# 2012 ED*Facts* STATE PROFILE: THREE-YEAR COMPARISON - SOUTH DAKOTA

| Districts and Schools (CCD/ED*Facts* SY 2008-09, 2009-10, 2010-11) | # in the state | | |
|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 |
| All districts | 157 | 158 | 157 |
| All schools | 691 | 699 | 699 |
| Title I schools | 351 | 348 | 344 |
| Charter schools | † | † | † |

| Student Enrollment (CCD 2008-09, 2009-10, 2010-11) | # in the state | | |
|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 |
| All students | 126,429 | 123,713 | 126,128 |
| Elem school grade students (PreK-5) | 59,353 | 58,158 | 60,118 |
| Middle school grade students (6-8) | 28,124 | 27,587 | 27,818 |
| High school grade students (9-12) | 38,952 | 37,968 | 38,192 |

| Adequate Yearly Progress (ED*Facts*/CSPR SY 2008-09, 2009-10, 2010-11) | | # and % of schools | | |
|---|---|---|---|---|
| | | 2008-09 | 2009-10 | 2010-11 |
| Made AYP: All schools | # | 531 | 563 | 554 |
| | % | 79.3 | 84.3 | 83.1 |
| Made AYP: Title I schools | # | 257 | 274 | 277 |
| | % | 74.7 | 80.1 | 80.5 |
| Identified for improvement (Yr 1): Title I schools | # | 16 | 15 | 9 |
| | % | 4.7 | 4.4 | 2.6 |
| Identified for improvement (Yr 2): Title I schools | # | 4 | 13 | 12 |
| | % | 1.2 | 3.8 | 3.5 |

| State Assessment Performance: 4th Grade Reading (ED*Facts*/CSPR SY 2008-09, 2009-10, 2010-11) Administered every other year. | % of students performing at or above Proficient level (AMO for 2011 is 76.0%) | | |
|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 |
| All students | 77 | 77 | 78 |
| American Indian or Alaska Native | 51 | 52 | 52 |
| Asian or Pacific Islander | 73 | 71 | |
| Asian | | | 74 |
| Native Hawaiian or Other Pacific Islander | | | 73 |
| Black or African American | 59 | 60 | 60 |
| Hispanic/Latino | 67 | 63 | 64 |
| White | 82 | 82 | 83 |
| Two or more races | | | 75 |
| Economically disadvantaged | 65 | 65 | 66 |
| Limited English proficient | 20 | 24 | 35 |
| Children with disabilities | 53 | 51 | 53 |

| State Assessment Performance: 4th Grade Mathematics (ED*Facts*/CSPR SY 2008-09, 2009-10, 2010-11) Administered every year. | % of students performing at or above Proficient level (AMO for 2011 is 79.0%) | | |
|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 |
| All students | 77 | 79 | 78 |
| American Indian or Alaska Native | 46 | 54 | 52 |
| Asian or Pacific Islander | 75 | 73 | |
| Asian | | | 78 |
| Native Hawaiian or Other Pacific Islander | | | 73 |
| Black or African American | 56 | 57 | 59 |
| Hispanic/Latino | 64 | 63 | 64 |
| White | 84 | 84 | 83 |
| Two or more races | | | 77 |
| Economically disadvantaged | 64 | 67 | 67 |
| Limited English proficient | 21 | 34 | 36 |
| Children with disabilities | 53 | 53 | 52 |

| Student Enrollment (CCD SY 2008-09, 2009-10, 2010-11) | % of state total | | |
|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 |
| American Indian or Alaska Native | 12 | 12 | 12 |
| Asian or Pacific Islander | 1 | 1 | 1 |
| Asian | † | † | 1 |
| Native Hawaiian/Other Pacific Islander | † | † | # |
| Black or African American | 2 | 3 | 2 |
| Hispanic/Latino | 3 | 3 | 3 |
| White | 81 | 81 | 80 |
| Two or more races | † | † | 1 |
| Economically disadvantaged | 35 | 37 | 37 |
| Limited English proficient | 3 | 3 | 3 |
| Children with disabilities | 14 | 14 | 14 |

