

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2011 - 2012

Kidder County 1 (0K-12)

22-001-8232 Steele-Dawson Public School (0712)

Modified 06/08/2012

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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/AYP1112.pdf>

Reading		Math		Secondary Indicators	
2012 State Intermediate Goals	4th Grade -- 91.3% 8th Grade -- 90.4% 11th Grade -- 85.7%	2012 State Intermediate Goals	4th Grade -- 86.4% 8th Grade -- 83.3% 11th Grade -- 81.0%	Attendance Goal: 93% Result: <input type="text"/>	
				Graduation Goal: 89% Result: See Below	

Listed below are your school's scores

Reading	Achievement		Participation	Math	Achievement		Participation	Graduation Rate	Result
	Goal	Result	95% Rule		Goal	Result	95% Rule		
Composite Score	87.89%	<input type="text" value="69.35%"/> *	<input type="text" value="100.00%"/>	Composite Score	81.86%	<input type="text" value="75.76%"/>	<input type="text" value="100.00%"/>	All Students	<input type="text" value=">=95.0%"/>
Subgroups:				Subgroups:				Subgroups:	
Economically disadvantaged	87.72%	<input type="text" value="57.58%"/> *	<input type="text" value="100.00%"/>	Economically disadvantaged	81.86%	<input type="text" value="65.00%"/>	<input type="text" value="100.00%"/>	Economically disadvantaged	<input type="text" value="90.00%"/>
Ethnicity:				Ethnicity:				Ethnicity:	
White	87.89%	<input type="text" value="71.50%"/> *	<input type="text" value="100.00%"/>	White	81.86%	<input type="text" value="77.78%"/>	<input type="text" value="100.00%"/>	White	<input type="text" value=">=95.0%"/>
Native American		<input type="text"/>	<input type="text"/>	Native American		<input type="text"/>	<input type="text"/>	Native American	<input type="text"/>
Black		<input type="text"/>	<input type="text"/>	Black		<input type="text"/>	<input type="text"/>	Black	<input type="text"/>
Asian		<input type="text"/>	<input type="text"/>	Asian		<input type="text"/>	<input type="text"/>	Asian	<input type="text"/>
Hispanic		<input type="text"/>	<input type="text"/>	Hispanic		<input type="text"/>	<input type="text"/>	Hispanic	<input type="text"/>
Students with disabilities	87.89%	<input type="text" value="52.17%"/> *	<input type="text" value="100.00%"/>	Students with disabilities	81.86%	<input type="text" value="58.33%"/>	<input type="text" value="100.00%"/>	Students with disabilities	<input type="text"/>
Students with limited English proficiency		<input type="text"/>	<input type="text"/>	Students with limited English proficiency		<input type="text"/>	<input type="text"/>	Students with limited English proficiency	<input type="text"/>

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.

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2011 - 2012

Kidder County 1 (0K-12)

22-001-8232 Steele-Dawson Public School (PK06)

Modified 06/08/2012

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Reading		Math		Secondary Indicators	
2012 State Intermediate Goals	4th Grade -- 91.3% 8th Grade -- 90.4% 11th Grade -- 85.7%	2012 State Intermediate Goals	4th Grade -- 86.4% 8th Grade -- 83.3% 11th Grade -- 81.0%	Attendance Goal: 93% Result: <input type="text" value=">=95.0%"/>	
				Graduation Goal: 89% Result: See Below	

Listed below are your school's scores

Reading	Achievement		Participation	Math	Achievement		Participation	Graduation Rate	Result
	Goal	Result	95% Rule		Goal	Result	95% Rule		
Composite Score	91.30%	<input type="text" value="79.17%"/> *	<input type="text" value="100.00%"/>	Composite Score	86.40%	<input type="text" value="85.71%"/>	<input type="text" value="100.00%"/>	All Students	<input type="text"/>
Subgroups:				Subgroups:				Subgroups:	
Economically disadvantaged	91.30%	<input type="text" value="62.03%"/> *	<input type="text" value="100.00%"/>	Economically disadvantaged	86.40%	<input type="text" value="78.57%"/>	<input type="text" value="100.00%"/>	Economically disadvantaged	<input type="text"/>
Ethnicity:				Ethnicity:				Ethnicity:	
White	91.30%	<input type="text" value="83.87%"/> *	<input type="text" value="100.00%"/>	White	86.40%	<input type="text" value="90.91%"/>	<input type="text" value="100.00%"/>	White	<input type="text"/>
Native American		<input type="text"/>	<input type="text"/>	Native American		<input type="text"/>	<input type="text"/>	Native American	<input type="text"/>
Black		<input type="text"/>	<input type="text"/>	Black		<input type="text"/>	<input type="text"/>	Black	<input type="text"/>
Asian		<input type="text"/>	<input type="text"/>	Asian		<input type="text"/>	<input type="text"/>	Asian	<input type="text"/>
Hispanic		<input type="text"/>	<input type="text"/>	Hispanic		<input type="text"/>	<input type="text"/>	Hispanic	<input type="text"/>
Students with disabilities	91.30%	<input type="text" value="72.73%"/> *	<input type="text" value="100.00%"/>	Students with disabilities	86.40%	<input type="text" value="80.00%"/>	<input type="text" value="100.00%"/>	Students with disabilities	<input type="text"/>
Students with limited English proficiency		<input type="text"/>	<input type="text"/>	Students with limited English proficiency		<input type="text"/>	<input type="text"/>	Students with limited English proficiency	<input type="text"/>

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.

