



DAKOTA HIGH SCHOOL

“Focused on Learning”

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July 24th, 2014

Dear Parents and Community Members:

I am pleased to present you with the Dakota High School Annual Education Report (AER) which provides key information on the 2013-14 educational progress of Dakota High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact me for assistance.

The AER is available for you to review electronically by visiting the Dakota High School website at <http://www.chippewavalleyschools.org/schools/high-schools/dhs/about-us/aer/> or you may review a copy available in the Main Office of the 10/12 Building or the 9th Grade Center.

The state has identified some schools with the status of Reward, Focus, or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been given one of these labels.

Improvement in the levels of student performance for all of our subgroups (30 or more identifiable students) is a key component of our School Improvement Plan filed for 2014-15. Designing and implementing classroom and school activities to prepare students for both the content and format of the MME has been the focus of much of our professional development time for the past several years. We continue to implement new curricular standards in our core subject areas. As the standards become more rigorous each year, we hope to continue to build on the partnership between the school, teachers, students and parents that focuses on student success both in high school and beyond. State law requires that we also report additional information.

-Students are assigned to each individual building based upon guidelines set forth by the Board of Education. Assignments are based upon the location of each student's residence. Transfer requests from within the district are also considered. In addition, the district accepts applications from students who reside outside the district to attend Chippewa Valley Schools. Spaces are allotted at each school.

-The School Improvement Plan for Dakota High School is based in the AdvancEd criteria approved by the Michigan Department of Education for school accreditation. Staff members have identified five goal areas - and have been working on implementing strategies that can be used in all classrooms to improve student performance in these five areas: mathematics achievement, science achievement, social studies achievement, writing achievement and reading achievement.

-Information regarding the Michigan Merit Curriculum, Common Core State Standards (CCSS), and High School Content Expectations (HSCE's) can be found by visiting the Michigan Department of Education's website <http://www.michigan.gov/mde>.

-Our curriculum is based on the Merit Curriculum and HSCE's. We are continuing our implementation of the Common Core State Standards (CCSS) into our curriculum. Parents can also access the curriculum by visiting your school office and requesting a copy of individual curriculum maps. Many teachers have the curriculum maps for their courses posted on their websites.

NOTICE OF NONDISCRIMINATION It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, religion, national origin or ancestry, genetics, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180

-Each year, our students take part in assessments developed by American College Testing (ACT).

-11th grade students take the ACT test as a part of Michigan Merit Examination. The comparative ACT scores for the past three graduating classes are given in the following chart.

Test Year	Class of	# of students tested	% MME Proficient Reading	% MME Proficient Writing	% MME Proficient Math	% MME Proficient Science	% MME Proficient Soc. Stud.		DHS ACT Composite Average	MI ACT Composite Average*	National ACT Composite Average*
2012	2013	607	61	54	36	26	44		20.3	19.6	21.1
2013	2014	618	56	56	37	25	39		20.4	19.7	20.9
2014	2015	589	64	59	37	29	51		20.6	19.8	TBD

99.2% of eligible DHS students took all parts of the MME/ACT tests in March.

*As of 2012, Michigan is one of six states requiring all students to take the ACT in their Junior year. In 2012, 52% of all junior students, nationally, took the ACT test.

-Parent - teacher communication is a key to student success. At our fall Parent-Teacher Conferences, the parents of approximately 40% of our students participated in conferences. In the fall of 2012, approximately 40% of our students' parents participated in conferences. For the past two years, parents have been able to view their students' grades on line at any time during the school year.

-In 2013-14, 7 seniors of the 650 members (1.0%) of the Class of 2014 were enrolled in 14 Post-secondary courses through dual enrollment. We did not have any juniors or sophomores dual enrolled during the 2013-14 school year.

-Dakota offers sixteen Advanced Placement courses. During 2013-14 Advanced Placement courses were taken by 421 students. Six hundred fifty six (656) Advanced Placement examinations were taken by the AP students. 69.4% (304 students) of our tests taken received a 3 or better. The state average is 66%.

The Mission Statement of Dakota High School is: *The Dakota Community will challenge, empower and educate every student to become a contributing member of a global society. Our Vision Statement reads: Dakota High School is committed to graduating global citizens who are prepared to meet the challenges of a diverse world.* In order to achieve this, the following components must be realized:

Culture -The culture of Dakota High School is based on successful student learning, involvement beyond the classroom, and a sense of community.

