# South Dakota

## Grade 4 and 8 Public Schools
## State
## Reading 2017

This report provides selected results for South Dakota's public school students at grades 4 and 8 from the National Assessment of Educational Progress (NAEP) assessment in reading. Results are reported by average scale scores and by achievement levels (*Basic, Proficient,* and *Advanced*).

State-level results in reading are available for 12 assessment years (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017), although not all states may have participated or met the criteria for reporting in every assessment year. All 50 states, the District of Columbia, and the Department of Defense Education Activity schools (DoDEA) participated in the 2017 reading assessment at grades 4 and 8.

For more information about the assessment, visit the NAEP website at http://nces.ed.gov/nationsreportcard/ which contains

- *The Nation's Report Card™, Reading 2017*
- The full set of national and state results in an interactive database
- Released test questions, scoring guides, and question-level performance data

*NAEP is a project of the National Center for Education Statistics (NCES), reporting on the academic achievement of elementary and secondary students in the United States.*

# KEY FINDINGS FOR 2017

***Grade 4:***

- In 2017, the average reading score for fourth-grade students in South Dakota was 222. This was not significantly different from that for the nation's public schools (221).
- The average score for students in South Dakota in 2017 (222) was not significantly different from that in 2003 (222) and was not significantly different from that in 2015 (220).
- In 2017, the percentage of students in South Dakota who performed at or above *Proficient* was 36 percent. This was not significantly different from that for the nation's public schools (35 percent).
- The percentage of students in South Dakota who performed at or above *Proficient* in 2017 (36 percent) was not significantly different from that in 2003 (33 percent) and in 2015 (35 percent).
- In 2017, the percentage of students in South Dakota who performed at or above *Basic* was 69 percent. This was not significantly different from that for the nation's public schools (67 percent).
- The percentage of students in South Dakota who performed at or above *Basic* in 2017 (69 percent) was not significantly different from that in 2003 (69 percent) and in 2015 (68 percent).

***Grade 8:***

- In 2017, the average reading score for eighth-grade students in South Dakota was 267. This was higher than that for the nation's public schools (265).
- The average score for students in South Dakota in 2017 (267) was lower than that in 2003 (270) and was not significantly different from that in 2015 (267).
- In 2017, the percentage of students in South Dakota who performed at or above *Proficient* was 36 percent. This was not significantly different from that for the nation's public schools (35 percent).
- The percentage of students in South Dakota who performed at or above *Proficient* in 2017 (36 percent) was not significantly different from that in 2003 (39 percent) and in 2015 (34 percent).
- In 2017, the percentage of students in South Dakota who performed at or above *Basic* was 80 percent. This was greater than that for the nation's public schools (75 percent).
- The percentage of students in South Dakota who performed at or above *Basic* in 2017 (80 percent) was not significantly different from that in 2003 (82 percent) and in 2015 (80 percent).

*The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, and National Assessment of Educational Progress (NAEP) have provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.*

# Introduction

## What Was Assessed?

The National Assessment Governing Board oversees the development of NAEP frameworks that describe the specific knowledge and skills to be assessed in each subject. The development of the NAEP reading framework was guided by scientifically-based reading research. The framework defines reading as a dynamic cognitive process that involves understanding written text, developing and interpreting meaning, and using meaning as appropriate to the type of text.

*The Reading Framework for the 2009 National Assessment of Educational Progress* replaced the framework that guided the 1992 reading assessment and subsequent reading assessments through 2007. Based on results from special analysis, it was determined that even with a new framework, the results from the 2009 reading assessment could still be compared to those from previous assessment years. A summary of these analyses is available on the Web at http://nces.ed.gov/nationsreportcard/reading/trend_study.asp. The 2017 NAEP reading assessment used the same framework used in 2009, 2011, 2013, and 2015. Trends are reported from 1992 to 2017.

## Types of Text

The framework calls for the use of both literary and informational texts in the reading assessment. Literary texts include three types at each grade: fiction, literary nonfiction, and poetry. Informational texts include exposition, argumentation/persuasive, and procedural texts. The inclusion of distinct text types is aligned with the framework's definition of reading, which recognizes that interaction with different texts elicit different ways of thinking and responding.

**Literary texts** (all three types at each grade)

- Fiction
- Literary Nonfiction
- Poetry

**Informational texts** (varies by grade level – see procedural appendix for more detail)

- Exposition
- Argumentation and persuasive text
- Procedural texts and documents

## Cognitive Targets

All reading questions are aligned to cognitive reading behaviors applicable to both literary and informational texts. The framework specifies three reading behaviors, or cognitive targets: locate/recall, integrate/interpret, and critique/evaluate. The term cognitive target refers to the mental processes or kinds of thinking that underlie reading comprehension.

- **Locate and recall:** When locating or recalling information from what they have read, students may identify explicitly stated main ideas or may focus on specific elements of a story.
- **Integrate and interpret:** When integrating and interpreting what they have read, students may make comparisons, explain character motivation, or examine relations of ideas across the text.
- **Critique and evaluate:** When critiquing or evaluating what they have read, students view the text critically by examining it from numerous perspectives or may evaluate overall text quality or the effectiveness of particular aspects of the text.

## Meaning Vocabulary

In addition, the framework calls for a systematic assessment of meaning vocabulary. Meaning vocabulary items function as both a measure of passage comprehension and of reader's knowledge of specific word meaning as used in the passage.

## Assessment Design

The assessment contains reading materials that were drawn from sources commonly available to students both in and out of the school environment. These authentic materials were considered to be representative of students' typical reading experiences. Students are asked to read two grade-appropriate passages and to answer questions based on what they have read. A combination of multiple-choice and constructed-response questions was used to assess students' understanding of the passages. Released NAEP reading passages and questions, along with student performance data by state, are available on the NAEP website at http://nces.ed.gov/nationsreportcard/itmrlsx/.

## Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Education Activity schools (DoDEA) participated in the 2017 reading assessment at grades 4 and 8. In order for assessment results to be reported to the public, the overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board. A minimum of 85 percent participation is required for schools in each subject and grade combination. Participation rates for the 2017 reading assessment are available on the NAEP website at http://www.nationsreportcard.gov/reading_math_2017/#reading/about#participation.

The schools and students participating in NAEP assessments are selected to be representative both nationally and for public schools at the state level. The comparisons between national and state results in this report present the performance of public school students only. In NAEP reports, the category "nation (public)" does not include DoDEA or Bureau of Indian Education schools.

## How Is Student Reading Performance Reported?

The 2017 state results are compared to results from 11 earlier assessments at grade 4 and from 8 earlier assessments at grade 8.

**Scale Scores**: Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 for grades 4 and 8. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects or across content areas within the same subject. Results are also reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

**Achievement Levels**: Achievement levels are performance standards that describe what students should know and be able to do. Results are reported as percentages of students performing at or above three achievement levels (*Basic*, *Proficient*, and *Advanced*). Students performing at or above the *Proficient* level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. It should be noted that the NAEP *Proficient* achievement level does not represent grade level proficiency as determined by other assessment standards (e.g., state or district assessments).

## Interpreting the Results

### INTERPRETING THE RESULTS

NAEP achievement-level setting is based on the collective judgments of a broadly representative panel of teachers, education specialists, and members of the general public. The authorizing legislation for the National Assessment of Educational Progress (NAEP) requires that the achievement levels be used on a trial basis until the Commissioner of the National Center for Education Statistics (NCES) determines that the achievement levels are reasonable, valid, and informative to the public (20 USC § 9622(e)(2)(C)). The NCES Commissioner's determination is to be based on a congressionally mandated, rigorous, and independent evaluation. The latest evaluation of the achievement levels was conducted by a committee convened by the National Academies of Sciences, Engineering, and Medicine in 2016. The evaluation concluded that further evidence should be gathered to determine whether the achievement levels are reasonable, valid, and informative. Accordingly, the NCES Commissioner determined that the trial status of the achievement levels should be maintained at this time. Read more about how NAEP achievement levels are set.

The three achievement levels are defined as follows:

- *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient* represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and appropriate analytical skills.
- *Advanced* represents superior performance.

The achievement levels are cumulative; therefore, students performing at the *Proficient* level also display the competencies associated with the *Basic* level, and students at the *Advanced* level also demonstrate the competencies associated with both the *Basic* and the *Proficient* levels.

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials. The reading achievement-level descriptions are summarized in Figures 1-A and 1-B .

**Figure 1-A**

## The Nation's Report Card 2017 State Assessment

Descriptions of fourth-grade achievement levels for 2017 NAEP reading assessment

**Basic Level (208)** Fourth-grade students performing at the *Basic* level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Basic* level should be able to make simple inferences about characters, events, plot, and setting. They should be able to identify a problem in a story and relevant information that supports an interpretation of a text.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Basic* level should be able to identify the main purpose and an explicitly stated main idea, as well as gather information from various parts of a text to provide supporting information.

**Proficient Level (238)** Fourth-grade students performing at the *Proficient* level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Proficient* level should be able to identify implicit main ideas and recognize relevant information that supports them. Students should be able to judge elements of an author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motivations.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Proficient* level should be able to locate relevant information, integrate information across texts, and evaluate the way an author presents information. Student performance at this level should demonstrate an understanding of the purpose for text features and an ability to integrate information from headings, text boxes, and graphics and their captions. They should be able to explain a simple cause-and-effect relationship and draw conclusions.

**Advanced Level (268)** Fourth-grade students performing at the *Advanced* level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Advanced* level should be able to identify the theme in stories and poems and make complex inferences about characters' traits, feelings, motivations, and actions. They should be able to recognize characters' perspectives and evaluate characters' motivations. Students should be able to interpret characteristics of poems and evaluate aspects of text organization.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Advanced* level should be able to make complex inferences about main ideas and supporting ideas. They should be able to express a judgment about the text and about text features and support the judgments with evidence. They should be able to identify the most likely cause given an effect, explain an author's point of view, and compare ideas across two texts.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2016). *Reading Framework for the 2017 National Assessment of Educational Progress*. Washington, DC.

**Figure 1-B**

## The Nation's Report Card 2017 State Assessment

Descriptions of eighth-grade achievement levels for 2017 NAEP reading assessment

| | |
|---|---|
| **Basic Level (243)** | Eighth-grade students performing at the *Basic* level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content. |

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Basic* level should recognize major themes and be able to identify, describe, and make simple inferences about setting and about character motivations, traits, and experiences. They should be able to state and provide some support for judgments about the way an author presents content and about character motivation.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Basic* level should be able to recognize inferences based on main ideas and supporting details. They should be able to locate and provide relevant facts to construct general statements about information from the text. Students should be able to provide some support for judgments about the way information is presented.

| | |
|---|---|
| **Proficient Level (281)** | Eighth-grade students performing at the *Proficient* level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content. |

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Proficient* level should be able to make and support a connection between characters from two parts of a text. They should be able to recognize character actions and infer and support character feelings. Students performing at this level should be able to provide and support judgments about characters' motivations across texts. They should be able to identify how figurative language is used.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Proficient* level should be able to locate and provide facts and relevant information that support a main idea or purpose, interpret causal relations, provide and support a judgment about the author's argument or stance, and recognize rhetorical devices.

| | |
|---|---|
| **Advanced Level (323)** | Eighth-grade students performing at the *Advanced* level should be able to make connections within and across texts and to explain causal relations. They should be able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students performing at the *Advanced* level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying. |

When reading **literary** texts such as fiction, literary nonfiction, and poetry, eighth-grade students performing at the *Advanced* level should be able to explain the effects of narrative events. Within or across texts, they should be able to make thematic connections and make inferences about characters' feelings, motivations, and experiences.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Advanced* level should be able to infer and explain a variety of connections that are intratextual (such as the relation between specific information and the main idea) or intertextual (such as the relation of ideas across expository and argument texts). Within and across texts, students should be able to state and justify judgments about text features, choice of content, and the author's use of evidence and rhetorical devices.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2016). *Reading Framework for the 2017 National Assessment of Educational Progress*. Washington, DC.

## Assessing Students With Disabilities and/or English Language Learners

Testing accommodations, such as extra testing time or individual (rather than group) administration, are provided for students with disabilities (SD) and/or English language learners (ELL) who could not fairly and accurately demonstrate their abilities without modified test administration procedures. In 1996, administration procedures were introduced at the national level allowing certain accommodations for students requiring such accommodations to participate.

In state NAEP reading assessments prior to 1998, no testing accommodations or adaptations were permitted for SD and/or ELL students. In 1998, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for SD and/or ELL students who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 1998, and both are shown in the tables in this report. Please note that bullet statements only reference the results from the 1998 assessment where accommodations were permitted. Results for the assessment years where accommodations were not permitted in state NAEP reading assessments (1992 and 1994) are reported in the same tables as the results where accommodations were permitted (1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017).

## NAEP 2017 Digitally Based Reading Assessment

While 2017 marked the first year a reading Digitally Based Assessment (DBA) was administered, a small portion of the students sampled took a reading Paper Based Assessment (PBA). NAEP administered the assessment in both modes—DBA and PBA—to investigate potential differences in performance between students taking the assessment on a tablet and students taking the paper-based assessment. Each participating student, however, took the assessment in only one mode.

It is important for NAEP to assess as many students selected to participate as possible. Assessing representative samples of students, including students with disabilities (SD) and English language learners (ELL), helps to ensure that NAEP results accurately reflect the educational performance of all students in the target population, and can continue to serve as a meaningful measure of U.S. students' academic achievement over time. To ensure that all selected students from the population can be assessed, many of the same accommodations that SD and ELL students use on other tests are provided for those students participating in NAEP. Read more about accommodations available in NAEP. Accommodations were first made available for the reading assessment in 1998. In the 2017 NAEP reading assessment, accommodations were provided for both DBA and PBA. In DBA, some accommodations were provided by the test delivery system (e.g., extended time) while others were available outside of the test delivery system (e.g., breaks during test). DBA also included a set of accessibility features, referred to as universal design elements that were available to all students.

## Interpreting Results

The scores and percentages in this report are estimates based on samples of students rather than on entire populations. In addition, the collection of questions used at each grade level is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Comparisons over time or between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the assessed students are of the entire population. Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level using unrounded numbers.

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as being statistically significant than were detected in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. Thus, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to sampling error, or to true differences in the population of interest.

Differences between scores or percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences between 2017 and prior assessments are marked with a notation (*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

Score or percentage differences or gaps cited in this report are calculated based on differences between unrounded numbers. Therefore, the reader may find that the score or percentage difference cited in the text or tables may not be identical to the difference obtained from subtracting the rounded values shown in the accompanying tables or figures.

The reader is cautioned against making simple causal inferences between student performance and the other variables (e.g., race/ethnicity, gender, and type of school location) discussed in this report. A statistically significant relationship between a variable and measures of student performance does not imply that the variable causes differences in how well students perform. The relationship may be influenced by a number of other variables not accounted for in this report, such as family income, parental involvement, or student attitudes.

# NAEP 2017 Reading Overall Average Score and Achievement-Level Results for Public School Students

Overall reading results for public school students from South Dakota are reported in this section, as well as regional and national results. The regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West (http://nces.ed.gov/nationsreportcard/hsts/tabulations/regions.asp). Trend data by region are not provided for assessment years prior to 2003.

Prior to 1998, testing accommodations were not provided for SD and/or ELL students in NAEP state reading assessments. For 1998, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples. In the text of this report, comparisons to 1998 results refer only to the sample in which accommodations were permitted.

## Overall Scale Score Results

Student performance is reported as an average score based on the NAEP reading scale, which ranges from 0 to 500 for grades 4 and 8.

Tables 1-A and 1-B show the overall performance results of grades 4 and 8 public school students in South Dakota, the nation, and the region. Prior to 2003, the list of states that comprise a given region for NAEP differed from the list used by the U.S. Census Bureau, which has been used in NAEP from 2003 onward. Therefore, the data for the state's region are given only for 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017. The first column of results presents the average score on the NAEP reading scale. The remaining columns show the scores at selected percentiles. Percentiles indicate the percentages of students whose scores fell at or below a particular score. For example, the 25th percentile defines the cut point for the lowest 25 percent of students within the distribution of scale scores.

