South Dakota

Grades 4 and 8 Public Schools
State Report
Mathematics 2019

This report provides selected results for South Dakota's public school students at grades 4 and 8 from the 2019 National Assessment of Educational Progress (NAEP) assessment in mathematics. Results are reported by average scale scores and by NAEP achievement levels (*NAEP Basic, NAEP Proficient,* and *NAEP Advanced*).

State-level results in mathematics are available for 13 assessment years (at grade 8 in 1990; and at both grades 4 and 8 in 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019), although not all states may have participated or met the criteria for reporting in every assessment year. All 50 states, the District of Columbia, Department of Defense Education Activity (DoDEA) schools, and Puerto Rico participated in the 2019 mathematics assessment at grades 4 and 8.

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

- *The Nation's Report Card™, Mathematics 2019,*
- The full set of national, state, and district results in an interactive database, and
- Released test questions, scoring guides, and item-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 2019

Grade 4:

- In 2019, the average mathematics scale score for fourth-grade students in South Dakota was 241. This was not significantly different from that for the nation's public schools (240).
- The average scale score for students in South Dakota in 2019 (241) was higher than that in 2003 (237) and was not significantly different from that in 2017 (242).
- In 2019, the percentage of students in South Dakota who performed at or above *NAEP Proficient* was 43 percent. This was greater than that for the nation's public schools (40 percent).
- The percentage of students in South Dakota who performed at or above *NAEP Proficient* in 2019 (43 percent) was greater than that in 2003 (34 percent) and was not significantly different from that in 2017 (43 percent).
- In 2019, the percentage of students in South Dakota who performed at or above *NAEP Basic* was 83 percent. This was greater than that for the nation's public schools (80 percent).
- The percentage of students in South Dakota who performed at or above *NAEP Basic* in 2019 (83 percent) was not significantly different from that in 2003 (82 percent) and in 2017 (83 percent).

Grade 8:

- In 2019, the average mathematics scale score for eighth-grade students in South Dakota was 287. This was higher than that for the nation's public schools (281).
- The average scale score for students in South Dakota in 2019 (287) was not significantly different from that in 2003 (285) and was not significantly different from that in 2017 (286).
- In 2019, the percentage of students in South Dakota who performed at or above *NAEP Proficient* was 39 percent. This was greater than that for the nation's public schools (33 percent).
- The percentage of students in South Dakota who performed at or above *NAEP Proficient* in 2019 (39 percent) was greater than that in 2003 (35 percent) and was not significantly different from that in 2017 (38 percent).
- In 2019, the percentage of students in South Dakota who performed at or above *NAEP Basic* was 76 percent. This was greater than that for the nation's public schools (68 percent).
- The percentage of students in South Dakota who performed at or above *NAEP Basic* in 2019 (76 percent) was not significantly different from that in 2003 (78 percent) and in 2017 (76 percent).

Introduction

What Was Assessed?

The National Assessment of Educational Progress (NAEP) mathematics assessment measures students' knowledge and skills in mathematics and their ability to solve problems in mathematical and real-world contexts. Performance results are reported for the nation overall, for states and jurisdictions, and for 27 districts participating in the Trial Urban District Assessment (TUDA). The 2019 NAEP mathematics assessment was the second digitally based assessment. In 2017, the NAEP mathematics assessment transitioned from a paper-based assessment (PBA) to a digitally based assessment (DBA) at grades 4 and 8. A multi-step process was used for the transition from PBA to DBA, with the careful intent to preserve trend lines that show student performance over time. The process involved administering the assessment in both the DBA and PBA formats to randomly equivalent groups of students and ensured that the results from the 2017 and 2019 mathematics assessments could be compared to results from previous years. The 2019 mathematics DBA continues the mathematics trend line that extends back to 1990 at grade 8 and 1992 at both grades 4 and 8.

The NAEP Mathematics Assessment Framework

The National Assessment Governing Board oversees the development of NAEP frameworks that describe the subject-specific knowledge and thinking skills to be assessed in each subject and how the assessment questions should be designed and scored. The NAEP mathematics assessment framework specifies five broad content areas and three levels of mathematical complexity.

Mathematics Content Areas

To ensure a balance of content and to allow students to demonstrate a variety of ways of knowing and doing mathematics, the framework specifies assessing fourth- and eighth-grade students in five broad areas of mathematical content. This division into content areas is not intended to separate mathematics into discrete elements, but to provide a helpful classification scheme that describes the full spectrum of mathematical content assessed by NAEP.

- **Number properties and operations** measures students' understanding of ways to represent, calculate, and estimate with numbers.
- **Measurement** assesses students' knowledge, including the use of instruments and the application of processes for attributes such as capacity, length, area, volume, time, angles, and rates.
- **Geometry** measures students' knowledge and understanding of shapes in two and three dimensions and relationships between shapes such as symmetry and transformations.
- **Data analysis, statistics, and probability** measures students' understanding of data representation, characteristics of data sets, experiments and samples, and probability.
- **Algebra** measures students' understanding of patterns, using variables, algebraic representation, and functions.

Levels of Mathematical Complexity

Each NAEP question assesses an objective that can be associated with one of the mathematics content areas. Each question also makes certain demands on students' thinking. These demands determine the mathematical complexity of an item. Mathematical complexity deals with what the students are asked to do in a question. Incorporating levels of complexity in assessment design allows for a balanced testing of mathematical thinking. The framework describes three levels of mathematical complexity.

- **Low complexity** questions typically specify what a student is to do, which usually involves carrying out a routine mathematical procedure.
- **Moderate complexity** questions involve more flexibility of thinking and often require a response with multiple steps.
- **High complexity** questions make heavier demands on students' thinking and often require abstract reasoning or analysis in a novel situation.

Assessment Design

Because of the breadth of the content covered in the NAEP mathematics assessment, each student took just a portion of the test, consisting of two 25-minute sections. Most students' testing time was divided evenly between multiple-choice and constructed-response questions. Short constructed-response questions asked students to provide the answer for a numerical problem or to briefly describe the solution to a problem. Longer constructed-response questions required students to write both a solution and its justification, explanation, or interpretation. Released test questions, along with student performance data by state, are available on the NAEP website at https://nces.ed.gov/nationsreportcard/data/.

Some questions in the 2019 assessment incorporated the use of calculators (four-function calculators at grade 4 and scientific or graphing calculators at grade 8), rulers, protractors (at grade 8), or manipulatives such as spinners and geometric shapes. Calculator use at all grades was permitted on approximately one-third of the assessment.

Who Was Assessed?

All 50 states, the District of Columbia, Department of Defense Education Activity (DoDEA) schools, and Puerto Rico participated in the 2019 mathematics assessment at grades 4 and 8. 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 (Governing Board) for assessment results to be reported to the public. A minimum of 85 percent participation is required for schools in each subject and grade combination in NAEP state-level assessment since 2003. Participation rates for the 2019 mathematics assessment are available on the NAEP website at https://www.nationsreportcard.gov/mathematics/about/samples?anchor=footer&grade=4.

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 (BIE) schools.

How Is Student Mathematics Performance Reported?

The 2019 state results are compared to results from 11 earlier assessments at grade 4 and from 12 earlier assessments at grade 8.

Scale Scores: Student performance is reported as an average scale score based on the NAEP mathematics 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.

NAEP Achievement Levels: NAEP 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 (*NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*). Students performing at or above the *NAEP 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

NAEP achievement-level setting is based on the judgments of a broadly representative panel of teachers, education specialists, and members of the general public. The authorizing legislation for 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. In 2018, the National Assessment Governing Board issued a revised Policy Statement clarifying that the *NAEP Proficient* level is not intended to reflect grade-level performance expectations but is specific to performance on NAEP assessments. Read the Governing Board Policy Statement here.

- *NAEP Basic*, one of the three NAEP achievement levels, denoting partial mastery of prerequisite knowledge and skills that are fundamental for performance at the *NAEP Proficient* level. NAEP also reports the proportion of students whose scores place them below the *NAEP Basic* achievement level.
- *NAEP Proficient*, one of the three NAEP achievement levels, representing solid academic performance for each NAEP assessment. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- *NAEP Advanced*, one of the three NAEP achievement levels, denoting superior performance beyond *NAEP Proficient*.

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

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that NAEP 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 mathematics NAEP achievement-level descriptions are summarized in Figures 1-A and 1-B .

Figure 1-A

The Nation's Report Card 2019 State Assessment

Descriptions of fourth-grade NAEP achievement levels for 2019 NAEP mathematics assessment

NAEP Basic Level (214)	*Fourth-grade students performing at the NAEP Basic level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content areas.*

Fourth-graders performing at the *NAEP Basic* level should be able to estimate and use basic facts to perform simple computations with whole numbers, show some understanding of fractions and decimals, and solve some simple real-world problems in NAEP content areas. Students at this level should be able to use—although not always accurately—four-function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information.

NAEP Proficient Level (249)	*Fourth-grade students performing at the NAEP Proficient level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content areas.*

Fourth-graders performing at the *NAEP Proficient* level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals, be able to solve real-world problems in NAEP content areas, and use four-function calculators, rulers, and geometric shapes appropriately. Students performing at the *NAEP Proficient* level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.

NAEP Advanced Level (282)	*Fourth-grade students performing at the NAEP Advanced level should apply integrated procedural knowledge and conceptual understanding to complex and nonroutine real-world problem solving in the five NAEP content areas.*

Fourth-graders performing at the *NAEP Advanced* level should be able to solve complex and nonroutine real-world problems in all NAEP content areas. They should display mastery in the use of four-function calculators, rulers, and geometric shapes. These students are expected to draw logical conclusions and justify answers and solution processes by explaining why, as well as how, they were achieved. They should go beyond the obvious in their interpretations and be able to communicate their thoughts clearly and concisely.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0 to 500 scale at which the NAEP achievement-level range begins.
SOURCE: National Assessment Governing Board. (2018). *Mathematics Framework for the 2019 National Assessment of Educational Progress*. Washington, DC.

Figure 1-B

The Nation's Report Card 2019 State Assessment

Descriptions of eighth-grade NAEP achievement levels for 2019 NAEP mathematics assessment

NAEP Basic Level (262)	*Eighth-grade students performing at the NAEP Basic level should exhibit evidence of conceptual and procedural understanding in the five NAEP content areas. This level of performance signifies an understanding of arithmetic operations—including estimation—on whole numbers, decimals, fractions, and percents.*

Eighth-graders performing at the *NAEP Basic* level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in NAEP content areas through the appropriate selection and use of strategies and technological tools—including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving.

As they approach the *NAEP Proficient* level, students at the *NAEP Basic* level should be able to determine which of the available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth-graders show limited skill in communicating mathematically.

NAEP Proficient Level (299)	*Eighth-grade students performing at the NAEP Proficient level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content areas.*

Eighth-graders performing at the *NAEP Proficient* level should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections among fractions, percents, decimals, and other mathematical topics such as algebra and functions. Students at this level are expected to have a thorough understanding of *NAEP Basic* level arithmetic operations—an understanding sufficient for problem solving in practical situations.

Quantity and spatial relationships in problem solving and reasoning should be familiar to them, and they should be able to convey underlying reasoning skills beyond the level of arithmetic. They should be able to compare and contrast mathematical ideas and generate their own examples. These students should make inferences from data and graphs, apply properties of informal geometry, and accurately use the tools of technology. Students at this level should understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

NAEP Advanced Level (333)	*Eighth-grade students performing at the NAEP Advanced level should be able to reach beyond the recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principles in the five NAEP content areas.*

Eighth-graders performing at the *NAEP Advanced* level should be able to probe examples and counterexamples in order to shape generalizations from which they can develop models. Eighth-graders performing at the *NAEP Advanced* level should use number sense and geometric awareness to consider the reasonableness of an answer. They are expected to use abstract thinking to create unique problem-solving techniques and explain the reasoning processes underlying their conclusions.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0 to 500 scale at which the NAEP achievement-level range begins.
SOURCE: National Assessment Governing Board. (2018). *Mathematics Framework for the 2019 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 mathematics assessments prior to 2000, no testing accommodations or adaptations were permitted for SD and/or ELL students. In 2000, 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 2000, and both are shown in the tables in this report. Please note that bullet statements only reference the results from the 2000 assessment where accommodations were permitted. Results for the assessment years when accommodations were not permitted in state NAEP assessments (1990, 1992, 1996) are reported in the same tables as the results when accommodations were permitted (2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017 and 2019).

2019 NAEP Digitally Based Mathematics Assessment

The 2019 NAEP digitally based mathematics assessment was designed to continue reporting trends in student performance dating back to 1990, while keeping pace with the new generation of classroom environments in which digital technology has become an increasing part of students' learning. The 2019 assessment content was developed with the same mathematics framework used to develop the 2009 through 2015 paper-based assessments and the 2017 digitally based assessment.

At grades 4 and 8, approximately two-thirds of the questions from the 2015 paper-based assessment were adapted to the 2017 digitally based assessment. The previously used paper-based assessment questions were adapted to fit a tablet screen but the mathematical content was not changed. The goal of adapting questions was to retain the same measurement targets as the original version of the question. At each grade, six of the ten assessment blocks used only questions that had been adapted from the 2015 paper-based assessment and were assembled to be as similar as possible to corresponding paper-based blocks. Four of the ten blocks consisted of new questions developed for digital administration.

The assessment was administered on tablet computers supplied by NAEP using a secure, local NAEP network. This allowed the NAEP administrators to create a stable administration environment that would not be influenced by school-based equipment or school internet connectivity, thereby maintaining consistency across the assessed schools. Students were able to interact with the tablets via touchscreen, with an attached keyboard, or using a stylus provided by NAEP. The digitally based mathematics assessment provided students with a variety of onscreen tools, including an equation editor for entering numbers and expressions using the correct mathematical symbols; a scratchwork tool for annotating figures, performing computations, drawing diagrams, and highlighting portions of a question; and a calculator. At the beginning of the assessment session, students viewed an interactive tutorial that provided the information needed to take the assessment on tablet; for example, it explains how to progress through questions, how to indicate answers for multiple choice questions, and how to use onscreen tools effectively when answering questions. The interactive nature of the tutorial allowed students to familiarize themselves with the digital delivery system before beginning the actual assessment. See how the mathematics digitally based assessment was presented to students.

