

Financial Report: October 8, 2012

	(10) General Fund	(21) Capital Outlay	(22) Special Education	(24) Pension Fund	(31) Bond Redemption	(51) School Lunch	(53) Enterprise Fund	(71) Trust & Agency	Scholarship Funds			
Beg. Monthly Balance	1,721,193.52	233,560.28	144,834.74	252,448.53	79,421.03	20,193.10	2,423.34	39,157.47	186.11	703.00	617.10	
Receipts												
Taxes	58,255.63	2,484.33	1,493.78	373.44	1,227.49							
Tuition - Other LEA	2,378.25											
Tuition - Preschool							2,970.00					
Headstart						1.77	650.00					
Interest	823.71	5.11	8.28	2.40	6.93		0.20	6.38				
Activity Passes	1,030.00											
Admissions	2,874.00											
Computer Insurance												
Miscellaneous	3,015.00					13,646.14		8,780.58				
Receipts												
Donations	4,820.32											
State Aid	143,886.00											
Safe Schools Grant	1,500.75											
Tuition Our Home	845.44											
Medicaid Direct	5,210.00		20,877.00									
Solid Waste Grant	1,615.86											
IDEA Part B												
Title I	44,049.00											
Title II												
IDEA Preschool												
Title V												
TOTAL RECEIPTS	270,303.96	2,489.44	23,377.06	375.84	1,234.42	13,647.91	3,620.20	8,786.96	0.00	0.00	0.00	
Total Cash Available	1,991,497.48	236,049.72	168,211.80	252,824.37	80,655.45	33,841.01	6,043.54	47,944.43	186.11	703.00	617.10	
Disbursements	307,277.28	24,379.33	46,193.57			28,481.21		9,266.34				
Ending Balance	1,684,220.20	211,670.39	122,018.23	252,824.37	80,655.45	5,359.80	6,043.54	38,678.09	186.11	703.00	617.10	
Cash	359,220.20	36,670.39	72,018.23	27,824.37	5,655.45	5,359.80	6,043.54	28,678.09	186.11	703.00	617.10	
Invested	1,325,000.00	175,000.00	50,000.00	225,000.00	75,000.00			10,000.00				
	70.05%	7.15%	14.04%	5.43%	1.10%	1.05%		1.22%	0.01%	0.03%	0.03%	
Prior Years Data												
September 2011	1,657,016.67	42,602.60	175,353.86	203,231.52	78,592.39	20,627.94		42,454.47	186.11	1,203.00	857.65	
September 2010	1,600,417.72	150,242.76	220,918.35	175,590.19	73,363.18	23,354.85		57,619.69	186.11	1,703.00	1,092.85	
September 2009	1,400,525.10	340,480.21	185,678.76	209,811.65	69,079.48	20,544.23		54,677.13	186.11	2,203.00	1,295.18	
September 2008	1,484,769.24	299,186.02	165,054.85	142,439.71	93,038.48	4,446.59		48,061.02	186.11	2,703.00	1,435.77	

Investments

Transfer from Cash to Passbook	Transfer to Cash from Passbook	Trust & Agency
General Fund	General Fund	CD
525,000.00	250,000.00	10,000.00
Capitol Outlay Fund	Capital Outlay Fund	
0.00	0.00	
Special Ed. Fund	Special Ed Fund	
0.00	0.00	
Pension Fund	Pension Fund	
0.00	0.00	
Bond Redemption Fund	Bond Redemption Fund	
75,000.00		

Parkston School District #33-3
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Parkston School Board Meeting
Elementary Conference Room
Regular Meeting **Monday, October 8, 2012** 6:30 pm

1. Call to Order
2. Establish a quorum
3. Pledge of Allegiance
4. Approve agenda
5. Approve minutes
6. Accept financial reports
7. Approve claims
8. Visitors and Correspondence
9. Superintendent report
 - a. State of the District
 - b. SDRS concerns
 - c. SD Housing
 - d. Microwave/School Lunch Advisory Council
 - e. Accountability Model
10. Principal Report/AD Report
11. Old Business
 - a. Final Reading of policies to be reviewed (300 & 400 series)
 - i. Substitute teacher usage/pay
 - b. Second Reading of policies to be reviewed (100 & 200 series)
12. New Business
 - a. Dakota STEP Accountability Information
 - b. Declare items surplus
 - c. Mileage Rate Change
 - d. Professional Development Release Time (Calendar Change)
 - e. Education Law Association Annual Meeting Request
 - f. Introduce policies for review (500 & 600 series)
 - g. Executive session - Negotiations
13. Adjourn

Agenda Attachment
Parkston School Board Meeting
Elementary Conference Room
Regular Meeting Monday, October 8, 2012 6:30 pm

1. Call to Order
2. Establish a quorum
3. Pledge of Allegiance
4. Approve agenda

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

5. Approve minutes

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

6. Accept financial reports

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

7. Approve claims

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

8. Visitors and Correspondence

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

9. Superintendent report

- a. State of the District – October 19, 2012 7:00 PM
- b. SD Housing – Informational piece – Enclosed is a letter I received last week
- c. Microwave/School Lunch Advisory Council – We had some problems with the students using the microwave in the lunchroom and it was removed for a short time. Since, it has been returned and placed in a spot where it can be more easily supervised. We intend to keep the microwave there permanently with kitchen staff putting it away and wiping it down every day. I had the principals meet with grades 5-12 and ask for volunteers to sit on a “School Lunch Advisory Council”. The Council will initially meet with Mr. Bruening and I to discuss their “likes” and “dislikes”. We will also use this as an opportunity to educate students as to the expectations and requirements of the school lunch program.
- d. Accountability Model – Attached is the last copy of the new accountability model, along with a coversheet from the Secretary of Education. I have underlined a portion that I want you to be aware of. Sometime in the next few weeks, the Department will be releasing a “ranking” of the schools in the state.

Comments:

Action: Motion _____ Second _____ Vote Y ____, N ____

10. Principal Report/AD Report

Comments:

Action: Motion _____ Second _____ Vote Y ____, N ____

11. Old Business

- a. Final Reading of policies to be reviewed (300 & 400 series) - Proposed changes are attached. You can find complete copies of the policies on the Parkston School District webpage. If you would prefer a hard copy, please contact the school.
 - i. Substitute teacher usage/pay – Enclosed is our usage from last year

Comments:

Action: Motion _____ Second _____ Vote Y ____, N ____

- b. Second Reading of policies to be reviewed (100 & 200 series) - Proposed changes are attached. You can find complete copies of the policies on the Parkston School District webpage. If you would prefer a hard copy, please contact the school.

Comments:

Action: Motion _____ Second _____ Vote Y ____, N ____

12. New Business

- a. Dakota STEP Accountability Information - Informational

Comments:

Action: Motion _____ Second _____ Vote Y ____, N ____

- b. Declare items surplus – Our current list includes:

- 2--volleyball nets
- 1 --set of volleyball poles
- Numerous JH FB Jerseys
- 2- mixers

Comments:

Action: Motion _____ Second _____ Vote Y ____, N ____

- c. Mileage Rate Change – As you know, our recent audit revealed a change we need to make in regard to the mileage rate school board members receive. The board will want to discuss this and decide if they would like to make the change for everyone, or just the board.

Comments:

Action: Motion _____ Second _____ Vote Y ____, N ____

- d. Professional Development Release Time (Calendar Change) – We will respectfully request the board to amend the 2012-13 School Calendar to include the following early release times. All release times are 1:00 o'clock, busses would run.

Wednesday, October 17
Tuesday, October 30
Wednesday, November 14
Wednesday, November 28
Wednesday, December 12

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

- e. Education Law Association Annual Meeting Request – Enclosed, you will find a request from Mr. Freeman regarding the 2012 National Education Law meeting. As you will see, he is asking for \$135 to help offset costs, in exchange, the district will receive without charge, the Memorandum regarding terminations and non-renewals, along with not charging paying districts for telephone conferences that do not involve research or correspondence.

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

- f. Introduce policies for review (500 & 600 series) – These will be distributed at the meeting.

