

**CONSOLIDATED STATE PERFORMANCE REPORT:  
Part I**

for  
**STATE FORMULA GRANT PROGRAMS**  
under the  
**ELEMENTARY AND SECONDARY EDUCATION ACT**  
As amended in 2001

For reporting on  
**School Year 2018-19**

**North Dakota**



**PART I DUE Thursday, April 09, 2020**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## INTRODUCTION

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303<sup>1</sup> of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)*<sup>2</sup>.

## Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

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<sup>1</sup> SEC.8303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

<sup>2</sup> All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

OMB Number: 1810-0724
Expiration Date: 10/31/2022

Consolidated State Performance Report  
For  
State Formula Grant Programs  
under the  
Elementary And Secondary Education Act  
as amended in 2001

**Check the one that indicates the report you are submitting:**

Part I, 2018-19    Part II, 2018-19

**Name of State Education Agency (SEA) Submitting This Report:**

North Dakota Department of Public Instruction

**Address:**

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**Name of Authorizing State Official: (Print or Type):**

Kirsten Baesler, State Superintendent

**Submitted Date and Time:**

05/04/20 2:28:45 PM

**1.1 GENERAL INFORMATION**

This section collects data on State's Annual State Report Cards required under Section 1111(h)(1)(A) of the *ESEA*.

**1.1.1 State Report Cards**

Provide the url for your State's publicly posted Annual State Report Card required under Section 1111(h)(1)(A) of the <i>ESEA</i> .	<a href="https://insights.nd.gov/">https://insights.nd.gov/</a>
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**Comments:** The response is limited to 4,000 characters.

## 1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS

This section collects data on student academic achievement and participation in the State assessments.

**Note:** States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that align with their accountability system.

### 1.2.1 Academic Achievement and Participation in Mathematics Assessment

In the table below, provide information on the achievement and participation of students on the mathematics assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the mathematics assessment, the number of students who took the mathematics assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who participated in the assessment and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children with disabilities, as defined under the *Individuals with Disabilities Education Act* (*IDEA*), who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "English learners" should include recently arrived students who are identified as English Learners (ELs) and who have attended schools in the U.S. for less than 12 months. Do not include former ELs (i.e., those who exited EL status prior to the testing window within the past four years).

This table is repeated for each of grades three through eight and once for high school.

#### 1.2.1.1 Academic Achievement and Participation in Mathematics Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	8,680	99.2%	8,680	S	48.8%
American Indian or Alaska Native	S	837	>=99%	837	S	27%
Asian or Pacific Islander	S	231	>=95%	231	S	47%
Asian	S	197	>=95%	197	S	50%
Native Hawaiian or other Pacific Islander	S	34	>=90%	34	S	32%
Black or African American	S	565	>=99%	565	S	29%
Hispanic or Latino	S	488	>=99%	488	S	27%
White	S	6,559	99.2%	6,559	S	55%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	1,288	97%	1,288	S	26%
English learners	S	407	>=99%	407	S	19%
Economically disadvantaged students	S	3,012	99.1%	3,012	S	32.4%
Children in foster care	S	66	>=95%	66	S	30%
Children who are homeless	S	172	>=95%	172	S	28%
Migratory students	S	15	>=80%	15	S	<50%
Military connected students	S	171	>=95%	171	S	53%
Male	S	4,473	99%	4,473	S	51.8%
Female	S	4,207	99.4%	4,207	S	45.6%

**Comments:** The response is limited to 4,000 characters.

**1.2.1.2 Academic Achievement and Participation in Mathematics Assessment – Grade 4**

<b>Grade 4</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	8,794	99.1%	8,794	S	43.5%
American Indian or Alaska Native	S	837	>=99%	837	S	22%
Asian or Pacific Islander	S	227	>=95%	227	S	43%
<i>Asian</i>	S	184	>=95%	184	S	47%
<i>Native Hawaiian or other Pacific Islander</i>	S	43	>=90%	43	S	26%
Black or African American	S	588	>=99%	588	S	24%
Hispanic or Latino	S	487	>=99%	487	S	29%
White	S	6,655	99.2%	6,655	S	49%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	1,308	97%	1,308	S	18%
English learners	S	392	>=99%	392	S	18%
Economically disadvantaged students	S	3,018	98.7%	3,018	S	26.8%
Children in foster care	S	57	>=90%	57	S	14%
Children who are homeless	S	128	>=95%	128	S	22%
Migratory students	S	13	>=50%	13	S	<50%
Military connected students	S	140	>=95%	140	S	40%
Male	S	4,469	98.9%	4,469	S	45.4%
Female	S	4,325	99.4%	4,325	S	41.4%

**Comments:** The response is limited to 4,000 characters.

**1.2.1.3 Academic Achievement and Participation in Mathematics Assessment – Grade 5**

<b>Grade 5</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	8,731	99.2%	8,731	S	48.1%
American Indian or Alaska Native	S	839	>=99%	839	S	23%
Asian or Pacific Islander	S	204	>=95%	204	S	50%
<i>Asian</i>	S	167	>=95%	167	S	55%
<i>Native Hawaiian or other Pacific Islander</i>	S	37	>=90%	37	S	30%
Black or African American	S	566	>=99%	566	S	28%
Hispanic or Latino	S	489	>=99%	489	S	30%
White	S	6,633	99.2%	6,633	S	54.3%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	1,229	97%	1,229	S	20%
English learners	S	325	>=99%	325	S	14%
Economically disadvantaged students	S	2,997	99.1%	2,997	S	31%
Children in foster care	S	57	>=90%	57	S	35%
Children who are homeless	S	165	>=95%	165	S	19%
Migratory students	S	16	>=80%	16	S	<=20%
Military connected students	S	149	>=95%	149	S	56%
Male	S	4,473	99.2%	4,473	S	49.9%
Female	S	4,258	99.3%	4,258	S	46.3%

