

COMPREHENSIVE NEEDS ASSESSMENT

On October 12, 2004 , data was presented to the staff during a staff meeting in which the group was dispersed to four locations depending upon grade level and specialists. Staff members were given time to review, study and discuss the data. The areas of need were determined after analyzing building data and results of the DSTEP, Swift Knowledge, percentage of proficiency based on each standard, and parent survey:

1. Reading
2. Math

Economical advantage/disadvantage, ethnicity and attendance did not seem to effect proficiency levels. Overall, parents and students indicated satisfaction with the programs provided at Vandenberg Elementary School.

The Dynamic Indicators of Basic Early Literacy Skills 6th Edition (DIBELS), a reading fluency assessment, does indicate a high percentage of students at risk for not meeting the grade benchmark by the end of the current school year.

Specific data is illustrated in the graphs on the following pages.

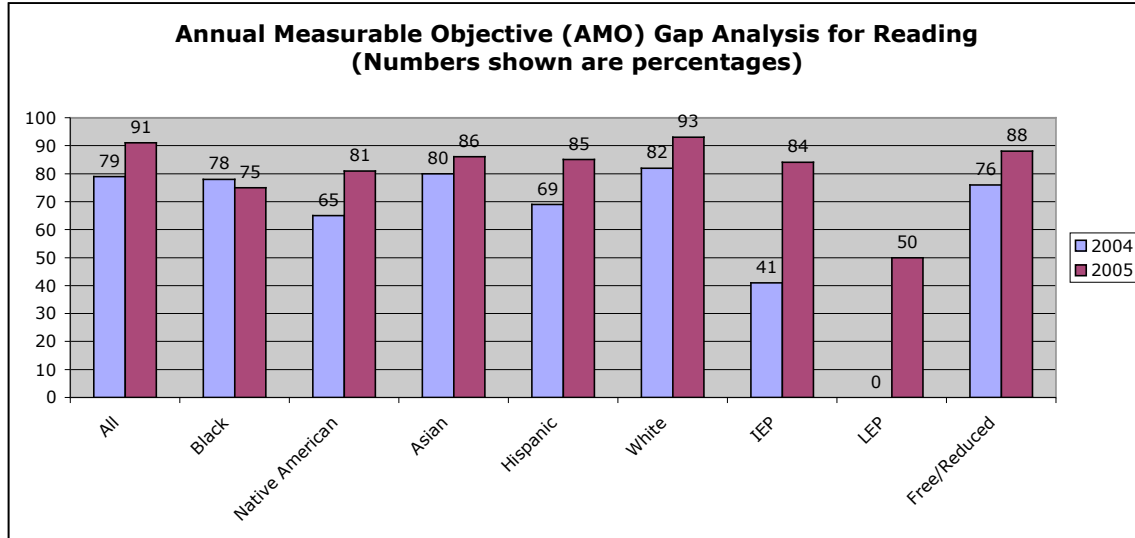
Updated needs assessment was made available to the staff on December 16, 2005.

Vandenberg School Profile

South Dakota determines if all students are reaching high standards with the Dakota State Test of Educational Progress (Dakota STEP). The reading and mathematic proficiencies of fourth and fifth grade students who attend Vandenberg Elementary School are assessed each March using this assessment. Students' educational progress is reported in performance levels: advanced, proficient, basic and below basic. Only students in attendance from October 1 through April 15 of each school year are included in the data. The following graphs were developed by the South Dakota Office of Technical Assistance.

Annual Measurable Objective (AMO) Gap Analysis for Reading

The AMO for 2004 – 2005 in Reading is 78%. All groups that met the minimum population size met AMO. The population size of the Black, Asian, and Hispanic groups did not meet the minimum population requirement, therefore they are not considered.



From the 2004 school year to the 2005 school year:

- The percent of all students who met the AMO increased 12%.
- The percent of Native American students who met the AMO increased 16%.
- The percent of White students who met the AMO increased 11%.
- The percent of students on an IEP who met the AMO increased 43%.
- The percent of students categorized as LEP who met the AMO increased 50%.
- The percent of students who qualify for free or reduced lunches who met the AMO increased 12%.

The 2004 school year to the 2005 school year considering the populations that did not meet the minimum size requirement:

- The percent of Black students who met the AMO decreased 3%.
- The percent of Asian students who met the AMO increased 6%.
- The percent of Hispanic students who met the AMO increased 16%.
- The percent of Black students to be proficient in reading met Safe Harbor.

Absences and Proficiency

Vandenberg Elementary has a high rate of attendance. This high rate of attendance continues to directly correlate to the level of student proficiency as measured by the Spring 2004 and Spring 2005 South Dakota Step Assessment.

The students having the least number of days absent scored higher than those with a greater number of absences. The following graphs are reflective of those absences and proficiencies.

Absences of students greater than 9 days vs. Proficiency Levels:

	10 – 19 Absent		20 – 29 Absent		30+ Absent	
	Spring 04	Spring 05	Spring 04	Spring 05	Spring 04	Spring 05
Below Basic	0%	0%	0%	0%	1%	0%
Basic	17%	11%	3%	0%	1%	0%
Proficient	33.7%	51%	4%	9%	0%	0%
Advanced	33.7%	28%	3%	0%	0%	0%

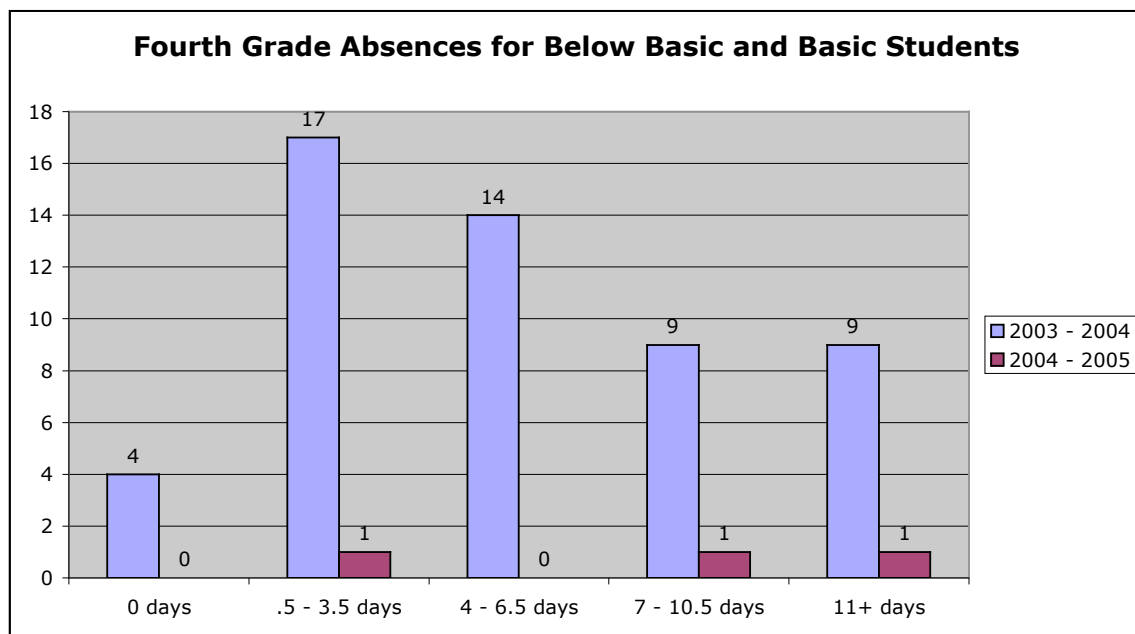
- Students scoring in the below basic level with 10 – 19 absences remained at zero; 20 – 29 absences remained at zero; 30+ absences decreased 1%.
- Students scoring in the basic level with 10 – 19 absences decreased 6%; 20 – 29 absences decreased 3%; and 30+ absences decreased 1%.
- Students scoring in the proficient level with 10 – 19 absences increased 17.3%; 20 – 29 absences increased 5%; and 30+ absences remained at zero.
- Students scoring in the advanced level with 10 – 19 absences decreased 5.7%; 20 – 29 absences decreased 3%; and 30+ absences remained at zero.