Curriculum -The curriculum of Dakota High School addresses all content expectations while challenging and motivating all students through the use of Best Practice, teamwork, and innovation for continuous improvement.

Staff - The staff of Dakota High School believes that students' learning is paramount to our success as a school.

Students -The students of Dakota High School are engaged, dedicated, and responsible members of an ever changing and global society.

Dakota's attainment of Full Accreditation by the North Central Association/AdvancEd following a Self Assessment Review by our staff and a Quality Assurance Review by a visiting team of educators is a reflection on our "Focus on Learning" that is consistent with our Mission and Vision. Through the continuing efforts of our staff and students with the support of their parents and the Chippewa Valley Schools, we hope to continue the proud tradition of excellence that is a part of our Dakota Cougar culture.

Sincerely,

Paul Sibley, Principal
"Proud to be a Cougar"

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Annual Education Report
Dakota High School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

**Annual Education Report
Dakota High School**
Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	All Students	2012-13	28.6%	35.6%	36.6%	6.6%	30%	41.8%	21.6%
Mathematics	11th Grade	All Students	2013-14	28.8%	37.1%	36.7%	8.8%	27.8%	41.4%	21.9%
Mathematics	11th Grade	American Indian	2013-14	19.9%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	African American	2012-13	5.7%	9%	10.9%	0%	10.9%	47.8%	41.3%
Mathematics	11th Grade	African American	2013-14	5.9%	10.5%	12.8%	0%	12.8%	46.2%	41%
Mathematics	11th Grade	Asian	2012-13	58.8%	55.6%	61.5%	30.8%	30.8%	30.8%	7.7%
Mathematics	11th Grade	Asian	2013-14	60.7%	53.8%	53.3%	6.7%	46.7%	26.7%	20%
Mathematics	11th Grade	Hispanic of Any Race	2012-13	15.3%	15.6%	10%	0%	10%	60%	30%
Mathematics	11th Grade	Hispanic of Any Race	2013-14	14.6%	25%	30%	10%	20%	30%	40%
Mathematics	11th Grade	Native Hawaiian or Other Pacific Islander	2013-14	38.9%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Two or More Races	2012-13	23.4%	22.2%	8.3%	0%	8.3%	66.7%	25%
Mathematics	11th Grade	Two or More Races	2013-14	24.5%	17.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2012-13	33.3%	39.3%	39.4%	6.9%	32.5%	40.7%	20%
Mathematics	11th Grade	White	2013-14	33.5%	40.6%	38.4%	9.7%	28.7%	41.5%	20.1%
Mathematics	11th Grade	Female	2012-13	27%	35.1%	34.6%	4.5%	30.1%	43.4%	22%
Mathematics	11th Grade	Female	2013-14	26.5%	34.4%	36.6%	7.7%	28.9%	44.3%	19.1%
Mathematics	11th Grade	Male	2012-13	30.3%	36%	38.4%	8.5%	29.9%	40.5%	21.1%
Mathematics	11th Grade	Male	2013-14	31.1%	39.7%	36.8%	10%	26.8%	38.5%	24.7%

**Annual Education Report
Dakota High School**
Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	Economically Disadvantaged	2012-13	13%	19.2%	17.6%	4.6%	13%	48.1%	34.3%
Mathematics	11th Grade	Economically Disadvantaged	2013-14	13%	19.6%	18.5%	4.6%	13.9%	51.9%	29.6%
Mathematics	11th Grade	English Language Learners	2012-13	7%	5.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade	English Language Learners	2013-14	6.7%	12.8%	16.7%	0%	16.7%	33.3%	50%
Mathematics	11th Grade	Students With Disabilities	2012-13	3.7%	5%	3%	1.5%	1.5%	24.2%	72.7%
Mathematics	11th Grade	Students With Disabilities	2013-14	4.2%	3.2%	3.1%	0%	3.1%	29.2%	67.7%
Reading	11th Grade	All Students	2012-13	53.5%	56.3%	55.8%	12%	43.9%	30.1%	14.1%
Reading	11th Grade	All Students	2013-14	58.7%	64%	64%	14.3%	49.7%	27.2%	8.8%
Reading	11th Grade	American Indian	2013-14	55%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	African American	2012-13	28.9%	32.8%	32.6%	0%	32.6%	47.8%	19.6%
Reading	11th Grade	African American	2013-14	31.3%	39.8%	48.7%	5.1%	43.6%	30.8%	20.5%
Reading	11th Grade	Asian	2012-13	64.9%	63%	69.2%	15.4%	53.8%	23.1%	7.7%
Reading	11th Grade	Asian	2013-14	71.8%	69.2%	66.7%	6.7%	60%	26.7%	6.7%
Reading	11th Grade	Hispanic of Any Race	2012-13	39.9%	43.8%	60%	0%	60%	20%	20%
Reading	11th Grade	Hispanic of Any Race	2013-14	45.5%	58.3%	60%	20%	40%	20%	20%

