



Madison School District 39-2

2009-2010 School Year

Inside this Profile: Page

Demographic Profile	2-3
College Admissions & Placement Performance	4
Students' Post-graduation Plans	5
Dakota STEP Results --Reading	6-9
Dakota STEP Results -- Math	10-12
Dakota STEP Results -- Science	13
Adequate Yearly Progress (AYP)	14
Notes & Definitions	15

On January 8, 2002, President Bush signed the No Child Left Behind Act of 2001 into law. The law called for sweeping changes in nations public school system and includes this annual report to parents and community. A designated purpose of the report is to outline academic achievement and professional qualifications of the district's teaching staff.

In addition, we have provided significant student and staff demographic information to help understand our school system. The charts and graphs represent information collected over time and provide longitudinal information that the district values greatly in the decision-making process within curriculum improvement.

The information presented in this report includes elementary, middle and high school students. The goal, as designated in the No Child Left Behind Act, is to have all students reach either the advanced or proficient level by school year 2013-2014. It is important to recognize that differences in cohort performance may impact a yearly performance index. The Proficiency scores and AYP ratings in the student achievement data indicate whether or not our school is on target to meet this goal.

Please recognize that we as a district are very willing to assist you should you have questions about this report and the information with in it.

Sincerely yours,
 Vince Schaefer
 Superintendent of Schools

District's Profile

This profile summarizes data reported by the South Dakota Department of Education for the Madison 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 More Information:

Madison Central School District 39-2
 800 NE 9th Street
 Madison, SD 57042
Administrative Office (605) 256- 7700
FAX: (605) 256-7711
<http://www.madison.k12.sd.us>

Elementary School: (605)256-7721
Middle School: (605)256-7717
High School: (605)256-7706
Gracevale Colony: (605)256-7701

Region 1 ESA

Demographic Profile

Madison School District 39-2

800 NE 9th St.
Madison, SD 57042

Home County: Lake

Area in Square Miles: 251

School Names:

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

Student Demographics

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Total Enrollment (PreK-12)	1,210	1,161	1153	1171	1188
Elementary School Enrollment (PreK-5)			510	519	556
Middle School Enrollment (6-8)			260	258	255
High School Enrollment (9-12)			383	394	377
Native American Enrollment	--	28	22	21	32
Black, Hispanic, & other Minority Enrollment	--	53	55	57	61
% Special Needs Students	11.2%	10.5%	10%	12%	12%
% Gifted & Talented					
% Limited English Proficient (LEP)			.02%	.007%	.03
% Migrant					
Economically Disadvantaged Enrollment (% Eligible for Free/Reduced Lunch)	24.6%	24.7%	21%	19%	23%
Total of Open Enrolled Students	20	40	36	45	47
Average Daily Membership (ADM)	1,184.49	1,160.43	1186.16	1195.10	1216.69
K-8 ADM	783.173	773.510	792.59	810.99	835.58
9-12 ADM	401.318	386.923	393.58	384.11	381.11
Average Daily Attendance (ADA)	1,146.737	1,119.829	1149.25	1151.40	1177
K-8 ADA	765.348	750,874	771.33	783.73	810.38
9-12 ADA	381.389	368.855	377.93	367.67	366.62

Demographic Profile

Attendance, Graduation and Discipline

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Attendance Rate	96.8%	96.5%	97.1	97.15	96.28%
Truancy Rate	--	--	--	--	--
Suspension Rate	--	--	--	--	--
Drop Out Rate	1.5%	1.1%	0	1%	XX
Graduation Rate	96.36%	93.18%	100%	98.78%	96.63%
Number of Graduates	106	83	88	91	94