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2011 - 2012

Kidder County 1 (0K-12)

22-001-8318 Tappen Public School (0912)

Modified 06/08/2012

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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/AYP1112.pdf>

Reading		Math		Secondary Indicators	
2012 State Intermediate Goals	4th Grade -- 91.3% 8th Grade -- 90.4% 11th Grade -- 85.7%	2012 State Intermediate Goals	4th Grade -- 86.4% 8th Grade -- 83.3% 11th Grade -- 81.0%	Attendance Goal: 93% Result: <input type="text"/>	
				Graduation Goal: 89% Result: See Below	

Listed below are your school's scores

Reading	Achievement		Participation	Math	Achievement		Participation	Graduation Rate	Result
	Goal	Result	95% Rule		Goal	Result	95% Rule		
Composite Score	85.70%	<input type="text" value="52.63%"/> *	<input type="text" value="100.00%"/>	Composite Score	81.00%	<input type="text" value="36.84%"/> *	<input type="text" value="100.00%"/>	All Students	<input type="text" value="92.86%"/> i
Subgroups:				Subgroups:				Subgroups:	
Economically disadvantaged	<input type="text"/>	<input type="text"/>	<input type="text"/>	Economically disadvantaged	<input type="text"/>	<input type="text"/>	<input type="text"/>	Economically disadvantaged	<input type="text" value="91.67%"/> i
Ethnicity:				Ethnicity:				Ethnicity:	
White	85.70%	<input type="text" value="52.63%"/> *	<input type="text" value="100.00%"/>	White	81.00%	<input type="text" value="36.84%"/> *	<input type="text" value="100.00%"/>	White	<input type="text" value="92.86%"/> i
Native American	<input type="text"/>	<input type="text"/>	<input type="text"/>	Native American	<input type="text"/>	<input type="text"/>	<input type="text"/>	Native American	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>	<input type="text"/>	Black	<input type="text"/>	<input type="text"/>	<input type="text"/>	Black	<input type="text"/>
Asian	<input type="text"/>	<input type="text"/>	<input type="text"/>	Asian	<input type="text"/>	<input type="text"/>	<input type="text"/>	Asian	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	Hispanic	<input type="text"/>
Students with disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	Students with disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	Students with disabilities	<input type="text"/>
Students with limited English proficiency	<input type="text"/>	<input type="text"/>	<input type="text"/>	Students with limited English proficiency	<input type="text"/>	<input type="text"/>	<input type="text"/>	Students with limited English proficiency	<input type="text"/>

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.

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2011 - 2012

Kidder County 1 (0K-12)

22-001-8318 Tappen Public School (PK08)

Modified 06/08/2012

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Reading		Math		Secondary Indicators	
2012 State Intermediate Goals	4th Grade -- 91.3% 8th Grade -- 90.4% 11th Grade -- 85.7%	2012 State Intermediate Goals	4th Grade -- 86.4% 8th Grade -- 83.3% 11th Grade -- 81.0%	Attendance Goal: 93% Result: <input type="text" value=">=95.0%"/>	
				Graduation Goal: 89% Result: See Below	

Listed below are your school's scores

Reading	Achievement		Participation	Math	Achievement		Participation	Graduation Rate	Result
	Goal	Result	95% Rule		Goal	Result	95% Rule		
Composite Score	90.93%	<input type="text" value=">=95.0%"/>	<input type="text" value="100.00%"/>	Composite Score	85.11%	<input type="text" value=">=95.0%"/>	<input type="text" value="100.00%"/>	All Students	<input type="text"/>
Subgroups:				Subgroups:				Subgroups:	
Economically disadvantaged	90.93%	<input type="text" value=">=95.0%"/>	<input type="text" value="100.00%"/>	Economically disadvantaged	85.11%	<input type="text" value=">=95.0%"/>	<input type="text" value="100.00%"/>	Economically disadvantaged	<input type="text"/>
Ethnicity:				Ethnicity:				Ethnicity:	
White	90.93%	<input type="text" value=">=95.0%"/>	<input type="text" value="100.00%"/>	White	85.11%	<input type="text" value=">=95.0%"/>	<input type="text" value="100.00%"/>	White	<input type="text"/>
Native American		<input type="text"/>	<input type="text"/>	Native American		<input type="text"/>	<input type="text"/>	Native American	<input type="text"/>
Black		<input type="text"/>	<input type="text"/>	Black		<input type="text"/>	<input type="text"/>	Black	<input type="text"/>
Asian		<input type="text"/>	<input type="text"/>	Asian		<input type="text"/>	<input type="text"/>	Asian	<input type="text"/>
Hispanic		<input type="text"/>	<input type="text"/>	Hispanic		<input type="text"/>	<input type="text"/>	Hispanic	<input type="text"/>
Students with disabilities		<input type="text"/>	<input type="text"/>	Students with disabilities		<input type="text"/>	<input type="text"/>	Students with disabilities	<input type="text"/>
Students with limited English proficiency		<input type="text"/>	<input type="text"/>	Students with limited English proficiency		<input type="text"/>	<input type="text"/>	Students with limited English proficiency	<input type="text"/>

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.