

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2004 - 2005

Modified 08/15/2005
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Williston 1

53-001-9416 Williston High School (0912)

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
www.dpi.state.nd.us/testing/account/AYP0405.pdf

Reading				Math			
2005 State Intermediate Goals		4th Grade -- 73.8%		2005 State Intermediate Goals		4th Grade -- 59.3%	
		8th Grade -- 71.1%				8th Grade -- 50.0%	
		11th Grade -- 57.2%				11th Grade -- 43.1%	
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	57.20%	79.27%	98.97%	Composite Score	43.10%	57.51%	98.97%
Subgroups:				Subgroups:			
Economically disadvantaged	57.20%	60.87%	95.83%	Economically disadvantaged	43.10%	43.48%	95.83%
Ethnicity:				Ethnicity:			
White	57.20%	82.02%	99.44%	White	43.10%	59.55%	99.44%
Native American	49.83%	45.00%	90.91%	Native American	33.31%	30.00%	90.91%
Black				Black			
Asian				Asian			
Hispanic				Hispanic			
Other				Other			
Students with disabilities	57.20%	35.71%	93.33%	Students with disabilities	43.10%	21.43%	93.33%
Students with limited English proficiency				Students with limited English proficiency			
School Secondary Indicator:				Graduation			
				Goal:	89.90%	Result:	87.28%
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 same achievement standards.