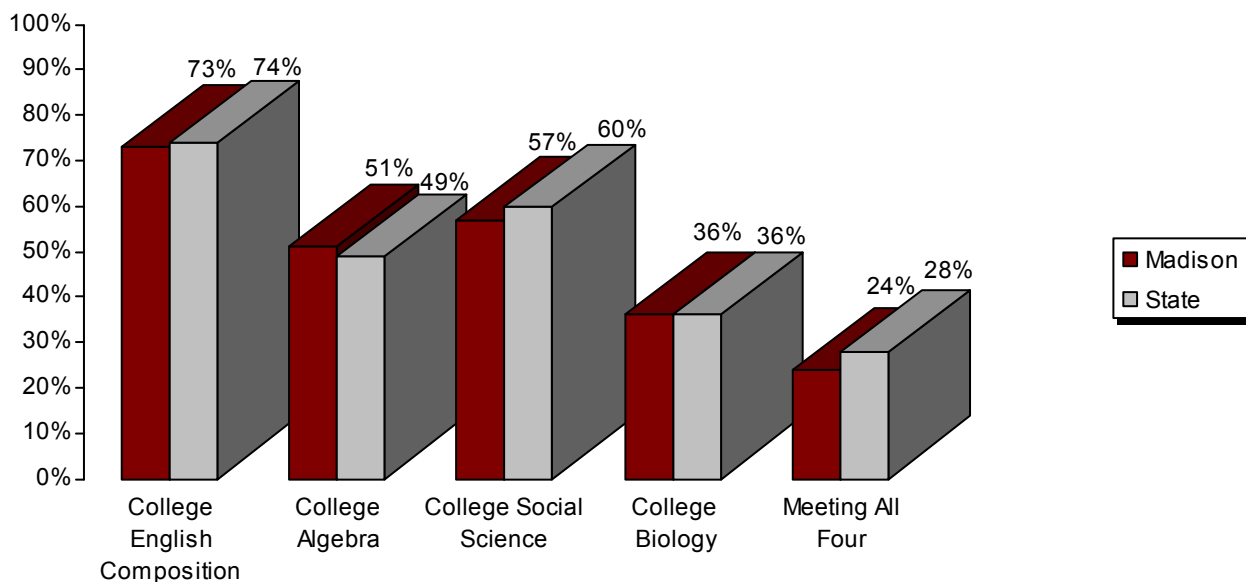
Staff Demographics

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Certified Instructional Staff (#FTE)	82.9	88	91	89	93
% with Advanced Degrees	22.4%	31	32.25	35%	31
Average Years of Experience	17.3	17	16.71	15.82	16.41
Student to Staff Ratio	14.46	13.21	13.13	13.15	14
Teachers with Emergency or Provisional Credentials	0.0	0.0	0.0	0.0	0.0
Classes Not Taught by Highly Qualified Teachers	1.6%	0.0%	0.0%	2%	3.6%

College Admissions and Placement Performance

ACT Results	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
Number Tested	81		67		72		69		70	
	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg
English	21.4	20.8	23.4	21.0	22.2	21.3	20.5	21.2	20.9	21.2
Math	22.3	21.3	22.8	21.6	22.5	21.7	22.0	21.9	21.8	21.8
Reading	22.3	21.7	23.0	22.0	22.3	22.1	21.4	22.3	22.1	22.3
Science	21.8	21.6	22.8	21.8	22.4	21.9	21.6	22.0	22.5	22.0
Composite Score	22.0	21.5	23.2	21.8	22.5	21.9	21.6	22.0	22.0	22.0

% ACT-Tested Students College Ready

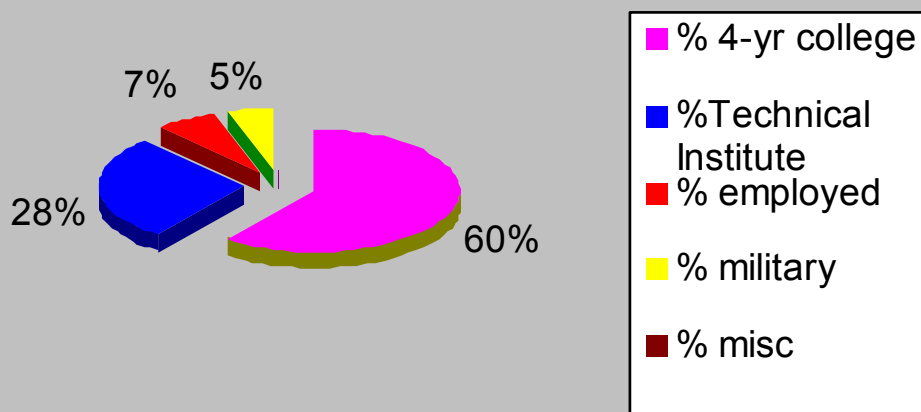


Students' Post-graduation Plans

Post-graduation Plans

	# of graduates	% 4-yr college	% Technical Institute	% employed	% military	% misc
2004-2005	109	70%	19%	13%	2%	0%
2005-2006	101	66%	28%	4%	0%	0%
2006-2007	88	60%	28%	11%	1%	0%
2007-2008	91	68%	21%	10%	1%	0%
2008-2009	90	60%	28%	7%	5%	0%

2008-2009 Post Graduation Plans



Reading Performance

Dakota Step Results in Reading Grades 9-12 (High School)