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

g. Executive session - Negotiations

13. Adjourn

Comments:

Action: Motion _____ Second _____ Vote Y __, N __



September 28, 2012

Shayne McIntosh
Parkston School District
102 C South Champion Dr
Parkston, SD 57366

Dear Shayne McIntosh:

The South Dakota Housing Development Authority (SDHDA) recognizes that for school districts in rural communities the ability to recruit and retain quality teachers sometimes hinges on their ability to find quality housing. With that, SDHDA is excited to announce that through new changes made by our Board of Commissioners, school districts may now purchase Governor's Houses to be used as teacher housing. If your district is having a difficult time recruiting teachers or other personnel because they cannot find a place to live within your community, the school district may wish to consider owning a Governor's House to provide the necessary housing.

As per the most recent Census definition of rural, the homes may be placed in communities of up to 2,500 persons regardless of the overall school district size. The school district may then use its sole discretion on how the home is utilized as long as it is for housing school personnel.

The energy efficient, low maintenance Governor's House is a two bedroom, one bath, 1008 square foot (24'x42') home with the following features: 2"x6" exterior wall construction with R-24 insulation, R-49 blown in attic insulation, electric or gas furnace, oak kitchen and bath cabinets, tub with shower surround, vinyl lap siding, vinyl windows with insulated glass, and electric hot water heater. After delivery, the house needs to be hooked up to utilities and have floor coverings and appliances installed to be move-in ready.

The cost of the home is moderately priced at \$35,500 including delivery to the site. The house must be placed on school owned/controlled land and may not be resold by the school district unless a written waiver is received from SDHDA.

To learn more about this exciting school district option, please contact Lisa Larson in our office at 605.773.4132.

Sincerely,

A handwritten signature in blue ink that reads "Paul Kostboth".

Paul Kostboth
Director of Single Family Development

PK/SR

Enclosure



From: [Stadick Smith, Mary](#)
To: SDSCHOOLADMINISTRATORS@LISTSERV.STATE.SD.US
Subject: Secretary's Weekly Update
Date: Monday, October 01, 2012 8:27:37 AM
Attachments: [Accountability Model Summary Sept 2012.pdf](#)
Importance: High

This message was sent to public school superintendents and principals.

Good morning colleagues, I am particularly excited to be sharing information about item #1 below. It has been in the works for several months, and I am happy to see it taking off. I hope you enjoyed the beautiful fall weekend!

REMEDICATION BEFORE POSTSECONDARY

The Department of Education and Board of Regents have been collaborating to develop a program that allows students to complete remedial coursework prior to entering a postsecondary institution; thus, saving students precious time and money. We will be sending out a hard-copy letter with further explanation later this month. Here's how it will work:

- Students whose ACT sub-scores fall below 20 in math and 18 in English will receive a letter from the department encouraging them to participate in remedial coursework available through SD Virtual School. Participation is voluntary.
- Through SD Virtual School, the student will take a diagnostic assessment, which will generate online coursework tailored specifically to his or her needs.
- The Board of Regents will honor successful completion of the tailored coursework, allowing students who successfully complete the coursework to enter directly into college-level courses.
- The online remedial coursework will be available to students beginning in January 2013. Students, and their families, will be responsible for the cost of any coursework.

ACCOUNTABILITY

Within the next two to three weeks, the department's Title I staff will be contacting those schools that have been identified as Priority and Focus schools under the new accountability system. Following that process, we will be posting the complete list of School Performance Index scores and classifications on our website. We anticipate that will happen around mid- to late-October. We will let you know as soon as the information is posted. Attached is a summary of the new system, including an explanation of the School Performance Index and the classification process. More information is available on our [Next-Generation Accountability website](#). And, we will be doing informational sessions on Oct. 29 (Harrisburg), Oct. 30 (Rapid City), and Oct. 31 (via teleconference).

TEACHER/PRINCIPAL EVALUATION WORK GROUPS

As you know, several work groups have been meeting this summer to address: 1) Teacher Evaluation, 2) Principal Standards and Evaluation, and 3) Local Teacher Reward Plans. At a recent meeting of the Education Reform Advisory Council, Dr. Rick Melmer, University of South Dakota, offered a summary of the first two groups' work. Jarod Larson, superintendent at Timber Lake who

is heading up the Local Teacher Reward Plan group, offered an overview of the third group's work. [Click here](#) to access the website where those presentations are housed. Look in the "Documents" section on the right-hand side of the page.

Have a good week.

*Dr. Melody Schopp
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South Dakota Department of Education
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PUBLIC SCHOOL ACCOUNTABILITY SYSTEM

Updated: Sept. 13, 2012

SUMMARY

South Dakota’s new accountability model takes a thoughtful, balanced approach to defining the indicators of a strong education system. Rather than focusing almost exclusively on student proficiency on a single assessment, it encompasses multiple indicators that are critical pieces in preparing students for the rigors of the 21st century world.

The new accountability system will continue to hold schools accountable through annual public reporting and classification based on a ranking of schools. The expectation is that the model will be used to inform school leaders, teachers and the public as to how schools are progressing. With its emphasis on continuous improvement, it sets a high bar for ongoing reflection and goal setting.

The new accountability system incorporates the following key indicators of school performance:

High School	Elementary/Middle School
1) Student Achievement	1) Student Achievement
2) High School Completion	2) Academic Growth
3) College & Career Readiness	3) Attendance
4) Effective Teachers and Principals	4) Effective Teachers and Principals
5) School Climate	5) School Climate

SCHOOL PERFORMANCE INDEX

South Dakota’s new accountability system is based on a 100-point index, called the School Performance Index, or SPI. The SPI consists of the five key indicators noted above. A numeric value is assigned to each of the indicators. These values are added to create a total SPI score out of 100 points.

Two distinct indexes will be used: 1) one for High School (secondary) accountability, and 2) one for elementary and middle school (pre-secondary) accountability. The indexes will be phased in over the next two years, with full implementation in the 2014-15 school year.

The charts on page 2 illustrate the point values for each of the SPI key indicators for the 2012-13, 2013-14 and 2014-15 school years.



School Performance Index -- High School (Secondary)

INDICATOR #1	INDICATOR #2:	INDICATOR #3:	INDICATOR #4:	INDICATOR #5:
Student Achievement	High School Completion	College & Career Ready	Effective Teachers & Principals	School Climate
2012-13 & 2013-14 Points: 50	2012-13 & 2013-14 Points: 25	2012-13 & 2013-14 Points: 25	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 0
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
--Percent proficient and advanced in reading and math in grade 11 on state assessment Calculation includes: --Gap Group score --Non-Gap Group score	--Graduation rate --Completer rate	--Percent of ACT math sub-scores 20 or higher --Percent of ACT English sub-scores 18 or higher	--Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished	--Measurement tool needs to be determined
Implemented in 2012-13	Implemented in 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

School Performance Index -- Elementary and Middle School (Pre-Secondary)

INDICATOR #1:	INDICATOR #2:	INDICATOR #3:	INDICATOR #4:	INDICATOR #5:
Student Achievement	Academic Growth	Attendance	Effective Teachers & Principals	School Climate
2012-13 & 2013-14 Points: 80	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 20	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 0
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
--Percent proficient and advanced in reading and math in grades 3-8 on state assessment Calculation includes: --Gap Group score --Non-Gap Group score	--Model that uses indicators to evaluate student academic achievement over time and determines whether that progress is reasonable or appropriate		--Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished	--Measurement tool needs to be determined
Implemented in 2012-13	Implemented in 2014-15	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

ANNUAL MEASURABLE OBJECTIVES (AMOs): Goals and Targets

The SPI score provides a broad first lens through which to view school performance. The new model also applies a second lens; this second lens is specific to Indicator #1: Student Achievement. It is at this level that AMO goals and targets are applied.

South Dakota’s overarching goal is **to reduce by half the percentage of students (all subgroups) who are not proficient within six years**. Proficiency is measured by performance on the annual statewide assessment, just as it currently is.

