AYP Summary

Objectives	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
% of PreK-5 Tested	-		100%		99.1%		100%		100%	
% of 6-8 Tested	-		100%		100%		100%		100%	
% of 9-12 Tested	-		100%		100%		100%		100%	
Grad Rate	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Attendance	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Reading	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Math	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK

NOTE: AYP must be met for two consecutive years in order to be removed from school improvement status.

School Level AYP Summary

Reporting School Improvement Status designations and subsequent status.

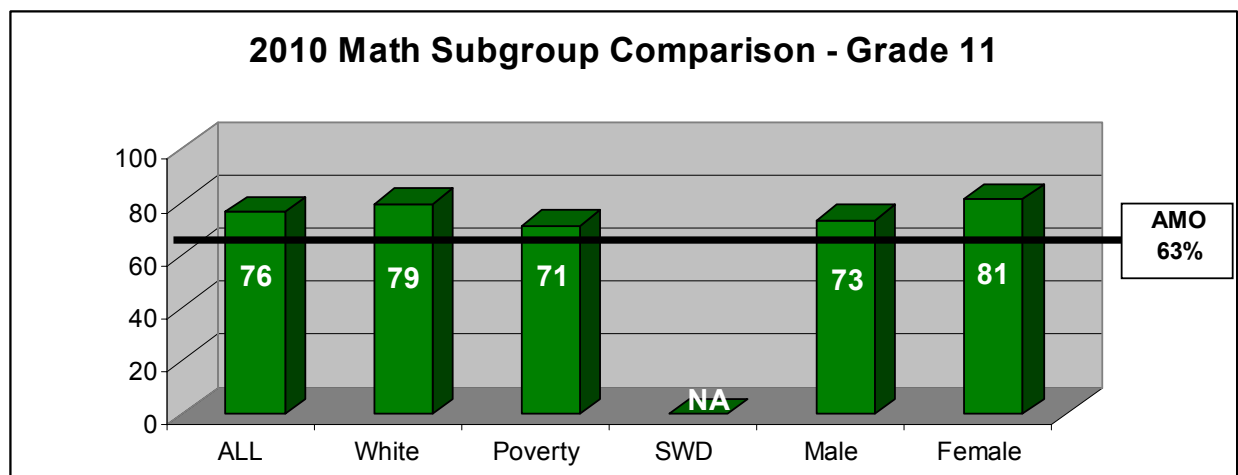
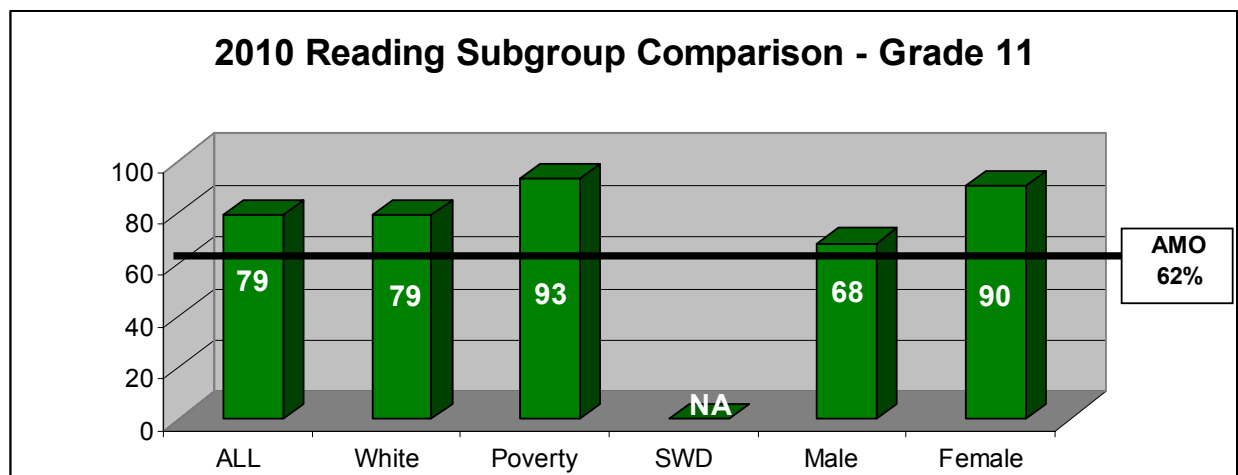
School & Objectives	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Miller Elementary	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Millerdale Colony Elem.	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Miller Jr. High	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Miller High School	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK

NOTE: In 2010, Miller Elementary and Miller High School were named Distinguished Schools. In 2008, Miller High School was named a Distinguished School. In 2007, Miller Elementary, Millerdale Colony Elementary, and Miller Jr. High were named Distinguished Schools.

12 Additional Information

Subgroup Comparisons (from Section 6 and Section 7)

NOTE: The charts below show how various subgroups in grade 11 compare to the Annual Measurable Objective (AMO). Any subgroup with fewer than 10 students will not be reported on these charts.



Notes & 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), averaging two consecutive years' scores, Safe Harbor (moving 10% of students from the Basic/Below Basic categories to Proficient or Advanced), or by Confidence Interval (formula allowance for small subgroup numbers).
- By 2014, schools are expected to show 100% of students proficient or advanced in mathematics and reading. The Annual Measurable Objective (AMO) that schools must meet will gradually increase until 2014, and schools will be accountable for the gradually increasing AMO in order to meet Adequate Yearly Progress (AYP).
- Distinguished Schools and Districts are identified using the following criteria. The school or district must meet adequate yearly progress for two consecutive years in both reading and math, AND decrease the achievement gap for one or more subgroups by 10 percent over a two-year period OR have at least 80 percent of students in the "All Student" group meet the state's proficient and advanced levels of student performance in both reading and math.