



All City Elementary PTA Newsletter

Week 2
September 26, 2011

Our Mission: "To create a community of learners: children, teachers, and parents working cooperatively to maximize individual growth and success in a changing world."

Deadline: Friday, noon
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A message from the Principal:

At the request of some parents and staff, I have decided to address an aspect of education that some might not be as familiar with as others. In your commitment time and work at school, it might become apparent to parents that some students operate on a different educational plan than others. In some cases, this is simply called differentiation of instruction, adapting instruction to the unique needs of a student or group of students, to either meet their educational needs in the best way, or to adapt instruction to the specific instructional level of a student or group. To some extent, teachers do this every year, as every group of students they teach each year are different from the ones they had last year, and the ones they will have next. Within each group, there are differentiation practices that a teacher will use, to tailor instruction to a small group of students in the class. But beyond this individualization of instruction for smaller groups in a classroom, there may sometimes be a unique plan, built solely on the needs of a particular student, that federal law requires the teacher to follow when instructing a student. These students qualify for a program called Special Education Services, and have been identified through a series of standardized tests given to the student. ACE currently has six students, who qualify for these services, and the services are coordinated in the mornings with an instructor, Mrs. Rebecca Assam. There are different levels of Special Education Services that a student may qualify for, based on the outcomes of these tests. The qualifying student will either be identified with a specific learning disability, such as in the area of reading, math, writing, or other areas of instruction in school, or may be identified as having a significant impairment to learning (such as blind, deaf, etc) or may be identified as cognitively disabled. Another category may be other health impairment, which could be a physical condition that doesn't allow the student to learn at the same rate as his or her peers. Autism is another area that is served by Special Education Services, although it is identified in a little different manner.

The students served by Special Education Services are identified by a one-on-one assessment done by several evaluators from the school district and have met state criteria for these categories. This allows the student to be placed on an Individualized Education Plan (IEP), and the district may spend federal dollars to meet the needs of the student and the expectations of the plan. The plan states specific learning goals for the student that may differ from the goals of other students in that particular grade. This plan also sets forth the accommodations that are required to be made in the instruction of this student. Some examples of these accommodations may be having more time to complete an assignment, having tests and assignments read aloud to the student, working in smaller settings than a regular classroom, such as individualized instruction and working in a small group, and others. Another expectation of the law that governs our efforts with students that are identified in this way is that we instruct them in the least restrictive environment, meaning, as much as possible, the student stays in the classroom with his or her age-appropriate set of peers. There is some instruction and various activities directed by Mrs. Assam that occur out of the classroom, but most of the time, this instruction and accommodation is expected to happen in the regular classroom.

As a parent, if you are doing classroom commitment time, and you are not sure of the exact instructions that a teacher has given for a specific student, all you need to do is ask for clarification of your instructions in the classroom. The teacher may not be able to discuss the specific reasons and information about a single student, but can surely re-state the expectations and activities that a parent is expected to follow during classroom commitment instructional time.

At a glance **Calendar Events**

- **Thursday, Sept 29th**
Picture re-take day
- **Friday, Sept 30th**
No School
- **Monday Oct 3rd**
PTA Board Meeting
12:00 pm
- **Friday Oct 7th**
Swimming 1:00 pm

School pictures are in, look great, and have been distributed to students to bring home. Look for them, they look super!

**Picture Retake Day has been rescheduled---
Picture Retakes will be Thursday, September 29, shortly after 10:00**

****If you would like your pictures retaken, they must be sent back to school by Thursday morning. Be sure your classroom teacher is aware that your student is retaking pictures. If you are sending pictures back to retake, be sure to state the reason for needing them retaken. If the student was gone on September 13, they will also be taken at this time.**



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Dr. Pamela Homan, Superintendent

23 September 2011

Parents/Guardians:

As required by federal guidelines from the No Child Left Behind law, the Sioux Falls School District is providing an overview of the final results of the Dakota STEP test, completed in the spring of 2011. The overview includes a District report and a report that is specific to your school.

On the District report, the *Accountability* section shows the results for students continuously enrolled in the Sioux Falls School District for the entire period between Oct. 1, 2010 and April 22, 2011. The *All Assessed* section shows the results for all students who took the test in the Sioux Falls School District in the spring of 2011, regardless of how long they were enrolled. There is no *Accountability* section for science because the South Dakota Department of Education does not include science when determining if schools made Adequate Yearly Progress.

