

**Report to  
INTERIM EDUCATION COMMITTEE**

**By Greg Gallagher**

**Department of Public Instruction**

**October 12, 2010**

Mr. Chairman and Members of the Interim Education Committee:

I am Greg Gallagher, Director of Standards and Achievement, within the Department of Public Instruction.

Pursuant to NDCC 15.1-21-10, I submit the following report regarding the administration of the 2009-10 North Dakota State Assessment (NDSA) and the various accountability reports generated from these assessments. This report provides an overview of the testing procedures employed, the summative data generated, and the technical documentation provided to confirm the validity and reliability of the 2009-10 NDSA. This report also presents a variety of statewide academic achievement data that provide insight on the current performance of our students.

In previous testimony before various legislative education committees, the Department of Public Instruction has placed into testimony an extensive collection of primary source documents regarding the legal foundations and administrative practices surrounding the *No Child Left Behind Act* and the Department's efforts to comply with these provisions. This report stipulates to the standing of those documents and all evidence provided herein should be affixed as supplemental information.

*I. Administration of North Dakota State Assessment System*

A collection of 72 separate assessments comprises the North Dakota State Assessment system, including 24 general assessments (the North Dakota State Assessment, or NDSA), 24 assessments for students with significant cognitive disabilities (the North Dakota Alternate Assessment based on alternate achievement standards, or NDAA1), and 24 assessments for students with persistent learning difficulties (the North Dakota Alternate Assessment based on modified achievement standards, or NDAA2). The NDSA, NDAA1, and NDAA2 are each comprised of reading, language arts, and mathematics in grades 3-8 and 11 and science in grades 4, 8, and 11. Each of these grade- and subject-specific assessments must meet certain rigorous specifications in design and administration in order to be considered valid and reliable

assessments of their subject matter. The U.S. Department of Education (ED), through its ongoing peer review process, independently reviews the technical specifications of the North Dakota State Assessment system to verify all claims for validity and reliability. The state's assessment system has operated under the operational rules and guidance of the ED peer review process.

The NDSA is administered in part under a contract with CTB/McGraw-Hill, LLC, a private, long-standing publishing and assessment company, which specializes in large-scale student achievement assessments. The NDAA1 and NDAA2 are administered in part under a grant with Mountain Plains Regional Resource Center, a federally-funded regional technical assistance center, which specializes in special education-related services to states. The State is supported by an array of external technical advisors and providers regarding certain psychometric and accountability system technical issues. The Department of Public Instruction stipulates that the state's assessment system provides valid and reliable information regarding student achievement in terms of the state's academic content and achievement standards.

The 2009-10 technical manuals for the NDSA, NDAA1, and NDAA2 provide extensive documentation regarding the design and performance of all of the various assessments administered within the state's assessment system. The NDSA technical manual can be accessed at the following website:

<http://www.dpi.state.nd.us/testing/assess/09final.pdf>. The NDAA1 technical manual can be accessed at the following website:

[http://www.dpi.state.nd.us/speced/resource/alternate/NDAA1\\_technical\\_report.pdf](http://www.dpi.state.nd.us/speced/resource/alternate/NDAA1_technical_report.pdf). The NDAA2 technical manual can be accessed at the following website:

[http://www.dpi.state.nd.us/speced/resource/alternate/NDAA2\\_technical\\_manual.pdf](http://www.dpi.state.nd.us/speced/resource/alternate/NDAA2_technical_manual.pdf).

These technical manuals provide supporting evidence that the state's various assessments do perform according to design and that these assessments are valid and reliable.

The state's assessment system defines the academic achievement standards against which a student's assessment is categorized. The state's definition of achievement is articulated in four achievement levels:

1. *Advanced*. Demonstrates exemplary understanding and exceeds expected level of performance.
2. *Proficient*. Demonstrates understanding and meets expected level of performance.

3. *Partially Proficient*. Demonstrates an emerging or developing level of understanding and performance.
4. *Novice*. Attempt made; however, lack of understanding and performance is evident.

The cut scores that define these achievement levels on a given assessment's scoring scale are determined by committees of state educators through a reputable standard-setting process. The NDSA reading and mathematics achievement standards are specified in the NDSA standard-setting technical manual, which can be accessed at the following website (<http://www.dpi.state.nd.us/testing/assess/standard/secA-E.pdf>). The NDSA science achievement standards cut scores, which followed the same standard-setting process, can be accessed at the following website (<http://www.dpi.state.nd.us/testing/assess/cut.pdf>). The NDAA2 underwent a new round of achievement standard-setting in 2009-10, as required by established protocol. The results of the standard-setting process are provided in the press release which announced the findings ([http://www.dpi.state.nd.us/news/press%20release/press\\_release\\_3\\_22\\_2010.pdf](http://www.dpi.state.nd.us/news/press%20release/press_release_3_22_2010.pdf)). The NDAA1 achievement standards remained stable during 2009-10; it is anticipated that there will be a new standard setting for NDAA1 science in 2010-11, as is required by protocol.

Approximately 49,000 students participated in the administration of the state's various academic achievement assessments during 2009-10. Approximately 2000 students participated in either the NDAA1 or NDAA2 during 2009-10, based on each student's individualized education program. The participation rates of students with disabilities in the NDSA, NDAA1, and NDAA2 are provided in Appendix A and are also reported at the following website: <http://www.dpi.state.nd.us/dpi/reports/Profile/0910/SpecialEd/99999.pdf>. Overall, approximately 98.5% of all eligible students participated in the NDSA, NDAA1, and NDAA2.

The administration of each of the assessments is standardized according to established rules to ensure systemic reliability. The Department of Public Instruction stipulates that, according to established indicators, the 2009-10 administration of the state's various assessments successfully met established measures for standardization, thereby supporting the reliability of all test results.

## *II. Academic Achievement Results*

The state's education system uses a variety of measures to assess overall student academic achievement. These measures include graduation rates, general proficiency rates and specific standards-level performance on the North Dakota State Assessments (including the NDSA, NDAA1, and NDAA2), junior and senior college readiness on the ACT and SAT, state-level performance on the National Assessment of Educational Progress (NAEP), various reading and language proficiency assessments, and district-defined interim and formative assessments. School personnel have various student achievement data upon which to assess individual student achievement and growth patterns and overall curricular and school improvement efforts.

Appendix B provides a variety of selective graphs that present summative statewide student achievement. I will provide extemporaneous comments regarding critical findings and trends presented in the following reports:

- (1) Disaggregated graduation rates for the past three years (B2);
- (2) Summative historical achievement data from the North Dakota State Assessments in reading, mathematics, and science (B3-B4; B8);
- (3) Disaggregated historical achievement data from the North Dakota State Assessments in reading, mathematics, and science (B5-B7);
- (4) Grade-level achievement data from the 2010 North Dakota State Assessments in reading, mathematics, and science (B4, B8);
- (5) Senior grade-level performance on the 2009 ACT with national result comparisons (B9-B11); and
- (6) North Dakota fourth-grade and eighth-grade student achievement results in reading and mathematics on the National Assessment of Educational Progress (NAEP), (B12-B19).

Among these various measures, the North Dakota State Assessments (NDSA, NDAA1, and NDAA2) represent the primary measures for assessing overall student achievement in terms of the state's challenging content and achievement standards as specified within state and federal law. It is the state's expressed instructional goal that all students progress steadily to achieve a proficient or advanced standing on the North Dakota State Assessments by the 2013-14 school year.



Overall student achievement data indicate that North Dakota students have evidenced generally stable reading results and general improvements in mathematics.

### *III. School and school district institutional performance*

Student academic achievement results form the basis for measuring the overall performance of schools and school districts, specifically as defined by the operational rules for generating annual adequate yearly progress reports for every public school, school district, and the state. For these reports, a school is defined as a public school plant organized within a designated grade span as determined by a local public school district.

In May 2010, the Department of Public Instruction released final adequate yearly progress reports that present the level of relative achievement among our state's public schools according to established regulations specified within the *Elementary and Secondary Education Act*. These adequate yearly progress reports were reviewed for accuracy by public school districts prior to their final certification and release by the Department of Public Instruction. These reports identify a school's overall student performance related to certain key indicators:

- A. Primary Indicators: Student Achievement and Participation
  - (1) Student achievement rates in mathematics and reading in grades 3-8 and 11 for the overall student population and separately for eight subgroup populations as measured on the North Dakota State Assessments, including alternate assessments for certain students with disabilities; and
  - (2) Student participation rates in the North Dakota State Assessments in mathematics and reading for the overall student population and separately for eight subgroup populations.
- B. Secondary Indicators: Attendance or Graduation
  - (1) Student attendance rates for elementary and middle schools; or
  - (2) Student graduation rates for high schools.

A possible total of 37 performance items are presented within each school's adequate yearly progress report, depending on the population base of each school.

The 2009-10 *Annual Adequate Yearly Progress* report for every reportable public school can be accessed at the Department of Public Instruction's website at the

following address: <http://www.dpi.state.nd.us/dpi/reports/profile/index.shtm>. The state's summative adequate yearly progress report is provided in Appendix D.

All adequate yearly progress reports follow the rules established within the federally approved North Dakota Accountability Plan, which can be accessed at the following website: [http://www.dpi.state.nd.us/grants/proposal2009\\_10.pdf](http://www.dpi.state.nd.us/grants/proposal2009_10.pdf). An instructional guide that explains the state's accountability rules can be accessed at the following website [http://www.dpi.state.nd.us/testing/account/guide\\_AYP.pdf](http://www.dpi.state.nd.us/testing/account/guide_AYP.pdf).

To make adequate yearly progress, schools must meet or exceed the achievement goal appropriate for their grade-level organization. The schedule of the prescribed achievement goals used in determining adequate yearly progress is listed below.

**State Intermediate Achievement Goals, 2002-2014**  
**Goals for Percentage of Students Scoring Proficient and Advanced in Reading/Math,**  
**Graduation and Attendance Rate Goals**

Subject/ Grades	School Years*												
	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
<b>Reading</b>													
4	65.1%			73.8%			82.6%			91.3%			100%
8	61.4%			71.1%			80.7%			90.4%			100%
11	NA			57.2%			71.5%			85.7%			100%
12	42.9%			NA			NA			NA			NA
<b>Math</b>													
4	45.7%			59.3%			72.9%			86.4%			100%
8	33.3%			50.0%			66.7%			83.3%			100%
11	NA			43.1%			62.1%			81.0%			100%
12	24.1%			NA			NA			NA			NA
<b>Graduation</b>	89.9%				73.09%**				89%***				
<b>Attendance</b>	93.0%												

\* During 2001-04 the state assessments were administered at the 12<sup>th</sup> grade. Since 2004-05 the state assessments have been administered at the 11<sup>th</sup> grade, to replace the 12<sup>th</sup> grade assessment.

\*\*In 2005-06 the graduation goal was recalculated according to rules set forth within the State's accountability Workbook to move from a senior-year to a four-year graduation rate formula.

\*\*\*Beginning in 2009-10 a new graduation goal was set by the State Superintendent to meet certain rigorous federal graduation requirements.

To determine a school's adequate yearly progress status, the Department of Public Instruction applies a set of rules to compare a school's performance rates against the state's established performance goals and to do so with statistical reliability. Based on student performance data, the Department of Public Instruction reports the status of 460 schools for 2009-10 and compares these results to previous school years.



**ND Public Schools' Adequate Yearly Progress (AYP)  
Identification Status**

AYP Identification Status	2004-05 Number of Schools (n=486 schools)*	2005-06 Number of Schools (n= 477 schools)*	2006-07 Number of Schools (n=478 schools)*	2007-08 Number of Schools (n= 470 schools)*	2008-09 Number of Schools (n=465 schools)*	2009-10 Number of Schools (n=460 schools)*
<b>Met AYP</b>	444	436	437	301	350	338
<b>Did not meet AYP</b>	42	41	41	169	115	122

\*Variances in the number of schools are the result of school reorganizations.

A school is identified as "*met adequate yearly progress*" for achieving the following criteria.

- (1) *Achievement.* Any school whose students' scores on the North Dakota State Assessments in either reading or mathematics meet or exceed the State's annual performance goal for the composite and for each subgroup, considering statistical reliability.
- (2) *Participation.* Any school whose student participation rate on the North Dakota State Assessments meets or exceeds 95% for the composite and for each subgroup, considering statistical reliability.
- (3) *Attendance.* Any elementary school whose students' attendance rate meets or exceeds 93%, the state's identified rate, considering statistical reliability.
- (4) *Graduation.* Any high school whose students' graduation rate meets or exceeds 89%, the state's identified rate, considering statistical reliability.

Individual schools may be identified for not making adequate yearly progress for more than one reason. Among the 122 schools that did not make adequate yearly progress, the reasons identified for the determination are distributed among the following categories:

**Reasons Leading to Identification of Not Making  
Adequate Yearly Progress (n=122 schools)\***

Indicators	Primary Indicators: Achievement and Participation			
	Reading		Math	
	Achievement	Participation	Achievement	Participation
Overall	52	1	23	1
White	22	0	2	0
Native American	32	1	26	1
Black	7	0	6	0
Hispanic	5	0	0	0
Asian	1	1	0	0
Students with Limited English Proficiency (LEP)	21	1	16	0
Low Income	63	1	32	1
Students with Disabilities (IEP)	58	1	27	0
<b>Total</b>	<b>261</b>	<b>6</b>	<b>132</b>	<b>3</b>
<b>Secondary Indicators: Attendance and Graduation</b>				
Attendance Rate	0			
Graduation Rate	7			

\*Schools may be identified for more than one reason.

*School District Adequate Yearly Progress Results*

Following the completion of the school adequate yearly progress reports, the Department of Public Instruction proceeded to combine data from all schools within their respective school districts for the purposes of issuing adequate yearly progress reports for school districts. Based on student performance data from the 2009-10 school year, the Department of Public Instruction reported the following identifications among 181 school districts:

**ND Public School District Adequate Yearly Progress (AYP)  
Identification Status**

AYP Identification Status	Number of Districts, 2004-05 (n=202 districts)	Number of Districts, 2005-06 (n=197 districts)	Number of Districts 2006-07 (n=195 districts)	Number of Districts 2007-08 (n=187 districts)	Number of Districts 2008-09 (n=183 districts)	Number of Districts 2009-10 (n=181 districts)
Met AYP	181	176	169	114	141	131
Did not meet AYP	21	21	26	73	42	50

\*Variances in the number of school districts are the result of school district reorganizations.



Individual school districts may be identified for more than one reason. Among the 50 school districts that did not meet adequate yearly progress, the reasons identified for the determination are distributed among the following categories:

**Reasons Leading to Identification of Not Making Adequate Yearly Progress (n=50 districts)\***

Indicator	Primary Indicators: Achievement and Participation			
	Reading		Math	
	Achievement	Participation	Achievement	Participation
Overall	24	1	11	1
White	10	0	1	0
Native American	21	1	15	1
Black	3	0	2	0
Hispanic	0	0	0	0
Asian	2	1	0	0
Students with Limited English Proficiency (LEP)	10	1	9	0
Low Income	28	1	10	1
Students with Disabilities (IEP)	35	0	16	0
Total	133	5	64	3
Secondary Indicators: Attendance and Graduation				
Attendance Rate	0			
Graduation Rate	7			

\*School districts may be identified for more than one reason.

Following the release of the 2009-10 adequate yearly progress reports, the Department of Public Instruction generated and released the list of schools and districts that have received a school improvement status. To receive a school improvement status, a school or district must have been identified for a least two consecutive years for not making adequate yearly progress or, having been previously identified, had not yet reported two consecutive years of making adequate yearly progress to be removed from their school improvement status. A program improvement school or district must prepare and implement a school improvement plan, dedicate certain levels of resources to program improvement activities, and conduct certain program interventions based on their tenure within program improvement.

The press release announcing the publication of the 2009-10 school improvement status reports for all public schools and public school districts is provided in and can also be accessed at the following website address:

<http://www.dpi.state.nd.us/title1/progress/schoolpressrelease.pdf>. A summary of all



matters related to Title I school improvement may be accessed at the following website:  
<http://www.dpi.state.nd.us/title1/progress/index.shtm>.

