

NSU-Prepared Teacher Impact on P-12 Outcomes (Academic Years 2021-22, 2022-23, and 2023-24)

Introduction & Purpose

This report examines the impact of teachers prepared by Northern State University (NSU) on P-12 student achievement as measured by the annual [South Dakota Report Card](#) assessments in English Language Arts (ELA), Mathematics, and Science. Using three consecutive years of assessment data (2021–22 through 2023–24), this study compares results for grades and subjects where all tested students were taught exclusively by NSU-prepared teachers (100% NSU) to two key benchmarks: (1) all teachers within a 40-mile radius of NSU (FMR) and (2) all teachers in public schools across the state.

The goal of this report is to determine whether the presence of exclusively NSU-prepared teachers correlates with improved student performance, and whether those outcomes are consistently stronger across the FMR and whole public school population with mixed or non-NSU-prepared staff. This report is part of NSU's ongoing commitment to data-driven program improvement.

Data Collection & Methodology

This analysis draws on three years of state summative assessment results (2021–22, 2022–23, and 2023–24) in English Language Arts (ELA), Mathematics, and Science for grades 3–5, 6–8, and 10–12. Proficiency results (students scoring at levels 3 and 4) were obtained for all public schools statewide and were disaggregated by subject, grade band, and student subgroups where available.

In parallel, NSU collected educator preparation data for all teachers assigned to tested grade levels and subjects within a 40-mile radius (FMR) of the university. Preparation records included undergraduate and, where applicable, graduate institutions of preparation. For each grade band and subject at a given school, the percentage of NSU-prepared teachers was calculated.

Teacher-level preparation records were compiled from verified district-level employment and certification data. The schools, listed in parenthesis, examined in this project are located in the following ten school districts:

- Aberdeen 06-1 (C.C. Lee Elementary – 05, Lincoln Elementary – 08, May Overby Elementary – 09, Mike Miller Elementary – 07, O.M. Tiffany Elementary – 11, Simmons Elementary – 10, Holgate Middle School – 02, Simmons Middle School – 03, Central High School – 01)

- Britton-Hecla 45-4 (Britton-Hecla Elementary – 02, Britton-Hecla Middle School – 03, Britton-Hecla High School – 01, Sunset Colony Elementary – 04, Sunset Colony High School – 06, Westwood Rural Elementary – 05)
- Frederick Area 06-2 (Frederick Elementary – 02, Frederick Area Middle School – 03, Frederick High School – 01)
- Groton Area 06-6 (Groton Area Elementary – 02, Groton Area Middle School – 04, Groton Area High School – 01)
- Ipswich Area 22-6 (Deerfield Colony Elementary – 05, Ipswich Elementary – 02, Ipswich Middle School – 04, Ipswich High School – 01, Pembroke Colony Elementary – 06, Rosette Colony Elementary – 03)
- Langford Area 45-5 (Langford Area Elementary – 02, Langford Area Middle School – 03, Langford Area High School – 01, Newport Colony Elementary – 04)
- Leola 44-2 (Grassland Colony Elementary – 06, Leola Elementary – 02, Leola Jr. High – 03, Leola High School – 01, Long Lake Colony Elementary – 05, Spring Creek Colony Elementary – 04)
- Northwestern Area 56-7 (Huterville Colony Elementary – 06, Northwestern Elementary – 04, Northwestern Middle School – 02, Northwestern High School – 01)
- Redfield 56-4 (Redfield Elementary – 03, Redfield Middle School – 02, Redfield High School – 01, Turtle Creek High School – 04)
- Warner 06-5 (Warner Elementary – 02, Warner Middle School – 03, Warner High School – 01)

Each teacher's undergraduate and, if applicable, graduate institution was classified into one of four groups:

- Northern State University
- Other South Dakota Board of Regents (SD BOR) institutions (public)
- Other South Dakota (non-BOR) institutions (private and tribal)
- Out-of-State (OOS) institutions

The “100% NSU” designation was assigned only where all teachers responsible for instruction in a specific grade band and subject at a given school were prepared by NSU. For example, a school may be included as 100% NSU in middle school science, but not in elementary math, depending on staff composition.

Three comparison groups were identified for each subject and grade band:

- 100% NSU: Grade band/subject combinations where all teachers were NSU-prepared.
- All FMR: All grade band/subject combinations within the 40-mile radius, regardless of teacher preparation background.
- All Schools: All public school grade band/subject combinations statewide.

Student proficiency rates in each subject and grade band were compared across these three groups, with attention to patterns over time. Subgroup analysis (e.g., by gender, race/ethnicity, disability, and economic disadvantage) was conducted where available, though state suppression rules limited some reporting due to low numbers in individual grade/subject bands or schools overall.

Teacher Preparation Summary for FMR

To contextualize the analysis of student outcomes, teacher preparation background was first summarized for all teachers within the FMR and then narrowed to the targeted populations. Data include both undergraduate and graduate preparing institutions for certified educators teaching the assessed grades and subject areas in every public school within the FMR across three years (2021–22, 2022–23, 2023–24). Note: individual teachers may be represented more than once in the count if they teach more than one targeted grade or subject, or if they teach at more than one school.

Undergraduate Preparation (3-AY averages)

- 70.6% of all undergraduate-prepared teachers in the FMR received their degrees from NSU.
- 10.1% were prepared at other South Dakota Board of Regents (BOR) institutions.
- 4.6% were from other South Dakota (non-BOR) institutions.
- 14.7% of teachers completed their undergraduate preparation out-of-state (OOS).

The breakdown by school district, preparing institution, and year can be found in Table 1 at the end of this report.

Graduate Preparation (3-AY averages)

- 72.4% of all graduate degrees were earned from NSU.
- 12.1% were earned from other SD BOR institutions.
- No graduate preparation was recorded from non-BOR South Dakota schools.
- 15.5% came from out-of-state institutions.

The breakdown by school district, preparing institution, and year can be found in Table 2 at the end of this report.

Overall Trends

Across all three years of analysis, grade band and subject combinations taught exclusively by NSU-prepared teachers (100% NSU) consistently demonstrated higher student proficiency rates than both the FMR and statewide averages. These differences were most notable in Mathematics and Science, where proficiency rates are generally lower overall.

