2009 ED*Facts* STATE PROFILE -- NORTH DAKOTA

Districts and Schools (ED*Facts* SY 2007-08)	State #	National #
All districts	189	16,106
All schools	528	100,908
Title I schools	317	52,839
Charter schools	0	4,389

Five Largest School Districts (ED*Facts* SY 2007-08)	# of students
1. BISMARCK 1	10,767
2. FARGO 1	10,590
3. GRAND FORKS 1	7,193
4. MINOT 1	6,335
5. WEST FARGO 6	6,233

Student Enrollment (ED*Facts* SY 2007-08)	State		National	
	# of students	% of state total	# of students	% of students
Total students	95,059		49,849,807	
Economically disadvantaged students	29,733	31.3	21,584,309	43.3
Limited English proficient students	4,648	4.9	4,472,940	9.0
Children with disabilities (IDEA)	13,616	14.3	6,472,494	13.0
White	81,741	86.0	27,154,897	54.5
Black, non-Hispanic	1,936	2.0	8,261,645	16.6
Hispanic	2,005	2.1	10,787,499	21.6
Asian/Pacific Islander	981	1.0	2,351,288	4.7
American Indian/Alaskan Native	8,396	8.8	589,502	1.2

Adequate Yearly Progress (ED*Facts*/CSPR SY 2007-08)	All schools		Title I schools	
	#	%	#	%
Made AYP (For SY 2007-08)	288	63.3	190	62.3
Identified for improvement (Yr 1)	(For SY 2008-09)		11	3.5
Identified for improvement (Yr 2)	(For SY 2008-09)		3	1.0
Corrective action	(For SY 2008-09)			
Restructuring/Planning	(For SY 2008-09)		1	0.3
Restructuring/Implementation	(For SY 2008-09)		13	4.2

AMO (OESE 2008)	4th grade reading %	8th grade reading %	HS reading %	4th grade math %	8th grade math %	HS math %
	86.0	84.0	76.0	77.0	72.0	68.0

State Assessment Performance (ED*Facts*/CSPR SY 2007-08)	% of students performing at or above Proficient level					
	All	White	Black	Hisp	Asian/PI	Amer I/AN
4th grade reading	75.9	79.7	58.6	52.6	68.0	51.8
8th grade reading	74.1	76.8	47.7	65.2	80.0	52.2
HS reading	65.0	67.4	44.7	52.9	66.1	42.3
4th grade mathematics	77.9	81.3	54.8	71.2	79.2	54.1
8th grade mathematics	70.4	73.6	36.9	51.8	86.0	45.3
HS mathematics	55.5	58.3	28.2	37.2	53.2	30.0

State Assessment Performance (ED*Facts*/CSPR SY 2007-08)	% of students performing at or above Proficient level		
	Economically disadvantaged	Children with disabilities (IDEA)	LEP students
4th grade reading	64.2	61.6	42.9
8th grade reading	63.4	49.0	40.0
HS reading	51.6	40.2	23.5
4th grade mathematics	67.0	64.9	54.2
8th grade mathematics	57.1	43.8	41.0
HS mathematics	41.1	31.0	20.8

NAEP Achievement (NAEP 2007)	% of students performing at or above Proficient level											
	All		White		Black		Hisp		Asian/PI		Amer-I/AN	
	S	N	S	N	S	N	S	N	S	N	S	N
4th grade reading	35	32	38	42		14		17		45	15	20
8th grade reading	32	29	34	38		12		14		40	13	19
4th grade math	46	39	49	51		15		22		59	17	26
8th grade math	41	31	44	41		11		15		49	14	17

NAEP Achievement (NAEP 2007)	% of students performing at or above Proficient level					
	Economically disadvantaged		Students with disabilities		LEP students	
	S	N	S	N	S	N
4th grade reading	23	17	17	13		7
8th grade reading	20	15	8	7		4
4th grade math	30	22	24	19	21	13
8th grade math	29	15	9	8		6

Data Source Note : Preliminary SY 2007-08 Consolidated State Performance Report data are used in this report.

