

South Dakota

Grades 4 and 8 Public Schools



State Reading 2011

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

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

For more information about the assessment, see the NAEP website <http://nces.ed.gov/nationsreportcard/> which contains

- *The Nation's Report Card, Reading 2011*
- The full set of national and state results in an interactive database
- Released test questions, scoring guides, and question-level performance data

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

KEY FINDINGS FOR 2011

Grade 4:

- In 2011, the average reading score for fourth-grade students in South Dakota was 220. This was not significantly different from that of the nation's public schools (220).
- The average score for students in South Dakota in 2011 (220) was not significantly different from that in 2003 (222) and was lower than that in 2009 (222).
- In 2011, the percentage of students in South Dakota who performed at or above *Proficient* was 31 percent. This was not significantly different from that for the nation's public schools (32 percent).
- The percentage of students in South Dakota who performed at or above *Proficient* in 2011 (31 percent) was not significantly different from that in 2003 (33 percent) and in 2009 (33 percent).
- In 2011, the percentage of students in South Dakota who performed at or above *Basic* was 69 percent. This was greater than that for the nation's public schools (66 percent).
- The percentage of students in South Dakota who performed at or above *Basic* in 2011 (69 percent) was not significantly different from that in 2003 (69 percent) and in 2009 (70 percent).

Grade 8:

- In 2011, the average reading score for eighth-grade students in South Dakota was 269. This was higher than that of the nation's public schools (264).
- The average score for students in South Dakota in 2011 (269) was not significantly different from that in 2003 (270) and was not significantly different from that in 2009 (270).
- In 2011, the percentage of students in South Dakota who performed at or above *Proficient* was 35 percent. This was greater than that for the nation's public schools (32 percent).
- The percentage of students in South Dakota who performed at or above *Proficient* in 2011 (35 percent) was not significantly different from that in 2003 (39 percent) and in 2009 (37 percent).
- In 2011, the percentage of students in South Dakota who performed at or above *Basic* was 83 percent. This was greater than that for the nation's public schools (75 percent).
- The percentage of students in South Dakota who performed at or above *Basic* in 2011 (83 percent) was not significantly different from that in 2003 (82 percent) and in 2009 (84 percent).

Introduction

What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. The framework for each assessment documents the content and process areas to be measured and sets guidelines for the types of questions to be used. The development process for the reading framework required the active participation of teachers, curriculum specialists, subject-matter specialists, local school administrators, parents, and other members of the general public. The current framework is available at the Governing Board's website <http://www.nagb.org/publications/frameworks/reading-2011-framework.pdf>.

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

Types of Text

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

Literary texts (all three types at each grade)

- Fiction
- Literary Nonfiction
- Poetry

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

- Exposition
- Argumentation and Persuasive Text
- Procedural Texts and Documents

Cognitive Targets

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

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

Meaning Vocabulary

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

Assessment Design

The assessment contains reading materials that were drawn from sources commonly available to students both in and out of the school environment. These authentic materials were considered to be representative of students' typical reading experiences. Each student in the assessment was asked to complete two 25-minute sections, each consisting of a reading passage and associated questions. A combination of multiple-choice and constructed-response questions was used to assess students' understanding of the passages. Released NAEP reading passages and questions, along with student performance data by state, are available on the NAEP website at <http://nces.ed.gov/nationsreportcard/itmrls/>.

Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2011 reading assessment at grades 4 and 8. In order for assessment results to be reported publicly, the overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board. A participation rate of at least 85 percent for schools in each subject and grade was required. Participation rates for the 2011 reading assessment are available on the NAEP website http://nationsreportcard.gov/reading_2011/participation.asp.

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 Department of Defense or Bureau of Indian Education schools.

How Is Student Reading Performance Reported?

The 2011 state results are compared to results from eight earlier assessments at grade 4 and from six earlier assessments at grade 8.

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

Achievement Levels: Based on recommendations from policymakers, educators, and members of the general public, the Governing Board has set specific achievement levels for each subject area and grade. Achievement levels are performance standards indicating what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported in terms of three achievement levels—*Basic*, *Proficient*, and *Advanced*—and are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

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

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

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

Figure 1-A	The Nation's Report Card 2011 State Assessment
	Descriptions of fourth-grade achievement levels for 2011 NAEP reading assessment

Basic Level (208)	Fourth-grade students performing at the <i>Basic</i> level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Basic* level should be able to make simple inferences about characters, events, plot, and setting. They should be able to identify a problem in a story and relevant information that supports an interpretation of a text.

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

Proficient Level (238)	Fourth-grade students performing at the <i>Proficient</i> level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Proficient* level should be able to identify implicit main ideas and recognize relevant information that supports them. Students should be able to judge elements of an author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motivations.

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

Advanced Level (268)	Fourth-grade students performing at the <i>Advanced</i> level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Advanced* level should be able to identify the theme in stories and poems and make complex inferences about characters' traits, feelings, motivations, and actions. They should be able to recognize characters' perspectives and evaluate characters' motivations. Students should be able to interpret characteristics of poems and evaluate aspects of text organization.

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

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.
 SOURCE: National Assessment Governing Board. (2010). *Reading Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: Author.

Figure 1-B	The Nation's Report Card 2011 State Assessment
	Descriptions of eighth-grade achievement levels for 2011 NAEP reading assessment

Basic Level (243)	Eighth-grade students performing at the <i>Basic</i> level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Basic* level should recognize major themes and be able to identify, describe, and make simple inferences about setting and about character motivations, traits, and experiences. They should be able to state and provide some support for judgments about the way an author presents content and about character motivation.

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

Proficient Level (281)	Eighth-grade students performing at the <i>Proficient</i> level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content.
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When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Proficient* level should be able to make and support a connection between characters from two parts of a text. They should be able to recognize character actions and infer and support character feelings. Students performing at this level should be able to provide and support judgments about characters' motivations across texts. They should be able to identify how figurative language is used.

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

Advanced Level (323)	Eighth-grade students performing at the <i>Advanced</i> level should be able to make connections within and across texts and to explain causal relations. They should be able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students performing at the <i>Advanced</i> level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.
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When reading **literary** texts such as fiction, literary nonfiction, and poetry, eighth-grade students performing at the *Advanced* level should be able to explain the effects of narrative events. Within or across texts, they should be able to make thematic connections and make inferences about characters' feelings, motivations, and experiences.

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

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.

SOURCE: National Assessment Governing Board. (2010). *Reading Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: Author.

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) or English language learners (ELL) who could not fairly and accurately demonstrate their abilities without modified test administration procedures. In 1996, administration procedures were introduced at the national level allowing certain accommodations for students requiring such accommodations to participate.

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

Even with the availability of accommodations, however, some students may still be excluded from the NAEP assessment. Due to differences in policies and practices regarding the identification and inclusion of SD and ELL students, variations in exclusion and accommodation rates should be considered when comparing students' performance over time and across states. The types of accommodations used in the 2011 NAEP reading assessment are available on the NAEP website at http://nationsreportcard.gov/reading_2011/type_accomm.asp

Interpreting Results

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

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as 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 between percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences between 2011 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 2011 Reading Overall Average Score and Achievement-Level Results for Public School Students

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

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

Overall Scale Score Results

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

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

Grade 4 Scale Score Results

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

Grade 8 Scale Score Results

- In 2011, the average scale score for students in South Dakota was 269. This was higher than that of students across the nation (264).
- In South Dakota, the average scale score for students in 2011 was not significantly different from that in 2009 (270). However, the average scale score for students in public schools across the nation in 2011 was higher than that in 2009 (262).
- In South Dakota, the average scale score for students in 2011 was not significantly different from the scores in 2003, 2005, 2007, and 2009.

NAEP 2011 Reading Report for South Dakota

The Nation's Report Card 2011 State Assessment

**Table
1-A**

Average scale scores and selected percentile scores in NAEP reading for fourth-grade public school students, by year and jurisdiction: Various years, 2003–2011

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

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2011.

¹ Region in which jurisdiction is located.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

NAEP 2011 Reading Report for South Dakota

The Nation's Report Card 2011 State Assessment

**Table
1-B**

Average scale scores and selected percentile scores in NAEP reading for eighth-grade public school students, by year and jurisdiction: Various years, 2003–2011

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

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2011.

