

South Dakota

Grades 4 and 8 Public Schools State Report Reading 2019

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

State-level results in reading are available for 13 assessment years (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019), although not all states may have participated or met the criteria for reporting in every assessment year. All 50 states, the District of Columbia, and the Department of Defense Education Activity (DoDEA) schools participated in the 2019 reading assessment at grades 4 and 8.

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

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

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

KEY FINDINGS FOR 2019

Grade 4:

- In 2019, the average reading scale score for fourth-grade students in South Dakota was 222. This was higher than that for the nation's public schools (219).
- The average scale score for students in South Dakota in 2019 (222) was not significantly different from that in 2003 (222) and was not significantly different from that in 2017 (222).
- In 2019, the percentage of students in South Dakota who performed at or above *NAEP Proficient* was 36 percent. This was not significantly different from that for the nation's public schools (34 percent).
- The percentage of students in South Dakota who performed at or above *NAEP Proficient* in 2019 (36 percent) was not significantly different from that in 2003 (33 percent) and in 2017 (36 percent).
- In 2019, the percentage of students in South Dakota who performed at or above *NAEP Basic* was 69 percent. This was greater than that for the nation's public schools (65 percent).
- The percentage of students in South Dakota who performed at or above *NAEP Basic* in 2019 (69 percent) was not significantly different from that in 2003 (69 percent) and in 2017 (69 percent).

Grade 8:

- In 2019, the average reading scale score for eighth-grade students in South Dakota was 263. This was not significantly different from that for the nation's public schools (262).
- The average scale score for students in South Dakota in 2019 (263) was lower than that in 2003 (270) and was lower than that in 2017 (267).
- In 2019, the percentage of students in South Dakota who performed at or above *NAEP Proficient* was 32 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 *NAEP Proficient* in 2019 (32 percent) was smaller than that in 2003 (39 percent) and in 2017 (36 percent).
- In 2019, the percentage of students in South Dakota who performed at or above *NAEP Basic* was 74 percent. This was not significantly different from that for the nation's public schools (72 percent).
- The percentage of students in South Dakota who performed at or above *NAEP Basic* in 2019 (74 percent) was smaller than that in 2003 (82 percent) and in 2017 (80 percent).

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

Introduction

What Was Assessed?

The National Assessment of Educational Progress (NAEP) reading assessment uses literary and informational texts to measure students' reading comprehension skills. Students read grade-appropriate passages and answer questions based on what they have read. Performance results are reported for the nation overall, for states and jurisdictions, and for 27 districts participating in the Trial Urban District Assessment (TUDA). The 2019 NAEP reading assessment was the second digitally based assessment. In 2017, the NAEP reading assessment transitioned from a paper-based assessment (PBA) to a digitally based assessment (DBA) at grades 4 and 8. A multi-step process was used for the transition from PBA to DBA, with the careful intent to preserve trend lines that show student performance over time. The process involved administering the assessment in both the DBA and PBA formats to randomly equivalent groups of students and ensured that the results from the 2017 and 2019 reading assessments could be compared to results from previous years. The 2019 reading DBA continues the reading trend line that extends back to 1992.

The NAEP Reading Assessment Framework

The [National Assessment Governing Board](#) oversees the development of NAEP frameworks that describe the subject-specific knowledge and thinking skills to be assessed in each subject and how the assessment questions should be designed and scored. The development of the [NAEP reading framework](#) was guided by scientifically-based reading research. The framework defines reading as a dynamic cognitive process that involves understanding written text, developing and interpreting meaning, and using meaning as appropriate to the type of text in the assessment. The framework also guides the types of texts included in the assessment and specifies cognitive targets for assessment questions. The same framework that has guided assessment development since 2009 was used to guide development of the 2019 DBA.

Types of Text

Research on the nature of texts suggests that readers attend to different aspects of texts as they read different text types; that is, the nature of texts affects reading comprehension. The reading framework includes two types of texts to be used in the assessment: literary and informational. Literary and informational texts for the NAEP reading assessment are distinct categories for two reasons: (1) the structural differences that mark the texts, and (2) the purposes for which students read different texts. Each text type includes various genres.

Literary texts include fiction, literary nonfiction, and poetry.

Informational texts include exposition, argumentation and persuasive texts, and procedural texts and documents.

Reading Cognitive Targets

The term *cognitive target* refers to the mental processes or kinds of thinking that underlie reading comprehension. The framework specifies that assessment questions for both literary and informational texts measure one of the three cognitive targets.

- **Locate and Recall:** When locating or recalling information from what they have read, students may identify explicitly stated information or may focus on specific elements of a story.
- **Integrate and Interpret:** When integrating and interpreting what they have read, students make complex inferences within and across texts; they may explain character motivation, infer the main idea of an article, or infer and explain the theme of a story.
- **Critique and Evaluate:** When critiquing or evaluating what they have read, students consider the text critically by viewing it from numerous perspectives; they may evaluate overall text quality or the effectiveness of particular aspects of the text.

The proportion of the assessment questions devoted to each of the three cognitive targets varies by grade to reflect the developmental differences of students.

Assessment Design

The assessment contains reading materials that were drawn from sources commonly available to students both in and out of the school environment. These authentic materials were considered to be representative of students' typical reading experiences. Students read grade appropriate passages in two blocks during the reading assessment. 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 <https://nces.ed.gov/nationsreportcard/itmrlsx/>.

Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Education Activity (DoDEA) schools participated in the 2019 reading assessment at grades 4 and 8. In order for assessment results to be reported to the public, the overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board (Governing Board). A minimum of 85 percent participation is required for schools in each subject and grade combination. Participation rates for the 2019 reading assessment are available on the NAEP website at <https://www.nationsreportcard.gov/reading/about/samples?anchor=footer&grade=4>.

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

How Is Student Reading Performance Reported?

The 2019 state results are compared to results from 12 earlier assessments at grade 4 and from 10 earlier assessments at grade 8.

Scale Scores: Student performance is reported as an average scale 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.

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

Interpreting the Results

NAEP achievement-level setting is based on the judgments of a broadly representative panel of teachers, education specialists, and members of the general public. The authorizing legislation for NAEP requires that the achievement levels be used on a trial basis until the Commissioner of the National Center for Education Statistics (NCES) determines that the achievement levels are reasonable, valid, and informative to the public (20 USC § 9622(e)(2)(C)). The NCES Commissioner's determination is to be based on a congressionally mandated, rigorous, and independent evaluation. The latest evaluation of the achievement levels was conducted by a committee convened by the National Academies of Sciences, Engineering, and Medicine in 2016. The evaluation concluded that further evidence should be gathered to determine whether the achievement levels are reasonable, valid, and informative. Accordingly, the NCES Commissioner determined that the trial status of the achievement levels should be maintained at this time. Read more about how [NAEP achievement levels](#) are set. In 2018, the National Assessment Governing Board issued a revised Policy Statement clarifying that the *NAEP Proficient* level is not intended to reflect grade-level performance expectations but is specific to performance on NAEP assessments. Read the [Governing Board Policy Statement here](#).

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

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

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

**Figure
1-A**

The Nation's Report Card 2019 State Assessment

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

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

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *NAEP 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 *NAEP 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.

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

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *NAEP 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 *NAEP 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.

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

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *NAEP 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 *NAEP 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 to 500 scale at which the NAEP achievement-level range begins.

SOURCE: National Assessment Governing Board. (2018). *Reading Framework for the 2019 National Assessment of Educational Progress*. Washington, DC.

**Figure
1-B**

The Nation's Report Card 2019 State Assessment

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

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

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *NAEP 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 *NAEP 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.

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

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *NAEP 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 *NAEP 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.

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

When reading **literary** texts such as fiction, literary nonfiction, and poetry, eighth-grade students performing at the *NAEP 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 *NAEP 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 to 500 scale at which the NAEP achievement-level range begins.

SOURCE: National Assessment Governing Board. (2018). *Reading Framework for the 2019 National Assessment of Educational Progress*. Washington, DC.

Assessing Students With Disabilities and/or English Language Learners

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

In state NAEP reading assessments prior to 1998, no testing accommodations or adaptations were permitted for SD and/or ELL students. In 1998, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for SD and/or ELL students who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 1998, and both are shown in the tables in this report. Please note that bullet statements only reference the results from the 1998 assessment where accommodations were permitted. Results for the assessment years where accommodations were not permitted in state NAEP reading assessments (1992 and 1994) are reported in the same tables as the results where accommodations were permitted (1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, and 2019).

2019 NAEP Digitally Based Reading Assessment

The 2019 NAEP digitally based reading assessment was designed to continue reporting trends in student performance dating back to 1992, while keeping pace with the new generation of classroom environments in which digital technology has become an increasing part of students' learning. The 2019 assessment content was developed with the same [reading framework](#) used to develop the 2009 through 2015 paper-based assessments and the 2017 digitally based assessment.

Most of the content administered in the 2019 digitally based reading assessment was also used in the 2015 paper-based assessment. The previously used passages and questions were adapted to fit a tablet screen. While the presentation of content changed, the content itself did not change. Of the 17 passages and question sets at grade 4 and 19 passages and question sets at grade 8 administered, one set at each grade was newly developed for 2019. The newly developed questions were also based on the NAEP reading framework which has guided assessment development since the 2009 assessment.

The assessment was administered on tablet computers supplied by NAEP using a secure, local NAEP network. This allowed the NAEP administrators to create a stable administration environment that would not be influenced by school-based equipment or school internet connectivity, thereby maintaining consistency across the assessed schools. Students were able to interact with the tablets via touchscreen, with an attached keyboard, or using a stylus provided by NAEP. The digitally based reading assessment provided students with online tools, such as look-back buttons to take them back to the passage and a highlighter to mark information in the passage. See how [the reading assessment was presented to students](#). At the beginning of the assessment session, students viewed an [interactive tutorial](#) that provided all the information needed to take the assessment on tablet; for example, it explains how to navigate between the reading text and questions, how to progress through questions, and how to indicate answers for multiple-choice questions. The interactive nature of the tutorial allowed students to familiarize themselves with the digital delivery system before beginning the actual assessment.

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

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

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

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

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

Interpreting the Results

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

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

Differences between scores or percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences between 2019 and prior assessments are marked with a notation (*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

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

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

NAEP 2019 Reading Overall Average Score and NAEP 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 (<https://nces.ed.gov/nationsreportcard/hsts/tabulations/regions.asp>). Trend data by region are not provided for assessment years prior to 2003.

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

Overall Average Scale Score Results

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

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

Grade 4 Average Scale Score Results

- In 2019, the average scale score for students in South Dakota was 222. This was higher than that for students across the nation (219).
- In South Dakota, the average scale score for students in 2019 was not significantly different from that in 2017 (222). However, the average scale score for students in public schools across the nation in 2019 was lower than that in 2017 (221).
- In South Dakota, the average scale score for students in 2019 was higher than the score in 2013. However, it was not significantly different from the scores in 2003, 2005, 2007, 2009, 2011, 2015, and 2017.