Column Headings Key for NAEP Tables: S=State, N=National

Gap Analysis: State Assessment Performance (ED*Facts*/CSPR SY 2007-08)	Difference in % of students performing at or above Proficient level				
	Econ dis'd - All students	LEP - All Students	Black - White	Hispanic - White	Black - Hispanic
4th grade reading	-11.7	-33.0	-21.1	-27.1	6.0
8th grade reading	-10.7	-34.1	-29.1	-11.6	-17.5
HS reading	-13.4	-41.5	-22.7	-14.5	-8.2
4th grade mathematics	-10.9	-23.7	-26.5	-10.1	-16.4
8th grade mathematics	-13.3	-29.4	-36.7	-21.8	-14.9
HS mathematics	-14.4	-34.7	-30.1	-21.1	-9.0

GAP Analysis: NAEP Assessment (NAEP 2007)	Difference in % of students performing at or above Proficient level				
	Econ dis'd - All students	LEP - All students	Black - White	Hispanic - White	Black - Hispanic
4th grade reading	-12.5				
8th grade reading	-11.7				
4th grade mathematics	-16.1	-24.6			
8th grade mathematics	-11.9				

State Assessment System (OESE 2008)	Approved	Approval Expected	Approval Pending	Approval Pending - Compliance Agreement
Approval status	x			

Economic Data (CCD FY 2007)			
Per-pupil expenditure	Current state $		Current national $
	$8,670.95		$9,682.56
Funding for education (in thousands)	Federal $	State $	Local $
	$150,169.28	$353,519.38	$491,706.15

Highly Qualified Teachers (ED*Facts*/CSPR SY 2007-08)	% of core classes taught by HQT		
	All	High Poverty	Low Poverty
All schools	100.0		
Elementary schools	100.0	100.0	100.0
Secondary schools	100.0	100.0	100.0

Title I Choice Options (ED*Facts*/CSPR SY 2007-08)	Eligible students	Participating students	
	#	#	%
Public school choice	0	0	
Supplemental services	453	242	53.4

Student Outcomes		
Averaged freshman graduation rate (AFGR) (NCES SY 2005-06)	State %	National %
	82.1	73.2
Graduates and dropouts (ED*Facts*/CSPR 2007-08 for SY 2006-07)	State graduation rate %	State dropout rate %
All students	87.7	2.3
White	90.1	1.8
Black, non-Hispanic	77.9	3.5
Hispanic	72.3	3.9
Asian/Pacific Islander	88.6	0.7
American Indian/Alaskan Native	64.9	7.9
Economically disadvantaged students	83.5	
Children with disabilities (IDEA)	79.6	
Limited English proficient students	73.8	
College enrollment rate (CCD/IPEDS 2005)	71.9	
AP participation rate (College Board 2008)	State %	
Took at least one examination	10.4	
Scored three or higher on an AP examination	State %	National %
	6.9	15.2

This profile was developed by ED*Facts* Performance Information Management Service staff at the U.S. Department of Education. Contact 202-401-0091 for further information. This report includes the most recent year's data, thus depending upon data sources, years will vary.

EXPLANATORY NOTES: EDFACTS STATE PROFILES

Please note that empty cells on the preceding tables indicate either "no data have been submitted by the states" or "data have been suppressed because of a small cell size."

Districts and Schools

The number of all districts and schools, Title I schools and charter schools in the state and the nation as of October 1, 2007 (or the closest school day to October 1). The counts in the profile include only the schools and districts that are operational based on the state's directory submission. The count of districts includes regular school districts and special local education agencies such as regional education service agencies (RESA), supervisory unions, and independent charter districts, with student total enrollment greater than zero. The count of schools includes all operational schools in the state. (Data source: ED*Facts*, SY 2007-08).

Five Largest School Districts

The five school districts in the state with the highest student enrollment and the number of students reported for each of those five districts as of October 1, 2007 (or the closest school day to October 1). (Data source: ED *Facts*, SY 2007-08).