In addition to the digitally based assessment, a random subsample of students was administered the complete 2015 paper-based version of the assessment in 2017. NAEP administered the assessment in both modes—paper-based and digitally based—in all the sampled schools to investigate potential differences in performance between students taking the assessment on a tablet and students taking the paper-based assessment. However, in schools with fewer than 21 students, all students were assigned to either the digitally or paper-based assessment. Each participating student, however, took the assessment in only one mode. See

how mathematics questions looked in the paper-based version of the grade 4 and grade 8 assessments and how the same questions appeared in the digitally based version.

After the administration of the assessment, the National Center for Education Statistics (NCES) conducted rigorous analyses of the data and aligned the 2017 results to previous assessment years using a two-step process.

- First, common item linking was used to calculate the trend line from 2015 to 2017 based on the paper-based assessment results. This kind of linking was possible because the majority of 2017 assessment questions were also administered in 2015 and showed the same statistical properties.
- Second, common population linking was used to align the 2017 paper-based assessment results with the 2017 digital assessment results. This kind of linking was possible because the samples of students for each assessment mode were randomly equivalent; that is, each random sample included students from the same school, ensuring that the students' educational experiences and characteristics were equivalent.

Once the common population linking aligned the digital results to the paper results on the national level, the analyses evaluated whether the linking allowed for fair and meaningful comparisons for national student groups as well as for states and districts. These evaluations supported making trend comparisons between the digital assessment and previous paper-based assessments for subgroups, states, and districts.

These analyses—common item linking based on paper results and common population linking of paper results to digital results—enabled NCES to successfully maintain the mathematics trend line while transitioning to digital assessment in 2017 and to continue the trend line for the 2019 and subsequent digital assessments.

Interpreting the 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 scale 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 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 2019 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 2019 Mathematics Overall Average Score and NAEP Achievement-Level Results for Public School Students

Overall mathematics 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 (https://nces.ed.gov/nationsreportcard/hsts/tabulations/regions.asp). Trend data by region are not provided for assessment years prior to 2003.

Prior to 2000, testing accommodations were not provided for SD and/or ELL students in NAEP state mathematics assessments. For 2000, 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 2000 results refer only to the sample in which accommodations were permitted.

Overall Average Scale Score Results

Student performance is reported as an average scale score based on the NAEP mathematics 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 since 2003. The first column of results presents the average scale score on the NAEP mathematics 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 Average Scale Score Results

- In 2019, the average scale score for students in South Dakota was 241. This was not significantly different from that for students across the nation (240).
- In South Dakota, the average scale score for students in 2019 was not significantly different from that in 2017 (242). However, the average scale score for students in public schools across the nation in 2019 was higher than that in 2017 (239).
- In South Dakota, the average scale score for students in 2019 was higher than the score in 2003. However, it was not significantly different from the scores in 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

Grade 8 Average Scale Score Results

- In 2019, the average scale score for students in South Dakota was 287. This was higher than that for students across the nation (281).
- In South Dakota, the average scale score for students in 2019 was not significantly different from that in 2017 (286). However, the average scale score for students in public schools across the nation in 2019 was lower than that in 2017 (282).
- In South Dakota, the average scale score for students in 2019 was lower than the scores in 2009 and 2011. However, it was not significantly different from the scores in 2003, 2005, 2007, 2013, 2015, and 2017.

Table 1-A

The Nation's Report Card 2019 State Assessment

Average scale scores and selected percentile scores in NAEP mathematics for fourth-grade public school students, by year and jurisdiction: Various years, 2003–2019

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
2003	Nation (public)	234*	196*	215*	235*	254*	270*
	Midwest[1]	237*	199	218*	238*	256*	272*
	South Dakota	237*	204	221	239*	255*	269*
2005	Nation (public)	237*	199	219*	239*	257*	272*
	Midwest[1]	239*	201*	221	241*	259*	274*
	South Dakota	242	208*	226	243	259*	272*
2007	Nation (public)	239*	201*	221*	241	259*	274*
	Midwest[1]	242	204*	224*	244	261*	276*
	South Dakota	241	207*	226	243	259*	272*
2009	Nation (public)	239*	201*	221	241*	259*	275*
	Midwest[1]	241	204*	223*	243	261	277*
	South Dakota	242	208*	227*	244	260*	274*
2011	Nation (public)	240	202*	222*	242	260*	276*
	Midwest[1]	242*	204*	224*	244	262	277*
	South Dakota	241	207*	225	243	259*	273*
2013	Nation (public)	241*	202*	222*	243*	262	278*
	Midwest[1]	243*	203*	224*	245*	264	280
	South Dakota	241	205	224	243	260*	274
2015	Nation (public)	240	201*	221	241	260*	277*
	Midwest[1]	242	202*	222*	243	262	279
	South Dakota	240	203	223	242	259*	273*
2017	Nation (public)	239*	197	219*	241*	261	279
	Midwest[1]	241	199	220	243	263	281
	South Dakota	242	203	223	244	262	277
2019	Nation (public)	240	198	220	242	262	279
	Midwest[1]	241	198	220	243	263	280
	South Dakota	241	201	224	244	262	277

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2019.

[1] Region in which jurisdiction is located.

NOTE: The NAEP grade 4 mathematics 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, 2003–2019 Mathematics Assessments.

Table 1-B

The Nation's Report Card 2019 State Assessment

Average scale scores and selected percentile scores in NAEP mathematics for eighth-grade public school students, by year and jurisdiction: Various years, 2003–2019

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
2003	Nation (public)	276*	228	253	278*	301*	321*
	Midwest[1]	281*	235	259	283	305*	324*
	South Dakota	285	244*	266	287	307*	323*
2005	Nation (public)	278*	230	254	279*	303*	323*
	Midwest[1]	281*	235	259	283	306*	325*
	South Dakota	287	246*	268*	289	309*	326*
2007	Nation (public)	280	234*	257*	281	305*	325*
	Midwest[1]	283	238*	261*	285	308*	327*
	South Dakota	288	247*	269*	290	311	328*
2009	Nation (public)	282	235*	258*	283*	307*	328*
	Midwest[1]	285	240*	262*	287*	309	329*
	South Dakota	291*	250*	271*	293	312	328*
2011	Nation (public)	283*	236*	259*	284*	308	329*
	Midwest[1]	286	241*	263*	287*	309	329*
	South Dakota	291*	248*	270*	292	313	330
2013	Nation (public)	284*	236*	260*	285*	309	330*
	Midwest[1]	286*	240*	263*	288*	311	332
	South Dakota	287	242*	267	290	311	328*
2015	Nation (public)	281	234*	257*	282	307*	328*
	Midwest[1]	284	237*	261*	286	309	330*
	South Dakota	285	243	265	286	307*	325*
2017	Nation (public)	282*	232*	255*	282	309	332
	Midwest[1]	285	235	259	285	312	334
	South Dakota	286	239	263	289	311	331
2019	Nation (public)	281	230	254	281	308	332
	Midwest[1]	284	234	258	285	311	333
	South Dakota	287	237	264	289	313	333

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2019.

[1] Region in which jurisdiction is located.

NOTE: The NAEP grade 8 mathematics 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, 2003–2019 Mathematics Assessments.

Overall NAEP Achievement-Level Results

Student results are reported as the percentages of students performing relative to performance standards set by the 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 *NAEP Basic*, at or above *NAEP Basic*, at or above *NAEP Proficient*, and at *NAEP Advanced*. Because the percentages are cumulative from *NAEP Basic* to *NAEP Proficient* to *NAEP Advanced*, they may sum to more than 100 percent. Only the percentage of students performing at or above *NAEP Basic* (which includes the students at *NAEP Proficient* and *NAEP Advanced*) plus the students below *NAEP Basic* will sum to 100 percent.

Grade 4 NAEP Achievement-Level Results

- In 2019, the percentage of South Dakota's students who performed at or above *NAEP Proficient* was 43 percent. This was greater than the percentage of the nation's public school students who performed at or above *NAEP Proficient* (40 percent).
- In South Dakota, the percentage of students who performed at or above *NAEP Proficient* in 2019 was greater than the percentage in 2003, but was not significantly different from the percentages in 2005, 2007, 2009, 2011, 2013, 2015, and 2017.
- In 2019, the percentage of South Dakota's students who performed at or above *NAEP Basic* was 83 percent. This was greater than the percentage of the nation's public school students who performed at or above *NAEP Basic* (80 percent).
- In South Dakota, the percentage of students who performed at or above *NAEP Basic* in 2019 was smaller than the percentages in 2005, 2007, 2009, and 2011, but was not significantly different from the percentages in 2003, 2013, 2015, and 2017.

Grade 8 NAEP Achievement-Level Results

- In 2019, the percentage of South Dakota's students who performed at or above *NAEP Proficient* was 39 percent. This was greater than the percentage of the nation's public school students who performed at or above *NAEP Proficient* (33 percent).
- In South Dakota, the percentage of students who performed at or above *NAEP Proficient* in 2019 was greater than the percentages in 2003 and 2015, but was not significantly different from the percentages in 2005, 2007, 2009, 2011, 2013, and 2017.
- In 2019, the percentage of South Dakota's students who performed at or above *NAEP Basic* was 76 percent. This was greater than the percentage of the nation's public school students who performed at or above *NAEP Basic* (68 percent).
- In South Dakota, the percentage of students who performed at or above *NAEP Basic* in 2019 was smaller than the percentages in 2005, 2007, 2009, and 2011, but was not significantly different from the percentages in 2003, 2013, 2015, and 2017.

Table 2-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students at or above NAEP mathematics achievement levels, by year and jurisdiction: Various years, 2003–2019

Year and jurisdiction		Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
2003	Nation (public)	24*	76*	31*	4*
	Midwest[1]	21	79	35*	4*
	South Dakota	18	82	34*	3*
2005	Nation (public)	21	79	35*	5*
	Midwest[1]	19	81	38*	5*
	South Dakota	14*	86*	41	4*
2007	Nation (public)	19*	81*	39*	5*
	Midwest[1]	16*	84*	42	6*
	South Dakota	14*	86*	41	4*
2009	Nation (public)	19*	81*	38*	6*
	Midwest[1]	17*	83*	42	7*
	South Dakota	14*	86*	42	5*
2011	Nation (public)	18*	82*	40	6*
	Midwest[1]	16*	84*	42	7*
	South Dakota	14*	86*	40	4*
2013	Nation (public)	18*	82*	41	8*
	Midwest[1]	16*	84*	45*	9
	South Dakota	16	84	40	5
2015	Nation (public)	19	81	39	7*
	Midwest[1]	18*	82*	42	8
	South Dakota	17	83	40	4*
2017	Nation (public)	21*	79*	40	8
	Midwest[1]	20	80	42	9
	South Dakota	17	83	43	7
2019	Nation (public)	20	80	40	9
	Midwest[1]	20	80	42	9
	South Dakota	17	83	43	7

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2019.

[1] Region in which jurisdiction is located.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214–248; *NAEP Proficient*, 249–281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2003–2019 Mathematics Assessments.

Table 2-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students at or above NAEP mathematics achievement levels, by year and jurisdiction: Various years, 2003–2019

Year and jurisdiction		Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
2003	Nation (public)	33*	67*	27*	5*
	Midwest[1]	28	72	32*	6*
	South Dakota	22	78	35*	5*
2005	Nation (public)	32	68	28*	6*
	Midwest[1]	28	72	32*	6*
	South Dakota	20*	80*	36	6*
2007	Nation (public)	30*	70*	31*	7*
	Midwest[1]	26*	74*	34*	7*
	South Dakota	19*	81*	39	7*
2009	Nation (public)	29*	71*	33	7*
	Midwest[1]	25*	75*	36	8*
	South Dakota	17*	83*	42	7*
2011	Nation (public)	28*	72*	34	8*
	Midwest[1]	24*	76*	36	8*
	South Dakota	18*	82*	42	8
2013	Nation (public)	27*	73*	34*	8*
	Midwest[1]	24*	76*	37	9
	South Dakota	21	79	38	7*
2015	Nation (public)	30*	70*	32	8*
	Midwest[1]	26*	74*	35	8*
	South Dakota	23	77	34*	6*
2017	Nation (public)	31*	69*	33	10
	Midwest[1]	28	72	36	11
	South Dakota	24	76	38	9
2019	Nation (public)	32	68	33	10
	Midwest[1]	28	72	36	10
	South Dakota	24	76	39	10

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2019.

[1] Region in which jurisdiction is located.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262–298; *NAEP Proficient*, 299–332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2003–2019 Mathematics Assessments.

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

All 50 states, the District of Columbia, Department of Defense Education Activity schools (DoDEA), and Puerto Rico participated in the 2019 mathematics 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 Average Scale Scores

Figures 2-A and 2-B compare South Dakota's 2019 overall mathematics 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 scale 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 2019 mathematics assessment.

Grade 4 Average Scale Score Comparison Results

- The average scale score for students in South Dakota was higher than 20 jurisdictions, not significantly different from 21 jurisdictions, and lower than 10 jurisdictions.

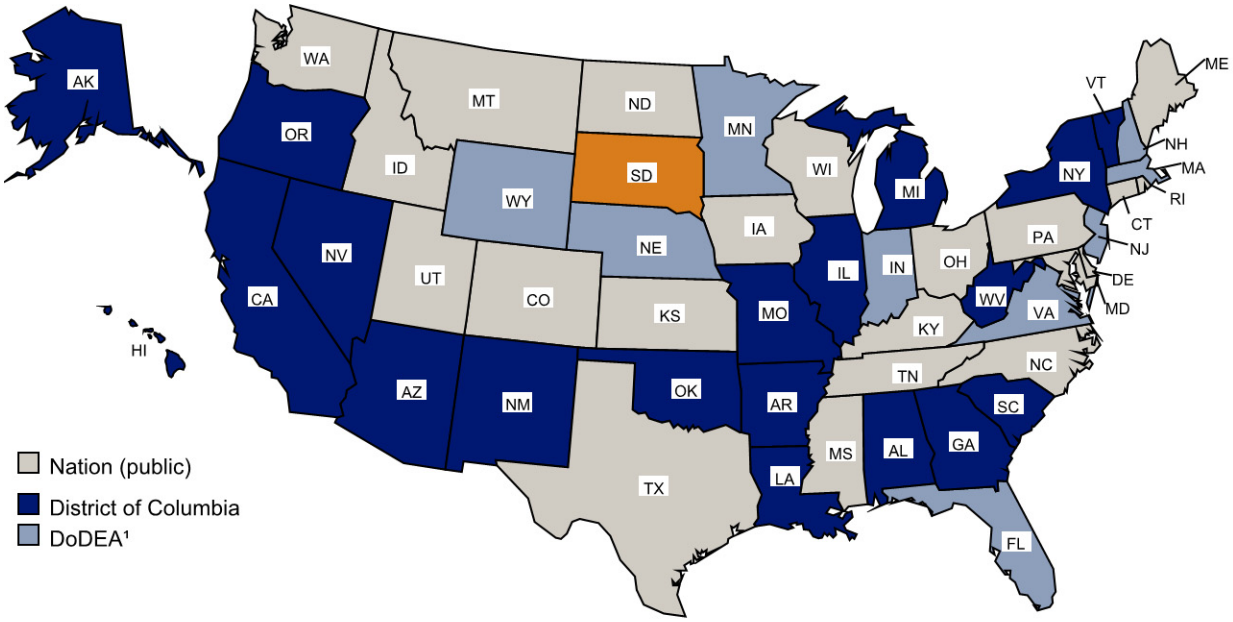
Grade 8 Average Scale Score Comparison Results

- The average scale score for students in South Dakota was higher than 30 jurisdictions, not significantly different from 18 jurisdictions, and lower than 3 jurisdictions.