¹ Region in which jurisdiction is located.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

Overall Achievement-Level Results

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

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

Grade 4 Achievement-Level Results

- In 2011, the percentage of South Dakota's students who performed at or above *Proficient* was 31 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (32 percent).
- In South Dakota, the percentage of students who performed at or above *Proficient* in 2011 was not significantly different from the percentages in 2003, 2005, 2007, and 2009.
- In 2011, the percentage of South Dakota's students who performed at or above *Basic* was 69 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (66 percent).
- In South Dakota, the percentage of students who performed at or above *Basic* in 2011 was not significantly different from the percentages in 2003, 2005, 2007, and 2009.

Grade 8 Achievement-Level Results

- In 2011, the percentage of South Dakota's students who performed at or above *Proficient* was 35 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (32 percent).
- In South Dakota, the percentage of students who performed at or above *Proficient* in 2011 was not significantly different from the percentages in 2003, 2005, 2007, and 2009.
- In 2011, the percentage of South Dakota's students who performed at or above *Basic* was 83 percent. This was greater than the percentage of the nation's public school students who performed at or above *Basic* (75 percent).
- In South Dakota, the percentage of students who performed at or above *Basic* in 2011 was not significantly different from the percentages in 2003, 2005, 2007, and 2009.

NAEP 2011 Reading Report for South Dakota

The Nation's Report Card 2011 State Assessment

**Table
2-A**

Percentage of fourth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 2003–2011

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
2003	Nation (public)	38*	62*	30*	7*
	Midwest ¹	34*	66*	33	8
	South Dakota	31	69	33	7*
2005	Nation (public)	38*	62*	30*	7*
	Midwest ¹	34*	66*	32	7
	South Dakota	30	70	33	6
2007	Nation (public)	34	66	32	7
	Midwest ¹	31	69	34	8
	South Dakota	29	71	34	7
2009	Nation (public)	34	66	32	7
	Midwest ¹	32	68	34	8
	South Dakota	30	70	33	7
2011	Nation (public)	34	66	32	7
	Midwest ¹	32	68	33	7
	South Dakota	31	69	31	5

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2011.

¹ Region in which jurisdiction is located.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

NAEP 2011 Reading Report for South Dakota

The Nation's Report Card 2011 State Assessment

**Table
2-B**

Percentage of eighth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 2003–2011

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
2003	Nation (public)	28*	72*	30*	3*
	Midwest ¹	23	77	34	3
	South Dakota	18	82	39	3
2005	Nation (public)	29*	71*	29*	3*
	Midwest ¹	24*	76*	32*	3
	South Dakota	18	82	35	2
2007	Nation (public)	27*	73*	29*	2*
	Midwest ¹	23*	77*	32*	2*
	South Dakota	17	83	37	2
2009	Nation (public)	26*	74*	30*	2*
	Midwest ¹	22	78	34	3*
	South Dakota	16	84	37	2
2011	Nation (public)	25	75	32	3
	Midwest ¹	22	78	35	3
	South Dakota	17	83	35	2

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2011.

¹ Region in which jurisdiction is located.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

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

All 50 states, the District of Columbia, and the Department of Defense Schools participated in the 2011 reading assessment at grades 4 and 8. References to "jurisdictions" in the results statements may include states, the District of Columbia, and Department of Defense Schools.

Comparisons by Scale Scores

Figures 2-A and 2-B compare South Dakota's 2011 overall reading scale scores at grades 4 and 8 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of South Dakota in the NAEP 2011 reading assessment.

Grade 4 Scale Score Comparison Results

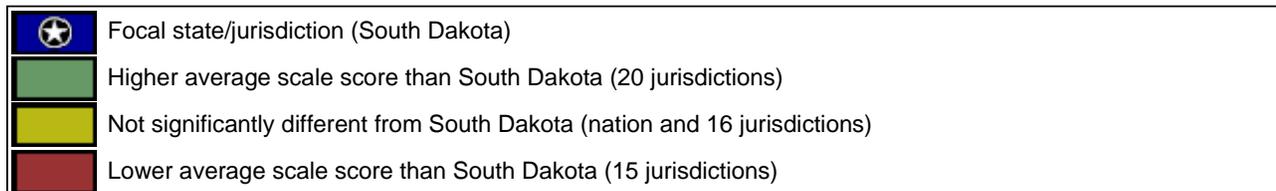
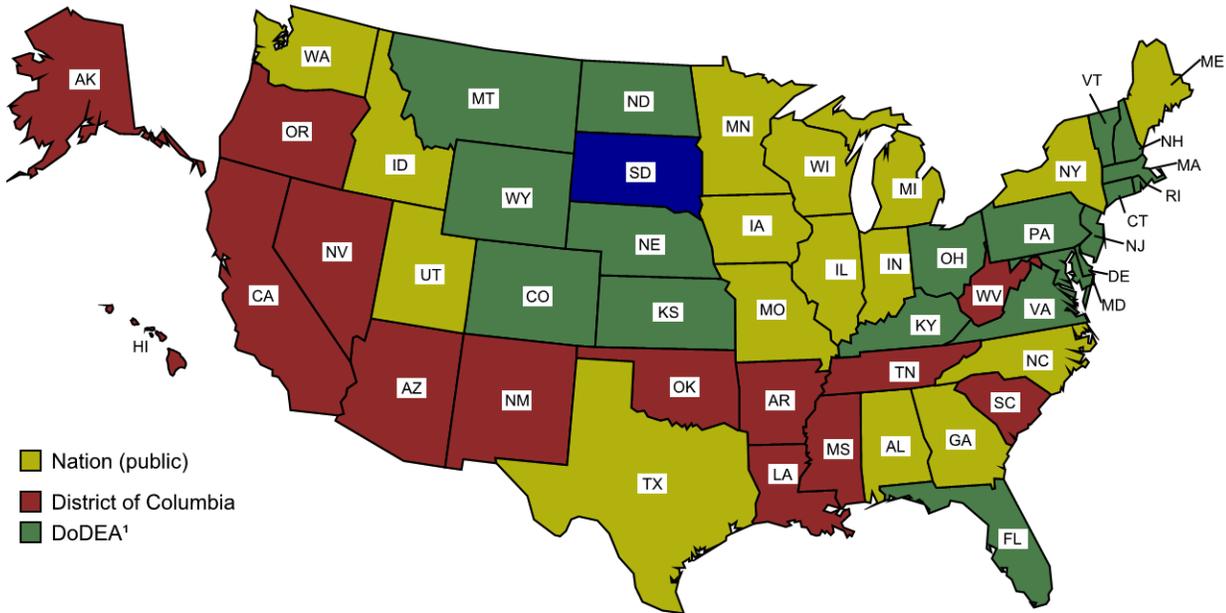
- The average score for students in South Dakota was higher than the scores in 15 jurisdictions, not significantly different from those in 16 jurisdictions, and lower than those in 20 jurisdictions.

Grade 8 Scale Score Comparison Results

- The average score for students in South Dakota was higher than the scores in 27 jurisdictions, not significantly different from those in 17 jurisdictions, and lower than those in 7 jurisdictions.