Student Enrollment

The number and percentage of total students enrolled in public school in the state and nation as of October 1, 2007 (or the closest school day to October 1) for all grade levels from pre-kindergarten through 12th grade, as well as ungraded students. (Data source: ED*Facts*, SY 2007-08).

Economically disadvantaged students are students in schools determined to be eligible to participate in the Free Lunch Program under the National School Lunch Act.

Children with disabilities (IDEA) are children who are participating in special education programs, supported by federal funds offered through the Individuals with Disabilities Act (IDEA). This count includes children with mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities, with an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), or service plan.

Adequate Yearly Progress

The number and percentage of all schools and Title I schools in the state according to their adequate yearly progress (AYP) status. Adequate yearly progress is an individual state's measure of yearly progress toward achieving state academic standards based on criteria contained in the No Child Left Behind (NCLB) statute. Adequate yearly progress is the minimum level of improvement that states, school districts, and schools must achieve each year. (Data source: ED*Facts*/CSPR, SY 2007-08).

Made AYP is the number and percentage of all schools and Title I schools that achieved or exceeded the state standards. This percentage is calculated using the total number of schools reported in the Consolidated State Performance Report.

Identified for improvement (Year 1) is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" for two consecutive years in the same content area.

Identified for improvement (Year 2) is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" for three consecutive years in the same content area.

Corrective action is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" after four consecutive years in the same content area, including two years in improvement status.

Restructuring/Planning is the number and percentage of Title I schools that failed to meet the state's definition of "adequate yearly progress" after five consecutive years in the same content area.

Restructuring/Implementation is the number and percentage of Title I schools that failed to meet the state's definition of "adequate yearly progress" after six consecutive years in the same content area.

AMO

AMO stands for "annual measurable objective" and is the annual target percentage of students who perform at or above proficient on assessments relative to each subject area. Meeting AMO is the first step towards demonstrating adequate yearly progress under the federal law No Child Left Behind (NCLB). NCLB stipulates that all states demonstrate 100% proficiency by SY 2013-14. Several states have revised their AMOs with the development of new tests which may account for a lapse in data or a jump in AMOs between years. States will continue to revise their AMOs accordingly. Several states, including New York, Oklahoma, and Vermont, base their AMOs on a performance index; thus, these AMOs reflect index score points rather than the percentage of students who are proficient or above. AMO's cannot be compared across states, content areas, or, necessarily, across grades. (Data source: OESE; State Accountability Plans, 2008).

State Assessment Performance

The percentage of students in the state performing at or above the Proficient level (as determined by each state) for all students as well as students by race and ethnicity and special populations. Beginning in SY 2005-06, tests are administered every year in grades 3 through 8 in math and reading and one grade in high school. Beginning in SY 2007-08, science achievement is tested. (Data source: ED*Facts*/CSPR, SY 2007-08).

NAEP Achievement

The percentage of students in the state and nation who performed at or above the Proficient level on the state National Assessment of Educational Progress (NAEP), for all students as well as students by race and ethnicity and special populations. No Child Left Behind legislation requires states who receive Title I funding to participate in the state NAEP in reading and mathematics at grades 4 and 8 every two years. The state NAEP does not provide individual scores for the students or schools assessed. Instead, NAEP provides results about subject-matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., Hispanic students). (Data source: National Assessment of Educational Progress, 2007).

Gap Analysis: State Assessment Performance

The difference in the percentage of students performing at or above the Proficient level on state assessments, for selected special populations and racial/ethnic groups. Example: If the gap between economically disadvantaged and all students is –6.8%, this indicates that economically disadvantaged students perform at 6.8 percentage points below the performance of all students. (Data source: ED*Facts*/CSPR, SY 2007-08).