Targets, based on this six-year goal, will be set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school’s various subgroups started in terms of student proficiency and to support continuous improvement. Targets will be set separately for reading and math. The 2012-13 school year serves as the base year for setting the six-year goal and annual targets.

ANNUAL REPORTING

Each year, the Department of Education will calculate a School Performance Index score for each school in the state. The scores will be ranked and reported. The SPI score will be used to determine schools for recognition purposes as well as for interventions and support (see page 9). Progress towards AMO goals and targets at the subgroup level will be reported annually, and individual subgroup data will continue to be reported as well.

PHASE-IN OF SCHOOL PERFORMANCE INDEX

2011-12	Existing accountability model used for final year; no AYP determinations
2012-13	<p>School Performance Index in place with the following indicators:</p> <ul style="list-style-type: none"> • High School: Student Achievement, High School Completion, College & Career Ready • Elementary and Middle School: Student Achievement, Attendance <p>State required to identify Priority and Focus Schools in fall 2012, per federal ESEA flexibility waiver</p>
2013-14	School Performance Index same indicators as in 2012-13
2014-15	<p>Add Academic Growth Indicator at the Elementary and Middle School level Add Effective Teachers and Principals Indicator at both levels Add School Climate Indicator at both levels</p> <p>Reset AMO targets and goals due to new assessment, then reset every six years</p>

School Performance Index

INDICATOR #1: Student Achievement

At the High School level, the Student Achievement score will be based on the percent of students scoring proficient and advanced on the statewide assessment in reading and math delivered in 11th grade.

At the Elementary and Middle School levels, the Student Achievement score will be based on the percent of students scoring proficient and advanced on the statewide assessment in reading and math in grades 3-8.

Points will be given for two groups: the **Gap Group and Non-Gap Group**. The points will be weighted according to the size of the group. Calculations will be done separately for reading and math, which each account for half of the total points for this indicator. (See chart on page 5 for calculation.)

What are the Gap and Non-Gap Groups?

The Gap Group is an **aggregate count of student subgroups in the state that have historically experienced achievement gaps**. The South Dakota Department of Education analyzed three years of state assessment data to determine the composition of the Gap Group, which includes the following subgroups: Black or African American, American Indian or Alaska Native, Hispanic/Latino, Economically Disadvantaged, Students with Disabilities, Limited English Proficient.

The Non-Gap Group includes students in the remaining subgroups used for accountability purposes: White/Caucasian; Asian; Native Hawaiian-Pacific Islander; 2 or More Races.

Use of a Gap and Non-Gap Group for the Student Achievement calculation results in an **unduplicated count** of students. Unlike the current system in which a single student could be counted multiple times, the new system counts each student once – in either the Gap or Non-Gap Group – but not more than once.

Example: Unduplicated Count

- Addy -- Special Education and Economically Disadvantaged subgroups. Scores Proficient.
- Marcus – Limited English Proficient and Economically Disadvantaged subgroups. Scores Basic.
- Cheyenne – Native American. Scores Advanced.

Based on the above, an unduplicated count would show three total students with two of the students (Addy and Cheyenne), or 66.66 percent, counting as proficient or advanced in the Gap Group.

The new system uses an N-size of 10. By using an N of 10 and the aggregate of subgroups that have historically experienced achievement gaps, almost every school in the state will have a focus on those groups of students who have traditionally experienced the largest achievement gaps. Data for individual subgroups of students will still be disaggregated and reported.

Example: Student Achievement Calculation

Overall possible points: 25 points in 2014-15

- Step 1: Divide the maximum allowable index points in half to allow equal weight for reading and math.
- Step 2: Calculate the # of students that fall into the Gap Group and Non-Gap Group.
- Step 3: Calculate the % of students that fall into the Gap Group and Non-Gap Group by dividing each by the total number of students.
- Step 4: Take the overall possible points (column 1) times the % of students (column 3) in each group to get the weighted points for each group.
- Step 5: Calculate the % Proficient/Advanced for each group.
- Step 6: Calculate the score for each group by multiplying the % Proficient/Advanced (column 5) times the weighted points for each group (column 4).
- Step 7: The sum of these represents total points for Student Achievement category.

	Step:	1	2	3	4	5	6	
		Overall Index Points Possible	Number of Students	% of Students	Weighted Points (% Students X Points)	% Proficient/Advanced	Score (Weighted Points X % P/A)	
Math	Gap Group	12.5	71	26%	3.27	58%	1.90	
	Non-Gap Group		200	74%	9.23	83%	7.66	
Reading	Gap Group	12.5	71	26%	3.27	62%	2.03	
	Non-Gap Group		200	74%	9.23	88%	8.12	
	TOTAL	25			25.00		19.71	Step 7
							TOTAL POINTS for Student Achievement Category	

School Performance Index

INDICATOR #2: High School Completion OR Academic Growth

At the High School level, the second indicator is called High School Completion. This indicator consists of two weighted measures: a High School Completion Rate and a four-year cohort Graduation Rate. Each will account for half of the points for Indicator #2.

High School Completion Rate is defined as the percent of students in the most recently completed school year who have attained a diploma or a GED.

Example: Completion Rate Calculation

HS Diploma = 100 + GED = 7 in SY 2012-13 (Total = 107)

Dropouts = 7 + HS Diplomas = 100 + GED = 7 in SY 2012-13 (Total = 114)

$107/114 = 94\%$ Completer Rate

Graduation Rate is defined as the four-year cohort Graduation Rate required under Title I.

Example: Calculation of High School Completion Rate

- Step 1: Calculate weighted points for each factor by multiplying weighted % for each factor by total possible points (25 total possible points in 2014-15)
- Step 2: Calculate the rate for each factor
- Step 3: Calculate the score for each factor by multiplying the rate times the weighted points for each group
- Step 4: The sum of these is the points for High School Completion Rate

Step		1	2	3
Factors	Weight as %	Weighted Points	Rate as %	Score
High School Completion Rate	50.0%	12.50	94%	11.75
Four-year Cohort Graduation Rate	50.0%	12.50	91%	11.38
Total possible points	100%	25		23.1 Step 4 Total points for High School Completion Indicator

Information on the four-year cohort graduation rate for each subgroup will still be reported out so that schools can determine where to focus their efforts to increase graduation rates.

At the Elementary and Middle School levels, the second indicator is Academic Growth. This indicator will be used beginning in the 2014-15 school year. The delayed implementation will allow the Department of Education time to develop a Growth Model that best fits South Dakota's needs. It will coincide with the availability of a new assessment in the 2014-15 school year.

School Performance Index

INDICATOR #3: College & Career Readiness OR Attendance

At the High School level, the College & Career Readiness score will be based on the factors noted below. Each of the factors will account for half of the points for this indicator.

- 1) Percent of students whose ACT math sub-score is 20 or above (using the highest score if the ACT is taken more than once)
- 2) Percent of students whose ACT English sub-score is 18 or above (using the highest score if the ACT is taken more than once)

Example: Calculating College & Career Readiness Calculation

Overall possible points: 20 in 2014-15

Step 1: Calculate weighted points for each factor by multiplying weighted % for each factor by total possible points.

Step 2: Calculate the rate for each factor.

Step 3: Calculate the score for each factor by multiplying the rate times the weighted points for each group.

Step 4: The sum of these represents total possible points for College and Career Readiness.

Step:		1	2	3	
	Factors	Weight as %	Weighted Points	Rate as %	Score
	% ACT Score 20 or Greater for Math	50%	10.00	67%	6.7
	% ACT Score 18 or Greater for English	50%	10.00	69%	6.9
	Total possible points	100.0%	20.00		13.6
					Step 4 TOTAL POINTS for College & Career Readiness

By the 2014-15 school year, a specific career-readiness measure will be incorporated into this indicator.

At the Elementary and Middle School levels, the indicator is Attendance rate based on the average daily attendance of all students. A school's Attendance percentage is multiplied by the total points for this category to come up with a score for this indicator.

EXAMPLE: School A has an Attendance rate of 90%. If total points for this indicator are 20, School A's score for this indicator would be 18.