Absences of Basic and Below Basic Fourth Grade Students

In the 2003 – 2004 school year fifty-three (53) fourth grade students were identified by the DSTEP as having Basic and Below Basic proficiencies.

In the 2004 – 2005 school year three (3) fourth grade students were identified by the DSTEP as having Basic and Below Basic proficiencies.

The school attendance of these students is represented in the following graph.



From the 2004 school year to the 2005 school year:

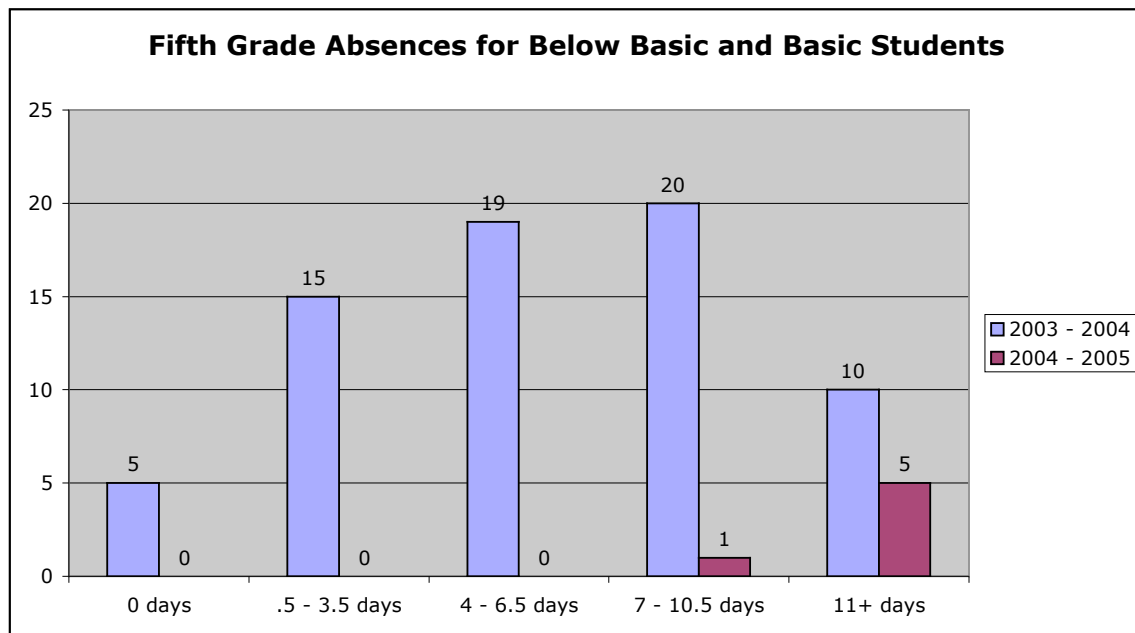
- The number of fourth grade students with proficiencies of Basic and Below Basic who had perfect attendance decreased by 4.
- The number of fourth grade students with proficiencies of Basic and Below Basic who were absent .5 – 3.5 days decreased by 16.
- The number of fourth grade students with proficiencies of Basic and Below Basic who were absent 4 – 6.5 days decreased by 14.
- The number of fourth grade students with proficiencies of Basic and Below Basic who were absent 7 – 10.5 days decreased by 8.
- The number of fourth grade students with proficiencies of Basic and Below Basic who were absent 11+ days decreased by 8.

Absences of Basic and Below Basic Fifth Grade Students

In the 2003 – 2004 school year sixty-nine (69) fifth grade students were identified by the DSTEP as having Basic and Below Basic proficiencies.

In the 2004 – 2005 school year six (6) fifth grade students were identified by the DSTEP as having Basic and Below Basic proficiencies.

The school attendance of these students is represented in the following graph.

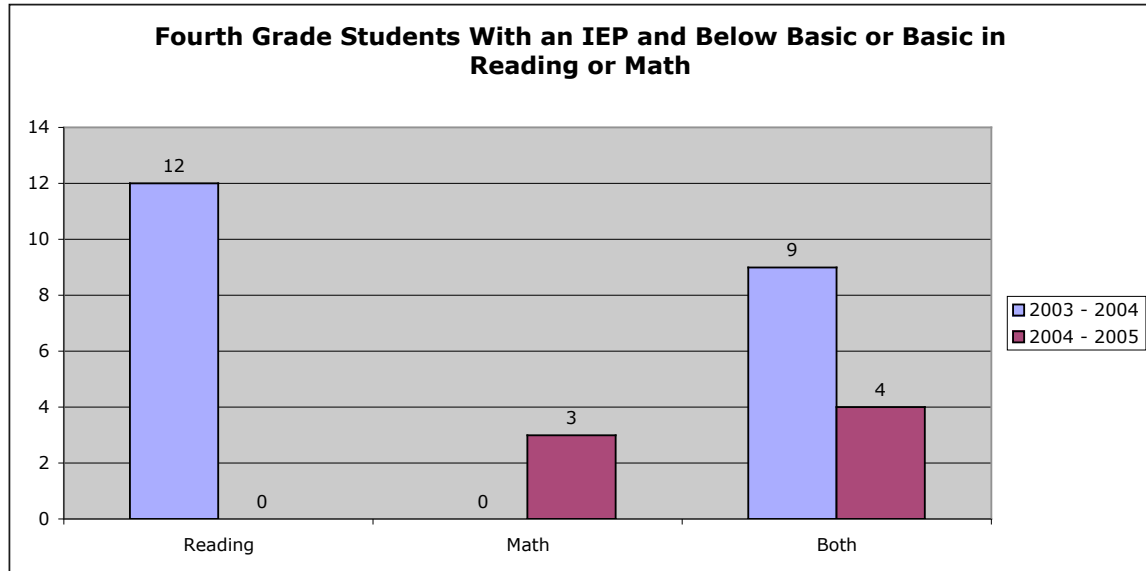


From the 2004 school year to the 2005 school year:

- The number of fifth grade students with proficiencies of Basic and Below Basic who had perfect attendance decreased by 5.
- The number of fifth grade students with proficiencies of Basic and Below Basic who were absent .5 – 3.5 days decreased by 15.
- The number of fifth grade students with proficiencies of Basic and Below Basic who were absent 4 – 6.5 days decreased by 19.
- The number of fifth grade students with proficiencies of Basic and Below Basic who were absent 7 – 10.5 days decreased by 19.
- The number of fifth grade students with proficiencies of Basic and Below Basic who were absent 11+ days decreased by 5.

Fourth Grade Students With an IEP and Below Basic or Basic in Reading or Math

Fourth Grade students with an IEP, not including Speech only, were identified on the 2004 and 2005 DSTEP as having a Below Basic or Basic proficiency.