| Adequate Yearly Progress (ED*Facts*/CSPR SY 2008-09, 2009-10, 2010-11) | | # and % of schools | | |
|---|---|---|---|---|
| | | 2008-09 | 2009-10 | 2010-11 |
| Corrective action: Title I Schools | # | 11 | 6 | 13 |
| | % | 3.2 | 1.8 | 3.8 |
| Restructuring/Planning: Title I Schools | # | 2 | 7 | 4 |
| | % | 0.6 | 2.0 | 1.2 |
| Restructuring/Implementation: Title I Schools | # | 21 | 21 | 20 |
| | % | 6.1 | 6.1 | 5.8 |

Note: Please refer to the attached Explanatory Notes when interpreting this data.

| NAEP Achievement: 4th Grade Reading (NAEP 2007, 2009, 2011) Administered every other year. | % of students performing at or above Proficient level | | |
|---|---|---|---|
| | 2007 | 2009 | 2011 |
| All students | 34 | 33 | 31 |
| American Indian/Alaska Native | 12 | 11 | 13 |
| Asian/Pacific Islander | ‡ | ‡ | ‡ |
| Asian | — | — | ‡ |
| Native Hawaiian/Other Pacific Islander | — | — | ‡ |
| Black | ‡ | ‡ | 18 |
| Hispanic | 15 | 29 | 21 |
| White | 37 | 37 | 35 |
| Unclassified, or two or more races | ‡ | ‡ | ‡ |
| Economically disadvantaged | 19 | 20 | 19 |
| Limited English proficient | 8 | ‡ | 2 |
| Children with disabilities | 17 | 17 | 11 |

| NAEP Achievement: 4th Grade Mathematics (NAEP 2007, 2009, 2011) Administered every other year. | % of students performing at or above Proficient level | | |
|---|---|---|---|
| | 2007 | 2009 | 2011 |
| All students | 41 | 42 | 40 |
| American Indian/Alaska Native | 13 | 15 | 15 |
| Asian/Pacific Islander | ‡ | ‡ | ‡ |
| Asian | — | — | ‡ |
| Native Hawaiian/Other Pacific Islander | — | — | ‡ |
| Black | 15 | 17 | 21 |
| Hispanic | 21 | 27 | 18 |
| White | 46 | 47 | 46 |
| Unclassified, or two or more races | ‡ | ‡ | ‡ |
| Economically disadvantaged | 25 | 27 | 25 |
| Limited English proficient | 5 | ‡ | 6 |
| Children with disabilities | 22 | 22 | 17 |

# 2012 ED*Facts* STATE PROFILE: THREE-YEAR COMPARISON - SOUTH DAKOTA

| State Assessment Performance: 8th Grade Reading (ED*Facts*/CSPR SY 2008-09, 2009-10, 2010-11) Administered every year. | % of students performing at or above Proficient level (AMO for 2011 is 76.0%) | | |
|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 |
| All students | 74 | 76 | 75 |
| American Indian or Alaska Native | 47 | 50 | 49 |
| Asian or Pacific Islander | 69 | 69 | |
| Asian | | | 66 |
| Native Hawaiian or Other Pacific Islander | | | n< |
| Black or African American | 52 | 59 | 58 |
| Hispanic/Latino | 57 | 63 | 62 |
| White | 79 | 80 | 79 |
| Two or more races | | | 75 |
| Economically disadvantaged | 60 | 62 | 61 |
| Limited English proficient | 16 | 19 | 19 |
| Children with disabilities | 32 | 32 | 33 |

| State Assessment Performance: 8th Grade Mathematics (ED*Facts*/CSPR SY 2008-09, 2009-10, 2010-11) Administered every year. | % of students performing at or above Proficient level (AMO for 2011 is 79.0%) | | |
|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 |
| All students | 74 | 78 | 77 |
| American Indian or Alaska Native | 39 | 46 | 45 |
| Asian or Pacific Islander | 73 | 69 | |
| Asian | | | 62 |
| Native Hawaiian or Other Pacific Islander | | | n< |
| Black or African American | 48 | 61 | 59 |
| Hispanic/Latino | 52 | 73 | 65 |
| White | 80 | 84 | 82 |
| Two or more races | | | 77 |
| Economically disadvantaged | 58 | 65 | 63 |
| Limited English proficient | 15 | 23 | 24 |
| Children with disabilities | 35 | 37 | 36 |