### *Grade 4 Scale Score Results*

- In 2017, the average scale score for students in South Dakota was 222. This was not significantly different from that for students across the nation (221).
- In South Dakota, the average scale score for students in 2017 was not significantly different from that in 2015 (220). Similarly, the average scale score for students in public schools across the nation in 2017 was not significantly different from that in 2015 (221).
- In South Dakota, the average scale score for students in 2017 was higher than the score in 2013. However, it was not significantly different from the scores in 2003, 2005, 2007, 2009, 2011, and 2015.

### *Grade 8 Scale Score Results*

- In 2017, the average scale score for students in South Dakota was 267. This was higher than that for students across the nation (265).
- In South Dakota, the average scale score for students in 2017 was not significantly different from that in 2015 (267). However, the average scale score for students in public schools across the nation in 2017 was higher than that in 2015 (264).
- In South Dakota, the average scale score for students in 2017 was lower than the scores in 2003, 2007, and 2009. However, it was not significantly different from the scores in 2005, 2011, 2013, and 2015.

**Table 1-A**

## The Nation's Report Card 2017 State Assessment

Average scale scores and selected percentile scores in NAEP reading for fourth-grade public school students, by year and jurisdiction: Various years, 2003–2017

| Year and jurisdiction | | Average scale score | 10th percentile | 25th percentile | 50th percentile | 75th percentile | 90th percentile |
|---|---|---|---|---|---|---|---|
| 2003 | Nation (public) | 216* | 167* | 193* | 219* | 243* | 262* |
| | Midwest[1] | 220* | 172 | 198* | 223* | 246* | 264* |
| | South Dakota | 222 | 178 | 201 | 224 | 246 | 263 |
| 2005 | Nation (public) | 217* | 169 | 194* | 220* | 243* | 262* |
| | Midwest[1] | 220* | 173 | 198* | 223* | 245* | 263* |
| | South Dakota | 222 | 180 | 203 | 225 | 245 | 261 |
| 2007 | Nation (public) | 220* | 173* | 198 | 222* | 244* | 263* |
| | Midwest[1] | 222 | 177* | 201 | 225* | 246* | 264* |
| | South Dakota | 223 | 182* | 204 | 225 | 245 | 263 |
| 2009 | Nation (public) | 220* | 173* | 198 | 222* | 244* | 263* |
| | Midwest[1] | 222 | 175* | 200 | 224* | 246* | 264* |
| | South Dakota | 222 | 179 | 202 | 225 | 245 | 262 |
| 2011 | Nation (public) | 220 | 173* | 198 | 223* | 245* | 263* |
| | Midwest[1] | 221* | 174 | 200 | 224* | 245* | 263* |
| | South Dakota | 220 | 175 | 201 | 224 | 243* | 259* |
| 2013 | Nation (public) | 221 | 172* | 199* | 224 | 246* | 264* |
| | Midwest[1] | 222 | 173 | 201 | 226 | 247 | 265 |
| | South Dakota | 218* | 169 | 197 | 223* | 244* | 261* |
| 2015 | Nation (public) | 221 | 173* | 200* | 225 | 247 | 265 |
| | Midwest[1] | 223 | 175* | 202 | 226 | 248 | 265 |
| | South Dakota | 220 | 172 | 200 | 225 | 246 | 264 |
| 2017 | Nation (public) | 221 | 169 | 198 | 225 | 248 | 266 |
| | Midwest[1] | 222 | 172 | 200 | 226 | 248 | 266 |
| | South Dakota | 222 | 174 | 201 | 226 | 247 | 263 |

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2017.

[1] Region in which jurisdiction is located.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

**Table 1-B**

## The Nation's Report Card 2017 State Assessment

Average scale scores and selected percentile scores in NAEP reading for eighth-grade public school students, by year and jurisdiction: Various years, 2003–2017

| Year and jurisdiction | | Average scale score | 10th percentile | 25th percentile | 50th percentile | 75th percentile | 90th percentile |
|---|---|---|---|---|---|---|---|
| 2003 | Nation (public) | 261* | 215* | 240* | 264* | 286* | 304* |
| | Midwest[1] | 266 | 223 | 246 | 269* | 289* | 306* |
| | South Dakota | 270* | 229* | 251 | 272 | 292 | 308 |
| 2005 | Nation (public) | 260* | 214* | 238* | 263* | 285* | 303* |
| | Midwest[1] | 265* | 221 | 244* | 267* | 288* | 305* |
| | South Dakota | 269 | 231* | 251 | 271 | 289 | 304 |
| 2007 | Nation (public) | 261* | 216* | 240* | 264* | 285* | 303* |
| | Midwest[1] | 265* | 222 | 245 | 267* | 287* | 304* |
| | South Dakota | 270* | 232* | 252* | 272 | 290 | 305 |
| 2009 | Nation (public) | 262* | 218 | 242* | 265* | 286* | 304* |
| | Midwest[1] | 266* | 223 | 246 | 268* | 288* | 305* |
| | South Dakota | 270* | 234* | 253* | 272 | 290 | 303 |
| 2011 | Nation (public) | 264* | 219 | 243 | 266* | 287* | 305* |
| | Midwest[1] | 267 | 224* | 247 | 269* | 289* | 307* |
| | South Dakota | 269 | 231* | 251* | 271 | 289 | 305 |
| 2013 | Nation (public) | 266 | 222* | 245* | 268 | 289 | 308 |
| | Midwest[1] | 268 | 224 | 247 | 270 | 291 | 309 |
| | South Dakota | 268 | 228 | 250 | 270 | 290 | 307 |
| 2015 | Nation (public) | 264* | 218 | 243 | 266* | 288* | 306* |
| | Midwest[1] | 267 | 223 | 247 | 269 | 290 | 308 |
| | South Dakota | 267 | 227 | 248 | 269 | 288 | 305 |
| 2017 | Nation (public) | 265 | 218 | 243 | 268 | 290 | 309 |
| | Midwest[1] | 268 | 222 | 247 | 271 | 292 | 310 |
| | South Dakota | 267 | 224 | 248 | 270 | 289 | 306 |

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2017.

[1] Region in which jurisdiction is located.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

## Overall Achievement-Level Results

Student results are reported as the percentages of students performing relative to performance standards set by the National Assessment Governing Board. These performance standards for what students should know and be able to do were based on the recommendations of broadly representative panels of educators and members of the public.

Tables 2-A and 2-B show the percentage of students at grades 4 and 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced*. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they may sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced)* plus the students below *Basic* will sum to 100 percent.

### *Grade 4 Achievement-Level Results*

- In 2017, the percentage of South Dakota's students who performed at or above *Proficient* was 36 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (35 percent).
- In South Dakota, the percentage of students who performed at or above *Proficient* in 2017 was greater than the percentages in 2011 and 2013, but was not significantly different from the percentages in 2003, 2005, 2007, 2009, and 2015.
- In 2017, the percentage of South Dakota's students who performed at or above *Basic* was 69 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Basic* (67 percent).
- In South Dakota, the percentage of students who performed at or above *Basic* in 2017 was not significantly different from the percentages in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

### *Grade 8 Achievement-Level Results*

- In 2017, the percentage of South Dakota's students who performed at or above *Proficient* was 36 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (35 percent).
- In South Dakota, the percentage of students who performed at or above *Proficient* in 2017 was not significantly different from the percentages in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In 2017, the percentage of South Dakota's students who performed at or above *Basic* was 80 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (75 percent).
- In South Dakota, the percentage of students who performed at or above *Basic* in 2017 was smaller than the percentages in 2007, 2009, and 2011, but was not significantly different from the percentages in 2003, 2005, 2013, and 2015.

**Table 2-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 2003–2017

| Year and jurisdiction | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
|---|---|---|---|---|---|
| 2003 | Nation (public) | 38* | 62* | 30* | 7* |
| | Midwest[1] | 34* | 66* | 33* | 8* |
| | South Dakota | 31 | 69 | 33 | 7 |
| 2005 | Nation (public) | 38* | 62* | 30* | 7* |
| | Midwest[1] | 34* | 66* | 32* | 7* |
| | South Dakota | 30 | 70 | 33 | 6 |
| 2007 | Nation (public) | 34 | 66 | 32* | 7* |
| | Midwest[1] | 31 | 69 | 34* | 8* |
| | South Dakota | 29 | 71 | 34 | 7 |
| 2009 | Nation (public) | 34 | 66 | 32* | 7* |
| | Midwest[1] | 32 | 68 | 34* | 8 |
| | South Dakota | 30 | 70 | 33 | 7 |
| 2011 | Nation (public) | 34 | 66 | 32* | 7* |
| | Midwest[1] | 32 | 68 | 33* | 7* |
| | South Dakota | 31 | 69 | 31* | 5 |
| 2013 | Nation (public) | 33 | 67 | 34* | 8* |
| | Midwest[1] | 31 | 69 | 36 | 8 |
| | South Dakota | 34 | 66 | 32* | 6 |
| 2015 | Nation (public) | 32 | 68 | 35 | 8 |
| | Midwest[1] | 30 | 70 | 36 | 8 |
| | South Dakota | 32 | 68 | 35 | 8 |
| 2017 | Nation (public) | 33 | 67 | 35 | 9 |
| | Midwest[1] | 31 | 69 | 37 | 9 |
| | South Dakota | 31 | 69 | 36 | 7 |

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2017.

[1] Region in which jurisdiction is located.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

**Table 2-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 2003–2017

| Year and jurisdiction | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
|---|---|---|---|---|---|
| 2003 | Nation (public) | 28* | 72* | 30* | 3* |
| | Midwest[1] | 23 | 77 | 34* | 3* |
| | South Dakota | 18 | 82 | 39 | 3 |
| 2005 | Nation (public) | 29* | 71* | 29* | 3* |
| | Midwest[1] | 24* | 76* | 32* | 3* |
| | South Dakota | 18 | 82 | 35 | 2 |
| 2007 | Nation (public) | 27* | 73* | 29* | 2* |
| | Midwest[1] | 23 | 77 | 32* | 2* |
| | South Dakota | 17* | 83* | 37 | 2 |
| 2009 | Nation (public) | 26* | 74* | 30* | 2* |
| | Midwest[1] | 22 | 78 | 34* | 3* |
| | South Dakota | 16* | 84* | 37 | 2 |
| 2011 | Nation (public) | 25 | 75 | 32* | 3* |
| | Midwest[1] | 22 | 78 | 35* | 3* |
| | South Dakota | 17* | 83* | 35 | 2 |
| 2013 | Nation (public) | 23* | 77* | 34 | 4 |
| | Midwest[1] | 21 | 79 | 36 | 4 |
| | South Dakota | 19 | 81 | 36 | 3 |
| 2015 | Nation (public) | 25 | 75 | 33* | 3* |
| | Midwest[1] | 22 | 78 | 36 | 4 |
| | South Dakota | 20 | 80 | 34 | 2 |
| 2017 | Nation (public) | 25 | 75 | 35 | 4 |
| | Midwest[1] | 22 | 78 | 37 | 4 |
| | South Dakota | 20 | 80 | 36 | 2 |

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2017.

[1] Region in which jurisdiction is located.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

# Comparisons Between South Dakota, the Nation, and Participating States and Jurisdictions

All 50 states, the District of Columbia, and Department of Defense Education Activity schools (DoDEA) participated in the 2017 reading assessment at grades 4 and 8. References to "jurisdictions" in the results statements may include states, the District of Columbia, and DoDEA schools.

## Comparisons by Scale Scores

Figures 2-A and 2-B compare South Dakota's 2017 overall reading scale scores at grades 4 and 8 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of South Dakota in the NAEP 2017 reading assessment.

***Grade 4 Scale Score Comparison Results***

- The average score for students in South Dakota was higher than 17 jurisdictions, not significantly different from 22 jurisdictions, and lower than 12 jurisdictions.

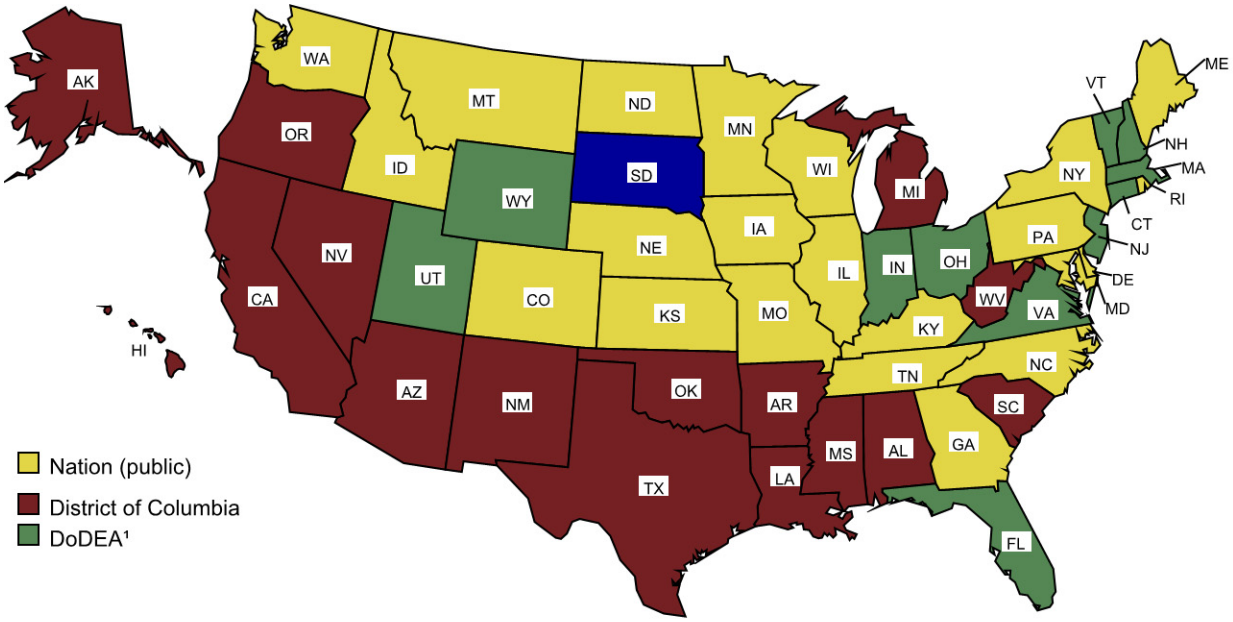
***Grade 8 Scale Score Comparison Results***

- The average score for students in South Dakota was higher than 20 jurisdictions, not significantly different from 23 jurisdictions, and lower than 8 jurisdictions.