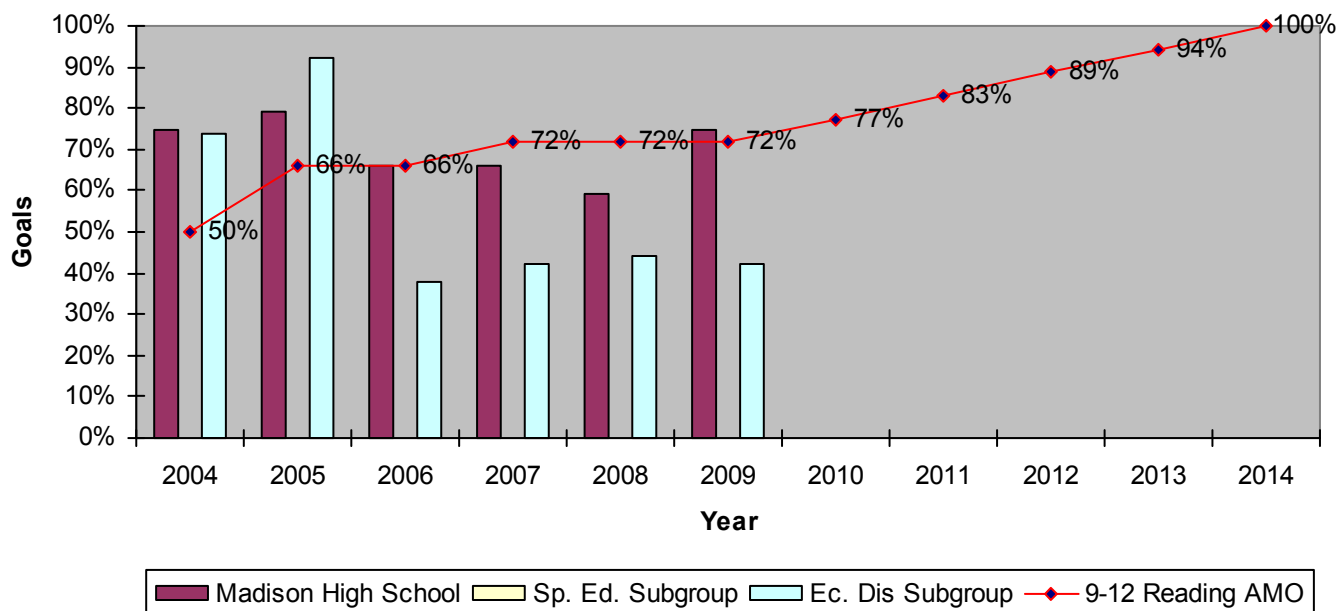
Dakota STEP Reading % Proficient and Advanced

	All Subgroup	Special Education Subgroup	Economically Disadvantaged Subgroup	Male Subgroup	Female Subgroup
	Grade 11	Grade 11	Grade 11	Grade 11	Grade 11
2004-2005	79%	DNM	92%	79%	78%
2005-2006	66%	DNM	38%	62%	71%
2006-2007	66%	DNM	42%	68%	62%
2007-2008	59%	DNM	44%	58%	60%
2008-2009	75%	DNM	42%	73%	76%

* The N size for 11th grade special education subgroup is less than 10 and Does Not Meet (DNM) the accountability criteria for NCLB

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
Madison High School Reading (11th Grade)**



