

North Dakota

NAEP proficiency level and percentile data as well as results from state assessments demonstrate the existence of an excellence gap for Free and Reduced Lunch Eligible students in earlier grades. White students had higher average Advanced Placement scores than Black and Hispanic students on AP tests and were more likely to make a “5” on an AP exam or take an AP exam.

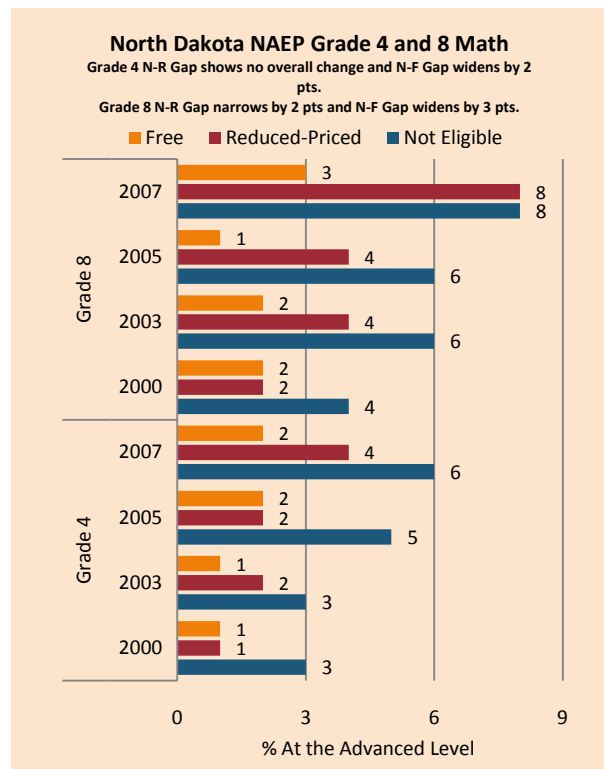
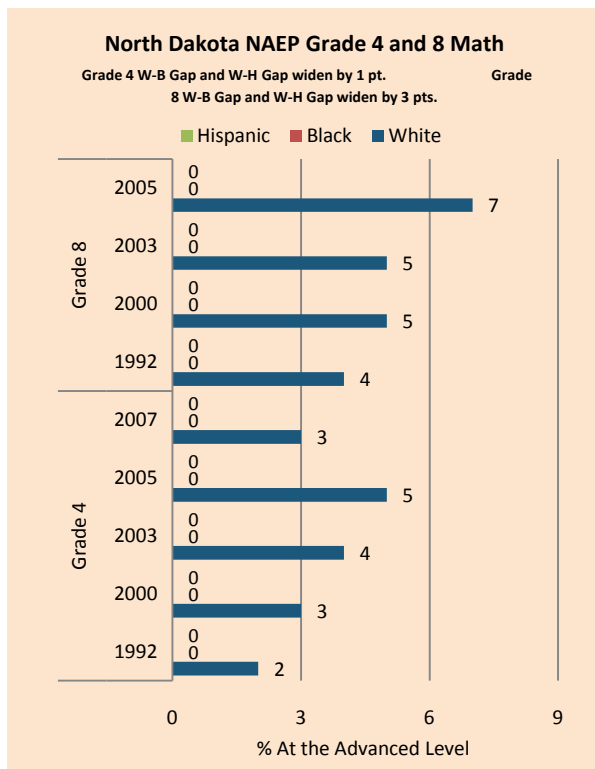
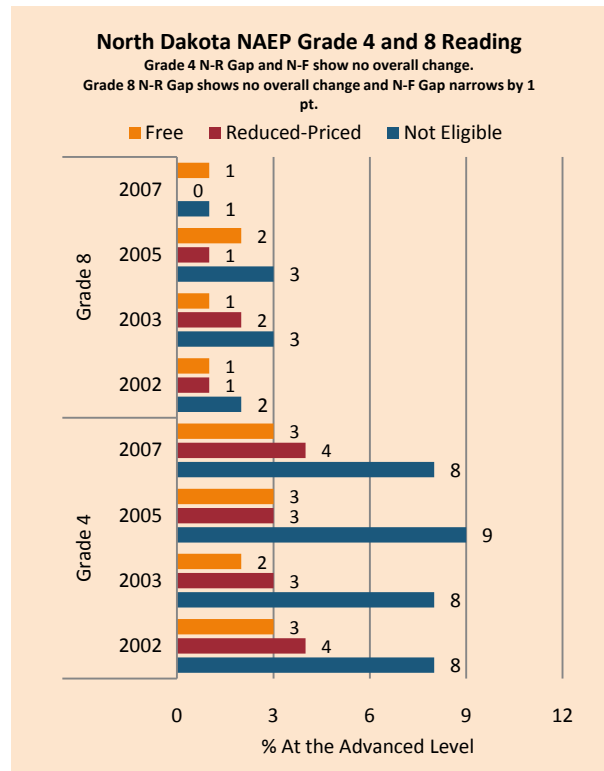
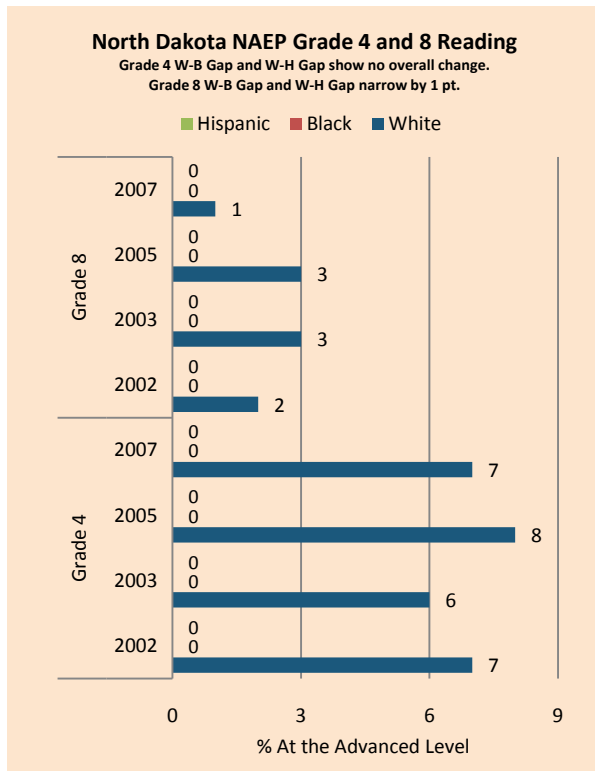
According to NAEP proficiency data, the percentage of students at the advanced level increased in Math, with non-FARM students improving more rapidly than their peers. The excellence gap declined in Reading Grade 4 due to greater FARM students’ growth in Grade 4. There was a general decline in performance in Reading Grade 8.