**Comments:** The response is limited to 4,000 characters.

## 1.2.1.4 Academic Achievement and Participation in Mathematics Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	8,743	99.1%	8,743	S	46.9%
American Indian or Alaska Native	S	877	98%	877	S	21%
Asian or Pacific Islander	S	194	>=95%	194	S	48%
<i>Asian</i>	S	157	>=95%	157	S	54%
<i>Native Hawaiian or other Pacific Islander</i>	S	37	>=90%	37	S	27%
Black or African American	S	528	>=99%	528	S	24%
Hispanic or Latino	S	505	>=99%	505	S	28%
White	S	6,639	99.2%	6,639	S	53.5%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	1,235	97%	1,235	S	14%
English learners	S	222	>=95%	222	S	11%
Economically disadvantaged students	S	3,005	98.9%	3,005	S	29.3%
Children in foster care	S	47	>=90%	47	S	11%
Children who are homeless	S	131	>=95%	131	S	27%
Migratory students	S	17	>=80%	17	S	<=20%
Military connected students	S	128	>=95%	128	S	58%
Male	S	4,498	99.1%	4,498	S	46.1%
Female	S	4,245	99.1%	4,245	S	47.8%

**Comments:** The response is limited to 4,000 characters.



**1.2.1.5 Academic Achievement and Participation in Mathematics Assessment – Grade 7**

<b>Grade 7</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	8,428	98.4%	8,428	S	39.9%
American Indian or Alaska Native	S	839	98%	839	S	15%
Asian or Pacific Islander	S	185	>=95%	185	S	45%
<i>Asian</i>	S	151	>=95%	151	S	46%
<i>Native Hawaiian or other Pacific Islander</i>	S	34	>=90%	34	S	38%
Black or African American	S	494	98%	494	S	21%
Hispanic or Latino	S	454	98%	454	S	21%
White	S	6,456	98.6%	6,456	S	45.8%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	1,153	96%	1,153	S	9%
English learners	S	236	>=95%	236	S	7%
Economically disadvantaged students	S	2,727	98%	2,727	S	23%
Children in foster care	S	32	>=90%	32	S	<=10%
Children who are homeless	S	132	93%	132	S	14%
Migratory students	S	13	>=50%	13	S	<50%
Military connected students	S	107	>=95%	107	S	50%
Male	S	4,347	98.3%	4,347	S	38.9%
Female	S	4,081	98.6%	4,081	S	41%

**Comments:** The response is limited to 4,000 characters.

**1.2.1.6 Academic Achievement and Participation in Mathematics Assessment – Grade 8**

<b>Grade 8</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	8,057	98.3%	8,057	S	46.3%
American Indian or Alaska Native	S	828	98%	828	S	22%
Asian or Pacific Islander	S	160	>=95%	160	S	48%
<i>Asian</i>	S	135	>=95%	135	S	50%
<i>Native Hawaiian or other Pacific Islander</i>	S	25	>=80%	25	S	40%
Black or African American	S	474	98%	474	S	22%
Hispanic or Latino	S	415	98%	415	S	26%
White	S	6,180	98.5%	6,180	S	52.7%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	1,019	94%	1,019	S	11%
English learners	S	201	>=95%	201	S	6%
Economically disadvantaged students	S	2,647	98%	2,647	S	28%
Children in foster care	S	44	>=90%	44	S	14%
Children who are homeless	S	103	94%	103	S	29%
Migratory students	S	11	>=50%	11	S	<50%
Military connected students	S	89	>=95%	89	S	62%
Male	S	4,206	98.2%	4,206	S	45.5%
Female	S	3,851	98.4%	3,851	S	47.1%

**Comments:** The response is limited to 4,000 characters.

**1.2.1.7 Academic Achievement and Participation in Mathematics Assessment – High School**

<b>High School</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	7,185	97.2%	7,185	S	31.1%
American Indian or Alaska Native	S	651	95%	651	S	9%
Asian or Pacific Islander	S	176	91%	176	S	33%
<i>Asian</i>	S	153	92%	153	S	32%
<i>Native Hawaiian or other Pacific Islander</i>	S	23	>=80%	23	S	39%
Black or African American	S	384	96%	384	S	10%
Hispanic or Latino	S	317	95%	317	S	12%
White	S	5,657	97.9%	5,657	S	36%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	859	93%	859	S	5%
English learners	S	231	94%	231	S	<=5%
Economically disadvantaged students	S	1,967	96%	1,967	S	14%
Children in foster care	S	32	>=90%	32	S	<=10%
Children who are homeless	S	88	92%	88	S	<=5%
Migratory students	S	5	S	5	S	S
Military connected students	S	63	>=95%	63	S	37%
Male	S	3,637	96.9%	3,637	S	31.2%
Female	S	3,548	97.6%	3,548	S	31%

**Comments:** The response is limited to 4,000 characters.

### 1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment

In the table below, provide information on the achievement and participation of students on the reading/language arts assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the reading/language arts assessment, the number of students who took the reading/language arts assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "English learners" does not include recently arrived students who have attended schools in the United States for fewer than 12 months and who took an assessment of English language proficiency (ELP) in lieu of the State's reading/language arts assessment. Do not include former ELs.

This table is repeated for each of grades three through eight and once for high school.

