

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2008 - 2009

Modified 05/19/2009
Page 6 of 6

Williston 1

53-001-9418 Williston Middle School (0708)

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%	8th Grade – 80.7%	11th Grade – 71.5%	2009 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	80.70%	87.54%	100.00%	Composite Score	66.70%	85.77%	100.00%		
Subgroups:				Subgroups:					
Economically disadvantaged	80.70%	79.52%	100.00%	Economically disadvantaged	66.70%	78.31%	100.00%		
Ethnicity:				Ethnicity:					
White	80.70%	88.70%	100.00%	White	66.70%	87.03%	100.00%		
Native American	80.70%	85.19%	100.00%	Native American	66.70%	77.78%	100.00%		
Black				Black					
Asian				Asian					
Hispanic	80.70%	63.64%	100.00%	Hispanic	61.23%	61.11%	100.00%		
Other				Other					
Students with disabilities	80.70%	85.71%	100.00%	Students with disabilities	66.70%	78.57%	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.