**Figure 2-A**

## The Nation's Report Card 2017 State Assessment

South Dakota's average scale score in NAEP reading for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2017



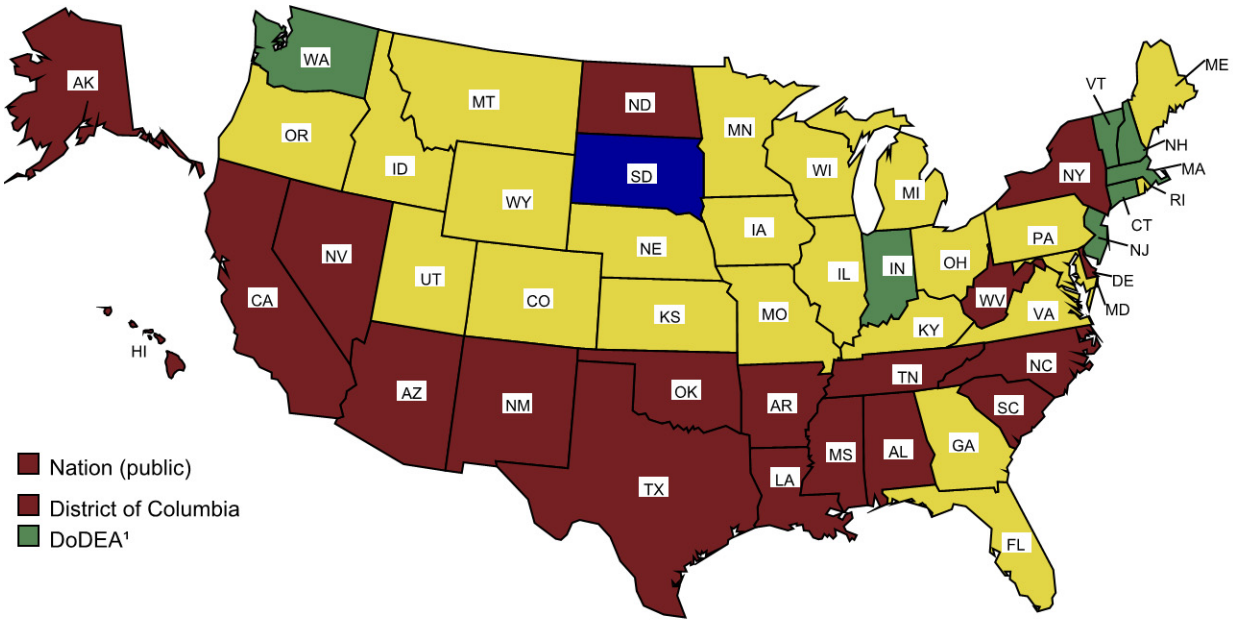

- Focal state/jurisdiction (South Dakota)
- Higher average scale score than South Dakota (12 jurisdictions)
- Not significantly different from South Dakota (nation and 22 jurisdictions)
- Lower average scale score than South Dakota (17 jurisdictions)

[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

**Figure 2-B**

## The Nation's Report Card 2017 State Assessment

South Dakota's average scale score in NAEP reading for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2017




- Focal state/jurisdiction (South Dakota)
- Higher average scale score than South Dakota (8 jurisdictions)
- Not significantly different from South Dakota (23 jurisdictions)
- Lower average scale score than South Dakota (nation and 20 jurisdictions)

[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

## Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2017 reading assessment in terms of percentages of grades 4 and 8 students performing at or above *Proficient*. The participating states and jurisdictions are grouped into categories that reflect whether the percentage of their students performing at or above *Proficient* (including *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in South Dakota.

Note that the selected state is listed first in its category, and the other states and jurisdictions within each category are listed alphabetically; statistical comparisons among jurisdictions in each of the three categories are not included in this report. However, statistical comparisons among states by achievement level can be conducted online by using the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

***Grade 4 Achievement-Level Comparison Results***

- The percentage of students performing at or above the *Proficient* level in South Dakota was greater than the percentage in 12 jurisdictions, not significantly different from those in 28 jurisdictions, and smaller than those in 11 jurisdictions.
- The percentage of students performing at or above the *Basic* level in South Dakota was greater than the percentage in 17 jurisdictions, not significantly different from those in 25 jurisdictions, and smaller than those in 9 jurisdictions (data not shown).

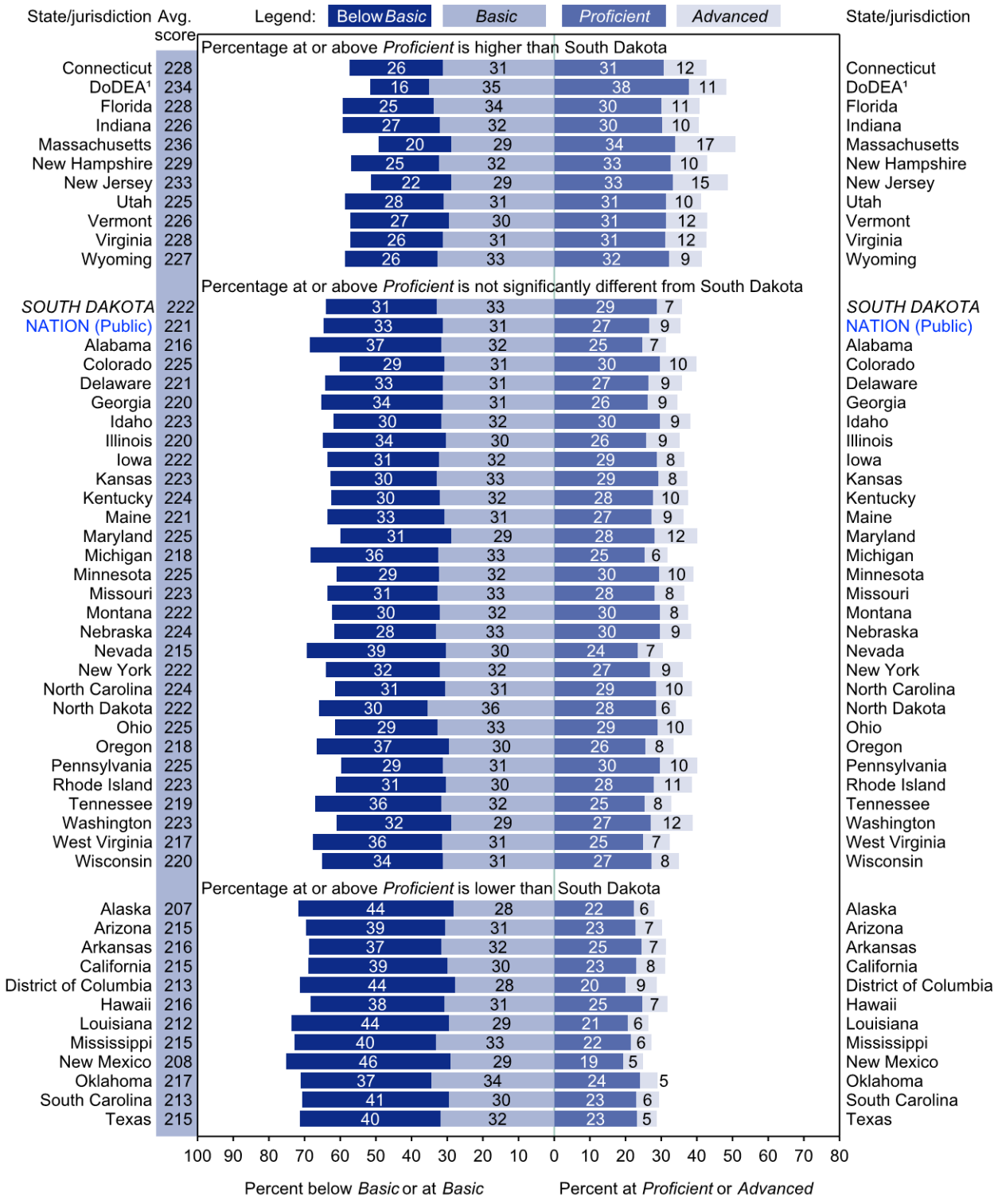
***Grade 8 Achievement-Level Comparison Results***

- The percentage of students performing at or above the *Proficient* level in South Dakota was greater than the percentage in 15 jurisdictions, not significantly different from those in 26 jurisdictions, and smaller than those in 10 jurisdictions.
- The percentage of students performing at or above the *Basic* level in South Dakota was greater than the percentage in 24 jurisdictions, not significantly different from those in 24 jurisdictions, and smaller than those in 3 jurisdictions (data not shown).

**Figure 3-A**

## The Nation's Report Card 2017 State Assessment

Average scale scores in NAEP reading for fourth-grade public school students, percentage within each achievement level, and South Dakota's percentage at or above *Proficient* compared with the nation and other participating jurisdictions: 2017

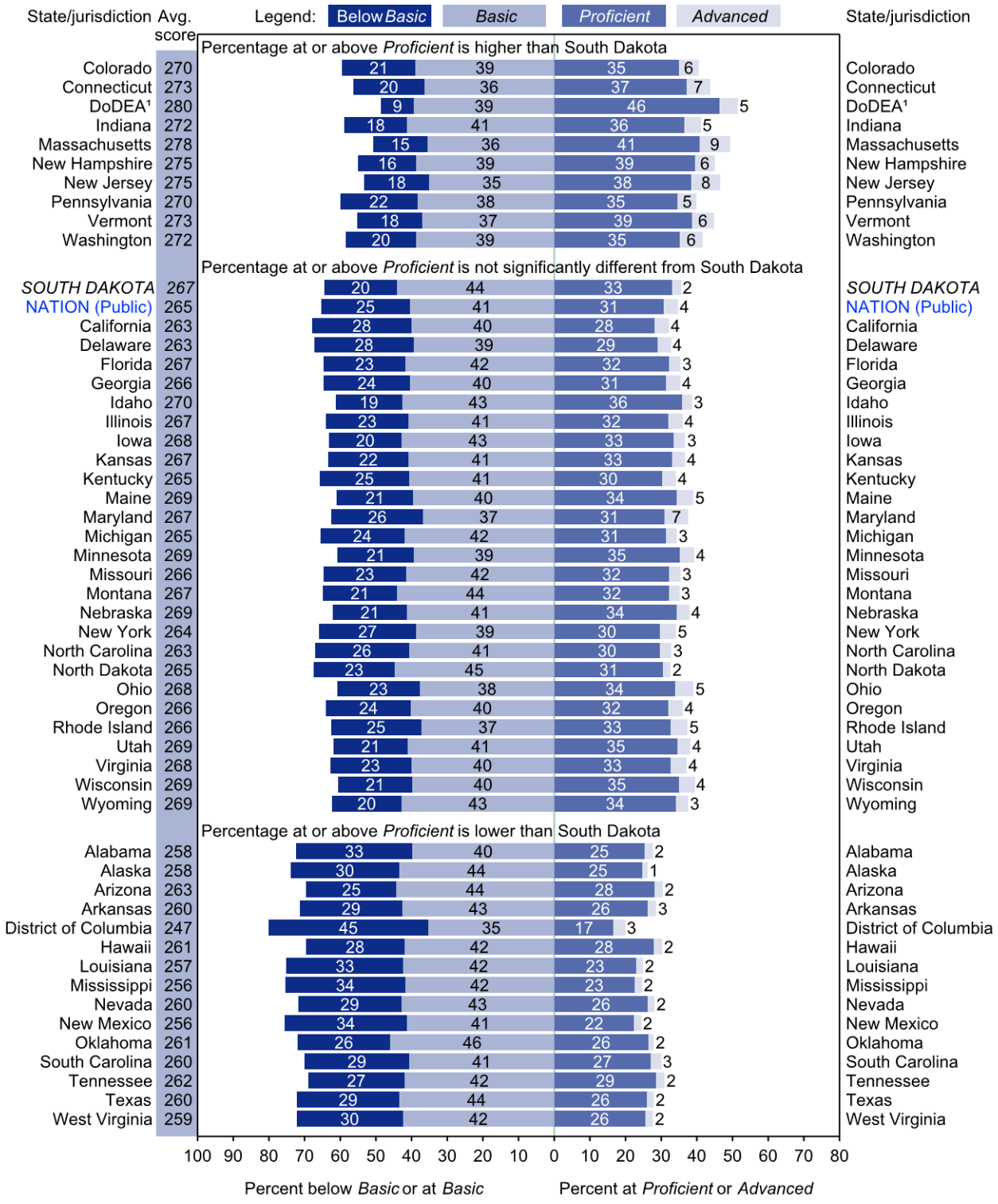



[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficent* category begins, so that they may be compared at *Proficent* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

**Figure 3-B**

## The Nation's Report Card 2017 State Assessment

Average scale scores in NAEP reading for eighth-grade public school students, percentage within each achievement level, and South Dakota's percentage at or above *Proficient* compared with the nation and other participating jurisdictions: 2017




[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

# Reading Performance of Selected Student Groups

This section of the report presents trend results for public school students in South Dakota and the nation by demographic characteristics. Student performance data are reported for

- race/ethnicity
- gender
- student eligibility for the National School Lunch Program
- type of school location (for 2007, 2009, 2011, 2013, 2015, and 2017)

NAEP collects information on race/ethnicity, gender, and student eligibility for the National School Lunch Program eligibility from school records. Type of school location is based on standard definitions established by the Federal Office of Management and Budget using population and geographic information from the U.S. Census Bureau. Schools are assigned to these categories in the NCES Common Core of Data based on their physical address. The parents' highest level of education for grade 8 is derived from student questionnaires.

Results for each of the student groups are reported in tables that include the percentage of students in each group in the first column, and the average scale score in the second column. The columns to the right show the percentage of students below *Basic* and at or above each achievement level.

Results by students' race/ethnicity and gender include statements about score point differences between student groups (e.g., between White and Black or White and Hispanic students, or between male and female students) in 2017 and in the first assessment year. Because these differences are calculated using unrounded values, they may differ slightly from what would be obtained by subtracting the rounded values that appear in the tables. Statements indicating a narrowing or widening of the gap in students' scores are only made if the change in the gap from the first assessment year to 2017 was found to be statistically significant.

The reader is cautioned against making simple causal inferences about group differences, as a complex mix of educational and socioeconomic factors may affect student performance. NAEP collects information on many additional variables, including school and home factors related to achievement. This information is in an interactive database available on the NAEP website http://nces.ed.gov/nationsreportcard/naepdata/.

## Race/Ethnicity

Prior to 2011, student race/ethnicity was obtained from school records and reported for the six mutually exclusive categories shown below:

- White
- Black
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaska Native
- Unclassified (not shown in tables)

Students who identified with more than one of the other five categories were classified as "Other" and were included as part of the "Unclassified" category along with students who had a background other than the ones listed or whose race/ethnicity could not be determined.

In compliance with new standards from the U.S. Office of Management and Budget for collecting and reporting data on race/ethnicity, additional information was collected in 2011 so that results could be reported separately for Asian students, Native Hawaiian/Other Pacific Islander students, and students identifying with two or more races. Beginning in 2011, all of the students participating in NAEP were identified as one of the seven racial/ethnic categories listed below:

- White
- Black or African American
- Hispanic
- Asian
- American Indian/Alaska Native
- Native Hawaiian/Other Pacific Islander
- Two or more races

As in earlier years, students identified as Hispanic were classified as Hispanic in 2011, 2013, 2015, and 2017 even if they were also identified with another racial/ethnic group. Students who identified with two or more of the other racial/ethnic groups (e.g., White and Black) would have been classified as "Other" and reported as part of the "Unclassified" category prior to 2011, and were classified as "Two or more races" in 2011, 2013, 2015, and 2017.

When comparing the results for racial/ethnic groups prior to 2011, data for Asian and Native Hawaiian/Other Pacific Islander students are combined into a single Asian/Pacific Islander category.

Tables 3-A and 3-B show average scale scores and percentage of students by achievement-level for public school students at grades 4 and 8 in South Dakota and the nation, by race/ethnicity.

### *Grade 4 Scale Score Results by Race/Ethnicity*

- In 2017, White students in South Dakota had an average scale score that was higher than the average scores of Hispanic and American Indian/Alaska Native students.
- In 2017, the average scale score of White students in South Dakota was higher than their respective score in 2011, but not significantly different from their respective scores in 2003, 2005, 2007, 2009, 2013, and 2015.
- In 2017, the average scale score of Hispanic students in South Dakota was not significantly different from their respective scores in 2007, 2009, 2011, 2013, and 2015.
- In 2017, the average scale score of American Indian/Alaska Native students in South Dakota was not significantly different from their respective scores in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- Data are not reported for Black students in 2017, because reporting standards were not met.
- In 2017, Hispanic students in South Dakota had an average score that was lower than that of White students by 18 points. Data are not reported for Hispanic students in 2003, because reporting standards were not met.