Grade 8 Average Scale Score Results

- In 2019, the average scale score for students in South Dakota was 263. This was not significantly different from that for students across the nation (262).
- In South Dakota, the average scale score for students in 2019 was lower than that in 2017 (267). Similarly, the average scale score for students in public schools across the nation in 2019 was lower than that in 2017 (265).
- In South Dakota, the average scale score for students in 2019 was lower than the scores in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

**Table
1-A****The Nation's Report Card 2019 State Assessment**

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

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
2003	Nation (public)	216*	167	193*	219*	243*	262*
	Midwest ¹	220	172*	198	223*	246*	264
	South Dakota	222	178	201	224	246	263
2005	Nation (public)	217*	169*	194*	220*	243*	262*
	Midwest ¹	220	173*	198	223*	245*	263*
	South Dakota	222	180	203	225	245	261
2007	Nation (public)	220	173*	198*	222*	244*	263*
	Midwest ¹	222*	177*	201*	225	246	264
	South Dakota	223	182*	204	225	245	263
2009	Nation (public)	220	173*	198*	222*	244*	263*
	Midwest ¹	222*	175*	200*	224	246*	264
	South Dakota	222	179	202	225	245	262
2011	Nation (public)	220	173*	198*	223	245*	263*
	Midwest ¹	221	174*	200*	224	245*	263*
	South Dakota	220	175	201	224	243*	259*
2013	Nation (public)	221*	172*	199*	224	246	264
	Midwest ¹	222*	173*	201*	226	247	265
	South Dakota	218*	169	197	223	244*	261
2015	Nation (public)	221*	173*	200*	225*	247	265
	Midwest ¹	223*	175*	202*	226*	248	265
	South Dakota	220	172	200	225	246	264
2017	Nation (public)	221*	169*	198*	225*	248*	266
	Midwest ¹	222*	172*	200*	226*	248	266
	South Dakota	222	174	201	226	247	263
2019	Nation (public)	219	167	196	224	247	265
	Midwest ¹	220	168	197	225	247	265
	South Dakota	222	173	201	226	247	264

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2019.¹ Region in which jurisdiction is located.

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

**Table
1-B****The Nation's Report Card 2019 State Assessment**

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

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
2003	Nation (public)	261	215*	240	264	286*	304*
	Midwest ¹	266*	223*	246*	269	289	306*
	South Dakota	270*	229*	251*	272*	292*	308
2005	Nation (public)	260*	214*	238	263*	285*	303*
	Midwest ¹	265	221*	244*	267	288*	305*
	South Dakota	269*	231*	251*	271*	289	304
2007	Nation (public)	261	216*	240*	264*	285*	303*
	Midwest ¹	265	222*	245*	267	287*	304*
	South Dakota	270*	232*	252*	272*	290	305
2009	Nation (public)	262	218*	242*	265	286*	304*
	Midwest ¹	266	223*	246*	268	288*	305*
	South Dakota	270*	234*	253*	272*	290	303
2011	Nation (public)	264*	219*	243*	266	287*	305*
	Midwest ¹	267*	224*	247*	269	289	307*
	South Dakota	269*	231*	251*	271*	289	305
2013	Nation (public)	266*	222*	245*	268*	289	308
	Midwest ¹	268*	224*	247*	270*	291	309
	South Dakota	268*	228*	250*	270*	290	307
2015	Nation (public)	264*	218*	243*	266*	288	306*
	Midwest ¹	267*	223*	247*	269	290	308
	South Dakota	267*	227*	248*	269	288	305
2017	Nation (public)	265*	218*	243*	268*	290*	309*
	Midwest ¹	268*	222*	247*	271*	292*	310
	South Dakota	267*	224*	248*	270*	289	306
2019	Nation (public)	262	211	239	265	288	308
	Midwest ¹	265	216	242	268	290	309
	South Dakota	263	217	242	266	287	305

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2019.¹ Region in which jurisdiction is located.

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

Overall NAEP Achievement-Level Results

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

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

Grade 4 NAEP Achievement-Level Results

- In 2019, the percentage of South Dakota's students who performed at or above *NAEP Proficient* was 36 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *NAEP Proficient* (34 percent).
- In South Dakota, the percentage of students who performed at or above *NAEP Proficient* in 2019 was greater than the percentages in 2011 and 2013, but was not significantly different from the percentages in 2003, 2005, 2007, 2009, 2015, and 2017.
- In 2019, the percentage of South Dakota's students who performed at or above *NAEP Basic* was 69 percent. This was greater than the percentage of the nation's public school students who performed at or above *NAEP Basic* (65 percent).
- In South Dakota, the percentage of students who performed at or above *NAEP Basic* in 2019 was not significantly different from the percentages in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

Grade 8 NAEP Achievement-Level Results

- In 2019, the percentage of South Dakota's students who performed at or above *NAEP Proficient* was 32 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *NAEP Proficient* (32 percent).
- In South Dakota, the percentage of students who performed at or above *NAEP Proficient* in 2019 was smaller than the percentages in 2003, 2007, 2009, 2013, and 2017, but was not significantly different from the percentages in 2005, 2011, and 2015.
- In 2019, the percentage of South Dakota's students who performed at or above *NAEP Basic* was 74 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *NAEP Basic* (72 percent).
- In South Dakota, the percentage of students who performed at or above *NAEP Basic* in 2019 was smaller than the percentages in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

**Table
2-A****The Nation's Report Card 2019 State Assessment**

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

Year and jurisdiction		Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
2003	Nation (public)	38*	62*	30*	7*
	Midwest ¹	34	66	33*	8
	South Dakota	31	69	33	7
2005	Nation (public)	38*	62*	30*	7*
	Midwest ¹	34	66	32*	7*
	South Dakota	30	70	33	6
2007	Nation (public)	34	66	32*	7*
	Midwest ¹	31*	69*	34	8
	South Dakota	29	71	34	7
2009	Nation (public)	34	66	32*	7*
	Midwest ¹	32*	68*	34	8
	South Dakota	30	70	33	7
2011	Nation (public)	34	66	32*	7*
	Midwest ¹	32*	68*	33*	7*
	South Dakota	31	69	31*	5*
2013	Nation (public)	33*	67*	34	8*
	Midwest ¹	31*	69*	36	8
	South Dakota	34	66	32*	6
2015	Nation (public)	32*	68*	35	8
	Midwest ¹	30*	70*	36	8
	South Dakota	32	68	35	8
2017	Nation (public)	33*	67*	35*	9
	Midwest ¹	31*	69*	37*	9
	South Dakota	31	69	36	7
2019	Nation (public)	35	65	34	9
	Midwest ¹	34	66	35	8
	South Dakota	31	69	36	8

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2019.¹ Region in which jurisdiction is located.NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP reading scales: below *NAEP Basic*, 207 or lower; *NAEP Basic*, 208–237; *NAEP Proficient*, 238–267; and *NAEP Advanced*, 268 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2019 Reading Assessments.

**Table
2-B****The Nation's Report Card 2019 State Assessment**

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

Year and jurisdiction		Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
2003	Nation (public)	28	72	30*	3*
	Midwest ¹	23*	77*	34	3*
	South Dakota	18*	82*	39*	3
2005	Nation (public)	29	71	29*	3*
	Midwest ¹	24*	76*	32*	3*
	South Dakota	18*	82*	35	2
2007	Nation (public)	27	73	29*	2*
	Midwest ¹	23*	77*	32*	2*
	South Dakota	17*	83*	37*	2
2009	Nation (public)	26*	74*	30*	2*
	Midwest ¹	22*	78*	34	3*
	South Dakota	16*	84*	37*	2
2011	Nation (public)	25*	75*	32	3*
	Midwest ¹	22*	78*	35	3*
	South Dakota	17*	83*	35	2
2013	Nation (public)	23*	77*	34*	4
	Midwest ¹	21*	79*	36	4
	South Dakota	19*	81*	36*	3
2015	Nation (public)	25*	75*	33	3*
	Midwest ¹	22*	78*	36	4
	South Dakota	20*	80*	34	2
2017	Nation (public)	25*	75*	35*	4
	Midwest ¹	22*	78*	37*	4
	South Dakota	20*	80*	36*	2
2019	Nation (public)	28	72	32	4
	Midwest ¹	26	74	35	4
	South Dakota	26	74	32	3

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2019.¹ Region in which jurisdiction is located.NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP reading scales: below *NAEP Basic*, 242 or lower; *NAEP Basic*, 243–280; *NAEP Proficient*, 281–322; and *NAEP Advanced*, 323 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2019 Reading Assessments.

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

All 50 states, the District of Columbia, and Department of Defense Education Activity schools (DoDEA) participated in the 2019 reading assessment at grades 4 and 8. References to "jurisdictions" in the results statements may include states, the District of Columbia, and DoDEA schools.

Comparisons by Average Scale Scores

Figures 2-A and 2-B compare South Dakota's 2019 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 scale score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of South Dakota in the NAEP 2019 reading assessment.

Grade 4 Average Scale Score Comparison Results

- The average scale score for students in South Dakota was higher than 20 jurisdictions, not significantly different from 27 jurisdictions, and lower than 4 jurisdictions.

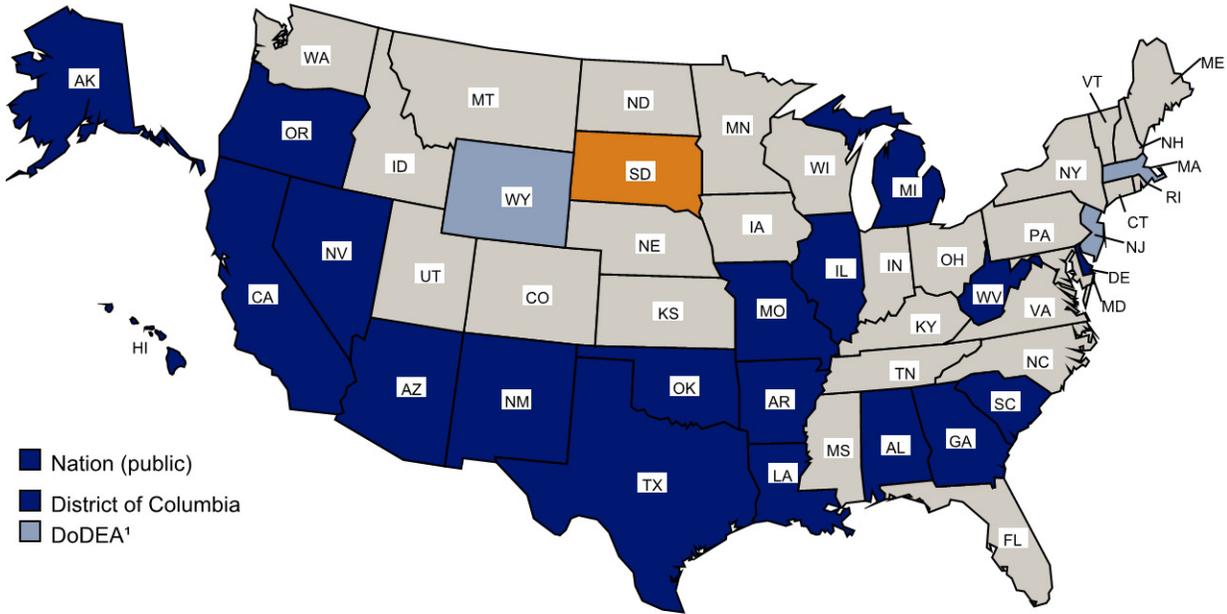
Grade 8 Average Scale Score Comparison Results

- The average scale score for students in South Dakota was higher than 15 jurisdictions, not significantly different from 25 jurisdictions, and lower than 11 jurisdictions.