**Annual Education Report
Dakota High School**
Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	Native Hawaiian or Other Pacific Islander	2013-14	63.2%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Two or More Races	2012-13	52.8%	45.9%	30.8%	7.7%	23.1%	61.5%	7.7%
Reading	11th Grade	Two or More Races	2013-14	58.6%	52.9%	<10	<10	<10	<10	<10
Reading	11th Grade	White	2012-13	59.1%	59.5%	58%	13.2%	44.8%	28.2%	13.8%
Reading	11th Grade	White	2013-14	65%	67.3%	65.5%	15.2%	50.3%	26.7%	7.8%
Reading	11th Grade	Female	2012-13	56%	64.2%	62.4%	11.8%	50.5%	27.2%	10.5%
Reading	11th Grade	Female	2013-14	62.4%	68.8%	68.5%	18.1%	50.3%	26.5%	5%
Reading	11th Grade	Male	2012-13	51%	49.1%	50.2%	12.1%	38.1%	32.6%	17.2%
Reading	11th Grade	Male	2013-14	55%	59.2%	59.5%	10.3%	49.1%	27.8%	12.7%
Reading	11th Grade	Economically Disadvantaged	2012-13	37.9%	40.1%	42.2%	5.5%	36.7%	32.1%	25.7%
Reading	11th Grade	Economically Disadvantaged	2013-14	43%	48%	50.9%	7.4%	43.5%	35.2%	13.9%
Reading	11th Grade	English Language Learners	2012-13	13.2%	24.3%	<10	<10	<10	<10	<10
Reading	11th Grade	English Language Learners	2013-14	19.4%	25.5%	22.2%	0%	22.2%	44.4%	33.3%
Reading	11th Grade	Students With Disabilities	2012-13	19%	22.1%	22.7%	3%	19.7%	21.2%	56.1%

**Annual Education Report
Dakota High School**
Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	Students With Disabilities	2013-14	24.1%	22.2%	29.2%	3.1%	26.2%	32.3%	38.5%
Science	11th Grade	All Students	2012-13	25.7%	25%	25%	6.8%	18.2%	32.4%	42.6%
Science	11th Grade	All Students	2013-14	28.4%	30.7%	28.5%	7.8%	20.7%	34.8%	36.7%
Science	11th Grade	American Indian	2013-14	21.8%	<10	<10	<10	<10	<10	<10
Science	11th Grade	African American	2012-13	3.9%	4.4%	0%	0%	0%	23.9%	76.1%
Science	11th Grade	African American	2013-14	5.5%	9.6%	10.3%	0%	10.3%	35.9%	53.8%
Science	11th Grade	Asian	2012-13	44.7%	40.7%	53.8%	15.4%	38.5%	30.8%	15.4%
Science	11th Grade	Asian	2013-14	48.5%	41%	26.7%	0%	26.7%	53.3%	20%
Science	11th Grade	Hispanic of Any Race	2012-13	12.2%	6.3%	0%	0%	0%	30%	70%
Science	11th Grade	Hispanic of Any Race	2013-14	15.5%	29.2%	20%	0%	20%	30%	50%
Science	11th Grade	Native Hawaiian or Other Pacific Islander	2013-14	32.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Two or More Races	2012-13	21.1%	27.8%	16.7%	8.3%	8.3%	8.3%	75%
Science	11th Grade	Two or More Races	2013-14	27.2%	14.7%	<10	<10	<10	<10	<10
Science	11th Grade	White	2012-13	30.4%	27.5%	27.1%	7.3%	19.8%	33.8%	39.2%
Science	11th Grade	White	2013-14	33.4%	33.5%	30.4%	9%	21.4%	34.1%	35.5%
Science	11th Grade	Female	2012-13	22.5%	22.8%	21%	3.5%	17.5%	38.8%	40.2%
Science	11th Grade	Female	2013-14	24.6%	28.6%	28.5%	6.4%	22.1%	34.9%	36.6%