### *Grade 4 Achievement-Level Results by Race/Ethnicity*

- In 2017 in South Dakota, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Hispanic and American Indian/Alaska Native students.
- In 2017, the percentage of White students in South Dakota performing at or above *Proficient* was greater than the percentages of their respective peers in 2005, 2009, and 2011, but not significantly different from the percentages of their respective peers in 2003, 2007, 2013, and 2015.
- In 2017, the percentage of Hispanic students in South Dakota performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 2007, 2009, 2011, 2013, and 2015.
- In 2017, the percentage of American Indian/Alaska Native students in South Dakota performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

**Table 3-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017

| Race/ethnicity, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **White** | | | | | | | |
| 2003 | Nation (public) | 59* | 227* | 26* | 74* | 39* | 10* |
| | South Dakota | 84* | 227 | 26 | 74 | 37 | 8 |
| 2005 | Nation (public) | 57* | 228* | 25* | 75* | 39* | 10* |
| | South Dakota | 84* | 226 | 25 | 75 | 37* | 7 |
| 2007 | Nation (public) | 56* | 230* | 23 | 77 | 42* | 10* |
| | South Dakota | 84* | 228 | 24 | 76 | 37 | 8 |
| 2009 | Nation (public) | 54* | 229* | 23 | 77 | 41* | 10* |
| | South Dakota | 81* | 227 | 25 | 75 | 37* | 7 |
| 2011 | Nation (public) | 52* | 230* | 23 | 77 | 42* | 10* |
| | South Dakota | 78* | 225* | 25 | 75 | 35* | 6* |
| 2013 | Nation (public) | 51* | 231 | 21 | 79 | 45 | 11* |
| | South Dakota | 76 | 225 | 27 | 73 | 38 | 8 |
| 2015 | Nation (public) | 49* | 232 | 21 | 79 | 46 | 11 |
| | South Dakota | 75 | 227 | 25 | 75 | 41 | 9 |
| 2017 | Nation (public) | 47 | 231 | 22 | 78 | 46 | 12 |
| | South Dakota | 73 | 228 | 24 | 76 | 42 | 9 |

See notes at end of table.

**Table 3-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

| Race/ethnicity, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Black** | | | | | | | |
| 2003 | Nation (public) | 17* | 197* | 61* | 39* | 12* | 2* |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2005 | Nation (public) | 17* | 199* | 59* | 41* | 12* | 2* |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2007 | Nation (public) | 17* | 203* | 54* | 46* | 14* | 2* |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2009 | Nation (public) | 16* | 204 | 53 | 47 | 15* | 2* |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | 16 | 205 | 51 | 49 | 16* | 2 |
| | South Dakota | 3 | 204 | 52 | 48 | 18 | 2 |
| 2013 | Nation (public) | 15 | 205 | 50 | 50 | 17* | 2 |
| | South Dakota | 3 | 202 | 49 | 51 | 17 | 1 |
| 2015 | Nation (public) | 15 | 206 | 49 | 51 | 18 | 2 |
| | South Dakota | 3 | 202 | 52 | 48 | 15 | 2 |
| 2017 | Nation (public) | 15 | 205 | 50 | 50 | 19 | 3 |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

**Table 3-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

| Race/ethnicity, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Hispanic** | | | | | | | |
| 2003 | Nation (public) | 18* | 199* | 57* | 43* | 14* | 2* |
| | South Dakota | 2* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2005 | Nation (public) | 19* | 201* | 56* | 44* | 15* | 2* |
| | South Dakota | 2* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2007 | Nation (public) | 20* | 204* | 51* | 49* | 17* | 3* |
| | South Dakota | 2* | 209 | 46 | 54 | 15 | 3 |
| 2009 | Nation (public) | 21* | 204* | 52* | 48* | 16* | 2* |
| | South Dakota | 3* | 216 | 36 | 64 | 29 | 4 |
| 2011 | Nation (public) | 23* | 205* | 50* | 50* | 18* | 2* |
| | South Dakota | 3* | 207 | 44 | 56 | 21 | 3 |
| 2013 | Nation (public) | 25* | 207 | 48 | 52 | 19* | 3* |
| | South Dakota | 4 | 207 | 44 | 56 | 19 | 3 |
| 2015 | Nation (public) | 26* | 208 | 46 | 54 | 21 | 3 |
| | South Dakota | 5 | 202 | 51 | 49 | 18 | 2 |
| 2017 | Nation (public) | 27 | 208 | 46 | 54 | 22 | 4 |
| | South Dakota | 5 | 210 | 43 | 57 | 21 | 3 |

See notes at end of table.

**Table 3-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

| Race/ethnicity, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Asian/Pacific Islander** | | | | | | | |
| 2003 | Nation (public) | 4* | 225* | 31* | 69* | 37* | 11* |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2005 | Nation (public) | 4* | 227* | 28* | 72* | 40* | 12* |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2007 | Nation (public) | 5* | 231* | 24* | 76* | 45* | 14* |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2009 | Nation (public) | 5 | 234* | 21 | 79 | 48* | 17* |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | 5 | 234* | 21 | 79 | 49* | 17* |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2013 | Nation (public) | 5 | 235 | 21 | 79 | 51* | 18 |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2015 | Nation (public) | 5 | 238 | 19 | 81 | 53 | 19 |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2017 | Nation (public) | 6 | 238 | 18 | 82 | 56 | 21 |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

**Table 3-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

| Race/ethnicity, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **American Indian/Alaska Native** | | | | | | | |
| 2003 | Nation (public) | 1* | 202 | 53 | 47 | 16* | 2 |
| | South Dakota | 12 | 197 | 60 | 40 | 11 | 1 |
| 2005 | Nation (public) | 1* | 205 | 51 | 49 | 19 | 3 |
| | South Dakota | 11* | 201 | 56 | 44 | 14 | 1 |
| 2007 | Nation (public) | 1 | 206 | 49 | 51 | 20 | 4 |
| | South Dakota | 12 | 196 | 60 | 40 | 12 | 1 |
| 2009 | Nation (public) | 1 | 206 | 48 | 52 | 22 | 5 |
| | South Dakota | 13 | 196 | 62 | 38 | 11 | 2 |
| 2011 | Nation (public) | 1 | 204 | 51 | 49 | 19 | 4 |
| | South Dakota | 14 | 197 | 58 | 42 | 13 | 2 |
| 2013 | Nation (public) | 1 | 206 | 48 | 52 | 22 | 4 |
| | South Dakota | 14 | 191 | 66 | 34 | 8 | 1 |
| 2015 | Nation (public) | 1 | 206 | 47 | 53 | 22 | 4 |
| | South Dakota | 13 | 192 | 61 | 39 | 11 | 2 |
| 2017 | Nation (public) | 1 | 203 | 51 | 49 | 21 | 3 |
| | South Dakota | 14 | 196 | 60 | 40 | 13 | 1 |

‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

### *Grade 8 Scale Score Results by Race/Ethnicity*

- In 2017, White students in South Dakota had an average scale score that was higher than the average scores of Hispanic and American Indian/Alaska Native students.
- In 2017, the average scale scores of White and American Indian/Alaska Native students in South Dakota were not significantly different from their respective scores in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In 2017, the average scale score of Hispanic students in South Dakota was not significantly different from their respective scores in 2011, 2013, and 2015.
- Data are not reported for Black students in 2017, because reporting standards were not met.
- In 2017, Hispanic students in South Dakota had an average score that was lower than that of White students by 16 points. Data are not reported for Hispanic students in 2003, because reporting standards were not met.

### *Grade 8 Achievement-Level Results by Race/Ethnicity*

- In 2017 in South Dakota, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Hispanic and American Indian/Alaska Native students.
- In 2017, the percentages of White and American Indian/Alaska Native students in South Dakota performing at or above *Proficient* were not significantly different from the percentages of their respective peers in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In 2017, the percentage of Hispanic students in South Dakota performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 2011, 2013, and 2015.

**Table 3-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017

| Race/ethnicity, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **White** | | | | | | | |
| 2003 | Nation (public) | 61* | 270* | 18* | 82* | 39* | 4* |
| | South Dakota | 88* | 273 | 15 | 85 | 41 | 3 |
| 2005 | Nation (public) | 60* | 269* | 19* | 81* | 37* | 3* |
| | South Dakota | 86* | 272 | 14 | 86 | 38 | 2 |
| 2007 | Nation (public) | 58* | 270* | 17 | 83 | 38* | 3* |
| | South Dakota | 87* | 272 | 14 | 86 | 39 | 2 |
| 2009 | Nation (public) | 57* | 271* | 17 | 83 | 39* | 3* |
| | South Dakota | 84* | 273 | 12* | 88* | 40 | 2 |
| 2011 | Nation (public) | 54* | 272* | 16 | 84 | 41* | 4* |
| | South Dakota | 82* | 273 | 12* | 88* | 39 | 2 |
| 2013 | Nation (public) | 53* | 275 | 15* | 85* | 44 | 5 |
| | South Dakota | 79 | 272 | 15 | 85 | 40 | 3 |
| 2015 | Nation (public) | 51 | 273 | 16 | 84 | 42 | 4 |
| | South Dakota | 78 | 271 | 16 | 84 | 38 | 3 |
| 2017 | Nation (public) | 50 | 274 | 17 | 83 | 44 | 5 |
| | South Dakota | 77 | 271 | 16 | 84 | 40 | 3 |

See notes at end of table.

**Table 3-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

| Race/ethnicity, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Black** | | | | | | | |
| 2003 | Nation (public) | 17* | 244* | 47* | 53* | 12* | #* |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2005 | Nation (public) | 17* | 242* | 49* | 51* | 11* | #* |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2007 | Nation (public) | 17* | 244* | 46* | 54* | 12* | #* |
| | South Dakota | 2* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2009 | Nation (public) | 16* | 245* | 44* | 56* | 13* | #* |
| | South Dakota | 2* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | 16* | 248 | 42 | 58 | 14* | 1 |
| | South Dakota | 2 | 256 | 30 | 70 | 17 | 1 |
| 2013 | Nation (public) | 15 | 250 | 40 | 60 | 16 | 1 |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2015 | Nation (public) | 15 | 247 | 42 | 58 | 15* | 1 |
| | South Dakota | 3 | 259 | 27 | 73 | 23 | 1 |
| 2017 | Nation (public) | 15 | 248 | 41 | 59 | 17 | 1 |
| | South Dakota | 3 | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

**Table 3-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

| Race/ethnicity, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Hispanic** | | | | | | | |
| 2003 | Nation (public) | 15* | 244* | 46* | 54* | 14* | 1* |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2005 | Nation (public) | 17* | 245* | 45* | 55* | 14* | 1* |
| | South Dakota | 2* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2007 | Nation (public) | 18* | 246* | 43* | 57* | 14* | 1* |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2009 | Nation (public) | 20* | 248* | 41* | 59* | 16* | 1* |
| | South Dakota | 2* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | 22* | 251* | 37* | 63* | 18* | 1 |
| | South Dakota | 3* | 256 | 32 | 68 | 22 | 1 |
| 2013 | Nation (public) | 23* | 255 | 33 | 67 | 21 | 1 |
| | South Dakota | 3* | 259 | 28 | 72 | 22 | 2 |
| 2015 | Nation (public) | 25 | 253* | 35 | 65 | 20* | 1 |
| | South Dakota | 4 | 260 | 24 | 76 | 22 | # |
| 2017 | Nation (public) | 25 | 255 | 34 | 66 | 22 | 1 |
| | South Dakota | 5 | 255 | 32 | 68 | 25 | 1 |

See notes at end of table.

**Table 3-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

| Race/ethnicity, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Asian/Pacific Islander** | | | | | | | |
| 2003 | Nation (public) | 4* | 268* | 22* | 78* | 38* | 5* |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2005 | Nation (public) | 4* | 270* | 21* | 79* | 39* | 5* |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2007 | Nation (public) | 5* | 269* | 21* | 79* | 40* | 5* |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2009 | Nation (public) | 5* | 273* | 18 | 82 | 44* | 6* |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | 5 | 275* | 18 | 82 | 46* | 8* |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2013 | Nation (public) | 5* | 279 | 15 | 85 | 50 | 9 |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2015 | Nation (public) | 6 | 279 | 15 | 85 | 50 | 9 |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2017 | Nation (public) | 6 | 281 | 15 | 85 | 54 | 11 |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

**Table 3-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2017—Continued

| Race/ethnicity, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **American Indian/Alaska Native** | | | | | | | |
| 2003 | Nation (public) | 1* | 248* | 41 | 59 | 18 | 1 |
| | South Dakota | 9 | 246 | 46 | 54 | 15 | # |
| 2005 | Nation (public) | 1* | 251 | 39 | 61 | 18 | 1 |
| | South Dakota | 10 | 245 | 45 | 55 | 13 | # |
| 2007 | Nation (public) | 1* | 248* | 42 | 58 | 19 | 2 |
| | South Dakota | 9 | 249 | 39 | 61 | 20 | 1 |
| 2009 | Nation (public) | 1* | 252 | 37 | 63 | 21 | 2 |
| | South Dakota | 11 | 248 | 40 | 60 | 16 | 1 |
| 2011 | Nation (public) | 1 | 253 | 36 | 64 | 22 | 2 |
| | South Dakota | 11 | 244 | 48 | 52 | 14 | 1 |
| 2013 | Nation (public) | 1* | 252 | 37 | 63 | 19 | 1 |
| | South Dakota | 12 | 251 | 36 | 64 | 17 | 1 |
| 2015 | Nation (public) | 1 | 253 | 36 | 64 | 22 | 2 |
| | South Dakota | 13 | 247 | 45 | 55 | 16 | 2 |
| 2017 | Nation (public) | 1 | 253 | 37 | 63 | 22 | 1 |
| | South Dakota | 11 | 246 | 45 | 55 | 13 | # |

# Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

Tables 4-A and 4-B show average scale scores and percentage of students by achievement-level data for the seven racial/ethnic categories used in 2011, 2013, 2015, and 2017: White, Black, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Two or more races at grades 4 and 8 in South Dakota and the nation.

**Table 4-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2011–2017

| Race/ethnicity, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **White** | | | | | | | |
| 2011 | Nation (public) | 52* | 230* | 23 | 77 | 42* | 10* |
| | South Dakota | 78* | 225* | 25 | 75 | 35* | 6* |
| 2013 | Nation (public) | 51* | 231 | 21 | 79 | 45 | 11 |
| | South Dakota | 76 | 225 | 27 | 73 | 38 | 8 |
| 2015 | Nation (public) | 49* | 232 | 21 | 79 | 46 | 11 |
| | South Dakota | 75 | 227 | 25 | 75 | 41 | 9 |
| 2017 | Nation (public) | 47 | 231 | 22 | 78 | 46 | 12 |
| | South Dakota | 73 | 228 | 24 | 76 | 42 | 9 |
| **Black** | | | | | | | |
| 2011 | Nation (public) | 16 | 205 | 51 | 49 | 16* | 2 |
| | South Dakota | 3 | 204 | 52 | 48 | 18 | 2 |
| 2013 | Nation (public) | 15 | 205 | 50 | 50 | 17* | 2 |
| | South Dakota | 3 | 202 | 49 | 51 | 17 | 1 |
| 2015 | Nation (public) | 15 | 206 | 49 | 51 | 18 | 2 |
| | South Dakota | 3 | 202 | 52 | 48 | 15 | 2 |
| 2017 | Nation (public) | 15 | 205 | 50 | 50 | 19 | 3 |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| **Hispanic** | | | | | | | |
| 2011 | Nation (public) | 23* | 205* | 50* | 50* | 18* | 2* |
| | South Dakota | 3* | 207 | 44 | 56 | 21 | 3 |
| 2013 | Nation (public) | 25* | 207 | 48 | 52 | 19* | 3* |
| | South Dakota | 4 | 207 | 44 | 56 | 19 | 3 |
| 2015 | Nation (public) | 26* | 208 | 46 | 54 | 21 | 3 |
| | South Dakota | 5 | 202 | 51 | 49 | 18 | 2 |
| 2017 | Nation (public) | 27 | 208 | 46 | 54 | 22 | 4 |
| | South Dakota | 5 | 210 | 43 | 57 | 21 | 3 |
| **Asian** | | | | | | | |
| 2011 | Nation (public) | 5 | 236* | 19 | 81 | 51* | 18* |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2013 | Nation (public) | 5 | 237 | 19 | 81 | 53* | 18 |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2015 | Nation (public) | 5 | 240 | 17 | 83 | 56 | 21 |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2017 | Nation (public) | 5 | 241 | 16 | 84 | 59 | 22 |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

**Table 4-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2011–2017—Continued

| Race/ethnicity, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **American Indian/Alaska Native** | | | | | | | |
| 2011 | Nation (public) | 1 | 204 | 51 | 49 | 19 | 4 |
| | South Dakota | 14 | 197 | 58 | 42 | 13 | 2 |
| 2013 | Nation (public) | 1 | 206 | 48 | 52 | 22 | 4 |
| | South Dakota | 14 | 191 | 66 | 34 | 8 | 1 |
| 2015 | Nation (public) | 1 | 206 | 47 | 53 | 22 | 4 |
| | South Dakota | 13 | 192 | 61 | 39 | 11 | 2 |
| 2017 | Nation (public) | 1 | 203 | 51 | 49 | 21 | 3 |
| | South Dakota | 14 | 196 | 60 | 40 | 13 | 1 |
| **Native Hawaiian/Other Pacific Islander** | | | | | | | |
| 2011 | Nation (public) | # | 214 | 40 | 60 | 27 | 5 |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2013 | Nation (public) | # | 210 | 44 | 56 | 25 | 5 |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2015 | Nation (public) | # | 212 | 42 | 58 | 26 | 5 |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2017 | Nation (public) | # | 210 | 44 | 56 | 26 | 4 |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| **Two or More Races** | | | | | | | |
| 2011 | Nation (public) | 2* | 225 | 29 | 71 | 37 | 10 |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2013 | Nation (public) | 3* | 225 | 29 | 71 | 39 | 10 |
| | South Dakota | 2* | 217 | 37 | 63 | 26 | 3 |
| 2015 | Nation (public) | 3* | 226 | 28 | 72 | 38 | 10 |
| | South Dakota | 3 | 220 | 35 | 65 | 30 | 7 |
| 2017 | Nation (public) | 4 | 226 | 28 | 72 | 40 | 11 |
| | South Dakota | 4 | 224 | 30 | 70 | 35 | 8 |

# Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2011–2017 Reading Assessments.