Figure 2-A

The Nation's Report Card 2019 State Assessment

South Dakota's average scale score in NAEP mathematics for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2019



- Focal state/jurisdiction (South Dakota)
- Higher average scale score than South Dakota (10 jurisdictions)
- Not significantly different from South Dakota (nation and 21 jurisdictions)
- Lower average scale score than South Dakota (20 jurisdictions)

[1] Department of Defense Education Activity (overseas and domestic schools).

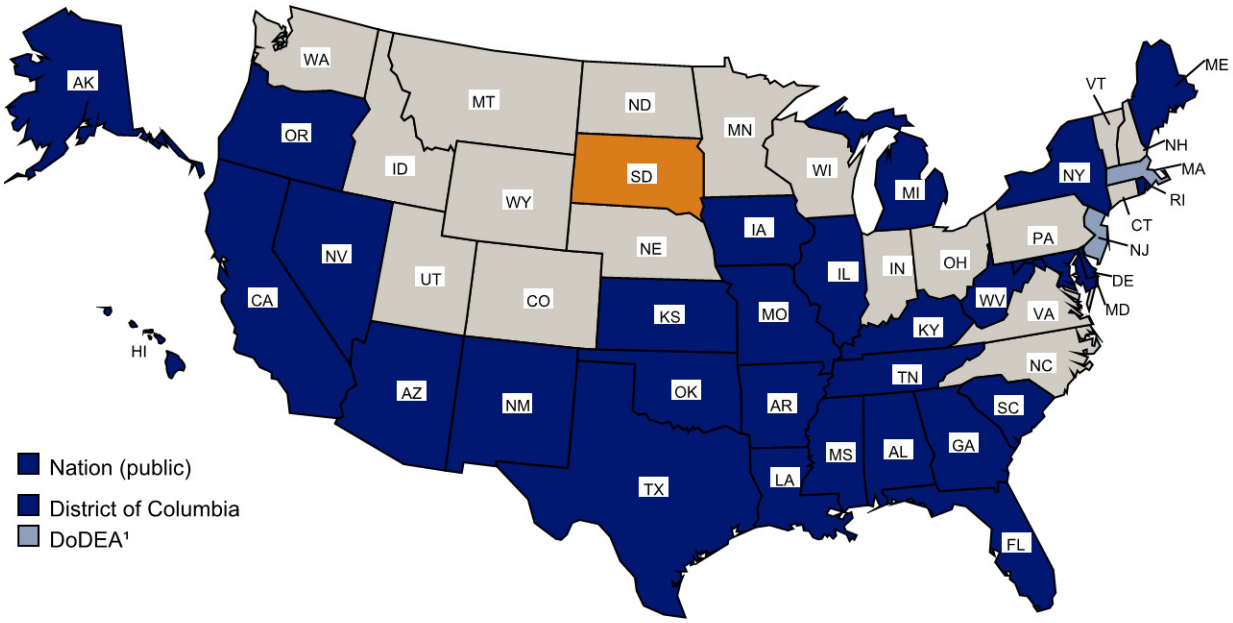
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.

Figure 2-B

The Nation's Report Card 2019 State Assessment

South Dakota's average scale score in NAEP mathematics for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2019



- ☆ Focal state/jurisdiction (South Dakota)
- Higher average scale score than South Dakota (3 jurisdictions)
- Not significantly different from South Dakota (18 jurisdictions)
- Lower average scale score than South Dakota (nation and 30 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), 2019 Mathematics Assessment.

Comparisons by NAEP Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the 2019 NAEP mathematics assessment in terms of percentages of grades 4 and 8 students performing at or above *NAEP Proficient*. The participating states and jurisdictions are grouped into categories that reflect whether the percentage of their students performing at or above *NAEP Proficient* (including *NAEP 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 NAEP achievement level can be conducted online by using the NAEP Data Explorer at https://nces.ed.gov/nationsreportcard/naepdata/.

Grade 4 NAEP Achievement-Level Comparison Results

- The percentage of students performing at or above the *NAEP Proficient* level in South Dakota was greater than the percentages in 20 jurisdictions, not significantly different from those in 24 jurisdictions, and smaller than those in 7 jurisdictions.
- The percentage of students performing at or above the *NAEP Basic* level in South Dakota was greater than the percentages in 22 jurisdictions, not significantly different from those in 25 jurisdictions, and smaller than those in 4 jurisdictions (data not shown).

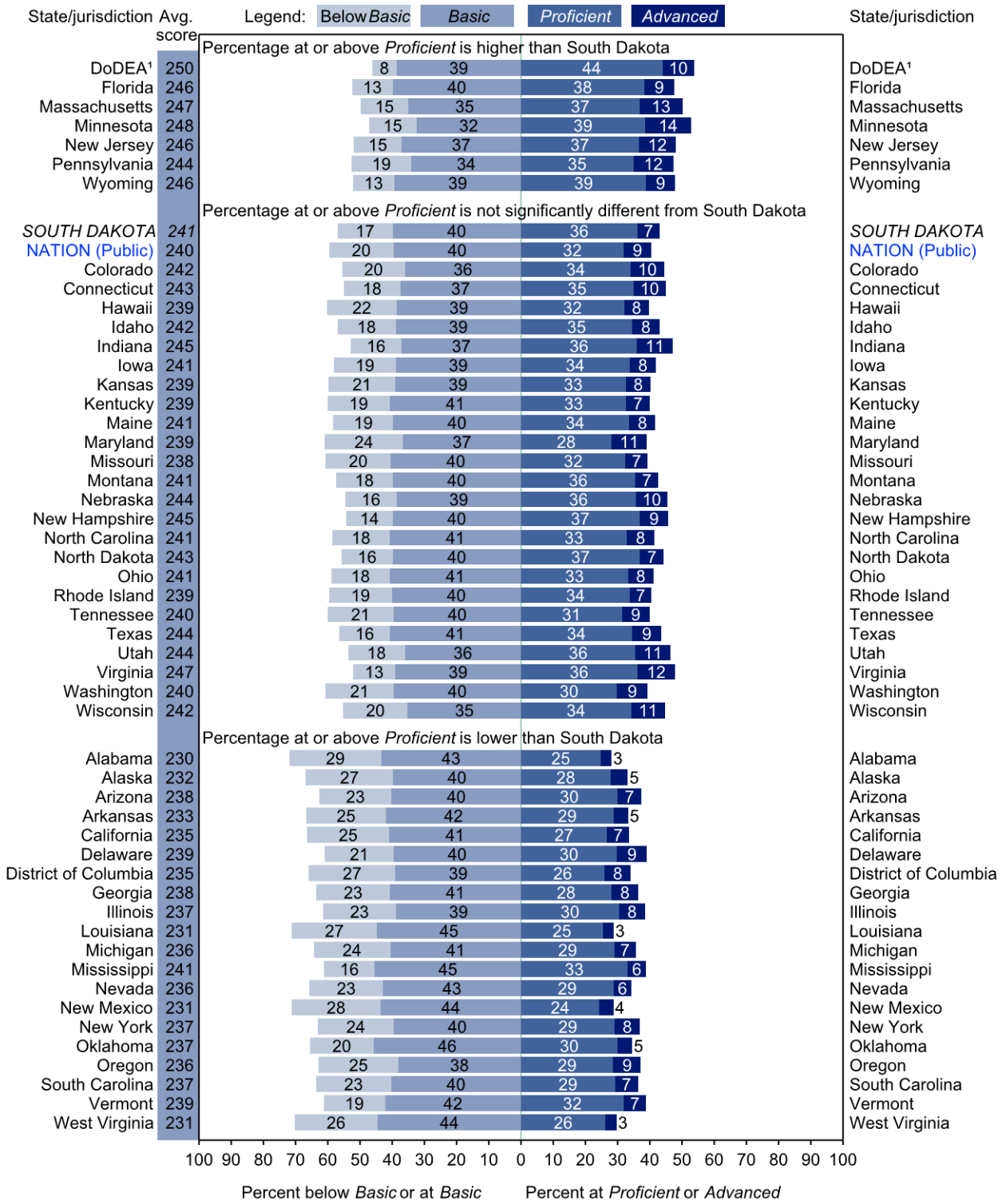
Grade 8 NAEP Achievement-Level Comparison Results

- The percentage of students performing at or above the *NAEP Proficient* level in South Dakota was greater than the percentages in 30 jurisdictions, not significantly different from those in 19 jurisdictions, and smaller than those in 2 jurisdictions.
- The percentage of students performing at or above the *NAEP Basic* level in South Dakota was greater than the percentages in 35 jurisdictions, not significantly different from those in 15 jurisdictions, and smaller than those in 1 jurisdiction (data not shown).

Figure 3-A

The Nation's Report Card 2019 State Assessment

Average scale scores in NAEP mathematics for fourth-grade public school students, percentage within each achievement level, and South Dakota's percentage at or above *NAEP Proficient* compared with the nation and other participating jurisdictions: 2019

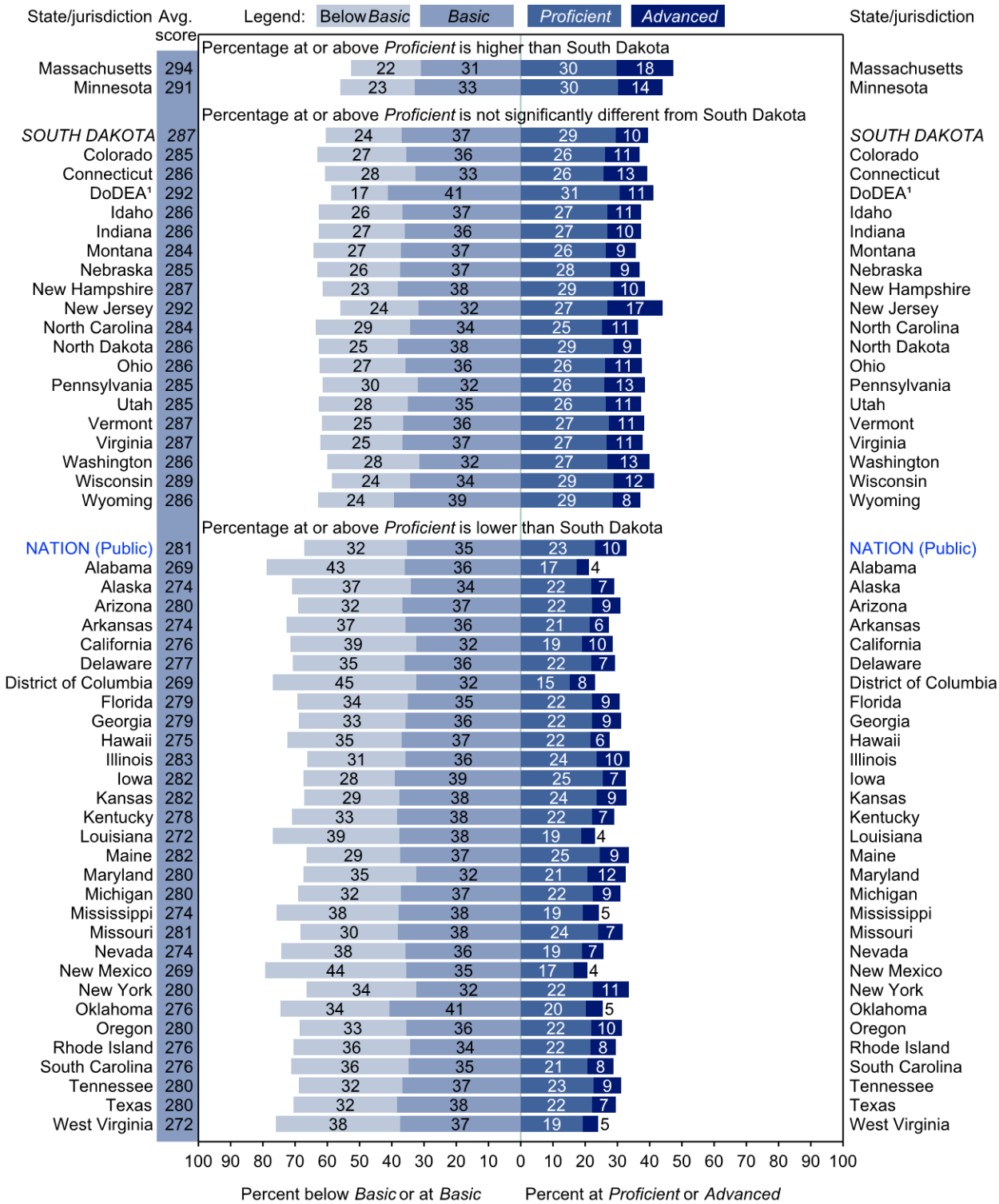


[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *NAEP Proficient* category begins, so that they may be compared at *NAEP 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), 2019 Mathematics Assessment.

Figure 3-B

The Nation's Report Card 2019 State Assessment

Average scale scores in NAEP mathematics for eighth-grade public school students, percentage within each achievement level, and South Dakota's percentage at or above *NAEP Proficient* compared with the nation and other participating jurisdictions: 2019



[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *NAEP Proficient* category begins, so that they may be compared at *NAEP 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), 2019 Mathematics Assessment.