**Annual Education Report
Dakota High School**
Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	Male	2012-13	28.9%	27.1%	28.4%	9.7%	18.7%	26.9%	44.7%
Science	11th Grade	Male	2013-14	32.2%	32.7%	28.5%	9.3%	19.2%	34.7%	36.8%
Science	11th Grade	Economically Disadvantaged	2012-13	11.5%	11.8%	14.8%	2.8%	12%	16.7%	68.5%
Science	11th Grade	Economically Disadvantaged	2013-14	14.2%	15.5%	13%	2.8%	10.2%	31.5%	55.6%
Science	11th Grade	English Language Learners	2012-13	2.6%	2.7%	<10	<10	<10	<10	<10
Science	11th Grade	English Language Learners	2013-14	3.3%	4.3%	0%	0%	0%	27.8%	72.2%
Science	11th Grade	Students With Disabilities	2012-13	5.1%	5%	6.1%	4.5%	1.5%	12.1%	81.8%
Science	11th Grade	Students With Disabilities	2013-14	5.5%	3.2%	1.5%	0%	1.5%	10.8%	87.7%

Annual Education Report
Dakota High School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
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No Data to Display

**Annual Education Report
Dakota High School**
MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	All Students	2012-13	65.8%	73.7%	76.5%	11.8%	64.7%	23.5%
Mathematics	11th Grade	All Students	2013-14	67%	<10	<10	<10	<10	<10
Reading	11th Grade	All Students	2012-13	91.9%	100%	100%	76.5%	23.5%	0%
Reading	11th Grade	All Students	2013-14	90.6%	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2012-13	59%	84.2%	88.2%	64.7%	23.5%	11.8%
Science	11th Grade	All Students	2013-14	56.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade	African American	2012-13	47.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade	African American	2013-14	49.8%	<10	<10	<10	<10	<10
Reading	11th Grade	African American	2012-13	85.9%	<10	<10	<10	<10	<10
Reading	11th Grade	African American	2013-14	84.4%	<10	<10	<10	<10	<10
Science	11th Grade	African American	2012-13	38.8%	<10	<10	<10	<10	<10
Science	11th Grade	African American	2013-14	35.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Hispanic of Any Race	2012-13	70%	<10	<10	<10	<10	<10
Reading	11th Grade	Hispanic of Any Race	2012-13	88.8%	<10	<10	<10	<10	<10
Science	11th Grade	Hispanic of Any Race	2012-13	57%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Two or More Races	2012-13	66.7%	<10	<10	<10	<10	<10
Reading	11th Grade	Two or More Races	2012-13	94.9%	<10	<10	<10	<10	<10
Science	11th Grade	Two or More Races	2012-13	63.2%	<10	<10	<10	<10	<10

**Annual Education Report
Dakota High School**
MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	White	2012-13	72%	83.3%	83.3%	16.7%	66.7%	16.7%
Mathematics	11th Grade	White	2013-14	73.7%	<10	<10	<10	<10	<10
Reading	11th Grade	White	2012-13	94.2%	100%	100%	75%	25%	0%
Reading	11th Grade	White	2013-14	93.2%	<10	<10	<10	<10	<10
Science	11th Grade	White	2012-13	66.5%	91.7%	91.7%	66.7%	25%	8.3%
Science	11th Grade	White	2013-14	64.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2012-13	58.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2013-14	63.2%	<10	<10	<10	<10	<10
Reading	11th Grade	Female	2012-13	93.1%	<10	<10	<10	<10	<10
Reading	11th Grade	Female	2013-14	92.4%	<10	<10	<10	<10	<10
Science	11th Grade	Female	2012-13	55.1%	<10	<10	<10	<10	<10
Science	11th Grade	Female	2013-14	53%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Male	2012-13	69.7%	66.7%	70%	10%	60%	30%
Mathematics	11th Grade	Male	2013-14	69.1%	<10	<10	<10	<10	<10
Reading	11th Grade	Male	2012-13	91.3%	100%	100%	70%	30%	0%
Reading	11th Grade	Male	2013-14	89.6%	<10	<10	<10	<10	<10
Science	11th Grade	Male	2012-13	61.3%	83.3%	90%	60%	30%	10%
Science	11th Grade	Male	2013-14	57.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Economically Disadvantaged	2012-13	63.6%	61.5%	63.6%	9.1%	54.5%	36.4%
Mathematics	11th Grade	Economically Disadvantaged	2013-14	65.7%	<10	<10	<10	<10	<10