| State Assessment Performance: High School Reading (ED*Facts*/CSPR SY 2008-09, 2009-10, 2010-11) Administered every year. | % of students performing at or above Proficient level (AMO for 2011 is 71.0%) | | |
|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 |
| All students | 70 | 70 | 69 |
| American Indian or Alaska Native | 47 | 45 | 46 |
| Asian or Pacific Islander | 67 | 67 | |
| Asian | | | 58 |
| Native Hawaiian or Other Pacific Islander | | | n< |
| Black or African American | 52 | 54 | 34 |
| Hispanic/Latino | 53 | 53 | 49 |
| White | 73 | 73 | 73 |
| Two or more races | | | 69 |
| Economically disadvantaged | 56 | 55 | 54 |
| Limited English proficient | 8 | 8 | 6 |
| Children with disabilities | 23 | 24 | 22 |

| State Assessment Performance: High School Mathematics (ED*Facts*/CSPR SY 2008-09, 2009-10, 2010-11) Administered every year. | % of students performing at or above Proficient level (AMO for 2011 is 72.0%) | | |
|---|---|---|---|
| | 2008-09 | 2009-10 | 2010-11 |
| All students | 66 | 68 | 68 |
| American Indian or Alaska Native | 32 | 35 | 34 |
| Asian or Pacific Islander | 67 | 60 | |
| Asian | | | 65 |
| Native Hawaiian or Other Pacific Islander | | | n< |
| Black or African American | 49 | 42 | 37 |
| Hispanic/Latino | 45 | 45 | 41 |
| White | 70 | 72 | 72 |
| Two or more races | | | 70 |
| Economically disadvantaged | 50 | 51 | 50 |
| Limited English proficient | 11 | 6 | 8 |
| Children with disabilities | 19 | 19 | 19 |

| NAEP Achievement: 8th Grade Reading (NAEP 2007, 2009, 2011) Administered every other year. | % of students performing at or above Proficient level | | |
|---|---|---|---|
| | 2007 | 2009 | 2011 |
| All students | 37 | 37 | 35 |
| American Indian/Alaska Native | 20 | 16 | 14 |
| Asian/Pacific Islander | ‡ | ‡ | ‡ |
| Asian | — | — | ‡ |
| Native Hawaiian/Other Pacific Islander | — | — | ‡ |
| Black | ‡ | ‡ | 17 |
| Hispanic | ‡ | ‡ | 22 |
| White | 39 | 40 | 39 |
| Unclassified, or two or more races | ‡ | ‡ | ‡ |
| Economically disadvantaged | 25 | 22 | 22 |
| Limited English proficient | ‡ | ‡ | ‡ |
| Children with disabilities | 6 | 4 | 5 |

| NAEP Achievement: 8th Grade Mathematics (NAEP 2007, 2009, 2011) Administered every other year. | % of students performing at or above Proficient level | | |
|---|---|---|---|
| | 2007 | 2009 | 2011 |
| All students | 39 | 42 | 42 |
| American Indian/Alaska Native | 14 | 17 | 14 |
| Asian/Pacific Islander | ‡ | ‡ | ‡ |
| Asian | — | — | ‡ |
| Native Hawaiian/Other Pacific Islander | — | — | ‡ |
| Black | ‡ | ‡ | 21 |
| Hispanic | 18 | 13 | 20 |
| White | 43 | 46 | 47 |
| Unclassified, or two or more races | ‡ | ‡ | ‡ |
| Economically disadvantaged | 24 | 24 | 25 |
| Limited English proficient | ‡ | ‡ | ‡ |
| Children with disabilities | 8 | 8 | 8 |