#### *IV. The Next Generation of State Content Standards: The Common Core State Standards*

On June 2, 2010, following a year-long development effort, the National Governors Association and the Council of Chief State School Officers released the Common Core State Standards for English language arts and mathematics for the voluntary review and adoption by the states as the next generation of challenging content standards. These Common Core State Standards represent a nationwide effort to define consistent, rigorous, college- and career-ready content standards for students in grades kindergarten through high school. In April 2009, Governor Hoeven and State Superintendent Sanstead cosigned a nonbinding agreement to participate in the development process of the Common Core State Standards and to advance the eventual adoption of these standards as the state's official college- and career-ready academic content standards. Additionally, all Presidents of the state's public colleges and universities have cosigned a nonbinding resolution to honor the state's future K-12 assessment system, based on the Common Core State Standards, as a means to identify college remediation needs. The foundation and history for the Common Core State Standards Initiative can be accessed at the following website:  
[http://www.dpi.state.nd.us/standard/common\\_core.shtm](http://www.dpi.state.nd.us/standard/common_core.shtm).

In advance of the release of the national Common Core State Standards in June 2010, the North Dakota Department of Public Instruction commissioned a comparative study that analyzed the differences and similarities between the current North Dakota State Content Standards and the national Common Core State Standards. This comparative study, conducted by Mid-continent Research for Education and Learning (McREL), adopted a study model that analyzed comparability from the North Dakota state standards perspective to the Common Core State Standards perspective and then vice versa. Each manner of review produces slightly different and revealing comparisons. This study produced four distinct documents, which are provided at the following website: <http://www.dpi.state.nd.us/standard/comparison.shtm>.

In June and July 2010 the Department of Public Instruction convened committees of statewide educators, ranging from kindergarten- to university-level instructors, to

begin an expected ten-month process to draft the next generation of the North Dakota state content standards. This process of standards writing required the committees to consider the proper interplay of the Common Core State Standards, the current generation of the North Dakota state content standards, and the McREL gap analysis. In September 2010, following initial writing and editing, the Department of Public Instruction released the first drafts of two state content standards documents written by the statewide drafting committees. These first-draft documents are now available to the general public for a period of comment, extending through November 15, 2010. These two content standards documents are located at the following websites:

(1) *North Dakota English Language Arts Common Core Standards*  
([http://www.dpi.state.nd.us/standard/content/ELA/ELA\\_draft.docx](http://www.dpi.state.nd.us/standard/content/ELA/ELA_draft.docx)) and

(2) *North Dakota Mathematics Common Core Standards*  
([http://www.dpi.state.nd.us/standard/content/math/math\\_draft.docx](http://www.dpi.state.nd.us/standard/content/math/math_draft.docx)).

The Department of Public Instruction has developed a survey tool that will allow the reporting of all public comments. These comments will aid the writing committees to improve the two content standards documents. Individuals can access the survey tool at the following link: <http://www.surveymonkey.com/s/R2S8YZT>.

Following the public reporting period on or about November 15, 2010, the writing committees will consider and incorporate these public comments as they prepare the second draft of the proposed content standards for a second round of public comments in January 2011. The Department of Public Instruction anticipates that a third, and perhaps final, draft of the proposed content standards will be completed by April 2011.

The State Superintendent will review, consider, and adopt any final English language arts and mathematics state content standards, as specified in state statute. The final draft of the state's content standards in English language arts and mathematics will become the basis for the development of the state's assessment system.

#### *V. Race To The Top Assessment Consortium Participation*

The Department of Public Instruction has entered into a nonbinding agreement to participate in two separate multi-state consortia for the purpose of developing the next generation of performance-based assessments based on the Common Core State Standards. Any final disposition of the state's ultimate participation in either of these two consortia will be based on the eventual adoption of the Common Core State Standards

as the state's content standards. This process will be determined in large part by the committees of statewide educators who are studying this prospect.

If the state were to ultimately adopt the Common Core State Standards and adopt one of the two consortia, then the state would be in the position to initiate a new state summative assessment during the 2013-14 school year. These two consortia were awarded federal grant funding in September 2010 to begin a four-year process of developing this highly complex and sophisticated multi-state assessment effort. The Department of Public Instruction will remain engaged in the development process of both consortia. To access the purpose and history of these two consortia activities, refer to the following website: <http://www.dpi.state.nd.us/news/2010/090210.shtm>.

Mr. Chairman, this completes my presentation regarding the current status of the state's assessment and accountability systems. I am available to answer any questions from the Interim Education Committee. Thank you.

## **Appendix A:**

### **Participation Rates on the North Dakota State Assessments**

#### **Students with Disabilities**

**2009-10 School Year**



**Participation Rates on the North Dakota State Assessment  
Students with Disabilities  
2009-10 School Year  
Results for State**

**Table 1(State): MATH**

	Number	Percent of all students*	Percent of students with a disability
1. Participated in either the NDSA or NDAA**	6,607	13.46%	100.00%
2. Participated in the NDSA	4,680	9.54%	70.83%
a. Participated with an accommodation	3,871	7.89%	58.59%
b. Participated without an accommodation	809	1.65%	12.24%
3. Participated in either the NDAA Linked (1%) or NDAA Aligned (2%)	1,927	3.93%	29.17%
a. Participated in the NDAA Linked (1%) for students with significant disabilities	644	1.31%	9.75%
b. Participated in the NDAA Aligned (2%) for students with persistent disabilities	1,283	2.61%	19.42%

\* Based on a total 49,081 (100.00%) students who took either the NDSA or NDAA.

**Table 2(State): READING**

	Number	Percent of all students*	Percent of students with a disability
1. Participated in either the NDSA or NDAA**	6,574	13.41%	100.00%
2. Participated in the NDSA	4,370	8.92%	66.47%
a. Participated with an accommodation	3,565	7.27%	54.23%
b. Participated without an accommodation	805	1.64%	12.25%
3. Participated in either the NDAA Linked (1%) or NDAA Aligned (2%)	2,204	4.50%	33.53%
a. Participated in the NDAA Linked (1%) for students with significant disabilities	631	1.29%	9.60%
b. Participated in the NDAA Aligned (2%) for students with persistent disabilities	1,573	3.21%	23.93%

\* Based on a total 49,007 (100.00%) students who took either the NDSA or NDAA.

\*\* NDSA refers to the North Dakota State Assessment and NDAA refers to the North Dakota Alternate Assessment for certain students with disabilities.



**Participation Rates on the North Dakota State Assessment  
Students with Disabilities  
2009-10 School Year  
Results for State**

**Table 3(State): SCIENCE**

	Number	Percent of all students*	Percent of students with a disability
1. Participated in either the NDSA or NDAA**	2,699	12.82%	100.00%
2. Participated in the NDSA	2,040	9.69%	75.58%
a. Participated with an accommodation	1,719	8.16%	63.69%
b. Participated without an accommodation	321	1.52%	11.89%
3. Participated in either the NDAA Linked (1%) or NDAA Aligned (2%)	659	3.13%	24.42%
a. Participated in the NDAA Linked (1%) for students with significant disabilities	249	1.18%	9.23%
b. Participated in the NDAA Aligned (2%) for students with persistent disabilities	410	1.95%	15.19%

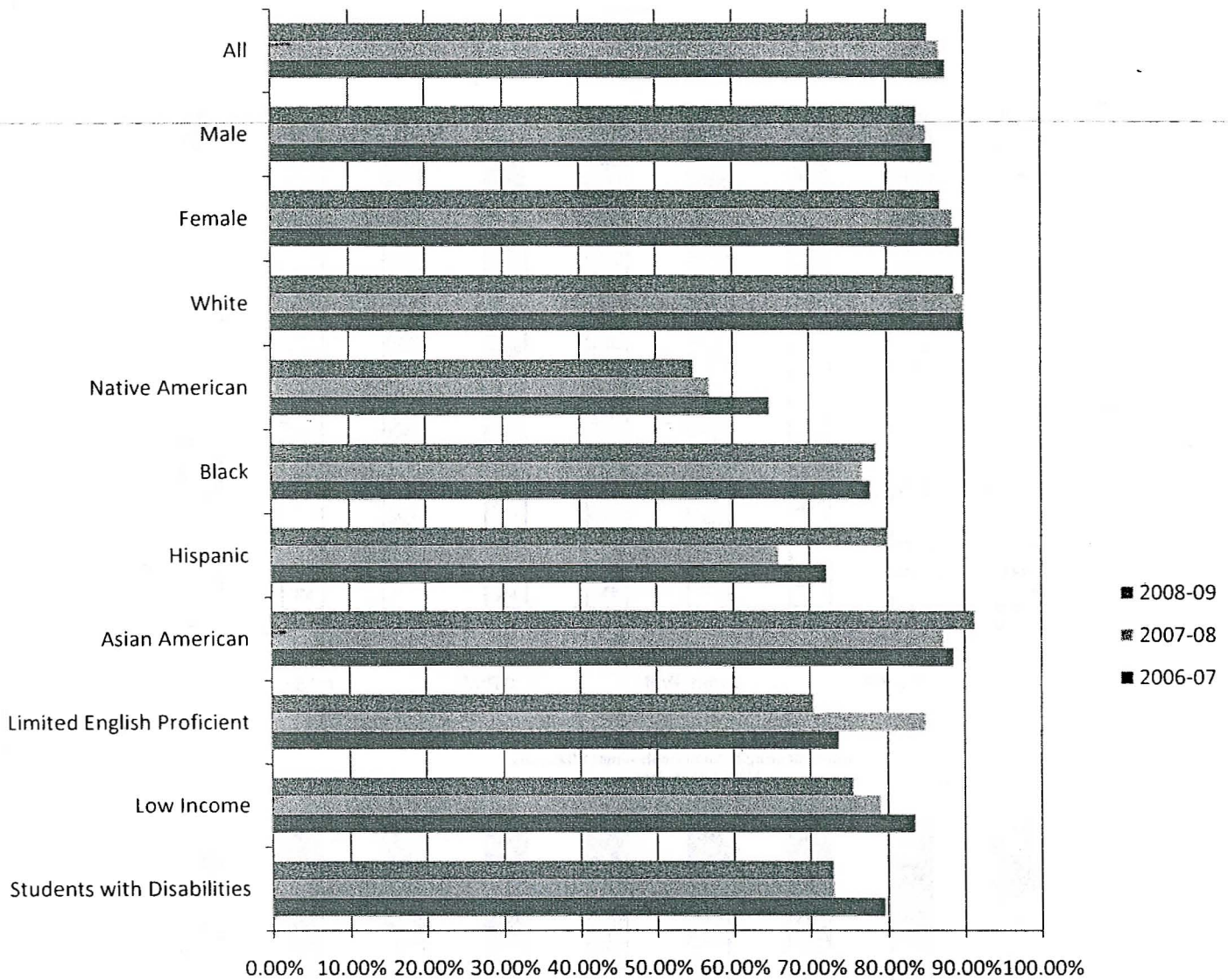
\* Based on a total 21,057 (100.00%) students who took either the NDSA or NDAA.

\*\* NDSA refers to the North Dakota State Assessment and NDAA refers to the North Dakota Alternate Assessment for certain students with disabilities.

**Appendix B:**  
**North Dakota Student Academic Achievement Results,**

- **Graduation Rates**
- **North Dakota State Assessment**
  - **ACT**
- **National Assessment of Educational Progress**

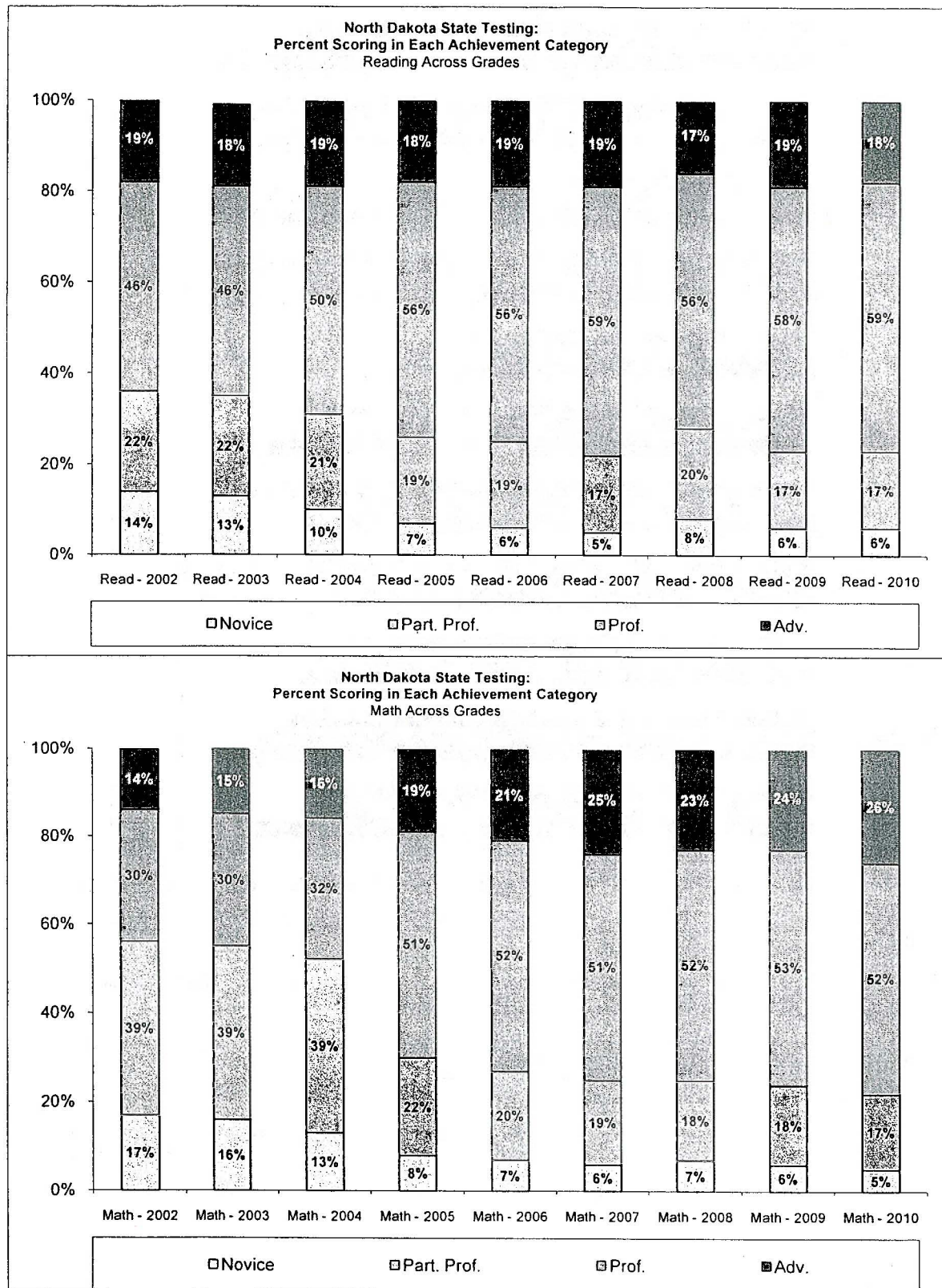
### The Data Reveal: Graduation Rates, Historical