Figure 2-A

The Nation's Report Card 2019 State Assessment

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



☆ Focal state/jurisdiction (South Dakota)

Higher average scale score than South Dakota (4 jurisdictions)

Not significantly different from South Dakota (27 jurisdictions)

Lower average scale score than South Dakota (nation and 20 jurisdictions)

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

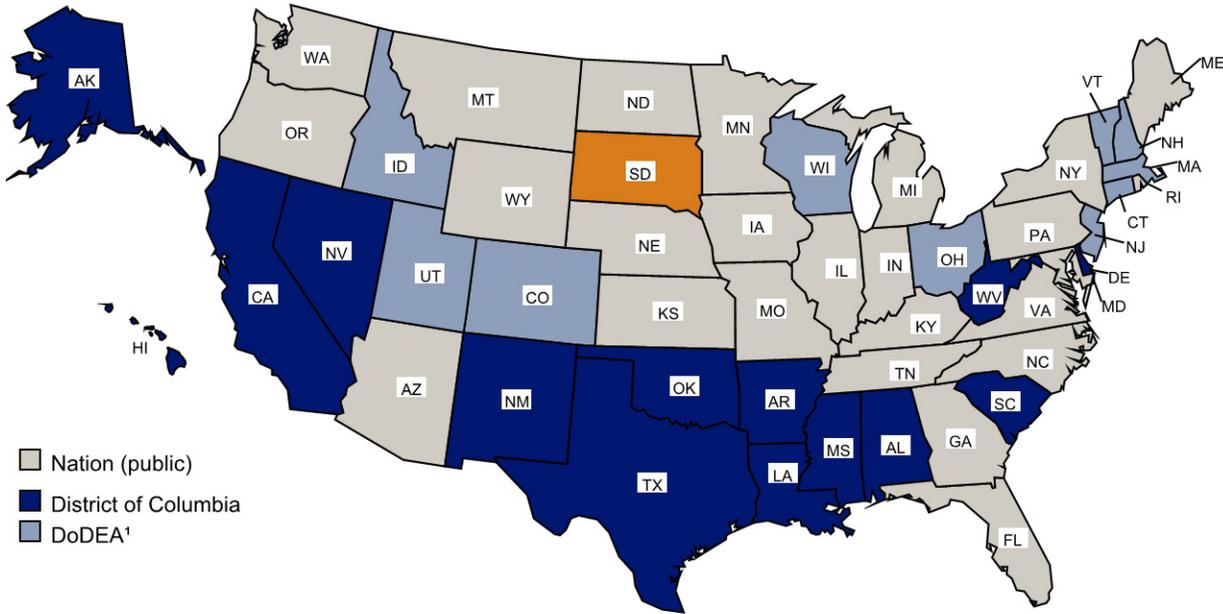
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

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

Figure 2-B

The Nation's Report Card 2019 State Assessment

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



-  Focal state/jurisdiction (South Dakota)
-  Higher average scale score than South Dakota (11 jurisdictions)
-  Not significantly different from South Dakota (nation and 25 jurisdictions)
-  Lower average scale score than South Dakota (15 jurisdictions)

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

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

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

Comparisons by NAEP Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the 2019 NAEP reading assessment in terms of percentages of grades 4 and 8 students performing at or above *NAEP Proficient*. The participating states and jurisdictions are grouped into categories that reflect whether the percentage of their students performing at or above *NAEP Proficient* (including *NAEP Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in South Dakota.

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

Grade 4 NAEP Achievement-Level Comparison Results

- The percentage of students performing at or above the *NAEP Proficient* level in South Dakota was greater than the percentages in 10 jurisdictions, not significantly different from those in 37 jurisdictions, and smaller than those in 4 jurisdictions.
- The percentage of students performing at or above the *NAEP Basic* level in South Dakota was greater than the percentages in 21 jurisdictions, not significantly different from those in 27 jurisdictions, and smaller than those in 3 jurisdictions (data not shown).

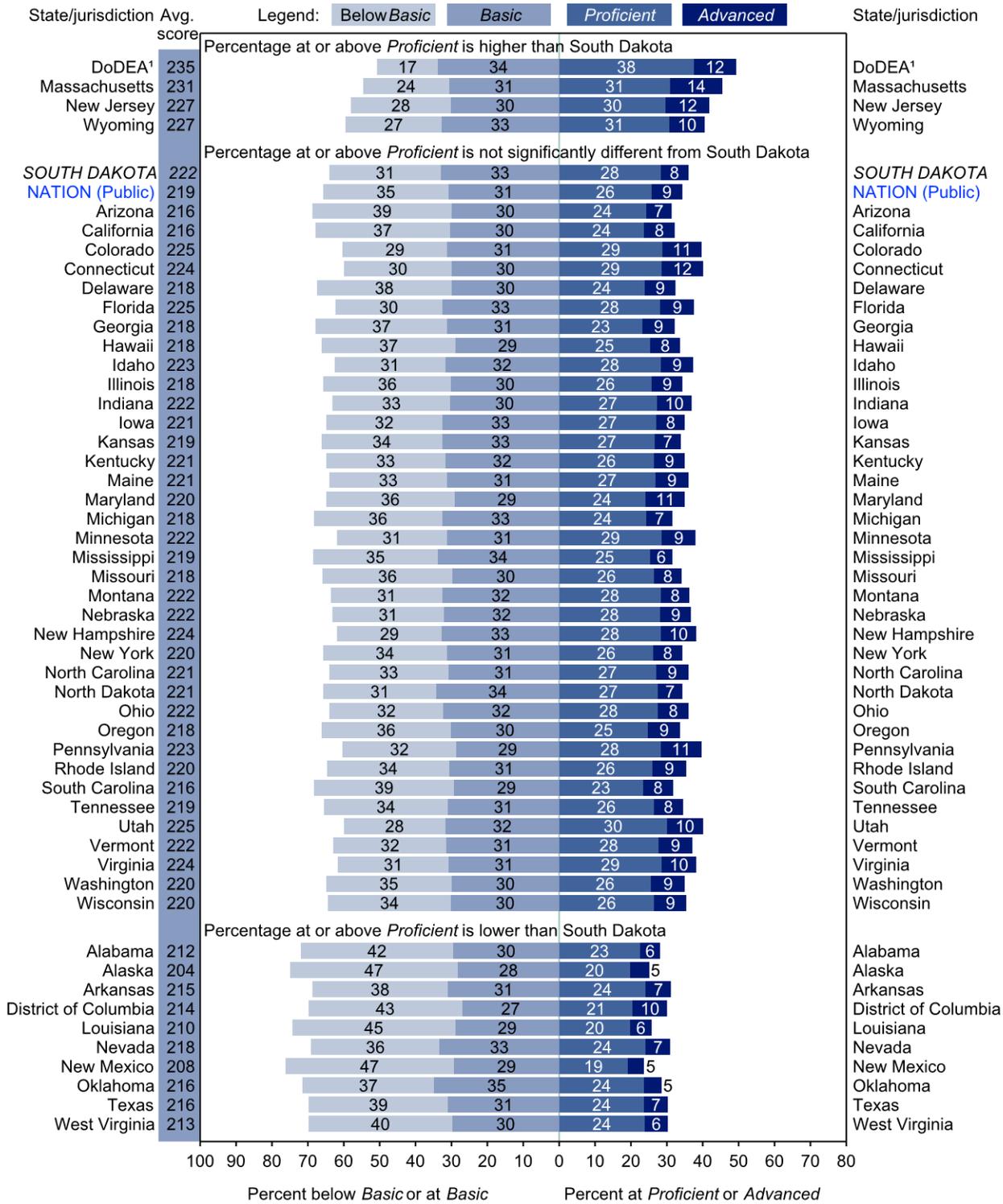
Grade 8 NAEP Achievement-Level Comparison Results

- The percentage of students performing at or above the *NAEP Proficient* level in South Dakota was greater than the percentages in 9 jurisdictions, not significantly different from those in 28 jurisdictions, and smaller than those in 14 jurisdictions.
- The percentage of students performing at or above the *NAEP Basic* level in South Dakota was greater than the percentages in 14 jurisdictions, not significantly different from those in 33 jurisdictions, and smaller than those in 4 jurisdictions (data not shown).

Figure 3-A

The Nation's Report Card 2019 State Assessment

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



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

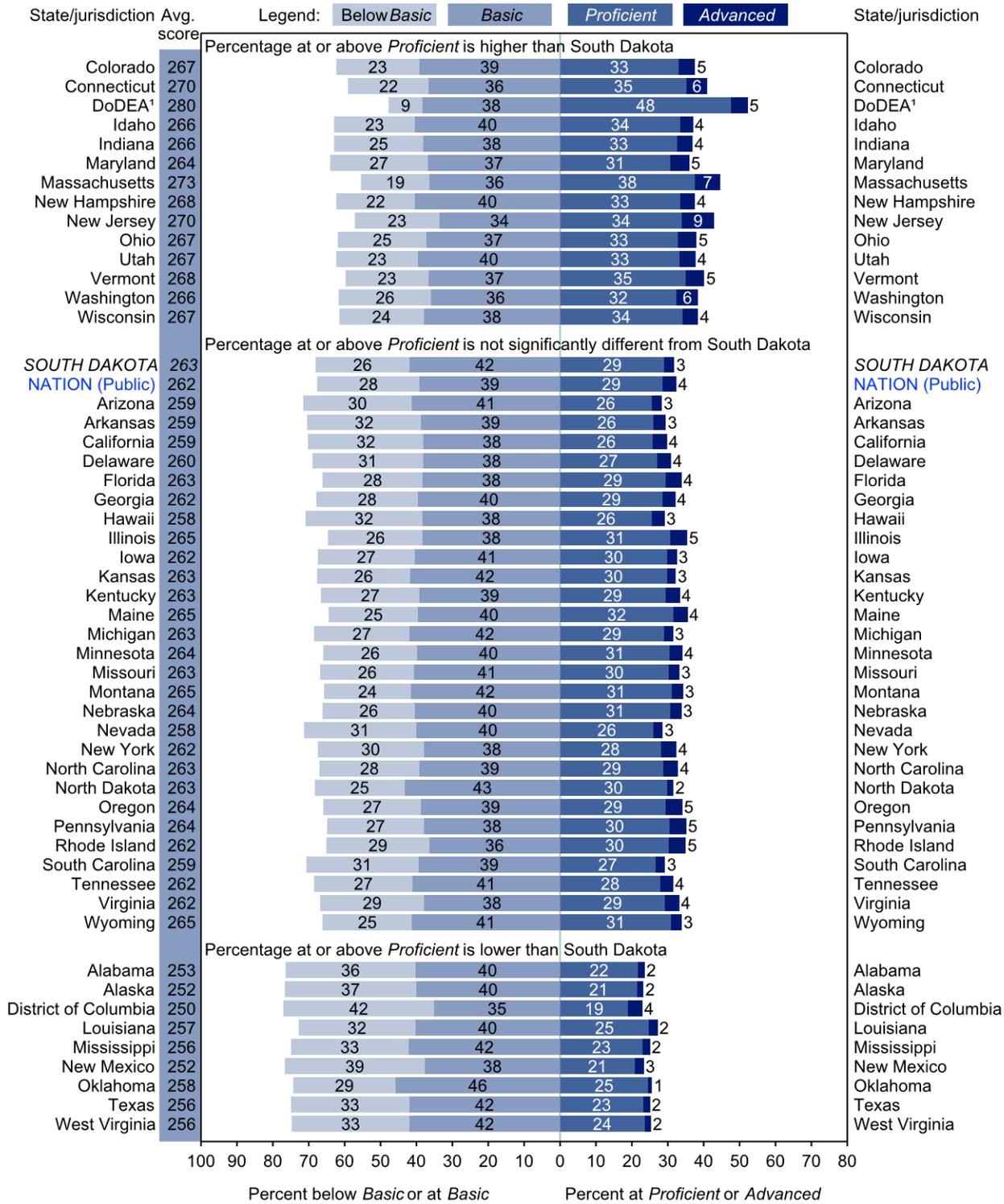
NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *NAEP Proficient* category begins, so that they may be compared at *NAEP Proficient* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

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

Figure 3-B

The Nation's Report Card 2019 State Assessment

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



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

NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *NAEP Proficient* category begins, so that they may be compared at *NAEP Proficient* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

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

Reading Performance of Selected Student Groups

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

- race/ethnicity
- gender
- student eligibility for the National School Lunch Program
- type of school location (for 2007, 2009, 2011, 2013, 2015, 2017 and 2019)

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

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

Results by students' race/ethnicity and gender include statements about score point differences between student groups (e.g., between White and Black or White and Hispanic students, or between male and female students) in 2019 and in the first assessment year. Because these differences are calculated using unrounded values, they may differ slightly from what would be obtained by subtracting the rounded values that appear in the tables. Statements indicating a narrowing or widening of the gap in students' scores are only made if the change in the gap from the first assessment year to 2019 was found to be statistically significant.