- In Elementary Math, 100% NSU settings averaged proficiency rates 6–10 percentage points higher than the state and 4–7 points higher than FMR schools across all years.
- In Middle School Science, 100% NSU combinations consistently outperformed both comparison groups by 5+ percentage points, with particularly strong results in 2021–22 and 2023–24.
- In Elementary ELA, 100% NSU settings maintained a steady advantage of 3–6 percentage points over statewide averages and outpaced FMR in all three years.
- High School performance was more variable overall across all groups, but NSU-taught grade/subject combinations frequently met or exceeded FMR performance and held steady in comparison to state averages.

These trends suggest that NSU-prepared teachers contribute meaningfully to student success, particularly in foundational and STEM-related content areas, and that this effect is sustained over multiple years and grade bands.

Year-by-Year Proficiency Patterns

2021–22: In the first year of analysis, grade band and subject combinations taught exclusively by NSU-prepared teachers showed clear advantages in Elementary Math and Middle School Science, outperforming both FMR and statewide groups by notable margins. Performance in Elementary ELA was also higher for 100% NSU combinations but the margin was narrower.

2022–23: Statewide and FMR proficiency rates declined in several areas, especially Math and Science. Despite these overall dips, the 100% NSU group demonstrated greater stability, maintaining performance in Elementary ELA and even slightly increasing in some Middle School Science settings. This year strengthened the observed gap between 100% NSU and other groups.

2023–24: 100% NSU groups led or matched the highest performance levels in nearly every subject and grade band. The strongest patterns were again observed in Elementary Math and Middle School Science, where proficiency remained high and above comparison group averages. High school results were more variable across all groups, showing smaller margins and a wider spread of performance.

These year-over-year results show that grade and subject areas taught exclusively by NSU-prepared educators not only perform well in individual years but also demonstrate consistency and resilience in performance across time, particularly in foundational and STEM content areas.

Subgroup Trends

Subgroup proficiency data were reviewed for gender, race/ethnicity, disability status, and economic disadvantage, where available. Due to state data suppression rules, results for subgroups with fewer than 10 tested students in a given grade and subject at school were not

reported. These omissions limited data completeness and made year-over-year and subject-wide subgroup analysis inconsistent, especially regarding racial/ethnic breakdowns.

Despite these limitations, several patterns emerged where subgroup data were reliably reported. In both 2022–23 and 2023–24, students in 100% NSU-taught grade/subject combinations outperformed both FMR and statewide averages among:

- Female students in Elementary ELA and Math
- Economically disadvantaged students in Middle School Science
- Students with disabilities in Elementary ELA, though margins were narrower

These results were most consistent in the elementary and middle school grade bands, where subgroup data were more frequently available. Although not all years and subjects had sufficient data for comparison, the available results suggest that NSU-prepared teachers are positively impacting outcomes for historically underserved groups in key content areas.

Conclusions

Three years of state assessment data reveal a consistent and compelling trend: when all teachers responsible for instruction in a grade band and subject are prepared by Northern State University, student proficiency rates are generally stronger and more consistent as compared to both regional (FMR) and statewide averages.

These effects are most evident in Elementary and Middle School Math and Science, where 100% NSU grade/subject combinations frequently outperformed all comparison groups. English Language Arts results also showed consistent advantages for NSU-prepared educators, particularly in the elementary grades.

Through multiple years, subjects, and grade bands, NSU-prepared teachers contributed to stronger and more stable student achievement outcomes, even in content areas where overall state proficiency rates have declined. Subgroup data, while limited, further reinforce this pattern among key populations such as female students and economically disadvantaged learners.

These findings underscore the impact and value of NSU's educator preparation programs. They also affirm the university's role in contributing to improved outcomes for P-12 learners.

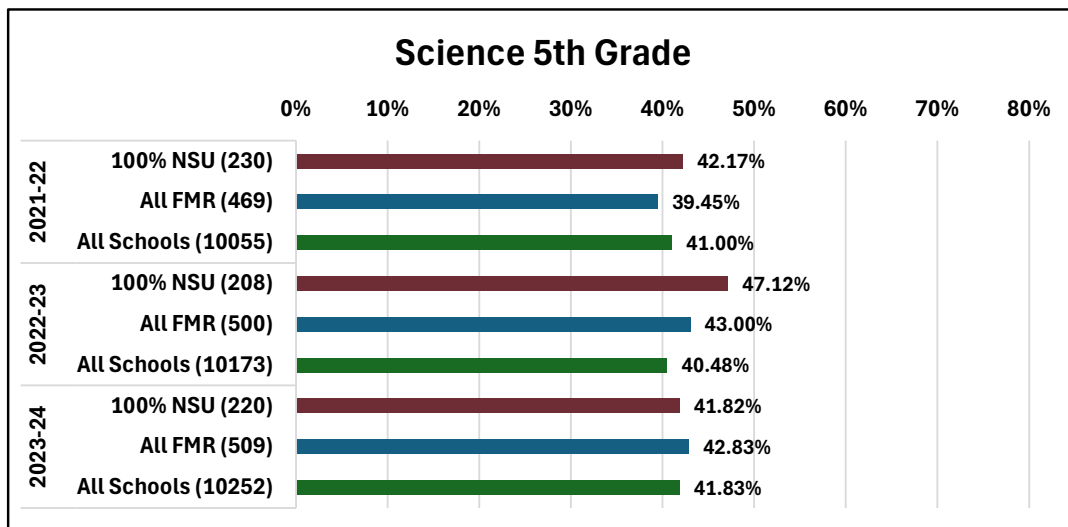
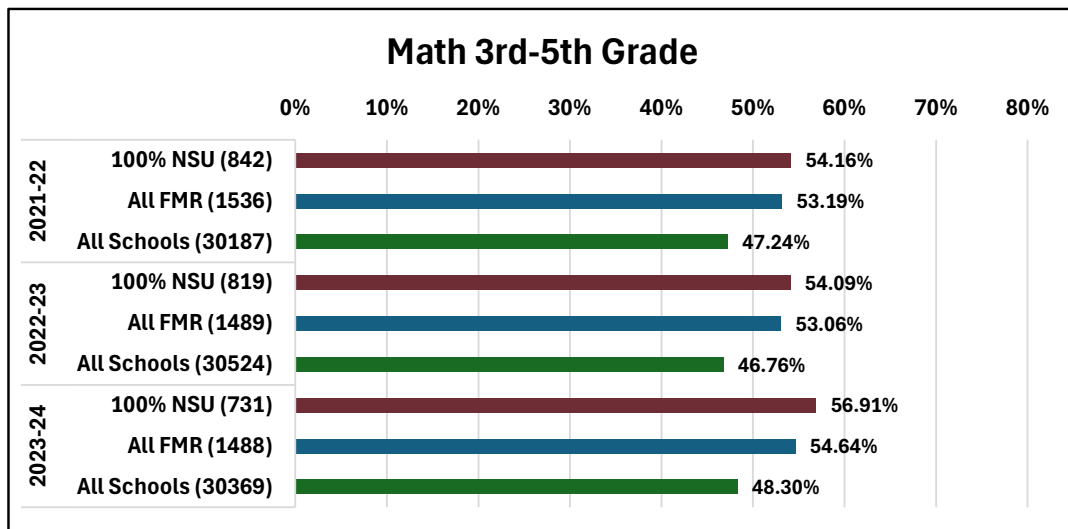
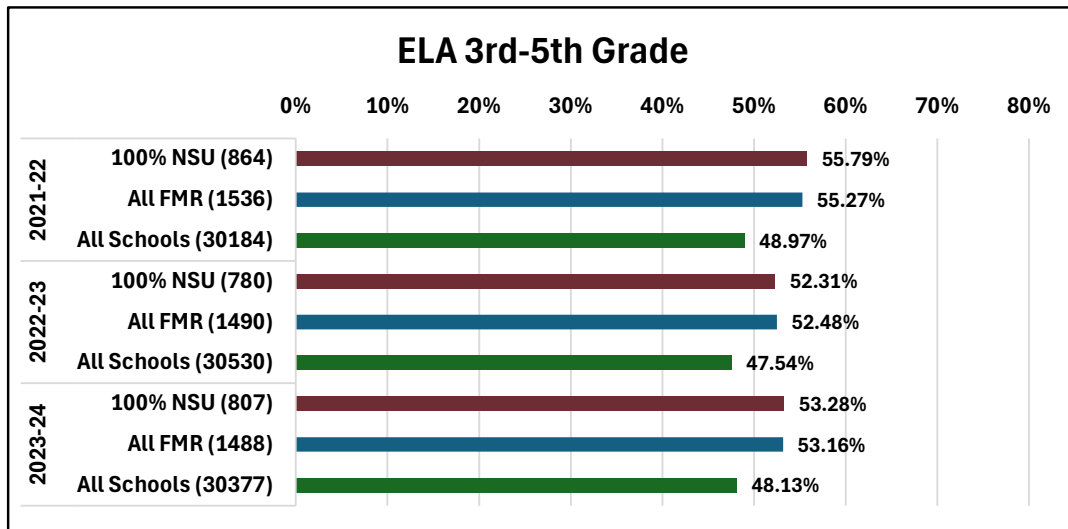
Table 1: FMR Undergraduate Preparation Institution Summary