NAEP scale scores at the 90th percentile increased for both FARM and non-FARM students in both grades of Math as well as FARM students in Reading Grade 4, while both declined in Reading Grade 8. The excellence gap for FARM students widened in Math Grade 4 and Reading Grade 8, while it narrowed in Math Grade 8 and Reading Grade 4.

The proportion of students scoring at the highest level of state assessments increased in Grade 7 in Reading and Math across ethnic and income subgroups and remained roughly stable in Grade 4 in both subjects. Performance declined in Grade 11 except for Hispanic students in Math. The excellence gap trended lower across income and ethnic groups in Grade 4 in both subjects. Black and Hispanic students narrowed the achievement gap in Reading, with additional relative gains by African American students in Grade 7.

On the AP exam, there was an increase in achievement gaps in the number of tests taken weighted by enrollment. The gap increased for Hispanic students as measured by mean AP scores and the percentage of exams scoring a 5. The gap for Black students decreased in the percentage of 5’s (unweighted), but increased when weighted by enrollment.

Summary of State Policy as of 2006-2007							
State	Mandate Identify	Mandate Services	Gifted Identified	Identified by Gender	Identified by Ethnicity	GT Funding	GT Funding per Identified
North Dakota	no	no	Not collected	no	no	\$200,000	N/A