# 2012 ED*Facts* STATE PROFILE: THREE-YEAR COMPARISON - SOUTH DAKOTA

| **AP Participation Rate** (College Board 2010, 2011, 2012) for classes of 2009, 2010, 2011) | State % | | |
|---|---|---|---|
| | 2009 | 2010 | 2011 |
| Took at least one examination | 15.9 | 18.3 | 19.0 |

| **State Graduation Rate** (ED*Facts*/CSPR SY 2008-09, 2009-10, 2010-11 for SY 2007-08, 2008-09, 2009-10) | State graduation rate % | | |
|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 |
| All students | 88 | 89 | 89 |
| American Indian or Alaska Native | 62 | 67 | 65 |
| Asian or Pacific Islander | 89 | 91 | 92 |
| Black, non-Hispanic | 81 | 86 | 84 |
| Hispanic/Latino | 75 | 75 | 79 |
| White, non-Hispanic | 91 | 92 | 92 |
| Economically disadvantaged | 78 | 81 | 81 |
| Limited English proficient | 50 | 64 | 61 |
| Children with disabilities | 82 | 82 | 86 |

| **Averaged Freshman Graduation Rate (AFGR)** (CCD SY 2007-08, 2008-09, 2009-10) | State % | | |
|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 |
| All students | 84.4 | 81.7 | 81.8 |

| **College Enrollment Rate** (CCD/IPEDS 2006, 2008, 2010) | State % | | |
|---|---|---|---|
| | 2006 | 2008 | 2010 |
| All students | .721 | .721 | .718 |

| **State Contact Information** (ED*Facts* 2012) | |
|---|---|
| Chief State School Officer | Telephone |
| Melody Schopp | (605) 773-5669 |

| **AP Performance** (College Board 2010, 2011, 2012) for classes of 2009, 2010, 2011) | State % | | |
|---|---|---|---|
| | 2009 | 2010 | 2011 |
| Scored three or higher on an AP examination | 10.3 | 11.0 | 12.3 |

| **State Dropout Rate** (ED*Facts*/CSPR SY 2008-09, 2009-10, 2010-11 for SY 2007-08, 2008-09, 2009-10) | State dropout rate % | | |
|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 |
| All students | <3% | <3% | <3% |
| American Indian or Alaska Native | 6 | 11 | 7 |
| Asian or Pacific Islander | <3% | <3% | <3% |
| Black, non-Hispanic | <3% | <3% | <3% |
| Hispanic/Latino | <3% | 5 | 4 |
| White, non-Hispanic | <3% | <3% | <3% |
| Economically disadvantaged | <3% | 3 | <3% |
| Limited English proficient | <3% | 7 | <3% |
| Children with disabilities | <3% | 3 | <3% |

| **Economic Data** (CCD FY 2008, 2009, 2010, in constant 2009-10 dollars) | | 2008 | 2009 | 2010 |
|---|---|---|---|---|
| Per-pupil expenditure | State $ | 8,740 | 8,628 | 9,020 |
| | National $ | 10,545 | 10,696 | 10,654 |
| Funding for education (in thousands) | Federal $ | 188,979 | 205,387 | 253,761 |
| | State $ | 419,512 | 414,281 | 404,402 |
| | Local $ | 627,431 | 634,643 | 641,985 |

Notes:

1. The following symbols (definitions in parentheses) may appear in table cells containing NAEP, NCES, CCD, and IPEDS data:
— (not available); † (not applicable); # (rounds to zero); ! (interpret data with caution); ‡ (reporting standards not met).

2. The following symbols may appear in table cells containing EDFacts and CSPR data:
<3% (less than three percent), >97% (greater than ninety-seven percent), n< (data have been suppressed based on the state's established data suppression rules).

3. Please refer to the attached Explanatory Notes when interpreting this data.

4. This EDFacts Profile report was developed by the Performance Information Management Service staff at the U.S. Department of Education.
Please contact 877-457-3336 for further information.

## EXPLANATORY NOTES: 2012 ED*FACTS* STATE PROFILE: THREE-YEAR COMPARISON

### Overview

**(1)** The ED*Facts* profiles provide summarized, annual data on the status, performance, and funding of public schools, districts, and states, and on the enrollment, assessment, and outcomes of prekindergarten through 12th grade students.