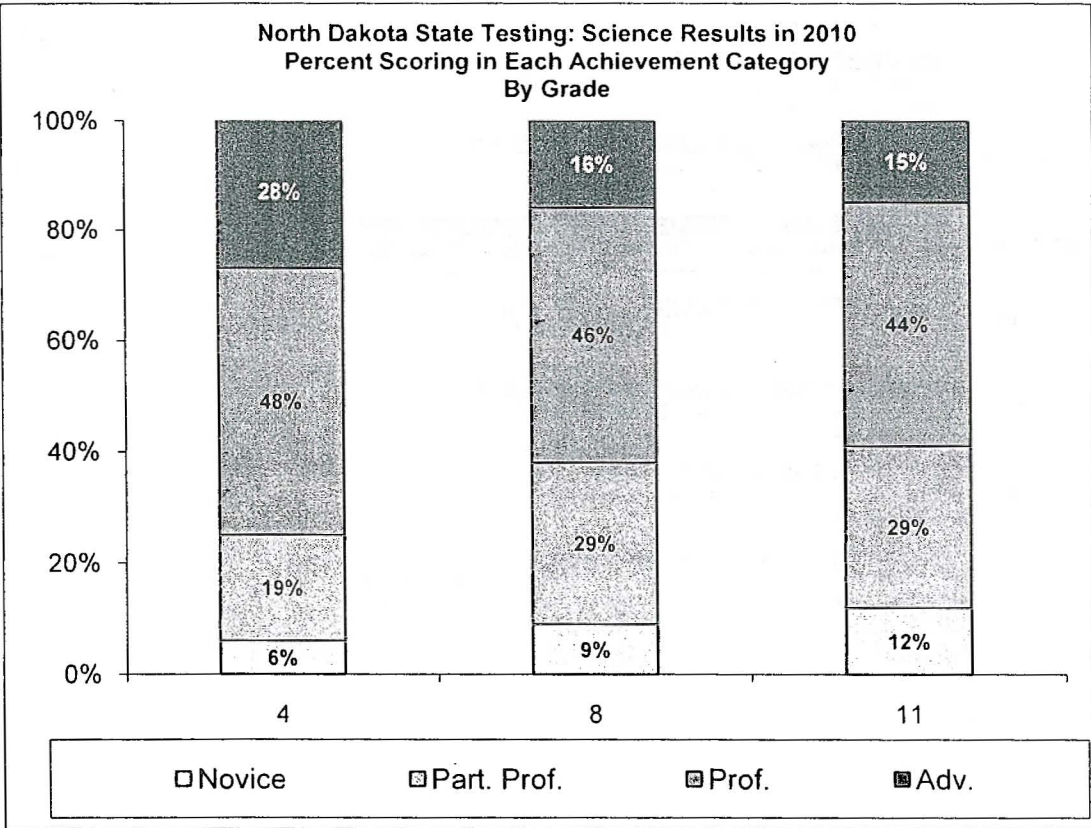
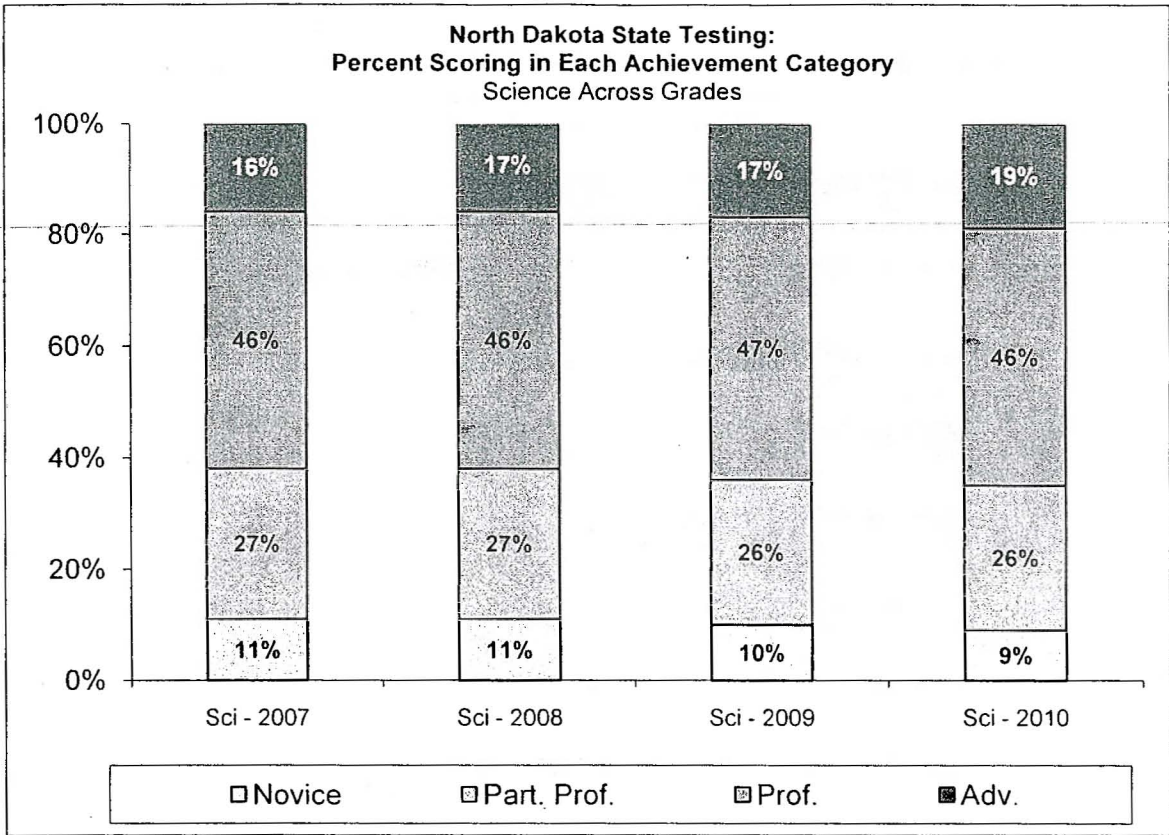


	Students with Disabilities	Low Income	Limited English Proficient	Asian American	Hispanic	Black	Native American	White	Female	Male	All
2008-09	73.00%	75.60%	70.50%	91.30%	80.00%	78.60%	55.00%	88.80%	87.00%	83.90%	85.40%
2007-08	73.10%	79.10%	84.90%	87.30%	66.00%	76.90%	57.10%	90.10%	88.60%	85.20%	86.90%
2006-07	79.60%	83.50%	73.80%	88.60%	72.30%	77.90%	64.90%	90.10%	89.60%	86.00%	87.70%



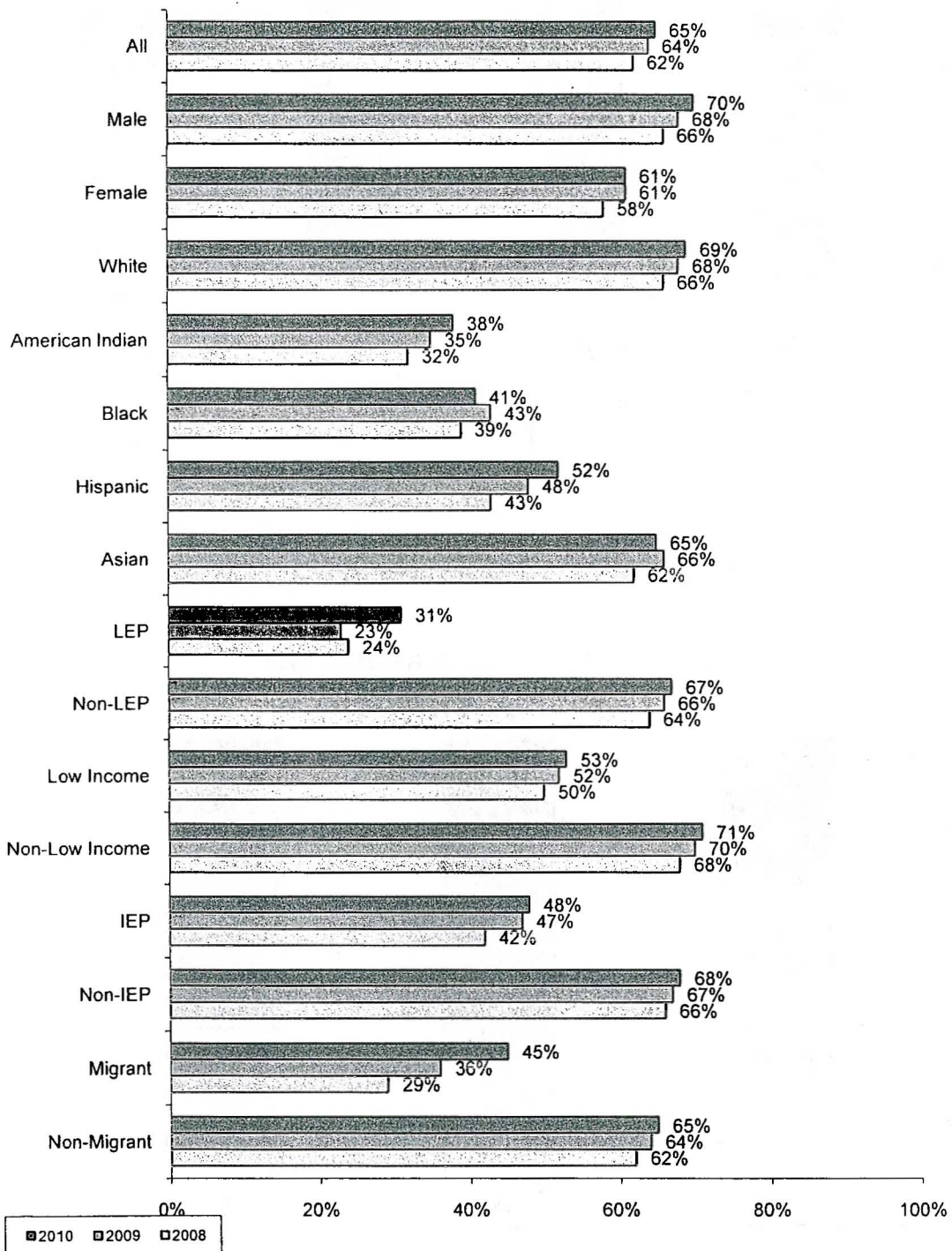
## North Dakota State Assessments, Historical



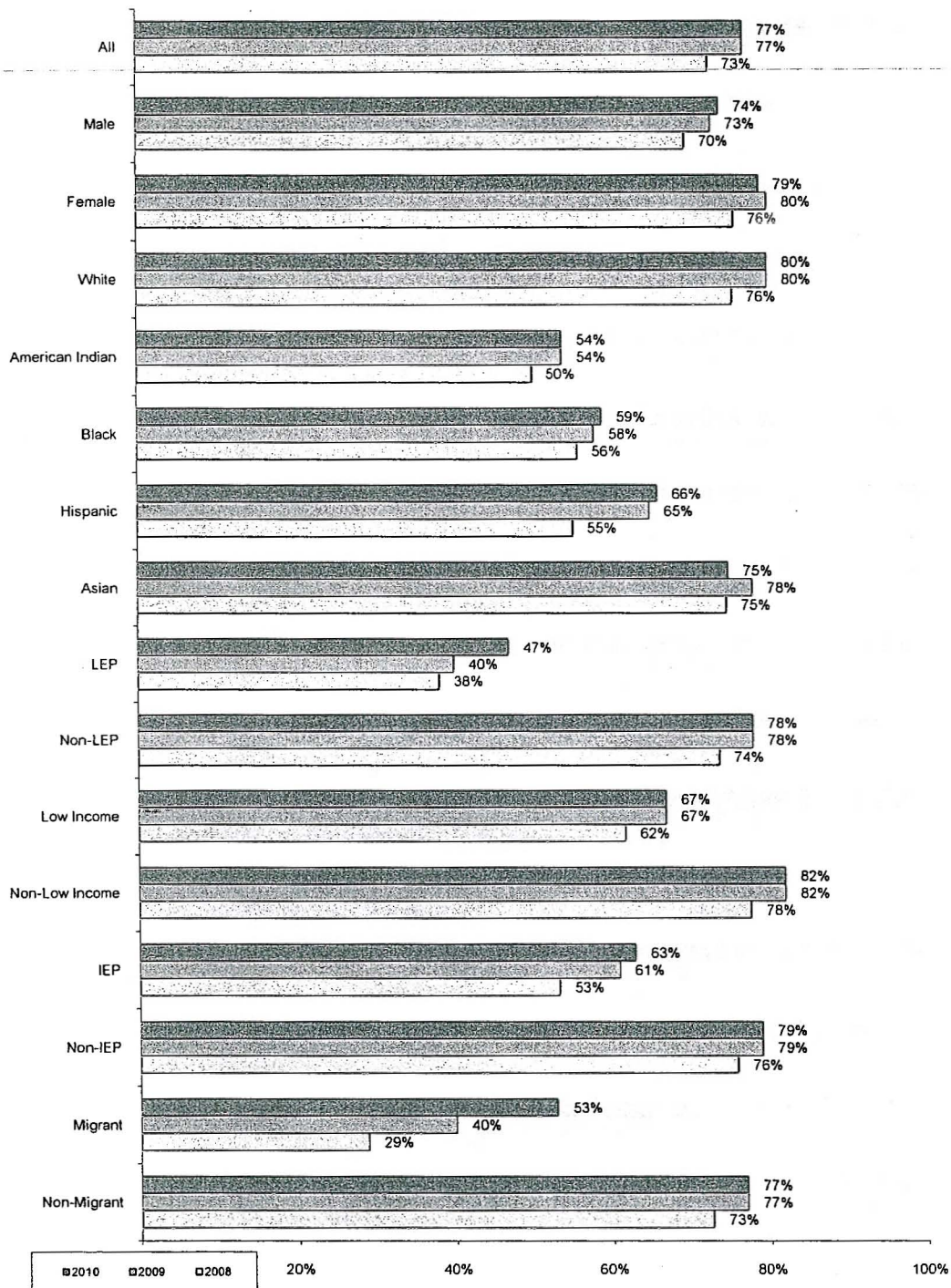




**North Dakota State Testing: Science Results Over Time (Across Grades)**  
**Results for 2008, 2009, and 2010**  
**Percent Proficient/Advanced**