Reading Performance

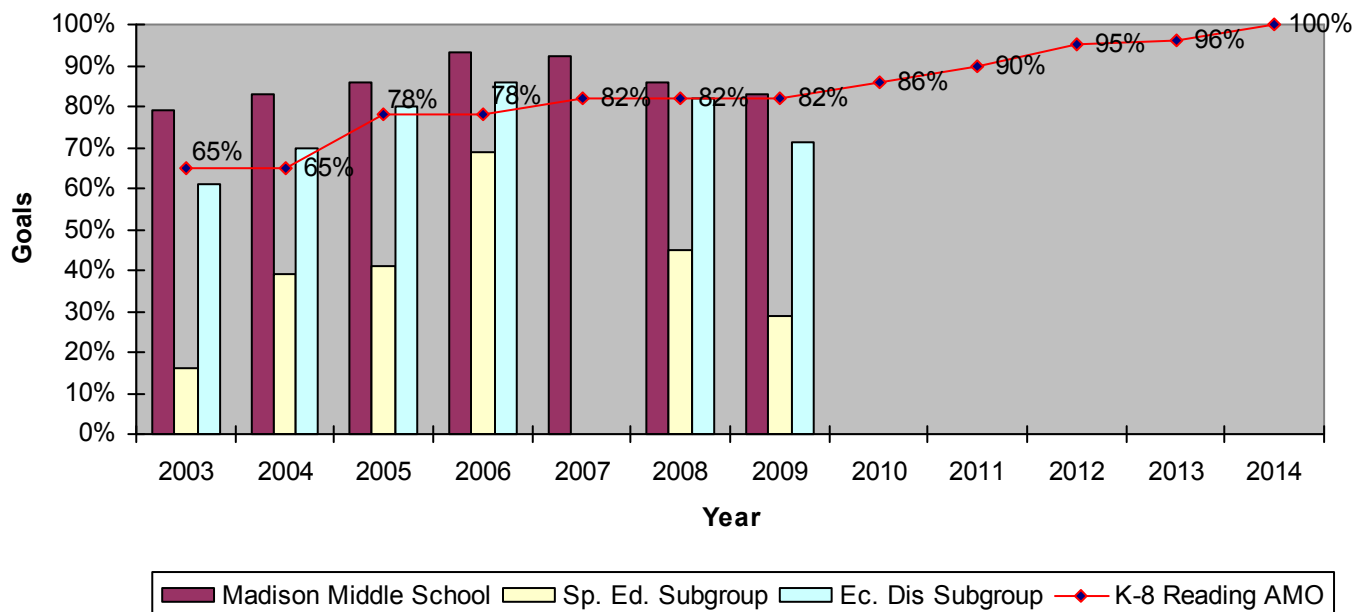
Dakota STEP Results in Reading Grades 6-8 (Middle School)

Dakota STEP Reading % Proficient and Advanced

	All Subgroup			All 6-8	Sp Ed 6-8	EC Dis 6-8	Male Subgroup 6-8	Female Subgroup 6-8
	Grade 6	Grade 7	Grade 8	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8
2004-2005	90%	89%	76%	86%	41%	80%	81%	90%
2005-2006	91%	93%	89%	93%	69%	86%	91%	94%
2006-2007	89%	97%	91%	92%	DNM	DNM	89%	95%
2007-2008	93%	80%	88%	86%	45%	82%	84%	89%
2008-2009	84%	89%	77%	83%	29%	71%	81%	87%

The chart below shows how each subgroup in the Madison Middle School (Grades 6, 7 and 8) compares to the Annual Measurable Objective (AMO) for South Dakota

**AMO (Annual Measurable Objective) Graph
Madison Middle School (6-8) Reading**



Reading Performance

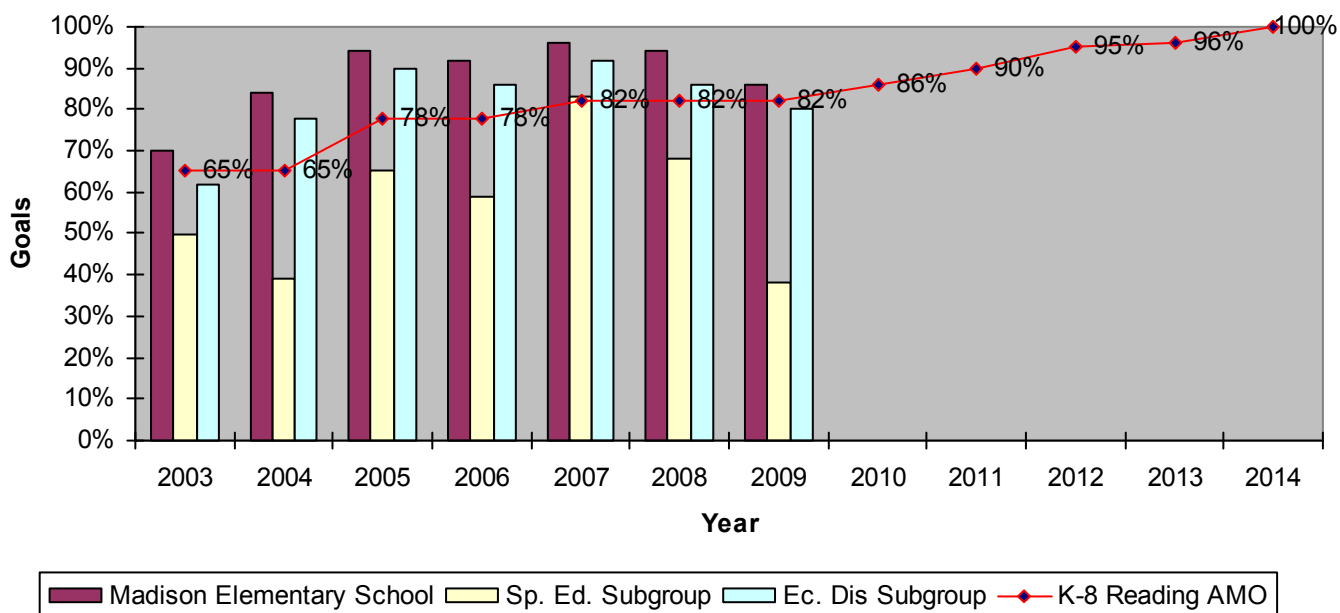
Dakota STEP Results in Reading Grades 3-5 (Elementary School)