**Annual Education Report
Dakota High School**
MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	11th Grade	Economically Disadvantaged	2012-13	91.2%	100%	100%	72.7%	27.3%	0%
Reading	11th Grade	Economically Disadvantaged	2013-14	89.7%	<10	<10	<10	<10	<10
Science	11th Grade	Economically Disadvantaged	2012-13	57.2%	76.9%	81.8%	54.5%	27.3%	18.2%
Science	11th Grade	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade	English Language Learners	2012-13	63.3%	<10	<10	<10	<10	<10
Reading	11th Grade	English Language Learners	2012-13	83.1%	<10	<10	<10	<10	<10
Science	11th Grade	English Language Learners	2012-13	45.8%	<10	<10	<10	<10	<10

**Annual Education Report
Dakota High School****MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
Dakota High School****MI-Access Participation**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
Dakota High School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	99.7%	64.1%
Bottom 30%	District	Mathematics	N/A	9.3%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	98.4%	40.5%
Asian	District	Mathematics	99.6%	73.9%
Hispanic of Any Race	District	Mathematics	100%	53.4%
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	99.3%	62.4%
White	District	Mathematics	99.8%	66.2%
Economically Disadvantaged	District	Mathematics	99.5%	51.4%
English Language Learners	District	Mathematics	100%	49.7%
Students With Disabilities	District	Mathematics	99.6%	45.4%
All Students	School	Mathematics	99.5%	54.9%
Bottom 30%	School	Mathematics	N/A	1.2%
American Indian	School	Mathematics	<30	<30
African American	School	Mathematics	100%	47.4%
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30

**Annual Education Report
Dakota High School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	School	Mathematics	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	99.6%	55%
Economically Disadvantaged	School	Mathematics	99.1%	39.6%
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	100%	23.9%
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	99.7%	90.1%
Bottom 30%	District	Reading	N/A	69.4%
American Indian	District	Reading	<30	<30
African American	District	Reading	98.7%	78.9%
Asian	District	Reading	99.6%	93.6%
Hispanic of Any Race	District	Reading	100%	81.6%
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	99.3%	87.6%
White	District	Reading	99.8%	91.3%
Economically Disadvantaged	District	Reading	99.5%	82.4%
English Language Learners	District	Reading	99.8%	76.4%
Students With Disabilities	District	Reading	99.6%	63.7%

**Annual Education Report
Dakota High School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	School	Reading	99.5%	90.7%
Bottom 30%	School	Reading	N/A	69%
American Indian	School	Reading	<30	<30
African American	School	Reading	100%	81.6%
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Native Hawaiian or Other Pacific Islander	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	99.6%	91.8%
Economically Disadvantaged	School	Reading	99.1%	82.2%
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	100%	67.6%
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	99.4%	46.7%
Bottom 30%	District	Science	N/A	0.1%
American Indian	District	Science	<30	<30
African American	District	Science	97.7%	22%
Asian	District	Science	99.1%	48.4%
Hispanic of Any Race	District	Science	100%	33.7%

**Annual Education Report
Dakota High School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	District	Science	<30	<30
Two or More Races	District	Science	99.1%	43.4%
White	District	Science	99.6%	49.3%
Economically Disadvantaged	District	Science	99%	31.2%
English Language Learners	District	Science	100%	12.7%
Students With Disabilities	District	Science	99.8%	18.9%
All Students	School	Science	99.5%	59.5%
Bottom 30%	School	Science	N/A	0%
American Indian	School	Science	<30	<30
African American	School	Science	100%	55.3%
Asian	School	Science	<30	<30
Hispanic of Any Race	School	Science	<30	<30
Native Hawaiian or Other Pacific Islander	School	Science	<30	<30
Two or More Races	School	Science	<30	<30
White	School	Science	99.6%	59.8%
Economically Disadvantaged	School	Science	99.1%	42.6%
English Language Learners	School	Science	<30	<30
Students With Disabilities	School	Science	100%	21.1%
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	N/A	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%