On the school report, the *Accountability* section shows the results for the students who were continuously enrolled in your school for the entire period between Oct. 1, 2010 and April 22, 2011. The *All Assessed* section shows the results for all students who took the test in your building in the spring of 2011, regardless of how long they were enrolled in your school. There is no *Accountability* section for science because the South Dakota Department of Education does not include science when determining if schools made Adequate Yearly Progress.

More detailed reports are available on the District website, <http://www.sf.k12.sd.us>. The reports can be found in the "Schools" section. State results and results from all districts in the state are available in the "Report Card" section of the South Dakota Department of Education website, <https://nclb.ddncampus.net/nclb/index.html>.

Sincerely,

A handwritten signature in cursive script that reads "Ann Smith".

Ann Smith
Federal Programs Coordinator

2011 NCLB School Report

School: *All City Elementary*

Reading

Assessment -- All Students

	Advanced	Proficient	Basic	Below Basic
	%	%	%	%
All Students	49	45	7	
White	53	40	7	
Black				
Asian				
Native American				
Hispanic				
Two+ Races				
Economically Disadvantaged				
ELL				
Students with Disabilities				
Gender--Male	54	41	5	
Gender--Female	43	49	9	

AYP Accountability (AMO = 69%)

Participation	Advanced and Proficient	AYP Y or N
%	%	%
100.0	94	Y
100.0	93	Y
100.0	95	
100.0	92	

Mathematics

Assessment -- All Students

	Advanced	Proficient	Basic	Below Basic
	%	%	%	%
All Students	42	53	5	
White	46	50	4	
Black				
Asian				
Native American				
Hispanic				
Two+ Races				
Economically Disadvantaged				
ELL				
Students with Disabilities				
Gender--Male	49	49	2	
Gender--Female	34	57	9	

AYP Accountability (AMO = 72%)

Participation	Advanced and Proficient	AYP Y or N
%	%	%
100.0	95	Y
100.0	96	Y
100.0	98	
100.0	91	

School Improvement Status:

Math: OK **Reading:** OK

Other Academic Indicator:

(Attendance or Graduation Rate) 97.2 %

% of Classes Not Taught

by Highly Qualified Teachers: 0.0 %

Science

Assessment -- All Students

	Advanced	Proficient	Basic	Below Basic
	%	%	%	%
All Students	31	69		
White	32	68		
Black				
Asian				
Native American				
Hispanic				
Two+ Races				
Economically Disadvantaged				
ELL				
Students with Disabilities				
Gender--Male	53	47		
Gender--Female		100		

Participation

%
100.0
100.0
100.0
100.0

The District will provide printed copies in color of the full school reports from the South Dakota Department of Education's website in the District office, each school, and in public libraries within the community. Results for each grade tested, two-year trend data, and state comparisons can be found on the full reports.

A summary of results at the District level is available on the District website, www.sf.k12.sd.us, from the Instructional Planning Center at 201 East 38th Street, and on reserve at the public library.

NCLB = No Child Left Behind
 AYP = Adequate Yearly Progress
 (Subgroup must be at least (25.)

2011 NCLB District Report

Sioux Falls School District

Reading

Assessment				
	Advanced	Proficient	Basic	Below Basic
	%	%	%	%
All Students	30	46	22	2
White	36	47	16	1
Black	9	41	45	5
Asian	22	39	32	7
Native American	11	46	40	3
Hispanic	12	47	38	3
Two+ Races	24	46	28	0
Economically Disadvantaged	15	46	36	3
ELL	3	24	62	10
Students with Disabilities	17	36	42	5
With Accm	8	36	50	6
Without Accm	17	46	35	2
STEP-A	62	28	7	3
Gender--Male	29	45	24	2
Gender--Female	31	47	20	2