Information on attendance rate for each subgroup will still be reported out so that schools can use this information to determine where to focus their efforts to improve attendance rates.

School Performance Index

INDICATOR #4: Effective Teachers & Principals

At High School and Elementary and Middle School levels, the Effective Teachers & Principals score is based on the percentage of teachers and principals in the school who perform at the Proficient or Distinguished levels. The percentage that score at these levels is multiplied by total possible points. For teachers,

- 50 percent of the performance rating must be based on quantitative measures of student academic growth.
- 50 percent of the performance rating must be based on qualitative components that are measurable and evidence-based.

This indicator will be included in the School Performance Index beginning in the 2014-15 school year. Work groups are addressing both the teacher evaluation piece and the principal standards and evaluation piece.

Example: Effective Teachers & Principals Calculation

Step:	1	2
		Score (%)
Overall Index	% Teachers/ Principals	Teachers/ Principals
Points	Proficient &	X Overall
Possible	Distinguished	Points)
20	71%	14.2
		Total Points Effective
		Teachers/Principals Indicator

School Performance Index
INDICATOR #5: School Climate

At High School and Elementary and Middle School levels, this indicator is designed to address the major aspects of school life such as safety, relationships, teaching and learning, and a healthy environment that are associated with academic achievement and that can positively impact student learning. This indicator will be included in the School Performance Index beginning in the 2014-15 school year. A work group is meeting to define the indicator and to identify appropriate measurements.

The department will incorporate the use of a confidence interval into the calculation of SPI key indicator scores, in order to address volatility of small student populations.

CLASSIFICATION, RECOGNITION AND SUPPORT

School Performance Index scores will be calculated annually, and schools will be ranked based on these scores. This ranking will be used to classify schools into the following categories:

<p align="center">Exemplary Schools</p> <p align="center">High Performing – SPI score at/above top 5% High Progress – Certain Gap Group indicators High district autonomy – low state engagement</p>
<p align="center">Status Schools</p> <p align="center">SPI score at/above top 10% High district autonomy – low state engagement</p>
<p align="center">Progressing Schools</p> <p align="center">SPI score between bottom 5% and top 10% State engagement as needed</p>
<p align="center">Priority Schools</p> <p align="center">SPI score at/below bottom 5% Dramatic interventions – very high state engagement for Title I Priority Schools</p>

A separate calculation is used to determine the Focus Schools category (see page 10).

Exemplary Schools: All South Dakota public schools are eligible for recognition in one of two Exemplary categories:

- 1) Exemplary High Performing Schools: Schools whose overall SPI scores rank in the top 5 percent of schools across the state.
- 2) Exemplary High Progress Schools: Schools that rank in the top 5 percent for improvement of Student Achievement and Attendance Indicators for the Gap Group

elementary and middle school levels); and Student Achievement and four-year cohort graduation rate for the Gap Group (high school level) over a period of two years.

No school with a significant achievement gap, as determined by the Focus School calculation, will be classified as an Exemplary School. Schools that achieve Exemplary status will receive special recognition through a statewide branding effort designed to draw attention to their outstanding performance.

Status Schools: Schools whose total score on the SPI is at or above the top 10 percent.

Progressing Schools: Schools whose total score on the SPI is above the bottom 5 percent but below the top 10 percent.

Priority Schools: Schools whose total score on the SPI is at or below the bottom 5 percent. Per federal requirements, the total number of Priority Schools must be at least 5 percent of the Title I schools in the state. This classification also applies to Title I and Title I eligible high schools whose graduation rate is below 60 percent for the last two years. Tier I and II SIG schools are included in this classification as well.

In addition to the classifications noted above, there also will be a Focus School category that applies only to Title I schools.

<p>Focus Schools (Title I only) Schools contributing to achievement gap Measured by certain Gap Group indicators Approved interventions – high state engagement</p>
--

Focus Schools: Focus Schools are **Title I schools** that are contributing to the achievement gap. The calculation to determine Focus Schools looks specifically at Student Achievement and Attendance of the Gap Group for elementary and middle schools; and Student Achievement and four-year cohort Graduation Rate of the Gap Group at the high school level.

Using this combination of factors, schools whose rank is among the lowest 10 percent of Title I schools across the state will be identified as Focus Schools. Any school that is already a Priority School would not be included on this list. In addition, any Title I high school with a graduation rate below 60 percent for the last two years will be considered a Focus School, if it has not already been identified as a Priority School.

Per federal regulations, the South Dakota Department of Education will work with districts that have Priority and Focus Schools to implement targeted supports and interventions, which are described in full detail in the state's approved ESEA Flexibility Request located online at <http://www2.ed.gov/policy/eseaflex/approved-requests/sd.pdf>

Sub Pay by Categories FY2012

	Elementary		Sped		JR/SR		JR/SR SPED		Title		In-House Elementary		In-House JR/SR	
	201	202	203	204	206	211	213							
STAFF 1	12	8	39	81.25	13	3	2	108.00	72.00	351.00	731.25	117.00	27.00	18.00
STAFF 2	40	6.5	312	4	8	3	16	360.00	58.50	2,808.00	36.00	72.00	27.00	144.00
STAFF 3	32	29.5	154	2	32	2	3	288.00	265.50	1,386.00	18.00	288.00	18.00	27.00
STAFF 4	214.5	8	8	357	283	1.5	19	1,930.50	72.00	72.00	3,213.00	2,547.00	13.50	171.00
STAFF 5	38	40.5	339		35.25	1	14	342.00	364.50	3,051.00		317.25	9.00	126.00
STAFF 6	18.5	6.5	156		13.5	3	10	166.50	58.50	1,404.00		121.50	27.00	90.00
STAFF 7	43	6.5	64				3	387.00	58.50	576.00				27.00
STAFF 8	294	182					23	2,646.00	1,638.00					207.00
STAFF 9	24	310					3	216.00	2,790.00					27.00
STAFF 10	7	98.25					6	63.00	884.25					54.00
STAFF 11	15	25.5					30	135.00	229.50					270.00
STAFF 12	205.5	22					19	1,849.50	198.00					171.00
STAFF 13	24	45					11	216.00	405.00					99.00
STAFF 14	13	8					31	1,950.00	160.00					279.00
STAFF 15	21.5						18	193.50						162.00
STAFF 16	177						3	1,593.00						27.00
STAFF 17	56						13	504.00						117.00
STAFF 18	20						15	180.00						135.00
STAFF 19	102.5						7	922.50						63.00
STAFF 20	3						13	27.00						117.00
STAFF 21	54						11	486.00						99.00
STAFF 22	16						9.5	320.00						85.50
TOTALS	1,430.50	796.25	1,072.00	444.25	384.75	13.50	279.50	\$ 14,883.50	\$ 7,254.25	\$ 9,648.00	\$ 3,998.25	\$ 3,462.75	\$ 121.50	\$ 2,515.50
TOTAL HOURS	4,420.75													
TOTAL PAY	\$ 41,883.75													

Summary of Reviewed Policies and Proposed Changes

Final Reading for the 300 and 400 series

- 304 - Tuition and Fees/Open Enrollment Policy – procedural adjustment
- 312 - Inventories – Supt office to Business
- 322 - Secretarial Staff – Struck language that has been negotiated
- 323 -Operations and Maintenance – Same as previous, negotiated language struck
- 324 -Food Service – changed hiring procedures
- 325 -Paraprofessionals – change language to reflect negotiated agreement
- 327 -Early Retirement Policy – Changed to reflect negotiated agreement
- 329 -Sexual Harassment Policy – Minor language change
- 404 -Teacher orientation struck
- 405 - TB Testing Struck
- 410 -Regulations by Athletic Director – multiple changes to reflect current practice- NOTE- One change was made after August meeting, added “and Impact Testing” to number one.
- 414 -Substitute Teacher Pay - This is will be a topic for discussion next month, board discussed this at length
- 423 -Sexual Harassment Policy – Minor language change
- 424 -Use of alcohol, drug policy – clarifies who is “on duty” strikes language regarding awareness program
- 426 Internet use policy – minor language changes
- 427 Insert CIPA Policy

Suggested Changes to the 100 and 200 Series

The Following are policies that we would like to discuss: (currently without recommendations)

Policy 110, Number 2, letter "B".