#### 1.2.2.1 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	8,656	98.9%	8,641	S	47.6%
American Indian or Alaska Native	S	833	98%	833	S	25%
Asian or Pacific Islander	S	230	>=95%	227	S	52%
Asian	S	197	>=95%	195	S	53%
Native Hawaiian or other Pacific Islander	S	33	>=90%	32	S	47%
Black or African American	S	563	>=99%	558	S	33%
Hispanic or Latino	S	484	98%	480	S	36%
White	S	6,546	99%	6,543	S	52.3%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	1,287	97%	1,286	S	26%
English Learners	S	403	>=99%	388	S	23%
Economically disadvantaged students	S	2,997	98.6%	2,987	S	35%
Children in foster care	S	66	>=95%	66	S	32%
Children who are homeless	S	167	>=95%	166	S	28%
Migratory students	S	15	>=80%	15	S	<50%
Military connected students	S	171	>=95%	171	S	61%
Male	S	4,459	98.7%	4,450	S	43.3%
Female	S	4,197	99.2%	4,191	S	52.2%

**Comments:** The response is limited to 4,000 characters.

**1.2.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 4**

<b>Grade 4</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	8,761	98.8%	8,754	S	44.4%
American Indian or Alaska Native	S	834	98%	834	S	26%
Asian or Pacific Islander	S	225	>=95%	224	S	47%
<i>Asian</i>	S	182	>=95%	182	S	49%
<i>Native Hawaiian or other Pacific Islander</i>	S	43	>=90%	42	S	40%
Black or African American	S	581	98%	578	S	32%
Hispanic or Latino	S	480	98%	479	S	34%
White	S	6,641	99%	6,639	S	48.5%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	1,300	96%	1,300	S	18%
English Learners	S	381	96%	374	S	21%
Economically disadvantaged students	S	3,001	98.2%	2,998	S	31%
Children in foster care	S	56	>=90%	56	S	20%
Children who are homeless	S	130	>=95%	129	S	28%
Migratory students	S	12	>=50%	12	S	<50%
Military connected students	S	140	>=95%	140	S	47%
Male	S	4,452	98.5%	4,450	S	39%
Female	S	4,309	99%	4,304	S	50%

**Comments:** The response is limited to 4,000 characters.

**1.2.2.3 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 5**

<b>Grade 5</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	8,718	99.1%	8,708	S	46.7%
American Indian or Alaska Native	S	836	>=99%	836	S	26%
Asian or Pacific Islander	S	205	>=95%	203	S	50%
<i>Asian</i>	S	169	>=95%	168	S	52%
<i>Native Hawaiian or other Pacific Islander</i>	S	36	>=90%	35	S	40%
Black or African American	S	562	>=99%	557	S	36%
Hispanic or Latino	S	489	>=99%	486	S	30%
White	S	6,626	99.1%	6,626	S	51.3%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	1,221	97%	1,220	S	17%
English Learners	S	322	98%	312	S	15%
Economically disadvantaged students	S	2,991	98.9%	2,982	S	32%
Children in foster care	S	57	>=90%	57	S	33%
Children who are homeless	S	163	>=95%	162	S	21%
Migratory students	S	16	>=80%	16	S	<=20%
Military connected students	S	149	>=95%	149	S	48%
Male	S	4,468	99%	4,461	S	40.8%
Female	S	4,250	99.1%	4,247	S	52.9%

**Comments:** The response is limited to 4,000 characters.

**1.2.2.4 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 6**

<b>Grade 6</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	8,723	98.9%	8,715	S	49.2%
American Indian or Alaska Native	S	868	98%	868	S	28%
Asian or Pacific Islander	S	196	>=95%	195	S	48%
<i>Asian</i>	S	159	>=95%	158	S	53%
<i>Native Hawaiian or other Pacific Islander</i>	S	37	>=90%	37	S	30%
Black or African American	S	527	>=99%	522	S	35%
Hispanic or Latino	S	499	98%	497	S	35%
White	S	6,633	99.2%	6,633	S	54.2%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	1,226	97%	1,225	S	16%
English Learners	S	223	>=95%	215	S	12%
Economically disadvantaged students	S	2,986	98.5%	2,980	S	34%
Children in foster care	S	47	>=90%	47	S	30%
Children who are homeless	S	129	>=95%	129	S	28%
Migratory students	S	17	>=80%	17	S	<=20%
Military connected students	S	126	>=95%	126	S	70%
Male	S	4,480	98.8%	4,476	S	41.1%
Female	S	4,243	99.1%	4,239	S	57.8%

**Comments:** The response is limited to 4,000 characters.

**1.2.2.5 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 7**

<b>Grade 7</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	8,397	98.1%	8,386	S	45.9%
American Indian or Alaska Native	S	833	97%	833	S	20%
Asian or Pacific Islander	S	186	>=95%	184	S	56%
<i>Asian</i>	S	152	>=95%	151	S	59%
<i>Native Hawaiian or other Pacific Islander</i>	S	34	>=90%	33	S	42%
Black or African American	S	493	98%	489	S	31%
Hispanic or Latino	S	448	97%	443	S	30%
White	S	6,437	98.3%	6,437	S	51.1%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	1,139	94%	1,138	S	14%
English Learners	S	235	>=95%	224	S	8%
Economically disadvantaged students	S	2,712	97%	2,704	S	29%
Children in foster care	S	32	>=90%	32	S	28%
Children who are homeless	S	130	92%	130	S	18%
Migratory students	S	13	>=50%	13	S	<50%
Military connected students	S	107	>=95%	106	S	70%
Male	S	4,328	97.9%	4,323	S	39.9%
Female	S	4,069	98.3%	4,063	S	52.2%

**Comments:** The response is limited to 4,000 characters.



**1.2.2.6 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 8**

<b>Grade 8</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	8,036	98%	8,022	S	50.2%
American Indian or Alaska Native	S	830	98%	830	S	32%
Asian or Pacific Islander	S	161	>=95%	161	S	53%
<i>Asian</i>	S	136	>=95%	136	S	54%
<i>Native Hawaiian or other Pacific Islander</i>	S	25	>=80%	25	S	48%
Black or African American	S	473	98%	462	S	33%
Hispanic or Latino	S	408	96%	405	S	34%
White	S	6,164	98.2%	6,164	S	54.9%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	1,015	94%	1,014	S	13%
English Learners	S	198	>=95%	184	S	8%
Economically disadvantaged students	S	2,636	98%	2,623	S	35%
Children in foster care	S	43	>=90%	43	S	21%
Children who are homeless	S	101	93%	97	S	36%
Migratory students	S	11	>=50%	11	S	<50%
Military connected students	S	89	>=95%	89	S	60%
Male	S	4,188	97.9%	4,179	S	43%
Female	S	3,848	98.3%	3,843	S	57.9%