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

Race/Ethnicity

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

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

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

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

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

As in earlier years, students identified as Hispanic were classified as Hispanic in 2011 and subsequent assessment years even if they were also identified with another racial/ethnic group. Students who identified with two or more of the other racial/ethnic groups (e.g., White and Black) would have been classified as "Other" and reported as part of the "Unclassified" category prior to 2011, and classified as "Two or More Races" since 2011. Results for these students are presented under the "Two or More Races" category in the graphics and tables in the reports.

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

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

Grade 4 Average Scale Score Results by Race/Ethnicity

- In 2019, White students in South Dakota had an average scale score that was higher than the average scale scores of Black, Hispanic, and American Indian/Alaska Native students.
- In 2019, the average scale scores of White and American Indian/Alaska Native students in South Dakota were not significantly different from their respective scores in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017.
- In 2019, the average scale score of Black students in South Dakota was not significantly different from their respective scores in 2011, 2013, and 2015.
- In 2019, the average scale score of Hispanic students in South Dakota was not significantly different from their respective scores in 2007, 2009, 2011, 2013, 2015, and 2017.
- In 2019, Black students in South Dakota had an average scale score that was lower than that of White students by 23 points. Data are not reported for Black students in 2003, because reporting standards were not met.
- In 2019, Hispanic students in South Dakota had an average scale score that was lower than that of White students by 26 points. Data are not reported for Hispanic students in 2003, because reporting standards were not met.

Grade 4 NAEP Achievement-Level Results by Race/Ethnicity

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

**Table
3-A****The Nation's Report Card 2019 State Assessment**

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

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
White							
2003	Nation (public)	59*	227*	26*	74*	39*	10*
	South Dakota	84*	227	26	74	37	8
2005	Nation (public)	57*	228*	25*	75*	39*	10*
	South Dakota	84*	226	25	75	37	7
2007	Nation (public)	56*	230	23*	77*	42*	10*
	South Dakota	84*	228	24	76	37	8
2009	Nation (public)	54*	229	23	77	41*	10*
	South Dakota	81*	227	25	75	37	7
2011	Nation (public)	52*	230	23*	77*	42*	10*
	South Dakota	78*	225	25	75	35*	6*
2013	Nation (public)	51*	231*	21*	79*	45	11
	South Dakota	76	225	27	73	38	8
2015	Nation (public)	49*	232*	21*	79*	46	11
	South Dakota	75	227	25	75	41	9
2017	Nation (public)	47*	231*	22*	78*	46*	12
	South Dakota	73	228	24	76	42	9
2019	Nation (public)	46	229	24	76	44	12
	South Dakota	73	228	24	76	41	9

See notes at end of table.

**Table
3-A****The Nation's Report Card 2019 State Assessment**

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

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Black							
2003	Nation (public)	17*	197*	61*	39*	12*	2*
	South Dakota	1*	‡	‡	‡	‡	‡
2005	Nation (public)	17*	199*	59*	41*	12*	2*
	South Dakota	2*	‡	‡	‡	‡	‡
2007	Nation (public)	17*	203	54	46	14*	2*
	South Dakota	2*	‡	‡	‡	‡	‡
2009	Nation (public)	16*	204	53	47	15*	2*
	South Dakota	2*	‡	‡	‡	‡	‡
2011	Nation (public)	16	205*	51	49	16	2
	South Dakota	3	204	52	48	18	2
2013	Nation (public)	15	205*	50	50	17	2
	South Dakota	3	202	49	51	17	1
2015	Nation (public)	15	206*	49*	51*	18	2
	South Dakota	3	202	52	48	15	2
2017	Nation (public)	15	205*	50	50	19	3
	South Dakota	2	‡	‡	‡	‡	‡
2019	Nation (public)	15	203	53	47	18	3
	South Dakota	3	205	51	49	21	4

See notes at end of table.

**Table
3-A****The Nation's Report Card 2019 State Assessment**

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

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Hispanic							
2003	Nation (public)	18*	199*	57*	43*	14*	2*
	South Dakota	2*	‡	‡	‡	‡	‡
2005	Nation (public)	19*	201*	56*	44*	15*	2*
	South Dakota	2*	‡	‡	‡	‡	‡
2007	Nation (public)	20*	204*	51*	49*	17*	3*
	South Dakota	2*	209	46	54	15	3
2009	Nation (public)	21*	204*	52*	48*	16*	2*
	South Dakota	3*	216	36	64	29	4
2011	Nation (public)	23*	205*	50*	50*	18*	2*
	South Dakota	3*	207	44	56	21	3
2013	Nation (public)	25*	207	48	52	19*	3*
	South Dakota	4*	207	44	56	19	3
2015	Nation (public)	26*	208	46	54	21	3
	South Dakota	5*	202	51	49	18	2
2017	Nation (public)	27	208	46	54	22	4
	South Dakota	5*	210	43	57	21	3
2019	Nation (public)	28	208	46	54	23	4
	South Dakota	7	202	53	47	20	4

See notes at end of table.

**Table
3-A****The Nation's Report Card 2019 State Assessment**

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

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced	
Asian/Pacific Islander							
2003	Nation (public)	4*	225*	31*	69*	37*	11*
	South Dakota	1	‡	‡	‡	‡	‡
2005	Nation (public)	4*	227*	28*	72*	40*	12*
	South Dakota	1*	‡	‡	‡	‡	‡
2007	Nation (public)	5*	231*	24*	76*	45*	14*
	South Dakota	1*	‡	‡	‡	‡	‡
2009	Nation (public)	5	234	21	79	48*	17*
	South Dakota	1	‡	‡	‡	‡	‡
2011	Nation (public)	5	234	21	79	49*	17
	South Dakota	1	‡	‡	‡	‡	‡
2013	Nation (public)	5	235	21	79	51	18
	South Dakota	2	‡	‡	‡	‡	‡
2015	Nation (public)	5	238	19	81	53	19
	South Dakota	1	‡	‡	‡	‡	‡
2017	Nation (public)	6	238	18	82	56	21
	South Dakota	1	‡	‡	‡	‡	‡
2019	Nation (public)	5	237	20	80	55	21
	South Dakota	1	‡	‡	‡	‡	‡

See notes at end of table.

**Table
3-A****The Nation's Report Card 2019 State Assessment**

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

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
American Indian/Alaska Native						
2003 Nation (public)	1*	202	53	47	16	2
South Dakota	12	197	60	40	11	1
2005 Nation (public)	1*	205	51	49	19	3
South Dakota	11	201	56	44	14	1
2007 Nation (public)	1	206	49	51	20	4
South Dakota	12	196	60	40	12	1
2009 Nation (public)	1*	206	48	52	22	5
South Dakota	13*	196	62	38	11	2
2011 Nation (public)	1*	204	51	49	19	4
South Dakota	14*	197	58	42	13	2
2013 Nation (public)	1*	206	48	52	22	4
South Dakota	14	191	66	34	8	1
2015 Nation (public)	1	206	47	53	22	4
South Dakota	13	192	61	39	11	2
2017 Nation (public)	1	203	51	49	21	3
South Dakota	14*	196	60	40	13	1
2019 Nation (public)	1	204	50	50	20	3
South Dakota	11	198	59	41	14	2

‡ Reporting standards not met.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2019 Reading Assessments.

Grade 8 Average Scale Score Results by Race/Ethnicity

- In 2019, White students in South Dakota had an average scale score that was higher than the average scale scores of Hispanic and American Indian/Alaska Native students.
- In 2019, the average scale score of White students in South Dakota was lower than their respective scores in 2003, 2005, 2007, 2009, 2011, 2013, and 2017, but not significantly different from their respective score in 2015.
- In 2019, the average scale score of Hispanic students in South Dakota was not significantly different from their respective scores in 2011, 2013, 2015, and 2017.
- In 2019, the average scale score of American Indian/Alaska Native students in South Dakota was lower than their respective scores in 2009 and 2013, but not significantly different from their respective scores in 2003, 2005, 2007, 2011, 2015, and 2017.
- Data are not reported for Black students in 2019, because reporting standards were not met.
- In 2019, Hispanic students in South Dakota had an average scale score that was lower than that of White students by 16 points. Data are not reported for Hispanic students in 2003, because reporting standards were not met.

Grade 8 NAEP Achievement-Level Results by Race/Ethnicity

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

**Table
3-B****The Nation's Report Card 2019 State Assessment**

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

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
White							
2003	Nation (public)	61*	270	18*	82*	39*	4*
	South Dakota	88*	273*	15*	85*	41	3
2005	Nation (public)	60*	269*	19	81	37*	3*
	South Dakota	86*	272*	14*	86*	38	2
2007	Nation (public)	58*	270	17*	83*	38*	3*
	South Dakota	87*	272*	14*	86*	39	2
2009	Nation (public)	57*	271	17*	83*	39*	3*
	South Dakota	84*	273*	12*	88*	40	2
2011	Nation (public)	54*	272	16*	84*	41	4*
	South Dakota	82*	273*	12*	88*	39	2
2013	Nation (public)	53*	275*	15*	85*	44*	5
	South Dakota	79	272*	15*	85*	40	3
2015	Nation (public)	51*	273*	16*	84*	42	4
	South Dakota	78	271	16*	84*	38	3
2017	Nation (public)	50*	274*	17*	83*	44*	5
	South Dakota	77	271*	16*	84*	40	3
2019	Nation (public)	48	271	19	81	41	5
	South Dakota	73	268	21	79	37	3

See notes at end of table.

**Table
3-B****The Nation's Report Card 2019 State Assessment**

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

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Black							
2003	Nation (public)	17*	244	47	53	12*	#*
	South Dakota	1*	‡	‡	‡	‡	‡
2005	Nation (public)	17*	242*	49*	51*	11*	#*
	South Dakota	1*	‡	‡	‡	‡	‡
2007	Nation (public)	17*	244	46	54	12*	#*
	South Dakota	2*	‡	‡	‡	‡	‡
2009	Nation (public)	16*	245	44	56	13*	#*
	South Dakota	2*	‡	‡	‡	‡	‡
2011	Nation (public)	16*	248*	42*	58*	14	1
	South Dakota	2*	256	30	70	17	1
2013	Nation (public)	15	250*	40*	60*	16	1
	South Dakota	2	‡	‡	‡	‡	‡
2015	Nation (public)	15	247*	42*	58*	15	1
	South Dakota	3	259	27	73	23	1
2017	Nation (public)	15	248*	41*	59*	17*	1
	South Dakota	3	‡	‡	‡	‡	‡
2019	Nation (public)	15	244	47	53	15	1
	South Dakota	3	‡	‡	‡	‡	‡

See notes at end of table.