Do we need to require staff to log a "mileage out" and "mileage in" report for each time they use a school vehicle?

Policy 110.1, Letter L

A question was asked how the National Guard Military Ball fit into this policy. I will explain and board can discuss things from there.

Policy 110.1, Letter P

In response to the request last year regarding weightlifting, do we see the need for any changes? Do we need to clarify, "for profit" or "nonprofit"?

Policy 118,

How do we further limit use by adults on the grounds during events?

Policy 120.1 – Hazards Communication Program

Here we recommend no changes, but we do have much work to do here, especially regarding the documentation and notification. Mark also brings up a great idea, "Letting the Parkston Fire Department know where the bulk of these chemicals are stored. The custodians are signed up for training and it should be completed this week.

Policy 211.1 - The signature line of the evaluation of the Business Manager suggests the board should do the evaluation. Is that something you would like to do, or would you rather continue having the Superintendent complete the evaluation?

The Following are recommended changes:

110.6 - Removed name of Mary Boehmer, replaced with appointee and also remove number 10. The board was approached in past and allows out of district students to take part in youth wrestling and youth football.

COMMUNITY RELATIONS

110.6

NON-SCHOOL ATHLETIC USE OF THE PARKSTON SCHOOL DISTRICT FACILITIES

1. Scheduling will be worked around Parkston School District practices/activities. If there is a home scheduled activity at the Parkston School site, a non-school activity can be scheduled in one of the School gyms if one is available.
2. All scheduling of the facilities will be ~~done with Mary Boehmer~~ overseen by the individual appointed by the Superintendent. One key will be issued to a program representative per program.
3. If there is a violation of these guidelines, the key will be turned in, and the program representatives will have to check out the key on the day of the practice or game.
4. Seasons will run in conjunction with the high school sport season (exception - see item 14- after-season activities).
5. May have six practices a month and one competition each week. If no competition that week, an additional practice is allowed.
6. Boys and girls seasons will have the same number of practices and games, if possible.
7. All programs will be offered to all students in that grade or grades.
8. The focus should be on fundamentals, not competition.
9. There shall be no playing up. The only exception will be if there are not enough students in a particular grade, then all the students in the lower grade should be allowed to participate.
10. Only students from Parkston will take part.

120.3 Struck outdated language

Employer Compliance Program

120.3

Employer Checklist for Hazard Communication Program-Requirements

The key elements that each employer must implement are a written program, employee training, and record availability and storage. ~~Employers must complete all aspects of the rules by May 25, 1986.~~

201.1 – Changed “who” to “that” and “July” to “September”

He/she shall nominate for election by the Board, all employees requiring election by law or the bylaws except architects, attorneys and auditors. After the election of architects, their work shall be supervised and directed by the Superintendent in the same manner as provided herein for other heads of

departments. Only the persons who in the judgment of the superintendent are the best qualified of those available at the time shall be nominated and no person shall thus be nominated for any position ~~who~~ that does not fulfill the requirement.....

He/she shall be responsible for preparing and submitting to the Board, not later than the first regular meeting in May, a tentative budget for the ensuing fiscal year and a final detailed budget not later than the regular meeting in ~~July~~ September.

202 Struck language regarding the scheduling of facilities with the business office

Non-school Use of Facilities:

~~The use of school buildings and equipment for non-school purposes is scheduled through the business manager's office. This regulation applies to members of the school staff as well as to other persons to make such requests.~~

202.1 Struck language regarding the opening of mail

Duties and Responsibilities:

1. The assistant shall take and prepare materials of various correspondences, reports, notices, and recommendations.
2. The assistant shall maintain an organized filing system, as well as a set of locked confidential files on all school personnel.
3. The assistant shall place, receive, and route telephone calls and record messages.
4. The assistant shall maintain a calendar of appointments and make arrangements for meetings and conferences.
5. ~~The assistant shall open and process Superintendent's incoming mail.~~

203.1 Add to number 6 "Other crisis management drills"

6. He/she shall be responsible for the following:
 - A. Fire drills
 - B. Tornado drills
 - C. School enterprises and activities
 - D. Teacher's meetings
 - E. School exhibits
 - F. Lunchroom
 - G. Summer school in his/her building
 - H. Evening school in his/her building
 - I. Other crisis management drills

203.1 Change "North Central" to "Advanced Ed"

Qualifications:

1. The high school principal shall have the general qualifications of a teacher in the State of South Dakota.
2. He/she should hold at least a master's degree from an accredited institution. He/she must also hold the administrator's certificate and meet ~~North Central~~ Advanced Ed requirements.

214 Change sexual harassment policy to match others

**ESEA State Report
2012**

STATE 2012		ASSESSMENT								ACCOUNTABILITY						
Reading	Advanced		Proficient		Basic		Below Basic		Participation Rate %			% P&A AMO=79%	% P&A AMO=79%	% P&A AMO= 75%		
	#	%	#	%	#	%	#	%	#	#	%	Grades 3 - 5	Grades 6 - 8	Grades 9 - 12		
	Students Enrolled	Students Tested	Tested													
All Students	16529	25.61	31704	49.12	14944	23.15	1261	1.95	64698	64438	99.60	77.23	75.39	70.54		
White(Not Hispanic)	14947	29.34	25927	50.90	9442	18.54	606	1.19	51029	50922	99.79	82.52	80.40	74.29		
Black or African American	211	13.33	672	42.45	607	38.34	81	5.12	1586	1571	99.05	59.38	57.62	41.33		
Asian	223	21.88	359	35.23	275	26.99	112	10.99	1023	969	94.72	67.45	57.78	41.61		
Pacific Islander	16	27.12	24	40.68	19	32.20	0	*	60	59	98.33	74.07	69.57	100.00		
Native American	585	7.62	3097	40.32	3612	47.03	378	4.92	7716	7672	99.43	51.50	47.79	47.80		
Hispanic	347	14.86	1142	48.91	761	32.59	69	2.96	2349	2319	98.72	66.13	65.48	54.67		
Two or more races	198	21.55	483	52.56	223	24.27	15	1.63	922	919	99.67	78.27	73.55	67.61		
Economically Disadvantaged	4023	15.18	12406	46.80	9095	34.31	895	3.38	26594	26419	99.34	65.57	61.92	55.14		
Limited English Proficient	96	3.81	633	25.13	1442	57.24	272	10.80	2525	2443	96.75	38.75	21.77	4.88		
Students with Disabilities	814	10.70	2451	32.21	3799	49.93	542	7.12	7619	7606	99.83	49.52	37.58	25.19		
DSTEP w/accommodations	102	2.28	1207	26.96	2781	62.12	384	8.58	**First Year in Country students that took the Access test are included in the number of students tested.							
DSTEP w/o accommodations	408	17.53	998	42.89	849	36.48	72	3.09								
DSTEP Alternate	304	37.76	246	30.58	169	20.99	86	10.68								
Gender	Male		7998	24.07	15918	47.91	8450	25.43	806	2.43	33305	33172	99.60	74.50	72.31	68.67
	Female		8530	27.24	15786	50.41	6490	20.72	455	1.45	31382	31261	99.61	80.12	78.70	72.56
Migrant	13	4.36	34	11.41	147	49.33	79	26.51	298	273	91.61	26.61	11.11	0.00		