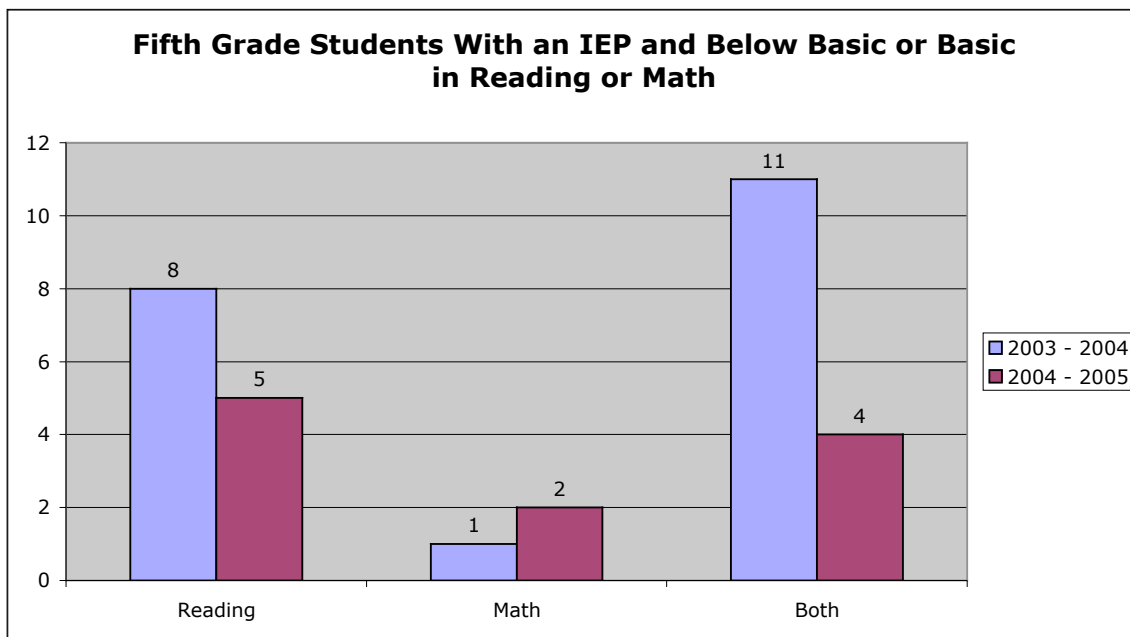


From the 2004 school year to the 2005 school year:

- The number of students receiving IEP services for reading who scored in the below basic or basic proficiencies decreased from 12 to 0.
- The number of students receiving IEP services for mathematics who scored in the below basic or basic proficiencies increased from 0 to 5.
- The number of students receiving IEP services for both reading and mathematics who scored in the below basic or basic proficiencies decreased from 9 to 3.

Fifth Grade Students With an IEP and Below Basic or Basic in Reading or Math

Fifth Grade students with an IEP, not including Speech only, were identified on the 2004 and 2005 DSTEP as having a Below Basic or Basic proficiency.

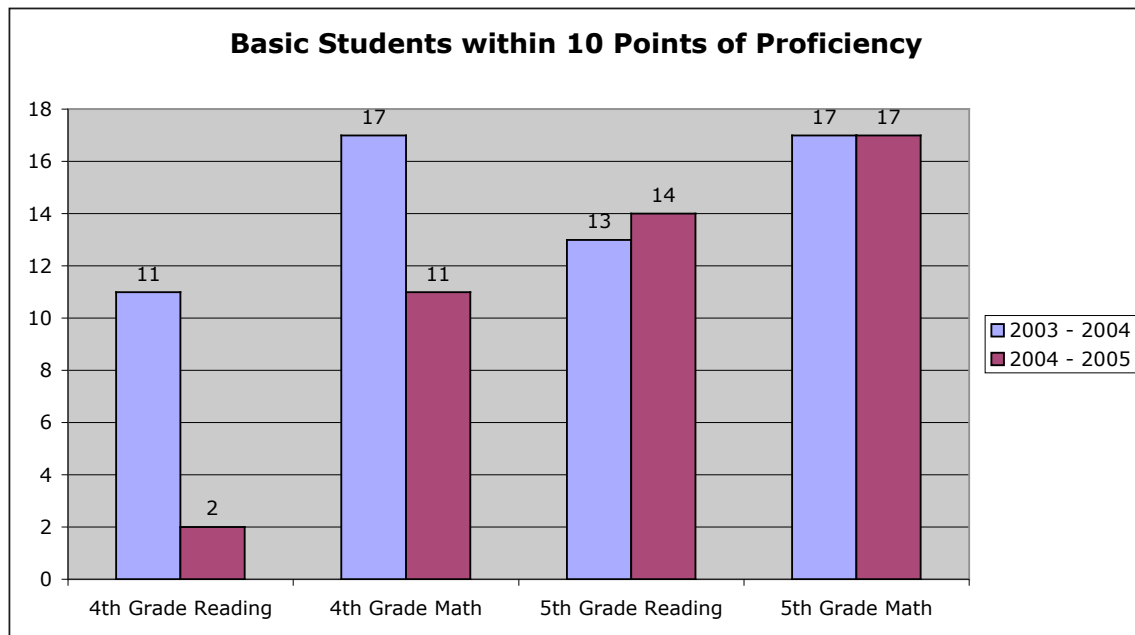


From the 2004 school year to the 2005 school year:

- The number of students receiving IEP services for reading who scored in the below basic or basic proficiencies decreased from 8 to 5.
- The number of students receiving IEP services for mathematics who scored in the below basic or basic proficiencies increased from 1 to 2.
- The number of students receiving IEP services for both reading and mathematics who scored in the below basic or basic proficiencies decreased from 11 to 4.

Students Scoring in the Basic Proficiency Range and Within 10 Points of Scoring Proficient

The following represents the number fourth and fifth grade students who were identified as scoring in the basic proficiency range on the 2004 and 2005 DSTEP as well as being within 10 points of scoring in the proficient range.



From the 2004 school year to the 2005 school year:

- The number of fourth grade students that were within 10 points of scoring proficient in reading decreased from 11 to 2.
- The number of fourth grade students that were within 10 points of scoring proficient in mathematics decreased from 17 to 11.
- The number of fourth grade students that were within 10 points of scoring proficient in reading increased from 13 to 14.
- The number of fifth grade students that were within 10 points of scoring proficient in mathematics stayed the same with 17.

Fourth Grade Below Basic and Basic Student Categorized by Ethnicity

The following represent the number of fourth grade students who were identified as scoring in the basic proficiency range in reading or mathematics on the 2004 and 2005 DSTEP. It is categorized by ethnicity.

Basic and Below Students in Fourth Grade Categorized by Ethnicity

Year	White		Black		Hispanic		Asian		Native Am	
	Tot Pop	% B/BB	Tot Pop	% B/BB	Tot Pop	% B/BB	Tot Pop	% B/BB	Tot Pop	% B/BB
2003-2004	180	23	9	56	7	14	3	33	22	32
2004-2005	141	14	3	67	7	0	4	0	10	30

**% B/BB-Percentage of students who scored in the basic and below basic proficiency.

From the 2004 DSTEP to the 2005 DSTEP:

- The percentage of students identified in ethnicity as 'White' that scored in the below basic and basic proficiencies decreased 9%.
- The percentage of students identified in ethnicity as 'Black' that scored in the below basic and basic proficiencies increased by 11%.
- The percentage of students identified in ethnicity as 'Hispanic' that scored in the below basic and basic proficiencies decreased 14%.
- The percentage of students identified in ethnicity as 'Asian' that scored in the below basic and basic proficiencies decreased by 33%.
- The percentage of students identified in ethnicity as 'Native American' that scored in the below basic and basic proficiencies decreased by 2%.

Fifth Grade Below Basic and Basic Student Categorized by Ethnicity

The following represent the number of fifth grade students who were identified as scoring in the basic proficiency range in reading or mathematics on the 2004 and 2005 DSTEP. It is categorized by ethnicity.

Basic and Below Students in Fifth Grade Categorized by Ethnicity

Year	White		Black		Hispanic		Asian		Native Am	
	Tot Pop	% B/BB	Tot Pop	% B/BB	Tot Pop	% B/BB	Tot Pop	% B/BB	Tot Pop	% B/BB
2003-2004	162	33	9	33	7	57	3	0	20	45
2004-2005	175	18	12	33	8	25	3	33	16	44

**% B/BB-Percentage of students who scored in the basic and below basic proficiency.

From the 2004 DSTEP to the 2005 DSTEP:

- The percentage of students identified in ethnicity as 'White' that scored in the below basic and basic proficiencies decreased 15%.
- The percentage of students identified in ethnicity as 'Black' that scored in the below basic and basic proficiencies remained the same at 33%.
- The percentage of students identified in ethnicity as 'Hispanic' that scored in the below basic and basic proficiencies decreased 32%.
- The percentage of students identified in ethnicity as 'Asian' that scored in the below basic and basic proficiencies increased by 33%.
- The percentage of students identified in ethnicity as 'Native American' that scored in the below basic and basic proficiencies decreased by 1%.