Figure 2-A

South Dakota's average scale score in NAEP reading for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2011



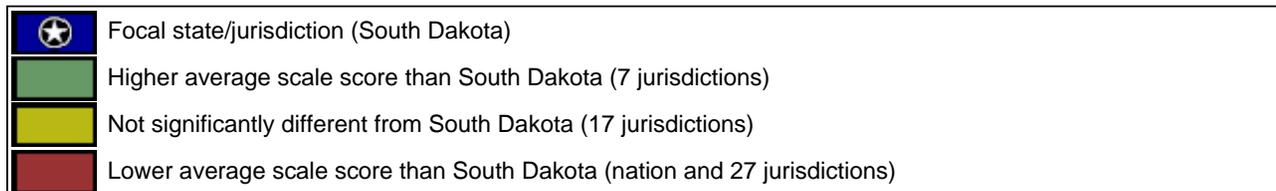
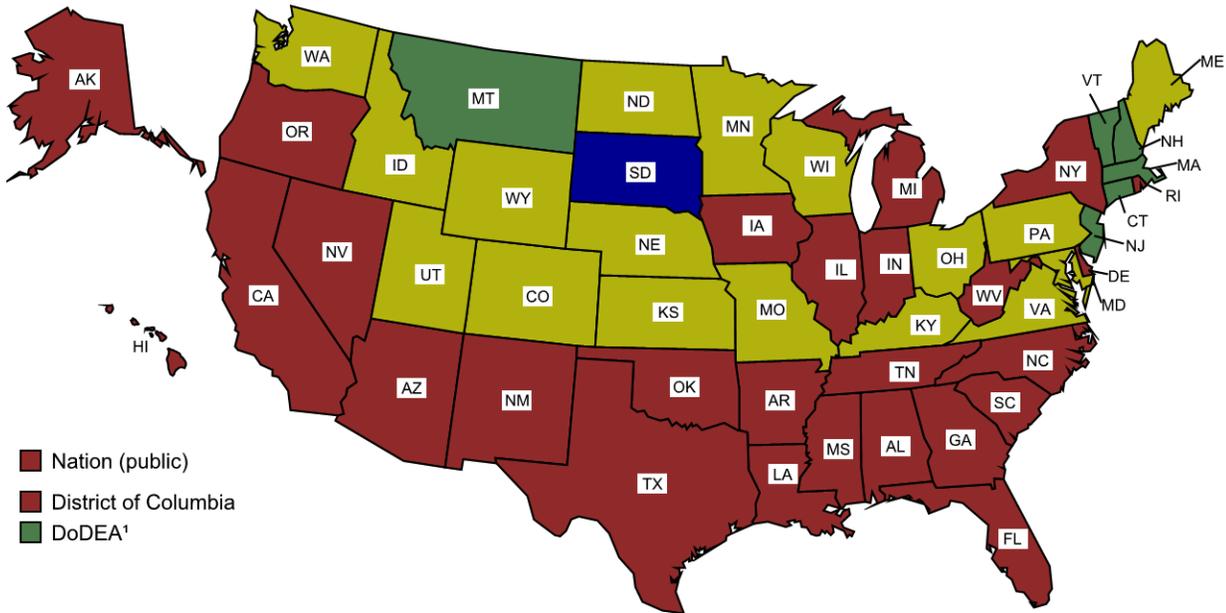
¹ Department of Defense Education Activity (overseas and domestic schools).

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), 2011 Reading Assessment.

Figure 2-B

South Dakota's average scale score in NAEP reading for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2011



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), 2011 Reading Assessment.

Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2011 reading assessment in terms of percentages of grades 4 and 8 students performing at or above *Proficient*. The participating states and jurisdictions are grouped into categories reflecting whether the percentage of their students performing at or above *Proficient* (including *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in South Dakota.

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

Grade 4 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in South Dakota was greater than the percentage in 12 jurisdictions, not significantly different from those in 20 jurisdictions, and smaller than those in 19 jurisdictions.
- The percentage of students performing at or above the *Basic* level in South Dakota was greater than the percentage in 17 jurisdictions, not significantly different from those in 23 jurisdictions, and smaller than those in 11 jurisdictions (data not shown).

Grade 8 Achievement-Level Comparison Results

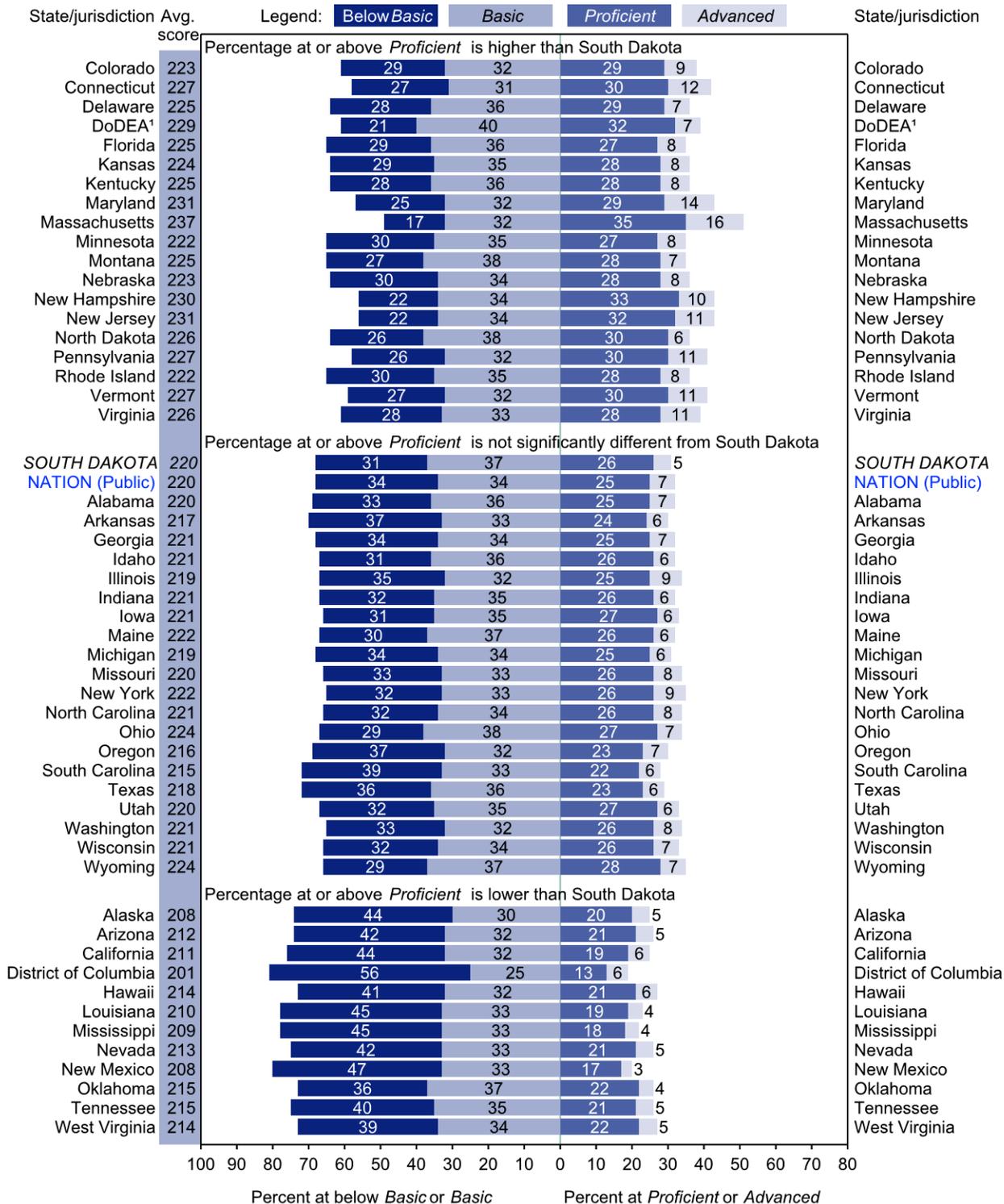
- The percentage of students performing at or above the *Proficient* level in South Dakota was greater than the percentage in 19 jurisdictions, not significantly different from those in 23 jurisdictions, and smaller than those in 9 jurisdictions.
- The percentage of students performing at or above the *Basic* level in South Dakota was greater than the percentage in 35 jurisdictions, not significantly different from those in 14 jurisdictions, and smaller than those in 2 jurisdictions (data not shown).