Mathematics 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, 2017 and 2019)

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 parent's 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 second column, and the average scale score in the third column. The columns to the right show the percentage of students below *NAEP Basic* and at or above each NAEP 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 2019 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 2019 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 https://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 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 beginning in 2011 so 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
- Native Hawaiian or other Pacific Islander
- American Indian or Alaska Native
- Two or More Races

As in earlier years, students identified as Hispanic were classified as Hispanic in 2011 and subsequent assessment years 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 classified as “Two or More Races” since 2011. Results for these students are presented under the “Two or More Races” category in the graphics and tables in the reports.

When comparing the results for racial/ethnic groups since 2011 to earlier assessment years, the data for Asian and Native Hawaiian/Other Pacific Islander students were combined into the Asian/Pacific Islander category.

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

Grade 4 Average Scale Score Results by Race/Ethnicity

- In 2019, White students in South Dakota had an average scale score that was higher than the average scale scores of Black, Hispanic, and American Indian/Alaska Native students.
- In 2019, the average scale score of White students in South Dakota was higher than their respective scores in 2003, 2005, and 2007, but not significantly different from their respective scores in 2009, 2011, 2013, 2015, and 2017.
- In 2019, the average scale score of Black students in South Dakota was not significantly different from their respective scores in 2007, 2009, 2011, 2013, 2015, and 2017.
- In 2019, the average scale score of Hispanic students in South Dakota was not significantly different from their respective scores in 2003, 2007, 2009, 2011, 2013, 2015, and 2017.
- In 2019, 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, 2015, and 2017.
- In 2019, Black students in South Dakota had an average scale score that was lower than that of White students by 26 points. Data are not reported for Black students in 2003, because reporting standards were not met.
- In 2019, Hispanic students in South Dakota had an average scale score that was lower than that of White students by 21 points. In 2003, the average scale score for Hispanic students was lower than that of White students by 18 points.

Grade 4 NAEP Achievement-Level Results by Race/Ethnicity

- In 2019 in South Dakota, the percentage of White students performing at or above *NAEP Proficient* was greater than the corresponding percentages of Black, Hispanic, and American Indian/Alaska Native students.
- In 2019, the percentage of White students in South Dakota performing at or above *NAEP Proficient* was greater than the percentages of their respective peers in 2003, 2005, 2007, and 2011, but not significantly different from the percentages of their respective peers in 2009, 2013, 2015, and 2017.
- In 2019, the percentage of Black students in South Dakota performing at or above *NAEP Proficient* was not significantly different from the percentages of their respective peers in 2007, 2009, 2011, 2013, 2015, and 2017.
- In 2019, the percentage of Hispanic students in South Dakota performing at or above *NAEP Proficient* was not significantly different from the percentages of their respective peers in 2003, 2007, 2009, 2011, 2013, 2015, and 2017.
- In 2019, the percentage of American Indian/Alaska Native students in South Dakota performing at or above *NAEP Proficient* was not significantly different from the percentages of their respective peers in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

Table 3-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2003–2019

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
White							
2003	Nation (public)	58*	243*	13*	87*	42*	5*
	South Dakota	84*	241*	13*	87*	38*	3*
2005	Nation (public)	57*	246*	11	89	47*	7*
	South Dakota	84*	245*	10	90	45*	5*
2007	Nation (public)	55*	248	9*	91*	51	8*
	South Dakota	83*	245*	9	91	46*	4*
2009	Nation (public)	54*	248	10*	90*	50	8*
	South Dakota	80*	247	9	91	47	6*
2011	Nation (public)	52*	249	9*	91*	52	9*
	South Dakota	77*	246	9	91	46*	5*
2013	Nation (public)	51*	250*	9*	91*	54	10*
	South Dakota	75	247	9	91	48	6
2015	Nation (public)	49*	248	10*	90*	51	10*
	South Dakota	75	246	10	90	47	5*
2017	Nation (public)	47*	248	12	88	51	11
	South Dakota	73	247	10	90	50	9
2019	Nation (public)	46	249	12	88	52	12
	South Dakota	73	248	10	90	51	9

See notes at end of table.

Table 3-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2003–2019—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Black							
2003	Nation (public)	17*	216*	46*	54*	10*	#*
	South Dakota	1*	‡	‡	‡	‡	‡
2005	Nation (public)	17*	220*	40*	60*	13*	1*
	South Dakota	2*	‡	‡	‡	‡	‡
2007	Nation (public)	17*	222*	37	63	15*	1*
	South Dakota	2	221	37	63	15	2
2009	Nation (public)	16*	222*	37	63	15*	1*
	South Dakota	2	225	35	65	17	#
2011	Nation (public)	16	224	34	66	17*	1*
	South Dakota	3	227	32	68	21	1
2013	Nation (public)	16	224	34	66	18	1*
	South Dakota	3	221	37	63	14	1
2015	Nation (public)	15	224	35	65	19	1*
	South Dakota	3	218	44	56	11	2
2017	Nation (public)	15	223	37	63	19	2
	South Dakota	2	219	40	60	14	#
2019	Nation (public)	15	224	35	65	20	2
	South Dakota	3	222	40	60	20	3

See notes at end of table.

Table 3-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2003–2019—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Hispanic							
2003	Nation (public)	19*	221*	38*	62*	15*	1*
	South Dakota	2*	223	37	63	20	2
2005	Nation (public)	20*	225*	33*	67*	19*	1*
	South Dakota	2*	‡	‡	‡	‡	‡
2007	Nation (public)	21*	227*	31*	69*	22*	1*
	South Dakota	2*	228	31	69	21	2
2009	Nation (public)	22*	227*	30	70	21*	1*
	South Dakota	3*	233	25	75	27	4
2011	Nation (public)	24*	229*	28	72	24*	2*
	South Dakota	3*	226	29	71	18	2
2013	Nation (public)	25*	230	27	73	26	2*
	South Dakota	4*	226	30	70	16	1
2015	Nation (public)	26*	230	27	73	26	3
	South Dakota	5*	227	32	68	21	3
2017	Nation (public)	27	229	30*	70*	26	3
	South Dakota	5*	229	31	69	28	2
2019	Nation (public)	28	231	27	73	28	3
	South Dakota	7	227	31	69	24	3

See notes at end of table.

Table 3-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2003–2019—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Asian/Pacific Islander							
2003	Nation (public)	4*	246*	13*	87*	48*	10*
	South Dakota	1*	‡	‡	‡	‡	‡
2005	Nation (public)	4*	251*	11*	89*	54*	14*
	South Dakota	1*	‡	‡	‡	‡	‡
2007	Nation (public)	5*	254*	9	91	59*	16*
	South Dakota	1*	‡	‡	‡	‡	‡
2009	Nation (public)	5	255*	9	91	61*	18*
	South Dakota	1	‡	‡	‡	‡	‡
2011	Nation (public)	5	256*	9	91	62*	20*
	South Dakota	1	‡	‡	‡	‡	‡
2013	Nation (public)	5	258	9	91	64	23
	South Dakota	2	‡	‡	‡	‡	‡
2015	Nation (public)	5	256*	10	90	61	22
	South Dakota	2	‡	‡	‡	‡	‡
2017	Nation (public)	6	258	10	90	64	24
	South Dakota	1	‡	‡	‡	‡	‡
2019	Nation (public)	5	261	9	91	67	27
	South Dakota	2	‡	‡	‡	‡	‡

See notes at end of table.

Table 3-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2003–2019—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
American Indian/Alaska Native						
2003 Nation (public)	1*	224*	35	65	18*	1*
South Dakota	12	217	46	54	9	#
2005 Nation (public)	1*	227	31	69	22	2
South Dakota	11	221	38	62	13	1
2007 Nation (public)	1	229	28	72	26	3
South Dakota	12	218	40	60	13	#
2009 Nation (public)	1*	227	32	68	23	2
South Dakota	13*	220	40	60	15	#
2011 Nation (public)	1	227	32	68	24	2
South Dakota	14*	220	40	60	15	#
2013 Nation (public)	1	228	30	70	24	2
South Dakota	14	217	45	55	12	#
2015 Nation (public)	1	228	30	70	24	2
South Dakota	13	216	45	55	14	1
2017 Nation (public)	1	228	31	69	25	3
South Dakota	14*	220	41	59	17	1
2019 Nation (public)	1	228	32	68	25	4
South Dakota	11	215	47	53	12	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 2019.
NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214–248; *NAEP Proficient*, 249–281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2003–2019 Mathematics Assessments.

Grade 8 Average Scale Score Results by Race/Ethnicity

- In 2019, White students in South Dakota had an average scale score that was higher than the average scale scores of Hispanic and American Indian/Alaska Native students.
- In 2019, the average scale score of White students in South Dakota was higher than their respective scores in 2003, 2005, and 2015, but not significantly different from their respective scores in 2007, 2009, 2011, 2013, and 2017.
- In 2019, the average scale score of Hispanic students in South Dakota was not significantly different from their respective scores in 2007, 2009, 2011, 2013, 2015, and 2017.
- In 2019, the average scale score of American Indian/Alaska Native students in South Dakota was lower than their respective score in 2009, but not significantly different from their respective scores in 2003, 2005, 2007, 2011, 2013, 2015, and 2017.
- Data are not reported for Black students in 2019, because reporting standards were not met.
- In 2019, Hispanic students in South Dakota had an average scale score that was lower than that of White students by 24 points. Data are not reported for Hispanic students in 2003, because reporting standards were not met.

Grade 8 NAEP Achievement-Level Results by Race/Ethnicity

- In 2019 in South Dakota, the percentage of White students performing at or above *NAEP Proficient* was greater than the corresponding percentages of Hispanic and American Indian/Alaska Native students.
- In 2019, the percentage of White students in South Dakota performing at or above *NAEP Proficient* was greater than the percentages of their respective peers in 2003, 2005, and 2015, but not significantly different from the percentages of their respective peers in 2007, 2009, 2011, 2013, and 2017.
- In 2019, the percentage of Hispanic students in South Dakota performing at or above *NAEP Proficient* was not significantly different from the percentages of their respective peers in 2007, 2009, 2011, 2013, 2015, and 2017.
- In 2019, the percentage of American Indian/Alaska Native students in South Dakota performing at or above *NAEP Proficient* was not significantly different from the percentages of their respective peers in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

Table 3-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2003–2019

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
White							
2003	Nation (public)	62*	287*	21	79	36*	7*
	South Dakota	89*	288*	18	82	37*	5*
2005	Nation (public)	60*	288*	21	79	37*	7*
	South Dakota	86*	291*	15	85	40*	7*
2007	Nation (public)	58*	290	19*	81*	41*	9*
	South Dakota	86*	292	15	85	43	8*
2009	Nation (public)	56*	292	18*	82*	43	10*
	South Dakota	84*	295	13*	87*	46	8*
2011	Nation (public)	54*	293	17*	83*	43	10*
	South Dakota	82*	295	13*	87*	47	10
2013	Nation (public)	53*	293*	17*	83*	44	11*
	South Dakota	79	294	14	86	45	9*
2015	Nation (public)	51*	291	19*	81*	42	10*
	South Dakota	78	290*	16	84	39*	7*
2017	Nation (public)	50*	292	20	80	43	13
	South Dakota	77	293	17	83	45	11
2019	Nation (public)	48	291	21	79	43	13
	South Dakota	73	294	16	84	47	12

See notes at end of table.

Table 3-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2003–2019—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Black							
2003	Nation (public)	17*	252*	61*	39*	7*	#*
	South Dakota	1*	‡	‡	‡	‡	‡
2005	Nation (public)	17*	254*	59*	41*	8*	1*
	South Dakota	1*	‡	‡	‡	‡	‡
2007	Nation (public)	17*	259	53	47	11*	1*
	South Dakota	1*	‡	‡	‡	‡	‡
2009	Nation (public)	16*	260	51*	49*	12*	1*
	South Dakota	2*	‡	‡	‡	‡	‡
2011	Nation (public)	16*	262*	50*	50*	13	1*
	South Dakota	2	270	40	60	21	1
2013	Nation (public)	15	263*	49*	51*	14	2*
	South Dakota	2	254	55	45	10	#
2015	Nation (public)	15	260	53	47	12	1*
	South Dakota	3	‡	‡	‡	‡	‡
2017	Nation (public)	15	260	54	46	13	2
	South Dakota	3	258	53	47	11	#
2019	Nation (public)	15	259	54	46	13	2
	South Dakota	3	‡	‡	‡	‡	‡

See notes at end of table.

Table 3-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2003–2019—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Hispanic							
2003	Nation (public)	15*	258*	53*	47*	11*	1*
	South Dakota	1*	‡	‡	‡	‡	‡
2005	Nation (public)	17*	261*	50*	50*	13*	1*
	South Dakota	2*	‡	‡	‡	‡	‡
2007	Nation (public)	19*	264*	46	54	15*	2*
	South Dakota	2*	269	43	57	18	5
2009	Nation (public)	21*	266	44	56	17*	2*
	South Dakota	2*	268	38	62	13	1
2011	Nation (public)	23*	269	40*	60*	20	3*
	South Dakota	3*	274	34	66	20	3
2013	Nation (public)	23*	271*	38*	62*	21	3*
	South Dakota	3*	274	34	66	27	5
2015	Nation (public)	25*	269	40*	60*	19	3*
	South Dakota	4*	272	38	62	18	3
2017	Nation (public)	25*	268	43	57	20	3
	South Dakota	5*	269	40	60	20	2
2019	Nation (public)	27	268	43	57	19	3
	South Dakota	7	270	39	61	20	2

See notes at end of table.

Table 3-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2003–2019—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Asian/Pacific Islander							
2003	Nation (public)	4*	289*	23*	77*	42*	12*
	South Dakota	1*	‡	‡	‡	‡	‡
2005	Nation (public)	5*	294*	19*	81*	46*	16*
	South Dakota	1*	‡	‡	‡	‡	‡
2007	Nation (public)	5*	296*	18*	82*	49*	17*
	South Dakota	1*	‡	‡	‡	‡	‡
2009	Nation (public)	5*	300*	16	84	53*	20*
	South Dakota	1*	‡	‡	‡	‡	‡
2011	Nation (public)	6	302*	15	85	55*	22*
	South Dakota	1*	‡	‡	‡	‡	‡
2013	Nation (public)	5*	306*	13	87	60	25*
	South Dakota	2	‡	‡	‡	‡	‡
2015	Nation (public)	6	305	14	86	58	25*
	South Dakota	2	‡	‡	‡	‡	‡
2017	Nation (public)	6	310	14	86	62	30
	South Dakota	2	‡	‡	‡	‡	‡
2019	Nation (public)	6	309	15	85	61	32
	South Dakota	2	‡	‡	‡	‡	‡

See notes at end of table.

