

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2009 - 2010

18-001 Grand Forks 1 (0K-12)

Modified 05/17/2010
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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/guide_AYP.pdf

Reading				Math					
2010 State Intermediate Goals		4th Grade -- 82.6%	8th Grade -- 80.7%	2010 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	77.95%	78.01%	99.60%	Composite Score	66.99%	78.85%	99.66%		
Subgroups:				Subgroups:					
Economically disadvantaged	78.05%	71.21% *	99.63%	Economically disadvantaged	66.99%	72.23%	99.63%		
Ethnicity:				Ethnicity:					
White	77.95%	79.84%	99.65%	White	66.99%	80.66%	99.65%		
Native American	78.05%	65.33% *	100.00%	Native American	66.99%	65.64%	100.00%		
Black	77.95%	63.64% *	99.00%	Black	66.99%	61.62%	99.00%		
Asian	77.95%	77.27%	98.51%	Asian	66.99%	77.61%	100.00%		
Hispanic	78.05%	72.73%	98.89%	Hispanic	66.99%	71.11%	100.00%		
Students with disabilities	77.95%	60.27% *	98.86%	Students with disabilities	66.99%	59.39% *	99.05%		
Students with limited English proficiency	78.03%	57.83% *	97.87%	Students with limited English proficiency	66.99%	59.57%	100.00%		
District Secondary Indicator(s):				Graduation	Goal: 89.00%	Result: 80.76%			
				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.