

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics 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 243. This was higher¹ than their average score in 2003 (238), and was higher than their average score in 1992 (229). North Dakota's average score (243) in 2005 was higher than that of the Nation's public schools (237). 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 35 jurisdictions, not significantly different from those in 12 jurisdictions, and lower than those in 4 jurisdictions. The percentage of students in North Dakota who performed at or above the NAEP <i>Proficient</i> level was 40 percent in 2005. This percentage was greater than that in 2003 (34 percent), and was greater than that in 1992 (22 percent). The percentage of students in North Dakota who performed at or above the NAEP <i>Basic</i> level was 89 percent in 2005. This percentage was greater than that in 2003 (83 percent), and was greater than that in 1992 (72 percent). 	<p>North Dakota (public)</p> <table border="1"> <caption>NAEP Achievement Levels Data (North Dakota - Public)</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>28*</td> <td>50</td> <td>21*</td> <td>1*</td> </tr> <tr> <td>1996¹</td> <td>25*</td> <td>51</td> <td>22*</td> <td>2*</td> </tr> <tr> <td>2000¹</td> <td>25*</td> <td>50</td> <td>23*</td> <td>2*</td> </tr> <tr> <td>2000</td> <td>27*</td> <td>49</td> <td>22*</td> <td>2*</td> </tr> <tr> <td>2003</td> <td>17*</td> <td>49</td> <td>32*</td> <td>2*</td> </tr> <tr> <td>2005</td> <td>11</td> <td>48</td> <td>37</td> <td>4</td> </tr> </tbody> </table> <p>Nation (public)</p> <table border="1"> <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>21</td> <td>44</td> <td>30</td> <td>5</td> </tr> </tbody> </table> <p>Percent below <i>Basic</i> Percent at <i>Basic</i>, <i>Proficient</i>, and <i>Advanced</i></p> <p>■ Below <i>Basic</i> □ <i>Basic</i> ■ <i>Proficient</i> ■ <i>Advanced</i></p> <p>¹ Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP mathematics achievement levels correspond to the following scale points: <i>Below Basic</i>, 213 or lower; <i>Basic</i>, 214–248; <i>Proficient</i>, 249–281; <i>Advanced</i>, 282 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	1992 ¹	28*	50	21*	1*	1996 ¹	25*	51	22*	2*	2000 ¹	25*	50	23*	2*	2000	27*	49	22*	2*	2003	17*	49	32*	2*	2005	11	48	37	4	Year	Below Basic	Basic	Proficient	Advanced	2005	21	44	30	5
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Performance of NAEP Reporting Groups in North Dakota						
Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent of students at or above <i>Proficient</i>	Percent <i>Advanced</i>
Male	50	244↑	10↓	90↑	43	5
Female	50	241↑	12↓	88↑	38↑	3
White	88	245↑	9↓	91↑	43↑	4↑
Black	1	‡	‡	‡	‡	‡
Hispanic	1	‡	‡	‡	‡	‡
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	8	223↑	34↓	66↑	13	#
Eligible for free/reduced-price school lunch	32	234↑	20↓	80↑	28↑	2
Not eligible for free/reduced-price school lunch	68	247↑	7↓	93↑	46↑	5

Average Score Gaps Between Selected Groups	Mathematics Scale Scores at Selected Percentiles																								
<ul style="list-style-type: none"> In 2005, male students in North Dakota had an average score that was higher than that of female students by 3 points. In 1992, the average score for male students was higher than that of female students by 3 points. 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 13 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 11 points. In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 31 points. This performance gap was narrower than that of 1992 (35 points). 	<table border="1"> <caption>NAEP Mathematics Scale Scores at Selected Percentiles</caption> <thead> <tr> <th>Year</th> <th>75th Percentile</th> <th>50th Percentile</th> <th>25th Percentile</th> </tr> </thead> <tbody> <tr> <td>'92</td> <td>247*</td> <td>229*</td> <td>212*</td> </tr> <tr> <td>'96</td> <td>248*</td> <td>232*</td> <td>214*</td> </tr> <tr> <td>'00</td> <td>249*</td> <td>232*</td> <td>214*</td> </tr> <tr> <td>'03</td> <td>255*</td> <td>239*</td> <td>221*</td> </tr> <tr> <td>'05</td> <td>259</td> <td>243</td> <td>228</td> </tr> </tbody> </table> <p>■ --- ■ Accommodations were not permitted □ --- □ Accommodations were permitted</p> <p>Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels of the distribution performed.</p>	Year	75th Percentile	50th Percentile	25th Percentile	'92	247*	229*	212*	'96	248*	232*	214*	'00	249*	232*	214*	'03	255*	239*	221*	'05	259	243	228
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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 (2% nationally in 2005) and English language learners (1% 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 Mathematics Assessments.