**Table
3-B****The Nation's Report Card 2019 State Assessment**

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

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Hispanic							
2003	Nation (public)	15*	244*	46*	54*	14*	1*
	South Dakota	1*	‡	‡	‡	‡	‡
2005	Nation (public)	17*	245*	45*	55*	14*	1*
	South Dakota	2*	‡	‡	‡	‡	‡
2007	Nation (public)	18*	246*	43*	57*	14*	1*
	South Dakota	1*	‡	‡	‡	‡	‡
2009	Nation (public)	20*	248*	41	59	16*	1*
	South Dakota	2*	‡	‡	‡	‡	‡
2011	Nation (public)	22*	251	37	63	18*	1*
	South Dakota	3*	256	32	68	22	1
2013	Nation (public)	23*	255*	33*	67*	21	1
	South Dakota	3*	259	28	72	22	2
2015	Nation (public)	25*	253	35*	65*	20	1
	South Dakota	4*	260	24	76	22	#
2017	Nation (public)	25*	255*	34*	66*	22	1
	South Dakota	5*	255	32	68	25	1
2019	Nation (public)	27	251	38	62	21	1
	South Dakota	7	252	39	61	21	2

See notes at end of table.

**Table
3-B****The Nation's Report Card 2019 State Assessment**

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

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced	
Asian/Pacific Islander							
2003	Nation (public)	4*	268*	22*	78*	38*	5*
	South Dakota	1*	‡	‡	‡	‡	‡
2005	Nation (public)	4*	270*	21*	79*	39*	5*
	South Dakota	1*	‡	‡	‡	‡	‡
2007	Nation (public)	5*	269*	21*	79*	40*	5*
	South Dakota	1*	‡	‡	‡	‡	‡
2009	Nation (public)	5*	273*	18	82	44*	6*
	South Dakota	1*	‡	‡	‡	‡	‡
2011	Nation (public)	5*	275*	18	82	46*	8*
	South Dakota	1*	‡	‡	‡	‡	‡
2013	Nation (public)	5*	279	15	85	50	9
	South Dakota	1	‡	‡	‡	‡	‡
2015	Nation (public)	6	279	15	85	50	9
	South Dakota	2	‡	‡	‡	‡	‡
2017	Nation (public)	6	281	15	85	54	11
	South Dakota	2	‡	‡	‡	‡	‡
2019	Nation (public)	6	281	15	85	54	12
	South Dakota	2	‡	‡	‡	‡	‡

See notes at end of table.

**Table
3-B****The Nation's Report Card 2019 State Assessment**

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

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
American Indian/Alaska Native						
2003 Nation (public)	1*	248	41	59	18	1
South Dakota	9	246	46	54	15	#
2005 Nation (public)	1*	251	39	61	18	1
South Dakota	10	245	45	55	13	#
2007 Nation (public)	1*	248	42	58	19	2
South Dakota	9	249	39	61	20	1
2009 Nation (public)	1*	252	37	63	21	2
South Dakota	11	248*	40	60	16	1
2011 Nation (public)	1	253	36	64	22	2
South Dakota	11	244	48	52	14	1
2013 Nation (public)	1*	252	37	63	19	1
South Dakota	12	251*	36*	64*	17	1
2015 Nation (public)	1	253	36	64	22	2
South Dakota	13	247	45	55	16	2
2017 Nation (public)	1	253	37	63	22	1
South Dakota	11	246	45	55	13	#
2019 Nation (public)	1	249	40	60	20	1
South Dakota	12	241	49	51	11	#

Rounds to zero.

‡ Reporting standards not met.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2019 Reading Assessments.

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

**Table
4-A****The Nation's Report Card 2019 State Assessment**

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

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
White							
2011	Nation (public)	52*	230	23*	77*	42*	10*
	South Dakota	78*	225	25	75	35*	6*
2013	Nation (public)	51*	231*	21*	79*	45	11
	South Dakota	76	225	27	73	38	8
2015	Nation (public)	49*	232*	21*	79*	46	11
	South Dakota	75	227	25	75	41	9
2017	Nation (public)	47*	231*	22*	78*	46*	12
	South Dakota	73	228	24	76	42	9
2019	Nation (public)	46	229	24	76	44	12
	South Dakota	73	228	24	76	41	9
Black							
2011	Nation (public)	16	205*	51	49	16	2
	South Dakota	3	204	52	48	18	2
2013	Nation (public)	15	205*	50	50	17	2
	South Dakota	3	202	49	51	17	1
2015	Nation (public)	15	206*	49*	51*	18	2
	South Dakota	3	202	52	48	15	2
2017	Nation (public)	15	205*	50	50	19	3
	South Dakota	2	‡	‡	‡	‡	‡
2019	Nation (public)	15	203	53	47	18	3
	South Dakota	3	205	51	49	21	4
Hispanic							
2011	Nation (public)	23*	205*	50*	50*	18*	2*
	South Dakota	3*	207	44	56	21	3
2013	Nation (public)	25*	207	48	52	19*	3*
	South Dakota	4*	207	44	56	19	3
2015	Nation (public)	26*	208	46	54	21	3
	South Dakota	5*	202	51	49	18	2
2017	Nation (public)	27	208	46	54	22	4
	South Dakota	5*	210	43	57	21	3
2019	Nation (public)	28	208	46	54	23	4
	South Dakota	7	202	53	47	20	4
Asian							
2011	Nation (public)	5	236	19	81	51*	18
	South Dakota	1	‡	‡	‡	‡	‡
2013	Nation (public)	5	237	19	81	53	18
	South Dakota	2	‡	‡	‡	‡	‡
2015	Nation (public)	5	240	17	83	56	21
	South Dakota	1	‡	‡	‡	‡	‡
2017	Nation (public)	5	241	16	84	59	22
	South Dakota	1	‡	‡	‡	‡	‡
2019	Nation (public)	5	239	18	82	57	22
	South Dakota	1	‡	‡	‡	‡	‡

See notes at end of table.

**Table
4-A****The Nation's Report Card 2019 State Assessment**

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

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced	
American Indian/Alaska Native							
2011	Nation (public)	1*	204	51	49	19	4
	South Dakota	14*	197	58	42	13	2
2013	Nation (public)	1*	206	48	52	22	4
	South Dakota	14	191	66	34	8	1
2015	Nation (public)	1	206	47	53	22	4
	South Dakota	13	192	61	39	11	2
2017	Nation (public)	1	203	51	49	21	3
	South Dakota	14*	196	60	40	13	1
2019	Nation (public)	1	204	50	50	20	3
	South Dakota	11	198	59	41	14	2
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#	214	40	60	27	5
	South Dakota	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	210	44	56	25	5
	South Dakota	#	‡	‡	‡	‡	‡
2015	Nation (public)	#	212	42	58	26	5
	South Dakota	#	‡	‡	‡	‡	‡
2017	Nation (public)	#	210	44	56	26	4
	South Dakota	#	‡	‡	‡	‡	‡
2019	Nation (public)	#	209	45	55	24	4
	South Dakota	#	‡	‡	‡	‡	‡
Two or More Races							
2011	Nation (public)	2*	225	29	71	37	10
	South Dakota	1*	‡	‡	‡	‡	‡
2013	Nation (public)	3*	225	29	71	39	10
	South Dakota	2*	217	37	63	26	3
2015	Nation (public)	3*	226	28	72	38	10
	South Dakota	3*	220	35	65	30	7
2017	Nation (public)	4*	226	28	72	40	11
	South Dakota	4	224	30	70	35	8
2019	Nation (public)	4	225	28	72	40	11
	South Dakota	5	219	33	67	32	5

Rounds to zero.

‡ Reporting standards not met.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2011–2019 Reading Assessments.

**Table
4-B****The Nation's Report Card 2019 State Assessment**

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

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
White							
2011	Nation (public)	54*	272	16*	84*	41	4*
	South Dakota	82*	273*	12*	88*	39	2
2013	Nation (public)	53*	275*	15*	85*	44*	5
	South Dakota	79	272*	15*	85*	40	3
2015	Nation (public)	51*	273*	16*	84*	42	4
	South Dakota	78	271	16*	84*	38	3
2017	Nation (public)	50*	274*	17*	83*	44*	5
	South Dakota	77	271*	16*	84*	40	3
2019	Nation (public)	48	271	19	81	41	5
	South Dakota	73	268	21	79	37	3
Black							
2011	Nation (public)	16*	248*	42*	58*	14	1
	South Dakota	2	256	30	70	17	1
2013	Nation (public)	15	250*	40*	60*	16	1
	South Dakota	2	‡	‡	‡	‡	‡
2015	Nation (public)	15	247*	42*	58*	15	1
	South Dakota	3	259	27	73	23	1
2017	Nation (public)	15	248*	41*	59*	17*	1
	South Dakota	3	‡	‡	‡	‡	‡
2019	Nation (public)	15	244	47	53	15	1
	South Dakota	3	‡	‡	‡	‡	‡
Hispanic							
2011	Nation (public)	22*	251	37	63	18*	1*
	South Dakota	3*	256	32	68	22	1
2013	Nation (public)	23*	255*	33*	67*	21	1
	South Dakota	3*	259	28	72	22	2
2015	Nation (public)	25*	253	35*	65*	20	1
	South Dakota	4*	260	24	76	22	#
2017	Nation (public)	25*	255*	34*	66*	22	1
	South Dakota	5*	255	32	68	25	1
2019	Nation (public)	27	251	38	62	21	1
	South Dakota	7	252	39	61	21	2
Asian							
2011	Nation (public)	5*	277*	16	84	48*	8*
	South Dakota	1	‡	‡	‡	‡	‡
2013	Nation (public)	5*	280*	14	86	52	10
	South Dakota	1	‡	‡	‡	‡	‡
2015	Nation (public)	5	280	14	86	52	10
	South Dakota	2	‡	‡	‡	‡	‡
2017	Nation (public)	6	283	13	87	57	12
	South Dakota	2	‡	‡	‡	‡	‡
2019	Nation (public)	6	284	13	87	56	13
	South Dakota	2	‡	‡	‡	‡	‡

See notes at end of table.

**Table
4-B****The Nation's Report Card 2019 State Assessment**

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

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced	
American Indian/Alaska Native							
2011	Nation (public)	1	253	36	64	22	2
	South Dakota	11	244	48	52	14	1
2013	Nation (public)	1*	252	37	63	19	1
	South Dakota	12	251*	36*	64*	17	1
2015	Nation (public)	1	253	36	64	22	2
	South Dakota	13	247	45	55	16	2
2017	Nation (public)	1	253	37	63	22	1
	South Dakota	11	246	45	55	13	#
2019	Nation (public)	1	249	40	60	20	1
	South Dakota	12	241	49	51	11	#
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#	251	39	61	21	2
	South Dakota	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	258	31	69	27	1
	South Dakota	#	‡	‡	‡	‡	‡
2015	Nation (public)	#	254	35	65	23	2
	South Dakota	#	‡	‡	‡	‡	‡
2017	Nation (public)	#	254	36	64	23	2
	South Dakota	#	‡	‡	‡	‡	‡
2019	Nation (public)	#	252	38	62	24	2
	South Dakota	#	‡	‡	‡	‡	‡
Two or More Races							
2011	Nation (public)	2*	267	23	77	36	4
	South Dakota	1*	‡	‡	‡	‡	‡
2013	Nation (public)	2*	269*	21	79	38	5
	South Dakota	1*	‡	‡	‡	‡	‡
2015	Nation (public)	2*	267	23	77	36	4
	South Dakota	2*	‡	‡	‡	‡	‡
2017	Nation (public)	3*	270*	20*	80*	40	5
	South Dakota	3*	‡	‡	‡	‡	‡
2019	Nation (public)	3	266	24	76	35	5
	South Dakota	4	261	27	73	29	3

Rounds to zero.