**(2)** The most recent data available are shown, and the years vary depending upon data sources. Data for previously published years may have been updated.

**(3)** In the profile, 'all students' refers to total student membership in the state and is broken out into subgroups by school grades, race/ethnicity, and special populations. As labeled on the profiles, 'all students' only includes a single grade level for assessments (4th, 8th, or one high school grade) and for graduation and college rates (12th grade), but not for the dropout rate (which covers four grades: 9-12th).

**(4)** The school and enrollment counts in these reports are for schools under the jurisdictions of the fifty states and the District of Columbia. Bureau of Indian Education schools and the Department of Defense dependents' schools and their students are not included in these reports

**(5)** Race and ethnicity categories vary by data source, state, and year.

Student enrollment and dropout rates: Between SY 2008-09 and SY 2010-11, all states were required to transition from reporting five racial and ethnic (RE5) categories to reporting seven racial and ethnic categories (RE7). Under RE7 reporting, "Two or more races" was added, and "Asian or Pacific Islander" was divided into "Asian" and "Native Hawaiian or Other Pacific Islander". Depending on the year in which a state began using RE7, data for some of the RE categories may not be present for all years. Whether states report "Asian or Pacific Islander" or "Asian" and "Native Hawaiian or Other Pacific Islander" depends on the year in which they implemented RE7 reporting. Data reported using RE5 categories are not comparable to data reported using RE7 categories.

Assessment performance and graduation rates: States report these data using the major racial and ethnic groups defined in their State Accountability Workbooks. In this profile, the major RE groups have been mapped to the seven RE categories shown. Whether states report "Asian or Pacific Islander" or "Asian" and "Native Hawaiian or Other Pacific Islander" depends on their State Accountability Workbooks.

NAEP achievement: These data were reported using six RE categories prior to 2011 and seven categories in 2011. Prior to 2011, students in the "Two or more races" category were categorized as "Unclassified" and Asian student results were combined with results for Pacific Islander students.

**(6)** There are three special populations reported in the profile.

Economically disadvantaged students are students determined to be eligible for their schools' free and reduced price meals under the National School Lunch Program.

Limited English proficient students are students served through ESEA Title III programs and students receiving LEP services through other programs designed for LEP students.

Children with disabilities (IDEA) are children with intellectual disability, hearing impairment including deafness, speech or language impairment, visual impairment including blindness, serious emotional disturbance, orthopedic impairment, autism, traumatic brain injury, developmental delay, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an individualized education program (IEP), individual family service plan (IFSP), or a services plan provided under IDEA. Note that for state level data, this count includes children ages 3-21.

### Districts and Schools

The number of all school districts and public schools, Title I participating schools, and charter schools in the state. This includes only the districts and schools that are operational (open, changed agency/changed boundary, new, added, or reopened) and that have pre-K through 12th grade student membership greater than zero. The count of districts includes regular school districts and special local education agencies such as regional education service agencies (RESAs), supervisory unions, state-operated agencies, federally operated agencies, and independent charter districts with total student enrollment greater than zero. Starting with SY 2009-10, school counts are also restricted to schools that are not dually reported by the Bureau of Indian Education and the state.

(Data source: Common Core of Data (CCD), "Local Education Agency Universe Survey," SY 2008-09 v1a, 2009-10 v1b preliminary, 2010-11 v1a preliminary, and "Public Elementary/ Secondary School Universe Survey," SY 2008-09 v1b, 2009-10 v1b preliminary, 2010-11 v1a preliminary; ED*Facts*, SY 2008-09, 2009-10, 2010-11)

### Student Enrollment

The number and percentage of all students enrolled in operational public schools with membership greater than zero in the state as of October 1 (or the closest school day to October 1) of the reported year for all grade levels from pre-K through 12th grade, as well as ungraded students. Total student membership is used for the denominator in the percentages. Some states may not have submitted complete enrollment data, thus affecting the numbers and percentages. State-level counts are derived from data reported at the state level and may have been imputed for missing data or edited to align with other state-reported data. Enrollment counts by school level (elementary, middle and high) do not include ungraded students. The percentages of economically disadvantaged students, limited English proficient students, and children with disabilities (IDEA) are based on aggregated school-level and agency-level data.