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Figure 3-A

Average scale scores in NAEP reading for fourth-grade public school students, percentage within each achievement level, and South Dakota's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2011



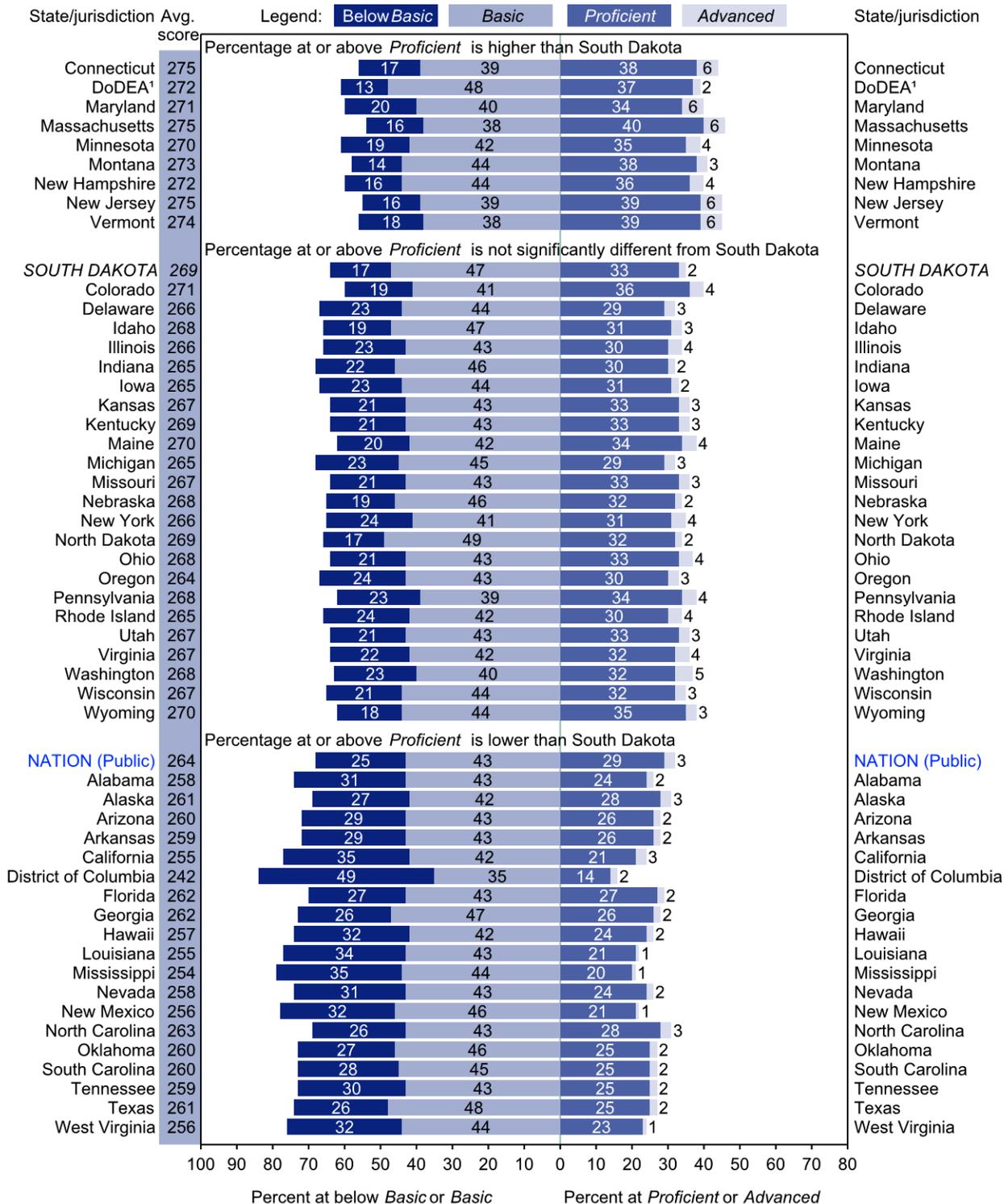
¹ Department of Defense Education Activity (overseas and domestic schools).
 NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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Figure 3-B

Average scale scores in NAEP reading for eighth-grade public school students, percentage within each achievement level, and South Dakota's percentage at or above *Proficient* compared with the nation and other participating states/jurisdictions: 2011



¹ Department of Defense Education Activity (overseas and domestic schools).
 NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Reading Performance of Selected Student Groups

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

- race/ethnicity
- gender
- student eligibility for the National School Lunch Program
- type of school location (for 2007, 2009, and 2011)
- parents' highest level of education

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

Results by students' race/ethnicity and gender include statements about score point differences between student groups (e.g., between White and Black or White and Hispanic students, or between male and female students) in 2011 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 2011 was found to be statistically significant.

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

Race/Ethnicity

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

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

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

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

- White
- Black or African American
- Hispanic
- Asian
- 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 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" in 2011.

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

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

Grade 4 Scale Score Results by Race/Ethnicity

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

Grade 4 Achievement-Level Results by Race/Ethnicity

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

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**Table
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2011

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
2003	Nation (public)	59*	227*	26*	74*	39*	10
	South Dakota	84*	227	26	74	37	8*
2005	Nation (public)	57*	228*	25*	75*	39*	10*
	South Dakota	84*	226	25	75	37	7
2007	Nation (public)	56*	230	23	77	42	10
	South Dakota	84*	228	24	76	37	8
2009	Nation (public)	54*	229	23	77	41	10
	South Dakota	81*	227	25	75	37	7
2011	Nation (public)	52	230	23	77	42	10
	South Dakota	78	225	25	75	35	6
Black							
2003	Nation (public)	17*	197*	61*	39*	12*	2*
	South Dakota	1*	‡	‡	‡	‡	‡
2005	Nation (public)	17*	199*	59*	41*	12*	2*
	South Dakota	2*	‡	‡	‡	‡	‡
2007	Nation (public)	17*	203*	54*	46*	14*	2
	South Dakota	2*	‡	‡	‡	‡	‡
2009	Nation (public)	16	204	53	47	15	2
	South Dakota	2*	‡	‡	‡	‡	‡
2011	Nation (public)	16	205	51	49	16	2
	South Dakota	3	204	52	48	18	2

See notes at end of table.

**Table
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2011—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Hispanic							
2003	Nation (public)	18*	199*	57*	43*	14*	2
	South Dakota	2*	‡	‡	‡	‡	‡
2005	Nation (public)	19*	201*	56*	44*	15*	2
	South Dakota	2*	‡	‡	‡	‡	‡
2007	Nation (public)	20*	204	51	49	17	3
	South Dakota	2*	209	46	54	15	3
2009	Nation (public)	21*	204	52	48	16	2
	South Dakota	3*	216	36	64	29	4
2011	Nation (public)	23	205	50	50	18	2
	South Dakota	3	207	44	56	21	3
Asian/Pacific Islander							
2003	Nation (public)	4*	225*	31*	69*	37*	11*
	South Dakota	1	‡	‡	‡	‡	‡
2005	Nation (public)	4*	227*	28*	72*	40*	12*
	South Dakota	1*	‡	‡	‡	‡	‡
2007	Nation (public)	5	231	24	76	45	14
	South Dakota	1	‡	‡	‡	‡	‡
2009	Nation (public)	5	234	21	79	48	17
	South Dakota	1	‡	‡	‡	‡	‡
2011	Nation (public)	5	234	21	79	49	17
	South Dakota	1	‡	‡	‡	‡	‡

See notes at end of table.

**Table
3-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2011—Continued

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

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

Grade 8 Scale Score Results by Race/Ethnicity

- In 2011, White students in South Dakota had an average scale score that was higher than the average scores of Black, Hispanic, and American Indian/Alaska Native students.
- In 2011, the average scale scores of White and American Indian/Alaska Native students in South Dakota were not significantly different from their respective scores in 2003, 2005, 2007, and 2009.
- In 2011, Black students in South Dakota had an average score that was lower than that of White students by 17 points. Data are not reported for Black students in 2003, because reporting standards were not met.
- In 2011, Hispanic students in South Dakota had an average score that was lower than that of White students by 16 points. Data are not reported for Hispanic students in 2003, because reporting standards were not met.

Grade 8 Achievement-Level Results by Race/Ethnicity

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

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**Table
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2011

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
2003	Nation (public)	61 *	270 *	18 *	82 *	39 *	4 *
	South Dakota	88 *	273	15	85	41	3
2005	Nation (public)	60 *	269 *	19 *	81 *	37 *	3 *
	South Dakota	86 *	272	14	86	38	2
2007	Nation (public)	58 *	270 *	17 *	83 *	38 *	3 *
	South Dakota	87 *	272	14	86	39	2
2009	Nation (public)	57 *	271 *	17	83	39 *	3 *
	South Dakota	84 *	273	12	88	40	2
2011	Nation (public)	54	272	16	84	41	4
	South Dakota	82	273	12	88	39	2
Black							
2003	Nation (public)	17 *	244 *	47 *	53 *	12 *	#
	South Dakota	1 *	‡	‡	‡	‡	‡
2005	Nation (public)	17 *	242 *	49 *	51 *	11 *	#
	South Dakota	1 *	‡	‡	‡	‡	‡
2007	Nation (public)	17 *	244 *	46 *	54 *	12 *	# *
	South Dakota	2 *	‡	‡	‡	‡	‡
2009	Nation (public)	16	245 *	44 *	56 *	13 *	#
	South Dakota	2	‡	‡	‡	‡	‡
2011	Nation (public)	16	248	42	58	14	1
	South Dakota	2	256	30	70	17	1

See notes at end of table.