STATE 2012		ASSESSMENT								ACCOUNTABILITY						
Mathematics	Advanced		Proficient		Basic		Below Basic		Participation Rate %			% P&A AMO=81%	% P&A AMO=81%	% P&A AMO= 75%		
	#	%	#	%	#	%	#	%	#	#	%	Grades 3 - 5	Grades 6 - 8	Grades 9 - 12		
	Students Enrolled	Students Tested	Tested													
All Students	13584	21.05	35288	54.67	15355	23.79	282	0.44	64698	64509	99.71	77.77	77.72	69.93		
White (Not Hispanic)	12384	24.31	29329	57.58	9091	17.85	121	0.24	51029	50925	99.80	83.66	83.20	74.50		
Black or African American	174	10.99	701	44.28	676	42.70	32	2.02	1586	1583	99.81	58.62	59.60	42.35		
Asian	222	21.79	411	40.33	360	35.33	25	2.45	1023	1018	99.51	69.29	65.57	50.36		
Pacific Islander	7	11.86	37	62.71	15	25.42	0	*	60	59	98.33	74.07	78.26	100.00		
Native American	391	5.09	3125	40.68	4069	52.97	79	1.03	7716	7664	99.33	49.19	47.66	37.26		
Hispanic	259	11.09	1170	50.11	882	37.77	23	0.99	2349	2334	99.36	65.03	63.43	47.66		
Two or more races	146	15.89	514	55.93	257	27.97	2	0.22	922	919	99.67	76.64	72.09	59.70		
Economically Disadvantaged	3129	11.80	13367	50.42	9794	36.94	193	0.73	26594	26483	99.58	65.12	64.26	52.15		
Limited English Proficient	80	3.18	705	27.99	1652	65.58	79	3.14	2525	2516	99.64	38.44	27.43	12.20		
Students with Disabilities	688	9.04	2576	33.85	4177	54.90	165	2.17	7619	7606	99.83	51.07	36.81	21.95		
DSTEP w/accommodations	74	1.65	1290	28.81	3059	68.33	51	1.14								
DSTEP w/o accommodations	275	11.82	1093	46.97	943	40.52	16	0.69								
DSTEP Alternate	339	42.11	193	23.98	175	21.74	98	12.17								
Gender	Male		7224	21.74	17602	52.98	8219	24.74	159	0.48	33305	33204	99.70	77.09	75.92	70.26
	Female		6359	20.31	17686	56.48	7132	22.78	123	0.39	31382	31300	99.74	78.49	79.65	69.64
Migrant	8	2.68	61	20.47	217	72.82	12	4.03	298	298	100.00	33.03	21.30	7.14		

Graduation Rate: 83.16% Attendance Rate: 96.32%

Teachers with Emergency or Provisional Credentials	South Dakota does not offer an Emergency or Provisional License.	% Classes not taught by Highly Qualified Teachers	0.68%	Statewide, Classes Not Taught by Highly Qualified Teachers Disaggregated by Poverty Quartile	Highest Quartile of Poverty Schools: 1.06%	Lowest Quartile of Poverty Schools: 0.1%
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STATE 2012		ASSESSMENT								Participation Rate %			
Science	Advanced		Proficient		Basic		Below Basic		#	#	%		
	#	%	#	%	#	%	#	%	Students Enrolled	Students Tested	Tested		
All Students	2906	10.90	16263	60.99	6452	24.20	1014	3.80	26778	26635	99.47		
White (not Hispanic)	2707	12.58	13903	64.61	4397	20.44	499	2.32	21588	21506	99.62		
Black or African American	36	5.39	310	46.41	253	37.87	68	10.18	671	667	99.40		
Asian	41	9.69	191	45.15	115	27.19	73	17.26	426	420	98.59		
Pacific Islander	1	4.35	14	60.87	6	26.09	2	8.70	24	23	95.83		
Native American	56	1.97	1172	41.31	1281	45.15	313	11.03	2857	2822	98.77		
Hispanic	41	4.68	480	54.79	303	34.59	52	5.94	884	876	99.10		
Two or more races	24	7.55	191	60.06	95	29.87	7	2.20	319	317	99.37		
Economically Disadvantaged	587	5.86	5259	52.52	3421	34.16	722	7.21	10073	9989	99.17		
Limited English Proficient	12	1.44	174	20.89	428	51.38	216	25.93	836	830	99.28		
Students with Disabilities	164	6.04	914	33.69	1264	46.59	365	13.45	2722	2707	99.45		
DSTEP w/accommodations	21	1.25	532	31.59	892	52.97	234	13.90					
DSTEP w/o accommodations	44	6.24	282	40.00	309	43.83	69	9.79					
DSTEP Alternate	99	30.56	100	30.86	63	19.44	62	19.14					
Gender	Male		1876	13.77	8103	59.49	3073	22.56	550	4.04	13686	13602	99.39
	Female		1030	7.90	8159	62.55	3377	25.89	464	3.56	13084	13030	99.59
Migrant	1	0.93	10	9.35	55	51.40	41	38.32	107	107	100.00		

%P&A = Percent Proficient and Advanced
 * group does not meet minimum population size AMO = Annual Measurable Objective

The district will provide printed copies in color of the full State Reports from the South Dakota Department of Education's website in the district office, each school, and displayed in public buildings within the community. Results for each grade tested can be found on the full report.

NCLB State Reports

South Dakota Data		NAEP 2011								
		Advanced		Proficient		Basic		Below Basic		
Reading		Gr 4	Gr 8	Gr 4	Gr 8	Gr 4	Gr 8	Gr 4	Gr 8	
		%	%	%	%	%	%	%	%	
All Students		5	2	26	33	37	47	31	17	
White (not Hispanic)		6	2	29	37	40	47	25	14	
Black (not Hispanic)		2	1	16	16	30	53	52	30	
Asian		#	#	#	#	#	#	#	#	
Native American		2	1	11	19	29	41	58	39	
Hispanic		3	#	18	#	35	#	44	#	
Economically Disadvantaged		2	1	17	24	35	48	46	27	
Limited English Proficient		#	#	2	#	18	#	80	#	
Students with Disabilities		2	0	9	6	22	32	67	62	
Gender										
		Male	1	2	29	31	50	48	20	20
		Female	3	3	38	38	44	46	15	13

South Dakota Data		NAEP 2011								
		Advanced		Proficient		Basic		Below Basic		
Mathematics		Gr 4	Gr 8	Gr 4	Gr 8	Gr 4	Gr 8	Gr 4	Gr 8	
		%	%	%	%	%	%	%	%	
All Students		4	8	36	33	46	40	14	18	
White (not Hispanic)		5	10	41	37	45	40	9	13	
Black (not Hispanic)		1	1	20	20	47	39	32	40	
Asian		#	#	#	#	#	#	#	#	
Native American		0	2	15	12	45	38	40	48	
Hispanic		2	3	16	17	47	46	29	34	
Economically Disadvantaged		2	3	23	22	50	45	25	30	
Limited English Proficient		0	#	6	#	38	#	56	#	
Students with Disabilities		1	1	15	6	48	32	36	61	
Gender										
		Male	5	9	37	33	44	39	14	19
		Female	3	7	34	34	42	43	15	17

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 2011 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	82%	89%
Grade 8	75%	88%

Limited English	Reading	Math
Grade 4	87%	97%
Grade 8	71%	80%

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 DSTEP-A do not participate in NAEP.