Year	District	Total UG	NSU UG		BOR UG		SD UG		OOS UG	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent
2021-22	Aberdeen 06-1	253	187	74%	22	9%	10	4%	34	13%
2021-22	Britton-Hecla 45-4	58	25	43%			6	10%	27	47%
2021-22	Frederick Area 06-2	23	17	74%			6	26%		
2021-22	Groton Area 06-6	47	30	64%	12	26%	3	6%	2	4%
2021-22	Ipswich Area 22-6	56	48	86%	7	13%	1	2%		
2021-22	Langford Area 45-5	33	23	70%	5	15%			5	15%
2021-22	Leola 44-2	79	55	70%	9	11%			15	19%
2021-22	Northwestern Area 56-7	26	25	96%	1	4%				
2021-22	Redfield 56-4	38	24	63%	7	18%	3	8%	4	11%
2021-22	Warner 06-5	21	13	62%	3	14%			5	24%
2021-22	All	634	447	71%	66	10%	29	5%	92	15%
2022-23	Aberdeen 06-1	253	187	74%	22	9%	10	4%	34	13%
2022-23	Britton-Hecla 45-4	58	25	43%			6	10%	27	47%
2022-23	Frederick Area 06-2	23	17	74%			6	26%		
2022-23	Groton Area 06-6	48	30	63%	12	25%	3	6%	3	6%
2022-23	Ipswich Area 22-6	59	51	86%	7	12%	1	2%		
2022-23	Langford Area 45-5	33	23	70%	5	15%			5	15%
2022-23	Leola 44-2	79	55	70%	9	11%			15	19%
2022-23	Northwestern Area 56-7	27	26	96%	1	4%				
2022-23	Redfield 56-4	41	30	73%	7	17%	3	7%	1	2%
2022-23	Warner 06-5	21	13	62%	3	14%			5	24%
2022-23	All	642	457	71%	66	10%	29	5%	90	14%
2023-24	Aberdeen 06-1	258	188	73%	25	10%	10	4%	35	14%
2023-24	Britton-Hecla 45-4	64	28	44%			6	9%	30	47%
2023-24	Frederick Area 06-2	23	17	74%			6	26%		
2023-24	Groton Area 06-6	51	30	59%	15	29%	3	6%	3	6%
2023-24	Ipswich Area 22-6	60	54	90%	5	8%	1	2%		
2023-24	Langford Area 45-5	32	21	66%	2	6%			9	28%
2023-24	Leola 44-2	73	52	71%	6	8%			15	21%
2023-24	Northwestern Area 56-7	24	23	96%	1	4%				
2023-24	Redfield 56-4	24	16	67%	4	17%	3	13%	1	4%
2023-24	Warner 06-5	21	13	62%	3	14%			5	24%
2023-24	All	629	441	70%	61	10%	29	5%	98	16%