Dakota STEP Reading % Proficient and Advanced

	All Subgroup				Sp. Ed. Subgroup	Ec. Dis, Subgroup	Male Subgroup	Female Subgroup
	Grade 3	Grade 4	Grade 5	Grades 3-5	Grades 3-5	Grades 3-5	Grades 3-5	Grades 3-5
2003-2004	77%	95%	82%	84%	39%	78%	81%	87%
2004-2005	95%	90%	94%	94%	65%	90%	94%	94%
2005-2006	86%	100%	90%	92%	59%	86%	91%	94%
2006-2007	96%	95%	100%	96%	83%	92%	95%	99%
2007-2008	95%	94%	91%	94%	68%	86%	91%	96%
2008-2009	84%	84%	88%	86%	38%	80%	81%	90%

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

**AMO (Annual Measurable Objective) Graph
Madison Elementary School (3-6) Reading**



Reading, Math, and Science (5 & 8) Performance

Dakota STEP Results in Reading Grades 3-8 (Gracevale Colony School)

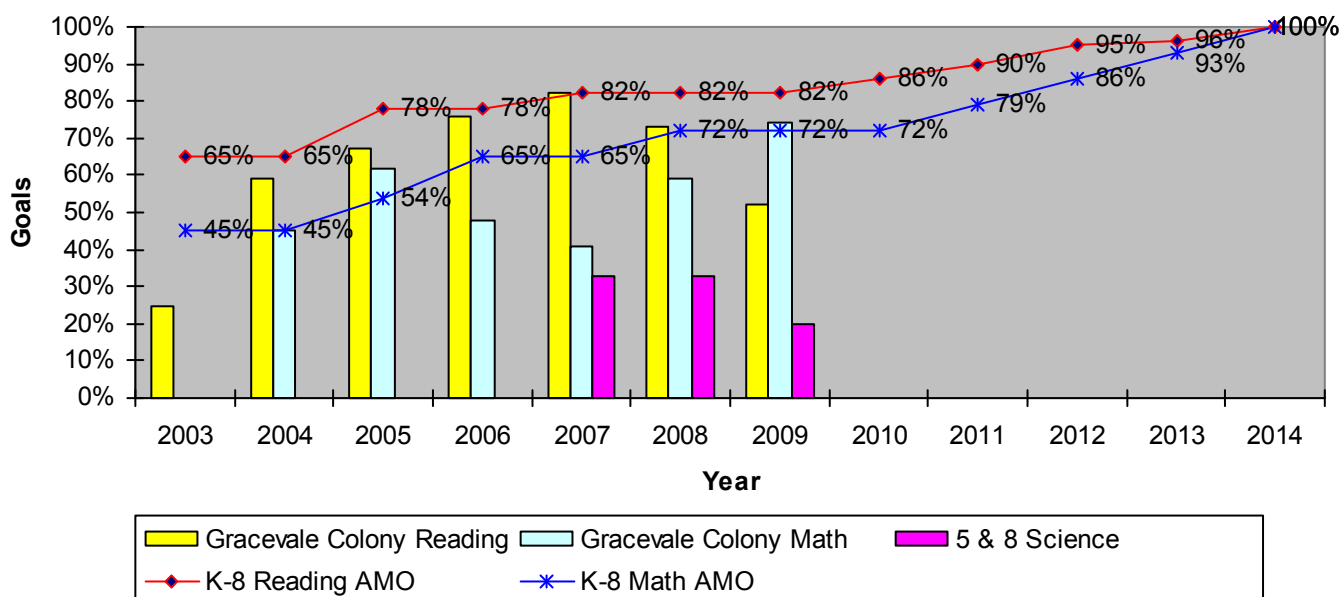
Dakota STEP Reading, Math, and Science % Proficient and Advanced

	Reading	Math	Science
	All Subgroup (Grades 3-8)	All Subgroup (Grades 3-8)	Grades 5 & 8
2004-2005	67%	62%	0%
2005-2006	76%	48%	0%
2006-2007	82%	41%	33%
2007-2008	73%	59%	33%
2008-2009	52%	74%	20%

* N size is less than 10 for individual grades and all other subgroups at Gracevale Colony and *Does Not Meet* (DNM) NCLB accountability criteria.