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**Table
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2011—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Hispanic							
2003	Nation (public)	15*	244*	46*	54*	14*	1
	South Dakota	1*	‡	‡	‡	‡	‡
2005	Nation (public)	17*	245*	45*	55*	14*	1
	South Dakota	2*	‡	‡	‡	‡	‡
2007	Nation (public)	18*	246*	43*	57*	14*	1*
	South Dakota	1*	‡	‡	‡	‡	‡
2009	Nation (public)	20*	248*	41*	59*	16*	1
	South Dakota	2*	‡	‡	‡	‡	‡
2011	Nation (public)	22	251	37	63	18	1
	South Dakota	3	256	32	68	22	1
Asian/Pacific Islander							
2003	Nation (public)	4*	268*	22*	78*	38*	5*
	South Dakota	1	‡	‡	‡	‡	‡
2005	Nation (public)	4*	270*	21*	79*	39*	5
	South Dakota	1*	‡	‡	‡	‡	‡
2007	Nation (public)	5*	269*	21	79	40*	5*
	South Dakota	1*	‡	‡	‡	‡	‡
2009	Nation (public)	5	273	18	82	44	6
	South Dakota	1	‡	‡	‡	‡	‡
2011	Nation (public)	5	275	18	82	46	8
	South Dakota	1	‡	‡	‡	‡	‡

See notes at end of table.

**Table
3-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: Various years, 2003–2011—Continued

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

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

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

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**Table
4-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: 2011

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
2011	Nation (public)	52*	230*	23*	77*	42*	10*
	South Dakota	78	225	25	75	35	6
Black							
2011	Nation (public)	16*	205	51	49	16	2
	South Dakota	3	204	52	48	18	2
Hispanic							
2011	Nation (public)	23*	205	50	50	18	2
	South Dakota	3	207	44	56	21	3
Asian							
2011	Nation (public)	5*	236	19	81	51	18
	South Dakota	1	‡	‡	‡	‡	‡
American Indian/Alaska Native							
2011	Nation (public)	1*	204	51	49	19*	4
	South Dakota	14	197	58	42	13	2
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#*	214	40	60	27	5
	South Dakota	#	‡	‡	‡	‡	‡
Two or more races							
2011	Nation (public)	2*	225	29	71	37	10
	South Dakota	1	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same group in South Dakota.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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**Table
4-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by race/ethnicity, year, and jurisdiction: 2011

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
White							
2011	Nation (public)	54*	272	16*	84*	41	4*
	South Dakota	82	273	12	88	39	2
Black							
2011	Nation (public)	16*	248*	42	58	14	1
	South Dakota	2	256	30	70	17	1
Hispanic							
2011	Nation (public)	22*	251	37	63	18	1
	South Dakota	3	256	32	68	22	1
Asian							
2011	Nation (public)	5*	277	16	84	48	8
	South Dakota	1	‡	‡	‡	‡	‡
American Indian/Alaska Native							
2011	Nation (public)	1*	253*	36*	64*	22*	2
	South Dakota	11	244	48	52	14	1
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#*	251	39	61	21	2
	South Dakota	#	‡	‡	‡	‡	‡
Two or more races							
2011	Nation (public)	2*	267	23	77	36	4
	South Dakota	1	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same group in South Dakota.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Gender

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

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

Grade 4 Scale Score Results by Gender

- In 2011, male students in South Dakota had an average score in reading (217) that was lower than that of female students (223). In 2003, male students in South Dakota had an average score in reading (220) that was lower than that of female students (225).
- In 2011, male students in South Dakota had an average scale score in reading (217) that was not significantly different from that of male students in public schools across the nation (217). Similarly, female students in South Dakota had an average scale score (223) that was not significantly different from that of female students across the nation (223).
- In South Dakota, the average scale score of male students in 2011 was not significantly different from the scores of male students in 2003, 2005, 2007, and 2009.
- In South Dakota, the average scale score of female students in 2011 was not significantly different from the scores of female students in 2003, 2005, 2007, and 2009.

Grade 4 Achievement-Level Results by Gender

- In the 2011 assessment, 28 percent of male students and 35 percent of female students performed at or above *Proficient* in South Dakota. The difference between these percentages was statistically significant.
- The percentage of male students in South Dakota's public schools who were at or above *Proficient* in 2011 (28 percent) was not significantly different from that of male students in the nation (30 percent).
- The percentage of female students in South Dakota's public schools who were at or above *Proficient* in 2011 (35 percent) was not significantly different from that of female students in the nation (35 percent).
- In South Dakota, the percentage of male students performing at or above *Proficient* in 2011 was not significantly different from the corresponding percentages of students in 2003, 2005, 2007, and 2009.
- In South Dakota, the percentage of female students performing at or above *Proficient* in 2011 was not significantly different from the corresponding percentages of students in 2003, 2005, 2007, and 2009.

**Table
5-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by gender, year, and jurisdiction: Various years, 2003–2011

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Male							
2003	Nation (public)	51	213*	42*	58*	26*	6*
	South Dakota	51	220	34	66	31	6
2005	Nation (public)	50	214*	41*	59*	27*	6*
	South Dakota	53	219	35	65	29	5
2007	Nation (public)	50	216	38	62	29	6
	South Dakota	51	220	33	67	30	5
2009	Nation (public)	51	216	38	62	28	6
	South Dakota	52	220	34	66	31	6
2011	Nation (public)	51	217	37	63	30	6
	South Dakota	51	217	35	65	28	4
Female							
2003	Nation (public)	49	220*	35*	65*	33*	8
	South Dakota	49	225	28	72	36	8
2005	Nation (public)	50	220*	34*	66*	33*	8*
	South Dakota	47	227	25	75	38	8
2007	Nation (public)	50	223	31	69	35	9
	South Dakota	49	227	25	75	38	9
2009	Nation (public)	49	223	31	69	35	9
	South Dakota	48	225	27	73	35	8
2011	Nation (public)	49	223	30	70	35	9
	South Dakota	49	223	28	72	35	7

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

Grade 8 Scale Score Results by Gender

- In 2011, male students in South Dakota had an average score in reading (265) that was lower than that of female students (273). In 2003, male students in South Dakota had an average score in reading (265) that was lower than that of female students (275).
- In 2011, male students in South Dakota had an average scale score in reading (265) that was higher than that of male students in public schools across the nation (259). Similarly, female students in South Dakota had an average scale score (273) that was higher than that of female students across the nation (268).
- In South Dakota, the average scale score of male students in 2011 was not significantly different from the scores of male students in 2003, 2005, 2007, and 2009.
- In South Dakota, the average scale score of female students in 2011 was not significantly different from the scores of female students in 2003, 2005, 2007, and 2009.

Grade 8 Achievement-Level Results by Gender

- In the 2011 assessment, 30 percent of male students and 41 percent of female students performed at or above *Proficient* in South Dakota. The difference between these percentages was statistically significant.
- The percentage of male students in South Dakota's public schools who were at or above *Proficient* in 2011 (30 percent) was not significantly different from that of male students in the nation (27 percent).
- The percentage of female students in South Dakota's public schools who were at or above *Proficient* in 2011 (41 percent) was greater than that of female students in the nation (36 percent).
- In South Dakota, the percentage of male students performing at or above *Proficient* in 2011 was not significantly different from the corresponding percentages of students in 2003, 2005, 2007, and 2009.
- In South Dakota, the percentage of female students performing at or above *Proficient* in 2011 was not significantly different from the corresponding percentages of students in 2003, 2005, 2007, and 2009.

