

**NORTH DAKOTA
CONSOLIDATED STATE
PERFORMANCE REPORT:
Part I**

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001

For reporting on
School Year 2002-2003



DUE DECEMBER 22, 2003

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

I. STUDENT ACADEMIC ACHIEVEMENT

In the following charts, please provide student achievement data from the 2002-2003 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2002-2003 school year. States should provide data on the percentage of students scoring at the proficient and advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during the 2002-2003 school year.

Grade 4 Mathematics	Percent of Students Proficient and Advanced School Year 02-03
All Students	58.3%
American Indian or Alaska Native	31.7%
Asian	80.3%
Black or African American	39.5%
Hispanic or Latino	42.4%
Native Hawaiian or Other Pacific Islander	n/a
White	61.4%
Students with Disabilities	24.2%
Limited English Proficient	22.4%
Economically Disadvantaged	45.3%
Migrant	(too few students)
Male	58.5%
Female	58.3%

Grade 4 Reading/Language Arts	Percent of Students Proficient and Advanced School Year 02-03
All Students	74.1%
American Indian or Alaska Native	50.0%
Asian	82.0%
Black or African American	67.4%
Hispanic or Latino	55.6%
Native Hawaiian or Other Pacific Islander	n/a
White	77.0%
Students with Disabilities	37.7%
Limited English Proficient	38.6%
Economically Disadvantaged	64.1%
Migrant	(too few students)
Male	70.2%
Female	78.6%

Grade 8 Mathematics	Percent of Students Proficient and Advanced School Year 02-03
All Students	43.5%
American Indian or Alaska Native	13.9%
Asian	39.0%
Black or African American	23.3%
Hispanic or Latino	26.4%
Native Hawaiian or Other Pacific Islander	n/a
White	46.6%
Students with Disabilities	7.1%
Limited English Proficient	8.7%
Economically Disadvantaged	29.1%
Migrant	8.3%
Male	44.6%
Female	42.3%

Grade 8 Reading/Language Arts	Percent of Students Proficient and Advanced School Year 02-03
All Students	68.5%
American Indian or Alaska Native	33.9%
Asian	62.7%
Black or African American	58.0%
Hispanic or Latino	57.6%
Native Hawaiian or Other Pacific Islander	n/a
White	71.9%
Students with Disabilities	22.4%
Limited English Proficient	22.1%
Economically Disadvantaged	54.5%
Migrant	41.7%
Male	62.2%
Female	75.4%

High School Mathematics	Percent of Students Proficient and Advanced School Year 02-03
All Students	32.9%
American Indian or Alaska Native	9.8%
Asian	35.7%
Black or African American	9.5%
Hispanic or Latino	17.1%
Native Hawaiian or Other Pacific Islander	n/a
White	34.4%
Students with Disabilities	3.1%
Limited English Proficient	8.4%
Economically Disadvantaged	17.9%
Migrant	(too few students)
Male	33.2%
Female	32.5%

High School Reading/Language Arts	Percent of Students Proficient and Advanced School Year 02-03
All Students	52.1%
American Indian or Alaska Native	23.6%
Asian	48.2%
Black or African American	24.3%
Hispanic or Latino	35.5%
Native Hawaiian or Other Pacific Islander	n/a
White	54.0%
Students with Disabilities	9.1%
Limited English Proficient	7.4%
Economically Disadvantaged	36.0%
Migrant	(too few students)
Male	45.6%
Female	58.9%

II. SCHOOLS IN NEED OF IMPROVEMENT

A. In the following chart, please provide a list of Title I schools identified for improvement, corrective action, or restructuring under section 1116 for the 2003-2004 school year, based upon data from the 2002-2003 school year. For each school listed, please provide the name of the school's district, the reason(s) for identification (e.g., missing proficiency target, participation rate, other academic indicator), and the school improvement status for the 2003-2004 school year (e.g., school in need of improvement year 1, school in need of improvement year 2, corrective action, restructuring).

B. Briefly describe the measures being taken to address the achievement problems of schools identified for improvement, corrective action, and restructuring.

Schools that have been identified for program improvement receive detailed technical assistance and frequent communication from the State Title I office.

An annual workshop is held each spring and a follow-up training session in the fall to provide detailed information as to those provisions that apply when schools are identified for improvement. Schools receive regular communication from the State Title I office providing updated information on the Program Improvement provisions.

The State Title I office has an extensive Program Improvement website developed. This site contains a variety of resources including a link to all district and school Adequate Yearly Progress reports, information on reports due throughout the year, information and application forms on additional funds available for program improvement schools, sample letters and sample reports, and resources and handouts from prior workshops. Log on to <http://www.dpi.state.nd.us/title1/progress/index.shtm> to access this information.

The application for additional funds for Program Improvement schools is available on the web and is due in the State Title I office, along with the Program Improvement plan, three months after the release of the official Adequate Yearly Progress data.

Those schools that are in corrective action receive increased state oversight on all Title I and Program Improvement activities and provisions.