The cart below shows how the all subgroup at Gracevale Colony (Grades 3-8) compares to the Annual Measurable Objective (AMO) for South Dakota Reading and Math

**AMO (Annual Measurable Objective) Graph
Gracevale Colony (3-8) Reading and Math**



Math Performance

Dakota STEP Results in Math Grade 11 (High School)

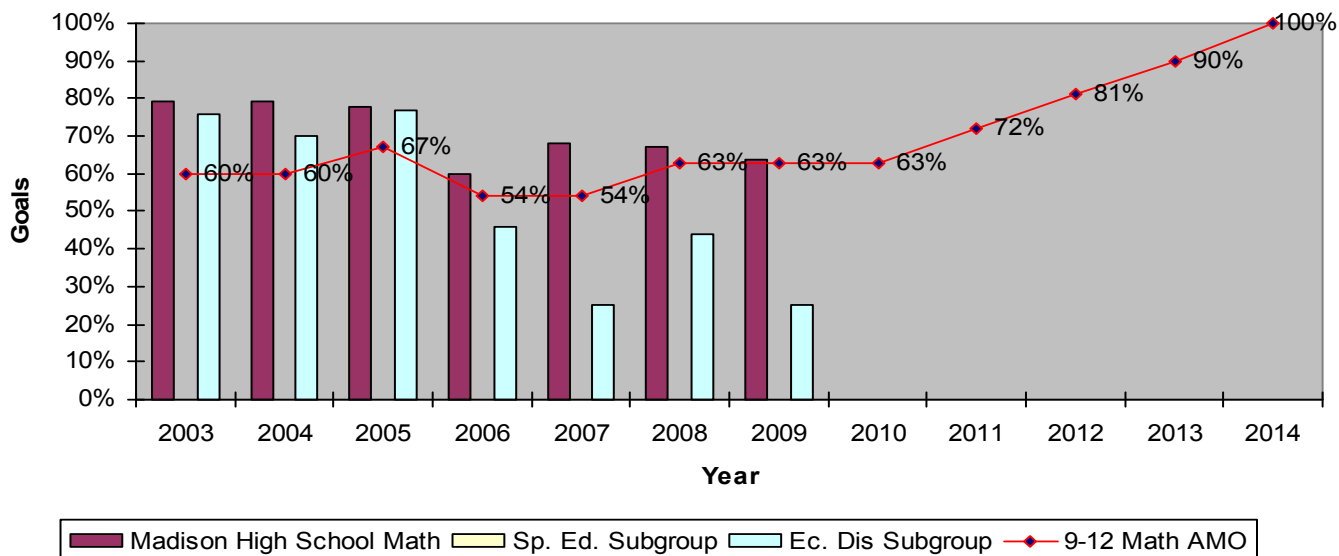
Dakota STEP Math % Proficient and Advanced

	All Subgroup Grade 11	Special Education Subgroup Grade 11	Economically Disadvantaged Subgroup Grade 11	Male Subgroup Grade 11	Female Subgroup Grade 11
2003-2004	79%	DNM	70%	78%	81%
2004-2005	78%	DNM	77%	69%	85%
2005-2006	60%	DNM	46%	54%	56%
2006-2007	68%	DNM	25%	66%	68%
2007-2008	67%	DNM	44%	59%	76%
2008-2009	64%	DNM	25%	64%	64%

* The N size for 11th grade special education subgroup is less than 10 and Does Not Meet (DNM) the accountability criteria for NCLB

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
Madison High School (11th) Math**