‡ Reporting standards not met.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2011–2019 Reading Assessments.

Gender

Results are reported separately for male and female students.

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

Grade 4 Average Scale Score Results by Gender

- In 2019, male students in South Dakota had an average scale score in reading (220) that was not significantly different from that of female students (224). In 2003, male students in South Dakota had an average scale score in reading (220) that was lower than that of female students (225).
- In 2019, male students in South Dakota had an average scale score in reading (220) that was higher than that of male students in public schools across the nation (216). However, female students in South Dakota had an average scale score (224) 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 2019 was higher than the score of male students in 2013, but not significantly different from the scores of male students in 2003, 2005, 2007, 2009, 2011, 2015, and 2017.
- In South Dakota, the average scale score of female students in 2019 was not significantly different from the scores of female students in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

Grade 4 NAEP Achievement-Level Results by Gender

- In the 2019 assessment, 35 percent of male students and 37 percent of female students performed at or above *NAEP Proficient* in South Dakota. The difference between these percentages was not statistically significant.
- The percentage of male students in South Dakota's public schools who were at or above *NAEP Proficient* in 2019 (35 percent) was not significantly different from that of male students in the nation (31 percent).
- The percentage of female students in South Dakota's public schools who were at or above *NAEP Proficient* in 2019 (37 percent) was not significantly different from that of female students in the nation (37 percent).
- In South Dakota, the percentage of male students performing at or above *NAEP Proficient* in 2019 was greater than the corresponding percentages of students in 2005, 2011, and 2013, but not significantly different from the corresponding percentages of students in 2003, 2007, 2009, 2015, and 2017.
- In South Dakota, the percentage of female students performing at or above *NAEP Proficient* in 2019 was not significantly different from the corresponding percentages of students in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

**Table
5-A****The Nation's Report Card 2019 State Assessment**

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

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Male							
2003	Nation (public)	51	213*	42*	58*	26*	6*
	South Dakota	51	220	34	66	31	6
2005	Nation (public)	50*	214*	41*	59*	27*	6*
	South Dakota	53*	219	35	65	29*	5
2007	Nation (public)	50*	216	38	62	29*	6*
	South Dakota	51	220	33	67	30	5
2009	Nation (public)	51	216	38	62	28*	6*
	South Dakota	52	220	34	66	31	6
2011	Nation (public)	51	217	37	63	30*	6*
	South Dakota	51	217	35	65	28*	4
2013	Nation (public)	51	217*	36*	64*	31	7
	South Dakota	52	214*	38	62	29*	5
2015	Nation (public)	51	218*	35*	65*	32	7
	South Dakota	51	218	34	66	34	7
2017	Nation (public)	51	218*	36*	64*	33*	8
	South Dakota	50	219	34	66	34	6
2019	Nation (public)	51	216	38	62	31	7
	South Dakota	50	220	33	67	35	7

See notes at end of table.

**Table
5-A****The Nation's Report Card 2019 State Assessment**

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

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Female							
2003	Nation (public)	49	220*	35*	65*	33*	8*
	South Dakota	49	225	28	72	36	8
2005	Nation (public)	50*	220*	34*	66*	33*	8*
	South Dakota	47*	227	25	75	38	8
2007	Nation (public)	50*	223	31	69	35*	9*
	South Dakota	49	227	25	75	38	9
2009	Nation (public)	49	223	31	69	35*	9*
	South Dakota	48	225	27	73	35	8
2011	Nation (public)	49	223	30	70	35*	9*
	South Dakota	49	223	28	72	35	7
2013	Nation (public)	49	224	30*	70*	37	9
	South Dakota	48	222	30	70	36	7
2015	Nation (public)	49	225*	29*	71*	38	10
	South Dakota	49	223	30	70	35	8
2017	Nation (public)	49	224	30	70	38	10
	South Dakota	50	224	28	72	38	8
2019	Nation (public)	49	223	31	69	37	10
	South Dakota	50	224	29	71	37	8

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2019.NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP reading scales: below *NAEP Basic*, 207 or lower; *NAEP Basic*, 208–237; *NAEP Proficient*, 238–267; and *NAEP Advanced*, 268 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2019 Reading Assessments.

Grade 8 Average Scale Score Results by Gender

- In 2019, male students in South Dakota had an average scale score in reading (257) that was lower than that of female students (269). In 2003, male students in South Dakota had an average scale score in reading (265) that was lower than that of female students (275).
- In 2019, male students in South Dakota had an average scale score in reading (257) that was not significantly different from that of male students in public schools across the nation (256). Similarly, female students in South Dakota had an average scale score (269) that was not significantly different from that of female students across the nation (268).
- In South Dakota, the average scale score of male students in 2019 was lower than the scores of male students in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017.
- In South Dakota, the average scale score of female students in 2019 was lower than the scores of female students in 2003, 2005, 2007, 2009, and 2013, but not significantly different from the scores of female students in 2011, 2015, and 2017.

Grade 8 NAEP Achievement-Level Results by Gender

- In the 2019 assessment, 26 percent of male students and 38 percent of female students performed at or above *NAEP Proficient* in South Dakota. The difference between these percentages was statistically significant.
- The percentage of male students in South Dakota's public schools who were at or above *NAEP Proficient* in 2019 (26 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 *NAEP Proficient* in 2019 (38 percent) was not significantly different from that of female students in the nation (38 percent).
- In South Dakota, the percentage of male students performing at or above *NAEP Proficient* in 2019 was smaller than the percentage of students in 2003, but not significantly different from the corresponding percentages of students in 2005, 2007, 2009, 2011, 2013, 2015, and 2017.
- In South Dakota, the percentage of female students performing at or above *NAEP Proficient* in 2019 was smaller than the corresponding percentages of students in 2003 and 2009, but not significantly different from the corresponding percentages of students in 2005, 2007, 2011, 2013, 2015, and 2017.

**Table
5-B****The Nation's Report Card 2019 State Assessment**

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

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Male							
2003	Nation (public)	50*	256	33	67	25*	2*
	South Dakota	49	265*	23*	77*	32*	2
2005	Nation (public)	50*	255*	34	66	24*	2*
	South Dakota	50	264*	21*	79*	29	1
2007	Nation (public)	50*	256	32	68	24*	1*
	South Dakota	50	266*	20*	80*	32	2
2009	Nation (public)	50*	258	30*	70*	26*	2*
	South Dakota	51	266*	19*	81*	30	1
2011	Nation (public)	51*	259*	30*	70*	27	2*
	South Dakota	51	265*	20*	80*	30	1
2013	Nation (public)	51	261*	27*	73*	29*	2
	South Dakota	51	262*	25*	75*	29	1
2015	Nation (public)	51	259*	30*	70*	28	2*
	South Dakota	51	263*	24*	76*	28	1
2017	Nation (public)	51	260*	29*	71*	30*	3
	South Dakota	51	262*	25*	75*	29	1
2019	Nation (public)	51	256	34	66	27	3
	South Dakota	51	257	32	68	26	2

See notes at end of table.

**Table
5-B****The Nation's Report Card 2019 State Assessment**

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

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Female							
2003	Nation (public)	50*	267	23	77	35*	4*
	South Dakota	51	275*	14*	86*	45*	4
2005	Nation (public)	50*	266*	24	76	34*	3*
	South Dakota	50	273*	14*	86*	41	3
2007	Nation (public)	50*	266*	23	77	34*	3*
	South Dakota	50	274*	13*	87*	41	3
2009	Nation (public)	50*	267	22	78	35*	3*
	South Dakota	49	275*	12*	88*	44*	3
2011	Nation (public)	49*	268	21*	79*	36	4*
	South Dakota	49	273	15*	85*	41	3
2013	Nation (public)	49	271*	19*	81*	40*	5
	South Dakota	49	274*	14*	86*	43	4
2015	Nation (public)	49	269*	21*	79*	38	4*
	South Dakota	49	272	17	83	41	4
2017	Nation (public)	49	270*	20*	80*	40*	5
	South Dakota	49	273	15*	85*	42	4
2019	Nation (public)	49	268	23	77	38	5
	South Dakota	49	269	20	80	38	4

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2019.NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP reading scales: below *NAEP Basic*, 242 or lower; *NAEP Basic*, 243–280; *NAEP Proficient*, 281–322; and *NAEP Advanced*, 323 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2019 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 data for this category of students are included as an indicator of lower family income. NAEP first collected information on participation in this program in 1996; therefore, cross-year comparisons to assessments prior to 1996 cannot be made.

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

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

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

- In 2019, students in South Dakota eligible for free/reduced-price lunch had an average reading scale score of 208. This was lower than that of students in South Dakota not eligible for this program (229).
- In 2019, students in South Dakota who were eligible for free/reduced-price school lunch had an average scale score that was lower than that of students who were not eligible by 21 points. In 2003, the average scale score for students in South Dakota who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 20 points.
- Students in South Dakota eligible for free/reduced-price lunch had an average scale score (208) in 2019 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 2019 that was not significantly different from that of eligible students in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

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

- In South Dakota, 23 percent of students who were eligible for free/reduced-price lunch and 42 percent of those who were not eligible for this program performed at or above *NAEP Proficient* in 2019. These percentages were significantly different from one another.
- For students in South Dakota in 2019 who were eligible for free/reduced-price lunch, the percentage at or above *NAEP Proficient* (23 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (21 percent).
- In South Dakota, the percentage of students eligible for free/reduced-price lunch who performed at or above *NAEP Proficient* in 2019 was not significantly different from the corresponding percentages in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

**Table
6-A****The Nation's Report Card 2019 State Assessment**

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

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Eligible							
2003	Nation (public)	44*	201*	56*	44*	15*	2*
	South Dakota	37*	210	45	55	21	3
2005	Nation (public)	45*	203*	54*	46*	15*	2*
	South Dakota	41*	210	44	56	20	3
2007	Nation (public)	45*	205*	50*	50*	17*	2*
	South Dakota	36	209	45	55	19	3
2009	Nation (public)	47*	206	49*	51*	17*	2*
	South Dakota	35*	209	47	53	20	3
2011	Nation (public)	52*	207	48	52	18*	2*
	South Dakota	43*	207	46	54	19	2
2013	Nation (public)	54	207	47	53	20*	3*
	South Dakota	42*	203	50	50	18	2
2015	Nation (public)	55	209*	44*	56*	21	3
	South Dakota	41*	205	48	52	20	3
2017	Nation (public)	54	208*	46*	54*	22	3
	South Dakota	41*	208	46	54	22	3
2019	Nation (public)	54	207	48	52	21	3
	South Dakota	32	208	46	54	23	3

See notes at end of table.