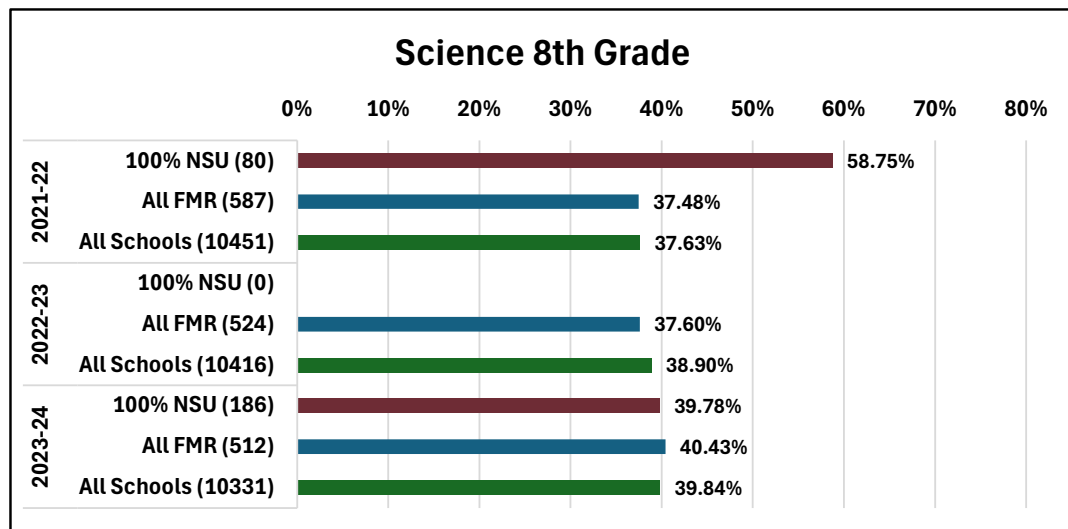
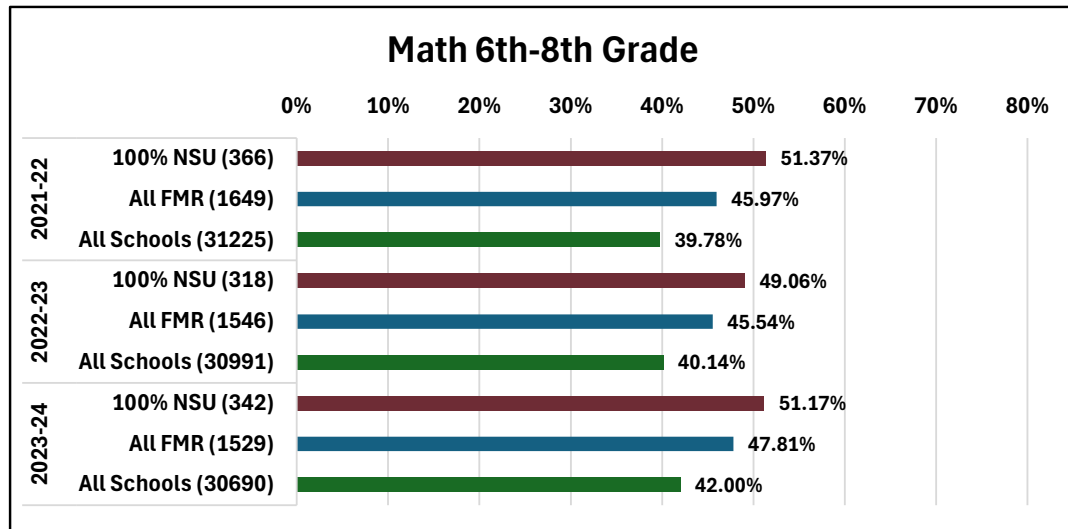
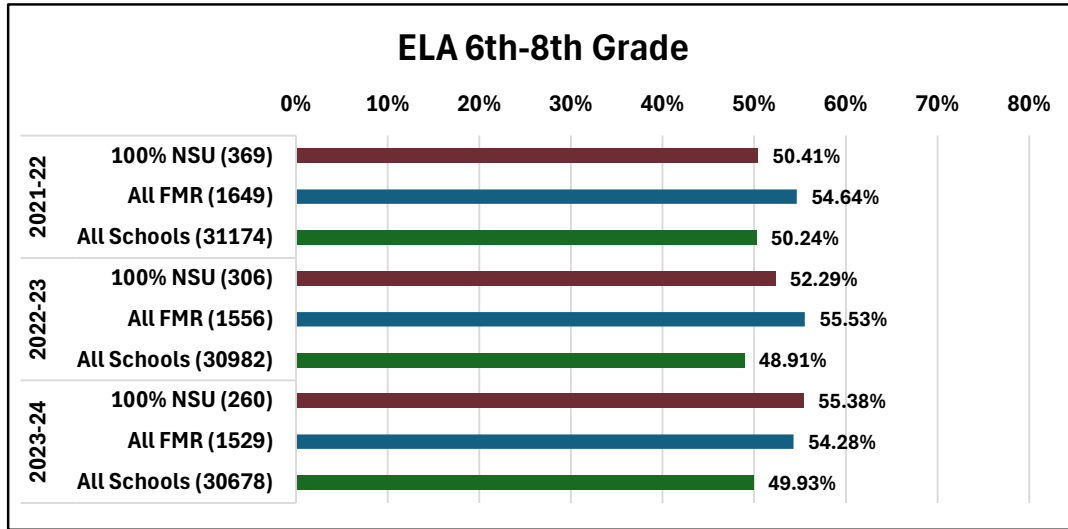
Table 2: FMR Graduate Preparation Institution Summary

Year	District	Total GR	NSU GR		BOR GR		SD GR		OOS GR	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent
2021-22	Aberdeen 06-1	134	100	75%	14	10%			20	15%
2021-22	Britton-Hecla 45-4	6	2	33%					4	67%
2021-22	Frederick Area 06-2	0								
2021-22	Groton Area 06-6	23	23	100%						
2021-22	Ipswich Area 22-6	4	1	25%	3	75%				
2021-22	Langford Area 45-5	5	3	60%					2	40%
2021-22	Leola 44-2	3	3	100%						
2021-22	Northwestern Area 56-7	3	1	33%					2	67%
2021-22	Redfield 56-4	11	5	45%	3	27%			3	27%
2021-22	Warner 06-5	4	3	75%	1	25%				
2021-22	All	193	141	73%	21	11%	0	0%	31	16%
2022-23	Aberdeen 06-1	140	103	74%	17	12%			20	14%
2022-23	Britton-Hecla 45-4	6	2	33%					4	67%
2022-23	Frederick Area 06-2	0								
2022-23	Groton Area 06-6	24	24	100%						
2022-23	Ipswich Area 22-6	4	1	25%	3	75%				
2022-23	Langford Area 45-5	5	3	60%					2	40%
2022-23	Leola 44-2	3	3	100%						
2022-23	Northwestern Area 56-7	3	1	33%					2	67%
2022-23	Redfield 56-4	14	5	36%	6	43%			3	21%
2022-23	Warner 06-5	4	3	75%	1	25%				
2022-23	All	203	145	71%	27	13%	0	0%	31	15%
2023-24	Aberdeen 06-1	125	96	77%	11	9%			18	14%
2023-24	Britton-Hecla 45-4	12	8	67%					4	33%
2023-24	Frederick Area 06-2	3	3	100%						
2023-24	Groton Area 06-6	24	21	88%	3	13%				
2023-24	Ipswich Area 22-6	7	4	57%	3	43%				
2023-24	Langford Area 45-5	9	3	33%					6	67%
2023-24	Leola 44-2	3			3	100%				
2023-24	Northwestern Area 56-7	3	1	33%					2	67%
2023-24	Redfield 56-4	8	5	63%	3	38%				
2023-24	Warner 06-5	4	3	75%	1	25%				
2023-24	All	198	144	73%	24	12%	0	0%	30	15%