Fourth Grade Below Basic and Basic Students Categorized by Gender and Support Programs

The following represents the percentage of fourth grade students who were identified as scoring in the basic proficiency range in either reading or mathematics on the 2004 and 2005 DSTEP. It is categorized by gender and support programs.

Year	Male		Female		Counseling		IEP		Free/Reduced	
	Tot Pop	% B/BB	Tot Pop	% B/BB	Tot Pop	% B/BB	Tot Pop	% B/BB	Tot Pop	% B/BB
2003-2004	114	25	107	22	43	33	59	44	89	35
2004-2005	83	18	82	12	32	25	61	11	75	23

**% B/BB-Percentage of students who scored in the basic and below basic proficiency.

From the 2004 DSTEP to the 2005 DSTEP:

- The percentage of fourth grade male students that scored in the below basic and basic proficiencies decreased 7%.
- The percentage of fourth grade female students that scored in the below basic and basic proficiencies decreased 10 %.
- The percentage of fourth grade students receiving counseling services that scored in the below basic and basic proficiencies increased 1%.
- The percentage of fourth grade students identified with a disability and on an IEP that scored in the below basic and basic proficiencies decreased 7%.
- The percentage of fourth grade students receiving Free or Reduced lunches that scored in the below basic and basic proficiencies decreased 12%.

Fifth Grade Below Basic and Basic Students Categorized by Gender and Support Programs

The following represents the percentage of fifth grade students who were identified as scoring in the basic proficiency range in either reading or mathematics on the 2004 and 2005 DSTEP. It is categorized by gender and support programs.

Year	Male		Female		Counseling		IEP		Free/Reduced	
	Tot Pop	% B/BB	Tot Pop	% B/BB	Tot Pop	% B/BB	Tot Pop	% B/BB	Tot Pop	% B/BB
2003-2004	116	37	85	29	70	27	48	63	72	53
2004-2005	114	23	100	21	40	40	48	23	95	29

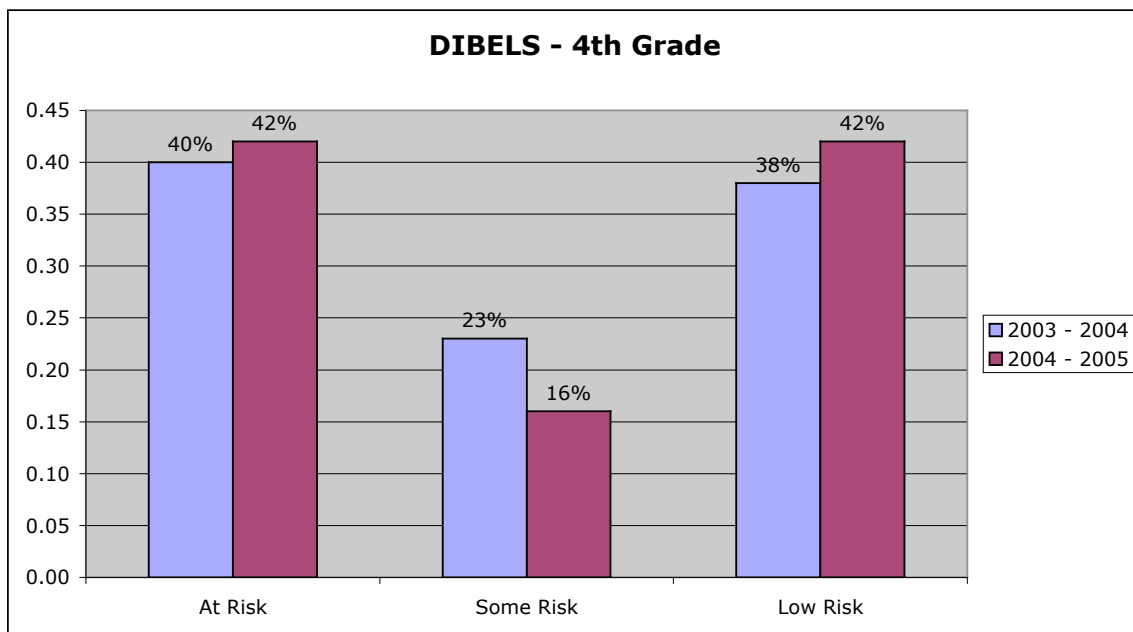
**% B/BB-Percentage of students who scored in the basic and below basic proficiency.

From the 2004 DSTEP to the 2005 DSTEP:

- The percentage of fourth grade male students that scored in the below basic and basic proficiencies decreased 14%.
- The percentage of fourth grade female students that scored in the below basic and basic proficiencies decreased 8%.
- The percentage of fourth grade students receiving counseling services that scored in the below basic and basic proficiencies decreased 1%.
- The percentage of fourth grade students identified with a disability and on an IEP that scored in the below basic and basic proficiencies decreased 12%.
- The percentage of fourth grade students receiving Free or Reduced lunches that scored in the below basic and basic proficiencies decreased 24%.
- At Vandenberg Elementary, the number of fifth grade students that in the below basic and basic proficiencies decreased in all areas.

Dynamic Indicators of Basic Early Literacy Skills 6th Edition (DIBELS) – Fourth Grade

The DIBELS is a validated tool for early identification of children with potential problems and an assessment of response to instruction. Students' reading fluency was evaluated using the DIBELS during the assessment window of September 20 – October 1, 2004 and September 6 – September 16, 2005. The results of the Fall 2004 and Fall 2005 DIBELS assessment are given below as taken from the fourth grade histogram created from scores submitted to the dibels.uoregon.edu website.

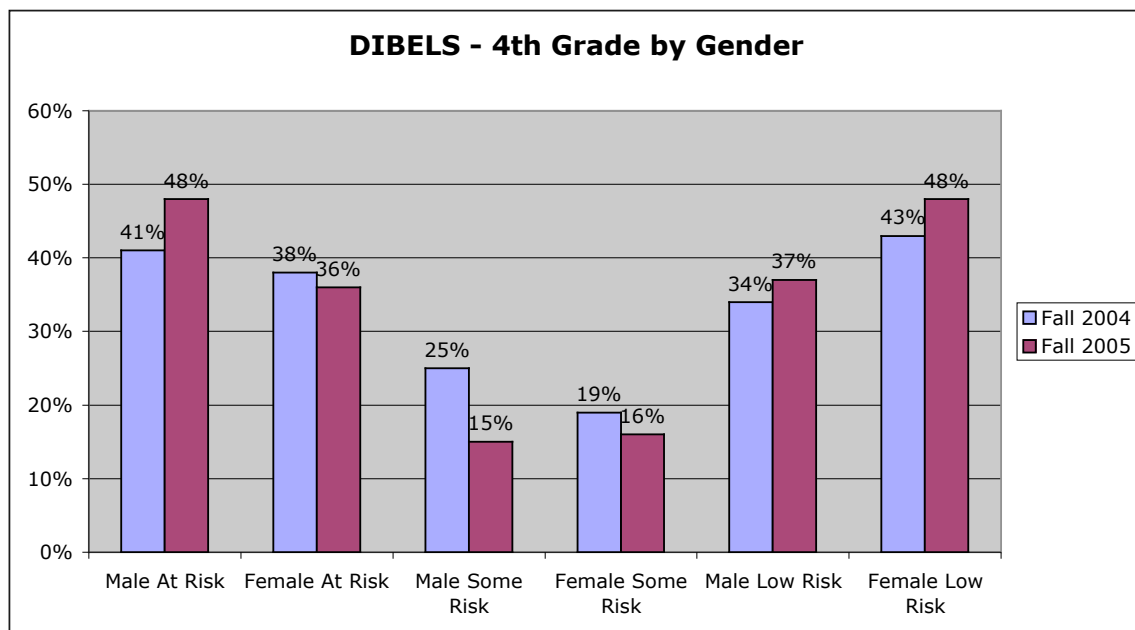


- The percentage of students that may be At-Risk for not meeting the 4th grade benchmark by the end of the current school year increased by 2%.
- The percentage of students that are at some risk for not meeting the 4th grade benchmark by the end of the current school year decreased by 7%.
- The percentage of students that are at low risk for not meeting the 4th grade benchmark by the end of the current school year increased by 4%.