**Comments:** The response is limited to 4,000 characters.

**1.2.2.7 Academic Achievement and Participation in Reading/Language Arts Assessment – High School**

<b>High School</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	7,157	96.9%	7,139	S	44.6%
American Indian or Alaska Native	S	641	94%	641	S	21%
Asian or Pacific Islander	S	180	93%	171	S	43%
<i>Asian</i>	S	157	94%	148	S	41%
<i>Native Hawaiian or other Pacific Islander</i>	S	23	>=80%	23	S	57%
Black or African American	S	379	94%	373	S	21%
Hispanic or Latino	S	312	93%	311	S	28%
White	S	5,645	97.7%	5,643	S	49.8%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	836	90%	833	S	13%
English Learners	S	229	93%	211	S	<=5%
Economically disadvantaged students	S	1,950	96%	1,935	S	27%
Children in foster care	S	31	>=90%	31	S	19%
Children who are homeless	S	86	91%	86	S	16%
Migratory students	S	5	<50%	5	S	S%
Military connected students	S	65	>=95%	65	S	49%
Male	S	3,618	96.4%	3,608	S	37.2%
Female	S	3,539	97.4%	3,531	S	52.1%

**Comments:** The response is limited to 4,000 characters.

**1.2.3 Academic Achievement and Participation in Science Assessment**

In the table below, provide information on the achievement and participation of students on the science assessments required under Section 1111(b)(2) of the ESEA by reporting on: the number of students enrolled during the State’s testing window, the number of students who participated in the science assessment, the number of students who took the science assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

This table is repeated for each of grades three through eight and once for high school.

**1.2.3.1 Academic Achievement and Participation in Science Assessment – Grade 3**

<b>Grade 3</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities ( <i>IDEA</i> )						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

**Comments:** The response is limited to 4,000 characters.

**1.2.3.2 Academic Achievement and Participation in Science Assessment – Grade 4**

<b>Grade 4</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	8,832	99.1%	8,832	S	63.6%
American Indian or Alaska Native	S	843	>=99%	838	S	44%
Asian or Pacific Islander	S	225	>=95%	225	S	53%
<i>Asian</i>	S	186	>=95%	186	S	55%
<i>Native Hawaiian or other Pacific Islander</i>	S	39	>=90%	39	S	44%
Black or African American	S	583	98%	584	S	39%
Hispanic or Latino	S	489	>=99%	491	S	45%
White	S	6,692	99.3%	6,694	S	70%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	1,207	97%	1,203	S	40%
English Learners	S	349	>=99%	349	S	24%
Economically disadvantaged students	S	2,916	>=99%	2,916	S	48%
Children in foster care	S	35	>=90%	35	S	46%
Children who are homeless	S	68	>=95%	68	S	40%
Migratory students	S	17	>=80%	17	S	24%
Military connected students	S	125	>=95%	125	S	69%
Male	S	4,516	99.2%	4,516	S	64.2%
Female	S	4,316	99%	4,316	S	63%

**Comments:** The response is limited to 4,000 characters.

**1.2.3.3 Academic Achievement and Participation in Science Assessment – Grade 5**

<b>Grade 5</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities ( <i>IDEA</i> )						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

**Comments:** The response is limited to 4,000 characters.

ND Does not do Grade 5 Science Assessment

**1.2.3.4 Academic Achievement and Participation in Science Assessment – Grade 6**

<b>Grade 6</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities ( <i>IDEA</i> )						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

**Comments:** The response is limited to 4,000 characters.

ND Does not do Grade 6 Science Assessment

**1.2.3.5 Academic Achievement and Participation in Science Assessment – Grade 7**

<b>Grade 7</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities ( <i>IDEA</i> )						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

**Comments:** The response is limited to 4,000 characters.

ND Does not do Grade 7 Science Assessment

**1.2.3.6 Academic Achievement and Participation in Science Assessment – Grade 8**

<b>Grade 8</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	8,127	98.8%	8,127	S	62.7%
American Indian or Alaska Native	S	837	98%	835	S	38%
Asian or Pacific Islander	S	162	>=95%	163	S	58%
<i>Asian</i>	S	139	>=95%	139	S	58%
<i>Native Hawaiian or other Pacific Islander</i>	S	23	>=80%	24	S	54%
Black or African American	S	483	>=99%	483	S	38%
Hispanic or Latino	S	420	96%	421	S	39%
White	S	6,225	99.1%	6,225	S	69.6%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	1,007	97%	1,005	S	31%
English Learners	S	168	>=95%	168	S	10%
Economically disadvantaged students	S	2,528	>=99%	2,528	S	46%
Children in foster care	S	25	>=80%	25	S	28%
Children who are homeless	S	52	>=90%	52	S	42%
Migratory students	S	22	>=80%	22	S	23%
Military connected students	S	84	>=95%	84	S	74%
Male	S	4,236	98.7%	4,236	S	64.3%
Female	S	3,891	98.9%	3,891	S	61%