(Data source: Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," SY 2008-09 v1b, 2009-10 v1b preliminary, 2010-11 v1a preliminary for special populations , and "State Nonfiscal Survey of Public Elementary/Secondary Education," SY 2008-09 v1c, 2009-10 v1b, 2010-11 v1a, for 'all students', students by RE, and students by school grade)

### Adequate Yearly Progress

Adequate yearly progress (AYP) is the minimum level of improvement that public schools, districts, and states must achieve each year in order to meet the state's academic standards based on criteria in the Elementary and Secondary Education Act (ESEA), as amended.

Made AYP includes all public schools or Title I participating schools that achieved or exceeded the state standards. The denominator for the percentage includes schools with valid NCES ID numbers and available AYP designations, and may exclude schools that were new or newly reconfigured the year of data collection.

For schools that did not meet AYP in the same content area for several consecutive years, there are five improvement statuses based on the number of years they missed AYP. In the Adequate Yearly Progress section, the school year column headers refer to the Consolidated State Performance Report (CSPR) in which the data were reported. However, the improvement statuses are in effect for the following school year. On the ED Data Express website, improvement statuses are reported under the year in which the improvement statuses are in effect. The school years shown in the Adequate Yearly Progress section refer to the CSPR in which the data were collected. The improvement statuses are in effect for the school year following the CSPR in which they were collected. These data are also reported on the ED Data Express website under the school year in which the improvement statuses are in effect.

Identified for improvement (Year 1): did not meet AYP for two consecutive years.

Identified for improvement (Year 2): did not meet AYP for three consecutive years.

Corrective action: did not meet AYP after four consecutive years, including two years in improvement status.

Restructuring/Planning: did not meet AYP after five consecutive years

Restructuring/Implementation: did not meet AYP after six consecutive years.

(Data source: ED*Facts* for the Title I participating schools, and the Consolidated State Performance Report (CSPR) for 'all schools')

### State Assessment Performance

The percentage of public school students in the state performing at or above the Proficient level set by the state. Starting with SY 2005-06, reading and math assessments are administered every year from grades 3-8 and one grade in high school (HS). Changes in the percentage of proficient students can be a reflection of changes other than actual improvements in performance (e.g., changes in state standards, state proficiency cut scores, state assessments), so the data may not be comparable year to year.

The SY 2009-10 high school mathematics state assessment performance rates for Arkansas, Louisiana, and Tennessee report the percent of students performing at the advanced level, rather than the percent performing at or above the proficient level. This discrepancy is limited to the SY 2009-10 data and was corrected for subsequent school years.

AMO stands for "annual measurable objective" and is the state's annual target percentage of students who perform at or above Proficient on subject area assessments. Meeting AMO is the first step toward demonstrating AYP under ESEA, as amended, which stipulates that all states demonstrate 100% proficiency in reading and math by SY 2013-14. States continue to revise their AMOs (e.g., with the development of new tests), which may account for a lapse in data or a jump in AMOs over the years. No AMOs are shown for three states (New York, Oklahoma, Vermont) whose AMOs are based on a performance score index rather than the percentage of proficient students. AMOS are not comparable across states, grade levels, or subject areas.

Testing period: The following states conduct statewide assessments during fall testing windows, rather than spring testing windows: Maine (grade 3 through 8 only), Nebraska (science only), New Hampshire, North Dakota, Rhode Island, Vermont, and Wisconsin. Typically the fall testing states report assessment results based on the prior year's content. For example, a test conducted in the fall of a student's 4th grade year would cover content from the student's 3rd grade year, but would be reported as 4th grade assessment results. Therefore, results are not comparable between states that test students in the spring and those that test in the fall.