Dibels by Gender – 4th grade

The DIBELS is a validated tool for early identification of children with potential problems and an assessment of response to instruction. Student' reading fluency was evaluated using the DIBELS during the assessment window of September 20 – October 1, 2004 and September 6, 2005 – September 6, 2005.

The results of the Fall 2004 and Fall 2005 DIBELS assessment for fourth grade by gender are given below as taken from the fourth grade histogram created from scores submitted to the dibels.uoregon.edu website.

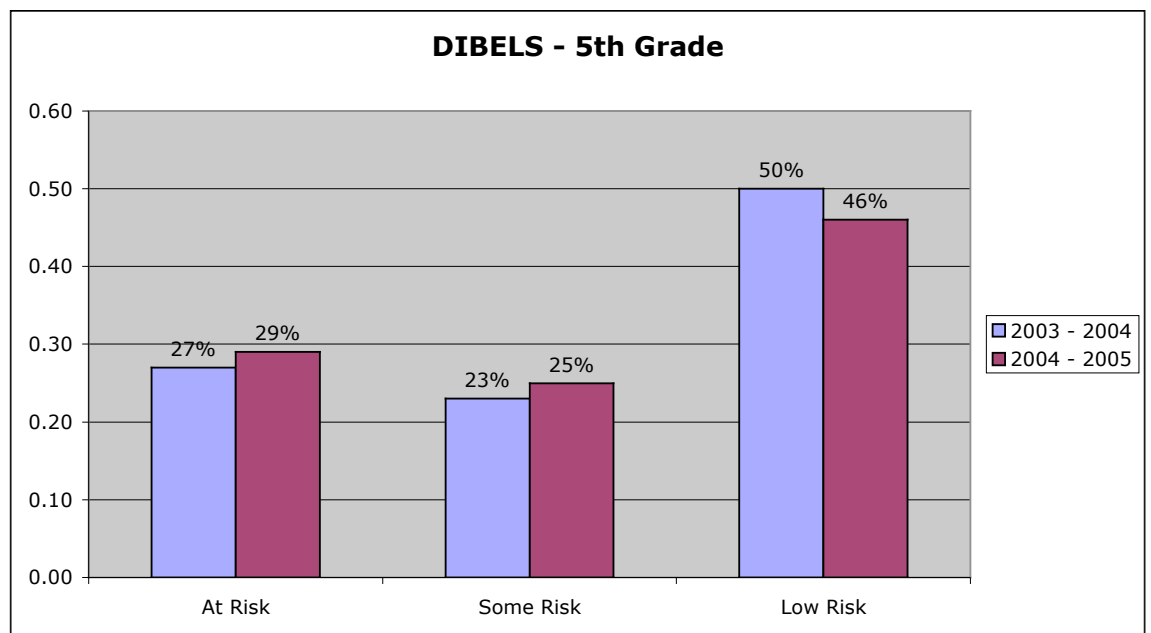


From Fall 2004 to Fall 2005:

- The percentage of male students that may be at risk for not meeting the 4th grade benchmark by the end of the current school year increased 7%.
- The percentage of female students that may be at risk for not meeting the 4th grade benchmark by the end of the current school year decreased 2%.
- The percentage of male students that are at some risk for not meeting the 4th grade benchmark by the end of the current school year decreased 10%.
- The percentage of female students that are at some risk for not meeting the 4th grade benchmark by the end of the current school year decreased 3%.
- The percentage of male students that are at low risk for not meeting the 4th grade benchmark by the end of the current school year increased 3%.
- The percentage of female students that are at low risk for not meeting the 4th grade benchmark by the end of the current school year increased 5%.

Dynamic Indicators of Basic Early Literacy Skills 6th Edition (DIBELS) – Fifth Grade

The DIBELS is a validated tool for early identification of children with potential problems and an assessment of response to instruction. Students' reading fluency was evaluated using the DIBELS during the assessment window of September 20 – October 1, 2004 and September 6 – September 16, 2005. The results of the Fall 2004 and Fall 2005 DIBELS assessment are given below as taken from the fifth grade histogram created from scores submitted to the dibels.uoregon.edu website.

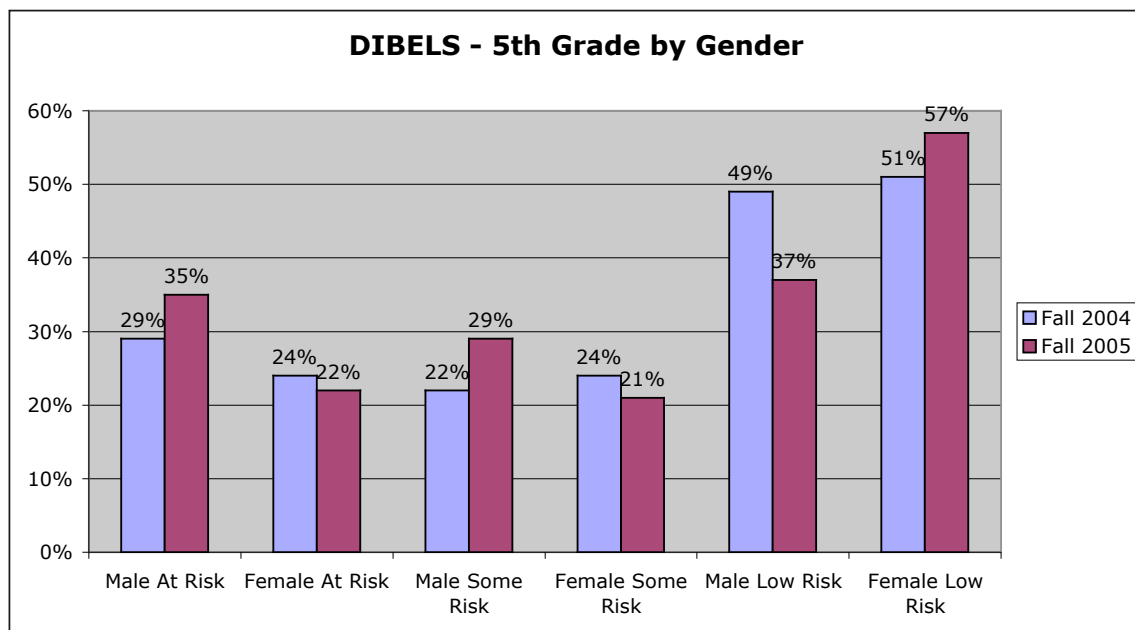


- The percentage of students that may be At-Risk for not meeting the 5th grade benchmark by the end of the current school year increased by 2%.
- The percentage of students that are at some risk for not meeting the 5th grade benchmark by the end of the current school year increased by 2%.
- The percentage of students that are at low risk for not meeting the 5th grade benchmark by the end of the current school year decreased by 4%.

Dibels by Gender – 5th grade

The DIBELS is a validated tool for early identification of children with potential problems and an assessment of response to instruction. Student' reading fluency was evaluated using the DIBELS during the assessment window of September 20 – October 1, 2004 and September 6, 2005 – September 6, 2005.

The results of the Fall 2004 and Fall 2005 DIBELS assessment for fourth grade by gender are given below as taken from the fifth grade histogram created from scores submitted to the dibels.uoregon.edu website.