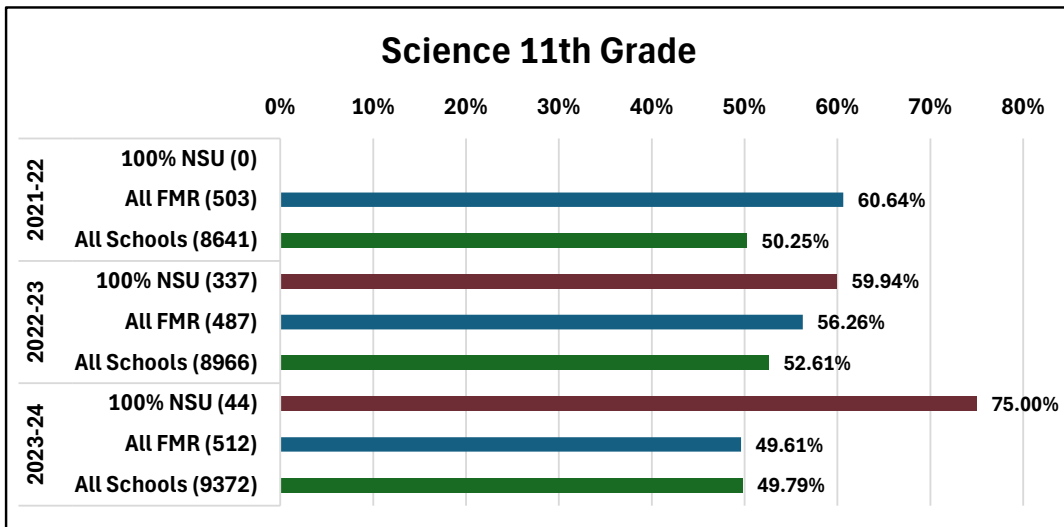
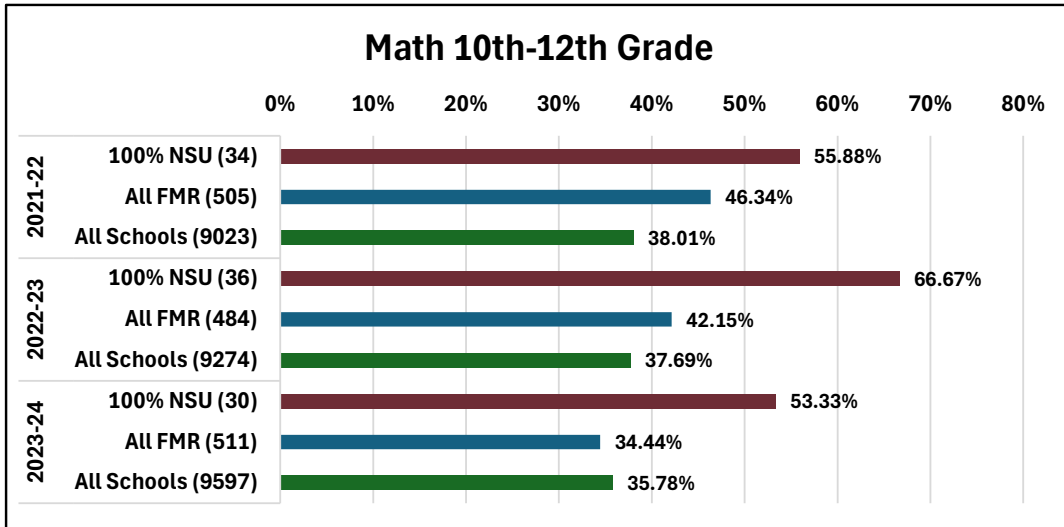
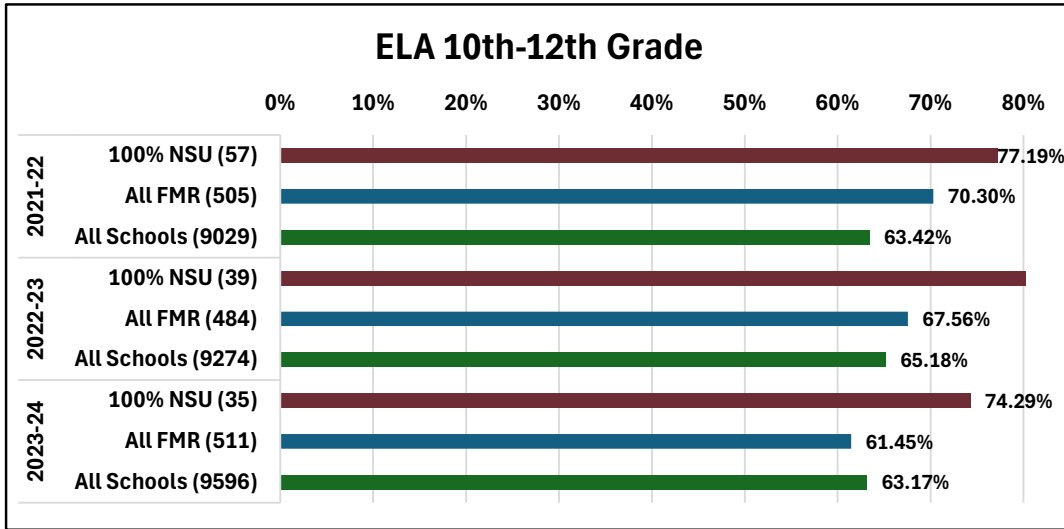
Graphs 1-3: Elementary School Proficiency Results for 2021-22, 2022-23, and 2023-24