**Table 4-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2011–2017

| Race/ethnicity, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **White** | | | | | | | |
| 2011 | Nation (public) | 54* | 272* | 16 | 84 | 41* | 4* |
| | South Dakota | 82* | 273 | 12* | 88* | 39 | 2 |
| 2013 | Nation (public) | 53* | 275 | 15* | 85* | 44 | 5 |
| | South Dakota | 79 | 272 | 15 | 85 | 40 | 3 |
| 2015 | Nation (public) | 51 | 273 | 16 | 84 | 42 | 4 |
| | South Dakota | 78 | 271 | 16 | 84 | 38 | 3 |
| 2017 | Nation (public) | 50 | 274 | 17 | 83 | 44 | 5 |
| | South Dakota | 77 | 271 | 16 | 84 | 40 | 3 |
| **Black** | | | | | | | |
| 2011 | Nation (public) | 16* | 248 | 42 | 58 | 14* | 1 |
| | South Dakota | 2 | 256 | 30 | 70 | 17 | 1 |
| 2013 | Nation (public) | 15 | 250 | 40 | 60 | 16 | 1 |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2015 | Nation (public) | 15 | 247 | 42 | 58 | 15* | 1 |
| | South Dakota | 3 | 259 | 27 | 73 | 23 | 1 |
| 2017 | Nation (public) | 15 | 248 | 41 | 59 | 17 | 1 |
| | South Dakota | 3 | ‡ | ‡ | ‡ | ‡ | ‡ |
| **Hispanic** | | | | | | | |
| 2011 | Nation (public) | 22* | 251* | 37 | 63 | 18* | 1 |
| | South Dakota | 3* | 256 | 32 | 68 | 22 | 1 |
| 2013 | Nation (public) | 23* | 255 | 33 | 67 | 21 | 1 |
| | South Dakota | 3* | 259 | 28 | 72 | 22 | 2 |
| 2015 | Nation (public) | 25 | 253 | 35 | 65 | 20* | 1 |
| | South Dakota | 4 | 260 | 24 | 76 | 22 | # |
| 2017 | Nation (public) | 25 | 255 | 34 | 66 | 22 | 1 |
| | South Dakota | 5 | 255 | 32 | 68 | 25 | 1 |
| **Asian** | | | | | | | |
| 2011 | Nation (public) | 5 | 277* | 16 | 84 | 48* | 8* |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2013 | Nation (public) | 5* | 280 | 14 | 86 | 52 | 10 |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2015 | Nation (public) | 5 | 280 | 14 | 86 | 52 | 10 |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2017 | Nation (public) | 6 | 283 | 13 | 87 | 57 | 12 |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

**Table 4-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2011–2017—Continued

| Race/ethnicity, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **American Indian/Alaska Native** | | | | | | | |
| 2011 | Nation (public) | 1 | 253 | 36 | 64 | 22 | 2 |
| | South Dakota | 11 | 244 | 48 | 52 | 14 | 1 |
| 2013 | Nation (public) | 1* | 252 | 37 | 63 | 19 | 1 |
| | South Dakota | 12 | 251 | 36 | 64 | 17 | 1 |
| 2015 | Nation (public) | 1 | 253 | 36 | 64 | 22 | 2 |
| | South Dakota | 13 | 247 | 45 | 55 | 16 | 2 |
| 2017 | Nation (public) | 1 | 253 | 37 | 63 | 22 | 1 |
| | South Dakota | 11 | 246 | 45 | 55 | 13 | # |
| **Native Hawaiian/Other Pacific Islander** | | | | | | | |
| 2011 | Nation (public) | # | 251 | 39 | 61 | 21 | 2 |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2013 | Nation (public) | # | 258 | 31 | 69 | 27 | 1 |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2015 | Nation (public) | # | 254 | 35 | 65 | 23 | 2 |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2017 | Nation (public) | # | 254 | 36 | 64 | 23 | 2 |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| **Two or More Races** | | | | | | | |
| 2011 | Nation (public) | 2* | 267 | 23 | 77 | 36 | 4 |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2013 | Nation (public) | 2* | 269 | 21 | 79 | 38 | 5 |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2015 | Nation (public) | 2* | 267 | 23 | 77 | 36 | 4 |
| | South Dakota | 2* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2017 | Nation (public) | 3 | 270 | 20 | 80 | 40 | 5 |
| | South Dakota | 3 | ‡ | ‡ | ‡ | ‡ | ‡ |

# Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2011–2017 Reading Assessments.

## Gender

Information on student gender is reported by the student's school when rosters of the students eligible to be assessed are submitted to NAEP.

Tables 5-A and 5-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in South Dakota and the nation, by gender.

***Grade 4 Scale Score Results by Gender***

- In 2017, male students in South Dakota had an average score in reading (219) that was lower than that of female students (224). In 2003, male students in South Dakota had an average score in reading (220) that was lower than that of female students (225).
- In 2017, male students in South Dakota had an average scale score in reading (219) that was not significantly different from that of male students in public schools across the nation (218). Similarly, female students in South Dakota had an average scale score (224) that was not significantly different from that of female students across the nation (224).
- In South Dakota, the average scale score of male students in 2017 was higher than the score of male students in 2013, but not significantly different from the scores of male students in 2003, 2005, 2007, 2009, 2011, and 2015.
- In South Dakota, the average scale score of female students in 2017 was not significantly different from the scores of female students in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

***Grade 4 Achievement-Level Results by Gender***

- In the 2017 assessment, 34 percent of male students and 38 percent of female students performed at or above *Proficient* in South Dakota. The difference between these percentages was not statistically significant.
- The percentage of male students in South Dakota's public schools who were at or above *Proficient* in 2017 (34 percent) was not significantly different from that of male students in the nation (33 percent).
- The percentage of female students in South Dakota's public schools who were at or above *Proficient* in 2017 (38 percent) was not significantly different from that of female students in the nation (38 percent).
- In South Dakota, the percentage of male students performing at or above *Proficient* in 2017 was greater than the percentage of students in 2011, but not significantly different from the corresponding percentages of students in 2003, 2005, 2007, 2009, 2013, and 2015.
- In South Dakota, the percentage of female students performing at or above *Proficient* in 2017 was not significantly different from the corresponding percentages of students in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

**Table 5-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: Various years, 2003–2017

| Gender, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Male** | | | | | | | |
| 2003 | Nation (public) | 51* | 213* | 42* | 58* | 26* | 6* |
| | South Dakota | 51 | 220 | 34 | 66 | 31 | 6 |
| 2005 | Nation (public) | 50* | 214* | 41* | 59* | 27* | 6* |
| | South Dakota | 53* | 219 | 35 | 65 | 29 | 5 |
| 2007 | Nation (public) | 50* | 216* | 38 | 62 | 29* | 6* |
| | South Dakota | 51 | 220 | 33 | 67 | 30 | 5 |
| 2009 | Nation (public) | 51 | 216* | 38* | 62* | 28* | 6* |
| | South Dakota | 52 | 220 | 34 | 66 | 31 | 6 |
| 2011 | Nation (public) | 51* | 217 | 37 | 63 | 30* | 6* |
| | South Dakota | 51 | 217 | 35 | 65 | 28* | 4 |
| 2013 | Nation (public) | 51 | 217 | 36 | 64 | 31* | 7* |
| | South Dakota | 52 | 214* | 38 | 62 | 29 | 5 |
| 2015 | Nation (public) | 51 | 218 | 35 | 65 | 32 | 7* |
| | South Dakota | 51 | 218 | 34 | 66 | 34 | 7 |
| 2017 | Nation (public) | 51 | 218 | 36 | 64 | 33 | 8 |
| | South Dakota | 50 | 219 | 34 | 66 | 34 | 6 |

See notes at end of table.

**Table 5-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: Various years, 2003–2017—Continued

| Gender, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Female** | | | | | | | |
| 2003 | Nation (public) | 49* | 220* | 35* | 65* | 33* | 8* |
| | South Dakota | 49 | 225 | 28 | 72 | 36 | 8 |
| 2005 | Nation (public) | 50* | 220* | 34* | 66* | 33* | 8* |
| | South Dakota | 47* | 227 | 25 | 75 | 38 | 8 |
| 2007 | Nation (public) | 50* | 223 | 31 | 69 | 35* | 9* |
| | South Dakota | 49 | 227 | 25 | 75 | 38 | 9 |
| 2009 | Nation (public) | 49 | 223 | 31 | 69 | 35* | 9* |
| | South Dakota | 48 | 225 | 27 | 73 | 35 | 8 |
| 2011 | Nation (public) | 49* | 223 | 30 | 70 | 35* | 9* |
| | South Dakota | 49 | 223 | 28 | 72 | 35 | 7 |
| 2013 | Nation (public) | 49 | 224 | 30 | 70 | 37 | 9 |
| | South Dakota | 48 | 222 | 30 | 70 | 36 | 7 |
| 2015 | Nation (public) | 49 | 225 | 29 | 71 | 38 | 10 |
| | South Dakota | 49 | 223 | 30 | 70 | 35 | 8 |
| 2017 | Nation (public) | 49 | 224 | 30 | 70 | 38 | 10 |
| | South Dakota | 50 | 224 | 28 | 72 | 38 | 8 |

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

### *Grade 8 Scale Score Results by Gender*

- In 2017, male students in South Dakota had an average score in reading (262) that was lower than that of female students (273). In 2003, male students in South Dakota had an average score in reading (265) that was lower than that of female students (275).
- In 2017, male students in South Dakota had an average scale score in reading (262) that was not significantly different from that of male students in public schools across the nation (260). However, female students in South Dakota had an average scale score (273) that was higher than that of female students across the nation (270).
- In South Dakota, the average scale score of male students in 2017 was lower than the score of male students in 2007, but not significantly different from the scores of male students in 2003, 2005, 2009, 2011, 2013, and 2015.
- In South Dakota, the average scale score of female students in 2017 was not significantly different from the scores of female students in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

### *Grade 8 Achievement-Level Results by Gender*

- In the 2017 assessment, 29 percent of male students and 42 percent of female students performed at or above *Proficient* in South Dakota. The difference between these percentages was statistically significant.
- The percentage of male students in South Dakota's public schools who were at or above *Proficient* in 2017 (29 percent) was not significantly different from that of male students in the nation (30 percent).
- The percentage of female students in South Dakota's public schools who were at or above *Proficient* in 2017 (42 percent) was not significantly different from that of female students in the nation (40 percent).
- In South Dakota, the percentage of male students performing at or above *Proficient* in 2017 was not significantly different from the corresponding percentages of students in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In South Dakota, the percentage of female students performing at or above *Proficient* in 2017 was not significantly different from the corresponding percentages of students in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

**Table 5-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: Various years, 2003–2017

| Gender, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Male** | | | | | | | |
| 2003 | Nation (public) | 50* | 256* | 33* | 67* | 25* | 2* |
| | South Dakota | 49 | 265 | 23 | 77 | 32 | 2 |
| 2005 | Nation (public) | 50* | 255* | 34* | 66* | 24* | 2* |
| | South Dakota | 50 | 264 | 21 | 79 | 29 | 1 |
| 2007 | Nation (public) | 50* | 256* | 32* | 68* | 24* | 1* |
| | South Dakota | 50 | 266* | 20 | 80 | 32 | 2 |
| 2009 | Nation (public) | 50* | 258* | 30* | 70* | 26* | 2* |
| | South Dakota | 51 | 266 | 19* | 81* | 30 | 1 |
| 2011 | Nation (public) | 51* | 259* | 30 | 70 | 27* | 2* |
| | South Dakota | 51 | 265 | 20 | 80 | 30 | 1 |
| 2013 | Nation (public) | 51 | 261 | 27* | 73* | 29 | 2 |
| | South Dakota | 51 | 262 | 25 | 75 | 29 | 1 |
| 2015 | Nation (public) | 51 | 259* | 30 | 70 | 28* | 2* |
| | South Dakota | 51 | 263 | 24 | 76 | 28 | 1 |
| 2017 | Nation (public) | 51 | 260 | 29 | 71 | 30 | 3 |
| | South Dakota | 51 | 262 | 25 | 75 | 29 | 1 |

See notes at end of table.

**Table 5-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by gender, year, and jurisdiction: Various years, 2003–2017—Continued

| Gender, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Female** | | | | | | | |
| 2003 | Nation (public) | 50* | 267* | 23* | 77* | 35* | 4* |
| | South Dakota | 51 | 275 | 14 | 86 | 45 | 4 |
| 2005 | Nation (public) | 50* | 266* | 24* | 76* | 34* | 3* |
| | South Dakota | 50 | 273 | 14 | 86 | 41 | 3 |
| 2007 | Nation (public) | 50* | 266* | 23* | 77* | 34* | 3* |
| | South Dakota | 50 | 274 | 13 | 87 | 41 | 3 |
| 2009 | Nation (public) | 50* | 267* | 22* | 78* | 35* | 3* |
| | South Dakota | 49 | 275 | 12 | 88 | 44 | 3 |
| 2011 | Nation (public) | 49* | 268* | 21 | 79 | 36* | 4* |
| | South Dakota | 49 | 273 | 15 | 85 | 41 | 3 |
| 2013 | Nation (public) | 49 | 271 | 19 | 81 | 40 | 5 |
| | South Dakota | 49 | 274 | 14 | 86 | 43 | 4 |
| 2015 | Nation (public) | 49 | 269* | 21 | 79 | 38* | 4* |
| | South Dakota | 49 | 272 | 17 | 83 | 41 | 4 |
| 2017 | Nation (public) | 49 | 270 | 20 | 80 | 40 | 5 |
| | South Dakota | 49 | 273 | 15 | 85 | 42 | 4 |

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

## Student Eligibility for the National School Lunch Program

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of low family income. NAEP first collected information on participation in this program in 1996; therefore, cross-year comparisons to assessments prior to 1996 cannot be made.

Tables 6-A and 6-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in South Dakota and the nation, by student eligibility for the NSLP.

***Grade 4 Scale Score Results by Free/Reduced-Price School Lunch Eligibility***

- In 2017, students in South Dakota eligible for free/reduced-price lunch had an average reading scale score of 208. This was lower than that of students in South Dakota not eligible for this program (232).
- In 2017, students in South Dakota who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 23 points. In 2003, the average score for students in South Dakota who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 20 points.
- Students in South Dakota eligible for free/reduced-price lunch had an average scale score (208) in 2017 that was not significantly different from that of students in the nation who were eligible (208).
- In South Dakota, students eligible for free/reduced-price lunch had an average reading scale score in 2017 that was higher than that of eligible students in 2013, but not significantly different from that of eligible students in 2003, 2005, 2007, 2009, 2011, and 2015.