**Table
5-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by gender, year, and jurisdiction: Various years, 2003–2011

Gender, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Male							
2003	Nation (public)	50	256*	33*	67*	25*	2*
	South Dakota	49	265	23	77	32	2
2005	Nation (public)	50	255*	34*	66*	24*	2*
	South Dakota	50	264	21	79	29	1
2007	Nation (public)	50	256*	32*	68*	24*	1*
	South Dakota	50	266	20	80	32	2
2009	Nation (public)	50	258*	30	70	26*	2*
	South Dakota	51	266	19	81	30	1
2011	Nation (public)	51	259	30	70	27	2
	South Dakota	51	265	20	80	30	1
Female							
2003	Nation (public)	50	267*	23*	77*	35*	4*
	South Dakota	51	275	14	86	45	4
2005	Nation (public)	50	266*	24*	76*	34*	3*
	South Dakota	50	273	14	86	41	3
2007	Nation (public)	50	266*	23*	77*	34*	3*
	South Dakota	50	274	13	87	41	3
2009	Nation (public)	50	267*	22	78	35	3*
	South Dakota	49	275	12	88	44	3
2011	Nation (public)	49	268	21	79	36	4
	South Dakota	49	273	15	85	41	3

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

Student Eligibility for the National School Lunch Program

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

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

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

- In 2011, students in South Dakota eligible for free/reduced-price lunch had an average reading scale score of 207. This was lower than that of students in South Dakota not eligible for this program (229).
- In 2011, students in South Dakota who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 22 points. In 2003, the average score for students in South Dakota who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 20 points.
- Students in South Dakota eligible for free/reduced-price lunch had an average scale score (207) in 2011 that was not significantly different from that of students in the nation who were eligible (207).
- In South Dakota, students eligible for free/reduced-price lunch had an average reading scale score in 2011 that was not significantly different from that of eligible students in 2003, 2005, 2007, and 2009.

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

- In South Dakota, 19 percent of students who were eligible for free/reduced-price lunch and 41 percent of those who were not eligible for this program performed at or above *Proficient* in 2011. These percentages were significantly different from one another.
- For students in South Dakota in 2011 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (19 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 *Proficient* in 2011 was not significantly different from the corresponding percentages in 2003, 2005, 2007, and 2009.

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**Table
6-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2011

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Eligible							
2003	Nation (public)	44 *	201 *	56 *	44 *	15 *	2
	South Dakota	37 *	210	45	55	21	3
2005	Nation (public)	45 *	203 *	54 *	46 *	15 *	2
	South Dakota	41	210	44	56	20	3
2007	Nation (public)	45 *	205 *	50 *	50 *	17 *	2
	South Dakota	36 *	209	45	55	19	3
2009	Nation (public)	47 *	206	49 *	51 *	17 *	2
	South Dakota	35 *	209	47	53	20	3
2011	Nation (public)	52	207	48	52	18	2
	South Dakota	43	207	46	54	19	2
Not eligible							
2003	Nation (public)	52 *	229 *	25 *	75 *	41 *	11 *
	South Dakota	62 *	230	22	78	41	10
2005	Nation (public)	53 *	230 *	23 *	77 *	42 *	11 *
	South Dakota	59	231	21	79	42	9
2007	Nation (public)	54 *	232 *	21 *	79 *	44 *	12 *
	South Dakota	64 *	231	20	80	42	9
2009	Nation (public)	52 *	232 *	21 *	79 *	45 *	12 *
	South Dakota	64 *	230	22	78	40	9
2011	Nation (public)	47	234	18	82	48	13
	South Dakota	57	229	20	80	41	8

See notes at end of table.

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**Table
6-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2011—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Information not available							
2003	Nation (public)	4*	219	35	65	33	8
	South Dakota	1	‡	‡	‡	‡	‡
2005	Nation (public)	2*	218	38	62	32	8
	South Dakota	#	‡	‡	‡	‡	‡
2007	Nation (public)	1*	220	34	66	33	9
	South Dakota	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	219	38	62	31	9
	South Dakota	1	‡	‡	‡	‡	‡
2011	Nation (public)	1	224	29	71	34	10
	South Dakota	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

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

- In 2011, students in South Dakota eligible for free/reduced-price lunch had an average reading scale score of 257. This was lower than that of students in South Dakota not eligible for this program (275).
- In 2011, students in South Dakota who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 18 points. In 2003, the average score for students in South Dakota who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 13 points.
- Students in South Dakota eligible for free/reduced-price lunch had an average scale score (257) in 2011 that was higher than that of students in the nation who were eligible (251).
- In South Dakota, students eligible for free/reduced-price lunch had an average reading scale score in 2011 that was not significantly different from that of eligible students in 2003, 2005, 2007, and 2009.

Grade 8 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 42 percent of those who were not eligible for this program performed at or above *Proficient* in 2011. These percentages were significantly different from one another.
- For students in South Dakota in 2011 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (22 percent) was greater than 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 *Proficient* in 2011 was smaller than the percentage in 2003, but not significantly different from the corresponding percentages in 2005, 2007, and 2009.

**Table
6-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2011

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Eligible							
2003	Nation (public)	36 *	246 *	44 *	56 *	15 *	1
	South Dakota	32 *	261	28	72	30 *	2
2005	Nation (public)	39 *	247 *	43 *	57 *	15 *	1
	South Dakota	35	259	28	72	24	1
2007	Nation (public)	40 *	247 *	42 *	58 *	15 *	1 *
	South Dakota	30 *	259	27	73	25	1
2009	Nation (public)	43 *	249 *	40 *	60 *	16 *	1 *
	South Dakota	31 *	258	28	72	22	1
2011	Nation (public)	48	251	37	63	18	1
	South Dakota	35	257	29	71	22	1
Not eligible							
2003	Nation (public)	58 *	271 *	18 *	82 *	39 *	4 *
	South Dakota	67	274	14	86	43	3
2005	Nation (public)	59 *	270 *	19 *	81 *	38 *	4 *
	South Dakota	65	274	12	88	41	2
2007	Nation (public)	58 *	271 *	18 *	82 *	39 *	4 *
	South Dakota	70 *	274	12	88	42	3
2009	Nation (public)	56 *	273 *	16 *	84 *	41 *	4 *
	South Dakota	69 *	276	10	90	44	2
2011	Nation (public)	52	275	15	85	44	5
	South Dakota	65	275	11	89	42	3

See notes at end of table.

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**Table
6-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 2003–2011—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Information not available							
2003	Nation (public)	6*	262	28	72	31	3
	South Dakota	1*	‡	‡	‡	‡	‡
2005	Nation (public)	3*	258	31	69	28	3
	South Dakota	#	‡	‡	‡	‡	‡
2007	Nation (public)	1*	255	34	66	27	3
	South Dakota	#	‡	‡	‡	‡	‡
2009	Nation (public)	1*	259	31	69	29	3
	South Dakota	1*	‡	‡	‡	‡	‡
2011	Nation (public)	#	265	27	73	32	5
	South Dakota	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

Type of Location

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

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

Grade 4 Scale Score Results by Type of Location

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

Grade 4 Achievement-Level Results by Type of Location

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

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**Table
7-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by type of location, year, and jurisdiction: 2007, 2009 and 2011

Type of location, year, and jurisdiction	Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced	
City							
2007	Nation (public)	29	213	43	57	25	6
	South Dakota	27	226	27	73	37	9
2009	Nation (public)	30	214	42	58	26	6
	South Dakota	25	225	29	71	36	9
2011	Nation (public)	29	213	42	58	26	6
	South Dakota	25	221	30	70	33	7
Suburb							
2007	Nation (public)	37	224	29	71	37	9
	South Dakota	2	218	35	65	25	1
2009	Nation (public)	36	224	30	70	36	9
	South Dakota	2	211	42	58	25	5
2011	Nation (public)	36	225	29	71	37	9
	South Dakota	4	217	34	66	26	2
Town							
2007	Nation (public)	12	218	35	65	29	6
	South Dakota	29	227*	24	76	37	7
2009	Nation (public)	12	217	36	64	28	5
	South Dakota	30	223	28	72	33	5
2011	Nation (public)	12	217	36	64	29	5
	South Dakota	28	222	29	71	33	6
Rural							
2007	Nation (public)	22	222	31	69	33	7
	South Dakota	43	219	34	66	30	6
2009	Nation (public)	22	222	31	69	33	7
	South Dakota	42	220	33	67	32	6
2011	Nation (public)	23	223	30	70	35	7
	South Dakota	43	218	34	66	30	4

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007, 2009 and 2011 Reading Assessments.