**Comments:** The response is limited to 4,000 characters.



**1.2.3.7 Academic Achievement and Participation in Science Assessment – High School**

<b>High School</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	7,141	97.3%	7,141	S	58.5%
American Indian or Alaska Native	S	645	95%	646	S	31%
Asian or Pacific Islander	S	181	>=95%	181	S	46%
<i>Asian</i>	S	158	>=95%	158	S	46%
<i>Native Hawaiian or other Pacific Islander</i>	S	23	>=80%	23	S	48%
Black or African American	S	391	94%	391	S	29%
Hispanic or Latino	S	309	95%	309	S	33%
White	S	5,615	98%	5,614	S	65.5%
Two or more races						
Children with disabilities ( <i>IDEA</i> )	S	817	95%	815	S	25%
English Learners	S	213	>=95%	213	S	7%
Economically disadvantaged students	S	1,827	96%	1,827	S	39%
Children in foster care	S	18	>=80%	18	S	<=20%
Children who are homeless	S	50	>=90%	50	S	28%
Migratory students	S	14	>=50%	14	S	<50%
Military connected students	S	69	>=95%	69	S	73%
Male	S	3,620	97.1%	3,620	S	61.4%
Female	S	3,521	97.5%	3,521	S	55.6%

**Comments:** The response is limited to 4,000 characters.

**1.2.4 Assessment Participation by Assessment Type for Children with Disabilities**

This section collects information on children with disabilities' participation in the mathematics, reading/language arts, and science assessments.

**1.2.4.1 Participation of Children with Disabilities (IDEA) in Mathematics Assessment**

In the table below, provide the number of children with disabilities (*IDEA*) participating during the State's testing window in mathematics assessments required under Section 1111(b)(2) of the *ESEA* by the type of assessment. The percentage of children with disabilities (*IDEA*) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (*IDEA*) participating will also be calculated automatically.

The data provided below should include mathematics participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	4,501	55.63%
Regular Assessment with Accommodations	3,015	37.26%
Alternate Assessment Based on Alternate Achievement Standards	575	7.11%
Total	8,091	

**Comments:** The response is limited to 4,000 characters.

**1.2.4.2 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Mathematics**

# Children with Disabilities ( <i>IDEA</i> ) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
575	58,618	0.98%

**Comments:** The response is limited to 4,000 characters.

**1.2.4.2.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards**

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2018-19?	YES

**Comments:** The response is limited to 4,000 characters.

**1.2.4.3 Participation of Children with Disabilities (IDEA) in Reading/Language Arts Assessment**

The data provided should include reading/language arts participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Note: For this question only, report on children with disabilities (*IDEA*) who are also ELs in the U.S. less than 12 months who took the ELP assessment in lieu of the statewide reading/language arts assessment.

Type of Assessment	# Children with Disabilities ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	2,771	34.53%
Regular Assessment with Accommodations	4,669	58.19%
Alternate Assessment Based on Alternate Achievement Standards	576	7.18%
Recently arrived ELs, took ELP	8	0.10%
Total	8,024	

**Comments:** The response is limited to 4,000 characters.

**1.2.4.4 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Reading/Language Arts**

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
576	58,448	0.99%

**Comments:** The response is limited to 4,000 characters.

**1.2.4.4.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards**

	<b>Yes or No</b>
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in reading/language arts in SY2018-19?	YES

**Comments:** The response is limited to 4,000 characters.

**1.2.4.5 Participation of Children with Disabilities (IDEA) in Science Assessment**

The data provided should include science participation results from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	1,235	40.75%
Regular Assessment with Accommodations	1,574	51.93%
Alternate Assessment Based on Alternate Achievement Standards	222	7.32%
Total	3,031	

**Comments:** The response is limited to 4,000 characters.

**1.2.4.6 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Science**

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
222	24,100	0.92%

**Comments:** The response is limited to 4,000 characters.



**1.2.4.6.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards**

	<b>Yes or No</b>
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in science in SY2018-19?	YES

**Comments:** The response is limited to 4,000 characters.

**1.2.5 Assessments for ELs**

This section collects information on EL assessment results.

**1.2.5.1 EL Provisions for Content Assessments**

This sub-section collects information on provisions provided to ELs.

**1.2.5.1.1 Recently Arrived ELs Taking ELP Assessments in Lieu of Reading/Language Arts Assessments**

In the table below, provide the number of recently arrived ELs included in the participation counts in 1.2 who took an assessment of ELP in lieu of the State's reading/language arts assessment, as permitted under Section 1111(b)(3)(A)(i) of the *ESEA*.

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	83

**Comments:** The response is limited to 4,000 characters.

**1.2.5.1.2 Native Language Assessments Offered**

In the table below, indicate whether native language assessments were offered in mathematics, reading/languages arts, and science. Write "Yes" if the specified assessment is used for accountability purposes. List languages, other than English, in which content tests were offered.

Native Language Testing	Yes/No	If yes, are the tests considered to be trans-adapted assessments?	Language(s)
State offers the State mathematics content tests in the students' native language(s).	YES	YES	Spanish; Castilian
State offers the State reading/language arts content tests in the students' native language(s).	YES	YES	Spanish; Castilian
State offers the State science content tests in the students' native language(s).	YES	YES	Spanish; Castilian

**Comments:** The response is limited to 4,000 characters.

**1.2.5.2 Performance of ELs on State ELP Assessment**

In the table below, please provide for all ELs: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	<b># Tested</b>	<b># Not Tested</b>	<b># Making Progress</b>	<b>Percent Making Progress</b>	<b># Attained Proficiency</b>	<b>Percent Attained Proficiency</b>
All ELs	3,769	S	S	39%	S	<=5%

**Comments:** The response is limited to 4,000 characters.

**1.2.5.3 Performance of ELs in Local Educational Agencies (LEAs) Receiving Title III Funds on State ELP**

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds, and for ELs identified as children with disabilities in LEAs receiving Title III, Part A funds: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	<b># Tested</b>	<b># Not Tested</b>	<b># Making Progress</b>	<b>Percent Making Progress</b>	<b># Attained Proficiency</b>	<b>Percent Attained Proficiency</b>
ELs in LEAs receiving Title III, Part A funds	3,683	S	S	39%	S	<=5%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	500	S	S	23%	S	<50%

**Comments:** The response is limited to 4,000 characters.

**1.2.5.3.1 ELs in LEAs Receiving Title III Funds Who Have Exited Language Instruction Educational Program (LIEP) based on Attaining ELP**

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have exited an LIEP based on attaining ELP.