Table 3-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2003–2019—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
American Indian/Alaska Native						
2003 Nation (public)	1*	265	46	54	16	2
South Dakota	8	255	57	43	9	1
2005 Nation (public)	1*	266	45	55	14	2
South Dakota	10	260	52	48	11	1
2007 Nation (public)	1*	265	44	56	17	2
South Dakota	10	261	46	54	14	1
2009 Nation (public)	1*	267	43	57	20	3
South Dakota	11	266*	45	55	17	1
2011 Nation (public)	1	266	45	55	17	4
South Dakota	11	263	48	52	14	2
2013 Nation (public)	1*	270*	40*	60*	21*	3
South Dakota	12	260	52	48	10	1
2015 Nation (public)	1	267	43	57	19	3
South Dakota	12	260	52	48	11	1
2017 Nation (public)	1	268	43	57	19	4
South Dakota	11	254	60	40	10	1
2019 Nation (public)	1	263	48	52	15	3
South Dakota	12	257	55	45	9	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 2019.
NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262–298; *NAEP Proficient*, 299–332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2003–2019 Mathematics Assessments.

Tables 4-A and 4-B show percentage of students and average scale scores by NAEP achievement-level data for the seven racial/ethnic categories used since 2011: 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 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2011–2019

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
White							
2011	Nation (public)	52*	249	9*	91*	52	9*
	South Dakota	77*	246	9	91	46*	5*
2013	Nation (public)	51*	250*	9*	91*	54	10
	South Dakota	75	247	9	91	48	6
2015	Nation (public)	49*	248	10	90	51	10*
	South Dakota	75	246	10	90	47	5*
2017	Nation (public)	47*	248	12	88	51	11
	South Dakota	73	247	10	90	50	9
2019	Nation (public)	46	249	12	88	52	12
	South Dakota	73	248	10	90	51	9
Black							
2011	Nation (public)	16	224	34	66	17*	1*
	South Dakota	3	227	32	68	21	1
2013	Nation (public)	16	224	34	66	18	1*
	South Dakota	3	221	37	63	14	1
2015	Nation (public)	15	224	35	65	19	1
	South Dakota	3	218	44	56	11	2
2017	Nation (public)	15	223	37	63	19	2
	South Dakota	2	219	40	60	14	#
2019	Nation (public)	15	224	35	65	20	2
	South Dakota	3	222	40	60	20	3
Hispanic							
2011	Nation (public)	24*	229*	28	72	24*	2*
	South Dakota	3*	226	29	71	18	2
2013	Nation (public)	25*	230	27	73	26	2*
	South Dakota	4*	226	30	70	16	1
2015	Nation (public)	26*	230	27	73	26	3
	South Dakota	5*	227	32	68	21	3
2017	Nation (public)	27	229	30*	70*	26	3
	South Dakota	5*	229	31	69	28	2
2019	Nation (public)	28	231	27	73	28	3
	South Dakota	7	227	31	69	24	3
Asian							
2011	Nation (public)	5	257*	8	92	64*	21*
	South Dakota	1	‡	‡	‡	‡	‡
2013	Nation (public)	5	260	7	93	67	24
	South Dakota	2	‡	‡	‡	‡	‡
2015	Nation (public)	5	259	8	92	64	23
	South Dakota	2	‡	‡	‡	‡	‡
2017	Nation (public)	5	260	8	92	67	26
	South Dakota	1	‡	‡	‡	‡	‡
2019	Nation (public)	5	263	7	93	70	29
	South Dakota	1	‡	‡	‡	‡	‡

See notes at end of table.

Table 4-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2011–2019—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
American Indian/Alaska Native						
2011 Nation (public)	1	227	32	68	24	2
South Dakota	14*	220	40	60	15	#
2013 Nation (public)	1	228	30	70	24	2
South Dakota	14	217	45	55	12	#
2015 Nation (public)	1	228	30	70	24	2
South Dakota	13	216	45	55	14	1
2017 Nation (public)	1	228	31	69	25	3
South Dakota	14*	220	41	59	17	1
2019 Nation (public)	1	228	32	68	25	4
South Dakota	11	215	47	53	12	1
Native Hawaiian/Other Pacific Islander						
2011 Nation (public)	#	235	24	76	33	7
South Dakota	#	‡	‡	‡	‡	‡
2013 Nation (public)	#	235	23	77	32	4
South Dakota	#	‡	‡	‡	‡	‡
2015 Nation (public)	#	226	35	65	24	3
South Dakota	#	‡	‡	‡	‡	‡
2017 Nation (public)	#	228	30	70	27	4
South Dakota	#	‡	‡	‡	‡	‡
2019 Nation (public)	#	230	30	70	29	5
South Dakota	#	‡	‡	‡	‡	‡
Two or More Races						
2011 Nation (public)	2*	244	15	85	43	9
South Dakota	1*	‡	‡	‡	‡	‡
2013 Nation (public)	3*	244	14	86	45	9
South Dakota	2*	‡	‡	‡	‡	‡
2015 Nation (public)	3*	244	15	85	44	9
South Dakota	3*	236	19	81	34	#
2017 Nation (public)	4*	244	16	84	44	10
South Dakota	4	240	19	81	39	7
2019 Nation (public)	4	243	17	83	44	10
South Dakota	5	232	27	73	32	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 2019.
NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214–248; *NAEP Proficient*, 249–281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2011–2019 Mathematics Assessments.

Table 4-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2011–2019

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
White							
2011	Nation (public)	54*	293	17*	83*	43	10*
	South Dakota	82*	295	13*	87*	47	10
2013	Nation (public)	53*	293*	17*	83*	44	11*
	South Dakota	79	294	14	86	45	9*
2015	Nation (public)	51*	291	19*	81*	42	10*
	South Dakota	78	290*	16	84	39*	7*
2017	Nation (public)	50*	292	20	80	43	13
	South Dakota	77	293	17	83	45	11
2019	Nation (public)	48	291	21	79	43	13
	South Dakota	73	294	16	84	47	12
Black							
2011	Nation (public)	16*	262*	50*	50*	13	1*
	South Dakota	2	270	40	60	21	1
2013	Nation (public)	15	263*	49*	51*	14	2*
	South Dakota	2	254	55	45	10	#
2015	Nation (public)	15	260	53	47	12	1*
	South Dakota	3	‡	‡	‡	‡	‡
2017	Nation (public)	15	260	54	46	13	2
	South Dakota	3	258	53	47	11	#
2019	Nation (public)	15	259	54	46	13	2
	South Dakota	3	‡	‡	‡	‡	‡
Hispanic							
2011	Nation (public)	23*	269	40*	60*	20	3*
	South Dakota	3*	274	34	66	20	3
2013	Nation (public)	23*	271*	38*	62*	21	3*
	South Dakota	3*	274	34	66	27	5
2015	Nation (public)	25*	269	40*	60*	19	3
	South Dakota	4*	272	38	62	18	3
2017	Nation (public)	25*	268	43	57	20	3
	South Dakota	5*	269	40	60	20	2
2019	Nation (public)	27	268	43	57	19	3
	South Dakota	7	270	39	61	20	2
Asian							
2011	Nation (public)	5	305*	12	88	58*	24*
	South Dakota	1*	‡	‡	‡	‡	‡
2013	Nation (public)	5*	308*	12	88	62	27*
	South Dakota	2	‡	‡	‡	‡	‡
2015	Nation (public)	5	307*	12	88	60	26*
	South Dakota	2	‡	‡	‡	‡	‡
2017	Nation (public)	5	312	12	88	65	32
	South Dakota	2	‡	‡	‡	‡	‡
2019	Nation (public)	6	313	12	88	64	33
	South Dakota	2	‡	‡	‡	‡	‡

See notes at end of table.

Table 4-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2011–2019—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
American Indian/Alaska Native							
2011	Nation (public)	1	266	45	55	17	4
	South Dakota	11	263	48	52	14	2
2013	Nation (public)	1*	270*	40*	60*	21*	3
	South Dakota	12	260	52	48	10	1
2015	Nation (public)	1	267	43	57	19	3
	South Dakota	12	260	52	48	11	1
2017	Nation (public)	1	268*	43	57	19	4
	South Dakota	11	254	60	40	10	1
2019	Nation (public)	1	263	48	52	15	3
	South Dakota	12	257	55	45	9	1
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#	265	45	55	19	3
	South Dakota	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	274*	34*	66*	24	4
	South Dakota	#	‡	‡	‡	‡	‡
2015	Nation (public)	#	277*	35*	65*	30	6
	South Dakota	#	‡	‡	‡	‡	‡
2017	Nation (public)	#	272*	38	62	23	5
	South Dakota	#	‡	‡	‡	‡	‡
2019	Nation (public)	#	263	47	53	18	4
	South Dakota	#	‡	‡	‡	‡	‡
Two or More Races							
2011	Nation (public)	2*	286	24	76	37	10
	South Dakota	1*	‡	‡	‡	‡	‡
2013	Nation (public)	2*	286	24	76	37	10
	South Dakota	1*	‡	‡	‡	‡	‡
2015	Nation (public)	2*	283	28	72	35	9
	South Dakota	2*	‡	‡	‡	‡	‡
2017	Nation (public)	3*	285	28	72	36	12
	South Dakota	2*	282	25	75	29	7
2019	Nation (public)	3	285	28	72	36	11
	South Dakota	4	286	23	77	35	11

Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2019.
NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262–298; *NAEP Proficient*, 299–332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2011–2019 Mathematics Assessments.

Gender

Results are reported separately for male and female students.

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

Grade 4 Average Scale Score Results by Gender

- In 2019, male students in South Dakota had an average scale score in mathematics (244) that was higher than that of female students (239). In 2003, male students in South Dakota had an average scale score in mathematics (239) that was higher than that of female students (235).
- In 2019, male students in South Dakota had an average scale score in mathematics (244) that was not significantly different from that of male students in public schools across the nation (242). Similarly, female students in South Dakota had an average scale score (239) that was not significantly different from that of female students across the nation (238).
- In South Dakota, the average scale score of male students in 2019 was higher than the scores of male students in 2003 and 2015, but not significantly different from the scores of male students in 2005, 2007, 2009, 2011, 2013, and 2017.
- In South Dakota, the average scale score of female students in 2019 was higher than the score of female students in 2003, but not significantly different from the scores of female students in 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

Grade 4 NAEP Achievement-Level Results by Gender

- In the 2019 assessment, 46 percent of male students and 40 percent of female students performed at or above *NAEP 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 *NAEP Proficient* in 2019 (46 percent) was greater than that of male students in the nation (43 percent).
- The percentage of female students in South Dakota's public schools who were at or above *NAEP Proficient* in 2019 (40 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 *NAEP Proficient* in 2019 was greater than the corresponding percentages of students in 2003 and 2013, but not significantly different from the corresponding percentages of students in 2005, 2007, 2009, 2011, 2015, and 2017.
- In South Dakota, the percentage of female students performing at or above *NAEP Proficient* in 2019 was greater than the percentage of students in 2003, but not significantly different from the corresponding percentages of students in 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

Table 5-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by gender, year, and jurisdiction: Various years, 2003–2019

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Male							
2003	Nation (public)	51	235*	23*	77*	34*	5*
	South Dakota	51	239*	16	84	37*	4*
2005	Nation (public)	51	238*	20	80	37*	6*
	South Dakota	51	243	13	87	43	5*
2007	Nation (public)	51	240*	18*	82*	41*	7*
	South Dakota	51	242	14	86	43	4*
2009	Nation (public)	51	240*	19	81	40*	7*
	South Dakota	52*	243	13	87	44	6*
2011	Nation (public)	51	241	18*	82*	41*	7*
	South Dakota	51	242	14	86	42	5*
2013	Nation (public)	51	242	18*	82*	42	8*
	South Dakota	51	241	16	84	40*	6*
2015	Nation (public)	51	241	19	81	41*	8*
	South Dakota	51	240*	17	83	41	5*
2017	Nation (public)	51	240*	21*	79*	41*	9*
	South Dakota	50	244	16	84	46	9
2019	Nation (public)	51	242	20	80	43	10
	South Dakota	50	244	16	84	46	9

See notes at end of table.

Table 5-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by gender, year, and jurisdiction: Various years, 2003–2019—Continued

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Female							
2003	Nation (public)	49	233*	25*	75*	29*	3*
	South Dakota	49	235*	20	80	31*	2*
2005	Nation (public)	49	236*	21	79	33*	4*
	South Dakota	49	240	14	86	38	3
2007	Nation (public)	49	238	19*	81*	36	4*
	South Dakota	49	240	14	86	38	3
2009	Nation (public)	49	238	19	81	37	5*
	South Dakota	48*	241	14	86	39	3
2011	Nation (public)	49	239*	18*	82*	39	6*
	South Dakota	49	240	15	85	37	3
2013	Nation (public)	49	241*	18*	82*	40*	7
	South Dakota	49	241	15	85	40	5
2015	Nation (public)	49	239	19*	81*	38	6*
	South Dakota	49	239	17	83	38	4
2017	Nation (public)	49	238	21	79	38	7
	South Dakota	50	239	18	82	39	4
2019	Nation (public)	49	238	20	80	38	7
	South Dakota	50	239	18	82	40	4

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2019.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214–248; *NAEP Proficient*, 249–281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2003–2019 Mathematics Assessments.