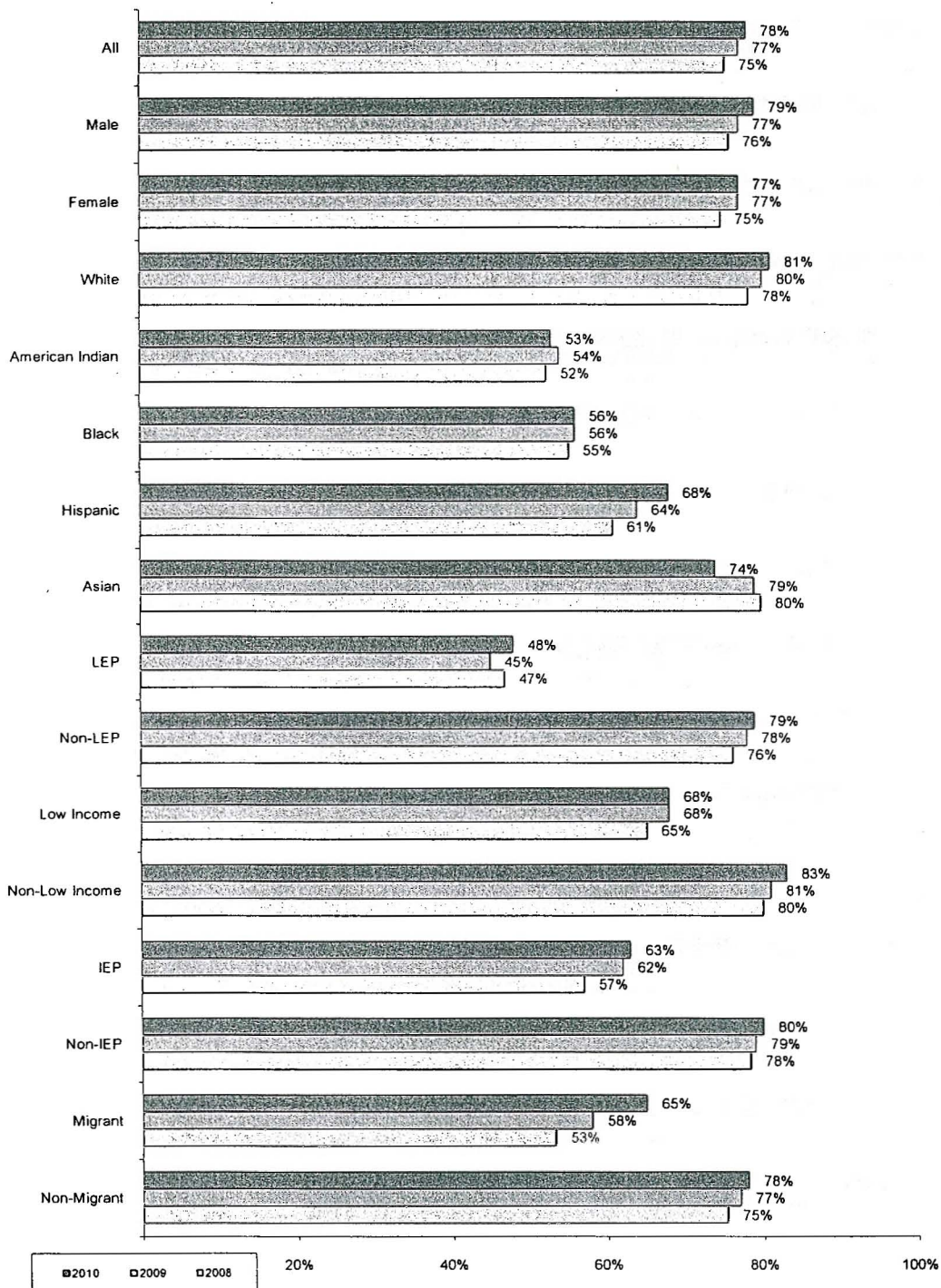


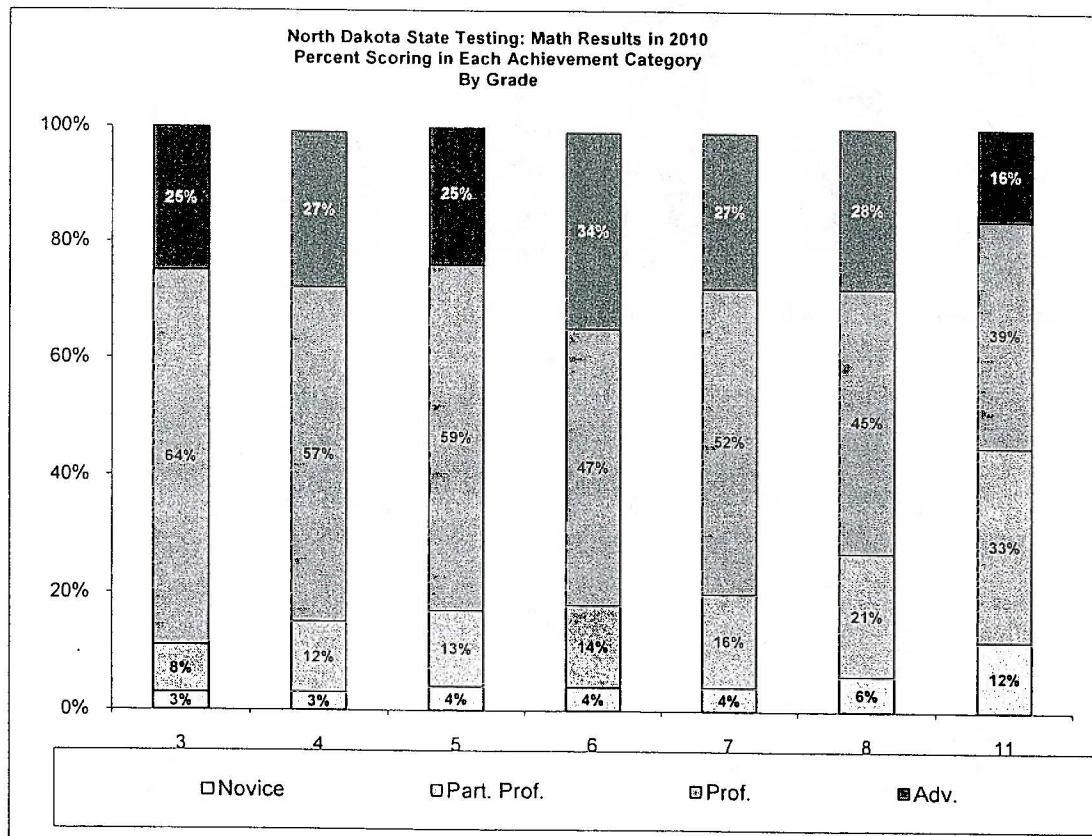
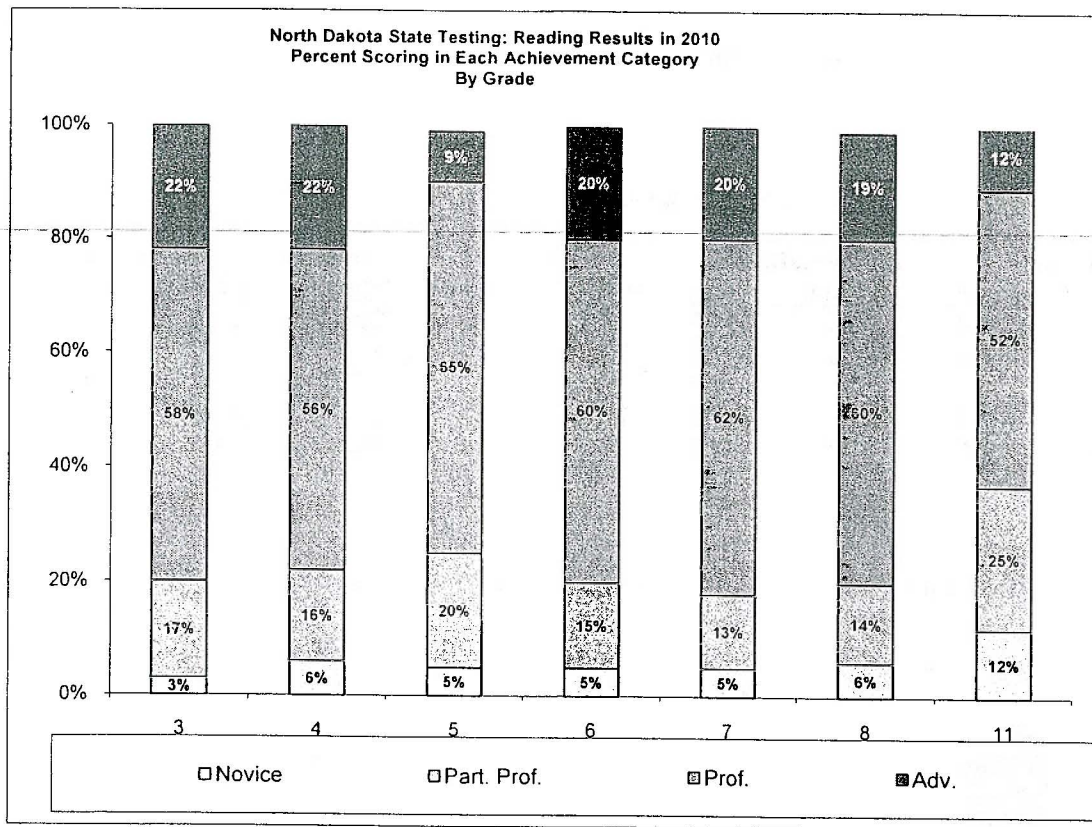
**North Dakota State Testing: Reading Results Over Time (Across Grades)**  
**Results for 2008, 2009, and 2010**  
**Percent Proficient/Advanced**





North Dakota State Testing: Math Results Over Time (Across Grades)  
Results for 2008, 2009, and 2010  
Percent Proficient/Advanced



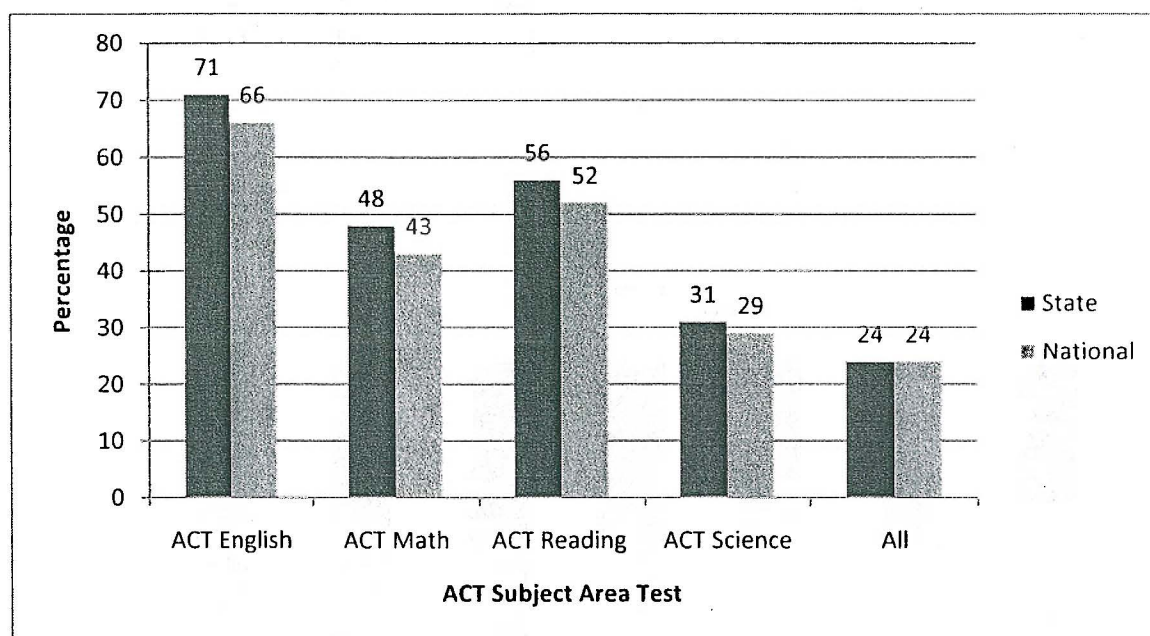


## ACT Senior Results, 2010

### Average ACT Scores

Year	English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National
2006	20.5	20.6	21.4	20.8	21.6	21.4	21.5	20.9	21.4	21.1
2007	20.8	20.7	21.5	20.0	21.9	21.5	21.6	21.0	21.6	21.2
2008	20.7	20.6	21.6	20.0	21.8	21.4	21.5	20.8	21.6	21.1
2009	20.7	20.6	21.5	20.0	21.8	21.4	21.6	20.9	21.5	21.1
2010	20.7	20.5	21.4	20.0	21.7	21.3	21.6	20.9	21.5	21.0

### Percent of Students Ready for College-Level Coursework



### Percent and Average Composite Score by Race/Ethnicity

	2006			2007			2008			2009			2010		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	6335	100	21.4	6326	100	21.6	6113	100	21.6	5791	100	21.5	5882	100	21.5
Afr Amer/Black	33	1	19.6	32	1	18.4	51	1	18.0	54	1	18.8	52	1	17.1
AmerInd/Alask	224	4	17.4	242	4	17.1	220	4	17.0	230	4	17.8	276	5	17.0
Cauc /White	5544	88	21.5	5380	85	21.8	5419	89	21.8	5181	89	21.7	5214	89	21.8
Hispanic	45	1	20.2	47	1	20.5	45	1	19.2	47	1	20.3	58	1	20.3
AsianAm/PacIsl	55	1	22.8	43	1	21.5	40	1	24.0	43	1	21.2	57	1	22.1
Other/No Resp	494	7	21.3	582	9	21.7	338	6	21.3	236	4	21.3	225	4	20.8



## Resources: 2009 ACT State Averages and Percentages of Graduates Tested

This table provides a compiled list of the state averages and percentages of graduates who took the test in 2009. In providing this table, ACT is not advocating ranking the various states' educational systems. In most states, students who take the ACT are self-selected and do not represent the state's entire student population.

Further, the percentages of students who take the ACT vary significantly from state to state, as do the backgrounds and characteristics of those students. Many factors — among them, motivation, the desire to learn, parental support, the quality of teaching received, socioeconomic status, and extracurricular experiences — contribute to individual and group student achievement. However, ACT research has shown a core college-preparatory program to be a significant precondition to success both on the ACT and in postsecondary studies. (ACT defines a core college-preparatory program as four years of English and three or more years each of mathematics [starting with Algebra I], science, and social studies courses.)

**ACT**<sup>®</sup>

State	Percentage of graduates tested*	Average Composite score	Average English score	Average Math score	Average Reading score	Average Science score
Alabama	76	20.3	20.5	19.5	20.7	20.1
Alaska	29	21.0	20.1	21.1	21.7	20.7
Arizona	15	21.9	21.3	22.1	22.4	21.3
Arkansas	73	20.6	20.6	20.1	21.0	20.2
California	19	22.2	21.8	22.8	22.4	21.4
Colorado	100	20.8	20.1	20.5	21.1	20.8
Connecticut	21	23.5	23.6	23.5	24.0	22.6
Delaware	11	22.6	22.2	22.5	23.1	22.0
Florida	62	19.5	18.7	19.7	20.2	19.0
Georgia	40	20.6	20.1	20.6	20.9	20.3
Hawaii	22	21.5	20.9	22.1	21.4	21.0
Idaho	58	21.6	20.9	21.3	22.3	21.4
Illinois	97	20.8	20.5	20.7	20.8	20.7
Indiana	24	22.2	21.6	22.4	22.6	21.6
Iowa	59	22.4	21.9	21.9	22.9	22.4
Kansas	74	21.9	21.4	21.7	22.4	21.8
Kentucky	100	19.4	18.8	19.0	19.8	19.7
Louisiana	89	20.1	20.3	19.6	20.2	20.0
Maine	9	23.1	23.0	23.0	23.6	22.3
Maryland	17	22.1	21.9	22.1	22.5	21.5
Massachusetts	18	23.9	23.9	24.3	24.3	22.8
Michigan	100	19.6	18.6	19.6	19.6	20.1
Minnesota	68	22.7	22.0	22.7	23.1	22.6
Mississippi	93	18.9	19.1	18.3	19.0	18.7
Missouri	67	21.6	21.5	20.9	22.1	21.5
Montana	54	22.0	21.2	21.7	22.7	21.7
Nebraska	72	22.1	21.9	21.8	22.5	22.0



State	Percentage of graduates tested*	Average Composite score	Average English score	Average Math score	Average Reading score	Average Science score
Nevada	30	21.5	20.9	21.4	22.0	21.0
New Hampshire	15	23.5	23.3	23.4	24.1	22.6
New Jersey	16	23.1	22.9	23.5	23.2	22.1
New Mexico	65	20.0	19.3	19.6	20.7	20.0
New York	25	23.1	22.5	23.4	23.3	22.7
North Carolina	15	21.6	20.9	22.0	21.9	21.1
North Dakota	78	21.5	20.7	21.5	21.8	21.6
Ohio	64	21.7	21.1	21.4	22.2	21.7
Oklahoma	71	20.7	20.5	19.9	21.4	20.5
Oregon	33	21.4	20.5	21.5	21.9	21.1
Pennsylvania	14	22.1	21.7	22.2	22.4	21.5
Rhode Island	10	22.8	23.0	22.5	23.4	21.8
South Carolina	50	19.8	19.2	20.0	19.9	19.8
South Dakota	74	22.0	21.2	21.8	22.3	22.0
Tennessee	92	20.6	20.7	19.8	21.0	20.4
Texas	30	20.8	19.9	21.3	20.9	20.6
Utah	68	21.8	21.4	21.1	22.6	21.6
Vermont	24	23.1	22.9	22.9	23.7	22.5
Virginia	20	21.9	21.7	21.8	22.3	21.4
Washington	18	22.8	22.4	22.9	23.5	22.1
Washington, DC	30	19.4	19.1	19.5	19.7	18.6
West Virginia	62	20.7	20.8	19.6	21.4	20.5
Wisconsin	67	22.3	21.7	22.2	22.6	22.3
Wyoming	99	20.0	18.9	19.8	20.4	20.2
National	45	21.1	20.6	21.0	21.4	20.9

\* Totals for graduating seniors were obtained from *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022*, 7th edition. Boulder, CO: Western Interstate Commission for Higher Education, March 2008.