NCLB District Reports

DISTRICT Wide 2012	ASSESSMENT				ACCOUNTABILITY					
	Advanced	Proficient	Basic	Below Basic	Participation Rate % Grades	Participation Rate % Grades	Participation Rate % Grades	% P&A AMO=79% Grades	% P&A AMO=79% Grades	% P&A AMO= 75% Grades
Reading										
	%	%	%	%	3-5	6-8	9-12	3-5	6-8	9-12
All Students	28	51	19	2	100	99.24	100	77.23	80.31	81.58
White(Not Hispanic)	28	51	18	2	100	99.22	100	77.23	80.31	81.58
Black or African American	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*
Native American	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	18	48	34	0	100	100	*	65.12	66.67	*
Limited English Proficient	*	*	*	*	*	*	*	*	*	*
Students with Disabilities	10	29	43	19	100	*	*	50	*	*
DSTEP w/accommodations	*	*	*	*	*	*	*	*	*	*
DSTEP w/o accommodations	0	25	50	25	*	*	*	*	*	*
DSTEP Alternate	*	*	*	*	*	*	*	*	*	*
Gender										
Male	21	53	22	3	100	98.46	100	72	76.56	69.75
Female	34	50	15	1	100	100	100	81.13	82.09	90.91
Migrant	*	*	*	*	*	*	*	*	*	*

DISTRICT Wide 2012	ASSESSMENT				ACCOUNTABILITY					
	Advanced	Proficient	Basic	Below Basic	Participation Rate % Grades	Participation Rate % Grades	Participation Rate % Grades	% P&A AMO=81% Grades	% P&A AMO=81% Grades	% P&A AMO= 75% Grades
Mathematics										
	%	%	%	%	3-5	6-8	9-12	3-5	6-8	9-12
All Students	30	53	17	0	100	99.24	100	81.55	82.44	84.21
White(Not Hispanic)	31	52	16	0	100	99.22	100	82.18	83.48	84.21
Black or African American	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*
Native American	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	10	59	32	0	100	100	*	69.77	66.67	*
Limited English Proficient	*	*	*	*	*	*	*	*	*	*
Students with Disabilities	14	24	57	5	100	*	*	*	*	*
DSTEP w/accommodations	0	8	92	0	*	*	*	*	*	*
DSTEP w/o accommodations	*	*	*	*	*	*	*	*	*	*
DSTEP Alternate	*	*	*	*	*	*	*	*	*	*
Gender										
Male	31	50	19	0	100	98.46	100	78	79.69	81.25
Female	30	55	15	0	100	100	100	84.91	85.07	86.36
Migrant	*	*	*	*	*	*	*	*	*	*

Graduation Rate	92.68	Attendance Rate			
		Elem	97	MS	96
Teachers with Emergency or Provisional Credentials	0	% Classes not taught by Highly Qualified Teachers			Districtwide, Classes Not Taught by Highly Qualified Teachers Disaggregated by Poverty Quartile
South Dakota does not offer an Emergency or Provisional License		1.72			Highest Quartile of Poverty 0
					Lowest Quartile of Poverty 3.57

DISTRICT Wide 2012	ASSESSMENT				Participation Rate % Grades 3-5	Participation Rate % Grades 6-8	Participation Rate % Grades 9-12
	Advanced	Proficient	Basic	Below Basic			
Science							
	%	%	%	%	%	%	%
All Students	10	69	21	0	100	98	100
White (not Hispanic)	10	69	21	0	100	98	100
Black or African American	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*
Native American	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*	*
Economically Disadvantaged	6	66	28	0	*	*	*
Limited English Proficient	*	*	*	*	*	*	*
Students with Disabilities	0	30	70	0	*	*	*
DSTEP w/accommodations	*	*	*	*	*	*	*
DSTEP w/o accommodations	*	*	*	*	*	*	*
DSTEP Alternate	*	*	*	*	*	*	*
Gender							
Male	11	68	21	0	100	96	100
Female	10	70	20	0	100	100	100
Migrant	*	*	*	*	*	*	*

*P&A = Percent Proficient and Advanced
 * group does not meet minimum population size AMO = Annual Measurable Objective

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NCLB School Reports

Parkston Elem 2012		ASSESSMENT				ACCOUNTABILITY - AMO=xx	
Reading		Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced
		%	%	%	%		
All Students		32	52	14	2	100	83.61
White (not Hispanic)		32	52	14	2	100	84.17
Black or African American		*	*	*	*	*	*
Asian		*	*	*	*	*	*
Pacific Islander		*	*	*	*	*	*
Native American		*	*	*	*	*	*
Hispanic		*	*	*	*	*	*
Two or more races		*	*	*	*	*	*
Economically Disadvantaged		19	53	28	0	100	71.88
Limited English Proficient		*	*	*	*	*	*
Students with Disabilities		14	29	36	21	100	42.86
Gender Male		23	57	15	5	100	80
Female		40	48	12	0	100	87.1
Migrant		*	*	*	*	*	*

Parkston Elem 2012		ASSESSMENT				ACCOUNTABILITY - AMO=xx	
Mathematics		Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced
		%	%	%	%		
All Students		36	53	11	0	100	88.52
White (not Hispanic)		36	53	11	0	100	89.17
Black or African American		*	*	*	*	*	*
Asian		*	*	*	*	*	*
Pacific Islander		*	*	*	*	*	*
Native American		*	*	*	*	*	*
Hispanic		*	*	*	*	*	*
Two or more races		*	*	*	*	*	*
Economically Disadvantaged		12	69	19	0	100	81.25
Limited English Proficient		*	*	*	*	*	*
Students with Disabilities		14	29	50	7	100	42.86
Gender Male		37	48	13	2	100	85
Female		35	57	8	0	100	91.94
Migrant		*	*	*	*	*	*

Other Academic Indicator (Graduation or Attendance Rate) 97.13

Teachers with Emergency or Provisional Credentials	South Dakota does not offer an Emergency or Provisional License.	% Classes not taught by Highly Qualified Teachers	0
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Parkston Elem 2012		ASSESSMENT				Participation Rate %
Science		Advanced	Proficient	Basic	Below Basic	
		%	%	%	%	
All Students		7	83	10	0	100
White (not Hispanic)		7	82	11	0	100
Black or African American		*	*	*	*	*
Asian		*	*	*	*	*
Pacific Islander		*	*	*	*	*
Native American		*	*	*	*	*
Hispanic		*	*	*	*	*
Two or more races		*	*	*	*	*
Economically Disadvantaged		10	90	0	0	100
Limited English Proficient		*	*	*	*	*
Students with Disabilities		0	30	70	0	100
Gender Male		13	67	20	0	100
Female		0	100	0	0	100
Migrant		*	*	*	*	*

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NCLB School Reports

Parkston JH 2012		ASSESSMENT				ACCOUNTABILITY - AMO=xx	
Reading		Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced
		%	%	%	%		
All Students		29	52	18	1	98.77	80
White (not Hispanic)		30	53	16	1	98.77	81.58
Black or African American		*	*	*	*	*	*
Asian		*	*	*	*	*	*
Pacific Islander		*	*	*	*	*	*
Native American		*	*	*	*	*	*
Hispanic		*	*	*	*	*	*
Two or more races		*	*	*	*	*	*
Economically Disadvantaged		38	46	15	0	100	84.62
Limited English Proficient		*	*	*	*	*	*
Students with Disabilities		*	*	*	*	*	*
Gender Male		22	56	22	0	97.3	75
Female		34	50	14	2	100	84.09
Migrant		*	*	*	*	*	*

Parkston JH 2012		ASSESSMENT				ACCOUNTABILITY - AMO=xx	
Mathematics		Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced
		%	%	%	%		
All Students		36	51	12	1	98.77	88.25
White (not Hispanic)		38	51	11	0	98.77	88.16
Black or African American		*	*	*	*	*	*
Asian		*	*	*	*	*	*
Pacific Islander		*	*	*	*	*	*
Native American		*	*	*	*	*	*
Hispanic		*	*	*	*	*	*
Two or more races		*	*	*	*	*	*
Economically Disadvantaged		31	62	7	0	100	92.31
Limited English Proficient		*	*	*	*	*	*
Students with Disabilities		*	*	*	*	*	*
Gender Male		36	50	14	0	97.3	83.33
Female		36	52	11	0	100	88.64
Migrant		*	*	*	*	*	*

450

Other Academic Indicator (Graduation or Attendance Rate) 96.63

Teachers with Emergency or Provisional Credentials	South Dakota does not offer an Emergency or Provisional License	% Classes not taught by Highly Qualified Teachers	3.57
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Parkston JH 2012		ASSESSMENT				Participation Rate %
Science		Advanced	Proficient	Basic	Below Basic	
		%	%	%	%	
All Students		10	70	20	0	88
White (not Hispanic)		10	72	19	0	89
Black or African American		*	*	*	*	*
Asian		*	*	*	*	*
Pacific Islander		*	*	*	*	*
Native American		*	*	*	*	*
Hispanic		*	*	*	*	*
Two or more races		*	*	*	*	*
Economically Disadvantaged		*	*	*	*	*
Limited English Proficient		*	*	*	*	*
Students with Disabilities		*	*	*	*	*
Gender Male		5	79	16	0	95
Female		14	64	23	0	100
Migrant		*	*	*	*	*

