

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2007 - 2008

53-006 Eight Mile 6 (0K-12)

Modified 08/05/2008
Page 1 of 1

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	78.13%	67.24%*	99.14%	Composite Score	66.58%	68.42%	98.28%
Subgroups:				Subgroups:			
Economically disadvantaged	78.13%	67.88%*	98.98%	Economically disadvantaged	66.58%	64.95%	98.98%
Ethnicity:				Ethnicity:			
White	78.13%	68.50%*	98.94%	White	66.58%	65.59%	98.94%
Native American	78.07%	65.63% ⁱ	96.97% ⁱ	Native American	67.04%	68.75% ⁱ	96.97% ⁱ
Black				Black			
Asian				Asian			
Hispanic				Hispanic			
Other				Other			
Students with disabilities	78.07%	50.00% ⁱ	92.31% ⁱ	Students with disabilities	67.04%	75.00% ⁱ	92.31% ⁱ
Students with limited English proficiency				Students with limited English proficiency			
District Secondary Indicator(s):				Graduation	Goal: 73.09%	Result: 88.24%	
				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.