Graphs 4-6: Middle School Proficiency Results for 2021-22, 2022-23, and 2023-24



Graphs 7-9: High School Proficiency Results for 2021-22, 2022-23, and 2023-24



Graphs 10-12: 3-Academic Year Averages Proficiency Results

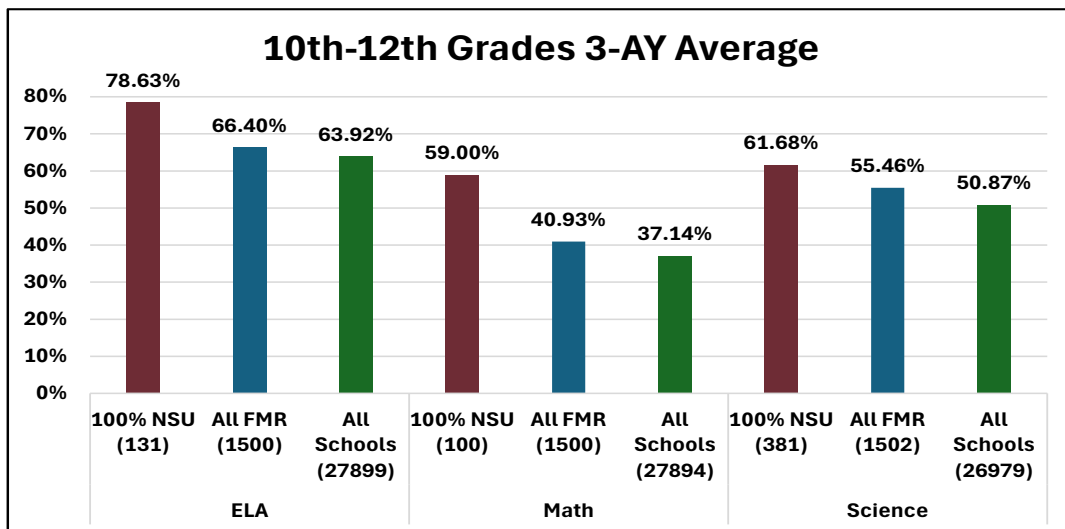
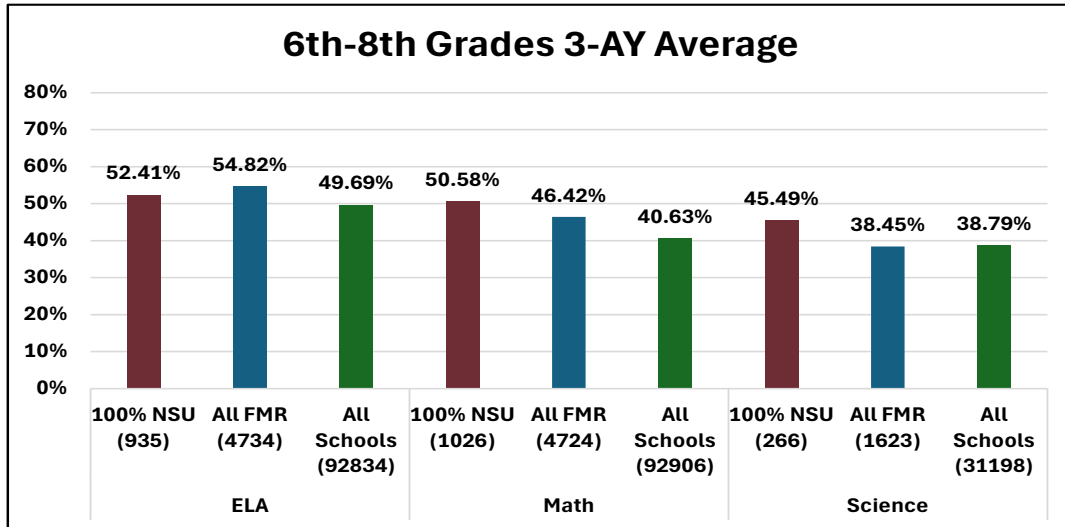
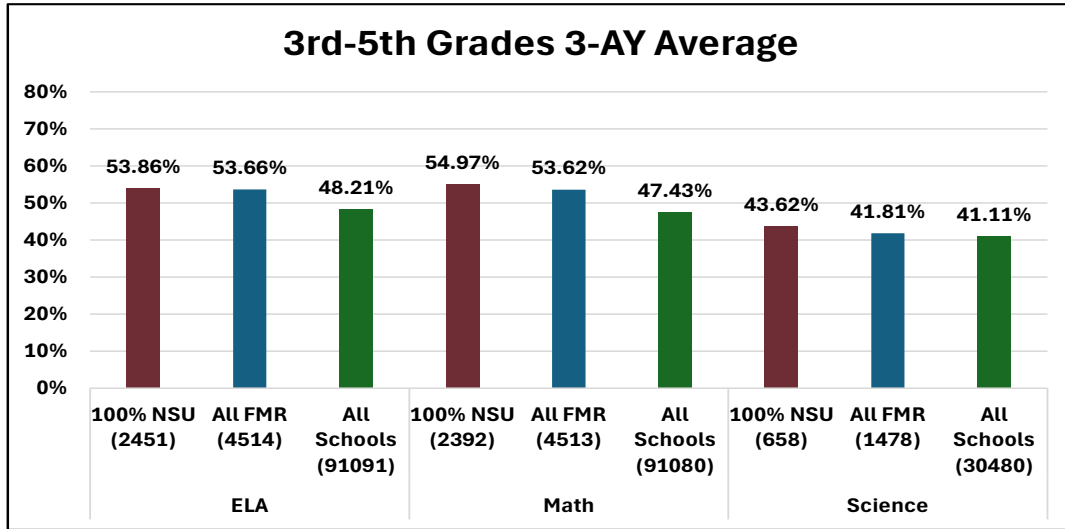