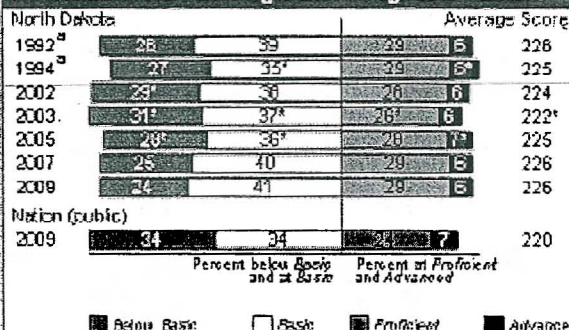
**ACT**<sup>®</sup>



### Overall Results

- In 2009, the average score of fourth-grade students in North Dakota was 226. This was higher than the average score of 220 for public school students in the nation.
- The average score for students in North Dakota in 2009 (226) was not significantly different from their average score in 2007 (226) and was not significantly different from their average score in 1992 (226).
- In 2009, the score gap between students in North Dakota at the 75th percentile and students at the 25th percentile was 37 points. This performance gap was not significantly different from that of 1992 (39 points).
- The percentage of students in North Dakota who performed at or above the NAEP Proficient level was 35 percent in 2009. This percentage was not significantly different from that in 2007 (35 percent) and was not significantly different from that in 1992 (35 percent).
- The percentage of students in North Dakota who performed at or above the NAEP Basic level was 78 percent in 2009. This percentage was not significantly different from that in 2007 (75 percent) and was not significantly different from that in 1992 (74 percent).

### Achievement-Level Percentages and Average Score Results



\* Significantly different ( $p < .05$ ) from state's results in 2009.  
\* Accommodations not permitted.

NOTE: Detail may not sum to totals because of rounding.

### Compare the Average Score in 2009 to Other States/Jurisdictions

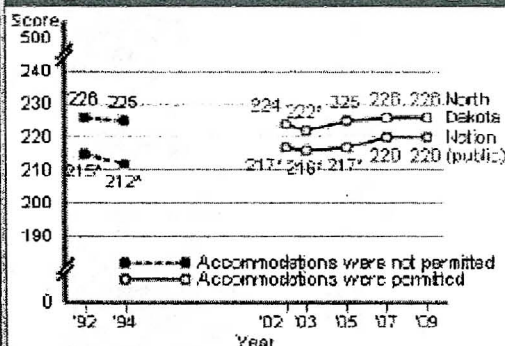


\* Department of Defense Education Activity schools (domestic and overseas).

In 2009, the average score in **North Dakota** was

- lower than those in 8 states/jurisdictions
- higher than those in 31 states/jurisdictions
- not significantly different from those in 14 states/jurisdictions

### Average Scores for State/Jurisdiction and Nation (public)



\* Significantly different ( $p < .05$ ) from 2009.

### Results for Student Groups in 2009

Reporting Groups	Percent of students	Avg. score	Percentages at or above Basic	Percent at Advanced
Gender				
Male	51	223	72	30
Female	49	229	79	39
Race/Ethnicity				
White	86	228	79	37
Black	2	†	†	†
Hispanic	2	†	†	†
Asian/Pacific Islander	1	†	†	†
American Indian/Alaska Native	9	204	47	15
National School Lunch Program				
Eligible	32	216	54	22
Not eligible	68	231	81	41

† Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

### Score Gaps for Student Groups

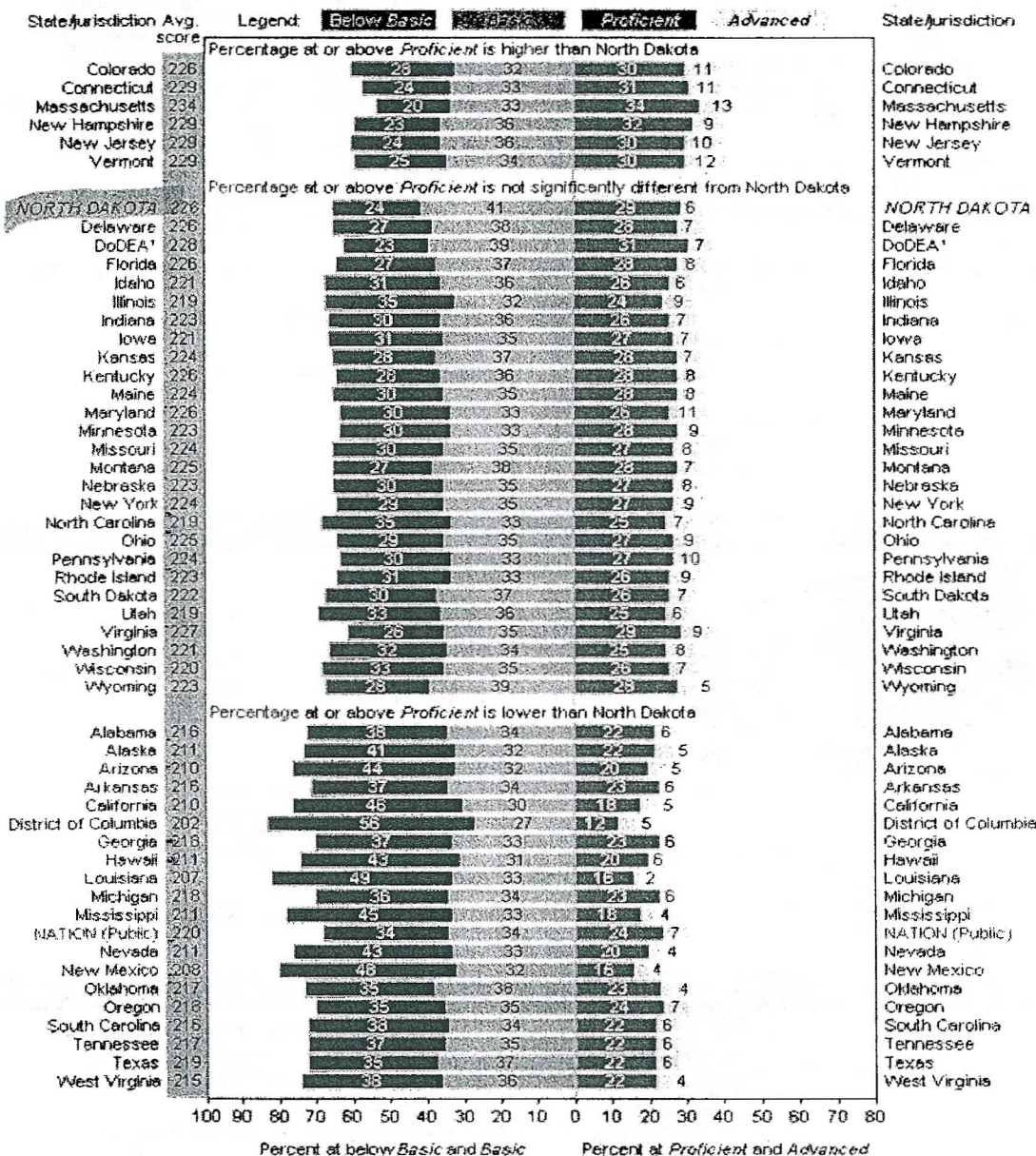
- In 2009, female students in North Dakota had an average score that was higher than that of male students.
- Data are not reported for Black students in 2009, because reporting standards were not met.
- Data are not reported for Hispanic students in 2009, because reporting standards were not met.
- In 2009, students who were eligible for free/reduced-price school lunch, an indicator of low income, had an average score that was 15 points lower than that of students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 2002 (15 points).



**Figure 3-A**

**The Nation's Report Card 2009 State Assessment**

Average scale scores in NAEP reading for fourth-grade public school students, percentage within each achievement level, and North Dakota's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2009



<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).

NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

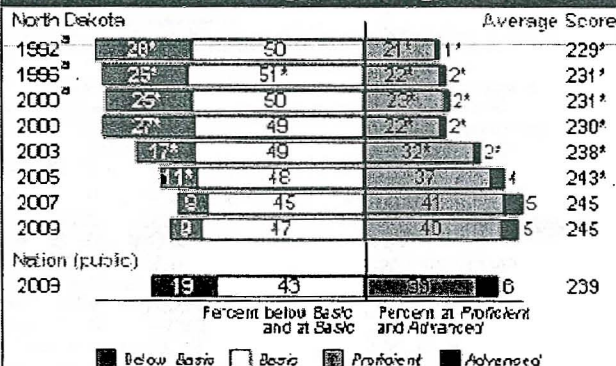
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.



### Overall Results

- In 2009, the average score of fourth-grade students in North Dakota was 245. This was higher than the average score of 239 for public school students in the nation.
- The average score for students in North Dakota in 2009 (245) was not significantly different from their average score in 2007 (245) and was higher than their average score in 1992 (229).
- In 2009, the score gap between students in North Dakota at the 75th percentile and students at the 25th percentile was 31 points. This performance gap was narrower than that of 1992 (35 points).
- The percentage of students in North Dakota who performed at or above the NAEP Proficient level was 45 percent in 2009. This percentage was not significantly different from that in 2007 (46 percent) and was greater than that in 1992 (22 percent).
- The percentage of students in North Dakota who performed at or above the NAEP Basic level was 91 percent in 2009. This percentage was not significantly different from that in 2007 (91 percent) and was greater than that in 1992 (72 percent).

### Achievement-Level Percentages and Average Score Results



\* Significantly different ( $p < .05$ ) from state's results in 2009.

\* Accommodations not permitted.

NOTE: Detail may not sum to totals because of rounding.

### Compare the Average Score in 2009 to Other States/ Jurisdictions

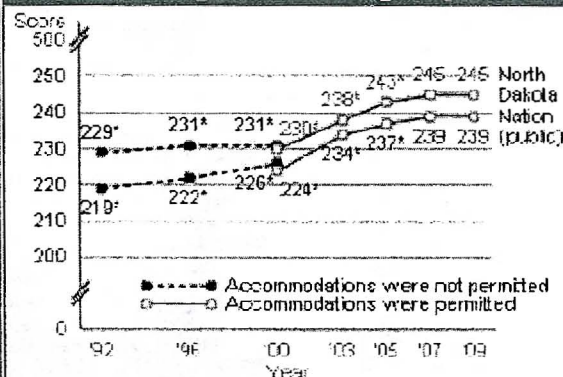


\* Department of Defense Education Activity schools (domestic and overseas).

In 2009, the average score in North Dakota was

- lower than those in 4 states/jurisdictions
- higher than those in 35 states/jurisdictions
- not significantly different from those in 12 states/jurisdictions

### Compare the Average Score to Nation (public)



\* Significantly different ( $p < .05$ ) from 2009.

### Results for Student Groups in 2009

Reporting Groups	Percent of students	Avg. score	Percentages at or above Basic	Percent at Proficient	Percent at Advanced
<b>Gender</b>					
Male 51		247	92	47	7
Female 49		244	90	42	3
<b>Race/Ethnicity</b>					
White 8		248	94	49	8
Black 2		†	†	†	†
Hispanic 2		†	†	†	†
Asian/Pacific Islander 1		†	†	†	†
American Indian/Alaska Native 9		226	71	17	2
<b>National School Lunch Program</b>					
Eligible 3		236	84	29	2
Not eligible 67		250	95	52	7

† Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

### Score Gaps for Student Groups

- In 2009, male students in North Dakota had an average score that was higher than that of female students. This performance gap was not significantly different from that in 1992 (3 points).
- Data are not reported for Black students in 2009, because reporting standards were not met.
- Data are not reported for Hispanic students in 2009, because reporting standards were not met.
- In 2009, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was 14 points lower than that of students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (11 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

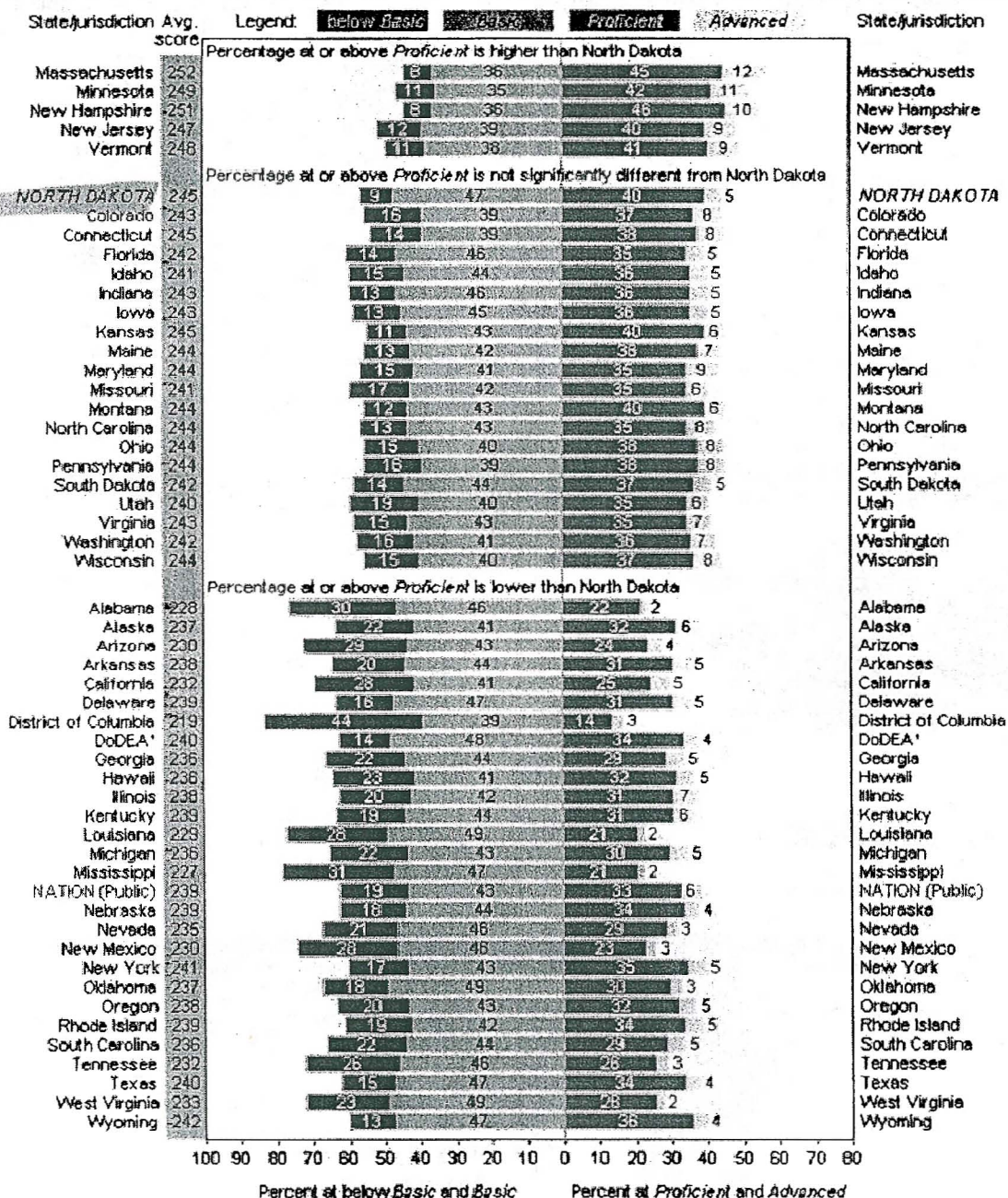
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Mathematics Assessments.



**Figure 3-A**

**The Nation's Report Card 2009 State Assessment**

Average scale scores in NAEP mathematics for fourth-grade public school students, percentage within each achievement level, and North Dakota's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2009



<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).

NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

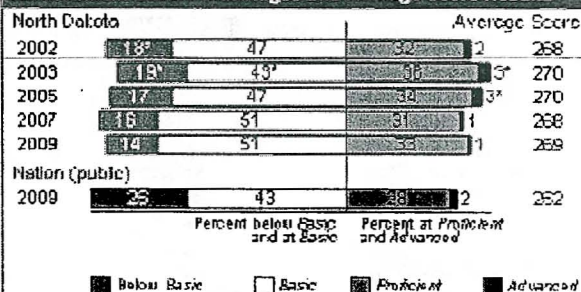
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.



### Overall Results

- In 2009, the average score of eighth-grade students in North Dakota was 269. This was higher than the average score of 262 for public school students in the nation.
- The average score for students in North Dakota in 2009 (269) was not significantly different from their average score in 2007 (268) and was not significantly different from their average score in 2002 (268).
- In 2009, the score gap between students in North Dakota at the 75th percentile and students at the 25th percentile was 33 points. This performance gap was narrower than that of 2002 (38 points).
- The percentage of students in North Dakota who performed at or above the NAEP Proficient level was 34 percent in 2009. This percentage was not significantly different from that in 2007 (32 percent) and was not significantly different from that in 2002 (35 percent).
- The percentage of students in North Dakota who performed at or above the NAEP Basic level was 86 percent in 2009. This percentage was not significantly different from that in 2007 (84 percent) and was greater than that in 2002 (82 percent).

### Achievement-Level Percentages and Average Score Results



\* Significantly different ( $p < .05$ ) from state's results in 2009.

NOTE: Detail may not sum to totals because of rounding.

### Compare the Average Score in 2009 to Other States/Jurisdictions

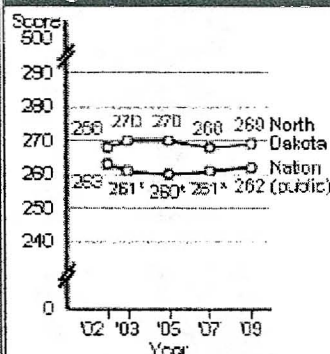


\* Department of Defense Education Activity schools (domestic and overseas).

In 2009, the average score in **North Dakota** was

- lower than those in 5 states/jurisdictions
- higher than those in 33 states/jurisdictions
- not significantly different from those in 13 states/jurisdictions

### Average Scores for State/Jurisdiction and Nation (public)



\* Significantly different ( $p < .05$ ) from 2009.

### Results for Student Groups in 2009

Reporting Groups	Percent of students	Avg score	Percentages at or above Basic	Percent at Proficient	Percent at Advanced
<b>Gender</b>					
Male	50	265	82	27	1
Female	50	274	89	41	2
<b>Race/Ethnicity</b>					
White	83	271	88	35	1
Black	1	†	†	†	†
Hispanic	1	†	†	†	†
Asian/Pacific Islander	1	†	†	†	†
American Indian/Alaska Native	8	245	60	22	1
<b>National School Lunch Program</b>					
Eligible	28	260	75	25	1
Not eligible	72	273	90	38	2

† Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

### Score Gaps for Student Groups

- In 2009, female students in North Dakota had an average score that was higher than that of male students.
- Data are not reported for Black students in 2009, because reporting standards were not met.
- Data are not reported for Hispanic students in 2009, because reporting standards were not met.
- In 2009, students who were eligible for free/reduced-price school lunch, an indicator of low income, had an average score that was 14 points lower than that of students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 2002 (9 points).

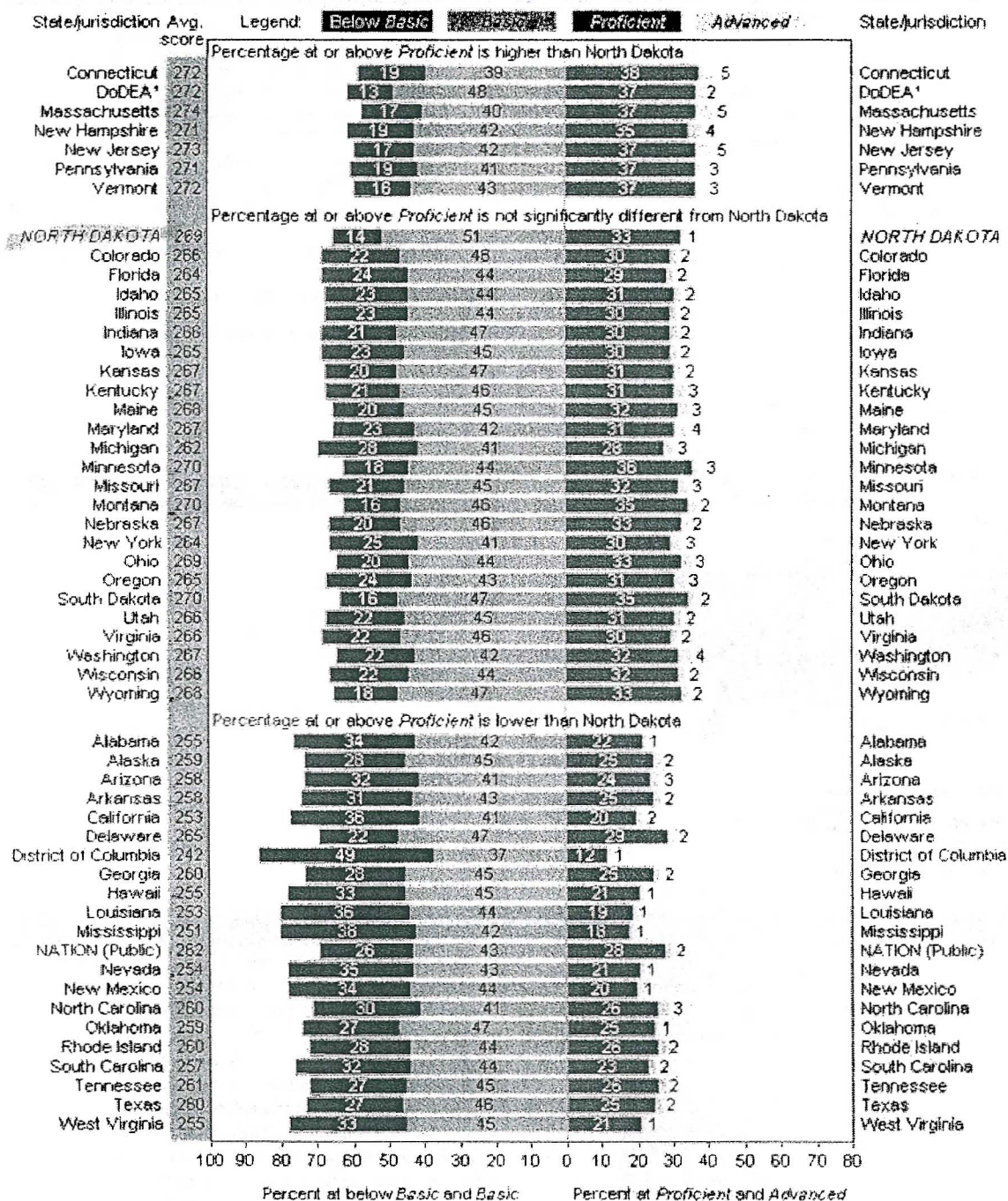
NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.



# The Nation's Report Card 2009 State Assessment

**Figure 3-B**

Average scale scores in NAEP reading for eighth-grade public school students, percentage within each achievement level, and North Dakota's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2009



<sup>1</sup> Department of Defense Education Activity schools (domestic and overseas).

NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

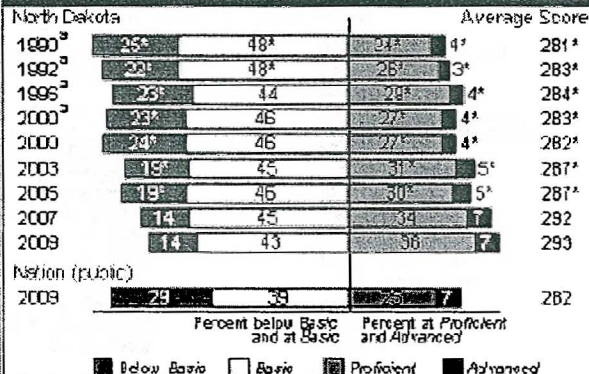
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics; National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.



### Overall Results

- In 2009, the average score of eighth-grade students in North Dakota was 293. This was higher than the average score of 282 for public school students in the nation.
- The average score for students in North Dakota in 2009 (293) was not significantly different from their average score in 2007 (292) and was higher than their average score in 1990 (281).
- In 2009, the score gap between students in North Dakota at the 75th percentile and students at the 25th percentile was 38 points. This performance gap was not significantly different from that of 1990 (38 points).
- The percentage of students in North Dakota who performed at or above the NAEP *Proficient* level was 43 percent in 2009. This percentage was not significantly different from that in 2007 (41 percent) and was greater than that in 1990 (27 percent).
- The percentage of students in North Dakota who performed at or above the NAEP *Basic* level was 86 percent in 2009. This percentage was not significantly different from that in 2007 (86 percent) and was greater than that in 1990 (75 percent).

### Achievement-Level Percentages and Average Score Results



\* Significantly different ( $p < .05$ ) from state's results in 2009.

† Accommodations not permitted.

NOTE: Detail may not sum to totals because of rounding.

### Compare the Average Score in 2009 to Other States/ Jurisdictions

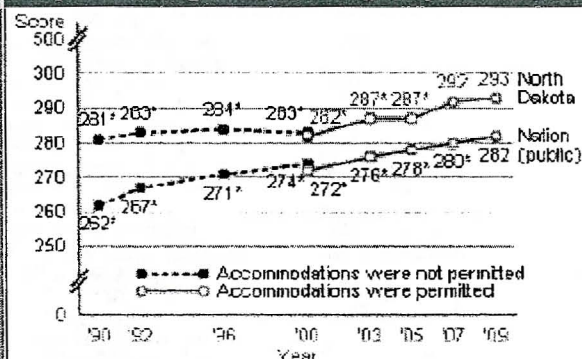


\* Department of Defense Education Activity schools (domestic and overseas).

In 2009, the average score in **North Dakota** was

- lower than that in 1 state/jurisdiction
- higher than those in 45 states/jurisdictions
- not significantly different from those in 5 states/jurisdictions

### Compare the Average Score to Nation (public)



\* Significantly different ( $p < .05$ ) from 2009.

### Results for Student Groups in 2009

Reporting Groups	Percent of students score	Avg	Percentages at or above	Percent at
Gender			Basic	Proficient
Male 51	294	87	45	10
Female 49	291	86	42	5
Race/Ethnicity				
White 8	296	90	48	8
Black 1	†	†	†	†
Hispanic 2	†	†	†	†
Asian/Pacific Islander	1	†	†	†
American Indian/Alaska Native	9	283	52	16
National School Lunch Program				
Eligible 2	290	75	27	4
Not eligible 71	298	91	48	9

† Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2009 Mathematics Assessments.

### Score Gaps for Student Groups

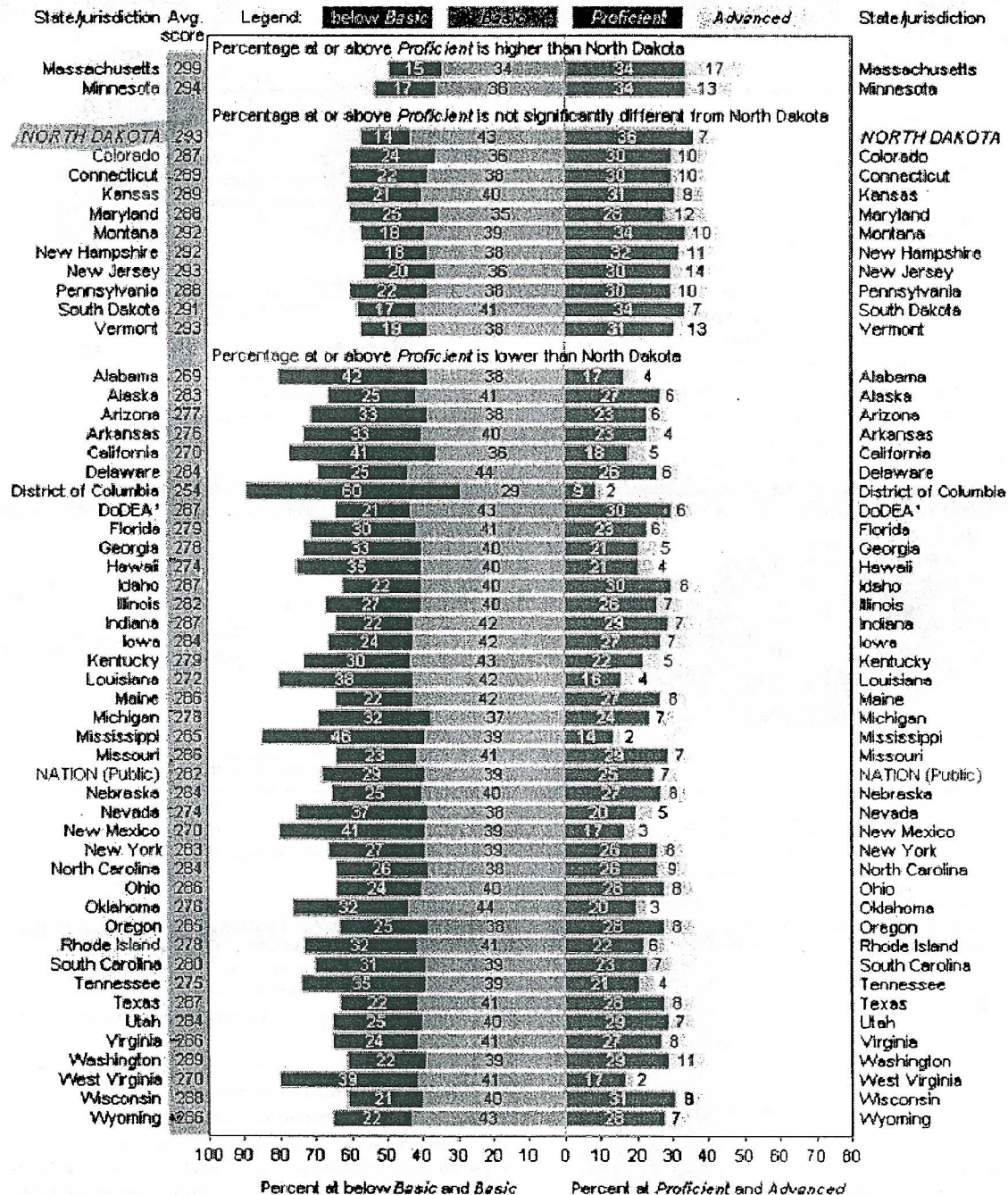
- In 2009, male students in North Dakota had an average score that was higher than that of female students. This performance gap was not significantly different from that in 1990 (6 points).
- Data are not reported for Black students in 2009, because reporting standards were not met.
- Data are not reported for Hispanic students in 2009, because reporting standards were not met.
- In 2009, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was 18 points lower than that of students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (14 points).



**Figure 3-B**

**The Nation's Report Card 2009 State Assessment**

Average scale scores in NAEP mathematics for eighth-grade public school students, percentage within each achievement level, and North Dakota's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2009



\* Department of Defense Education Activity schools (domestic and overseas).

NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

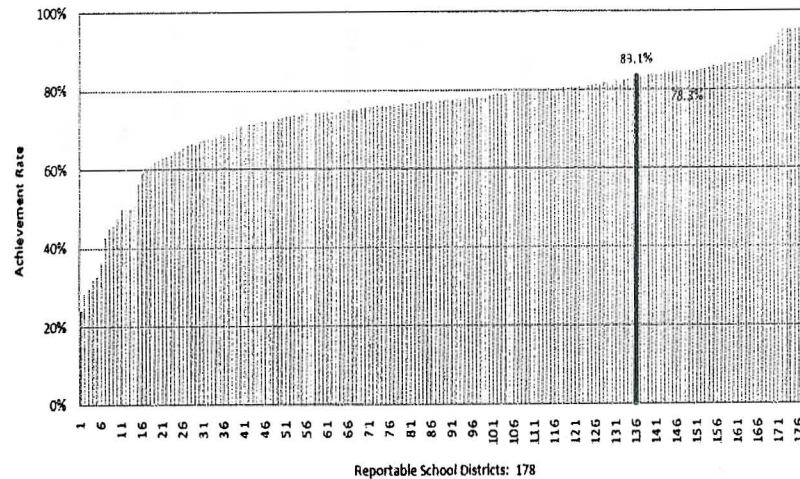
**Appendix C:**  
**Comparative District Report of Districts Statewide,**  
**Reading and Mathematics, 2009-10**



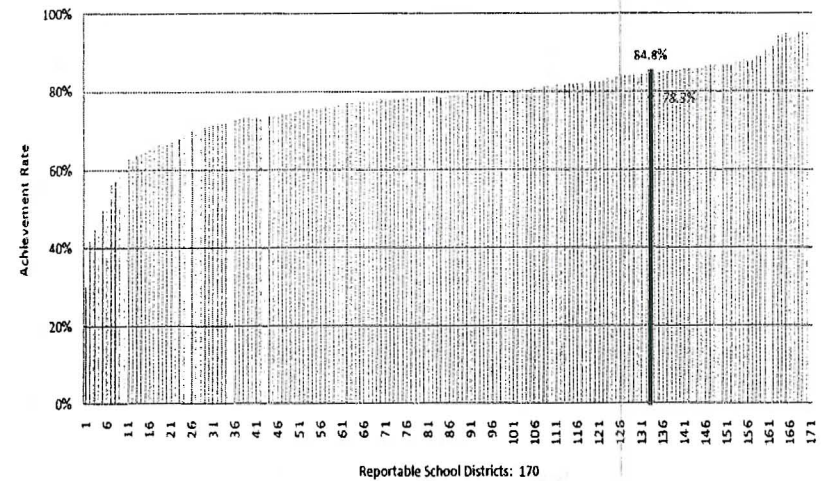
# Appendix C: Comparative District Report of Districts Statewide

## READING

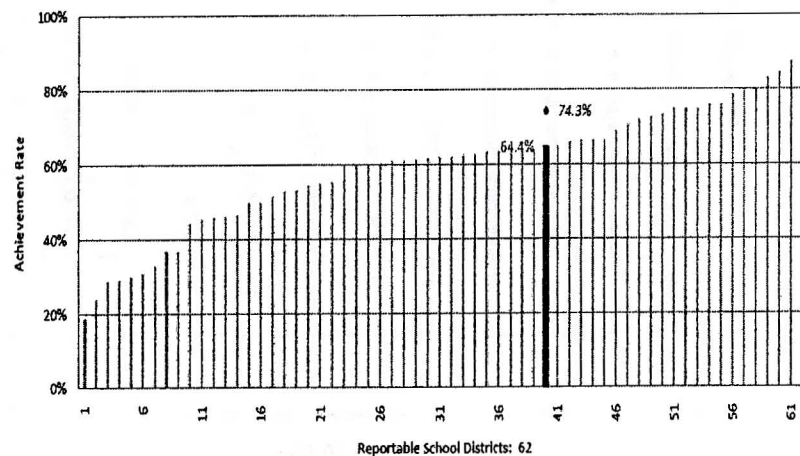
Actual: Red  
Goal: Blue ♦ Comparative District Achievement: Reading, All Students  
2008-09 AYP Results



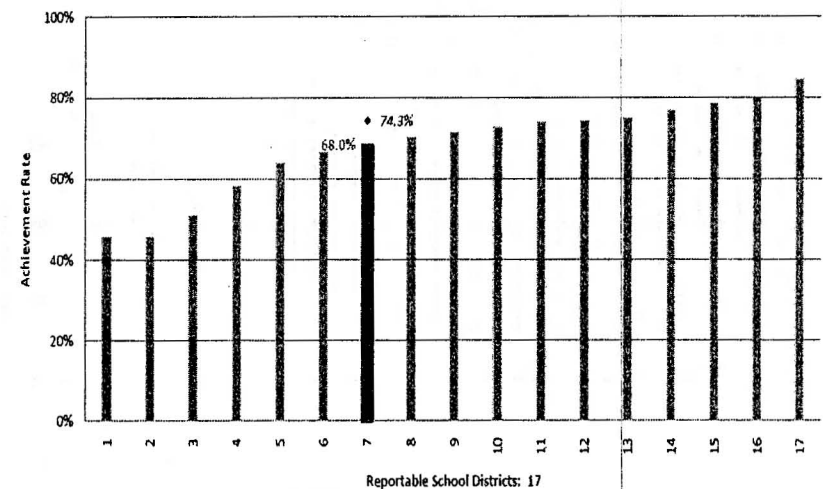
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2008-09 AYP Results



Actual: Red  
Goal: Blue ♦ Comparative District Achievement:  
Reading, Native American  
2008-09 AYP Results



Actual: Red  
Goal: Blue ♦ Comparative District Achievement: Reading, Black  
2008-09 AYP Results

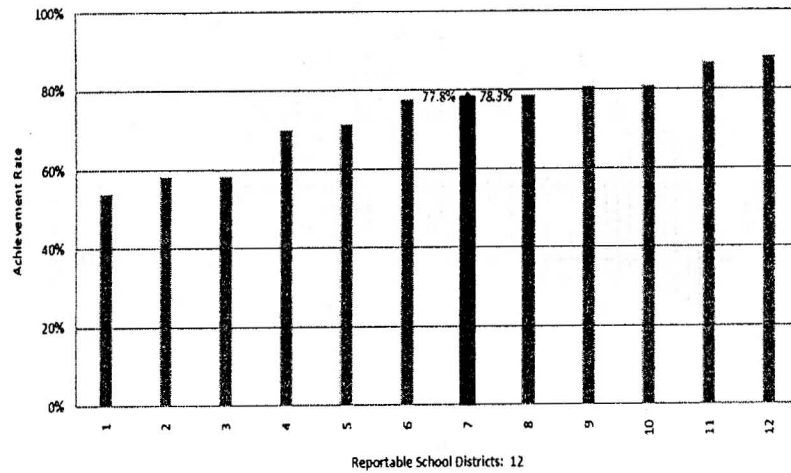


Note: The bold line in each graph illustrates the performance of a single school district and its placement in the distribution of all districts. Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

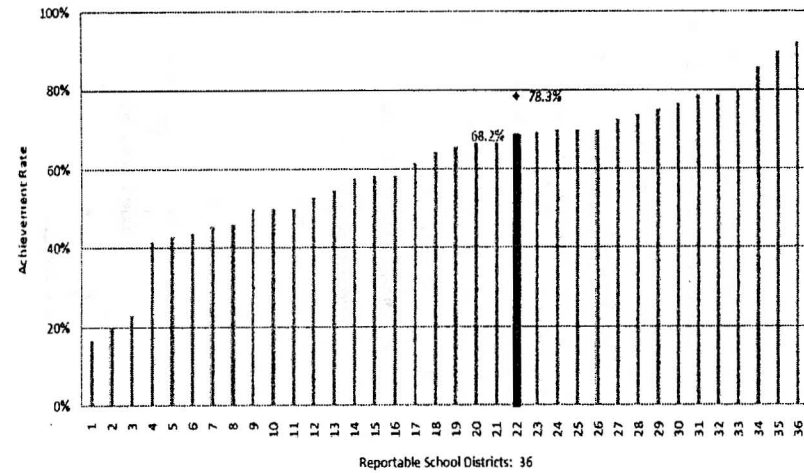


## Appendix C: Comparative District Report of Districts Statewide

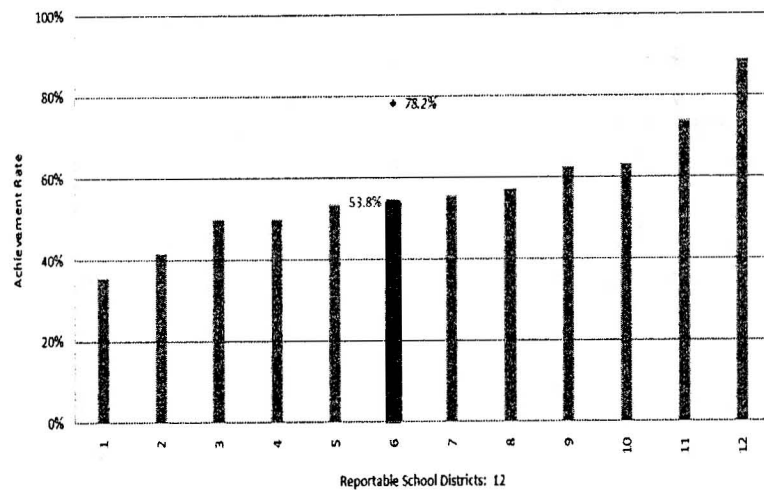
Actual: Red  
Goal: Blue ◆ Comparative District Achievement: Reading, Asian  
2008-09 AYP Results



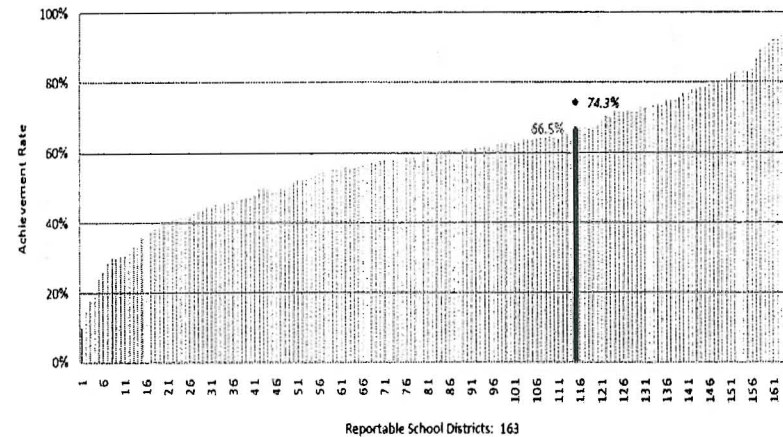
Actual: Red  
Goal: Blue ◆ Comparative District Achievement: Reading, Hispanic  
2008-09 AYP Results



Actual: Red  
Goal: Blue ◆ Comparative District Achievement: Reading, Other Ethnicity  
2008-09 AYP Results

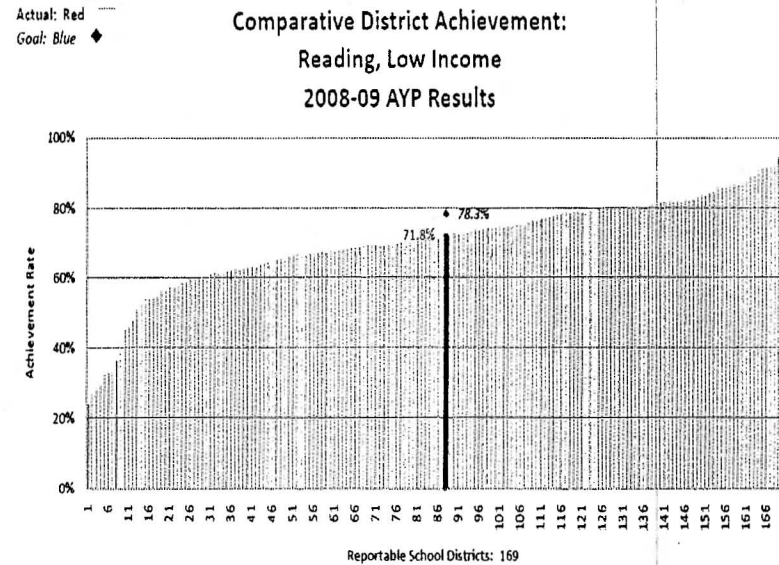
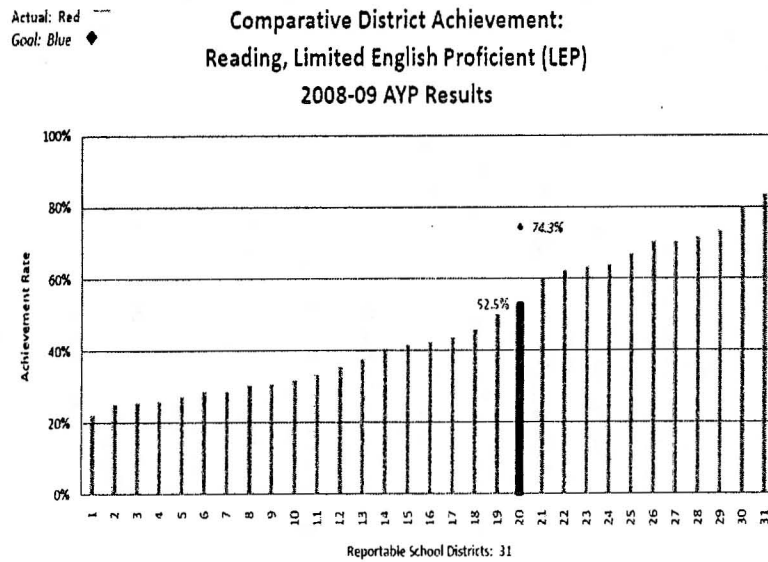


Actual: Red  
Goal: Blue ◆ Comparative District Achievement: Reading, Students with Disabilities (IEP)  
2008-09 AYP Results

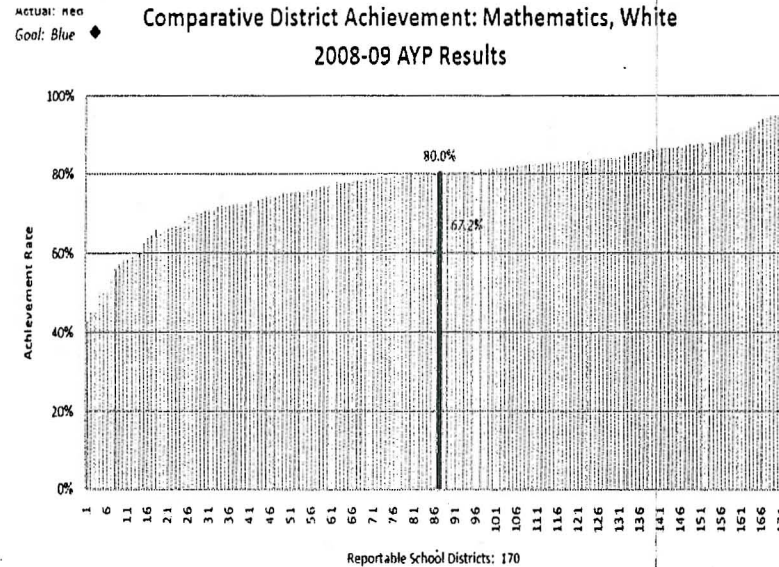
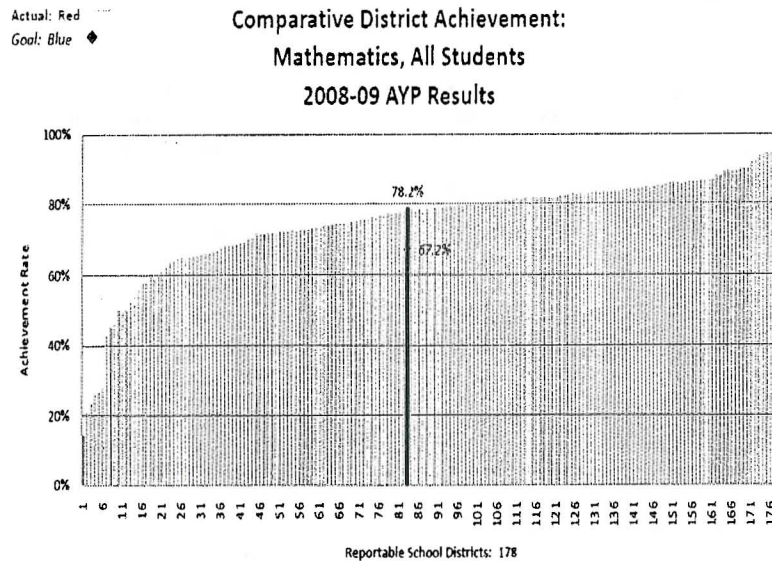


Note: The bold line in each graph illustrates the performance of a single school district and its placement in the distribution of all districts. Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

## Appendix C: Comparative District Achievement Report of Districts Statewide



### MATHEMATICS



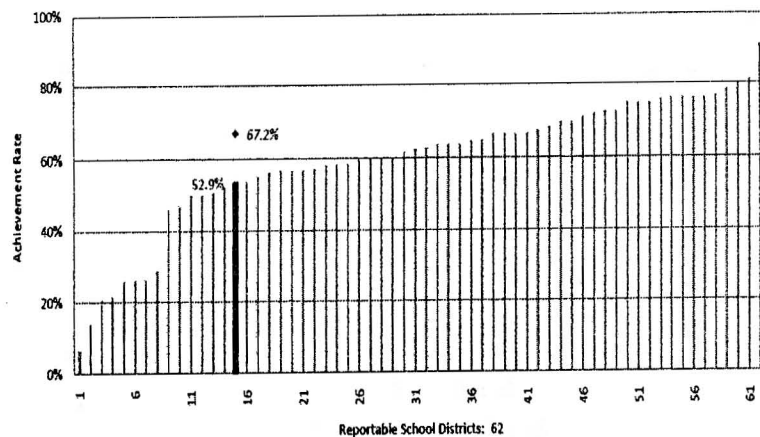
Note: The bold line in each graph illustrates the performance of a single school district and its placement in the distribution of all districts. Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.