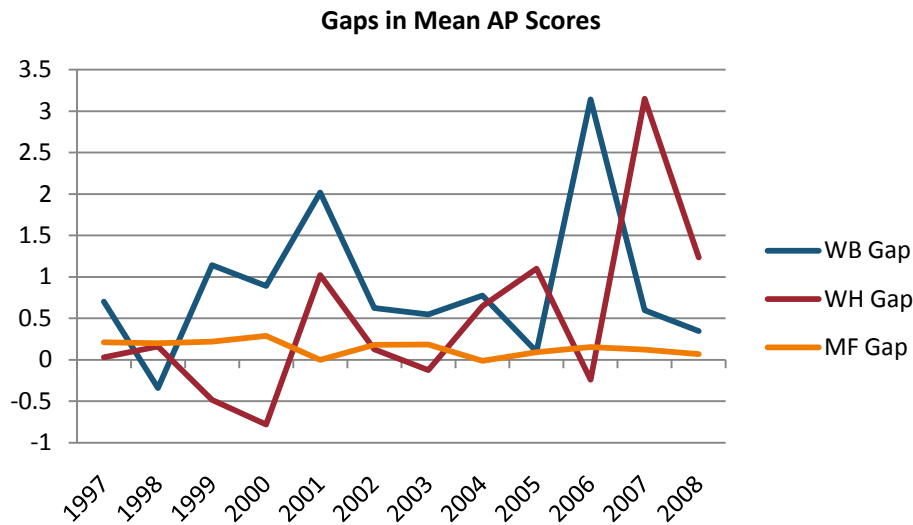
NAEP Scores at the 90 th Percentile				
Subject, Grade, Group	2003	2007	2003 Gap	2007 Gap
Math 4 Male	270	276	6	5
Math 4 Female	264	272		
Math 8 Male	324	330	1	5
Math 8 Female	323	325		
Reading 4 Male	257	258	6	8
Reading 4 Female	264	266		
Reading 8 Male	301	296	10	9
Reading 8 Female	311	305		
Math 4 ELL	242	261	26	14
Math 4 NonELL	268	275		
Math 8 ELL				
Math 8 NonELL	323	328		
Reading 4 ELL	230		31	
Reading 4 NonELL	261	262		
Reading 8 ELL				
Reading 8 NonELL	307	301		
Math 4 FARM	260	265	11	13
Math 4 NonFARM	270	277		
Math 8 FARM	313	321	12	9
Math 8 NonFARM	326	330		
Reading 4 FARM	249	252	16	13
Reading 4 NonFARM	264	265		
Reading 8 FARM	299	292	10	11
Reading 8 NonFARM	309	303		
Math 4 White	281	281		
Math 4 Black	254	255	28	26
Math 4 Hispanic	267	263	14	18
Math 8 White	324	329		
Math 8 Black				
Math 8 Hispanic				
Reading 4 White	262	263		
Reading 4 Black				
Reading 4 Hispanic				
Reading 8 White	308	301		
Reading 8 Black				
Reading 8 Hispanic				

ND State Assessment Grade 4, 7 (8), 11 (12) English/Language Arts Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 4					Grade 7					Grade 11				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2003	23	13	13	10	10	Data not Available					Data not Available				
2004	25	12	12	13	13	Data not Available					Data not Available				
2005	20	12	14	8	6	18	10	6	8	12	19	10	12	9	7
2006	22	13	17	9	5	25	16	13	9	12	15	11	12	4	3
2007	24	10	13	14	11	23	19	11	4	12	20	11	16	9	4
2008	25	15	12	10	13	22	16	11	6	11	14	7	11	7	3

ND State Assessment Grade 4, 7 (8), 11 (12) Mathematics Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 4					Grade 7					Grade 11				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2003	21	9	10	12	11	Data not Available					Data not Available				
2004	25	11	10	14	15	Data not Available					Data not Available				
2005	20	15	12	5	8	20	6	9	14	11	21	10	8	11	13
2006	23	12	7	11	16	22	6	8	16	14	22	9	9	13	13
2007	25	15	14	10	11	30	19	13	11	17	21	7	11	14	10
2008	19	9	11	10	8	34	22	14	12	20	18	4	13	14	5

ND State Assessment Grade 4, 7 (8), 11 (12) English/Language Arts Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 11		
	N	P	Gap	N	P	Gap	N	P	Gap
2003	26	13	13	Data not Available			Data not Available		
2004	28	15	13	Data not Available			Data not Available		
2005	22	11	11	20	9	11	20	11	9
2006	24	14	10	27	14	13	16	8	8
2007	27	13	14	25	13	12	21	12	9
2008	27	16	11	25	11	14	15	8	7