Accountability							
District		Grades 3 - 5 AMO = 69%		Grades 6 - 8 AMO = 69%		Grades 9 - 12 AMO = 62%	
Participation	Proficient and Advanced	P and A	AYP	P and A	AYP	P and A	AYP
%	%	%	Y or N	%	Y or N	%	Y or N
99.8	78	78	Y	77	Y	71	Y
99.9	84	84	Y	83	Y	79	Y
99.7	52	56	N	53	N	28	N
100.0	66	65	Y	62	Y	68	Y
99.8	60	66	Y	52	N	48	Y
100.0	61	63	Y	61	N	45	Y
100.0	72	73	Y	71	Y	70	Y
99.7	63	66	Y	61	N	47	Y
99.9	29	42	Y	14	N	4	N
99.9	53	61	Y	44	Y	34	Y
99.8	75	77		73		69	
99.9	80	81		80		72	

NCLB = No Child Left Behind
 ELL = English Language Learner
 STEP-A = Alternate State Test of Educational Progress
 AMO = Annual Measurable Objective AYP = Adequate Yearly Progress
 Y = Met AYP, N = Did Not Meet AYP P and A = Proficient and Advanced

2011 NCLB District Report

Sioux Falls School District

Mathematics

Assessment				
	Advanced	Proficient	Basic	Below Basic
	%	%	%	%
All Students	28	50	22	0
White	33	52	15	0
Black	10	41	47	3
Asian	28	40	29	3
Native American	10	45	44	1
Hispanic	10	50	39	1
Two+ Races	20	49	30	1
Economically Disadvantaged	14	49	37	0
ELL	3	26	65	5
Students with Disabilities	16	33	49	2
With Accm	7	35	58	0
Without Accm	17	43	40	0
STEP-A	68	17	10	5
Gender--Male	29	49	22	0
Gender--Female	26	52	22	0

Accountability							
District		Grades 3 - 5 AMO = 72%		Grades 6 - 8 AMO = 72%		Grades 9 - 12 AMO = 63%	
Participation	Proficient and Advanced	P and A	AYP	P and A	AYP	P and A	AYP
%	%	%	Y or N	%	Y or N	%	Y or N
99.8	80	78	Y	80	Y	73	Y
99.9	87	84	Y	87	Y	80	Y
99.7	52	85	N	55	N	33	N
100.0	75	74	Y	70	Y	76	Y
99.8	60	63	Y	59	N	51	Y
100.0	63	61	Y	64	N	46	Y
100.0	72	73	Y	69	Y	70	Y
99.7	64	65	Y	64	N	50	Y
99.9	30	40	Y	20	N	4	N
99.9	50	55	Y	45	Y	31	Y
99.8	80	80		79		74	
99.7	81	77		82		73	

District Improvement Status Math: Level 3	Graduation Rate: 85.5
Reading: Level 3	Attendance Rate: 96.3

% of Classes Not Taught
by Highly Qualified Teachers: **0.2%**

Districtwide: % of Classes Not Taught by Highly Qualified Teachers Disaggregated by Poverty Quartile	Highest Quartile of Poverty Schools: 0.4%	Lowest Quartile of Poverty Schools: 0.2%
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2011 NCLB District Report

Sioux Falls School District

Science

Assessment					Participation
	Advanced	Proficient	Basic	Below Basic	
	%	%	%	%	%
All Students	15	59	21	5	99.1
White	18	64	15	3	99.5
Black	4	39	41	17	98.3
Asian	12	47	25	16	100.0
Native American	3	47	41	10	88.4
Hispanic	6	51	36	8	100.0
Two+ Races	9	55	36	0	100.0
Economically Disadvantaged	7	51	32	10	98.2
Students with Disabilities	10	35	41	14	100.0
With Accm	4	32	48	16	
Without Accm	7	53	30	9	
STEP-A	42	39	13	6	
ELL	1	18	49	32	100.0
Gender--Male	21	51	22	5	98.9
Gender--Female	8	62	25	6	99.3

SCHOOLS IN IMPROVEMENT STATUS:

- Anne Sullivan Elementary
- Axtell Park Middle School
- Bridges
- Cleveland Elementary
- Edison Middle School
- MS Immersion Center
- Hayward Elementary
- Joe Foss School
- Laura B. Anderson Elementary
- Laura Wilder Elementary
- Lincoln High School
- Longfellow Elementary
- Terry Redlin Elementary
- Washington High School
- Whittier Middle School

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August 31, 2011