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NCLB School Reports

PHS 2012	ASSESSMENT				ACCOUNTABILITY - AMO=xx	
	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced
Reading	%	%	%	%		
All Students	29	53	13	5	100	81.58
White (not Hispanic)	29	53	13	5	100	81.58
Black or African American	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Native American	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Limited English Proficient	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Gender Male	25	44	25	6	100	68.75
Female	32	59	5	5	100	90.91
Migrant	*	*	*	*	*	*

PHS 2012	ASSESSMENT				ACCOUNTABILITY - AMO=xx	
	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced
Mathematics	%	%	%	%		
All Students	24	61	16	0	100	84.21
White (not Hispanic)	24	61	16	0	100	84.21
Black or African American	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Native American	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Limited English Proficient	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Gender Male	25	56	19	0	100	81.25
Female	23	64	14	0	100	86.36
Migrant	*	*	*	*	*	*

Other Academic Indicator (Graduation or Attendance Rate) 92.68

Teachers with Emergency or Provisional Credentials	South Dakota does not offer an Emergency or Provisional License.	% Classes not taught by Highly Qualified Teachers	1.54
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PHS 2012	ASSESSMENT				Participation Rate %
	Advanced	Proficient	Basic	Below Basic	
Science	%	%	%	%	
All Students	16	61	24	0	100
White (not Hispanic)	16	61	24	0	100
Black or African American	*	*	*	*	*
Asian	*	*	*	*	*
Pacific Islander	*	*	*	*	*
Native American	*	*	*	*	*
Hispanic	*	*	*	*	*
Two or more races	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*
Limited English Proficient	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
Gender Male	19	50	31	0	100
Female	14	68	18	0	100
Migrant	*	*	*	*	*

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NCLB School Reports

Old Elm 2012	ASSESSMENT				ACCOUNTABILITY - AMO=xx	
Reading	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced
	%	%	%	%		
All Students	7	43	50	0	100	50
White (not Hispanic)	7	43	50	0	100	50
Black or African American	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Native American	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Two or more races	*	*	*	*	*	*
Economically Disadvantaged	7	43	50	0	100	50
Limited English Proficient	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Gender Male	10	40	50	0	100	50
Female	*	*	*	*	*	*
Migrant	*	*	*	*	*	*

Old Elm 2012	ASSESSMENT				ACCOUNTABILITY - AMO=xx	
Mathematics	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced
	%	%	%	%		
All Students	0	43	57	0	100	42.86
White (not Hispanic)	0	43	57	0	100	42.86
Black or African American	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Native American	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Two or more races	*	*	*	*	*	42.86
Economically Disadvantaged	0	43	57	0	100	50
Limited English Proficient	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Gender Male	0	40	60	0	100	40
Female	*	*	*	*	*	*
Migrant	*	*	*	*	*	*

Other Academic Indicator (Graduation or Attendance Rate) 95

Teachers with Emergency or Provisional Credentials	South Dakota does not offer an Emergency or Provisional License.	% Classes not taught by Highly Qualified Teachers	0
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Old Elm 2012	ASSESSMENT				Participation Rate %
Science	Advanced	Proficient	Basic	Below Basic	
	%	%	%	%	
All Students	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*
Black or African American	*	*	*	*	*
Asian	*	*	*	*	*
Pacific Islander	*	*	*	*	*
Native American	*	*	*	*	*
Hispanic	*	*	*	*	*
Two or more races	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*
Limited English Proficient	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
Gender Male	*	*	*	*	*
Female	*	*	*	*	*
Migrant	*	*	*	*	*

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NCLB School Reports

New Elm 2012		ASSESSMENT				ACCOUNTABILITY - AMO=xx	
Reading		Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced
		%	%	%	%		
All Students		12	41	47	0	100	52.94
White (not Hispanic)		12	41	47	0	100	52.94
Black or African American		*	*	*	*	*	*
Asian		*	*	*	*	*	*
Pacific Islander		*	*	*	*	*	*
Native American		*	*	*	*	*	*
Hispanic		*	*	*	*	*	*
Two or more races		*	*	*	*	*	*
Economically Disadvantaged		12	41	47	0	100	52.94
Limited English Proficient		*	*	*	*	*	*
Students with Disabilities		*	*	*	*	*	*
Gender Male		*	*	*	*	*	*
Female		10	40	50	0	100	50
Migrant		*	*	*	*	*	*

New Elm 2012		ASSESSMENT				ACCOUNTABILITY - AMO=xx	
Mathematics		Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced
		%	%	%	%		
All Students		0	47	53	0	100	47
White (not Hispanic)		0	47	53	0	100	47
Black or African American		*	*	*	*	*	*
Asian		*	*	*	*	*	*
Pacific Islander		*	*	*	*	*	*
Native American		*	*	*	*	*	*
Hispanic		*	*	*	*	*	*
Two or more races		*	*	*	*	*	*
Economically Disadvantaged		0	47	53	0	100	47
Limited English Proficient		*	*	*	*	*	*
Students with Disabilities		*	*	*	*	*	*
Gender Male		*	*	*	*	*	*
Female		0	40	60	0	100	40
Migrant		*	*	*	*	*	*

Other Academic Indicator (Graduation or Attendance Rate) 96.75

Teachers with Emergency or Provisional Credentials	South Dakota does not offer an Emergency or Provisional License.	% Classes not taught by Highly Qualified Teachers	0
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New Elm 2012		ASSESSMENT				Participation Rate %
Science		Advanced	Proficient	Basic	Below Basic	
		%	%	%	%	
All Students		*	*	*	*	*
White (not Hispanic)		*	*	*	*	*
Black or African American		*	*	*	*	*
Asian		*	*	*	*	*
Pacific Islander		*	*	*	*	*
Native American		*	*	*	*	*
Hispanic		*	*	*	*	*
Two or more races		*	*	*	*	*
Economically Disadvantaged		*	*	*	*	*
Limited English Proficient		*	*	*	*	*
Students with Disabilities		*	*	*	*	*
Gender Male		*	*	*	*	*
Female		*	*	*	*	*
Migrant		*	*	*	*	*

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September 28, 2012

Re: Education Law Association 2012 Annual Meeting

Dear Superintendent:

The annual meeting of the Education Law Association will be held November 7, 2012 through November 10, 2012. As in the past, I plan to attend this conference and as always, it appears to be an excellent program with topics including due process, IDEA, student records and privacy, special education, sexual harassment and bullying, as well as sexual orientation and many other topics.

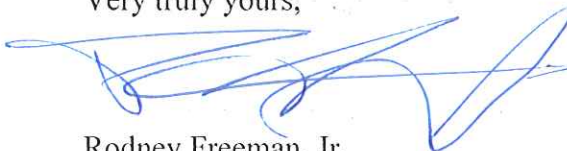
In addition, I plan to attend a pre-convention seminar addressing the current legal issues in special education.

While the topics are timely and important, the annual meeting also gives me an opportunity to discuss South Dakota's school districts problems and potential problems with representatives and attorneys from other districts around the country who have confronted these problems in the past. This permits me to render to your district the best legal advice possible based not only upon South Dakota law, but also upon current national trends. Hopefully, this helps your district in avoiding unnecessary and costly litigation.

I would ask your district to pay \$135 toward the cost associated with this national conference. If your district chooses to do so, in exchange for that \$135, your district will receive our annual Memorandum regarding terminations and non-renewal of tenured and probationary teachers. That Memorandum should be most important this year if the new law passed by the legislature is approved by the voters. Finally, I intend to continue my office policy of not charging paying districts for telephone conferences relative to school law questions that do not involve research or correspondence.

Thank you for your courtesy and cooperation and I would greatly appreciate it if you would, if necessary, forward this request to the Board of Education.

Very truly yours,



Rodney Freeman, Jr.
Of Churchill, Manolis, Freeman,
Kludt, Shelton & Burns LLP

RF/gal