MADISON SCHOOL DISTRICT 39-2

Math Performance

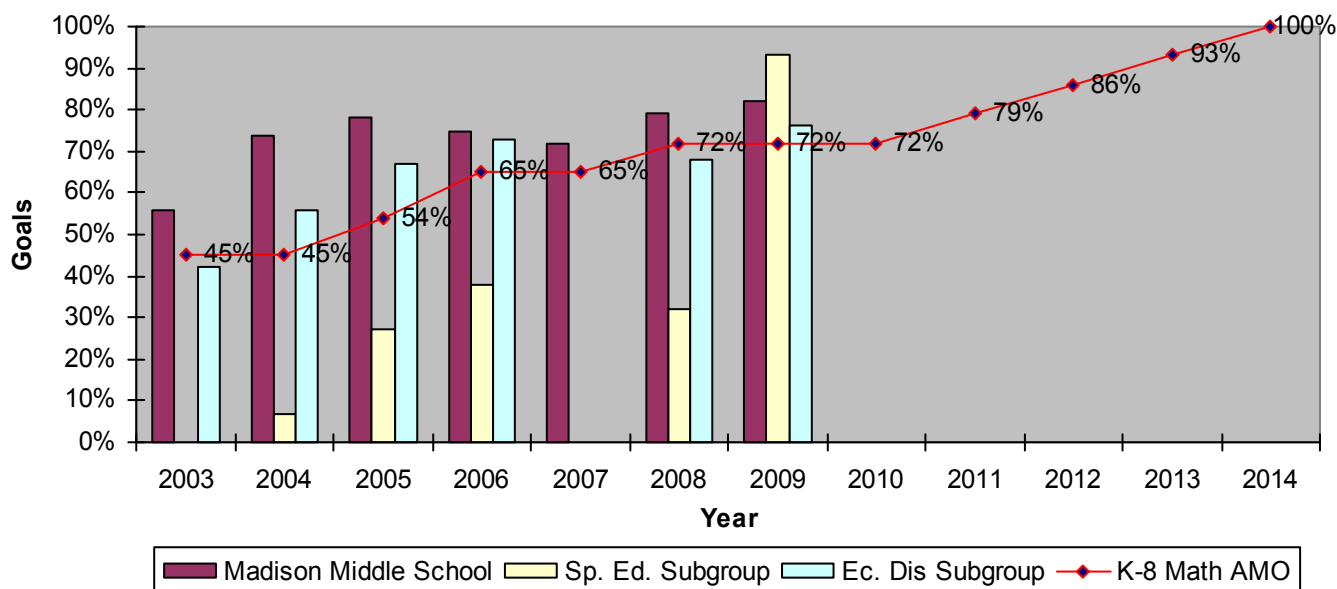
Dakota STEP Results in Math Grades 6-8 (Middle School)

Dakota STEP Math % Proficient and Advanced

	Individual Classes			All Group Grades 6-8	Sp Ed Subgroup Grades 6-8	EC Dis Subgroup Grades 6-8	Male Subgroup Grades 6-8	Female Subgroup Grades 6-8
	Grade 6	Grade 7	Grade 8	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8
2004-2005	73%	81%	75%	78%	27%	67%	79%	76%
2005-2006	74%	65%	81%	75%	38%	73%	75%	76%
2006-2007	71%	74%	71%	72%	DNM	DNM	79%	65%
2007-2008	88%	83%	88%	79%	32%	68%	80%	79%
2008-2009	82%	90%	72%	82%	93%	76%	81%	81%

The chart below shows how each subgroup in the Madison Middle School (Grades 6, 7, and 8) compares to the Annual Measurable Objective (AMO) for South Dakota Math