Grade 8 Average Scale Score Results by Gender

- In 2019, male students in South Dakota had an average scale score in mathematics (286) that was not significantly different from that of female students (289). In 2003, male students in South Dakota had an average scale score in mathematics (286) that was not significantly different from that of female students (284).
- In 2019, male students in South Dakota had an average scale score in mathematics (286) that was higher than that of male students in public schools across the nation (280). Similarly, female students in South Dakota had an average scale score (289) that was higher than that of female students across the nation (282).
- In South Dakota, the average scale score of male students in 2019 was lower than the scores of male students in 2009 and 2011, but not significantly different from the scores of male students in 2003, 2005, 2007, 2013, 2015, and 2017.
- In South Dakota, the average scale score of female students in 2019 was higher than the score of female students in 2003, but not significantly different from the scores of female students in 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

Grade 8 NAEP Achievement-Level Results by Gender

- In the 2019 assessment, 38 percent of male students and 41 percent of female students performed at or above *NAEP 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 *NAEP Proficient* in 2019 (38 percent) was greater than 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 *NAEP Proficient* in 2019 (41 percent) was greater than that of female students in the nation (33 percent).
- In South Dakota, the percentage of male students performing at or above *NAEP Proficient* in 2019 was greater than the percentage of students in 2015, but not significantly different from the corresponding percentages of students in 2003, 2005, 2007, 2009, 2011, 2013, and 2017.
- In South Dakota, the percentage of female students performing at or above *NAEP Proficient* in 2019 was greater than the corresponding percentages of students in 2003 and 2015, but not significantly different from the corresponding percentages of students in 2005, 2007, 2009, 2011, 2013, and 2017.

Table 5-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by gender, year, and jurisdiction: Various years, 2003–2019

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Male							
2003	Nation (public)	50*	277*	33	67	29*	6*
	South Dakota	51	286	21	79	35	5*
2005	Nation (public)	51*	278*	32*	68*	30*	6*
	South Dakota	51	287	20*	80*	36	7*
2007	Nation (public)	51*	281	29*	71*	33	8*
	South Dakota	52	290	19*	81*	41	8
2009	Nation (public)	51*	283*	28*	72*	34*	8*
	South Dakota	51	292*	17*	83*	44	9
2011	Nation (public)	51*	283*	28*	72*	34	9*
	South Dakota	51	291*	19*	81*	42	9
2013	Nation (public)	51	284*	27*	73*	35*	9*
	South Dakota	51	288	21	79	39	8
2015	Nation (public)	51	281	30*	70*	32	8*
	South Dakota	51	284	24	76	33*	6*
2017	Nation (public)	51	282*	31*	69*	34*	11
	South Dakota	51	286	25	75	39	9
2019	Nation (public)	51	280	33	67	33	10
	South Dakota	51	286	26	74	38	10

See notes at end of table.

Table 5-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by gender, year, and jurisdiction: Various years, 2003–2019—Continued

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Female							
2003	Nation (public)	50*	275*	34*	66*	26*	4*
	South Dakota	49	284*	23	77	34*	4*
2005	Nation (public)	49*	277*	33*	67*	27*	5*
	South Dakota	49	287	20	80	37	6*
2007	Nation (public)	49*	279*	30	70	29*	6*
	South Dakota	48	287	19	81	37	5*
2009	Nation (public)	49*	281	29*	71*	31*	7*
	South Dakota	49	289	18*	82*	39	5*
2011	Nation (public)	49*	282	28*	72*	33	7*
	South Dakota	49	290	17*	83*	41	7
2013	Nation (public)	49	283*	27*	73*	34	7*
	South Dakota	49	287	22	78	38	7
2015	Nation (public)	49	281	29*	71*	32	7*
	South Dakota	49	286	21	79	35*	5*
2017	Nation (public)	49	282	31	69	33	9
	South Dakota	49	287	23	77	38	9
2019	Nation (public)	49	282	31	69	33	9
	South Dakota	49	289	22	78	41	10

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2019.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262–298; *NAEP Proficient*, 299–332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2003–2019 Mathematics Assessments.

Eligibility for Free/Reduced-Price School Lunch

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 data for this category of students are included as an indicator of lower 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.

As a result of the passage of the Healthy, Hunger-Free Kids Act of 2010, schools can use a new universal meal service option, the "Community Eligibility Provision" (CEP). Through CEP, eligible schools can provide meal service to all students at no charge, regardless of economic status and without the need to collect eligibility data through household applications. CEP became available nationwide in the 2014-2015 school year; as a result, the percentage of students in many states categorized as eligible for NSLP may have increased in comparison to 2013. Therefore, readers should interpret NSLP trend results with caution.

Tables 6-A and 6-B show percentage of students and average scale scores by NAEP 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 Average Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2019, students in South Dakota eligible for free/reduced-price lunch had an average mathematics scale score of 226. This was lower than that of students in South Dakota not eligible for this program (249).
- In 2019, students in South Dakota who were eligible for free/reduced-price school lunch had an average scale score that was lower than that of students who were not eligible by 23 points. This performance gap was wider than that of 2003 (16 points).
- Students in South Dakota eligible for free/reduced-price lunch had an average scale score (226) in 2019 that was not significantly different from that of students in the nation who were eligible (229).
- In South Dakota, students eligible for free/reduced-price lunch had an average mathematics scale score in 2019 that was lower than that of eligible students in 2005, 2009, and 2011, but not significantly different from that of eligible students in 2003, 2007, 2013, 2015, and 2017.

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

- In South Dakota, 25 percent of students who were eligible for free/reduced-price lunch and 52 percent of those who were not eligible for this program performed at or above *NAEP Proficient* in 2019. These percentages were significantly different from one another.
- For students in South Dakota in 2019 who were eligible for free/reduced-price lunch, the percentage at or above *NAEP Proficient* (25 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (26 percent).
- In South Dakota, the percentage of students eligible for free/reduced-price lunch who performed at or above *NAEP Proficient* in 2019 was not significantly different from the corresponding percentages in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

Table 6-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2019

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Eligible							
2003	Nation (public)	44*	222*	38*	62*	15*	1*
	South Dakota	37*	227	30	70	21	1
2005	Nation (public)	46*	225*	33*	67*	19*	1*
	South Dakota	41*	232*	23*	77*	26	1
2007	Nation (public)	46*	227*	30	70	22*	1*
	South Dakota	36	230	25*	75*	25	1
2009	Nation (public)	48*	228*	29	71	22*	1*
	South Dakota	37*	232*	25*	75*	27	2
2011	Nation (public)	52*	229	27*	73*	24*	2*
	South Dakota	43*	231*	25*	75*	25	2
2013	Nation (public)	54	230*	27*	73*	26	2*
	South Dakota	42*	230	28	72	25	2
2015	Nation (public)	55*	229	28	72	24	2*
	South Dakota	43*	229	29	71	25	2
2017	Nation (public)	54	228*	31*	69*	25	3
	South Dakota	41*	230	28	72	27	2
2019	Nation (public)	54	229	29	71	26	3
	South Dakota	33	226	32	68	25	2

See notes at end of table.

Table 6-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2019—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Not eligible							
2003	Nation (public)	52*	244*	12*	88*	45*	6*
	South Dakota	62*	244*	10	90	42*	4*
2005	Nation (public)	52*	248*	10	90	50*	8*
	South Dakota	59*	249	7*	93*	51	6*
2007	Nation (public)	53*	249*	9	91	53*	9*
	South Dakota	64	247	8	92	49	5*
2009	Nation (public)	51*	250*	9	91	54*	10*
	South Dakota	63*	248	8	92	50	6
2011	Nation (public)	47*	252	8*	92*	57	12*
	South Dakota	57*	249	7*	93*	51	6*
2013	Nation (public)	46	254	7*	93*	60*	14*
	South Dakota	58*	249	7	93	52	8
2015	Nation (public)	44*	253	8*	92*	58	13*
	South Dakota	56*	248	8	92	51	7
2017	Nation (public)	45	253	9	91	57	14
	South Dakota	58*	250	9	91	54	10
2019	Nation (public)	45	253	9	91	58	15
	South Dakota	67	249	10	90	52	9

See notes at end of table.

Table 6-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2019—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Information not available							
2003	Nation (public)	4*	235	23	77	34	4*
	South Dakota	1	‡	‡	‡	‡	‡
2005	Nation (public)	2*	237	21	79	36	5*
	South Dakota	#	‡	‡	‡	‡	‡
2007	Nation (public)	1	243	17	83	44	8
	South Dakota	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	240	22	78	42	7
	South Dakota	#	‡	‡	‡	‡	‡
2011	Nation (public)	#*	247	12*	88*	49	10
	South Dakota	#	‡	‡	‡	‡	‡
2013	Nation (public)	1	255	9*	91*	60*	18
	South Dakota	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	246	15	85	49	11
	South Dakota	1	‡	‡	‡	‡	‡
2017	Nation (public)	1	238	22	78	38	8
	South Dakota	1	‡	‡	‡	‡	‡
2019	Nation (public)	1	239	20	80	40	9
	South Dakota	#	‡	‡	‡	‡	‡

Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2019.
NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214–248; *NAEP Proficient*, 249–281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2003–2019 Mathematics Assessments.

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

- In 2019, students in South Dakota eligible for free/reduced-price lunch had an average mathematics scale score of 270. This was lower than that of students in South Dakota not eligible for this program (294).
- In 2019, students in South Dakota who were eligible for free/reduced-price school lunch had an average scale score that was lower than that of students who were not eligible by 23 points. In 2003, the average scale 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 19 points.
- Students in South Dakota eligible for free/reduced-price lunch had an average scale score (270) in 2019 that was not significantly different from that of students in the nation who were eligible (266).
- In South Dakota, students eligible for free/reduced-price lunch had an average mathematics scale score in 2019 that was lower than that of eligible students in 2009 and 2011, but not significantly different from that of eligible students in 2003, 2005, 2007, 2013, 2015, and 2017.

Grade 8 NAEP 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 *NAEP Proficient* in 2019. These percentages were significantly different from one another.
- For students in South Dakota in 2019 who were eligible for free/reduced-price lunch, the percentage at or above *NAEP Proficient* (22 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (18 percent).
- In South Dakota, the percentage of students eligible for free/reduced-price lunch who performed at or above *NAEP Proficient* in 2019 was not significantly different from the corresponding percentages in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

Table 6-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2019

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Eligible							
2003	Nation (public)	36*	258*	53*	47*	11*	1*
	South Dakota	32	272	37	63	22	2
2005	Nation (public)	39*	261*	49*	51*	13*	1*
	South Dakota	36*	276	31*	69*	24	2
2007	Nation (public)	41*	265	45	55	15*	2*
	South Dakota	30	275	31*	69*	24	3
2009	Nation (public)	43*	266	43*	57*	17*	2*
	South Dakota	32	276*	31*	69*	24	3
2011	Nation (public)	48*	269*	41*	59*	19	2*
	South Dakota	35*	277*	30*	70*	25	3
2013	Nation (public)	50	270*	39*	61*	20	3*
	South Dakota	36*	271	38	62	22	3
2015	Nation (public)	52*	268*	42*	58*	18	2*
	South Dakota	36*	271	37	63	19	2
2017	Nation (public)	49	267	45	55	18	3
	South Dakota	35*	269	41	59	21	3
2019	Nation (public)	50	266	46	54	18	3
	South Dakota	29	270	40	60	22	4

See notes at end of table.

Table 6-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2019—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Not eligible							
2003	Nation (public)	58*	287*	22*	78*	37*	7*
	South Dakota	68	291	15	85	41*	6*
2005	Nation (public)	59*	288*	21*	79*	39*	8*
	South Dakota	64*	294	13*	87*	44	9*
2007	Nation (public)	58*	291*	19	81	42*	10*
	South Dakota	70	294	13*	87*	46	9*
2009	Nation (public)	56*	293*	17	83	45*	12*
	South Dakota	68	297*	11*	89*	49	9*
2011	Nation (public)	52*	295	16*	84*	47	13*
	South Dakota	65*	298*	11*	89*	51*	11
2013	Nation (public)	50	297	14*	86*	49	14*
	South Dakota	64*	297	12*	88*	48	10
2015	Nation (public)	47*	296	16*	84*	48	13*
	South Dakota	63*	293	14	86	42*	8*
2017	Nation (public)	50	297	17	83	48	16
	South Dakota	63*	296	14	86	48	12
2019	Nation (public)	49	296	18	82	48	16
	South Dakota	71	294	17	83	46	12

See notes at end of table.

Table 6-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2019—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Information not available							
2003	Nation (public)	6*	278	32	68	29*	6*
	South Dakota	1	‡	‡	‡	‡	‡
2005	Nation (public)	3*	277*	34	66	28*	6*
	South Dakota	#	‡	‡	‡	‡	‡
2007	Nation (public)	1	274*	36	64	28	6*
	South Dakota	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	284	28	72	35	10
	South Dakota	#	‡	‡	‡	‡	‡
2011	Nation (public)	#*	275	37	63	26	6*
	South Dakota	#	‡	‡	‡	‡	‡
2013	Nation (public)	1*	285	29	71	39	13
	South Dakota	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	293	21	79	45	17
	South Dakota	1	‡	‡	‡	‡	‡
2017	Nation (public)	1	293	23	77	46	17
	South Dakota	1	‡	‡	‡	‡	‡
2019	Nation (public)	1	286	29	71	38	15
	South Dakota	#	‡	‡	‡	‡	‡

Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2019.
NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262–298; *NAEP Proficient*, 299–332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2003–2019 Mathematics Assessments.

Type of Location

NAEP results are reported for four mutually exclusive categories of school location: city, suburb, town, and rural. The categories are 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.

In 2007, the classification system was revised; therefore, trend comparisons to previous years are not available. The new locale codes are based on an address's proximity to an urbanized area (a densely settled core with densely settled surrounding areas). The original system was based on metropolitan statistical areas. To distinguish the two systems, the new system is referred to as "urban-centric locale codes." The urban-centric locale code system classifies territory into four major types: city, suburban, town, and rural. Each type has three subcategories. For city and suburb, these are gradations of size—large, midsize, and small. Towns and rural areas are further distinguished by their distance from an urbanized area. They can be characterized as fringe, distant, or remote.

Tables 7-A and 7-B show percentage of students and average scale scores by NAEP achievement-level data for public school students at grades 4 and 8 in South Dakota and the nation, by type of location since 2007.

Grade 4 Average Scale Score Results by Type of Location

- In 2019, the average scale score of students in South Dakota attending public schools in city locations was not significantly different from the scores of students in town and rural schools.
- In 2019, 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 2019, 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 2019, students attending public schools in city, town, and rural locations in South Dakota had average scale scores that were not significantly different from the average scale scores of students in city, town, and rural locations in 2007, 2009, 2011, 2013, 2015, and 2017 in South Dakota.