Grade 8 Scale Score Results by Type of Location

- In 2011, 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 2011, 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 2011, 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 2011, 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 and 2009 in South Dakota.

Grade 8 Achievement-Level Results by Type of Location

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

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**Table
7-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by type of location, year, and jurisdiction: 2007, 2009 and 2011

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
City							
2007	Nation (public)	28	254*	36*	64*	23*	2*
	South Dakota	22*	267	19	81	34	2
2009	Nation (public)	27	256*	34	66	24	2*
	South Dakota	23*	268	17	83	35	2
2011	Nation (public)	29	257	32	68	26	2
	South Dakota	26	270	18	82	38	3
Suburb							
2007	Nation (public)	36	265*	24*	76*	34*	3*
	South Dakota	#	‡	‡	‡	‡	‡
2009	Nation (public)	36	266	23	77	35	3*
	South Dakota	#	‡	‡	‡	‡	‡
2011	Nation (public)	36	267	22	78	36	4
	South Dakota	#	‡	‡	‡	‡	‡
Town							
2007	Nation (public)	13	261*	27	73	28	2
	South Dakota	32*	271	15	85	38	2
2009	Nation (public)	14	261	27	73	28	2*
	South Dakota	29*	272	14	86	40	2
2011	Nation (public)	13	263	25	75	30	2
	South Dakota	26	272	14	86	38	2
Rural							
2007	Nation (public)	22	264*	24*	76*	31*	2
	South Dakota	47	270	16	84	37	2
2009	Nation (public)	23	264*	23	77	31*	2*
	South Dakota	48	270	16	84	36	1
2011	Nation (public)	23	266	22	78	33	3
	South Dakota	48	267	19	81	32	2

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007, 2009 and 2011 Reading Assessments.

Parents' Highest Level of Education

Eighth-grade students who participated in the NAEP 2011 assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options—did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know"—were offered. The highest level of education reported for either parent was used in the analysis. Fourth-graders were not asked about their parents' education level because their responses in previous NAEP assessments were not reliable, and a large percentage of them chose the "I don't know" option.

The results by highest level of parental education are shown in table 8.

Grade 8 Scale Score Results by Parents' Highest Level of Education

- In 2011, students in South Dakota who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: some education after high school, graduated from high school, and did not finish high school.
- In 2011, the average scale scores for students in South Dakota who reported that a parent had graduated from college or had graduated from high school were higher than the corresponding scores of students in the nation.
- In 2011, the average scale scores for students in South Dakota who reported that a parent had some education after high school or had not finished high school were not significantly different from the corresponding scores of students in the nation.
- In 2011, the average scale scores for students in South Dakota who reported that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school were not significantly different from the corresponding scores of students in 2003, 2005, 2007, and 2009.

Grade 8 Achievement-Level Results by Parents' Highest Level of Education

- In 2011, the percentage of students performing at or above *Proficient* in South Dakota who reported that a parent had graduated from college was greater than the percentage for students whose parents' highest level of education was in any of the following education categories: some education after high school, graduated from high school, and did not finish high school.
- In 2011, the percentages of students in South Dakota reporting that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school and who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in the nation.
- In 2011 in South Dakota, the respective percentages of students reporting that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school and who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in 2003, 2005, 2007, and 2009.

**Table
8**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 2003–2011

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Did not finish high school							
2003	Nation (public)	7*	245*	45*	55*	13	#
	South Dakota	4	250	39	61	14	#
2005	Nation (public)	8	244*	47*	53*	12	#
	South Dakota	4	246	42	58	12	#
2007	Nation (public)	8	245*	44	56	12	#
	South Dakota	4	261	26	74	23	1
2009	Nation (public)	8	247	41	59	14	#
	South Dakota	4	251	34	66	17	#
2011	Nation (public)	8	247	41	59	13	#
	South Dakota	4	253	35	65	18	1
Graduated from high school							
2003	Nation (public)	18*	253	35	65	19	1
	South Dakota	16	264	24	76	30	1
2005	Nation (public)	18*	252*	37*	63*	18*	1
	South Dakota	15	261	24	76	26	1
2007	Nation (public)	17*	252*	36	64	18	1
	South Dakota	14	260	25	75	24	1
2009	Nation (public)	17*	253	34	66	18	1
	South Dakota	13	260	25	75	21	1
2011	Nation (public)	17	254	34	66	20	1
	South Dakota	15	260	25	75	22	#

See notes at end of table.

**Table
8**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 2003–2011—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Some education after high school							
2003	Nation (public)	18 *	266	21	79	32	2
	South Dakota	17	272	12	88	38	2
2005	Nation (public)	18 *	265 *	23 *	77 *	31	2
	South Dakota	17	269	17	83	36	1
2007	Nation (public)	17 *	265 *	21	79	31	2
	South Dakota	17	272	12	88	39	1
2009	Nation (public)	17 *	266	21	79	31	2
	South Dakota	18	272	12	88	37	1
2011	Nation (public)	16	266	20	80	32	2
	South Dakota	16	268	17	83	32	1
Graduated from college							
2003	Nation (public)	46 *	271 *	19 *	81 *	41 *	4 *
	South Dakota	54	276	13	87	47	4
2005	Nation (public)	46 *	270 *	20 *	80 *	40 *	4
	South Dakota	56	274	12	88	42	3
2007	Nation (public)	46 *	271 *	18 *	82 *	40 *	4 *
	South Dakota	57	276	12	88	44	3
2009	Nation (public)	47 *	272 *	17	83	42	4 *
	South Dakota	56	276	11	89	45	2
2011	Nation (public)	48	273	16	84	43	5
	South Dakota	56	276	11	89	45	3

See notes at end of table.

**Table
8**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by highest parental education level, year, and jurisdiction: Various years, 2003–2011—Continued

Highest parental education level, year, and jurisdiction	Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
Unknown						
2003 Nation (public)	11	242*	48*	52*	13	#
South Dakota	8	246	42	58	14	1
2005 Nation (public)	11	242*	49*	51*	12*	#
South Dakota	8	250	37	63	14	#
2007 Nation (public)	11	243*	47	53	12	1
South Dakota	9	249	38	62	15	#
2009 Nation (public)	11	243*	47	53	13	#
South Dakota	8	252	34	66	15	#
2011 Nation (public)	11	245	45	55	14	1
South Dakota	9	250	36	64	15	#

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

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

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

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

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

Tables 9-A and 9-B display data for 4th and 8th 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 4th or 8th grade students in the state.

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

Tables 11-A and 11-B present the percentages of students assessed in South Dakota by ELL status, their average scores, and their performance in terms of the percentages below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8 .

Tables 12-A and 12-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.

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**Table
9-A**

Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading as a percentage of all students, by assessment year and testing status: Various years, 2003–2011

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

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, 2003–2011 Reading Assessments.

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**Table
9-B**

Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading as a percentage of all students, by assessment year and testing status: Various years, 2003–2011

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

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, 2003–2011 Reading Assessments.

