



2003 - 2007

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**Region 1  
ESA**

# George S. Mickelson Middle School

## Building at a Glance

### Mission Statement:

*Our commitment is to meet the educational and personal needs of the early adolescent in a safe and challenging environment. Through a collaboration of school, family, business, and community, students will be prepared to assume their roles as productive, responsible citizens.*

The Brookings Middle School was established in 1967 and has the distinction of being the first organized middle school in the state of South Dakota. In January of 1999, the middle school became known as George S. Mickelson Middle School in memory of our former governor and moved to its present location in the southeast corner of Brookings. The middle school was specifically designed with home areas for each team, a large three-court gymnasium, 750 capacity cafetorium area, and a centrally located library.

The middle school uses an interdisciplinary team approach for approximately 600 students in grades six through eight. Students take courses in core and encore areas. The core area classes consist of math, language arts, science, social studies, reading, life skills, industrial technology, and foreign languages. The encore area classes consist of wellness (physical education and health), general music, art, and computer skills. Each grade level has two teams known as Red and Black, which correspond with the school colors. All teams are composed of five core teachers and several encore teachers. A typical school day includes eight 40-minute classes, two 35-minute student improvement times, and a 7-minute homeroom. The classrooms are wired for internet and telephone hookups, encouraging staff and parent communication. Each grade level has its own computer lab with Internet capabilities. Outside the regular school day, the middle school offers approximately 15 organized clubs, including athletic and fine arts activities.

Mickelson Middle School staff consists of a principal, an assistant principal, two secretaries, 49 teachers, two counselors, one librarian, a school nurse, a school psychologist, and numerous teaching assistants. The faculty averages 18.6 years of teaching experience with approximately 35 percent holding masters degrees.

## George S. Mickelson Middle School Building's Profile

This profile summarizes data reported by the South Dakota Department of Education for George S. Mickelson Middle School. It is designed to share longitudinal data and does not include interpretations of that data. Adequate Yearly Progress (AYP) is not measured by all of the data in this profile.

### For More Information:

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<http://brookings.k12.sd.us/mms/>

# Demographic Profile

## Student Demographics

	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008 Projected Enrollment
<b>Total George S. Mickelson Middle School Enrollment</b>	597	604	622	601	559	563
<b>6<sup>th</sup> Grade</b>	204	218	200	188	178	202
<b>7<sup>th</sup> Grade</b>	179	203	217	203	185	180
<b>8<sup>th</sup> Grade</b>	214	183	205	211	297	181
<b>Native American Enrollment</b>	23	21	13	13	10	
<b>Black, Hispanic, &amp; Other Minority Enrollment</b>	30	39	43	43	39	
<b>Special Needs Students</b>	62	73	86	72	77	
<b>Gifted &amp; Talented</b>	16	25	29	34	31	
<b>Limited English Proficient (LEP)</b>	DNM	DNM	10	DNM	DNM	
<b>Migrant</b>	DNM	DNM	DNM	DNM	DNM	
<b>Economically Disadvantaged Enrollment(% Eligible for Free/Reduced Lunch)</b>	19.3%	16.8%	18.1%	21.5%	19%	
<b>Open Enrolled Students Received</b>	4	5	8	5	5	
<b>Average Daily Membership (ADM)</b>	596.5	603.8	622.3	601.3	559.4	
<b>Average Daily Attendance (ADA)</b>	95.72%	96.38%	95.74%	95.99%	96.485	

# Staff Profile

## Staff Demographics

	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 – 2008
<b>Certified Instructional Staff (#FTE)</b>	44	43	43	42	42	43
<b>% with Advanced Degrees</b>	31.8%	32.5%	32.5%	33%	33%	35%
<b>Student to Staff Ratio</b>	20.5	20.3	21.7	20.8	19.4	18.7
<b>Teachers with Emergency or Provisional Credentials</b>	0%	0%	0%	0%	0%	0%
<b>Classes Not Taught by Highly Qualified Teachers</b>	0%	0%	0%	2%	1.7%	0%