	#	%*
ELs in LEAs receiving Title III, Part A funds who exited	191	4.80%

\* The number is taken from FS204 but the percentage is manually entered.

**Comments:** The response is limited to 4,000 characters.

**1.2.5.3.2 ELs in LEAs Receiving Title III Funds Who Have Not Attained Proficiency in 5 Years**

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have not attained proficiency within five years.

	#	%*
ELs in LEAs receiving Title III, Part A funds who have not attained proficiency within 5 years	591	14.80%

\* The number is taken from FS204 but the percentage is manually entered.

**Comments:** The response is limited to 4,000 characters.

**1.2.5.4 Students in LEAs Receiving Title III Funds who have Exited EL Status**

This section collects data on the performance of students who have exited EL status as required by Sections 3121(a)(5) and 3122(a) of the ESEA.

**1.2.5.4.1 Students in LEAs Receiving Title III Funds who have Exited EL Status by Year**

In the table below, report the count of students in LEAs receiving Title III funds who have exited EL status for each of the four years after such students have exited EL status.

# Year One	# Year Two	# Year Three	# Year Four	Total
81	24	223	205	533

**Comments:** The response is limited to 4,000 characters.



**1.2.5.4.2 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Mathematics**

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who identified as children with disabilities who have exited EL status on the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs (LIEPs) and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	<b>Students who have Exited EL Status - # Tested</b>	<b>Students who have Exited EL Status - % At or Above Proficient</b>	<b>Students who have Exited EL Status and are identified as Children with Disabilities - # Tested</b>	<b>Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient</b>
Year One	77	43%	2	S
Year Two	24	42%	2	S
Year Three	217	34%	7	<50%
Year Four	198	32%	14	<50%

**Comments:** The response is limited to 4,000 characters.

**1.2.5.4.3 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Reading/Language Arts**

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual reading/language arts assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	<b>Students who have Exited EL Status - # Tested</b>	<b>Students who have Exited EL Status - % At or Above Proficient</b>	<b>Students who have Exited EL Status and are identified as Children with Disabilities - # Tested</b>	<b>Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient</b>
Year One	78	41%	2	S
Year Two	24	58%	2	S
Year Three	217	44%	7	<50%
Year Four	197	41%	14	

**Comments:** The response is limited to 4,000 characters.

**1.2.5.4.4 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Science**

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual science assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	<b>Students who have Exited EL Status - # Tested</b>	<b>Students who have Exited EL Status - % At or Above Proficient</b>	<b>Students who have Exited EL Status and are identified as Children with Disabilities - # Tested</b>	<b>Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient</b>
Year One	23	57%	1	S
Year Two	5	S		
Year Three	59	34%	3	S
Year Four	61	52%	3	S

**Comments:** The response is limited to 4,000 characters.

**1.2.6 Grants for State Assessments and Related Activities****1.2.6.1 Grants for State Assessments and Related Activities**

This section requests information on your State's use of funds under Section 1201 of *ESEA*.

**1.2.6.1.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes**

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

<b>Purpose</b>	<b>Percentage (rounded to the nearest ten percent)</b>
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the <i>ESEA</i>	90.00%
To administer assessments required by Section 1111(b) of the <i>ESEA</i> or to carry out other activities described in Section 1201 of the <i>ESEA</i>	10.00%

**Comments:** The response is limited to 4,000 characters.

**1.2.6.1.2 Uses of Funds for Purposes Other than Standards and Assessment Development**

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19 that were used for purposes other than the costs of the development of the State assessments and standards required by Section 1111(b) of the *ESEA*, for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

<b>Purpose</b>	<b>Used for Purpose (yes/no)</b>
Administering assessments required by Section 1111(b) of the <i>ESEA</i>	YES
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	YES
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the <i>ESEA</i> .	NO
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the <i>ESEA</i> and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the <i>ESEA</i> .	YES
Ensuring the continued validity and reliability of State assessments.	YES
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	YES
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	NO
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the <i>ESEA</i> in order to integrate engineering design skills and practices into such assessments.	NO
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the <i>ESEA</i> and other assessments not required under Section 1111(b)(2) of the <i>ESEA</i> .	YES
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the <i>ESEA</i> , and using the principles of universal design for learning.	YES
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the <i>ESEA</i> .	YES
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	YES
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	NO
Designing report cards and reports under Section 1111(h) of the <i>ESEA</i> in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	NO
Other	NO

**Comments:** The response is limited to 4,000 characters.

### 1.3 TEACHERS

In the tables below, provide the number of teachers for each of the school types listed and the number of teachers who are inexperienced, emergency or provisional credentialed, or out of field. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

#### 1.3.1 Inexperienced Teachers

In the table below, provide information on the experience of teachers by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Inexperienced Teachers	Percentage Inexperienced Teachers
High-poverty schools	1,741.01	329.36	18.92%
Low-poverty schools	2,483.94	390.44	15.72%
Total schools	8,876.70	1,472.90	

**Comments:** The response is limited to 4,000 characters.

**1.3.2 Teachers Teaching with Emergency or Provisional Credentials**

In the table below, provide information on the credentials of teachers by poverty quartile and level.