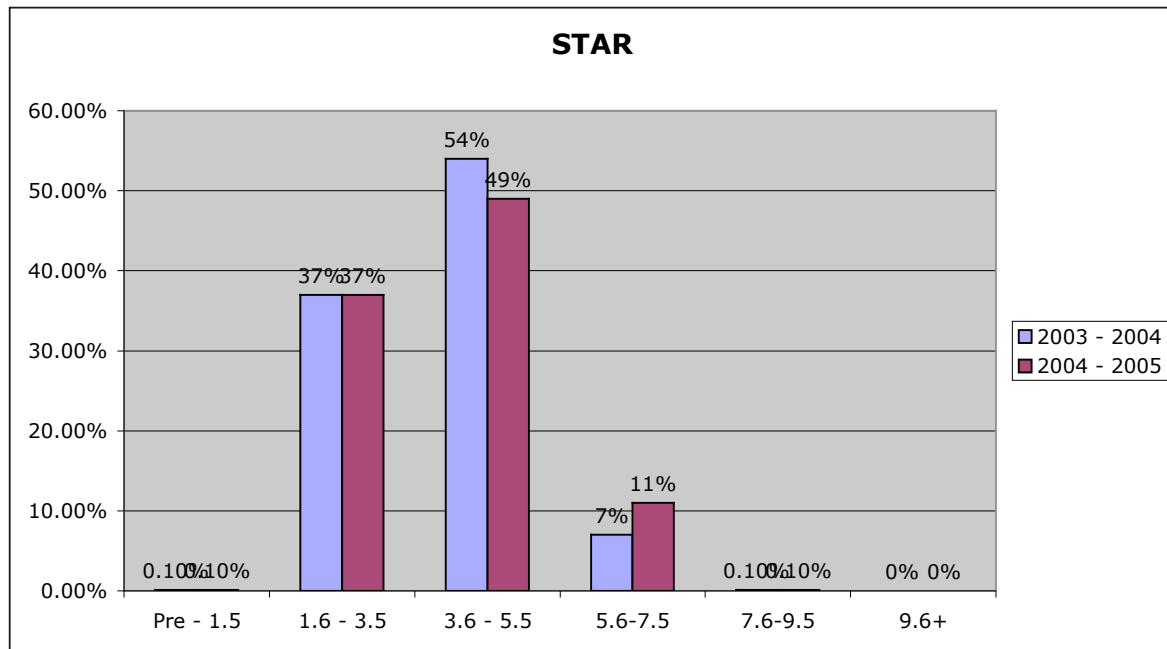


From Fall 2004 to Fall 2005:

- The percentage of male students that may be at risk for not meeting the 5th grade benchmark by the end of the current school year increased 6%.
- The percentage of female students that may be at risk for not meeting the 5th grade benchmark by the end of the current school year decreased 2%.
- The percentage of male students that are at some risk for not meeting the 5th grade benchmark by the end of the current school year increased 7%.
- The percentage of female students that are at some risk for not meeting the 5th grade benchmark by the end of the current school year decreased 3%.
- The percentage of male students that are at low risk for not meeting the 5th grade benchmark by the end of the current school year decreased 12%.
- The percentage of female students that are at low risk for not meeting the 5th grade benchmark by the end of the current school year increased 6%.

STAR-4th Grade

The STAR Reading is a standardized reading test given three times throughout the year. It measures class and school reading achievement and provides grade-equivalent scores, which help teachers match students with appropriate level of books. The number of fourth grade students tested in 2004 was 166 and the number of fourth grade students tested in 2005 was 165.

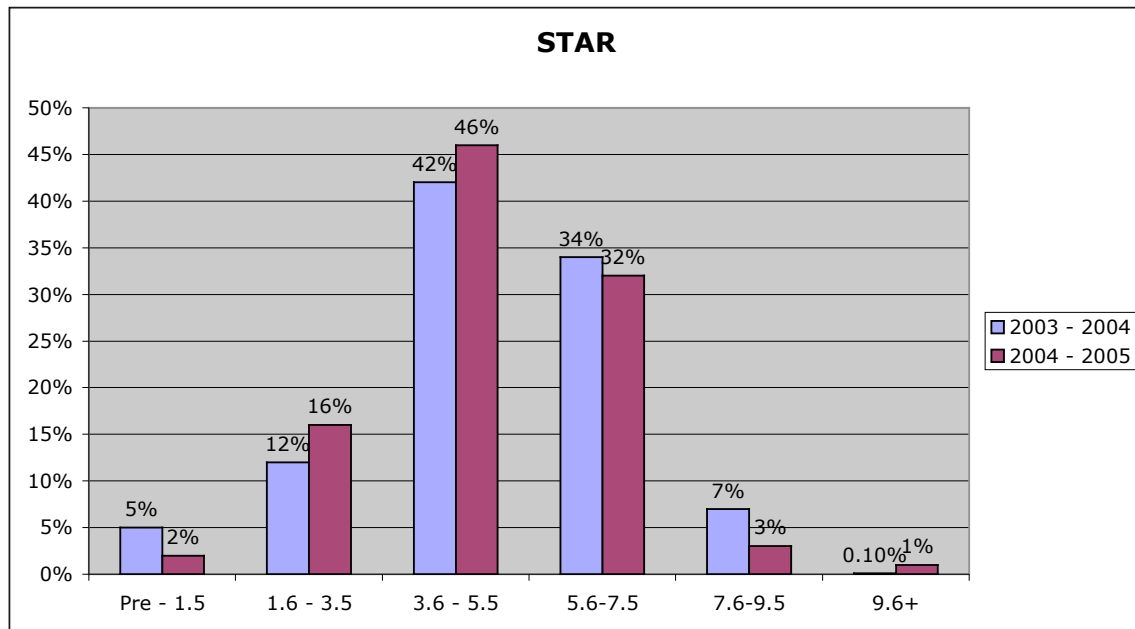


Fall 2004 and Fall 2005 results:

- The percentage of fourth grade students tested at the Pre – 1.5 grade equivalency remained the same.
- The percentage of fourth grade students tested at the 1.6 – 3.5 grade equivalency remained the same.
- The percentage of fourth grade students tested at the 3.6 – 5.5 grade equivalency decreased 5%.
- The percentage of fourth grade students tested at the 5.6 – 7.5 grade equivalency increased 4%.
- The percentage of fourth grade students tested at the 7.6 – 9.5 grade equivalency remained the same.
- The percentage fourth grade students tested at the 9.6+ grade equivalency remained the same

STAR-5th Grade

The STAR Reading is a standardized reading test given three times throughout the year. It measures class and school reading achievement and provides grade-equivalent scores, which help teachers match students with appropriate level of books. The number of students tested in 2004 was 172 and the number of students tested in 2005 was 145.



From Fall 2004 to Fall 2005:

- The percentage of fifth grade students tested at the Pre – 1.5 grade equivalency decreased 3%.
- The percentage of fifth grade students tested at the 1.6 – 3.5 grade equivalency increased by 4%.
- The percentage of fifth grade students tested at the 3.6 – 5.5 grade equivalency increased by 4%.
- The percentage of fifth grade students tested at the 5.6 – 7.5 grade equivalency decreased 2%.
- The percentage of fifth grade students tested at the 7.6 – 9.5 grade equivalency decreased 4%.
- The percentage fifth grade students tested at the 9.6+ grade equivalency increased .9%.