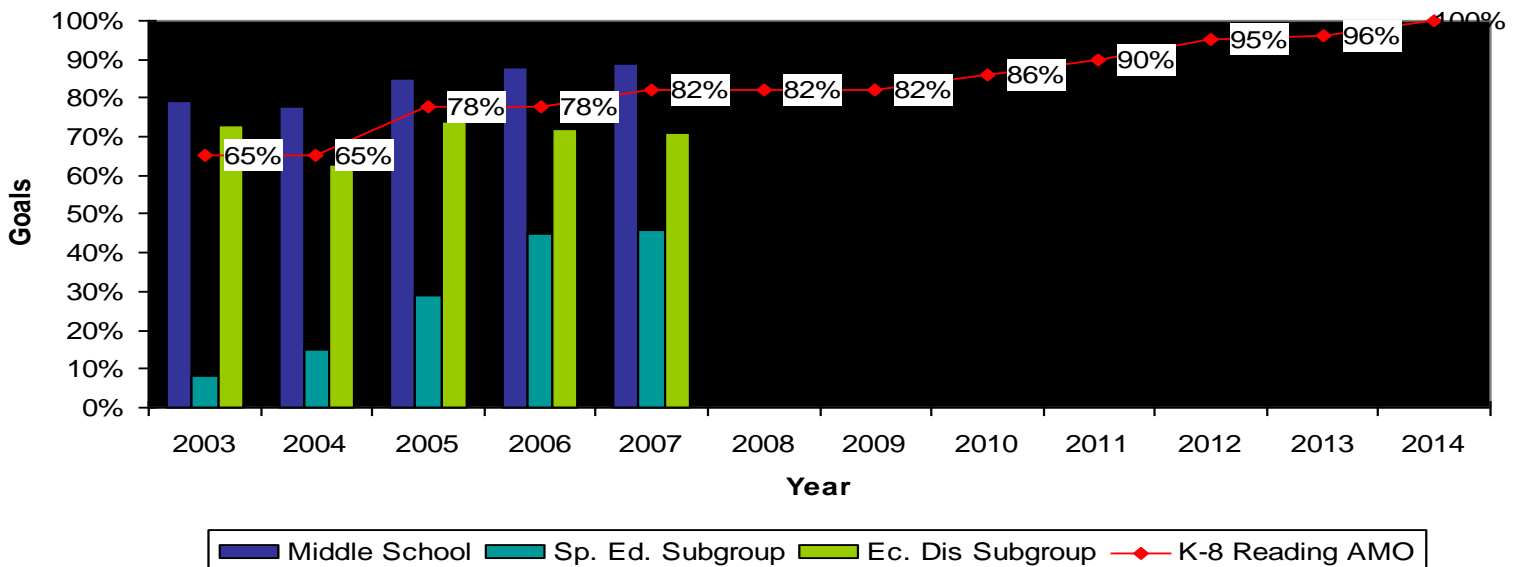
# Reading Performance

## Dakota STEP Results in Reading Grades 6-8

Dakota STEP Reading % Proficient and Advanced														
	All Subgroup				Sp. Ed. Subgroup	Ec. Dis. Subgroup	Male Subgroup				Female Subgroup			
	Gr 6	Gr 7	Gr 8	Grades 6-8	Grades 6-8	Grades 6-8	Gr 6	Gr 7	Gr 8	Grades 6-8	Gr 6	Gr 7	Gr 8	Grades 6-8
2002-2003	77	79	80	79	8.1	72.7	75	78	78	77	79	81	84	80
2003-2004	79	75	82	78	15.1	63.3	77	73	78	77	80	76	86	81
2004-2005	88	88	77	85	29.1	74.1	83	85	73	81	93	91	81	88
2005-2006	87	91	85	88	44.5	71.8	86	89	84	86	89	93	86	89
2006-2007	88	91	87	89	46	71	91	88	84	88	86	96	91	91

The chart below shows how each subgroup in the George S. Mickelson Middle School (Grades 6-8) compares to the Annual Measurable Objective (AMO) for South Dakota Reading

**AMO (Annual Measurable Objective) Graph  
George S. Mickelson Middle School (6-8) Reading**



# Reading CRT Standards Data

## Reading Standards

Grade	Standard(s) of Strength		
	2004 - 2005	2005 - 2006	2006 - 2007
6 <sup>th</sup> Grade	R.4.1 Use reference sources to retrieve information	R.4.1 Use reference sources to retrieve information	R.4.1 Use reference sources to retrieve information
7 <sup>th</sup> Grade	R.1.2 Use inferences to extend meaning beyond literal understanding of texts	R.1.2 Use inferences to extend meaning beyond literal understanding of texts	R.1.2 Use inferences to extend meaning beyond literal understanding of texts
8 <sup>th</sup> Grade	R1.2 Use reading strategies to comprehend the meaning of words and texts	R1.2 Use reading strategies to comprehend the meaning of words and texts	R1.1 Apply knowledge of word origins and derivations to extend vocabulary development