<b>School Poverty Level</b>	<b>Total # (FTE) Teachers</b>	<b># (FTE) Teachers teaching with emergency or provisional credentials</b>	<b>Percentage Teachers teaching with emergency or provisional credentials</b>
High-poverty schools	1,741.01	23.00	1.32%
Low-poverty schools	2,483.94	17.00	0.68%
Total schools	8,876.70	71.00	

**Comments:** The response is limited to 4,000 characters.

**1.3.3 Teachers Who Are Not Teaching in the Subject or Field for which they are Certified or Licensed**

In the table below, provide information on teachers not teaching in the subject or field for which they are certified or licensed by poverty quartile and level.

<b>School Poverty Level</b>	<b>Total # (FTE) Teachers</b>	<b># (FTE) Teachers who are not teaching in the subject or field for which they are certified or licensed</b>	<b>Percentage teachers who are not teaching in the subject or field for which they are certified or licensed</b>
High-poverty schools	1,741.01	5.75	0.33%
Low-poverty schools	2,483.94	6.00	0.24%
Total schools	8,876.70	14.75	

**Comments:** The response is limited to 4,000 characters.



**1.3.4 Poverty Quartile Breaks**

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles.

	<b>High-Poverty Schools (more than what %)</b>	<b>Low-Poverty Schools (less than what %)</b>
All schools	43.10%	20.11%

Poverty metric used	Quartiles
---------------------	-----------

**FAQ:**

*How are the poverty quartiles determined?* Rank order all schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.

**Comments:** The response is limited to 4,000 characters.

Poverty status is determined by using the percentage of students receiving free or reduced meal services. These percentages are used to place each school into poverty quartiles. Schools with a poverty percentage less than the quartile 1 number (25%) are categorized as Low Poverty, schools with a poverty percentage between the quartile 1 number (25%) and quartile 3 number (75%) are categorized as Neither High or Low Poverty, and schools with a poverty percentage higher than the quartile 3 number (75%) are categorized as High Poverty.

**1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS**

This section collects annual performance and accountability data on the implementation of Title III programs.

**1.4.1 EL Enrollment Data****1.4.1.1 Number of ALL ELs Enrolled in the State**

In the table below, provide the October 1 count of ALL ELs in the State who meet the EL definition under Section 8101(21) of the *ESEA*.

- Include newly enrolled (recent arrivals to the U.S.) and continually enrolled ELs, whether or not they receive services in a Title III LIEP.
- Do not include students previously identified as ELs (as described in Section 1111(b)(3)(B) of the *ESEA*) or students who exit LIEPs based on attainment of ELP (as described in Section 3121(a)(4) of the *ESEA*) in the ALL EL student count in this table.

<b>Total ELs</b>	<b>#</b>
Number of ALL ELs in the State	3,997
Number of ELs identified as children with disabilities	544

**Comments:** The response is limited to 4,000 characters.

**1.4.1.2 Number of ELs in LEAs receiving Title III funds**

In the table below, provide the October 1 count of ELs in the State served by LIEPs in LEAs receiving Title III funds.

<b>ELs Receiving Services</b>	<b>#</b>
ELs enrolled in LEAs receiving Title III funds who are served by a LIEP	3,838

**Comments:** The response is limited to 4,000 characters.

**1.4.2 LIEPs**

**Note:** Section 3201(7) – The term ‘LIEP’ means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, identify the language of instruction (other than English) next to each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the *ESEA*.

<b>LIEPs</b>	<b>Language of instruction (if applicable)</b>	<b>Number of ELs Enrolled</b>
Transitional Bilingual		
Dual Language or Two-way Immersion		
English as Second language (ESL) or English Language Development (ELD)	English	2,704
Content Classes with integrated ESL support	English	1,063
Newcomer programs	English	
Other	English	71

Explain in the comment box below if the State has any additional LIEPs that are not captured in the table above.

The response is limited to 8,000 characters.

North Dakota does not have any bilingual, dual language, or two-way immersion programs.

Other was mistakenly left out of the version 1 of the previously submitted report.

**Comments:** The response is limited to 4,000 characters.

**1.4.3 Most Commonly Spoken Languages in the State**

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all ELs, not just ELs enrolled in LEAs that received Title III services). The top five languages should be determined by the highest number of ELs speaking each of the languages listed. Report additional languages with significant numbers of ELs in the comment section.

Language	# ELs
Spanish; Castilian	1,282
Somali	486
Nepali	460
Creoles and pidgins, English b	269
Arabic	191

The response is limited to 8,000 characters.

**Comments:** The response is limited to 4,000 characters.

**1.4.4 Teacher Information and Professional Development**

This section collects information about teachers as required under Section 3122 (b)(5) of the ESEA.

In the table below, report the unduplicated headcount of teachers who are working in LIEPs as defined under Section 3302(7) of the *ESEA* and reported in CSPR Section 1.4.2 (LIEPs) even if they are not paid with Title III funds.

Number of teachers serving in LIEPs (including core content (reading, math, science and social studies) in LEAs receiving Title III funds	Number of certified, licensed or endorsed teachers serving in LIEP in LEAs receiving Title III funds	How many ESL/bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years.*
173	168	25

\*This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

**Comments:** The response is limited to 4,000 characters.

**1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs**

This section aggregates data on LEA-level activities that support the education of ELs with Title III funds.

In the tables below, provide information about allowable activities conducted under Section 3115 of the *ESEA*.

<b>Activities serving ELs in LEAs receiving Title III funds</b>	<b># LEAs that conducted activity</b>
Supporting the development and implementation of LIEPs	18
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	18
Supporting implementation of school wide programs	0
Professional development to teachers and other personnel serving ELs	63
Parent and community engagement activities	31
Supporting the development and implementation of pre-school programs	5
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	42
Improving instruction of ELs with disabilities	31
Providing tutorials, career and technical education	31
Offering programs to help ELs achieve success in post-secondary education	45
Other	0

If State reports a nonzero count of LEAs under "Other", please describe the activities that were conducted during SY2018-19 in the comment box below.