Grade 4 NAEP Achievement-Level Results by Type of Location

- In 2019, the percentage of students in South Dakota's public schools in city locations who performed at or above *NAEP 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 *NAEP Proficient* in 2019 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 *NAEP Proficient* in 2019 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 *NAEP Proficient* in 2019 were not significantly different from those of students in city and rural locations in 2007, 2009, 2011, 2013, 2015, and 2017 in South Dakota.
- The percentage of students in South Dakota's public schools in town locations who performed at or above *NAEP Proficient* in 2019 was greater than that of students in town locations in 2013 in South Dakota, but not significantly different from that of students in town locations in 2007, 2009, 2011, 2015, and 2017 in South Dakota.

Table 7-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year, and jurisdiction: Various years, 2007–2019

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
City							
2007	Nation (public)	29	233*	26	74	32*	5*
	South Dakota	27	242	14	86	43	5
2009	Nation (public)	30	234	25	75	32	5*
	South Dakota	25	242	15	85	41	5
2011	Nation (public)	29*	235	24	76	33	5*
	South Dakota	25	242	15	85	42	6
2013	Nation (public)	30	236	24	76	35	7
	South Dakota	25	242	16	84	41	7
2015	Nation (public)	31	236	24	76	35	7
	South Dakota	29	240	18	82	40	6
2017	Nation (public)	30	234	27*	73*	33	7
	South Dakota	27	242	16	84	42	8
2019	Nation (public)	30	235	26	74	35	7
	South Dakota	27	240	19	81	40	8
Suburb							
2007	Nation (public)	37*	243	15*	85*	44	7*
	South Dakota	2	229	23	77	20	2
2009	Nation (public)	36*	243	16	84	44	7*
	South Dakota	3	238	15	85	36	3
2011	Nation (public)	36*	244	15	85	45	8*
	South Dakota	4	239	14	86	35	4
2013	Nation (public)	35*	244	15	85	46	9
	South Dakota	2	240	17	83	42	2
2015	Nation (public)	41	243	16	84	44	9*
	South Dakota	3	‡	‡	‡	‡	‡
2017	Nation (public)	40	243	18	82	45	10
	South Dakota	2	‡	‡	‡	‡	‡
2019	Nation (public)	40	244	16	84	46	11
	South Dakota	3	‡	‡	‡	‡	‡

See notes at end of table.

Table 7-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year, and jurisdiction: Various years, 2007–2019 —Continued

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Town							
2007	Nation (public)	12*	238	18*	82*	36	4*
	South Dakota	28	243	11	89	43	3
2009	Nation (public)	12*	237	19	81	35	4*
	South Dakota	31*	243	12	88	43	6
2011	Nation (public)	13*	237	19	81	35	4*
	South Dakota	29	244	11	89	43	4
2013	Nation (public)	11	240*	17*	83*	39	6
	South Dakota	28	241	14	86	39*	5
2015	Nation (public)	11	237	20	80	35	5
	South Dakota	28	243	13	87	43	5
2017	Nation (public)	11	237	21	79	36	6
	South Dakota	27	245	13	87	47	6
2019	Nation (public)	10	237	21	79	37	6
	South Dakota	28	244	14	86	47	6
Rural							
2007	Nation (public)	22*	240	16*	84*	39	5*
	South Dakota	42	240	15	85	38	3
2009	Nation (public)	22*	240	16*	84*	39	5*
	South Dakota	42	242	15	85	42	4
2011	Nation (public)	23*	243*	15*	85*	42	6
	South Dakota	42	239	16	84	37	4
2013	Nation (public)	25*	243*	14*	86*	44*	7
	South Dakota	46	241	16	84	41	5
2015	Nation (public)	18	241	16	84	40	6
	South Dakota	39	237	19	81	37	3
2017	Nation (public)	19	240	18	82	41	7
	South Dakota	44	239	20	80	40	6
2019	Nation (public)	19	240	18	82	40	7
	South Dakota	42	240	18	82	42	7

‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2019.
NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214–248; *NAEP Proficient*, 249–281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2007–2019 Mathematics Assessments.

Grade 8 Average Scale Score Results by Type of Location

- In 2019, 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 2019, 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 2019, 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 2019, students attending public schools in city locations in South Dakota had an average scale score that was higher than the average scale score of students in city locations in 2007 and 2013 in South Dakota, but not significantly different from the average scale score of students in city locations in 2009, 2011, 2015, and 2017 in South Dakota.
- In 2019, students attending public schools in town locations in South Dakota had an average scale score that was not significantly different from the average scale score of students in town locations in 2007, 2009, 2011, 2013, 2015, and 2017 in South Dakota.
- In 2019, 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, 2009, 2011, and 2013 in South Dakota, but not significantly different from the average scale score of students in rural locations in 2015 and 2017 in South Dakota.

Grade 8 NAEP Achievement-Level Results by Type of Location

- In 2019, the percentage of students in South Dakota's public schools in city locations who performed at or above *NAEP 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 *NAEP Proficient* in 2019 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 *NAEP Proficient* in 2019 was not significantly different from those of students in rural locations in the nation.
- The percentage of students in South Dakota's public schools in city locations who performed at or above *NAEP Proficient* in 2019 was greater than that of students in city locations in 2013 in South Dakota, but not significantly different from that of students in city locations in 2007, 2009, 2011, 2015, and 2017 in South Dakota.
- The percentage of students in South Dakota's public schools in town locations who performed at or above *NAEP Proficient* in 2019 was not significantly different from that of students in town locations in 2007, 2009, 2011, 2013, 2015, and 2017 in South Dakota.
- The percentage of students in South Dakota's public schools in rural locations who performed at or above *NAEP Proficient* in 2019 was smaller than that of students in rural locations in 2011 and 2013 in South Dakota, but not significantly different from that of students in rural locations in 2007, 2009, 2015, and 2017 in South Dakota.

Table 7-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year, and jurisdiction: Various years, 2007–2019

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
City							
2007	Nation (public)	28	273*	38	62	25*	5*
	South Dakota	21	284*	24	76	34	6
2009	Nation (public)	27*	276	36*	64*	28	6*
	South Dakota	22	289	20	80	41	7
2011	Nation (public)	29	277	34*	66*	29	7*
	South Dakota	26*	290	19	81	41	8
2013	Nation (public)	28*	278*	34*	66*	29	7*
	South Dakota	23	284*	24	76	33*	7
2015	Nation (public)	29	276	35*	65*	28	7*
	South Dakota	27	287	21	79	37	7
2017	Nation (public)	29	277	37	63	29	9
	South Dakota	24	288	23	77	39	11
2019	Nation (public)	29	276	38	62	28	9
	South Dakota	23	291	21	79	44	12
Suburb							
2007	Nation (public)	36*	285	26*	74*	36	9*
	South Dakota	#	‡	‡	‡	‡	‡
2009	Nation (public)	36*	286	25*	75*	37	10*
	South Dakota	#	‡	‡	‡	‡	‡
2011	Nation (public)	36*	286	25*	75*	37	9*
	South Dakota	#	‡	‡	‡	‡	‡
2013	Nation (public)	35*	288*	24*	76*	39	10*
	South Dakota	#	‡	‡	‡	‡	‡
2015	Nation (public)	41	285	26	74	37	10*
	South Dakota	1	‡	‡	‡	‡	‡
2017	Nation (public)	41	287	27	73	39	12
	South Dakota	1	‡	‡	‡	‡	‡
2019	Nation (public)	40	286	28	72	38	12
	South Dakota	1	‡	‡	‡	‡	‡

See notes at end of table.

Table 7-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year, and jurisdiction: Various years, 2007–2019 —Continued

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Town							
2007	Nation (public)	13*	280*	29*	71*	29	5*
	South Dakota	31	292	16	84	43	8
2009	Nation (public)	14*	279	30*	70*	29	5*
	South Dakota	30*	294	14*	86*	46	8
2011	Nation (public)	13*	281*	28*	72*	31*	6
	South Dakota	26*	295	15	85	47	11
2013	Nation (public)	13*	281*	28*	72*	32*	6
	South Dakota	28*	289	19	81	40	8
2015	Nation (public)	12	279	30*	70*	28	5*
	South Dakota	32	286	22	78	35	7
2017	Nation (public)	11	278	33	67	28	6
	South Dakota	33	289	21	79	41	10
2019	Nation (public)	12	276	35	65	28	6
	South Dakota	34	290	22	78	44	12
Rural							
2007	Nation (public)	22*	282	26*	74*	32	6*
	South Dakota	48*	288*	19*	81*	39	6
2009	Nation (public)	23*	284	25*	75*	33	7*
	South Dakota	48*	289*	18*	82*	39	6
2011	Nation (public)	23*	286*	23*	77*	35*	7
	South Dakota	47*	289*	19*	81*	39*	7
2013	Nation (public)	24*	286*	24*	76*	36*	8
	South Dakota	49*	288*	21*	79*	40*	7
2015	Nation (public)	19	282	27	73	31	6*
	South Dakota	40	282	25	75	31	4
2017	Nation (public)	19	282	29	71	32	8
	South Dakota	42	284	26	74	36	8
2019	Nation (public)	19	282	29	71	33	8
	South Dakota	42	282	27	73	33	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 2019.
NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262–298; *NAEP Proficient*, 299–332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2007–2019 Mathematics Assessments.

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

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.

In March 2010, the National Center for Education Statistics (NCES), working with the National Assessment Governing Board (Governing Board), adopted a new policy to maximize the participation of students with disabilities (SD) and English language learners (ELL).

Today, NAEP continues to explore ways to ensure consistent, inclusive assessment and reporting across all jurisdictions and student populations.

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 scale scores and percentages performing below *NAEP Basic*, at or above *NAEP Basic*, at or above *NAEP Proficient*, and at *NAEP 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 scale scores, and their performance in terms of the percentages below *NAEP Basic*, at or above *NAEP Basic*, at or above *NAEP Proficient*, and at *NAEP 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 2019 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 mathematics as a percentage of all students, by assessment year and testing status: Various years, 2003–2019

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**	**15**	**14**	**4**	**11**
	Excluded	1	4	1	3	#	1
	Assessed without accommodations	9	10	7	4	2	7
	Assessed with accommodations	7	8	6	7	2	2
2005	**Identified**	**19**	**23**	**16**	**14**	**4**	**10**
	Excluded	2	3	1	3	#	1
	Assessed without accommodations	9	10	7	4	2	7
	Assessed with accommodations	8	10	7	8	2	3
2007	**Identified**	**19**	**23**	**15**	**14**	**4**	**11**
	Excluded	1	3	1	3	#	1
	Assessed without accommodations	9	10	7	3	3	7
	Assessed with accommodations	8	10	7	8	1	3
2009	**Identified**	**16**	**23**	**15**	**13**	**2**	**10**
	Excluded	2	2	2	2	#	1
	Assessed without accommodations	6	9	5	3	1	6
	Assessed with accommodations	8	11	8	8	1	4
2011	**Identified**	**19**	**23**	**16**	**13**	**5**	**11**
	Excluded	2	2	2	2	#	#
	Assessed without accommodations	9	9	7	3	2	6
	Assessed with accommodations	9	12	7	9	2	4
2013	**Identified**	**19**	**23**	**16**	**14**	**4**	**11**
	Excluded	1	2	1	1	#	#
	Assessed without accommodations	7	7	6	2	1	5
	Assessed with accommodations	11	14	9	10	3	5
2015	**Identified**	**19**	**24**	**16**	**14**	**3**	**12**
	Excluded	1	2	1	1	#	1
	Assessed without accommodations	7	8	6	3	1	6
	Assessed with accommodations	11	14	10	11	2	5
2017	**Identified**	**18**	**25**	**17**	**15**	**2**	**12**
	Excluded	1	2	1	2	#	1
	Assessed without accommodations	10	10	10	4	1	7
	Assessed with accommodations	6	13	5	9	1	5
2019	**Identified**	**22**	**27**	**17**	**16**	**5**	**13**
	Excluded	1	2	1	2	#	1
	Assessed without accommodations	11	10	8	3	3	7
	Assessed with accommodations	10	15	8	11	2	6

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, 2003–2019 Mathematics Assessments.

Table 8-B

The Nation's Report Card 2019 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 mathematics as a percentage of all students, by assessment year and testing status: Various years, 2003–2019

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	2	4	2	3	#	1
	Assessed without accommodations	6	8	4	5	2	4
	Assessed with accommodations	6	7	5	6	1	1
2005	**Identified**	**14**	**19**	**12**	**13**	**2**	**6**
	Excluded	2	4	2	3	#	1
	Assessed without accommodations	4	7	3	3	1	4
	Assessed with accommodations	7	8	6	7	1	1
2007	**Identified**	**12**	**18**	**11**	**13**	**1**	**7**
	Excluded	2	4	2	4	#	1
	Assessed without accommodations	3	6	2	2	#	4
	Assessed with accommodations	6	8	6	6	#	2
2009	**Identified**	**12**	**18**	**10**	**13**	**2**	**6**
	Excluded	2	3	2	3	#	#
	Assessed without accommodations	3	5	2	2	1	3
	Assessed with accommodations	7	10	6	8	#	2
2011	**Identified**	**13**	**18**	**11**	**13**	**2**	**6**
	Excluded	2	3	1	2	#	#
	Assessed without accommodations	4	5	3	2	1	3
	Assessed with accommodations	7	10	7	9	1	2
2013	**Identified**	**13**	**17**	**11**	**13**	**3**	**6**
	Excluded	1	2	1	1	#	#
	Assessed without accommodations	3	3	2	1	1	2
	Assessed with accommodations	9	12	8	10	1	3
2015	**Identified**	**14**	**19**	**12**	**13**	**3**	**7**
	Excluded	1	2	1	1	#	#
	Assessed without accommodations	5	5	3	1	2	3
	Assessed with accommodations	8	13	7	11	1	3
2017	**Identified**	**15**	**20**	**13**	**14**	**3**	**7**
	Excluded	3	2	2	1	1	1
	Assessed without accommodations	9	6	7	3	2	3
	Assessed with accommodations	4	12	4	10	#	3
2019	**Identified**	**15**	**21**	**13**	**15**	**3**	**8**
	Excluded	1	2	1	1	#	1
	Assessed without accommodations	7	6	6	2	2	4
	Assessed with accommodations	7	13	6	11	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, 2003–2019 Mathematics Assessments.