Grade	Standard(s) of Weakness		
	2004 - 2005	2005 - 2006	2006 - 2007
6 <sup>th</sup> Grade	R.4.2 Compare and contrast information on one topic contained in several sources	R.4.2 Compare and contrast information on one topic contained in several sources	R.4.2 Compare and contrast information on one topic contained in several sources
7 <sup>th</sup> Grade	R.4.3 Evaluate the accuracy and credibility of information about a topic contained in multiple sources	R.4.3 Evaluate the accuracy and credibility of information about a topic contained in multiple sources	R.4.3 Evaluate the accuracy and credibility of information about a topic contained in multiple sources
8 <sup>th</sup> Grade	R.3.1 Compare and contrast literature from different eras or cultures dealing with similar themes or conflicts	R.3.1 Compare and contrast literature from different eras or cultures dealing with similar themes or conflicts	R.4.2 Evaluate information about a topic gathered from a variety of sources

## Looking for trends.....

### George S. Mickelson Middle School Trends

Standards of Weakness	Grade Level Area of Concern
R.4.2 Compare and contrast information on one topic contained in several sources	6
R.4.3 Evaluate the accuracy and credibility of information about a topic contained in multiple sources	7

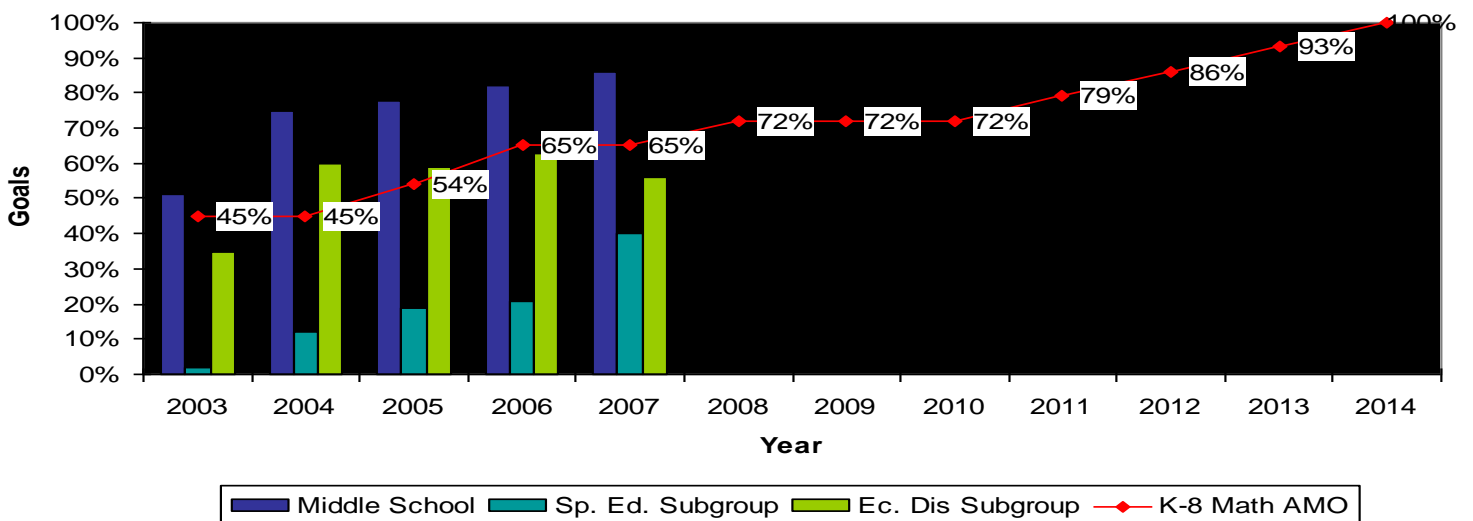
# Math Performance

## Dakota STEP Results in Math Grades 6-8

Dakota STEP Math % Proficient and Advanced														
	All Subgroup				Sp. Ed. Subgroup	Ec. Dis. Subgroup	Male Subgroup				Female Subgroup			
	Gr 6	Gr 7	Gr 8	Grades 6-8	Grades 6-8	Grades 6-8	Gr 6	Gr 7	Gr 8	Grades 6-8	Gr 6	Gr 7	Gr 8	Grades 6-8
2002-2003	42	56	55	51	1.6	35	42	61	49	51	42	48	62	51
2003-2004	67	80	79	75	12.3	60.2	69	77	81	76	64	83	74	74
2004-2005	79	84	72	78	18.6	59.3	80	84	69	78	77	85	75	78
2005-2006	86	85	76	82	20.8	62.9	84	81	75	80	89	88	77	85
2006-2007	83	90	85	86	40	56	88	90	84	87	79	92	87	85