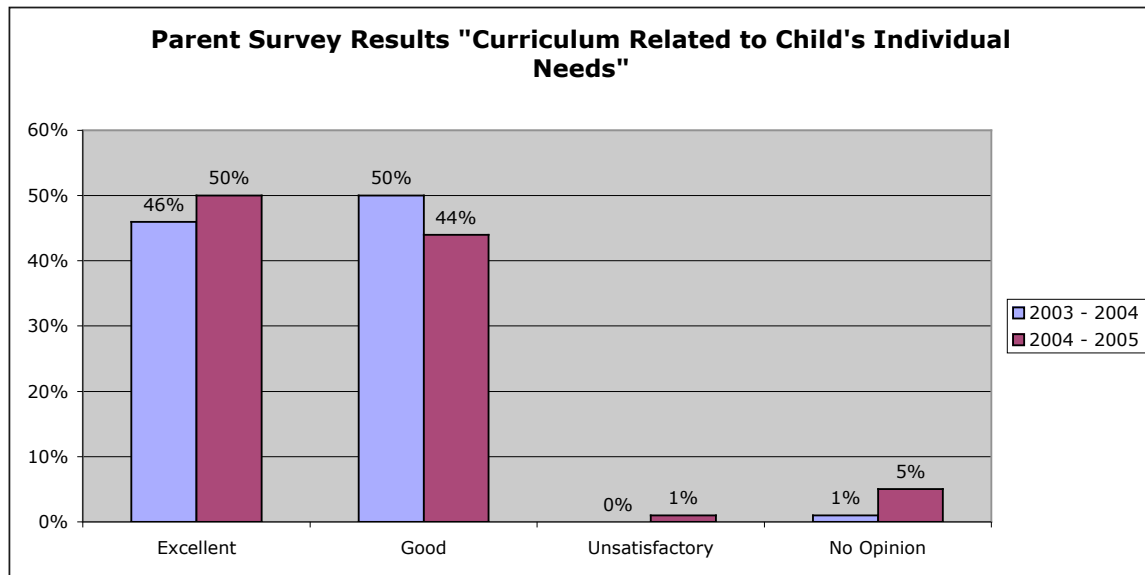
PERCEPTION DATA

In the spring of 2004 and 2005, a Douglas School Program Assessment was sent home with each student. Parents and students were asked to rate the programs at Vandenberg on a scale of 'excellent', 'good', 'unsatisfactory', or 'no opinion'.

While in 2004, two hundred sixteen (216) parents returned their surveys, in 2005 the number of parents returning their surveys decreased to one hundred fifteen (115). Not all questions were answered on each survey.

The following six charts reflect the parents opinions on the surveys.

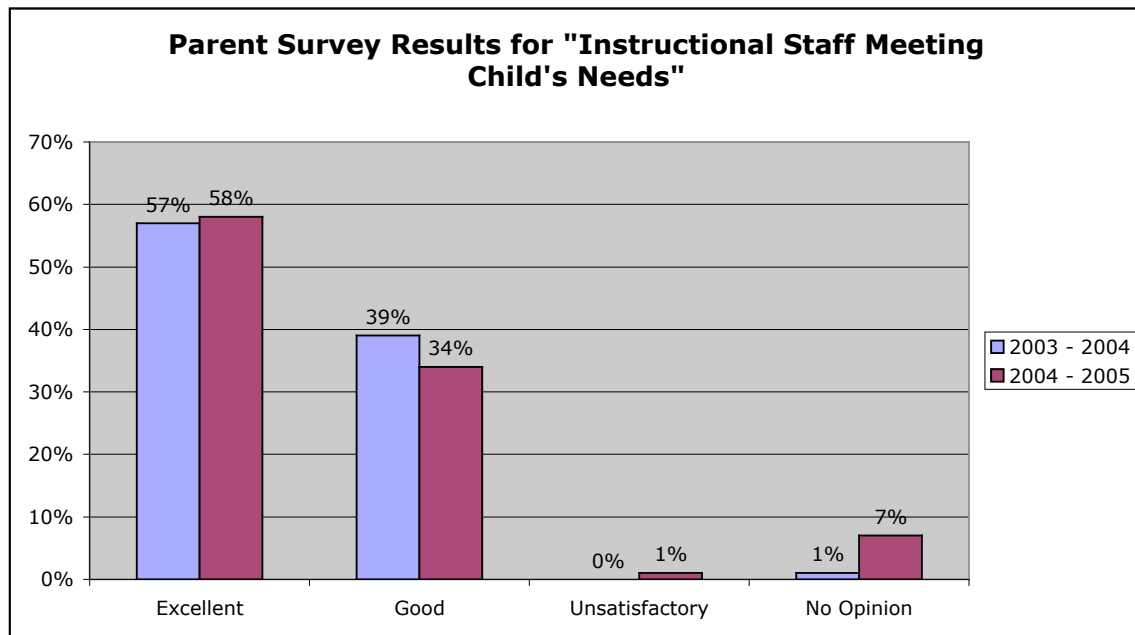
Curriculum Related to Child's Individual Needs



From 2004 to 2005:

- The percentage of parents who responded that Vandenberg provided excellent curriculum related to their child's individual needs increased by 4%.
- The percentage of parents who responded that Vandenberg provided good curriculum related to their child's individual needs decreased by 6%.
- The percentage of parents who responded that Vandenberg provided unsatisfactory curriculum related to their child's individual needs increased by 1%.
- The percentage of parents who responded that they had no opinion regarding curriculum related to their child's individual needs increased by 4%.

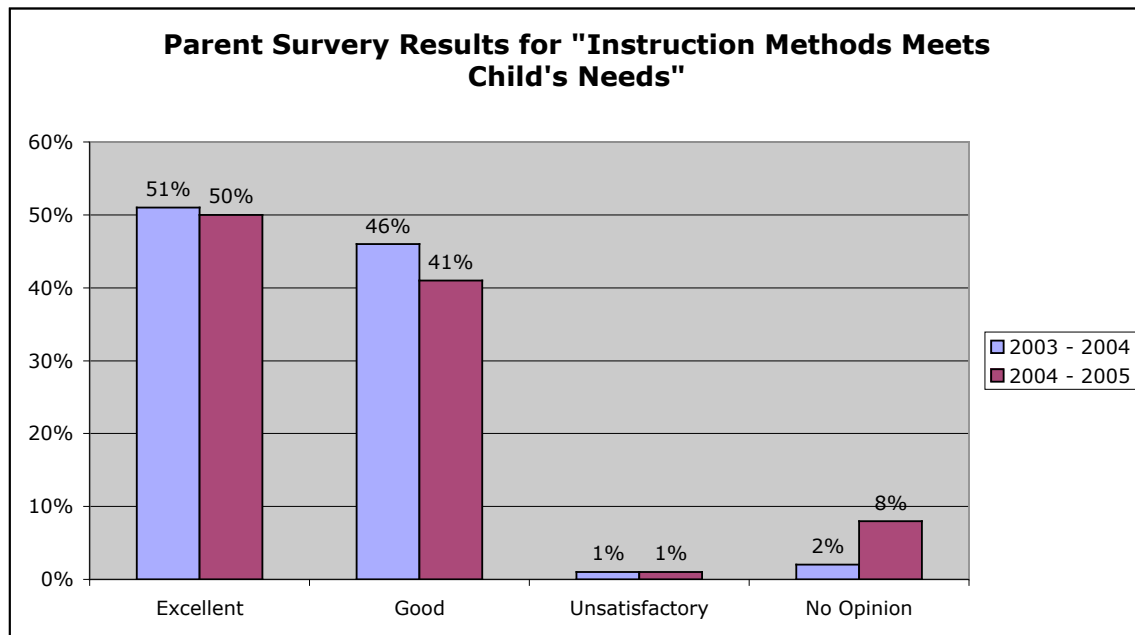
Instructional Staff Meeting Child's Needs



From 2004 to 2005:

- The percentage of parents who responded that Vandenberg provided excellent instructional staff that meets their child's needs increased by 1%.
- The percentage of parents who responded that Vandenberg provided good instructional staff who meets their child's needs decreased by 5%.
- The percent of parents who responded that Vandenberg provided Unsatisfactory instructional staff that meets their child's needs increased by 1%.
- The percent of parents who had no opinion as to the Instructional Staff Meeting Child's Needs increased by 6%.

