

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2006 - 2007

State of North Dakota

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Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
<http://www.dpi.state.nd.us/testing/account/AYP0607.pdf>

Reading				Math					
2007 State Intermediate Goals		4th Grade -- 73.8%	8th Grade -- 71.1%	11th Grade -- 57.2%	2007 State Intermediate Goals		4th Grade -- 59.3%	8th Grade -- 50.0%	11th Grade -- 43.1%
Listed below are state's scores				Listed below are state's scores					
Reading	Achievement Goal	Achievement Result	Participation 95% Rule	Math	Achievement Goal	Achievement Result	Participation 95% Rule		
Composite Score	67.10%	77.52%	98.58%	Composite Score	50.45%	75.47%	98.55%		
Subgroups:				Subgroups:					
Economically disadvantaged	67.10%	67.06%	97.94%	Economically disadvantaged	50.45%	65.46%	97.94%		
Ethnicity:				Ethnicity:					
White	67.10%	80.34%	99.04%	White	50.45%	78.66%	98.99%		
Native American	67.10%	54.93%*	96.47%	Native American	50.45%	49.84%	96.16%		
Black	67.10%	62.88%*	93.96%	Black	50.45%	54.87%	96.71%		
Asian	67.10%	79.55%	97.88%	Asian	50.45%	81.26%	98.51%		
Hispanic	67.10%	63.75%	93.67%	Hispanic	50.45%	61.86%	93.43%		
Other	67.07%	50.00%*	85.95%*	Other	50.45%	47.10%	83.78%*		
Students with disabilities	67.10%	61.27%	97.77%	Students with disabilities	50.45%	58.58%	97.70%		
Students with limited English proficiency	67.10%	46.27%*	94.70%	Students with limited English proficiency	50.45%	48.03%*	95.96%		
State Secondary Indicator(s):				Graduation	Goal: 73.09%	Result: 86.20%			
				Attendance	Goal: 93.00%	Result: >=95.0%			
Adequate Yearly Progress Category:				Did not meet Adequate Yearly Progress					

Note: An asterisk (*) marks the indicator(s) where the state did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (i) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data.

Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the same achievement standards.