

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2009 - 2010

Modified 05/17/2010
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Eight Mile 6

53-006-2270 Eight Mile Public School (0912)

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%		2010 State Intermediate Goals		4th Grade -- 72.9%	
		8th Grade -- 80.7%				8th Grade -- 66.7%	
		11th Grade -- 71.5%				11th Grade -- 62.1%	
Listed below are your school's scores				Listed below are your school's scores			
Reading	Achievement Goal	Achievement Result	Participation 95% Rule	Math	Achievement Goal	Achievement Result	Participation 95% Rule
Composite Score	71.50%	50.00%	100.00%	Composite Score	62.10%	43.75%	100.00%
Subgroups:				Subgroups:			
Economically disadvantaged	71.50%	58.82% i	100.00% i	Economically disadvantaged	62.10%	29.41% i	100.00% i
Ethnicity:				Ethnicity:			
White	71.50%	54.55%	100.00%	White	62.10%	27.27%	100.00%
Native American	71.50%	47.37%	100.00%	Native American	62.10%	42.11%	100.00%
Black				Black			
Asian				Asian			
Hispanic				Hispanic			
Students with disabilities	73.37%	40.00% i	100.00% i	Students with disabilities	63.03%	70.00% i	100.00% i
Students with limited English proficiency				Students with limited English proficiency			
School Secondary Indicator:				Graduation			
				Goal:	89.00%	Result:	84.62%
Adequate Yearly Progress Category:				Met Adequate Yearly Progress			

Note: An asterisk (*) marks the indicator(s) where the school 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.

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North Dakota Department of Public Instruction

School Year 2009 - 2010

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Eight Mile 6

53-006-2270 Eight Mile Public School (0K08)

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Reading				Math			
2010 State Intermediate Goals		4th Grade -- 82.6%		2010 State Intermediate Goals		4th Grade -- 72.9%	
		8th Grade -- 80.7%				8th Grade -- 66.7%	
		11th Grade -- 71.5%				11th Grade -- 62.1%	
Listed below are your school's scores				Listed below are your school's scores			
Reading	Achievement Goal	Achievement Result	Participation 95% Rule	Math	Achievement Goal	Achievement Result	Participation 95% Rule
Composite Score	81.46%	69.86%	100.00%	Composite Score	69.18%	60.27%	100.00%
Subgroups:				Subgroups:			
Economically disadvantaged	81.46%	73.91%	100.00%	Economically disadvantaged	69.18%	73.91%	100.00%
Ethnicity:				Ethnicity:			
White	81.78%	62.86%*	100.00%	White	69.18%	64.71%	100.00%
Native American	81.46%	77.36%	100.00%	Native American	69.18%	60.38%	100.00%
Black				Black			
Asian				Asian			
Hispanic				Hispanic			
Students with disabilities	81.52%	55.56% ⁱ	100.00% ⁱ	Students with disabilities	69.37%	55.56% ⁱ	100.00% ⁱ
Students with limited English proficiency	81.52%	56.00%	100.00%	Students with limited English proficiency	69.37%	64.00%	100.00%
School Secondary Indicator:				School Secondary Indicator:			
		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 school 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.