***Grade 4 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility***

- In South Dakota, 22 percent of students who were eligible for free/reduced-price lunch and 46 percent of those who were not eligible for this program performed at or above *Proficient* in 2017. These percentages were significantly different from one another.
- For students in South Dakota in 2017 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (22 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (22 percent).
- In South Dakota, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2017 was not significantly different from the corresponding percentages in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

**Table 6-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2017

| Eligibility status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Eligible** | | | | | | | |
| 2003 | Nation (public) | 44* | 201* | 56* | 44* | 15* | 2* |
| | South Dakota | 37 | 210 | 45 | 55 | 21 | 3 |
| 2005 | Nation (public) | 45* | 203* | 54* | 46* | 15* | 2* |
| | South Dakota | 41 | 210 | 44 | 56 | 20 | 3 |
| 2007 | Nation (public) | 45* | 205* | 50* | 50* | 17* | 2* |
| | South Dakota | 36* | 209 | 45 | 55 | 19 | 3 |
| 2009 | Nation (public) | 47* | 206* | 49* | 51* | 17* | 2* |
| | South Dakota | 35* | 209 | 47 | 53 | 20 | 3 |
| 2011 | Nation (public) | 52* | 207 | 48* | 52* | 18* | 2* |
| | South Dakota | 43 | 207 | 46 | 54 | 19 | 2 |
| 2013 | Nation (public) | 54 | 207 | 47 | 53 | 20* | 3* |
| | South Dakota | 42 | 203* | 50 | 50 | 18 | 2 |
| 2015 | Nation (public) | 55 | 209 | 44 | 56 | 21 | 3 |
| | South Dakota | 41 | 205 | 48 | 52 | 20 | 3 |
| 2017 | Nation (public) | 54 | 208 | 46 | 54 | 22 | 3 |
| | South Dakota | 41 | 208 | 46 | 54 | 22 | 3 |

See notes at end of table.

**Table 6-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2017—Continued

| Eligibility status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Not eligible** | | | | | | | |
| 2003 | Nation (public) | 52* | 229* | 25* | 75* | 41* | 11* |
| | South Dakota | 62 | 230 | 22 | 78 | 41 | 10 |
| 2005 | Nation (public) | 53* | 230* | 23* | 77* | 42* | 11* |
| | South Dakota | 59 | 231 | 21 | 79 | 42 | 9 |
| 2007 | Nation (public) | 54* | 232* | 21* | 79* | 44* | 12* |
| | South Dakota | 64* | 231 | 20 | 80 | 42 | 9 |
| 2009 | Nation (public) | 52* | 232* | 21* | 79* | 45* | 12* |
| | South Dakota | 64* | 230 | 22 | 78 | 40* | 9 |
| 2011 | Nation (public) | 47* | 234* | 18 | 82 | 48* | 13* |
| | South Dakota | 57 | 229 | 20 | 80 | 41* | 8 |
| 2013 | Nation (public) | 46 | 236 | 17 | 83 | 51 | 14 |
| | South Dakota | 58 | 229 | 22 | 78 | 42 | 9 |
| 2015 | Nation (public) | 43 | 237 | 17 | 83 | 52 | 15 |
| | South Dakota | 58 | 232 | 21 | 79 | 45 | 11 |
| 2017 | Nation (public) | 45 | 236 | 18 | 82 | 52 | 15 |
| | South Dakota | 58 | 232 | 20 | 80 | 46 | 10 |

See notes at end of table.

**Table 6-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2017—Continued

| Eligibility status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Information not available** | | | | | | | |
| 2003 | Nation (public) | 4* | 219 | 35 | 65 | 33 | 8 |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2005 | Nation (public) | 2* | 218 | 38 | 62 | 32 | 8 |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2007 | Nation (public) | 1 | 220 | 34 | 66 | 33 | 9 |
| | South Dakota | #* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2009 | Nation (public) | 1 | 219 | 38 | 62 | 31 | 9 |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | 1* | 224 | 29 | 71 | 34 | 10 |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2013 | Nation (public) | 1* | 232 | 23 | 77 | 45 | 14 |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2015 | Nation (public) | 1 | 229 | 27 | 73 | 44 | 15 |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2017 | Nation (public) | 1 | 223 | 30 | 70 | 38 | 10 |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |

# Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

### *Grade 8 Scale Score Results by Free/Reduced-Price School Lunch Eligibility*

- In 2017, students in South Dakota eligible for free/reduced-price lunch had an average reading scale score of 255. This was lower than that of students in South Dakota not eligible for this program (274).
- In 2017, students in South Dakota who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 19 points. This performance gap was wider than that of 2003 (13 points).
- Students in South Dakota eligible for free/reduced-price lunch had an average scale score (255) in 2017 that was not significantly different from that of students in the nation who were eligible (253).
- In South Dakota, students eligible for free/reduced-price lunch had an average reading scale score in 2017 that was lower than that of eligible students in 2003, but not significantly different from that of eligible students in 2005, 2007, 2009, 2011, 2013, and 2015.

### *Grade 8 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility*

- In South Dakota, 23 percent of students who were eligible for free/reduced-price lunch and 43 percent of those who were not eligible for this program performed at or above *Proficient* in 2017. These percentages were significantly different from one another.
- For students in South Dakota in 2017 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (23 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (21 percent).
- In South Dakota, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2017 was not significantly different from the corresponding percentages in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

**Table 6-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2017

| Eligibility status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Eligible** | | | | | | | |
| 2003 | Nation (public) | 36* | 246* | 44* | 56* | 15* | 1* |
| | South Dakota | 32 | 261* | 28 | 72 | 30 | 2 |
| 2005 | Nation (public) | 39* | 247* | 43* | 57* | 15* | 1* |
| | South Dakota | 35 | 259 | 28 | 72 | 24 | 1 |
| 2007 | Nation (public) | 40* | 247* | 42* | 58* | 15* | 1* |
| | South Dakota | 30* | 259 | 27* | 73* | 25 | 1 |
| 2009 | Nation (public) | 43* | 249* | 40* | 60* | 16* | 1* |
| | South Dakota | 31* | 258 | 28 | 72 | 22 | 1 |
| 2011 | Nation (public) | 48* | 251* | 37 | 63 | 18* | 1 |
| | South Dakota | 35 | 257 | 29 | 71 | 22 | 1 |
| 2013 | Nation (public) | 49 | 254 | 34 | 66 | 20 | 1 |
| | South Dakota | 36 | 259 | 28 | 72 | 24 | 2 |
| 2015 | Nation (public) | 52* | 253 | 36 | 64 | 20 | 1 |
| | South Dakota | 37 | 256 | 32 | 68 | 23 | 1 |
| 2017 | Nation (public) | 49 | 253 | 36 | 64 | 21 | 1 |
| | South Dakota | 35 | 255 | 33 | 67 | 23 | 1 |

See notes at end of table.

**Table 6-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2017—Continued

| Eligibility status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Not eligible** | | | | | | | |
| 2003 | Nation (public) | 58* | 271* | 18* | 82* | 39* | 4* |
| | South Dakota | 67 | 274 | 14 | 86 | 43 | 3 |
| 2005 | Nation (public) | 59* | 270* | 19* | 81* | 38* | 4* |
| | South Dakota | 65 | 274 | 12 | 88 | 41 | 2 |
| 2007 | Nation (public) | 58* | 271* | 18* | 82* | 39* | 4* |
| | South Dakota | 70* | 274 | 12 | 88 | 42 | 3 |
| 2009 | Nation (public) | 56* | 273* | 16* | 84* | 41* | 4* |
| | South Dakota | 69* | 276 | 10* | 90* | 44 | 2 |
| 2011 | Nation (public) | 52* | 275* | 15 | 85 | 44* | 5* |
| | South Dakota | 65 | 275 | 11 | 89 | 42 | 3 |
| 2013 | Nation (public) | 50 | 278 | 13 | 87 | 48 | 6 |
| | South Dakota | 64 | 273 | 14 | 86 | 42 | 3 |
| 2015 | Nation (public) | 47* | 276 | 14 | 86 | 47 | 6* |
| | South Dakota | 63 | 274 | 13 | 87 | 41 | 3 |
| 2017 | Nation (public) | 50 | 277 | 14 | 86 | 48 | 7 |
| | South Dakota | 64 | 274 | 13 | 87 | 43 | 3 |

See notes at end of table.

**Table 6-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2017—Continued

| Eligibility status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Information not available** | | | | | | | |
| 2003 | Nation (public) | 6* | 262 | 28 | 72 | 31 | 3 |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2005 | Nation (public) | 3* | 258* | 31 | 69 | 28 | 3 |
| | South Dakota | #* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2007 | Nation (public) | 1 | 255* | 34 | 66 | 27 | 3 |
| | South Dakota | #* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2009 | Nation (public) | 1* | 259 | 31 | 69 | 29 | 3 |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | #* | 265 | 27 | 73 | 32 | 5 |
| | South Dakota | #* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2013 | Nation (public) | #* | 276 | 18 | 82 | 47 | 8 |
| | South Dakota | #* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2015 | Nation (public) | 1 | 273 | 20 | 80 | 44 | 6 |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2017 | Nation (public) | 2 | 267 | 23 | 77 | 37 | 4 |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |

# Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

## Type of Location

Schools that participated in the assessment were classified as being located in four mutually exclusive types of communities: city, suburb, town, and rural. These categories indicate the geographic locations of schools. "City" is a geographical term meaning the principal city of a U.S. Census Bureau-defined Core-Based Statistical Area and is not synonymous with "inner city." The criteria for classifying schools with respect to type of location changed for 2007; therefore, only results for 2007, 2009, 2011, 2013, 2015, and 2017 are available. More detail on the changes for the classification of type of location is available at http://nces.ed.gov/ccd/Rural_Locales.asp.

Tables 7-A and 7-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in South Dakota and the nation, by type of location (for 2007, 2009, 2011, 2013, 2015, and 2017 only).

### *Grade 4 Scale Score Results by Type of Location*

- In 2017, the average scale score of students in South Dakota attending public schools in city locations was lower than the score of students in town schools, but was not significantly different from the score of students in rural schools.
- In 2017, students attending public schools in city and town locations in South Dakota had average scale scores that were higher than the average scale scores of students in city and town locations in the nation.
- In 2017, students attending public schools in rural locations in South Dakota had an average scale score that was lower than the average scale score of students in rural locations in the nation.
- In 2017, students attending public schools in city and rural locations in South Dakota had average scale scores that were not significantly different from the average scale scores of students in city and rural locations in 2007, 2009, 2011, 2013, and 2015 in South Dakota.
- In 2017, students attending public schools in town locations in South Dakota had an average scale score that was higher than the average scale score of students in town locations in 2009, 2011, and 2013 in South Dakota, but not significantly different from the average scale score of students in town locations in 2007 and 2015 in South Dakota.

### *Grade 4 Achievement-Level Results by Type of Location*

- In 2017, the percentage of students in South Dakota's public schools in city locations who performed at or above *Proficient* was not significantly different from the corresponding percentages of students in town and rural schools.
- The percentages of students in South Dakota's public schools in city and rural locations who performed at or above *Proficient* in 2017 were not significantly different from those of students in city and rural locations in the nation.
- The percentage of students in South Dakota's public schools in town locations who performed at or above *Proficient* in 2017 was greater than those of students in town locations in the nation.
- The percentages of students in South Dakota's public schools in city and rural locations who performed at or above *Proficient* in 2017 were not significantly different from those of students in city and rural locations in 2007, 2009, 2011, 2013, and 2015 in South Dakota.
- The percentage of students in South Dakota's public schools in town locations who performed at or above *Proficient* in 2017 was greater than that of students in town locations in 2009 and 2011 in South Dakota, but not significantly different from that of students in town locations in 2007, 2013, and 2015 in South Dakota.

**Table 7-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by type of location, year, and jurisdiction: Various years, 2007–2017

| Type of location, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **City** | | | | | | | |
| 2007 | Nation (public) | 29 | 213* | 43 | 57 | 25* | 6* |
| | South Dakota | 27 | 226 | 27 | 73 | 37 | 9 |
| 2009 | Nation (public) | 30 | 214 | 42 | 58 | 26* | 6* |
| | South Dakota | 25 | 225 | 29 | 71 | 36 | 9 |
| 2011 | Nation (public) | 29* | 213 | 42 | 58 | 26* | 6* |
| | South Dakota | 25 | 221 | 30 | 70 | 33 | 7 |
| 2013 | Nation (public) | 29 | 214 | 40 | 60 | 28 | 7 |
| | South Dakota | 24 | 218 | 35 | 65 | 34 | 7 |
| 2015 | Nation (public) | 31 | 216 | 39 | 61 | 30 | 7 |
| | South Dakota | 29 | 221 | 32 | 68 | 35 | 9 |
| 2017 | Nation (public) | 30 | 215 | 40 | 60 | 30 | 7 |
| | South Dakota | 27 | 221 | 32 | 68 | 35 | 6 |
| **Suburb** | | | | | | | |
| 2007 | Nation (public) | 37* | 224* | 29 | 71 | 37* | 9* |
| | South Dakota | 2 | 218 | 35 | 65 | 25 | 1 |
| 2009 | Nation (public) | 36* | 224* | 30 | 70 | 36* | 9* |
| | South Dakota | 2 | 211 | 42 | 58 | 25 | 5 |
| 2011 | Nation (public) | 36* | 225 | 29 | 71 | 37* | 9* |
| | South Dakota | 4 | 217 | 34 | 66 | 26 | 2 |
| 2013 | Nation (public) | 35* | 225 | 29 | 71 | 39* | 10* |
| | South Dakota | 2 | 210 | 41 | 59 | 16 | 1 |
| 2015 | Nation (public) | 41 | 226 | 28 | 72 | 40 | 10 |
| | South Dakota | 3 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2017 | Nation (public) | 40 | 226 | 28 | 72 | 41 | 11 |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| **Town** | | | | | | | |
| 2007 | Nation (public) | 12* | 218 | 35 | 65 | 29 | 6 |
| | South Dakota | 29 | 227 | 24 | 76 | 37 | 7 |
| 2009 | Nation (public) | 12* | 217 | 36 | 64 | 28 | 5 |
| | South Dakota | 30 | 223* | 28 | 72 | 33* | 5 |
| 2011 | Nation (public) | 12* | 217 | 36 | 64 | 29 | 5 |
| | South Dakota | 28 | 222* | 29 | 71 | 33* | 6 |
| 2013 | Nation (public) | 11 | 219* | 33* | 67* | 32 | 6 |
| | South Dakota | 28 | 222* | 28 | 72 | 36 | 7 |
| 2015 | Nation (public) | 11 | 218 | 35 | 65 | 31 | 6 |
| | South Dakota | 29 | 226 | 25 | 75 | 40 | 9 |
| 2017 | Nation (public) | 11 | 216 | 38 | 62 | 30 | 6 |
| | South Dakota | 27 | 229 | 25 | 75 | 43 | 10 |

See notes at end of table.

**Table 7-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by type of location, year, and jurisdiction: Various years, 2007–2017—Continued

| Type of location, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Rural** | | | | | | | |
| 2007 | Nation (public) | 22* | 222 | 31 | 69 | 33* | 7 |
| | South Dakota | 43 | 219 | 34 | 66 | 30 | 6 |
| 2009 | Nation (public) | 22* | 222 | 31 | 69 | 33* | 7 |
| | South Dakota | 42 | 220 | 33 | 67 | 32 | 6 |
| 2011 | Nation (public) | 23* | 223 | 30 | 70 | 35 | 7 |
| | South Dakota | 43 | 218 | 34 | 66 | 30 | 4 |
| 2013 | Nation (public) | 25* | 223 | 29 | 71 | 35 | 8 |
| | South Dakota | 46 | 215 | 37 | 63 | 29 | 5 |
| 2015 | Nation (public) | 18 | 223 | 29 | 71 | 36 | 7 |
| | South Dakota | 39 | 216 | 37 | 63 | 31 | 6 |
| 2017 | Nation (public) | 19 | 222 | 31 | 69 | 35 | 8 |
| | South Dakota | 44 | 218 | 35 | 65 | 32 | 6 |

‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2007–2017 Reading Assessments.