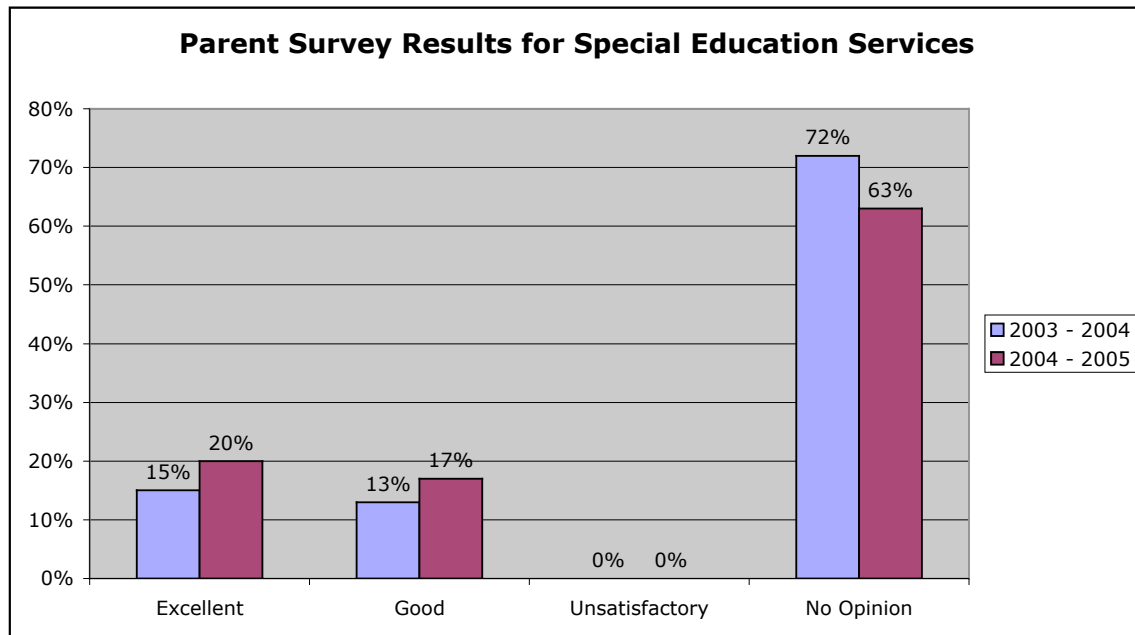
Instruction Methods Meet Child's Needs



From 2004 to 2005:

- The percentage of parents that responded that Vandenberg provided excellent instruction methods that met their child's needs decreased by 1%.
- The percentage of parents that responded that Vandenberg provided good instruction methods that met their child's needs decreased by 5%.
- The percentage of parents that responded that Vandenberg provided Unsatisfactory instruction methods that met their child's needs remained the same at 1%.
- The percentage of parents that had no opinion as to the instruction methods meeting their child's needs increased 6%.

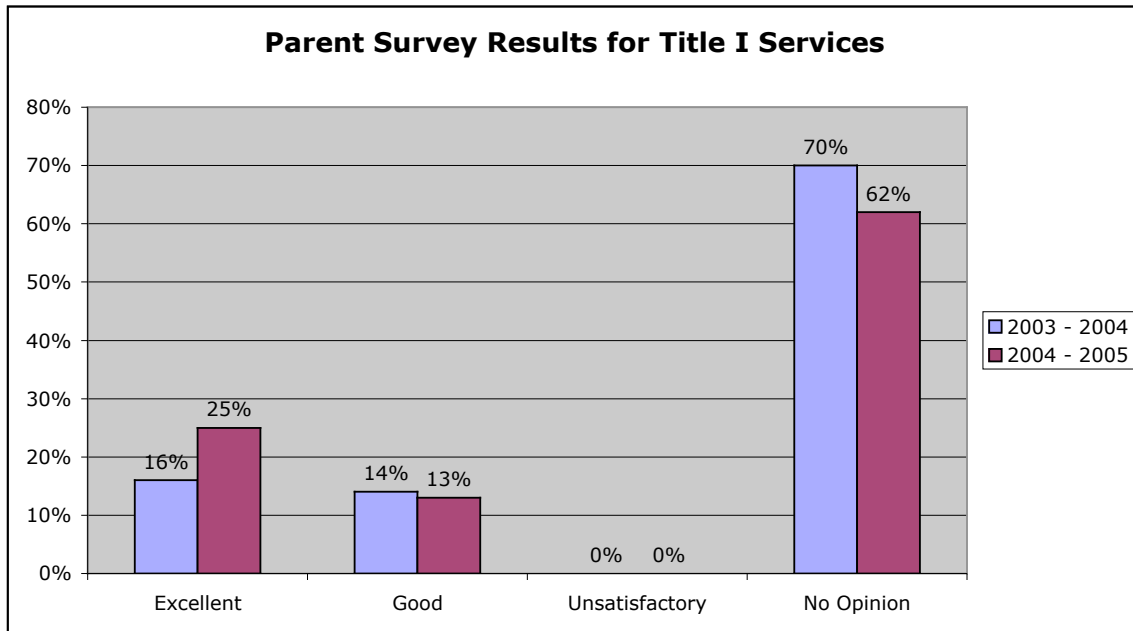
Special Education Services



From 2004 to 2005:

- The percentage of parents who responded that Vandenberg provided excellent special education services increased by 5%.
- The percentage of parents who responded that Vandenberg provided good special education services increased by 4%.
- The percentage of parents who responded that Vandenberg provided unsatisfactory special education services remained at 0%.
- The percentage of parents who responded they had no opinion regarding Vandenberg special education services decreased by 9%.

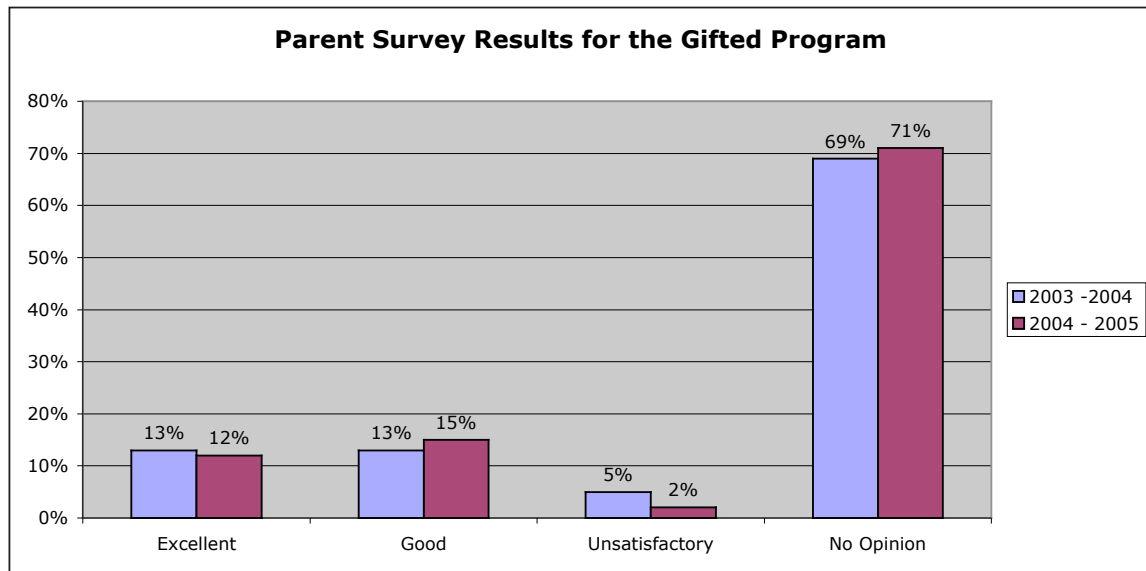
Title I Services



From 2004 to 2005

- The percent of parents who responded that Vandenberg provided excellent Title I services increased by 9%.
- The percent of parents who responded that Vandenberg provided good Title I services decreased by 1%.
- The percent of parents who responded that Vandenberg provided unsatisfactory Title I services remained the same at 0%.
- The percent of parents who had no opinion in regards to the Title I services decreased by 8%.

Gifted Program



From 2004 to 2005:

- The percent of parents who responded that Vandenberg provided excellent gifted program services decreased 1%.
- The percent of parent who responded that Vandenberg provided good gifted program services increased 2%.
- The percent of parents who responded that Vandenberg provided unsatisfactory gifted program services decreased 3%.
- The percent of parents who responded that they had no opinion regarding the gifted program services increased 2%.