**Table
6-A****The Nation's Report Card 2019 State Assessment**

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

Eligibility status, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Not eligible						
2003 Nation (public)	52*	229*	25*	75*	41*	11*
South Dakota	62*	230	22	78	41	10
2005 Nation (public)	53*	230*	23*	77*	42*	11*
South Dakota	59*	231	21	79	42	9
2007 Nation (public)	54*	232*	21*	79*	44*	12*
South Dakota	64	231	20	80	42	9
2009 Nation (public)	52*	232*	21*	79*	45*	12*
South Dakota	64*	230	22	78	40	9
2011 Nation (public)	47*	234	18	82	48*	13*
South Dakota	57*	229	20	80	41	8
2013 Nation (public)	46	236	17*	83*	51	14
South Dakota	58*	229	22	78	42	9
2015 Nation (public)	43	237*	17*	83*	52	15
South Dakota	58*	232	21	79	45	11
2017 Nation (public)	45	236*	18*	82*	52*	15
South Dakota	58*	232	20	80	46	10
2019 Nation (public)	45	235	19	81	50	15
South Dakota	68	229	24	76	42	10

See notes at end of table.

**Table
6-A****The Nation's Report Card 2019 State Assessment**

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

Eligibility status, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced	
Information not available							
2003	Nation (public)	4*	219	35	65	33	8
	South Dakota	1	‡	‡	‡	‡	‡
2005	Nation (public)	2*	218	38	62	32	8
	South Dakota	#	‡	‡	‡	‡	‡
2007	Nation (public)	1	220	34	66	33	9
	South Dakota	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	219	38	62	31	9
	South Dakota	1	‡	‡	‡	‡	‡
2011	Nation (public)	1	224	29	71	34	10
	South Dakota	#	‡	‡	‡	‡	‡
2013	Nation (public)	1	232	23	77	45	14
	South Dakota	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	229*	27*	73*	44	15
	South Dakota	1	‡	‡	‡	‡	‡
2017	Nation (public)	1	223	30	70	38	10
	South Dakota	1	‡	‡	‡	‡	‡
2019	Nation (public)	1	219	36	64	34	8
	South Dakota	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2019 Reading Assessments.

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

- In 2019, students in South Dakota eligible for free/reduced-price lunch had an average reading scale score of 248. This was lower than that of students in South Dakota not eligible for this program (269).
- In 2019, students in South Dakota who were eligible for free/reduced-price school lunch had an average scale score that was lower than that of students who were not eligible by 21 points. This performance gap was wider than that of 2003 (13 points).
- Students in South Dakota eligible for free/reduced-price lunch had an average scale score (248) in 2019 that was not significantly different from that of students in the nation who were eligible (249).
- In South Dakota, students eligible for free/reduced-price lunch had an average reading scale score in 2019 that was lower than that of eligible students in 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017.

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

- In South Dakota, 17 percent of students who were eligible for free/reduced-price lunch and 38 percent of those who were not eligible for this program performed at or above *NAEP Proficient* in 2019. These percentages were significantly different from one another.
- For students in South Dakota in 2019 who were eligible for free/reduced-price lunch, the percentage at or above *NAEP Proficient* (17 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (20 percent).
- In South Dakota, the percentage of students eligible for free/reduced-price lunch who performed at or above *NAEP Proficient* in 2019 was smaller than the corresponding percentages in 2003, 2005, 2007, and 2013, but not significantly different from the corresponding percentages in 2009, 2011, 2015, and 2017.

**Table
6-B****The Nation's Report Card 2019 State Assessment**

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

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Eligible							
2003	Nation (public)	36*	246*	44*	56*	15*	1*
	South Dakota	32	261*	28*	72*	30*	2
2005	Nation (public)	39*	247*	43*	57*	15*	1*
	South Dakota	35*	259*	28*	72*	24*	1
2007	Nation (public)	40*	247*	42	58	15*	1*
	South Dakota	30	259*	27*	73*	25*	1
2009	Nation (public)	43*	249	40	60	16*	1*
	South Dakota	31	258*	28*	72*	22	1
2011	Nation (public)	48*	251*	37*	63*	18*	1
	South Dakota	35*	257*	29*	71*	22	1
2013	Nation (public)	49	254*	34*	66*	20	1
	South Dakota	36*	259*	28*	72*	24*	2
2015	Nation (public)	52*	253*	36*	64*	20	1
	South Dakota	37*	256*	32*	68*	23	1
2017	Nation (public)	49	253*	36*	64*	21*	1
	South Dakota	35*	255*	33*	67*	23	1
2019	Nation (public)	50	249	40	60	20	1
	South Dakota	29	248	41	59	17	1

See notes at end of table.

**Table
6-B****The Nation's Report Card 2019 State Assessment**

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

Eligibility status, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Not eligible						
2003 Nation (public)	58*	271*	18*	82*	39*	4*
South Dakota	67	274*	14*	86*	43*	3
2005 Nation (public)	59*	270*	19*	81*	38*	4*
South Dakota	65*	274*	12*	88*	41	2
2007 Nation (public)	58*	271*	18	82	39*	4*
South Dakota	70	274*	12*	88*	42	3
2009 Nation (public)	56*	273*	16	84	41*	4*
South Dakota	69	276*	10*	90*	44*	2
2011 Nation (public)	52*	275	15*	85*	44	5*
South Dakota	65*	275*	11*	89*	42	3
2013 Nation (public)	50*	278*	13*	87*	48*	6
South Dakota	64*	273*	14*	86*	42	3
2015 Nation (public)	47*	276*	14*	86*	47	6
South Dakota	63*	274*	13*	87*	41	3
2017 Nation (public)	50	277*	14*	86*	48*	7
South Dakota	64*	274*	13*	87*	43*	3
2019 Nation (public)	49	275	17	83	45	7
South Dakota	71	269	20	80	38	4

See notes at end of table.

**Table
6-B****The Nation's Report Card 2019 State Assessment**

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

Eligibility status, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced	
Information not available							
2003	Nation (public)	6*	262	28	72	31	3
	South Dakota	1	‡	‡	‡	‡	‡
2005	Nation (public)	3*	258*	31	69	28*	3*
	South Dakota	#	‡	‡	‡	‡	‡
2007	Nation (public)	1	255*	34	66	27*	3*
	South Dakota	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	259	31	69	29	3
	South Dakota	1	‡	‡	‡	‡	‡
2011	Nation (public)	#*	265	27	73	32	5
	South Dakota	#	‡	‡	‡	‡	‡
2013	Nation (public)	#*	276	18	82	47	8
	South Dakota	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	273	20	80	44	6
	South Dakota	1	‡	‡	‡	‡	‡
2017	Nation (public)	2	267	23	77	37	4
	South Dakota	1	‡	‡	‡	‡	‡
2019	Nation (public)	1	267	26	74	39	7
	South Dakota	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2019 Reading Assessments.

Type of Location

NAEP results are reported for four mutually exclusive categories of school location: city, suburb, town, and rural. The categories are based on standard definitions established by the Federal Office of Management and Budget using population and geographic information from the U.S. Census Bureau. Schools are assigned to these categories in the NCES Common Core of Data based on their physical address.

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

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

Grade 4 Average Scale Score Results by Type of Location

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

Grade 4 NAEP Achievement-Level Results by Type of Location

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

**Table
7-A****The Nation's Report Card 2019 State Assessment**

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

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
City							
2007	Nation (public)	29	213	43	57	25*	6*
	South Dakota	27	226	27	73	37	9
2009	Nation (public)	30	214	42	58	26*	6
	South Dakota	25*	225	29	71	36	9
2011	Nation (public)	29*	213	42	58	26*	6
	South Dakota	25	221	30	70	33	7
2013	Nation (public)	29	214	40	60	28	7
	South Dakota	24*	218	35	65	34	7
2015	Nation (public)	31	216*	39*	61*	30	7
	South Dakota	29	221	32	68	35	9
2017	Nation (public)	30	215	40	60	30	7
	South Dakota	27	221	32	68	35	6
2019	Nation (public)	30	213	42	58	29	7
	South Dakota	28	221	33	67	38	9
Suburb							
2007	Nation (public)	37*	224	29	71	37*	9*
	South Dakota	2	218	35	65	25	1
2009	Nation (public)	36*	224	30	70	36*	9*
	South Dakota	2	211	42	58	25	5
2011	Nation (public)	36*	225	29	71	37*	9*
	South Dakota	4	217	34	66	26	2
2013	Nation (public)	35*	225	29	71	39	10
	South Dakota	2	210	41	59	16	1
2015	Nation (public)	41	226	28	72	40	10
	South Dakota	3	‡	‡	‡	‡	‡
2017	Nation (public)	40	226	28	72	41	11
	South Dakota	2	‡	‡	‡	‡	‡
2019	Nation (public)	40	225	29	71	40	11
	South Dakota	2	‡	‡	‡	‡	‡

See notes at end of table.

**Table
7-A****The Nation's Report Card 2019 State Assessment**

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

Type of location, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced	
Town							
2007	Nation (public)	12*	218*	35	65	29	6
	South Dakota	29	227	24	76	37	7
2009	Nation (public)	12*	217	36	64	28	5
	South Dakota	30*	223	28	72	33	5
2011	Nation (public)	12*	217	36	64	29	5
	South Dakota	28	222	29	71	33	6
2013	Nation (public)	11	219*	33*	67*	32*	6
	South Dakota	28	222	28	72	36	7
2015	Nation (public)	11	218	35	65	31	6
	South Dakota	29	226	25	75	40	9
2017	Nation (public)	11	216	38	62	30	6
	South Dakota	27	229	25	75	43	10
2019	Nation (public)	10	216	38	62	30	6
	South Dakota	28	226	27	73	39	9
Rural							
2007	Nation (public)	22*	222*	31*	69*	33	7
	South Dakota	43	219	34	66	30	6
2009	Nation (public)	22*	222*	31*	69*	33	7
	South Dakota	42	220	33	67	32	6
2011	Nation (public)	23*	223*	30*	70*	35	7
	South Dakota	43	218	34	66	30	4
2013	Nation (public)	25*	223*	29*	71*	35	8
	South Dakota	46*	215	37	63	29	5
2015	Nation (public)	18	223*	29*	71*	36	7
	South Dakota	39	216	37	63	31	6
2017	Nation (public)	19	222*	31*	69*	35	8
	South Dakota	44	218	35	65	32	6
2019	Nation (public)	19	219	34	66	33	7
	South Dakota	42	220	33	67	33	6

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2019.NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP reading scales: below *NAEP Basic*, 207 or lower; *NAEP Basic*, 208–237; *NAEP Proficient*, 238–267; and *NAEP Advanced*, 268 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2007–2019 Reading Assessments.

Grade 8 Average Scale Score Results by Type of Location

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

Grade 8 NAEP Achievement-Level Results by Type of Location

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

**Table
7-B****The Nation's Report Card 2019 State Assessment**

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

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
City							
2007	Nation (public)	28	254*	36	64	23*	2*
	South Dakota	22	267	19*	81*	34	2
2009	Nation (public)	27*	256	34	66	24*	2*
	South Dakota	23	268*	17*	83*	35	2
2011	Nation (public)	29	257	32	68	26*	2*
	South Dakota	26*	270*	18*	82*	38	3
2013	Nation (public)	28	260*	30*	70*	28	3
	South Dakota	22	269*	18*	82*	36	3
2015	Nation (public)	29	259*	31*	69*	28	3
	South Dakota	27	270*	18*	82*	38	4
2017	Nation (public)	29	260*	30*	70*	30	3
	South Dakota	24	272*	18*	82*	42	4
2019	Nation (public)	29	257	34	66	28	4
	South Dakota	22	264	26	74	34	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	#	‡	‡	‡	‡	‡
2013	Nation (public)	35*	270*	20*	80*	39*	5
	South Dakota	#	‡	‡	‡	‡	‡
2015	Nation (public)	41	268*	22*	78*	38	4
	South Dakota	1	‡	‡	‡	‡	‡
2017	Nation (public)	40	270*	21*	79*	40*	5
	South Dakota	1	‡	‡	‡	‡	‡
2019	Nation (public)	40	266	25	75	37	5
	South Dakota	1	‡	‡	‡	‡	‡

See notes at end of table.