### *Grade 8 Scale Score Results by Type of Location*

- In 2017, the average scale score of students in South Dakota attending public schools in city locations was higher than the score of students in rural schools, but was not significantly different from the score of students in town schools.
- In 2017, students attending public schools in city and town locations in South Dakota had average scale scores that were higher than the average scale scores of students in city and town locations in the nation.
- In 2017, students attending public schools in rural locations in South Dakota had an average scale score that was not significantly different from the average scale score of students in rural locations in the nation.
- In 2017, students attending public schools in city and town locations in South Dakota had average scale scores that were not significantly different from the average scale scores of students in city and town locations in 2007, 2009, 2011, 2013, and 2015 in South Dakota.
- In 2017, students attending public schools in rural locations in South Dakota had an average scale score that was lower than the average scale score of students in rural locations in 2007 and 2009 in South Dakota, but not significantly different from the average scale score of students in rural locations in 2011, 2013, and 2015 in South Dakota.

### *Grade 8 Achievement-Level Results by Type of Location*

- In 2017, the percentage of students in South Dakota's public schools in city locations who performed at or above *Proficient* was greater than the percentage of students in rural schools, but was not significantly different from the percentage of students in town schools.
- The percentages of students in South Dakota's public schools in city and town locations who performed at or above *Proficient* in 2017 were greater than those of students in city and town locations in the nation.
- The percentage of students in South Dakota's public schools in rural locations who performed at or above *Proficient* in 2017 was not significantly different from those of students in rural locations in the nation.
- The percentages of students in South Dakota's public schools in city, town, and rural locations who performed at or above *Proficient* in 2017 were not significantly different from those of students in city, town, and rural locations in 2007, 2009, 2011, 2013, and 2015 in South Dakota.

**Table 7-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by type of location, year, and jurisdiction: Various years, 2007–2017

| Type of location, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **City** | | | | | | | |
| 2007 | Nation (public) | 28 | 254* | 36* | 64* | 23* | 2* |
| | South Dakota | 22* | 267 | 19 | 81 | 34 | 2 |
| 2009 | Nation (public) | 27* | 256* | 34* | 66* | 24* | 2* |
| | South Dakota | 23* | 268 | 17 | 83 | 35 | 2 |
| 2011 | Nation (public) | 29 | 257* | 32* | 68* | 26* | 2* |
| | South Dakota | 26* | 270 | 18 | 82 | 38 | 3 |
| 2013 | Nation (public) | 28* | 260 | 30 | 70 | 28 | 3 |
| | South Dakota | 22* | 269 | 18 | 82 | 36 | 3 |
| 2015 | Nation (public) | 29 | 259 | 31 | 69 | 28 | 3 |
| | South Dakota | 27 | 270 | 18 | 82 | 38 | 4 |
| 2017 | Nation (public) | 29 | 260 | 30 | 70 | 30 | 3 |
| | South Dakota | 24 | 272 | 18 | 82 | 42 | 4 |
| **Suburb** | | | | | | | |
| 2007 | Nation (public) | 36* | 265* | 24* | 76* | 34* | 3* |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2009 | Nation (public) | 36* | 266* | 23* | 77* | 35* | 3* |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | 36* | 267* | 22* | 78* | 36* | 4* |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2013 | Nation (public) | 35* | 270 | 20 | 80 | 39 | 5 |
| | South Dakota | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2015 | Nation (public) | 41 | 268* | 22 | 78 | 38* | 4* |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2017 | Nation (public) | 40 | 270 | 21 | 79 | 40 | 5 |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| **Town** | | | | | | | |
| 2007 | Nation (public) | 13* | 261 | 27 | 73 | 28 | 2* |
| | South Dakota | 32 | 271 | 15 | 85 | 38 | 2 |
| 2009 | Nation (public) | 14* | 261 | 27 | 73 | 28 | 2* |
| | South Dakota | 29* | 272 | 14* | 86* | 40 | 2 |
| 2011 | Nation (public) | 13* | 263 | 25* | 75* | 30 | 2 |
| | South Dakota | 26* | 272 | 14* | 86* | 38 | 2 |
| 2013 | Nation (public) | 13* | 263 | 25 | 75 | 31 | 2 |
| | South Dakota | 30* | 268 | 20 | 80 | 37 | 3 |
| 2015 | Nation (public) | 12 | 261 | 27 | 73 | 29 | 2 |
| | South Dakota | 33 | 265 | 21 | 79 | 32 | 1 |
| 2017 | Nation (public) | 11 | 262 | 27 | 73 | 30 | 3 |
| | South Dakota | 32 | 268 | 20 | 80 | 38 | 2 |

See notes at end of table.

**Table 7-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by type of location, year, and jurisdiction: Various years, 2007–2017—Continued

| Type of location, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Rural** | | | | | | | |
| 2007 | Nation (public) | 22* | 264 | 24 | 76 | 31* | 2* |
| | South Dakota | 47* | 270* | 16* | 84* | 37 | 2 |
| 2009 | Nation (public) | 23* | 264 | 23 | 77 | 31* | 2* |
| | South Dakota | 48* | 270* | 16* | 84* | 36 | 1 |
| 2011 | Nation (public) | 23* | 266 | 22* | 78* | 33 | 3 |
| | South Dakota | 48* | 267 | 19 | 81 | 32 | 2 |
| 2013 | Nation (public) | 24* | 268* | 21* | 79* | 36 | 3 |
| | South Dakota | 48* | 268 | 19 | 81 | 35 | 3 |
| 2015 | Nation (public) | 19 | 265 | 24 | 76 | 32 | 3 |
| | South Dakota | 40 | 266 | 21 | 79 | 33 | 2 |
| 2017 | Nation (public) | 19 | 265 | 24 | 76 | 33 | 3 |
| | South Dakota | 42 | 264 | 23 | 77 | 31 | 1 |

# Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2007–2017 Reading Assessments.

# A More Inclusive NAEP: Students With Disabilities and/or English Language Learners

To ensure that the samples are representative, NAEP has established policies and procedures to maximize the inclusion of all students in the assessment. Every effort is made to ensure that all selected students who are capable of participating meaningfully in the assessment are assessed. While some students with disabilities (SD) and/or English language learners (ELL) can be assessed without any special procedures, others require accommodations to participate in NAEP. Still other SD and/or ELL students selected by NAEP may not be able to participate. Local school staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Exclusion and accommodation rates may vary across jurisdictions. In addition, exclusion and accommodation rates may vary between assessment years, making it difficult to interpret comparisons over time within jurisdictions. Since SD and/or ELL students tend to score below average, the exclusion of students from these groups may result in a higher average score than if those students had taken the assessment. On the other hand, providing appropriate testing accommodations (e.g., providing extended time for some SD and/or ELL students to take the assessment) removes barriers that would otherwise prevent them from demonstrating their knowledge and skills.

Prior to 1998, testing accommodations were not provided for SD and/or ELL students in NAEP state reading assessments. For 1998, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples.

Tables 8-A and 8-B display data for grades 4 and 8 grade students in South Dakota who were identified as SD and/or ELL, by whether they were excluded, assessed with accommodations, or assessed under standard conditions, as a percent of all grades 4 and 8 students in the state.

Tables 9-A and 9-B show the percentages of students assessed in South Dakota by disability status and their performance on the NAEP assessment in terms of average scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8.

Tables 10-A and 10-B present the percentages of students assessed in South Dakota by ELL status, their average scores, and their performance in terms of the percentages below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8.

Tables 11-A and 11-B present the total number of grades 4 and 8 students assessed in each of the participating states and the percentage of students sampled who were excluded.

**Table 8-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading as a percentage of all students, by assessment year and testing status: Various years, 2003–2017

| Year and testing status | | SD and/or ELL | | SD | | ELL | |
|---|---|---|---|---|---|---|---|
| | | South Dakota | Nation (public) | South Dakota | Nation (public) | South Dakota | Nation (public) |
| 2003 | **Identified** | **18** | **22** | **14** | **14** | **5** | **10** |
| | Excluded | 4 | 6 | 4 | 5 | 1 | 2 |
| | Assessed without accommodations | 8 | 10 | 6 | 4 | 2 | 7 |
| | Assessed with accommodations | 5 | 5 | 4 | 5 | 2 | 1 |
| 2005 | **Identified** | **18** | **23** | **15** | **14** | **4** | **11** |
| | Excluded | 5 | 7 | 4 | 5 | 1 | 2 |
| | Assessed without accommodations | 8 | 10 | 6 | 4 | 2 | 7 |
| | Assessed with accommodations | 5 | 7 | 4 | 5 | 1 | 2 |
| 2007 | **Identified** | **18** | **23** | **15** | **14** | **4** | **11** |
| | Excluded | 6 | 6 | 6 | 5 | 1 | 2 |
| | Assessed without accommodations | 9 | 10 | 6 | 3 | 3 | 7 |
| | Assessed with accommodations | 4 | 7 | 4 | 6 | # | 2 |
| 2009 | **Identified** | **16** | **23** | **15** | **13** | **2** | **11** |
| | Excluded | 6 | 5 | 6 | 4 | 1 | 2 |
| | Assessed without accommodations | 7 | 9 | 6 | 3 | 1 | 6 |
| | Assessed with accommodations | 3 | 9 | 3 | 7 | # | 3 |
| 2011 | **Identified** | **19** | **23** | **16** | **13** | **4** | **11** |
| | Excluded | 3 | 4 | 3 | 3 | 1 | 1 |
| | Assessed without accommodations | 9 | 9 | 7 | 3 | 2 | 7 |
| | Assessed with accommodations | 8 | 10 | 6 | 7 | 2 | 4 |
| 2013 | **Identified** | **19** | **23** | **16** | **14** | **4** | **11** |
| | Excluded | 2 | 3 | 2 | 2 | # | 1 |
| | Assessed without accommodations | 7 | 7 | 6 | 2 | 1 | 5 |
| | Assessed with accommodations | 9 | 13 | 8 | 9 | 2 | 5 |
| 2015 | **Identified** | **19** | **24** | **16** | **14** | **3** | **12** |
| | Excluded | 3 | 2 | 2 | 2 | 1 | 1 |
| | Assessed without accommodations | 7 | 9 | 6 | 3 | 1 | 6 |
| | Assessed with accommodations | 10 | 14 | 8 | 10 | 2 | 5 |
| 2017 | **Identified** | **18** | **25** | **17** | **15** | **2** | **12** |
| | Excluded | 2 | 2 | 2 | 2 | # | 1 |
| | Assessed without accommodations | 10 | 10 | 9 | 4 | 1 | 7 |
| | Assessed with accommodations | 6 | 13 | 5 | 9 | 1 | 5 |

# Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

**Table 8-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading as a percentage of all students, by assessment year and testing status: Various years, 2003–2017

| Year and testing status | | SD and/or ELL | | SD | | ELL | |
|---|---|---|---|---|---|---|---|
| | | South Dakota | Nation (public) | South Dakota | Nation (public) | South Dakota | Nation (public) |
| 2003 | **Identified** | **13** | **19** | **11** | **14** | **3** | **6** |
| | Excluded | 3 | 5 | 3 | 4 | # | 2 |
| | Assessed without accommodations | 6 | 8 | 4 | 5 | 2 | 4 |
| | Assessed with accommodations | 4 | 5 | 3 | 5 | 1 | 1 |
| 2005 | **Identified** | **13** | **19** | **11** | **13** | **2** | **6** |
| | Excluded | 3 | 5 | 3 | 4 | # | 1 |
| | Assessed without accommodations | 5 | 7 | 4 | 3 | 1 | 4 |
| | Assessed with accommodations | 4 | 6 | 4 | 6 | # | 1 |
| 2007 | **Identified** | **12** | **19** | **11** | **13** | **1** | **7** |
| | Excluded | 6 | 5 | 6 | 5 | # | 2 |
| | Assessed without accommodations | 3 | 7 | 2 | 3 | 1 | 4 |
| | Assessed with accommodations | 4 | 7 | 4 | 6 | # | 1 |
| 2009 | **Identified** | **12** | **18** | **10** | **13** | **2** | **6** |
| | Excluded | 4 | 4 | 4 | 4 | 1 | 1 |
| | Assessed without accommodations | 4 | 6 | 2 | 2 | 1 | 3 |
| | Assessed with accommodations | 4 | 8 | 4 | 7 | # | 1 |
| 2011 | **Identified** | **13** | **18** | **11** | **13** | **2** | **6** |
| | Excluded | 3 | 3 | 3 | 3 | 1 | 1 |
| | Assessed without accommodations | 4 | 5 | 3 | 2 | 1 | 3 |
| | Assessed with accommodations | 6 | 9 | 5 | 8 | # | 2 |
| 2013 | **Identified** | **13** | **17** | **11** | **13** | **3** | **5** |
| | Excluded | 3 | 2 | 2 | 2 | 1 | 1 |
| | Assessed without accommodations | 4 | 4 | 3 | 2 | 2 | 2 |
| | Assessed with accommodations | 6 | 11 | 6 | 9 | # | 3 |
| 2015 | **Identified** | **14** | **19** | **12** | **13** | **3** | **7** |
| | Excluded | 2 | 2 | 1 | 2 | # | 1 |
| | Assessed without accommodations | 5 | 5 | 4 | 2 | 1 | 3 |
| | Assessed with accommodations | 8 | 12 | 7 | 10 | 1 | 3 |
| 2017 | **Identified** | **15** | **20** | **13** | **14** | **3** | **7** |
| | Excluded | 3 | 2 | 2 | 2 | 1 | 1 |
| | Assessed without accommodations | 8 | 6 | 6 | 3 | 1 | 4 |
| | Assessed with accommodations | 5 | 11 | 5 | 9 | 1 | 3 |

# Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

**Table 9-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2017

| SD status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| SD | | | | | | | |
| 2003 | Nation (public) | 10* | 184 | 71* | 29* | 9* | 1* |
| | South Dakota | 11* | 192 | 65 | 35 | 11 | 1 |
| 2005 | Nation (public) | 10* | 190* | 67 | 33 | 11 | 2 |
| | South Dakota | 11* | 192 | 66 | 34 | 11 | 1 |
| 2007 | Nation (public) | 10* | 190* | 64* | 36* | 13 | 2 |
| | South Dakota | 10* | 202* | 54* | 46* | 17 | 3 |
| 2009 | Nation (public) | 10* | 189* | 66* | 34* | 12 | 2 |
| | South Dakota | 9* | 200* | 55* | 45* | 17 | 3 |
| 2011 | Nation (public) | 11* | 186 | 68 | 32 | 11 | 2 |
| | South Dakota | 14* | 186 | 67 | 33 | 11 | 2 |
| 2013 | Nation (public) | 12* | 184 | 69 | 31 | 11 | 2 |
| | South Dakota | 14 | 181 | 70 | 30 | 11 | 1 |
| 2015 | Nation (public) | 13 | 186 | 67 | 33 | 12 | 2 |
| | South Dakota | 15 | 183 | 70 | 30 | 11 | 2 |
| 2017 | Nation (public) | 13 | 186 | 68 | 32 | 12 | 2 |
| | South Dakota | 15 | 189 | 67 | 33 | 13 | 3 |

See notes at end of table.