The chart below shows how each subgroup in the George S. Mickelson Middle School (Grades 6-8) compares to the Annual Measurable Objective (AMO) for South Dakota Math

**AMO (Annual Measurable Objective) Graph  
George S. Mickelson Middle School (6-8) Math**



# Math CRT Standards Data

## Math Standards

Grade	Standard (s) of Strength	
	2005-2006	2006-2007
6 <sup>th</sup> Grade	M.G.1 Geometry Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures	M.G.1 Geometry Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures
7 <sup>th</sup> Grade	M.G.1 Geometry Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures	M.G.1 Geometry Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures
8 <sup>th</sup> Grade	M.G.1 Geometry Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures	M.A.2 Algebra Indicator 2: Use a variety algebraic concepts and methods to solve equations and inequalities M.S.1 Statistics Indicator 1: Use statistical models to gather, analyze, and display data to draw conclusions

Grade	Standard (s) of Weakness	
	2005-2006	2006-2007
6 <sup>th</sup> Grade	M.M.1 Measurement Indicator 1: Apply measurement concepts in practical applications	M.A.3 Algebra Indicator 1: Interpret and develop mathematical measurement models M.M.1 Measurement Indicator 1: Apply measurement concepts in practical applications
7 <sup>th</sup> Grade	M.G.2 Geometry Indicator 2: Use properties of geometric figures to solve problems from a variety of perspectives	M.A.1 Algebra Indicator 1: Use procedures to transform algebraic expressions.
8 <sup>th</sup> Grade	M.G.2 Geometry Indicator 2: Use properties of geometric figures to solve problems from a variety of perspectives M.M.1 Measurement Indicator 1: Apply measurement concepts in practical applications	M.M.1 Measurement Indicator 1: Apply measurement concepts in practical applications

## Looking for trends.....

George S. Mickelson Middle School Trends	
Standards of Weakness	Grade Level Area of Concern
M.M.1 – Apply measurement concepts in practical application	6 & 8

## SAT10 Performance

NOTE: Percentile Rank is a comparison with other students nationwide at the same grade level.  
A 68 Percentile Rank (PR) means that the sixth graders scored higher than 67% of sixth graders nationwide.

## SAT 9 & SAT 10 Results in Science

Percentile Rank			
	Grade 6	Grade 7	Grade 8
2002 - 2003	65	69	72
2003 - 2004	69	68	75
2004 - 2005	73	70	73
2005 - 2006	74	77	73

## SAT 9 & SAT 10 Results in Math

Percentile Rank			
	Grade 6	Grade 7	Grade 8
2002 - 2003	62	75	70
2003 - 2004	69	82	76
2004 - 2005	76	85	73
2005 - 2006	78	86	76
2006 - 2007	79	88	83



# SAT10 Performance— Continued

## SAT 9 & SAT 10 Results in Social Science

Percentile Rank			
	Grade 6	Grade 7	Grade 8
2002 - 2003	71	67	68
2003 - 2004	66	68	72
2004 - 2005	71	74	70
2005 - 2006	76	73	69

## SAT 9 & SAT 10 Results in Language Arts

Percentile Rank			
	Grade 6	Grade 7	Grade 8
2002 - 2003	65	72	64
2003 - 2004	65	71	69
2004 - 2005	72	74	68
2005 - 2006	72	80	67

## SAT 9 & SAT 10 Results in Reading

Percentile Rank			
	Grade 6	Grade 7	Grade 8
2002 - 2003	60	66	65
2003 - 2004	64	66	70
2004 - 2005	69	68	67
2005 - 2006	72	71	68
2006 - 2007	74	77	72

# Adequate Yearly Progress (AYP) Profile

## District Level AYP Summary

Objectives	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Yes	Ok	Yes	Ok	Yes	Ok	Yes	Ok	Yes	Ok
Graduation Rate	Yes	Ok	Yes	Ok	Yes	Ok	Yes	Ok	Yes	Ok
Attendance	Yes	Ok	Yes	Ok	Yes	Ok	Yes	Ok	Yes	Ok
Reading	No	Alert	Yes	Ok	Yes	Ok	Yes	Ok	Yes	Ok
Math	No	Alert	Yes	Ok	Yes	Ok	Yes	Ok	Yes	Ok