**Annual Education Report
Dakota High School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	District	Social Studies	99.3%	62.9%
Bottom 30%	District	Social Studies	N/A	6.2%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	97.8%	43%
Asian	District	Social Studies	99.2%	67.9%
Hispanic of Any Race	District	Social Studies	100%	50.6%
Native Hawaiian or Other Pacific Islander	District	Social Studies	<30	<30
Two or More Races	District	Social Studies	99.2%	58.7%
White	District	Social Studies	99.5%	65.3%
Economically Disadvantaged	District	Social Studies	98.6%	49.2%
English Language Learners	District	Social Studies	100%	22.8%
Students With Disabilities	District	Social Studies	98.9%	21.4%
All Students	School	Social Studies	99.9%	80.3%
Bottom 30%	School	Social Studies	N/A	34.3%
American Indian	School	Social Studies	<30	<30
African American	School	Social Studies	100%	78.8%
Asian	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies	<30	<30
Native Hawaiian or Other Pacific Islander	School	Social Studies	<30	<30
Two or More Races	School	Social Studies	<30	<30
White	School	Social Studies	99.9%	80.5%
Economically Disadvantaged	School	Social Studies	99.6%	69%
English Language Learners	School	Social Studies	<30	<30
Students With Disabilities	School	Social Studies	100%	33.9%
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%

**Annual Education Report
Dakota High School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	99.2%	80.2%
Bottom 30%	District	Writing	N/A	35.4%
American Indian	District	Writing	<30	<30
African American	District	Writing	97.6%	66.7%
Asian	District	Writing	99.1%	89.5%
Hispanic of Any Race	District	Writing	100%	69%
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	98.3%	79.6%
White	District	Writing	99.4%	81.5%
Economically Disadvantaged	District	Writing	98.9%	65.6%
English Language Learners	District	Writing	99.6%	59.4%
Students With Disabilities	District	Writing	98.1%	43.4%
All Students	School	Writing	99.3%	81.1%
Bottom 30%	School	Writing	N/A	36.9%
American Indian	School	Writing	<30	<30
African American	School	Writing	100%	78.8%
Asian	School	Writing	<30	<30
Hispanic of Any Race	School	Writing	<30	<30
Native Hawaiian or Other Pacific Islander	School	Writing	<30	<30
Two or More Races	School	Writing	<30	<30
White	School	Writing	99.4%	81.9%
Economically Disadvantaged	School	Writing	98.3%	63.6%
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	100%	37.1%

**Annual Education Report
Dakota High School**
Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	88.2%
African American	District	77.5%
Two or More Races	District	78.1%
White	District	90.2%
Economically Disadvantaged	District	72.6%
English Language Learners	District	77.5%
Students With Disabilities	District	78.9%
Bottom 30%	District	91%
All Students	School	94.1%
African American	School	88.3%
White	School	94.7%
Economically Disadvantaged	School	82.9%
Students With Disabilities	School	78.4%
Bottom 30%	School	95.4%

* All data based on students enrolled for a full academic year.

**Annual Education Report
Dakota High School****Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	96%

** All data based on students enrolled for a full academic year.*

Annual Education Report
Dakota High School

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Annual Education Report
Dakota High School**
Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Chippewa Valley Schools	Dakota High School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	57

**Annual Education Report
Dakota High School**
Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	1	28	114	3

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.2%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

**Annual Education Report
Dakota High School**
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Islander	2	16	50	24	10
Two or More Races					
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
Dakota High School**
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility	46	46	38	14	2
Eligible	54	16	42	32	10
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	12	50	34	14	2
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	3	74	24	2	0
ELL	97	28	41	24	7
Not ELL					

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
Dakota High School**
NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
Dakota High School**
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	9	0
SD	93	23	32	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
Dakota High School**
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
Dakota High School**
NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
Dakota High School**
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0