**Table 9-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2017—Continued

| SD status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Not SD** | | | | | | | |
| 2003 | Nation (public) | 90* | 220* | 35* | 65* | 32* | 8* |
| | South Dakota | 89* | 226 | 27 | 73 | 36 | 8 |
| 2005 | Nation (public) | 90* | 220* | 34* | 66* | 32* | 7* |
| | South Dakota | 89* | 226 | 26 | 74 | 36 | 7 |
| 2007 | Nation (public) | 90* | 223* | 31* | 69* | 34* | 8* |
| | South Dakota | 90* | 226 | 26 | 74 | 36 | 7 |
| 2009 | Nation (public) | 90* | 223* | 31* | 69* | 34* | 8* |
| | South Dakota | 91* | 224* | 28 | 72 | 34* | 7 |
| 2011 | Nation (public) | 89* | 224* | 30* | 70* | 35* | 8* |
| | South Dakota | 86* | 225 | 26 | 74 | 35* | 6 |
| 2013 | Nation (public) | 88* | 226 | 28 | 72 | 37* | 9* |
| | South Dakota | 86 | 224* | 28 | 72 | 36 | 7 |
| 2015 | Nation (public) | 87 | 227 | 27 | 73 | 38 | 9 |
| | South Dakota | 85 | 227 | 26 | 74 | 39 | 9 |
| 2017 | Nation (public) | 87 | 226 | 28 | 72 | 39 | 10 |
| | South Dakota | 85 | 228 | 25 | 75 | 40 | 8 |

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

**Table 9-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2017

| SD status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| SD | | | | | | | |
| 2003 | Nation (public) | 10* | 224* | 68* | 32* | 5* | #* |
| | South Dakota | 8* | 231 | 66 | 34 | 4 | # |
| 2005 | Nation (public) | 9* | 226* | 67* | 33* | 6* | #* |
| | South Dakota | 8* | 228 | 68 | 32 | 3 | # |
| 2007 | Nation (public) | 9* | 226* | 66* | 34* | 7* | # |
| | South Dakota | 6* | 230 | 62 | 38 | 6 | # |
| 2009 | Nation (public) | 10* | 229* | 63 | 37 | 8 | # |
| | South Dakota | 6* | 232 | 63 | 37 | 4 | # |
| 2011 | Nation (public) | 10* | 230 | 64 | 36 | 7* | # |
| | South Dakota | 8* | 231 | 67 | 33 | 5 | # |
| 2013 | Nation (public) | 11* | 231 | 62 | 38 | 8 | # |
| | South Dakota | 9* | 228 | 64 | 36 | 5 | # |
| 2015 | Nation (public) | 12* | 229* | 64 | 36 | 8 | # |
| | South Dakota | 11 | 232 | 65 | 35 | 5 | # |
| 2017 | Nation (public) | 13 | 231 | 62 | 38 | 9 | 1 |
| | South Dakota | 11 | 229 | 64 | 36 | 4 | # |

See notes at end of table.

**Table 9-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2017—Continued

| SD status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Not SD** | | | | | | | |
| 2003 | Nation (public) | 90* | 266* | 23* | 77* | 33* | 3* |
| | South Dakota | 92* | 273 | 15 | 85 | 41 | 3 |
| 2005 | Nation (public) | 91* | 264* | 25* | 75* | 31* | 3* |
| | South Dakota | 92* | 272 | 13 | 87 | 38 | 2 |
| 2007 | Nation (public) | 91* | 265* | 24* | 76* | 31* | 3* |
| | South Dakota | 94* | 272 | 14 | 86 | 39 | 2 |
| 2009 | Nation (public) | 90* | 266* | 22* | 78* | 33* | 3* |
| | South Dakota | 94* | 273 | 12 | 88 | 39 | 2 |
| 2011 | Nation (public) | 90* | 267* | 21* | 79* | 34* | 3* |
| | South Dakota | 92* | 272 | 13 | 87 | 38 | 2 |
| 2013 | Nation (public) | 89* | 270 | 19 | 81 | 38 | 4 |
| | South Dakota | 91* | 272 | 15 | 85 | 39 | 3 |
| 2015 | Nation (public) | 88* | 269* | 20 | 80 | 36* | 4* |
| | South Dakota | 89 | 271 | 15 | 85 | 38 | 3 |
| 2017 | Nation (public) | 87 | 270 | 19 | 81 | 38 | 4 |
| | South Dakota | 89 | 272 | 15 | 85 | 40 | 3 |

# Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

**Table 10-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2017

| ELL status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **ELL** | | | | | | | |
| 2003 | Nation (public) | 8* | 186 | 72* | 28* | 7 | 1 |
| | South Dakota | 4 | 180 | 79 | 21 | 5 | # |
| 2005 | Nation (public) | 9* | 187 | 73* | 27* | 7* | 1 |
| | South Dakota | 3* | 178 | 85 | 15 | 2 | 1 |
| 2007 | Nation (public) | 9* | 188 | 70 | 30 | 7 | 1 |
| | South Dakota | 3* | 195 | 63 | 37 | 8 | 1 |
| 2009 | Nation (public) | 9* | 188 | 71 | 29 | 6* | # |
| | South Dakota | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | 11* | 188 | 70 | 30 | 7* | 1 |
| | South Dakota | 4* | 175 | 80 | 20 | 2 | # |
| 2013 | Nation (public) | 10* | 187 | 69 | 31 | 7* | 1 |
| | South Dakota | 3* | 160 | 80 | 20 | 5 | # |
| 2015 | Nation (public) | 11 | 189 | 68 | 32 | 8 | 1 |
| | South Dakota | 3 | 170 | 80 | 20 | 5 | 1 |
| 2017 | Nation (public) | 12 | 189 | 68 | 32 | 9 | 1 |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

**Table 10-A**

## The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2017—Continued

| ELL status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Not ELL** | | | | | | | |
| 2003 | Nation (public) | 92* | 219* | 35* | 65* | 32* | 8* |
| | South Dakota | 96 | 224 | 29 | 71 | 35 | 8 |
| 2005 | Nation (public) | 91* | 220* | 34* | 66* | 32* | 7* |
| | South Dakota | 97* | 224 | 29 | 71 | 34 | 6 |
| 2007 | Nation (public) | 91* | 223* | 31* | 69* | 34* | 8* |
| | South Dakota | 97* | 224 | 28 | 72 | 35 | 7 |
| 2009 | Nation (public) | 91* | 223* | 31* | 69* | 34* | 8* |
| | South Dakota | 99 | 223 | 30 | 70 | 33 | 7 |
| 2011 | Nation (public) | 89* | 224* | 30 | 70 | 35* | 8* |
| | South Dakota | 96* | 222 | 29 | 71 | 33* | 6 |
| 2013 | Nation (public) | 90* | 225 | 29 | 71 | 37* | 9* |
| | South Dakota | 97* | 220* | 33 | 67 | 33 | 6 |
| 2015 | Nation (public) | 89 | 225 | 28 | 72 | 38 | 9 |
| | South Dakota | 97 | 222 | 31 | 69 | 35 | 8 |
| 2017 | Nation (public) | 88 | 225 | 29 | 71 | 39 | 10 |
| | South Dakota | 98 | 223 | 30 | 70 | 37 | 7 |

# Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

**Table 10-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2017

| ELL status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **ELL** | | | | | | | |
| 2003 | Nation (public) | 5* | 222 | 71 | 29 | 5 | # |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2005 | Nation (public) | 5* | 224 | 71 | 29 | 4 | # |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2007 | Nation (public) | 6* | 222* | 71 | 29 | 4 | # |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2009 | Nation (public) | 5* | 219* | 75* | 25* | 3* | # |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2011 | Nation (public) | 5* | 223 | 71 | 29 | 3* | # |
| | South Dakota | 1* | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2013 | Nation (public) | 5* | 225 | 70 | 30 | 3 | # |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2015 | Nation (public) | 6 | 223* | 72 | 28 | 3 | # |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 2017 | Nation (public) | 6 | 226 | 68 | 32 | 5 | # |
| | South Dakota | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |

See notes at end of table.

**Table 10-B**

## The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2017—Continued

| ELL status, year, and jurisdiction | | Percentage of students | Average scale score | Percent | | | |
|---|---|---|---|---|---|---|---|
| | | | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Not ELL** | | | | | | | |
| 2003 | Nation (public) | 95* | 263* | 25* | 75* | 31* | 3* |
| | South Dakota | 98 | 271* | 17 | 83 | 40 | 3 |
| 2005 | Nation (public) | 95* | 262* | 27* | 73* | 30* | 3* |
| | South Dakota | 98 | 269 | 17 | 83 | 36 | 2 |
| 2007 | Nation (public) | 94* | 263* | 25* | 75* | 31* | 2* |
| | South Dakota | 99* | 270 | 16* | 84* | 37 | 2 |
| 2009 | Nation (public) | 95* | 265* | 24* | 76* | 32* | 3* |
| | South Dakota | 99* | 270* | 15* | 85* | 37 | 2 |
| 2011 | Nation (public) | 95* | 266* | 23 | 77 | 33* | 3* |
| | South Dakota | 99* | 270 | 17 | 83 | 36 | 2 |
| 2013 | Nation (public) | 95* | 268 | 21 | 79 | 36 | 4 |
| | South Dakota | 98 | 269 | 18 | 82 | 36 | 3 |
| 2015 | Nation (public) | 94 | 267* | 22 | 78 | 35* | 3* |
| | South Dakota | 98 | 268 | 19 | 81 | 35 | 3 |
| 2017 | Nation (public) | 94 | 268 | 22 | 78 | 37 | 4 |
| | South Dakota | 98 | 268 | 19 | 81 | 36 | 3 |

# Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2017 Reading Assessments.

**Table 11-A**

## The Nation's Report Card 2017 State Assessment

Number of fourth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2017

| State/jurisdiction | Number assessed | Weighted percentage excluded |
|---|---|---|
| **Nation (public)** | **143,400** | **2** |
| Alabama | 2,200 | 2 |
| Alaska | 2,300 | 1 |
| Arizona | 2,300 | 1 |
| Arkansas | 2,300 | 2 |
| California | 6,000 | 2 |
| Colorado | 3,200 | 2 |
| Connecticut | 2,300 | 2 |
| Delaware | 2,300 | 2 |
| Florida | 5,600 | 4 |
| Georgia | 3,500 | 2 |
| Hawaii | 2,300 | 2 |
| Idaho | 2,400 | 2 |
| Illinois | 3,600 | 1 |
| Indiana | 2,400 | 1 |
| Iowa | 2,300 | 1 |
| Kansas | 2,300 | 2 |
| Kentucky | 3,100 | 3 |
| Louisiana | 2,300 | 3 |
| Maine | 2,100 | 2 |
| Maryland | 3,300 | 3 |
| Massachusetts | 3,400 | 3 |
| Michigan | 3,100 | 3 |
| Minnesota | 2,400 | 2 |
| Mississippi | 2,400 | 1 |
| Missouri | 2,300 | 1 |
| Montana | 2,300 | 1 |
| Nebraska | 2,300 | 2 |
| Nevada | 2,500 | 2 |
| New Hampshire | 2,300 | 1 |
| New Jersey | 2,200 | 2 |
| New Mexico | 2,800 | 2 |
| New York | 3,100 | 2 |
| North Carolina | 4,400 | 2 |
| North Dakota | 2,300 | 2 |
| Ohio | 3,100 | 2 |
| Oklahoma | 2,400 | 2 |
| Oregon | 2,200 | 1 |
| Pennsylvania | 3,200 | 3 |
| Rhode Island | 2,400 | 2 |
| South Carolina | 2,400 | 1 |
| South Dakota | 2,300 | 2 |
| Tennessee | 3,100 | 2 |
| Texas | 7,100 | 4 |
| Utah | 2,300 | 2 |
| Vermont | 2,300 | 2 |
| Virginia | 2,300 | 2 |
| Washington | 2,400 | 2 |
| West Virginia | 2,300 | 1 |
| Wisconsin | 3,300 | 1 |
| Wyoming | 2,300 | 1 |
| Other jurisdictions | | |
| District of Columbia | 2,200 | 3 |
| DoDEA[1] | 2,200 | 2 |

[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The number of students assessed is rounded to the nearest hundred.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

**Table 11-B**

## The Nation's Report Card 2017 State Assessment

Number of eighth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2017

| State/jurisdiction | Number assessed | Weighted percentage excluded |
|---|---|---|
| **Nation (public)** | **137,200** | **2** |
| Alabama | 2,300 | 2 |
| Alaska | 2,100 | 1 |
| Arizona | 2,200 | 1 |
| Arkansas | 2,300 | 2 |
| California | 5,900 | 2 |
| Colorado | 3,000 | 2 |
| Connecticut | 2,300 | 2 |
| Delaware | 2,300 | 2 |
| Florida | 5,600 | 2 |
| Georgia | 3,100 | 3 |
| Hawaii | 2,200 | 2 |
| Idaho | 2,400 | 2 |
| Illinois | 3,400 | 2 |
| Indiana | 2,200 | 2 |
| Iowa | 2,400 | 1 |
| Kansas | 2,200 | 2 |
| Kentucky | 3,000 | 2 |
| Louisiana | 2,000 | 3 |
| Maine | 2,100 | 2 |
| Maryland | 3,100 | 3 |
| Massachusetts | 3,100 | 2 |
| Michigan | 2,900 | 2 |
| Minnesota | 2,300 | 2 |
| Mississippi | 2,200 | 1 |
| Missouri | 2,300 | 2 |
| Montana | 2,300 | 1 |
| Nebraska | 2,300 | 3 |
| Nevada | 2,300 | 1 |
| New Hampshire | 2,200 | 1 |
| New Jersey | 2,200 | 2 |
| New Mexico | 2,800 | 2 |
| New York | 2,800 | 2 |
| North Carolina | 4,100 | 2 |
| North Dakota | 2,200 | 2 |
| Ohio | 2,900 | 2 |
| Oklahoma | 2,200 | 2 |
| Oregon | 2,000 | 2 |
| Pennsylvania | 3,000 | 2 |
| Rhode Island | 2,200 | 2 |
| South Carolina | 2,500 | 2 |
| South Dakota | 2,300 | 3 |
| Tennessee | 3,000 | 3 |
| Texas | 7,100 | 3 |
| Utah | 2,300 | 1 |
| Vermont | 2,100 | 2 |
| Virginia | 2,200 | 2 |
| Washington | 2,100 | 2 |
| West Virginia | 2,200 | 2 |
| Wisconsin | 3,100 | 1 |
| Wyoming | 2,500 | 1 |
| Other jurisdictions | | |
| District of Columbia | 1,400 | 3 |
| DoDEA[1] | 1,600 | 1 |

[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The number of students assessed is rounded to the nearest hundred.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

# Where to Find More Information

### The NAEP Reading Assessment

The latest news about the NAEP 2017 reading assessment and the results can be found on the NAEP website at http://nces.ed.gov/nationsreportcard/reading/. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at http://nces.ed.gov/nationsreportcard/states/.

The *Reading Framework for the 2017 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at https://www.nagb.org/content/nagb/assets/documents/publications/frameworks/reading/2017-reading-framework.pdf.

### The NAEP Data Explorer (NDE)

The interactive database at http://nces.ed.gov/nationsreportcard/naepdata/ includes student, teacher, and school variables for all participating districts, states, and the nation. Data tables are also available for districts, with all contextual questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website.

### Technical Documentation on the Web (TDW)

Technical documentation section of the NAEP website http://nces.ed.gov/nationsreportcard/tdw/ contains information about the technical procedures and methods of NAEP. The TDW site is organized by topic (from Instruments through Analysis and Scaling) with subtopics, including information specific to a particular assessment. The content is written for researchers and assumes knowledge of educational measurement and testing.

### Publications on the inclusion of students with disabilities and/or English language learners

References for a variety of research publications related to the assessment of SD and/or ELL students may be found at http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research.

### To order publications

Recent NAEP publications related to reading are listed on the reading page of the NAEP website and are available electronically. Publications can also be ordered from

Education Publications Center (ED Pubs)
U.S. Department of Education
P.O. Box 22207
Alexandria, VA 22304

Call toll free: 1-877-4ED-Pubs (1-877-433-7827)
TTY/TDD: 1-877-576-7734
FAX: 1-703-605-6794
Order online at: http://www.ed.gov/edpubs/.

**The NAEP State Report Generator was developed for the NAEP 2017 reports by Phillip Leung, Patricia Donahue, Marc Berger, Rick Hasney, and Ming Kuang.**

## What is the Nation's Report Card™?

The Nation's Report Card™ informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP collects and reports information on student performance at the national, state, and local levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

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National Assessment Governing Board
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