Please refer to pages 34-46 of North Dakota's June 2002 state plan which overviews North Dakota's statewide system of support available to all schools but in particular to those schools identified for program improvement. Log on to <http://www.dpi.state.nd.us/grants/DOEapp.pdf> to access this information.

Schools Identified for Improvement, Corrective Action, and Restructuring

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Reason Identified						School Improvement Status for SY 2003-2004 **
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
Belcourt 7 3802530	Turtle Mountain Elem. 00750	✓		✓				Year 5 – CA*
Belcourt 7 3802530	Turtle Mountain Middle 00751	✓		✓				Year 5 – CA*
Belcourt 7 3802530	Turtle Mountain High 00752	✓		✓				Year 5 – CA*
Dunseith 1 3805460	Dunseith Elementary 00155	✓		✓				Year 4
Dunseith 1 3805460	Dunseith High 00157	✓		✓				Year 5 – CA*
Fort Totten 30 3807170	Four Winds Comm. High 00227	✓		✓			✓	Year 5 – CA*
Fort Yates 4 3807200	Fort Yates Elementary 00744					✓		Year 4
Fort Yates 4 3807200	Fort Yates High 00745	✓		✓				Year 4
Mandaree 36 3811850	Mandaree Middle 00748					✓		Year 4
Mandaree 36 3811850	Mandaree High 00006	✓		✓				Year 4
New Town 1 3813920	Edwin Loe Elementary 00495	✓		✓				Year 5 – CA*
Oberon 16 3814520	Oberon Elementary 00515					✓		Year 4
Pettibone-Tuttle 11 3815120	Pettibone Elementary 00531	✓		✓				Year 3

OMB NO. 1810-0614
Expires: May 31, 2004

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Reason Identified						School Improvement Status for SY 2003-2004 **
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
Selfridge 8 3816510	Selfridge Elementary 00573	✓		✓				Year 4
Selfridge 8 3816510	Selfridge High 00574	✓		✓				Year 4
Solen 3 3816980	Cannonball Elementary 00585	✓				✓		Year 4
Solen 3 3816980	Solen High 00587	✓		✓				Year 5 – CA*
St. John 3 3817460	St. John High 00600	✓		✓				Year 5 – CA*
Twin Buttes 37 3818600	Twin Buttes Elementary 00757	✓						Year 5 – CA*
Warwick 29 3819260	Warwick Elementary 00671	✓		✓		✓		Year 4
Warwick 29 3819260	Warwick High 00672	✓						Year 5 – CA*
White Shield 85 3819680	White Shield Elementary 00807					✓		Year 4
White Shield 85 3819680	White Shield High 00808	✓		✓				Year 4

*CA=Corrective Action

**See chart for explanation of status for this column

Consequences for NOT Making Adequate Yearly Progress

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
	Fails AYP	School Must Provide Option of "School Choice"	Continue "School Choice" and "TA"	Continue "School Choice," TA, and "Supplemental Services"	Continue "School Choice," TA, "Supplemental Services" and Corrective Action	Continue "School Choice," TA, "Supplemental Services" and Corrective Action
Fails AYP	Identified for Program Improvement	LEA must give Technical Assistance (TA)	School must offer "Supplemental Services"	Corrective Action: Replace key staff OR New Curriculum OR New Management OR Extend Year/Day OR Restructure AND Increased State Oversight	Plan for Alternative Governance	Alternative Governance: Charter OR Replace staff OR Private Management OR State Control OR Other Fundamental Reforms
	Within three months after identification, school is required to submit an Improvement plan	Fails AYP	Fails AYP	Fails AYP	Fails AYP	In North Dakota, Alternative Governance Possible Options: Defer administrative funds to program improvement schools OR Offer signing bonus or merit pay to retain exemplary staff OR Offer school choice across district boundaries OR Contract with an outside expert

III. PUBLIC SCHOOL CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES

A. Public School Choice

1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring from which students transferred under the provisions for public school choice under section 1116 of Title I during the 2002-2003 school year. _____4_____

2. Please provide the number of public schools to which students transferred under the provisions for public school choice under section 1116 of Title I during the 2002-2003 school year. _____2_____

3. Please provide the number of students who transferred to another public school under the provisions for public school choice under section 1116 of Title I during the 2002-2003 school year. _____11_____

B. Supplemental Educational Services

1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring whose students received supplemental educational services under section 1116 of Title I during the 2002-2003 school year. _____27_____

2. Please provide the number of students who received supplemental educational services under section 1116 of Title I during the 2002-2003 school year. _Information was not collected_____

IV. HIGHLY QUALIFIED TEACHERS

In the September 1, 2003, Consolidated State Application submission, States provided information on the percentage of classes in core academic subjects taught by “highly qualified” teachers in the aggregate and in “high-poverty” schools. For the 2002-2003 school year, please now also provide the percentage of classes in the core academic subjects taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA) in “low-poverty” schools. (Section 1111(h)(1)(C)(viii) defines “low poverty” as schools in the bottom quartile of poverty in the State).

Percentage of classes in core academic subjects taught by “highly qualified” teachers in “low-poverty” schools during the 2002-2003 school year. _____90.65%_____