

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2007 - 2008

09-001 Fargo 1 (0K-12)

Modified 08/05/2008
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Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
www.dpi.state.nd.us/testing/account/AYP0708.pdf

Reading				Math			
2008 State Intermediate Goals		4th Grade -- 82.6%	8th Grade -- 80.7%	2008 State Intermediate Goals		4th Grade -- 72.9%	8th Grade -- 66.7%
		11th Grade -- 71.5%				11th Grade -- 62.1%	
Listed below are your district's scores				Listed below are your district's scores			
Reading	Achievement Goal	Achievement Result	Participation 95% Rule	Math	Achievement Goal	Achievement Result	Participation 95% Rule
Composite Score	78.22%	76.70%*	98.90%	Composite Score	67.38%	79.97%	98.71%
Subgroups:				Subgroups:			
Economically disadvantaged	78.22%	60.19%*	97.94%	Economically disadvantaged	67.22%	65.37%*	97.54%
Ethnicity:				Ethnicity:			
White	78.24%	78.71%	99.29%	White	67.38%	82.54%	99.05%
Native American	78.22%	66.67%*	94.66%	Native American	67.38%	65.29%	93.13%
Black	78.22%	45.99%*	97.10%	Black	67.38%	49.81%*	97.46%
Asian	78.34%	73.28%	97.10%	Asian	67.38%	81.20%	98.55%
Hispanic	78.22%	58.39%*	94.59%	Hispanic	67.38%	57.69%	94.59%
Other	70.82%	62.50%	85.71%	Other	56.05%	62.50%	85.71%
Students with disabilities	78.22%	63.04%*	97.67%	Students with disabilities	67.22%	65.47%	97.67%
Students with limited English proficiency	78.24%	42.25%*	99.45%	Students with limited English proficiency	67.22%	50.64%*	99.45%
District Secondary Indicator(s):				Graduation	Goal: 73.09%	Result: 89.17%	
				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 district 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 state's challenging achievement standards.