**Table
10-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2011

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
SD							
2003	Nation (public)	10*	184*	71*	29*	9*	1*
	South Dakota	11*	192	65	35	11	1
2005	Nation (public)	10*	190*	67	33	11	2
	South Dakota	11*	192	66	34	11	1
2007	Nation (public)	10*	190*	64*	36*	13*	2
	South Dakota	10*	202*	54*	46*	17	3
2009	Nation (public)	10*	189*	66*	34*	12	2
	South Dakota	9*	200*	55*	45*	17	3
2011	Nation (public)	11	186	68	32	11	2
	South Dakota	14	186	67	33	11	2
Not SD							
2003	Nation (public)	90*	220*	35*	65*	32*	8*
	South Dakota	89*	226	27	73	36	8
2005	Nation (public)	90*	220*	34*	66*	32*	7*
	South Dakota	89*	226	26	74	36	7
2007	Nation (public)	90*	223*	31*	69*	34*	8
	South Dakota	90*	226	26	74	36	7
2009	Nation (public)	90*	223*	31*	69*	34	8
	South Dakota	91*	224	28	72	34	7
2011	Nation (public)	89	224	30	70	35	8
	South Dakota	86	225	26	74	35	6

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

Table 10-B

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2003–2011

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
SD							
2003	Nation (public)	10	224*	68*	32*	5*	#
	South Dakota	8	231	66	34	4	#
2005	Nation (public)	9*	226*	67*	33*	6*	#
	South Dakota	8	228	68	32	3	#
2007	Nation (public)	9*	226*	66*	34*	7	#
	South Dakota	6*	230	62	38	6	#
2009	Nation (public)	10*	229	63	37	8	#
	South Dakota	6*	232	63	37	4	#
2011	Nation (public)	10	230	64	36	7	#
	South Dakota	8	231	67	33	5	#
Not SD							
2003	Nation (public)	90	266*	23*	77*	33*	3*
	South Dakota	92	273	15	85	41	3
2005	Nation (public)	91*	264*	25*	75*	31*	3*
	South Dakota	92	272	13	87	38	2
2007	Nation (public)	91*	265*	24*	76*	31*	3*
	South Dakota	94*	272	14	86	39	2
2009	Nation (public)	90*	266*	22*	78*	33*	3*
	South Dakota	94*	273	12	88	39	2
2011	Nation (public)	90	267	21	79	34	3
	South Dakota	92	272	13	87	38	2

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

**Table
11-A**

Percentage of fourth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2011

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL							
2003	Nation (public)	8*	186*	72	28	7	1
	South Dakota	4	180	79	21	5	#
2005	Nation (public)	9*	187	73*	27*	7	1
	South Dakota	3*	178	85	15	2	1
2007	Nation (public)	9*	188	70	30	7	1
	South Dakota	3	195*	63	37	8	1
2009	Nation (public)	9*	188	71	29	6	#
	South Dakota	1*	‡	‡	‡	‡	‡
2011	Nation (public)	11	188	70	30	7	1
	South Dakota	4	175	80	20	2	#
Not ELL							
2003	Nation (public)	92*	219*	35*	65*	32*	8*
	South Dakota	96	224	29	71	35	8*
2005	Nation (public)	91*	220*	34*	66*	32*	7*
	South Dakota	97*	224	29	71	34	6
2007	Nation (public)	91*	223*	31*	69*	34*	8
	South Dakota	97	224	28	72	35	7
2009	Nation (public)	91*	223*	31*	69*	34*	8
	South Dakota	99*	223	30	70	33	7
2011	Nation (public)	89	224	30	70	35	8
	South Dakota	96	222	29	71	33	6

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

**Table
11-B**

Percentage of eighth-grade public school students, average scale score, and percentage at or above achievement levels in NAEP reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 2003–2011

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL							
2003	Nation (public)	5	222	71	29	5*	#
	South Dakota	2	‡	‡	‡	‡	‡
2005	Nation (public)	5	224	71	29	4	#
	South Dakota	2	‡	‡	‡	‡	‡
2007	Nation (public)	6	222	71	29	4	#
	South Dakota	1*	‡	‡	‡	‡	‡
2009	Nation (public)	5	219*	75	25	3	#
	South Dakota	1	‡	‡	‡	‡	‡
2011	Nation (public)	5	223	71	29	3	#
	South Dakota	1	‡	‡	‡	‡	‡
Not ELL							
2003	Nation (public)	95	263*	25*	75*	31*	3*
	South Dakota	98	271	17	83	40*	3
2005	Nation (public)	95	262*	27*	73*	30*	3*
	South Dakota	98	269	17	83	36	2
2007	Nation (public)	94	263*	25*	75*	31*	2*
	South Dakota	99*	270	16	84	37	2
2009	Nation (public)	95	265*	24	76	32*	3*
	South Dakota	99	270	15	85	37	2
2011	Nation (public)	95	266	23	77	33	3
	South Dakota	99	270	17	83	36	2

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2011.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2011 Reading Assessments.

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**Table
12-A**

Number of fourth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2011

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	202,900	4
Alabama	3,000	2
Alaska	2,800	2
Arizona	3,800	1
Arkansas	3,600	1
California	9,300	2
Colorado	3,600	1
Connecticut	3,200	2
Delaware	3,400	7
Florida	7,300	2
Georgia	5,300	6
Hawaii	3,500	2
Idaho	3,700	2
Illinois	5,200	2
Indiana	3,600	1
Iowa	3,500	1
Kansas	3,200	2
Kentucky	4,700	9
Louisiana	3,400	1
Maine	3,300	2
Maryland	4,300	10
Massachusetts	5,000	6
Michigan	4,100	4
Minnesota	3,700	2
Mississippi	3,000	1
Missouri	3,600	2
Montana	3,200	4
Nebraska	3,100	4
Nevada	4,000	1
New Hampshire	3,300	3
New Jersey	3,100	9
New Mexico	4,100	6
New York	4,800	3
North Carolina	5,400	2
North Dakota	3,000	6
Ohio	4,200	6
Oklahoma	3,100	5
Oregon	3,700	3
Pennsylvania	4,700	3
Rhode Island	3,300	2
South Carolina	3,400	3
South Dakota	3,300	3
Tennessee	3,400	7
Texas	8,900	10
Utah	4,000	4
Vermont	2,700	2
Virginia	3,800	3
Washington	4,000	3
West Virginia	3,100	2
Wisconsin	4,600	2
Wyoming	3,000	2
Other jurisdictions		
District of Columbia	2,200	3
DoDEA ¹	3,100	7

¹ Department of Defense Education Activity (domestic and overseas 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), 2011 Reading Assessment.

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**Table
12-B**

Number of eighth-grade public school students assessed in NAEP reading and weighted percentage excluded, by state/jurisdiction: 2011

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	157,800	3
Alabama	2,600	2
Alaska	2,400	2
Arizona	2,700	1
Arkansas	2,700	1
California	7,100	2
Colorado	2,600	2
Connecticut	2,600	2
Delaware	2,600	5
Florida	5,900	2
Georgia	3,900	4
Hawaii	2,800	2
Idaho	2,800	2
Illinois	4,100	2
Indiana	2,600	2
Iowa	2,600	1
Kansas	2,700	2
Kentucky	3,700	7
Louisiana	2,500	1
Maine	2,700	2
Maryland	3,300	8
Massachusetts	3,600	6
Michigan	3,800	5
Minnesota	2,900	3
Mississippi	2,500	1
Missouri	2,500	1
Montana	2,500	4
Nebraska	2,500	5
Nevada	2,700	2
New Hampshire	2,600	4
New Jersey	2,500	7
New Mexico	3,200	6
New York	4,000	3
North Carolina	4,200	2
North Dakota	2,100	8
Ohio	3,400	6
Oklahoma	2,400	4
Oregon	2,800	2
Pennsylvania	3,700	3
Rhode Island	2,600	1
South Carolina	2,600	5
South Dakota	2,900	3
Tennessee	2,600	6
Texas	7,200	6
Utah	2,800	4
Vermont	2,000	3
Virginia	2,600	4
Washington	3,000	2
West Virginia	2,700	1
Wisconsin	3,500	2
Wyoming	2,000	2
Other jurisdictions		
District of Columbia	2,400	3
DoDEA ¹	1,600	3

¹ Department of Defense Education Activity (domestic and overseas 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), 2011 Reading Assessment.

Where to Find More Information

The NAEP Reading Assessment

The latest news about the NAEP 2011 reading assessment and the results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/reading/>. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at <http://nces.ed.gov/nationsreportcard/states/>.

The Nation's Report Card: Reading 2011 may be ordered or downloaded at the NAEP website.

The *Reading Framework for the 2011 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at <http://www.nagb.org/publications/frameworks/reading-2011-framework.pdf>.

The NAEP Data Explorer (NDE)

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

Technical Documentation on the Web (TDW)

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

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

References for a variety of research publications related to the assessment of students with special needs may be found at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>.

To order publications

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

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

Call toll free: 1-877-4ED-Pubs (1-877-433-7827)
TTY/TDD: 1-877-576-7734
FAX: 1-301-470-1244
Order online at: <http://www.edpubs.gov>.

<p>The NAEP State Report Generator was developed for the NAEP 2011 reports by Phillip Leung, Bobby Rampey, Rebecca Moran, Rick Hasney, and Ming Kuang.</p>
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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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