

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2007 - 2008

Williston 1

53-001-9412 Wilkinson Elem School (0K06)

Modified 04/25/2008
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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/AYP0708.pdf>

Reading				Math					
2008 State Intermediate Goals		4th Grade -- 82.6%	8th Grade -- 80.7%	11th Grade -- 71.5%	2008 State Intermediate Goals		4th Grade -- 72.9%	8th Grade -- 66.7%	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	82.60%	86.46%	98.97%	Composite Score	72.90%	91.67%	98.97%		
Subgroups:				Subgroups:					
Economically disadvantaged	82.60%	76.92%	97.50%	Economically disadvantaged	72.90%	87.18%	97.50%		
Ethnicity:				Ethnicity:					
White	82.60%	85.71%	98.82%	White	72.90%	91.67%	98.82%		
Native American	82.60%	91.67%	100.00%	Native American	72.90%	91.67%	100.00%		
Black				Black					
Asian				Asian					
Hispanic				Hispanic					
Other				Other					
Students with disabilities	82.60%	64.29%	93.33%	Students with disabilities	72.90%	78.57%	93.33%		
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 same achievement standards.