## Appendix C: Comparative District Report of Districts Statewide

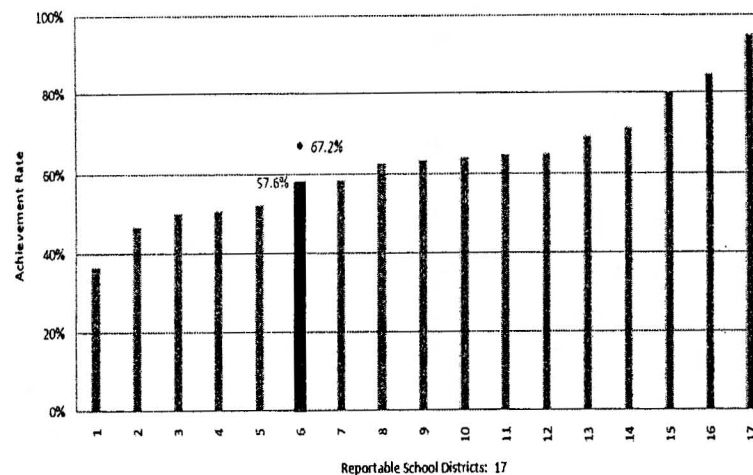
Actual: Red  
Goal: Blue ◆

Comparative District Achievement:  
Mathematics, Native American  
2008-09 AYP Results



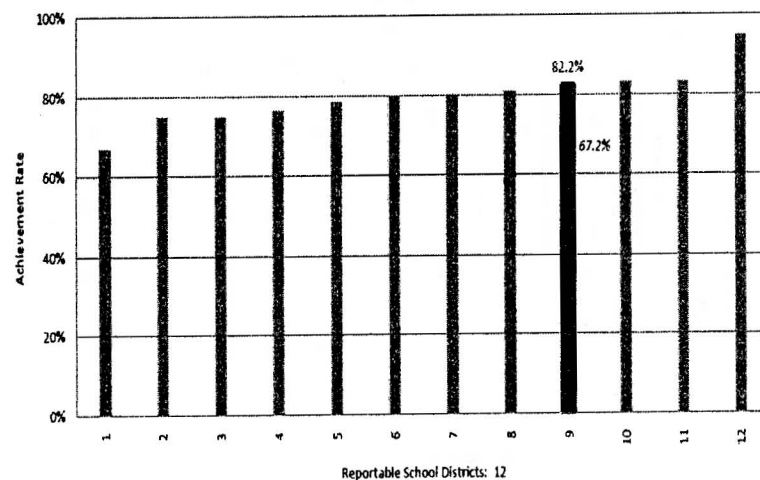
Actual: Red  
Goal: Blue ◆

Comparative District Achievement: Mathematics, Black  
2008-09 AYP Results



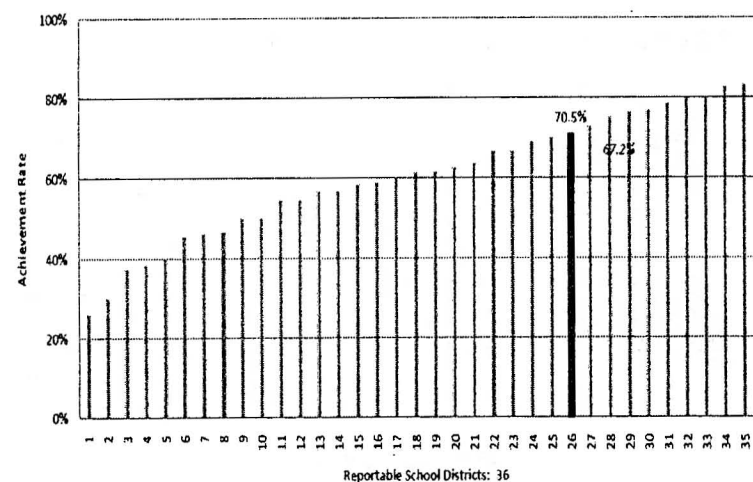
Actual: Red  
Goal: Blue ◆

Comparative District Achievement: Mathematics, Asian  
2008-09 AYP Results



Actual: Red  
Goal: Blue ◆

Comparative District Achievement: Mathematics, Hispanic  
2008-09 AYP Results

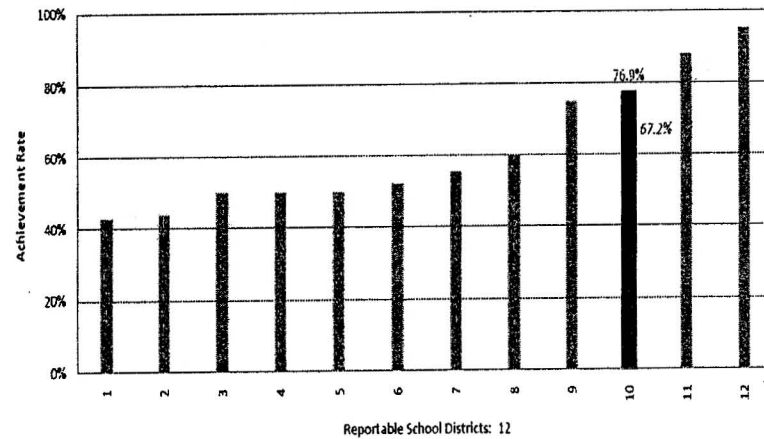


Note: The bold line in each graph illustrates the performance of a single school district and its placement in the distribution of all districts. Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

# Appendix C: Comparative District Report of Districts Statewide

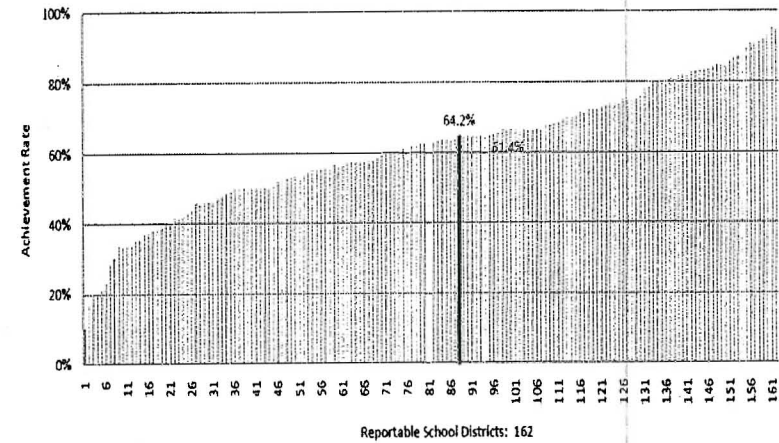
Actual: Red  
Goal: Blue ◆

Comparative District Achievement:  
Mathematics, Other Ethnicity  
2008-09 AYP Results



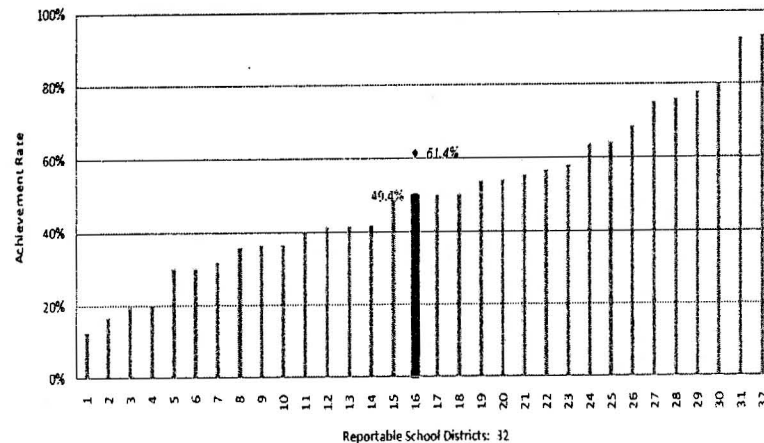
Actual: Red  
Goal: Blue ◆

Comparative District Achievement:  
Mathematics, Students with Disabilities (IEP)  
2008-09 AYP Results



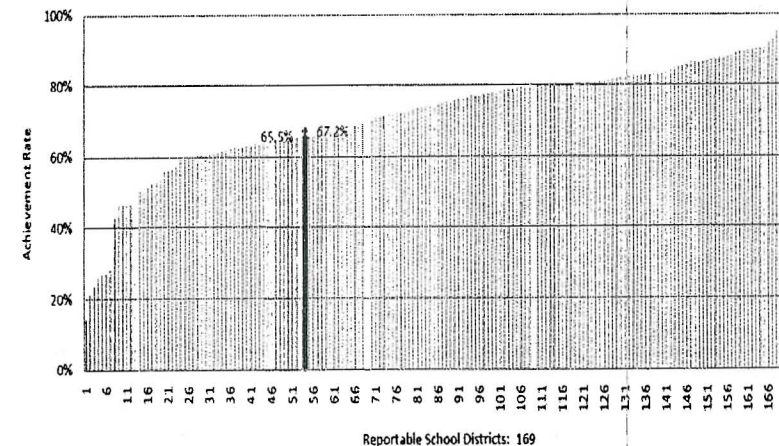
Actual: Red  
Goal: Blue ◆

Comparative District Achievement:  
Mathematics, Limited English Proficient (LEP)  
2008-09 AYP Results



Actual: Red  
Goal: Blue ◆

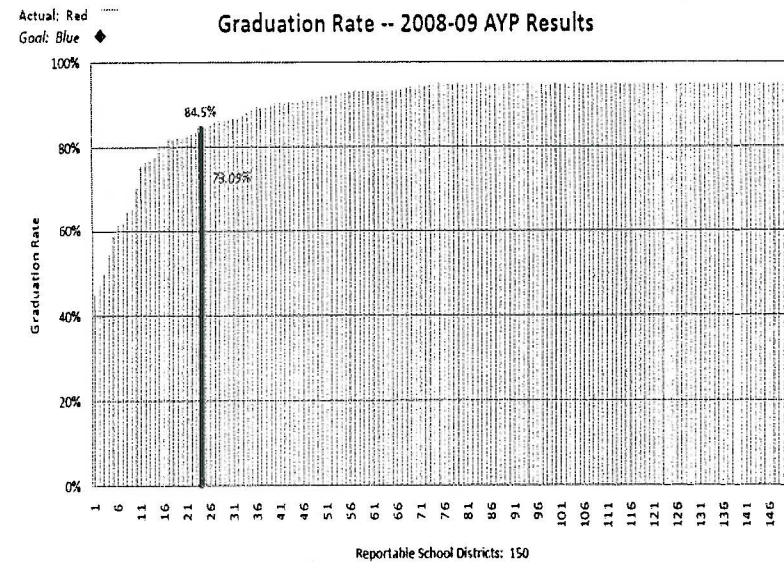
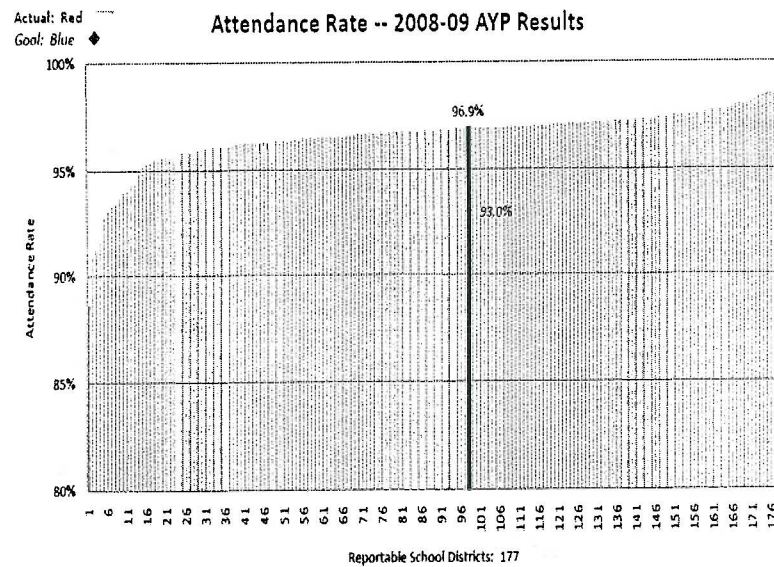
Comparative District Achievement:  
Mathematics, Low Income  
2008-09 AYP Results



Note: The bold line in each graph illustrates the performance of a single school district and its placement in the distribution of all districts. 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.



## Appendix C: Comparative District Report of Districts Statewide



Note: The bold line in each graph illustrates the performance of a single school district and its placement in the distribution of all districts. 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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**Appendix D:**

**Annual Adequate Yearly Progress Report**

**2009-10 School Year**

**Statewide Results**



# Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2009 - 2010

State of North Dakota

Modified 06/07/2010

Page 1 of 1

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:  
[http://www.dpi.state.nd.us/testing/account/guide\\_AYP.pdf](http://www.dpi.state.nd.us/testing/account/guide_AYP.pdf)

<b>Reading</b>				<b>Math</b>			
2010 State Intermediate Goals		4th Grade -- 82.6%		2010 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 state's scores				Listed below are state's scores			
<b>Reading</b>	Achievement Goal	Achievement Result	Participation 95% Rule	<b>Math</b>	Achievement Goal	Achievement Result	Participation 95% Rule
Composite Score	78.05%	76.34% *	98.57%	Composite Score	66.97%	77.52%	98.71%
Subgroups:				Subgroups:			
Economically disadvantaged	78.05%	66.27% *	97.75%	Economically disadvantaged	66.97%	67.78%	98.03%
Ethnicity:				Ethnicity:			
White	78.02%	79.17%	99.10%	White	66.97%	81.11%	99.13%
Native American	78.05%	53.61% *	96.72%	Native American	67.00%	53.49% *	96.74%
Black	78.02%	59.44% *	96.75%	Black	67.00%	56.01% *	98.08%
Asian	78.02%	76.12%	93.53% *	Asian	66.97%	73.64%	98.06%
Hispanic	78.02%	65.67% *	93.56% *	Hispanic	66.97%	68.12%	93.21% *
Students with disabilities	78.05%	59.18% *	97.73%	Students with disabilities	66.97%	61.92% *	98.20%
Students with limited English proficiency	78.02%	47.24% *	94.15% *	Students with limited English proficiency	66.97%	48.36% *	96.04%
State Secondary Indicator(s):				State Secondary Indicator(s):			
Graduation		Goal: 89.00%	Result: 86.14%	Attendance		Goal: 93.00%	Result: >=95.0%
Adequate Yearly Progress Category:				Did not meet Adequate Yearly Progress			

Note: An asterisk (\*) marks the indicator(s) where the state 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.