

The National Assessment of Educational Progress (NAEP) assesses reading in two content areas: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for North Dakota	Student Percentage at NAEP Achievement Levels																																								
<ul style="list-style-type: none"> In 2005, the average scale score for fourth-grade students in North Dakota was 225. This was higher¹ than their average score in 2003 (222), and was not significantly different from their average score in 1992 (226). North Dakota's average score (225) in 2005 was higher than that of the Nation's public schools (217). Of the 52 states and other jurisdictions² that participated in the 2005 fourth-grade assessment, students' average scale scores in North Dakota were higher than those in 34 jurisdictions, not significantly different from those in 15 jurisdictions, and lower than those in 2 jurisdictions. The percentage of students in North Dakota who performed at or above the NAEP <i>Proficient</i> level was 35 percent in 2005. This percentage was greater than that in 2003 (32 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 <i>Basic</i> level was 72 percent in 2005. This percentage was not significantly different from that in 2003 (69 percent), and was not significantly different from that in 1992 (74 percent). 	<p>North Dakota (public)</p> <table border="1"> <caption>North Dakota (public) Student Percentage at NAEP Achievement Levels</caption> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>1992¹</td> <td>26</td> <td>39</td> <td>29</td> <td>6</td> </tr> <tr> <td>1994¹</td> <td>27</td> <td>35</td> <td>29</td> <td>8</td> </tr> <tr> <td>2002</td> <td>29</td> <td>38</td> <td>28</td> <td>6</td> </tr> <tr> <td>2003</td> <td>31</td> <td>37</td> <td>26</td> <td>6</td> </tr> <tr> <td>2005</td> <td>28</td> <td>36</td> <td>28</td> <td>7</td> </tr> </tbody> </table> <p>Nation (public)</p> <table border="1"> <caption>Nation (public) Student Percentage at NAEP Achievement Levels (2005)</caption> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>38</td> <td>33</td> <td>23</td> <td>7</td> </tr> </tbody> </table> <p>Percent below Basic Percent at Basic, Proficient, and Advanced</p> <p>■ Below Basic □ Basic ▒ Proficient ■ Advanced</p> <p>¹ Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP reading achievement levels correspond to the following scale points: Below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; Advanced, 268 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	1992 ¹	26	39	29	6	1994 ¹	27	35	29	8	2002	29	38	28	6	2003	31	37	26	6	2005	28	36	28	7	Year	Below Basic	Basic	Proficient	Advanced	2005	38	33	23	7
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Performance of NAEP Reporting Groups in North Dakota						
Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above		Percent Advanced
				Basic	Proficient	
Male	50	222↑	30	70	33	6
Female	50	227	26	74	38	8
White	88	228↑	25	75	38↑	8
Black	1	‡	‡	‡	‡	‡
Hispanic	1	‡	‡	‡	‡	‡
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	9	198	60	40	9	1
Eligible for free/reduced-price school lunch	33	214↑	40	60	23	3
Not eligible for free/reduced-price school lunch	67	230↑	22	78	42	9

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																																										
<ul style="list-style-type: none"> In 2005, male students in North Dakota had an average score that was lower than that of female students by 5 points. In 1992, there was no significant difference between the average score of male and female students. Data are not reported for Black students in 2005, because reporting standards were not met. Therefore, the performance gap data are not reported. Data are not reported for Hispanic students in 2005, because reporting standards were not met. Therefore, the performance gap data are not reported. In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 16 points. In 2002, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 15 points. In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 42 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 39 points. 	<table border="1"> <caption>Reading Scale Scores at Selected Percentiles</caption> <thead> <tr> <th>Year</th> <th>75th Percentile (Accommodations not permitted)</th> <th>75th Percentile (Accommodations permitted)</th> <th>50th Percentile (Accommodations not permitted)</th> <th>50th Percentile (Accommodations permitted)</th> <th>25th Percentile (Accommodations not permitted)</th> <th>25th Percentile (Accommodations permitted)</th> </tr> </thead> <tbody> <tr> <td>'92</td> <td>246</td> <td>248</td> <td>227</td> <td>228</td> <td>207</td> <td>205</td> </tr> <tr> <td>'94</td> <td>248</td> <td>244</td> <td>228</td> <td>224*</td> <td>205</td> <td>202*</td> </tr> <tr> <td>'02</td> <td>245</td> <td>244</td> <td>226</td> <td>224*</td> <td>204</td> <td>202*</td> </tr> <tr> <td>'03</td> <td>244</td> <td>247</td> <td>224*</td> <td>227</td> <td>202*</td> <td>205</td> </tr> <tr> <td>'05</td> <td>247</td> <td>247</td> <td>227</td> <td>227</td> <td>205</td> <td>205</td> </tr> </tbody> </table> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.</p>	Year	75th Percentile (Accommodations not permitted)	75th Percentile (Accommodations permitted)	50th Percentile (Accommodations not permitted)	50th Percentile (Accommodations permitted)	25th Percentile (Accommodations not permitted)	25th Percentile (Accommodations permitted)	'92	246	248	227	228	207	205	'94	248	244	228	224*	205	202*	'02	245	244	226	224*	204	202*	'03	244	247	224*	227	202*	205	'05	247	247	227	227	205	205
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The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (5% nationally in 2005) and English language learners (2% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2005 Reading Assessments.