Table 4: 2021-22 Proficiency and Demographic Breakdown

Student Population	Grade Group	Subject	All Tested Students		Female		Male		Disabled		Econ Disadv		White		Non-White	
			Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient
100% NSU	ES	ELA	864	55.79%	405	60.74%	372	51.34%	104	36.54%	90	34.44%	701	59.34%	--	--
All FMR	ES	ELA	1,536	55.27%	722	59.56%	706	50.99%	177	28.81%	166	37.35%	1,220	58.11%	--	--
All Schools	ES	ELA	30,184	48.97%	14,674	52.35%	15,510	45.78%	5,655	21.26%	9,184	28.73%	21,422	56.34%	7454	26.37%
100% NSU	MS	ELA	369	50.41%	151	54.30%	129	40.31%	--	--	--	--	326	50.92%	--	--
All FMR	MS	ELA	1,649	54.64%	741	61.27%	785	48.03%	149	16.11%	195	32.82%	1,344	57.44%	92	34.09%
All Schools	MS	ELA	31,174	50.24%	15,204	56.02%	15,970	44.73%	4,372	13.79%	11,741	29.92%	22,761	57.13%	7002	26.75%
100% NSU	HS	ELA	57	77.19%	16	87.50%	19	78.95%	--	--	--	--	55	76.36%	--	--
All FMR	HS	ELA	505	70.30%	216	75.46%	253	65.61%	22	27.27%	48	39.58%	450	72.22%	22	45.87%
All Schools	HS	ELA	9,029	63.42%	4,341	70.63%	4,688	56.74%	899	19.58%	11,637	29.62%	7,009	68.81%	1576	39.56%
100% NSU	ES	Math	842	54.16%	391	53.20%	372	53.49%	117	31.62%	90	35.56%	681	58.00%	--	--
All FMR	ES	Math	1,536	53.19%	722	50.83%	706	54.25%	178	30.34%	166	33.73%	1,220	57.38%	--	--
All Schools	ES	Math	30,187	47.24%	14,678	44.35%	15,509	49.98%	5,652	23.18%	9,181	24.99%	21,423	55.97%	7429	21.92%
100% NSU	MS	Math	366	51.37%	151	44.37%	134	50.75%	--	--	--	--	347	51.87%	--	--
All FMR	MS	Math	1,649	45.97%	741	44.80%	785	45.48%	126	13.49%	195	23.59%	1,344	50.22%	85	23.85%
All Schools	MS	Math	31,225	39.78%	15,230	38.88%	15,995	40.63%	4,371	10.32%	11,731	28.30%	22,776	47.21%	7313	16.36%
100% NSU	HS	Math	34	55.88%	--	--	15	53.33%	--	--	--	--	32	53.13%	--	--
All FMR	HS	Math	505	46.34%	216	46.76%	253	44.27%	22	9.09%	48	20.83%	450	48.67%	15	46.67%
All Schools	HS	Math	9,023	38.01%	4,347	39.38%	4,676	36.74%	855	8.30%	11,634	27.79%	7,002	43.40%	1631	17.06%
100% NSU	ES	Science	230	42.17%	100	46.00%	104	38.46%	35	28.57%	24	20.83%	201	44.78%	--	--
All FMR	ES	Science	469	39.45%	211	41.23%	221	36.65%	70	24.29%	66	21.21%	376	42.82%	--	--
All Schools	ES	Science	10,055	41.00%	4,905	39.41%	5,150	42.52%	1,610	15.59%	3,016	21.82%	7,195	48.67%	2369	19.13%
100% NSU	MS	Science	80	58.75%	39	53.85%	27	70.37%	--	--	--	--	74	59.46%	--	--
All FMR	MS	Science	587	37.48%	265	36.98%	278	35.61%	53	9.43%	71	16.90%	475	39.37%	34	24.26%
All Schools	MS	Science	10,451	37.63%	5,092	37.45%	5,359	37.81%	1,298	9.40%	3,935	24.93%	7,646	44.18%	2330	17.39%
100% NSU	HS	Science	--	--	--	--	--	--	--	--	--	--	--	--	--	--
All FMR	HS	Science	503	60.64%	214	62.62%	253	60.47%	22	31.82%	49	36.73%	447	61.74%	23	43.84%
All Schools	HS	Science	8,641	50.25%	4,159	50.57%	4,482	49.96%	769	12.48%	3,839	24.85%	6,784	55.25%	1461	28.77%

Table 5: 2022-23 Proficiency and Demographic Breakdown

Student Population	Grade Group	Subject	All Tested Students		Female		Male		Disabled		Econ Disadv		White		Non-White	
			Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient
100% NSU	ES	ELA	780	52.31%	342	52.92%	356	48.88%	75	25.33%	138	39.13%	645	55.35%	--	--
All FMR	ES	ELA	1,490	52.48%	696	55.32%	666	48.20%	187	24.60%	346	39.31%	1,206	55.39%	--	--
All Schools	ES	ELA	30,530	47.54%	14,939	50.36%	15,591	44.83%	5,978	20.22%	1,955	43.89%	21,409	54.97%	7764	25.44%
100% NSU	MS	ELA	306	52.29%	122	59.02%	107	47.66%	13	7.69%	22	27.27%	276	53.99%	--	--
All FMR	MS	ELA	1,556	55.53%	702	61.82%	753	50.33%	166	16.27%	357	36.13%	1,277	58.97%	79	38.41%
All Schools	MS	ELA	30,982	48.91%	15,082	54.81%	15,900	43.31%	4,394	12.43%	2,481	45.02%	22,359	55.77%	7169	26.49%
100% NSU	HS	ELA	39	84.62%	12	75.00%	13	92.31%	--	--	--	--	36	86.11%	--	--
All FMR	HS	ELA	484	67.56%	233	72.10%	233	61.80%	28	17.86%	95	42.11%	408	69.36%	40	59.13%
All Schools	HS	ELA	9,274	65.18%	4,592	71.21%	4,682	59.27%	884	17.42%	2,280	47.72%	7,139	70.07%	1707	43.44%
100% NSU	ES	Math	819	54.09%	359	51.25%	378	53.44%	87	28.74%	186	38.71%	673	56.91%	--	--
All FMR	ES	Math	1,489	53.06%	696	51.72%	665	52.48%	188	28.19%	373	36.46%	1,206	56.80%	--	--
All Schools	ES	Math	30,524	46.76%	14,937	43.49%	15,587	49.89%	5,976	23.18%	1,811	19.49%	21,407	55.45%	7690	22.62%
100% NSU	MS	Math	318	49.06%	133	42.11%	121	52.89%	--	--	11	36.36%	299	50.50%	--	--
All FMR	MS	Math	1,546	45.54%	702	42.59%	753	47.28%	166	15.06%	357	27.73%	1,277	49.65%	93	26.00%
All Schools	MS	Math	30,991	40.14%	15,098	38.97%	15,893	41.24%	4,390	10.46%	2,349	18.39%	22,354	47.64%	7442	17.05%
100% NSU	HS	Math	36	66.67%	12	66.67%	11	54.55%	--	--	--	--	34	67.65%	--	--
All FMR	HS	Math	484	42.15%	216	45.83%	233	39.91%	--	--	95	18.95%	408	44.12%	44	34.78%
All Schools	HS	Math	9,274	37.69%	4,593	37.82%	4,681	37.56%	843	7.12%	2,135	19.53%	7,138	42.97%	1754	17.12%
100% NSU	ES	Science	208	47.12%	96	38.54%	91	52.75%	--	--	24	29.17%	170	51.18%	--	--
All FMR	ES	Science	500	43.00%	237	36.29%	220	48.18%	33	30.30%	95	23.16%	395	47.09%	--	--
All Schools	ES	Science	10,173	40.48%	4,966	38.58%	5,207	42.29%	1,773	17.82%	1,786	32.75%	7,105	47.52%	2524	21.36%
100% NSU	MS	Science	--	--	--	--	--	--	--	--	--	--	--	--	--	--
All FMR	MS	Science	524	37.60%	240	37.50%	246	37.40%	21	23.81%	116	23.28%	437	41.88%	11	9.09%
All Schools	MS	Science	10,416	38.90%	5,100	38.35%	5,316	39.43%	1,288	11.80%	2,362	32.98%	7,616	44.98%	2295	19.23%
100% NSU	HS	Science	337	59.94%	165	60.00%	168	60.71%	28	25.00%	86	37.21%	270	62.22%	39	52.62%
All FMR	HS	Science	487	56.26%	236	57.20%	233	56.65%	28	25.00%	96	35.42%	408	58.09%	39	52.62%
All Schools	HS	Science	8,966	52.61%	4,436	51.19%	4,530	54.00%	840	14.52%	2,147	33.77%	6,965	57.82%	1595	30.30%