Table 9-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2019

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
SD							
2003	Nation (public)	11*	214	50	50	12*	1*
	South Dakota	13*	219	44	56	15	1
2005	Nation (public)	12*	218*	44*	56*	16	2*
	South Dakota	15*	225*	34*	66*	19	2
2007	Nation (public)	11*	220*	40*	60*	19*	2
	South Dakota	14*	225*	34*	66*	22	2
2009	Nation (public)	12*	220*	41*	59*	19*	2
	South Dakota	13*	226*	35*	65*	22	3
2011	Nation (public)	12*	218*	45*	55*	17	2*
	South Dakota	15*	223*	36*	64*	17	1
2013	Nation (public)	13*	218*	45*	55*	18	2
	South Dakota	15*	220	41	59	15	1
2015	Nation (public)	13*	217*	46*	54*	16	2
	South Dakota	16	219	44	56	18	2
2017	Nation (public)	13*	214	52	48	16	2
	South Dakota	15	218	46	54	18	2
2019	Nation (public)	14	214	51	49	16	3
	South Dakota	17	215	47	53	16	2

See notes at end of table.

Table 9-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2019—Continued

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Not SD							
2003	Nation (public)	89*	236*	21*	79*	34*	4*
	South Dakota	87*	240*	14	86	37*	3*
2005	Nation (public)	88*	240*	17*	83*	38*	5*
	South Dakota	85*	244*	10	90	44	5*
2007	Nation (public)	89*	241*	16*	84*	41*	6*
	South Dakota	86*	244*	11	89	44*	4*
2009	Nation (public)	88*	242*	16*	84*	41*	6*
	South Dakota	87*	245*	11	89	45	5*
2011	Nation (public)	88*	243*	15	85	43*	7*
	South Dakota	85*	244*	11	89	44	5*
2013	Nation (public)	87*	244	14	86	45	8*
	South Dakota	85*	245	11	89	45	6
2015	Nation (public)	87*	243*	15	85	43	8*
	South Dakota	84	244*	12	88	44	5*
2017	Nation (public)	87*	243*	16*	84*	43*	9
	South Dakota	85	246	12	88	47	8
2019	Nation (public)	86	244	15	85	45	10
	South Dakota	83	247	11	89	48	8

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2019.
NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214–248; *NAEP Proficient*, 249–281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2003–2019 Mathematics Assessments.

Table 9-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2019

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
SD							
2003	Nation (public)	11*	242*	71*	29*	6*	1*
	South Dakota	9*	246	69	31	5	#
2005	Nation (public)	11*	244*	69	31	7*	1*
	South Dakota	10*	250	65	35	6	#
2007	Nation (public)	9*	246	67	33	8	1*
	South Dakota	9*	251	62	38	8	1
2009	Nation (public)	10*	249	64*	36*	9	1*
	South Dakota	9*	255*	60	40	8	2
2011	Nation (public)	11*	249*	65*	35*	9	2
	South Dakota	10*	255*	60	40	8	1
2013	Nation (public)	12*	248	66*	34*	8	1*
	South Dakota	10*	243	73	27	5	#
2015	Nation (public)	12*	246	68	32	8*	1*
	South Dakota	10*	249	66	34	6	1
2017	Nation (public)	13*	246	70	30	8	2
	South Dakota	12	242	71	29	5	1
2019	Nation (public)	14	247	68	32	9	2
	South Dakota	12	246	66	34	8	2

See notes at end of table.

Table 9-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2019—Continued

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Not SD							
2003	Nation (public)	89*	280*	29*	71*	30*	5*
	South Dakota	91*	289	17	83	38*	5*
2005	Nation (public)	89*	281*	28*	72*	31*	6*
	South Dakota	90*	291	15	85	40	7*
2007	Nation (public)	91*	284*	26	74	33*	7*
	South Dakota	91*	292	15	85	42	7*
2009	Nation (public)	90*	285	24*	76*	35	8*
	South Dakota	91*	294	13*	87*	45	8*
2011	Nation (public)	89*	287	23*	77*	36	9*
	South Dakota	90*	294	14*	86*	45	9
2013	Nation (public)	88*	288*	22*	78*	38	9*
	South Dakota	90*	292	15	85	42	8*
2015	Nation (public)	88*	286	24*	76*	36	9*
	South Dakota	90*	289	18	82	37*	7*
2017	Nation (public)	87*	287	25	75	37	11
	South Dakota	88	292	18	82	43	10
2019	Nation (public)	86	286	26	74	37	11
	South Dakota	88	293	18	82	44	11

Rounds to zero.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2019.
NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262–298; *NAEP Proficient*, 299–332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2003–2019 Mathematics Assessments.

Table 10-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2019

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
ELL							
2003	Nation (public)	9*	214*	51*	49*	9*	#*
	South Dakota	4	206*	66*	34*	5	1
2005	Nation (public)	10*	216*	46*	54*	11*	1
	South Dakota	4*	204*	63*	37*	2	#
2007	Nation (public)	10*	217*	44*	56*	13*	1
	South Dakota	4	212	47	53	5	#
2009	Nation (public)	10*	218*	43	57	12*	1*
	South Dakota	2*	‡	‡	‡	‡	‡
2011	Nation (public)	11*	219	42	58	14	1
	South Dakota	4	208*	56	44	6	#
2013	Nation (public)	11*	219	41	59	14	1
	South Dakota	4	213	54	46	10	1
2015	Nation (public)	11*	218	43	57	15	1
	South Dakota	3*	‡	‡	‡	‡	‡
2017	Nation (public)	12*	217*	47*	53*	14	2
	South Dakota	2*	‡	‡	‡	‡	‡
2019	Nation (public)	13	219	41	59	16	1
	South Dakota	5	218	43	57	13	#

See notes at end of table.

Table 10-A

The Nation's Report Card 2019 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2019—Continued

ELL status, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Not ELL						
2003 Nation (public)	91*	236*	21*	79*	34*	4*
South Dakota	96	238*	16	84	35*	3*
2005 Nation (public)	90*	239*	18*	82*	38*	5*
South Dakota	96*	243	12*	88*	42	4*
2007 Nation (public)	90*	242*	16*	84*	42*	6*
South Dakota	96	242	12*	88*	42	4*
2009 Nation (public)	90*	242*	16	84	41*	6*
South Dakota	98*	243	13	87	43	5*
2011 Nation (public)	89*	243	15*	85*	43	7*
South Dakota	96	242	12*	88*	42	5*
2013 Nation (public)	89*	244	15*	85*	45	8*
South Dakota	96	242	14	86	42	5
2015 Nation (public)	89*	243	16	84	43	8*
South Dakota	97*	241	16	84	41	5*
2017 Nation (public)	88*	242*	18*	82*	43	9*
South Dakota	98*	242	16	84	44	7
2019 Nation (public)	87	243	17	83	44	10
South Dakota	95	243	16	84	45	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 2019.
NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 213 or lower; *NAEP Basic*, 214–248; *NAEP Proficient*, 249–281; and *NAEP Advanced*, 282 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2003–2019 Mathematics Assessments.

Table 10-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2019

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
ELL							
2003	Nation (public)	5*	241	74	26	5	1
	South Dakota	3	239	75	25	4	#
2005	Nation (public)	6*	244	71	29	6	1
	South Dakota	2	‡	‡	‡	‡	‡
2007	Nation (public)	6*	245	70*	30*	6	1
	South Dakota	1*	‡	‡	‡	‡	‡
2009	Nation (public)	6*	243	72	28	5	1
	South Dakota	1*	‡	‡	‡	‡	‡
2011	Nation (public)	6*	244	72	28	5	1
	South Dakota	2*	‡	‡	‡	‡	‡
2013	Nation (public)	5*	245	69	31	5	1
	South Dakota	2	241	72	28	2	#
2015	Nation (public)	6*	246	69*	31*	5	1
	South Dakota	2	‡	‡	‡	‡	‡
2017	Nation (public)	6*	245	72	28	6	1
	South Dakota	2	‡	‡	‡	‡	‡
2019	Nation (public)	7	243	73	27	5	1
	South Dakota	3	‡	‡	‡	‡	‡

See notes at end of table.

Table 10-B

The Nation's Report Card 2019 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2019—Continued

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *NAEP Basic*	At or above *NAEP Basic*	At or above *NAEP Proficient*	At *NAEP Advanced*
Not ELL							
2003	Nation (public)	95*	278*	31*	69*	29*	5*
	South Dakota	97	286	20	80	36*	5*
2005	Nation (public)	94*	280*	30	70	30*	6*
	South Dakota	98	288	19*	81*	37	7*
2007	Nation (public)	94*	282*	27*	73*	33*	7*
	South Dakota	99*	289	18*	82*	39	7*
2009	Nation (public)	94*	284	26*	74*	34	8*
	South Dakota	99*	291*	17*	83*	42	7*
2011	Nation (public)	94*	285	25*	75*	35	8*
	South Dakota	98*	292*	17*	83*	42	8
2013	Nation (public)	95*	286*	25*	75*	36	9*
	South Dakota	98	288	20	80	39	8*
2015	Nation (public)	94*	284	27*	73*	34	8*
	South Dakota	98	286	21	79	35*	6*
2017	Nation (public)	94*	284	28	72	35	10
	South Dakota	98	288	23	77	39	9
2019	Nation (public)	93	284	29	71	35	10
	South Dakota	97	288	23	77	40	10

Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2019.
NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP mathematics scales: below *NAEP Basic*, 261 or lower; *NAEP Basic*, 262–298; *NAEP Proficient*, 299–332; and *NAEP Advanced*, 333 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP 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, 2003–2019 Mathematics Assessments.

Table 11-A

The Nation's Report Card 2019 State Assessment

Number of fourth-grade public school students assessed in NAEP mathematics and weighted percentage excluded, by state/jurisdiction: 2019

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	**143,600**	**2**
Alabama	2,300	2
Alaska	2,200	1
Arizona	2,400	1
Arkansas	2,300	1
California	6,000	3
Colorado	3,200	1
Connecticut	2,300	2
Delaware	2,300	2
Florida	5,600	2
Georgia	3,400	2
Hawaii	2,200	2
Idaho	2,400	1
Illinois	3,500	1
Indiana	2,300	1
Iowa	2,200	1
Kansas	2,200	1
Kentucky	3,100	2
Louisiana	2,200	2
Maine	2,200	1
Maryland	3,100	2
Massachusetts	3,400	2
Michigan	3,200	2
Minnesota	2,400	2
Mississippi	2,400	1
Missouri	2,300	1
Montana	2,300	1
Nebraska	2,500	1
Nevada	2,500	2
New Hampshire	2,200	1
New Jersey	2,200	2
New Mexico	2,600	2
New York	3,100	3
North Carolina	4,400	1
North Dakota	2,300	2
Ohio	3,500	3
Oklahoma	2,200	2
Oregon	2,400	1
Pennsylvania	3,000	2
Rhode Island	2,300	2
South Carolina	2,400	1
South Dakota	2,300	1
Tennessee	3,100	2
Texas	7,200	3
Utah	2,400	2
Vermont	2,400	1
Virginia	2,300	1
Washington	2,400	3
West Virginia	2,300	1
Wisconsin	3,400	1
Wyoming	2,100	1
Other jurisdictions		
District of Columbia	2,500	2
DoDEA[1]	2,400	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), 2019 Mathematics Assessment.

Table 11-B

The Nation's Report Card 2019 State Assessment

Number of eighth-grade public school students assessed in NAEP mathematics and weighted percentage excluded, by state/jurisdiction: 2019

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	**142,200**	**2**
Alabama	2,300	1
Alaska	2,100	1
Arizona	2,400	2
Arkansas	2,300	2
California	5,900	2
Colorado	3,100	1
Connecticut	2,200	2
Delaware	2,300	2
Florida	5,700	2
Georgia	3,600	2
Hawaii	2,200	2
Idaho	2,300	1
Illinois	3,600	1
Indiana	2,200	2
Iowa	2,400	1
Kansas	2,300	1
Kentucky	3,100	2
Louisiana	2,100	2
Maine	2,300	1
Maryland	3,100	2
Massachusetts	3,400	2
Michigan	3,300	2
Minnesota	2,400	2
Mississippi	2,300	1
Missouri	2,400	1
Montana	2,300	1
Nebraska	2,400	1
Nevada	2,400	1
New Hampshire	2,100	1
New Jersey	2,200	2
New Mexico	2,800	2
New York	3,000	1
North Carolina	4,400	1
North Dakota	2,200	1
Ohio	3,300	2
Oklahoma	2,200	2
Oregon	2,400	1
Pennsylvania	3,100	1
Rhode Island	2,300	1
South Carolina	2,300	1
South Dakota	2,200	1
Tennessee	3,200	2
Texas	7,100	2
Utah	2,500	1
Vermont	2,500	1
Virginia	2,200	2
Washington	2,300	2
West Virginia	2,200	1
Wisconsin	3,300	1
Wyoming	2,200	2
Other jurisdictions		
District of Columbia	1,900	2
DoDEA[1]	1,800	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), 2019 Mathematics Assessment.

Where to Find More Information

The NAEP Mathematics Assessment

More information about the 2019 NAEP mathematics assessment and the results can be found on the NAEP website at https://nces.ed.gov/nationsreportcard/mathematics. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at https://nces.ed.gov/nationsreportcard/states/.

The *Mathematics Framework for the National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at https://www.nagb.gov/naep-frameworks/mathematics.html.

The NAEP Data Explorer (NDE)

The NAEP Data Explorer (NDE), available at https://nces.ed.gov/nationsreportcard/naepdata/, is an interactive database with which users can design and create tables and perform tests of statistical significance. The NDE includes student, teacher, and school variables for all participating districts, states, and the nation. Data tables are also available for participating districts, with all contextual questions cross-tabulated with the major demographic variables.

Technical Documentation on the Web (TDW)

The Technical Documentation on the Web (TDW) section of the NAEP website is written for researchers and assumes knowledge of educational measurement and testing. TDW contains information about the technical procedures and methods of NAEP: how the assessment is designed and conducted, and how data are analyzed.

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

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

To order publications:

Some recent NAEP publications related to mathematics are accessible via the mathematics page of the NAEP website (https://nces.ed.gov/nationsreportcard/mathematics/, under "Mathematics Publications"). These and others are available through the IES Publications and Products Search site at: https://ies.ed.gov/pubsearch/. 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)
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Order online at: https://www.ed.gov/edpubs/.

The NAEP State Report Generator was developed for the NAEP 2019 reports by Phillip Leung, Patricia Donahue, Marc Berger, Rick Hasney, Ming Kuang, and Amy De Santo.

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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