**AMO (Annual Measurable Objective) Graph
Madison Middle School (6-8) Math**



Math Performance

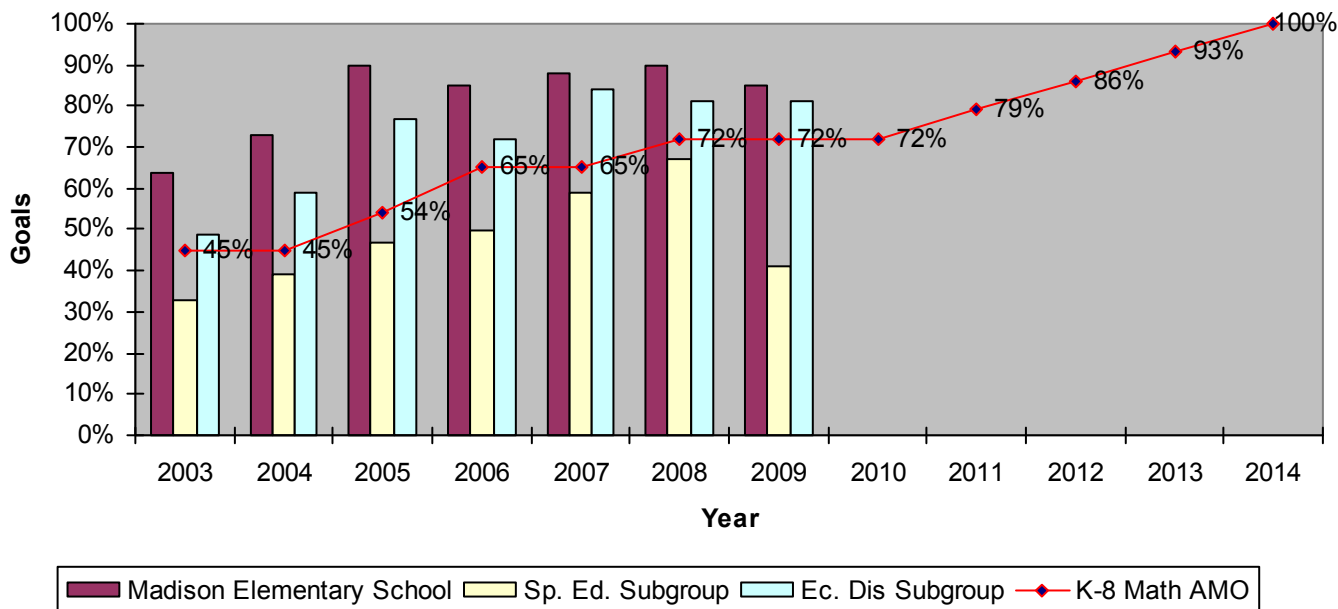
Dakota STEP Results in Math Grades 3-5 (Elementary School)

Dakota STEP Reading % Proficient and Advanced

	All Subgroup				Sp. Ed. Subgroup	Ec. Dis. Subgroup	Male Subgroup	Female Subgroup
	Grade 3	Grade 4	Grade 5	Grades 3-5	Grades 3-5	Grades 3-5	Grades 3-5	Grades 3-5
2004-2005	95%	82%	92%	90%	47%	77%	94%	88%
2005-2006	80%	98%	76%	85%	50%	72%	87%	83%
2006-2007	86%	83%	99%	88%	59%	84%	86%	89%
2007-2008	92%	90%	88%	90%	67%	81%	87%	93%
2008-2009	78%	90%	89%	85%	41%	81%	85%	87%

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

**AMO (Annual Measurable Objective) Graph
Madison Elementary School (3-5) Math**



Science Performance

Dakota STEP Results in Science Grades 5, 8, & 11

Dakota STEP Science % Proficient and Advanced

	All Subgroup	Special Education Subgroup	Economically Disadvantaged Subgroup	Male Subgroup	Female Subgroup
	Grade 11	Grade 11	Grade 11	Grade 11	Grade 11
2006-2007	73%	DNM	DNM	77%	69%
2007-2008	74%	DNM	DNM	71%	78%
2008-2009	65%	DNM	DNM	64%	65%

	Grade 8	Grade 8	Grade 8	Grade 8	Grade 8
2006-2007	77%	DNM	DNM	78%	75%
2007-2008	68%	DNM	DNM	66%	69%
2008-2009	78%	DNM	DNM	71%	68%

	Grade 5	Grade 5	Grade 5	Grade 5	Grade 5
2006-2007	94%	DNM	DNM	94%	95%
2007-2008	87%	DNM	DNM	87%	89%
2008-2009	87%	DNM	DNM	88%	87%

* The N size for 11th grade special education subgroup is less than 10 and Does Not Meet (DNM) the accountability criteria for NCLB

Adequate Yearly Progress (AYP) Profile

District Level AYP Summary

Objectives	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Graduation Rate	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Attendance	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Reading	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	Ok
Math	Yes	OK	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	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Madison Elem. (reading)							Yes	OK	Yes	OK	Yes	OK
Garfield												
Lincoln/Washington	Yes	Yes	OK	OK	Yes	OK						
Madison Elem. (math)							Yes	OK	Yes	OK		
Garfield												
Lincoln/Washington	Yes	Yes	OK	OK	Yes	OK						
Madison MS (reading)	Yes	Yes	OK	OK	Yes	OK	Yes	OK	No	Alert	Level 1	Level 1
Madison MS (math)	No	Yes	Level 1	Level 1	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Madison HS (reading)	Yes	Yes	OK	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Madison HS (math)	Yes	Yes	OK	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Gracevale Colony (reading)	Yes	Yes	OK	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Gracevale Colony (math)	Yes	Yes	OK	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK

• Note: A School must make AYP two consecutive years in order to be removed from School Improvement status.

(Include any relevant information such as if your school or district was named a Distinguished School)

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), 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).