(Data source: ED*Facts* for the special populations; CSPR for 'all students' and by RE; OESE, State Accountability Plans, for AMOs)

**NAEP Achievement**

The percentage of public school students in the state who performed at or above the Proficient level on the National Assessment of Educational Progress (NAEP). ESEA, as amended, requires states that receive Title I funding to participate in the NAEP in reading and math at grades 4 and 8 every two years. The NAEP provides aggregated scores by state, grade level, subject, and subgroup, but does not provide individual scores for the students or schools. Differences in year-to-year percentages of students performing at or above Proficient level are not necessarily statistically significant. Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. The children with disabilities subgroup also includes students with Section 504 plans who require accommodations on NAEP.

**Advanced Placement (AP) Participation Rate**

Took at least one examinationis the percentage of public high school graduates in the state who have taken at least one AP exam during their HS career.

Scored three or higher on an AP examination is the percentage of public high school graduates in the state who have scored at least a 3 (on a scale of 1-5) on at least one AP exam during their HS career.

Updates: Starting 2012 (class of 2011 data), the terminology changed from HS seniors to HS graduates, though College Board uses these terms interchangeably. AP data are revised and republished the next year as prior year data. The 2009 data were revised for 13 states (Arizona, Arkansas, District of Columbia, Florida, Kansas, Kentucky, Louisiana, Massachusetts, Nebraska, New Jersey, North Carolina, Ohio, Washington), and the 2010 data were revised for 7 states (Connecticut, Florida, Indiana, Louisiana, Minnesota, North Carolina, South Dakota). The changes were each less than 1%. The 2011 data are the first issuance of that year's data.

(Data source: College Board, "Annual AP Report to the Nation")

**Graduation Rate**

State graduation rate is the percentage of students measured from the beginning of HS who graduate from a public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years. Alternatively, the state graduation rate can be defined another way by the state to more accurately measure the rate of students who graduate from HS with a regular diploma, which is approved by the Secretary in the state plan. This does not count a dropout as a transfer. The graduation rate is reported in the following year.

**Dropout Rate**

The state dropout rate calculates the percentage of students leaving a public school in a single year as determined by NCES CCD guidelines. The dropout rate is reported in the following year.

**Averaged Freshman Graduation Rate**

This Averaged Freshman Graduation Rate (AFGR) is an estimate of the percentage of an entering public high school freshman class graduating in four years. For example, for SY 2007-08, the AFGR equals the total number of diploma recipients in SY 2007-08, divided by the average membership of the 8th grade class in SY 2003-04, the 9th grade class in SY 2004-05, and the 10th grade class in SY 2005-06.

(Data source: CCD, "State Dropout and Completion Data File," SY 2007-08 v1b, 2008-09 v1a, 2009-10 vv0p)

**College Enrollment Rate**

College enrollment rate is the estimated percentage of HS graduates who attend public or private colleges the next year. The numerator for this rate is the number of college freshman who graduated from HS in the previous 12 months (reported by institutions of higher education on IPEDS), and the denominator is the number of HS graduates as reported by states (CCD) and private schools (PSS).

(Data source: CCD, "State Dropout and Completion Data File," 2006, 2008, 2010; "Private School Survey (PSS)," 2005, 2007, 2009, and Integrated Postsecondary Education Data System (IPEDS), Spring 2007, 2009, 2011 for 2006, 2008, 2010)

**Economic Data**

The economic data are inflation-adjusted: they are in constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

Per-pupil expenditure (PPE) – The state PPE is current expenditures divided by student membership for the state. The national PPE is the sum of expenditures for the 50 states and DC, divided by the sum of student membership for the 50 states and DC, and is thus not state-specific.

Funding for education is the total amount of government funds provided for education in the state, detailed by source. Federal funding are funds from federal government agencies to a state or local educational agency (LEA) for education purposes. State funding are funds produced within the boundaries of the state educational agency (SEA) that are available for the SEA's use, including allocating to LEAs. Local funding are funds produced within the boundaries of an LEA that are available for the LEA's use.

(Data source: U.S. Department of Education, NCES, CCD (Fiscal), "National Public Education Financial Survey" (NPEFS) FY 2008 v1b, 2009 v1b, 2010 v0f—preliminary)