Table 6: 2023-24 Proficiency and Demographic Breakdown

Student Population	Grade Group	Subject	All Tested Students		Female		Male		Disabled		Econ Disadv		White		Non-White	
			Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient	Total Tested N	% Scored Proficient
100% NSU	ES	ELA	807	53.28%	349	56.73%	363	47.11%	132	28.03%	221	33.94%	630	56.03%	--	--
All FMR	ES	ELA	1,488	53.16%	693	56.57%	686	48.10%	236	25.42%	435	36.09%	1,180	56.61%	--	--
All Schools	ES	ELA	30,377	48.13%	14,751	51.09%	15,626	45.32%	6,084	20.43%	8,594	29.60%	21,288	55.44%	7715	26.43%
100% NSU	MS	ELA	260	55.38%	89	55.06%	105	54.29%	22	22.73%	10	30.00%	235	56.17%	--	--
All FMR	MS	ELA	1,529	54.28%	674	58.90%	748	49.47%	187	19.25%	344	39.24%	1,218	56.57%	145	45.07%
All Schools	MS	ELA	30,678	49.93%	14,941	55.59%	15,737	44.55%	4,447	13.04%	10,940	32.22%	21,791	56.59%	7327	29.24%
100% NSU	HS	ELA	35	74.29%	11	81.82%	13	69.23%	--	--	--	--	35	74.29%	--	--
All FMR	HS	ELA	511	61.45%	226	69.47%	265	53.58%	39	12.82%	89	43.82%	434	63.36%	38	27.57%
All Schools	HS	ELA	9,596	63.17%	4,599	70.02%	4,997	56.87%	899	17.13%	10,689	29.88%	7,237	68.95%	1834	40.43%
100% NSU	ES	Math	731	56.91%	311	53.70%	325	57.23%	100	26.00%	197	37.56%	563	60.92%	--	--
All FMR	ES	Math	1,488	54.64%	693	51.23%	686	56.12%	214	27.10%	435	37.24%	1,180	59.15%	--	--
All Schools	ES	Math	30,369	48.30%	14,745	44.83%	15,624	51.57%	6,083	22.67%	8,629	19.24%	21,289	57.19%	7620	23.60%
100% NSU	MS	Math	342	51.17%	136	41.18%	138	52.90%	22	18.18%	--	--	311	52.73%	--	--
All FMR	MS	Math	1,529	47.81%	674	44.96%	748	49.20%	177	22.60%	334	33.83%	1,218	51.15%	146	42.61%
All Schools	MS	Math	30,690	42.00%	14,946	41.41%	15,744	42.57%	4,446	11.40%	10,956	22.90%	21,785	50.07%	7629	18.75%
100% NSU	HS	Math	30	53.33%	--	--	10	60.00%	--	--	--	--	29	51.72%	--	--
All FMR	HS	Math	511	34.44%	226	33.19%	265	34.34%	39	10.26%	89	19.10%	434	36.41%	22	10.47%
All Schools	HS	Math	9,597	35.78%	4,598	35.12%	4,999	36.39%	878	7.63%	10,699	21.23%	7,238	41.39%	1924	15.08%
100% NSU	ES	Science	220	41.82%	94	42.55%	87	32.18%	20	20.00%	25	36.00%	185	45.41%	--	--
All FMR	ES	Science	509	42.83%	248	43.15%	214	39.25%	78	23.08%	119	30.25%	411	47.45%	--	--
All Schools	ES	Science	10,252	41.83%	4,984	39.75%	5,268	43.79%	1,909	17.71%	2,788	20.88%	7,175	48.99%	2507	22.11%
100% NSU	MS	Science	186	39.78%	70	31.43%	98	37.76%	25	12.00%	60	23.33%	141	41.13%	9	2.38%
All FMR	MS	Science	512	40.43%	206	37.38%	260	39.62%	46	17.39%	111	18.02%	413	44.07%	33	21.86%
All Schools	MS	Science	10,331	39.84%	4,949	40.37%	5,382	39.35%	1,408	11.58%	3,554	23.89%	7,413	46.20%	2378	21.25%
100% NSU	HS	Science	44	75.00%	12	66.67%	23	78.26%	--	--	--	--	42	73.81%	--	--
All FMR	HS	Science	512	49.61%	227	45.81%	265	50.94%	39	17.95%	89	30.34%	434	52.07%	42	22.22%
All Schools	HS	Science	9,372	49.79%	4,500	47.69%	4,872	51.72%	874	16.36%	3,473	22.26%	7,134	55.16%	1783	28.01%