The response is limited to 8,000 characters.

**Comments:** The response is limited to 4,000 characters.

**1.4.6 Assistance Provided by SEAs under Section 3111(b)(2)(D) of the ESEA**

Provide information on technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III subgrants.

<b>Activities</b>	<b>Check all that apply</b>
Identifying and implementing effective LIEPs and curricula for teaching English learners	YES
Helping ELs meet the same challenging State academic standards that all children are expected to meet	YES
Identifying or developing, and implementing, measures of English proficiency	YES
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	YES
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	NO
Other	YES

If "Other" is checked, please provide information in the comment box below on the types of technical assistance provided by the SEA to LEAs that aren't captured by the first five types of activities in the table.

The response is limited to 8,000 characters.

Supported the implementation of a virtual sheltered instruction program to be available across the state for high school English learners.

**Comments:** The response is limited to 4,000 characters.



**1.4.7 Education Programs and Activities for Immigrant Students**

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and the number of immigrant students in LEAs receiving funds under Section 3114(d) of the *ESEA*.

Note: Not all immigrant students are ELs.

# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	# of 3114(d)(1) Subgrants
1,443	32	5

If State reports zero (0) students in LEAs receiving funds under Section 3114(d) or the *ESEA* or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

**Comments:** The response is limited to 4,000 characters.

**Table 1.4.7 Definitions:**

- 1. Immigrant Students Enrolled:** Number of students who meet the definition of immigrant children and youth under Section 3201(5) of the *ESEA* and enrolled in the elementary or secondary schools in the State.
- 2. Immigrant Students in LEAs receiving funds under Section 3114(d):** Number of immigrant students enrolled in LEAs receiving funds reserved for immigrant education programs/activities under Section 3114(d) of the *ESEA*. This number should not include immigrant students who are enrolled in an LEA that receives Title III funds under Section 3114(a) of the *ESEA*, but not Section 3114(d) of the *ESEA*.
- 3. 3114(d) Subgrants:** Number of subgrants made in the State under Section 3114(d) of the *ESEA*, with funds reserved for immigrant children and youth. Do not include in the count LEAs that receive Title III English language acquisition subgrants made under Section 3114(a) of the *ESEA*, but that do not receive subgrants under Section 3114(d) of the *ESEA*, even if immigrant students are enrolled in those LEAs.

### 1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

#### 1.4.8.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Example: State received SY2018-19 funds July 1, 2018, and then made these funds available to subgrantees on August 1, 2018, for SY2018-19 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
7/1/2018	8/1/2018	30

#### Table 1.4.8.1 Definitions:

- Date State Received Allocation** = Date the State receives the Title III allocation from ED.
- Date Funds Available to Subgrantees** = Date that Title III funds are available to approved subgrantees.
- # of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

**Comments:** The response is limited to 4,000 characters.

LEAs submitted their applications electronically.

**1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees**

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

N/A

**1.4.9 Title III Subgrantees**

This section collects data on the performance of Title III subgrantees.

**1.4.9.1 Termination of Title III Language Instruction Educational Programs**

This section collects data on the termination of Title III programs or activities as required by Section 3122(b)(7) of the *ESEA*.

<b>Termination of Title III Programs</b>	<b>Yes / No</b>
Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	NO
If yes, provide the number of language instruction educational programs <u>or</u> activities terminated.	

**Comments:** The response is limited to 4,000 characters.

**1.5 PERSISTENTLY DANGEROUS SCHOOLS**

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

<b>Persistently Dangerous Schools</b>	<b>#</b>
Persistently Dangerous Schools	

**Comments:** The response is limited to 4,000 characters.

ND had no schools identified as persistently dangerous schools.

**1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM**

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

<b>LEAs</b>	<b>#</b>	<b># LEAs Reporting Data</b>
LEAs without subgrants	218	184
LEAs with subgrants	7	7
Total	225	191

**Comments:** The response is limited to 4,000 characters.

The discrepancy in the number of LEAs in the state and the number of LEAs reporting students is due to the fact that 34 of our LEAs do not enroll students or receive a McKinney-Vento grant. As a result, they are therefore excluded from reporting data due to the fact that they have 0 students.

The data that was initially entered was for the wrong year, the correct number of LEAs with subgrants is 7.

**1.6.1 All LEAs (with and without McKinney-Vento subgrants)**

The following questions collect data on homeless children and youth in the State.

**1.6.1.1 Homeless Children and Youth**

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

<b>Age/Grade</b>	<b># of Homeless Children/Youth Enrolled</b>
Age 3 through 5 (not Kindergarten)	25
K	295
1	267
2	213
3	232
4	188
5	219
6	180
7	185
8	136
9	147
10	123
11	142
12	178
Ungraded	0
Total	2,530

**Comments:** The response is limited to 4,000 characters.

**1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth**

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

<b>Primary Nighttime Residence</b>	<b># of Homeless Children/Youth</b>	<b># of Homeless Children/Youth who are Unaccompanied</b>
Shelters and transitional housing	418	27
Doubled-up (e.g., living with another family)	1,776	256
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	171	0
Hotels/Motels	165	2
Total	2,530	285

**Comments:** The response is limited to 4,000 characters.



**1.6.1.3 Subgroups of Homeless Students Enrolled**

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Special Population	# Homeless Children/Youth
Unaccompanied homeless youth	285
Migrant children/youth	2
Children with disabilities ( <i>IDEA</i> )	539
English Learners (ELs)	210

**Comments:** The response is limited to 4,000 characters.

**1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants**

In the table below, provide the number of young homeless children who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

<b>Age/Grade</b>	<b># Homeless Children/Youth Served by Subgrants</b>
Age Birth Through 2	0
Age 3 through 5 (not Kindergarten)	115
Total	115

**Comments:** The response is limited to 4,000 characters.