

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2008 - 2009

Modified 05/19/2009
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Edinburg 106

50-106-2109 Edinburg 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/AYP0809.pdf>

Reading				Math			
2009 State Intermediate Goals		4th Grade -- 82.6%		2009 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%	70.00% ⁱ	100.00% ⁱ	Composite Score	62.10%	70.00% ⁱ	100.00% ⁱ
Subgroups:				Subgroups:			
Economically disadvantaged	73.74%	>=95.0% ⁱ	100.00% ⁱ	Economically disadvantaged	63.22%	63.64% ⁱ	100.00% ⁱ
Ethnicity:				Ethnicity:			
White	71.50%	73.68% ⁱ	100.00% ⁱ	White	62.10%	73.68% ⁱ	100.00% ⁱ
Native American				Native American			
Black				Black			
Asian				Asian			
Hispanic				Hispanic			
Other				Other			
Students with disabilities				Students with disabilities			
Students with limited English proficiency				Students with limited English proficiency			
School Secondary Indicator:				Graduation			
				Goal:	73.09%	Result:	>=95.0%
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 2008 - 2009

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Edinburg 106

50-106-2109 Edinburg Public School (0K08)

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Reading				Math			
2009 State Intermediate Goals		4th Grade -- 82.6%		2009 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	82.07%	76.09%	97.87%	Composite Score	71.18%	78.72%	100.00%
Subgroups:				Subgroups:			
Economically disadvantaged	82.07%	68.42%	95.00%	Economically disadvantaged	71.18%	65.00%	100.00%
Ethnicity:				Ethnicity:			
White	82.07%	76.09%	97.87%	White	71.18%	78.72%	100.00%
Native American				Native American			
Black				Black			
Asian				Asian			
Hispanic				Hispanic			
Other				Other			
Students with disabilities	81.71%	50.00% ⁱ	90.00%	Students with disabilities	71.18%	60.00%	100.00%
Students with limited English proficiency				Students with limited English proficiency			
School Secondary Indicator:				Attendance			
				Goal:	93.00%	Result:	>=95.0%
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.