Gap Analysis: NAEP Assessment
The difference in the percentage of students performing at or above the Proficient level on NAEP assessments, for selected special populations and racial/ethnic groups. Example: If the gap between economically disadvantaged and all students is –6.8%, this indicates that economically disadvantaged students perform at 6.8 percentage points below the performance of all students. (Data source: National Assessment of Educational Progress, 2007).
State Assessment System
The U. S. Department of Education's designated approval status of the state assessment system, reported for four categories. Note that "Full approval" and "Approval with recommendations" are both reported as "Approved." (Data source: Office of Elementary and Secondary Education, 2008; data as of February 14, 2009).
Economic Data
Current per-pupil expenditure data (in dollars) for each state as well as the national average, and funding for education (in thousands of dollars) at the federal, state, and local levels. Student membership is used for the denominator in calculating PPE. Detail may not sum to totals because of rounding. (Data source: U. S. Department of Education, NCES, Common Core of Data (Fiscal), "National Public Education Financial Survey, (NPEFS), FY 2007, Version 1a)
Federal funding for education are funds provided from federal government agencies to a state or local education agency for education purposes.
State funding for education are funds produced within the boundaries of an SEA that are available for the use of the SEA, including allocation of funds to LEAs.
Local funding for education are funds produced within the boundaries of an LEA that are available for the use of the LEA.
State per-pupil expenditure is calculated by dividing current expenditures by student membership.
Average national per-pupil expenditure is calculated by summing expenditures for the 50 states and DC, and dividing that by the sum of average daily attendance for the 50 states and DC.
Highly Qualified Teachers
The percentage of core academic classes taught by highly qualified teachers in the state for all schools, high poverty schools, and low poverty schools, at the elementary and secondary levels. (Data source: ED*Facts*/CSPR, SY 2007-08).
Highly qualified teachers are, generally, teachers who have obtained full state certification as a teacher (including certification obtained through alternative routes to certification) or passed the state teacher licensing examination, and hold a license to teach in such state, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the state's public charter school law. Different provisions apply to new teachers, with specifications spelled out in the No Child Left Behind Act.
High poverty schools are schools in the top quartile of poverty in the state.
Low poverty schools are schools in the bottom quartile of poverty in the state.
Title I Choice Options
The number of students eligible for school choice and supplemental services; and the number and percentage of students participating in choice options. Students in schools identified as in need of improvement have the option to transfer to better public schools in their districts (school choice) or receive supplemental services in their home school. (Data source: ED*Facts*/CSPR, SY 2007-08).
Student Outcomes
Averaged Freshman graduation rate is an estimate of the percentage of public school students in an entering high school freshman class who graduate within four years. For SY 2005-06, the term equals the total number of diploma recipients in 2005-06 divided by the average membership of the 8th grade class in 2001-02, the 9th grade class in 2002-03, and the 10th grade class in 2003-04. (Data source: Common Core of Data, "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001-02; 2002-03; 2004-05; 2005-06, and 2006-07).
State graduation rate is the percentage of students measured from the beginning of high school who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years, or another definition developed by the state that more accurately measures the rate of students who graduate from high school with a regular diploma, which is approved by the Secretary in the state plan. This count does not calculate a dropout as a transfer. (Data source: ED*Facts*/CSPR, SY 2007-08 for SY 2006-07).
State dropout rate is calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with NCES CCD guidelines. (Data source: ED*Facts*/CSPR, SY 2007-08 for SY 2006-07).
College enrollment rate is the estimated percentage of high school graduates attending public or private colleges, by state, in 2005. The numerator for this rate is the number of freshman who graduated from high school in the previous 12 months (reported by IHEs on IPEDS) and the denominator is as the number of high school graduates as reported by states (CCD). (Data sources: Common Core of Data, "State Nonfiscal Survey of Public Elementary/Secondary Education," 2005-06; Private School Survey, 2004-05 (Digest of Education Statistics, 2007); and 2005 Integrated Postsecondary Education Data System (IPEDS), Spring 2006 (Digest of Education Statistics, 2006).
Advanced placement (AP) participation rate
Took at least one examination is the percentage of students in the state who took one or more Advanced Placement exams in public high schools in 2008 (Data source: College Board, 2008)
Scored 3 or higher on an AP exam is the percentage of students in the state and in the nation who scored 3 or higher on one AP exam during their high school years for the high school class of 2008 (Data source: College Board, 2008)