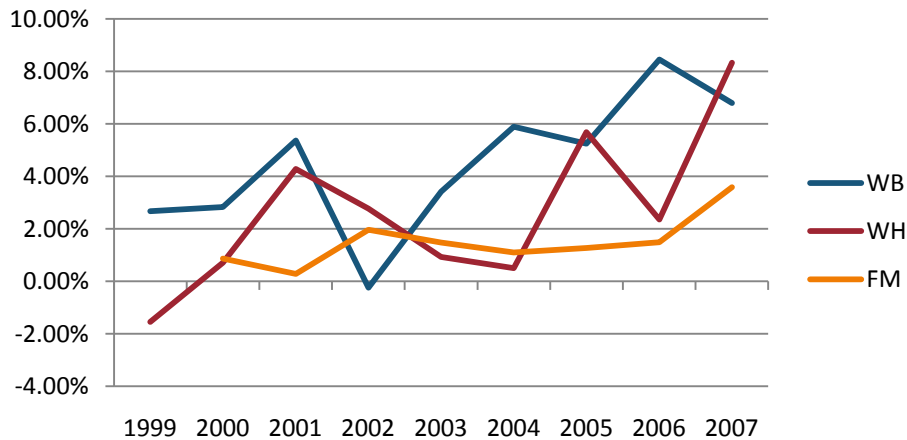
ND State Assessment Grade 4, 7 (8), 11 (12) Mathematics Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 11		
	N	P	Gap	N	P	Gap	N	P	Gap
2003	24	12	12	Data not Available			Data not Available		
2004	28	14	14	Data not Available			Data not Available		
2005	23	12	9	22	11	11	22	11	11
2006	25	14	11	24	12	12	24	10	14
2007	27	14	13	33	18	15	22	12	10
2008	21	12	9	37	20	17	19	10	9



Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup*												
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Male	13.45%	18.18%	16.20%	18.32%	11.25%	14.93%	17.28%	13.96%	15.69%	15.10%	16.37%	14.61%
Female	8.36%	10.43%	10.78%	10.40%	9.80%	11.57%	14.37%	11.64%	13.11%	11.55%	12.11%	11.07%
White	9.69%	13.42%	13.07%	13.85%	10.66%	12.67%	14.90%	12.59%	13.41%	12.59%	13.43%	11.83%
Black	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	10.00%
Hispanic	0.00%	14.29%	25.00%	42.86%	0.00%	12.50%	18.18%	7.69%	0.00%	23.08%	0.00%	0.00%
M-F Gap	5.08%	7.76%	5.43%	7.91%	1.45%	3.36%	2.91%	2.32%	2.58%	3.55%	4.27%	3.53%
W-B Gap	9.69%	-36.58%	13.07%	13.85%	10.66%	12.67%	14.90%	12.59%	13.41%	12.59%	13.43%	1.83%
W-H Gap	9.69%	-0.86%	-11.93%	-29.00%	10.66%	0.17%	-3.29%	4.89%	13.41%	-10.49%	13.43%	11.83%

Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup Weighted by Enrollment*									
	1999	2000	2001	2002	2003	2004	2005	2006	2007
Male		0.88%	0.66%	0.96%	1.16%	0.99%	1.27%	1.35%	1.49%
Female		0.59%	0.61%	0.97%	1.18%	0.95%	1.23%	1.21%	1.54%
White	0.58%	0.74%	0.66%	0.96%	1.11%	0.97%	1.15%	1.22%	1.49%
Black	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Hispanic	1.49%	1.99%	0.00%	0.60%	1.19%	0.56%	0.00%	1.69%	0.00%
M-F Gap		0.29%	0.06%	-0.01%	-0.02%	0.04%	0.04%	0.15%	-0.05%
W-B Gap	0.58%	0.74%	0.66%	0.96%	1.11%	0.97%	1.15%	1.22%	1.49%
W-H Gap	-0.91%	-1.25%	0.66%	0.36%	-0.08%	0.42%	1.15%	-0.47%	1.49%

Gaps in the Number of Tests Taken Weighted by Subgroup Enrollment*



*The unit of analysis for AP data is the test, not the student. AP test results are presented as the number of scores received by members of each subgroup, NOT the number of students who received a given score on any exam. These numbers are not equivalent because some students take multiple tests.