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

## George S. Mickelson Middle School AYP Summary

School & Objectives	2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Middle School Reading	No	Alert	No	Level 1	Yes	Level 1	Yes	Ok	Yes	Ok
Middle School Math	No	Alert	Yes	Ok	Yes	Ok	No	Alert	Yes	Ok
Middle School Attendance	Yes	Ok	Yes	Ok	Yes	Ok	Yes	Ok	Yes	Ok
Middle School Test Participation	Yes	Ok	Yes	Ok	Yes	Ok	Yes	Ok	Yes	Ok

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

*2006-2007 made AYP in both math and reading – okay status with the state.*

# Narrative of the Data

## STRENGTHS:

- Improvements each year on Dakota STEP and SAT 10.
- Improvements in the Special Education Subgroup.
- First in Reading and third in Math among eight ESD schools.
- Reading
  - Using reference sources to retrieve information.
  - Using inferences to extend meaning beyond literal understanding of tests.
  - Applying knowledge of word origins and derivations to extend vocabulary development.
- Math
  - Using deductive and inductive reasoning to recognize and applying properties of geometric figures.
  - Using a variety of algebraic concepts and methods to solve equations and inequalities
  - Using statistical methods to gather, analyze and display data to draw conclusions.

## WEAKNESSES:

- We are not seeing improvement in the Economically Disadvantaged subgroup.
- Reading
  - Comparing and contrasting information on one topic contained in several sources
  - Evaluating the accuracy and credibility of information about a topic contained in multiple sources.
- Math
  - Applying measurement concepts in practical applications.

## CONCLUSIONS:

- We will continue to have math groups and reading groups during our Student Improvement Time for students who have Basic or Below Basic results on the Dakota STEP Test.
- We will conduct curriculum meetings once a month to discuss our strengths and weakness in each of the subjects tested.
- We will continue to use SRA Reading and TeenBiz to improve our reading scores in the Special Education subgroup.
- We will continue to use Accelerated Math to improve our math scores in the Special Education subgroup.
- We will continue to provide tutors during Student Improvement Time for one-on-one help.
- We will continue to provide After School Camp for students who are failing a class.
- We will continue to require summer school for students who fail reading, math, or science.

# Notes & Definitions

- An Overview of NCLB information can be found at:  
<https://sis.ddncampus.net:8081/nclb/overview.html>
- Schools are assigned a School Improvement Level equal to the highest level of the objectives. For a more extensive explanation of the school improvement process and sanctions, see:  
<http://doe.sd.gov/nclb/index.asp>
- Improvement Status indicates the level of School Improvement that the school (or district) will be in for the next year. AYP must be missed in the same objective for two consecutive years for Improvement Status to begin. To be removed from School Improvement, AYP must be met for two consecutive years.
  - **Alert** (Did not meet AYP for one year.)
  - **Level 1, 2, 3, 4** (Identified for Improvement—did not meet AYP) School or district is subject to State Requirements and additional Title I sanctions assigned to that level. See the Department of Education Website for details.
- Subgroups identified for testing accountability include the following. Testing results are not reported for subgroups with fewer than 10 students due to confidentiality. Schools and districts are also not held accountable for AYP for subgroups numbering fewer than 10 students.
  - All (all students tested)
  - White
  - Native American
  - Hispanic
  - Black/African American
  - Asian/Pacific Islander
  - Students with Disabilities
  - Limited English Proficiency
  - Economically Disadvantaged
- High Schools are accountable for graduation rate. Middle and elementary schools are accountable for attendance rate. All grades are accountable for test participation.
- Adequate Yearly Progress (AYP) may be met in a number of ways: Achieving at or above the AMO (Annual Measurable Objective), Confidence Interval (formula allowance for small subgroup numbers), averaging two consecutive years/ scores, or by Safe Harbor (moving 10% of students from the Basic/Below Basic categories to Proficient or Advanced).
- By 2014, schools are expected to show 100% of students proficient or advanced in mathematics and reading. The Annual Measurable Objective (AMO) that schools must meet will gradually increase until 2014, and schools will be accountable for the gradually increasing AMO in order to meet Adequate Yearly Progress (AYP).