**Table
7-B****The Nation's Report Card 2019 State Assessment**

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

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Town							
2007	Nation (public)	13*	261*	27*	73*	28	2
	South Dakota	32	271	15*	85*	38	2
2009	Nation (public)	14*	261	27*	73*	28	2
	South Dakota	29*	272*	14*	86*	40	2
2011	Nation (public)	13	263*	25*	75*	30	2
	South Dakota	26*	272	14*	86*	38	2
2013	Nation (public)	13*	263*	25*	75*	31*	2
	South Dakota	30*	268	20	80	37	3
2015	Nation (public)	12	261*	27*	73*	29	2
	South Dakota	33	265	21	79	32	1
2017	Nation (public)	11	262*	27*	73*	30*	3
	South Dakota	32	268	20	80	38	2
2019	Nation (public)	12	258	31	69	27	2
	South Dakota	34	266	23	77	35	3
Rural							
2007	Nation (public)	22*	264	24*	76*	31	2*
	South Dakota	47	270*	16*	84*	37*	2
2009	Nation (public)	23*	264	23*	77*	31	2*
	South Dakota	48*	270*	16*	84*	36*	1
2011	Nation (public)	23*	266*	22*	78*	33	3
	South Dakota	48*	267*	19*	81*	32	2
2013	Nation (public)	24*	268*	21*	79*	36*	3
	South Dakota	48*	268*	19*	81*	35*	3
2015	Nation (public)	19	265	24*	76*	32	3
	South Dakota	40	266*	21*	79*	33	2
2017	Nation (public)	19	265*	24*	76*	33	3
	South Dakota	42	264*	23*	77*	31	1
2019	Nation (public)	19	263	26	74	32	3
	South Dakota	42	259	29	71	28	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 2019.NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. NAEP Achievement levels correspond to the following points on the NAEP reading scales: below *NAEP Basic*, 242 or lower; *NAEP Basic*, 243–280; *NAEP Proficient*, 281–322; and *NAEP Advanced*, 323 or above. At or above *NAEP Basic* includes *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. At or above *NAEP Proficient* includes *NAEP Proficient* and *NAEP Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2007–2019 Reading Assessments.

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

It is important for NAEP to assess as many students selected to participate as possible. Assessing representative samples of students, including students with disabilities (SD) and English language learners (ELL), helps to ensure that NAEP results accurately reflect the educational performance of all students in the target population, and can continue to serve as a meaningful measure of U.S. students' academic achievement over time.

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

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

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

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

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

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

**Table
8-A****The Nation's Report Card 2019 State Assessment**

Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading as a percentage of all students, by assessment year and testing status: Various years, 2003–2019

Year and testing status		SD and/or ELL		SD		ELL	
		South Dakota	Nation (public)	South Dakota	Nation (public)	South Dakota	Nation (public)
2003	Identified	18	22	14	14	5	10
	Excluded	4	6	4	5	1	2
	Assessed without accommodations	8	10	6	4	2	7
	Assessed with accommodations	5	5	4	5	2	1
2005	Identified	18	23	15	14	4	11
	Excluded	5	7	4	5	1	2
	Assessed without accommodations	8	10	6	4	2	7
	Assessed with accommodations	5	7	4	5	1	2
2007	Identified	18	23	15	14	4	11
	Excluded	6	6	6	5	1	2
	Assessed without accommodations	9	10	6	3	3	7
	Assessed with accommodations	4	7	4	6	#	2
2009	Identified	16	23	15	13	2	11
	Excluded	6	5	6	4	1	2
	Assessed without accommodations	7	9	6	3	1	6
	Assessed with accommodations	3	9	3	7	#	3
2011	Identified	19	23	16	13	4	11
	Excluded	3	4	3	3	1	1
	Assessed without accommodations	9	9	7	3	2	7
	Assessed with accommodations	8	10	6	7	2	4
2013	Identified	19	23	16	14	4	11
	Excluded	2	3	2	2	#	1
	Assessed without accommodations	7	7	6	2	1	5
	Assessed with accommodations	9	13	8	9	2	5
2015	Identified	19	24	16	14	3	12
	Excluded	3	2	2	2	1	1
	Assessed without accommodations	7	9	6	3	1	6
	Assessed with accommodations	10	14	8	10	2	5
2017	Identified	18	25	17	15	2	12
	Excluded	2	2	2	2	#	1
	Assessed without accommodations	10	10	9	4	1	7
	Assessed with accommodations	6	13	5	9	1	5
2019	Identified	22	27	17	16	6	13
	Excluded	2	2	1	2	#	1
	Assessed without accommodations	12	10	9	3	4	7
	Assessed with accommodations	9	15	7	11	2	5

Rounds to zero.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2019 Reading Assessments.

**Table
8-B****The Nation's Report Card 2019 State Assessment**

Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading as a percentage of all students, by assessment year and testing status: Various years, 2003–2019

Year and testing status		SD and/or ELL		SD		ELL	
		South Dakota	Nation (public)	South Dakota	Nation (public)	South Dakota	Nation (public)
2003	Identified	13	19	11	14	3	6
	Excluded	3	5	3	4	#	2
	Assessed without accommodations	6	8	4	5	2	4
	Assessed with accommodations	4	5	3	5	1	1
2005	Identified	13	19	11	13	2	6
	Excluded	3	5	3	4	#	1
	Assessed without accommodations	5	7	4	3	1	4
	Assessed with accommodations	4	6	4	6	#	1
2007	Identified	12	19	11	13	1	7
	Excluded	6	5	6	5	#	2
	Assessed without accommodations	3	7	2	3	1	4
	Assessed with accommodations	4	7	4	6	#	1
2009	Identified	12	18	10	13	2	6
	Excluded	4	4	4	4	1	1
	Assessed without accommodations	4	6	2	2	1	3
	Assessed with accommodations	4	8	4	7	#	1
2011	Identified	13	18	11	13	2	6
	Excluded	3	3	3	3	1	1
	Assessed without accommodations	4	5	3	2	1	3
	Assessed with accommodations	6	9	5	8	#	2
2013	Identified	13	17	11	13	3	5
	Excluded	3	2	2	2	1	1
	Assessed without accommodations	4	4	3	2	2	2
	Assessed with accommodations	6	11	6	9	#	3
2015	Identified	14	19	12	13	3	7
	Excluded	2	2	1	2	#	1
	Assessed without accommodations	5	5	4	2	1	3
	Assessed with accommodations	8	12	7	10	1	3
2017	Identified	15	20	13	14	3	7
	Excluded	3	2	2	2	1	1
	Assessed without accommodations	8	6	6	3	1	4
	Assessed with accommodations	5	11	5	9	1	3
2019	Identified	15	21	13	15	3	8
	Excluded	2	2	1	1	1	1
	Assessed without accommodations	8	6	6	2	2	4
	Assessed with accommodations	6	13	6	11	1	3

Rounds to zero.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2019 Reading Assessments.

**Table
9-A****The Nation's Report Card 2019 State Assessment**

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

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
SD							
2003	Nation (public)	10*	184	71	29	9*	1*
	South Dakota	11*	192	65	35	11	1
2005	Nation (public)	10*	190*	67*	33*	11	2
	South Dakota	11*	192	66	34	11	1
2007	Nation (public)	10*	190*	64*	36*	13	2
	South Dakota	10*	202*	54*	46*	17	3
2009	Nation (public)	10*	189*	66*	34*	12	2
	South Dakota	9*	200*	55	45	17	3
2011	Nation (public)	11*	186*	68*	32*	11	2
	South Dakota	14*	186	67	33	11	2
2013	Nation (public)	12*	184	69	31	11	2
	South Dakota	14*	181	70	30	11	1
2015	Nation (public)	13*	186*	67*	33*	12	2
	South Dakota	15*	183	70	30	11	2
2017	Nation (public)	13*	186*	68*	32*	12	2
	South Dakota	15	189	67	33	13	3
2019	Nation (public)	14	184	70	30	12	2
	South Dakota	16	190	65	35	15	3

See notes at end of table.

**Table
9-A****The Nation's Report Card 2019 State Assessment**

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

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Not SD							
2003	Nation (public)	90*	220*	35*	65*	32*	8*
	South Dakota	89*	226	27	73	36	8
2005	Nation (public)	90*	220*	34*	66*	32*	7*
	South Dakota	89*	226	26	74	36	7
2007	Nation (public)	90*	223*	31*	69*	34*	8*
	South Dakota	90*	226	26	74	36	7
2009	Nation (public)	90*	223*	31*	69*	34*	8*
	South Dakota	91*	224*	28	72	34*	7
2011	Nation (public)	89*	224*	30	70	35*	8*
	South Dakota	86*	225	26	74	35*	6
2013	Nation (public)	88*	226	28	72	37	9*
	South Dakota	86*	224*	28	72	36	7
2015	Nation (public)	87*	227*	27*	73*	38	9
	South Dakota	85*	227	26	74	39	9
2017	Nation (public)	87*	226*	28	72	39	10
	South Dakota	85	228	25	75	40	8
2019	Nation (public)	86	225	29	71	38	10
	South Dakota	84	228	25	75	40	9

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2019 Reading Assessments.

**Table
9-B****The Nation's Report Card 2019 State Assessment**

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

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
SD							
2003	Nation (public)	10*	224*	68*	32*	5*	#*
	South Dakota	8*	231*	66	34	4	#
2005	Nation (public)	9*	226*	67*	33*	6*	#*
	South Dakota	8*	228*	68	32	3	#
2007	Nation (public)	9*	226*	66	34	7*	#*
	South Dakota	6*	230*	62	38	6	#
2009	Nation (public)	10*	229	63	37	8*	#*
	South Dakota	6*	232*	63*	37*	4	#
2011	Nation (public)	10*	230	64	36	7*	#*
	South Dakota	8*	231*	67	33	5	#
2013	Nation (public)	11*	231*	62	38	8	#
	South Dakota	9*	228*	64	36	5	#
2015	Nation (public)	12*	229	64	36	8	#*
	South Dakota	11*	232*	65	35	5	#
2017	Nation (public)	13*	231*	62	38	9	1
	South Dakota	11	229*	64*	36*	4	#
2019	Nation (public)	13	228	64	36	9	1
	South Dakota	12	220	73	27	4	#

See notes at end of table.

**Table
9-B****The Nation's Report Card 2019 State Assessment**

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

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Not SD							
2003	Nation (public)	90*	266*	23	77	33*	3*
	South Dakota	92*	273*	15*	85*	41*	3
2005	Nation (public)	91*	264*	25*	75*	31*	3*
	South Dakota	92*	272*	13*	87*	38	2
2007	Nation (public)	91*	265*	24	76	31*	3*
	South Dakota	94*	272*	14*	86*	39	2
2009	Nation (public)	90*	266*	22	78	33*	3*
	South Dakota	94*	273*	12*	88*	39	2*
2011	Nation (public)	90*	267	21*	79*	34*	3*
	South Dakota	92*	272*	13*	87*	38	2
2013	Nation (public)	89*	270*	19*	81*	38	4
	South Dakota	91*	272*	15*	85*	39	3
2015	Nation (public)	88*	269*	20*	80*	36	4*
	South Dakota	89*	271	15*	85*	38	3
2017	Nation (public)	87*	270*	19*	81*	38*	4
	South Dakota	89	272*	15*	85*	40	3
2019	Nation (public)	87	267	23	77	36	4
	South Dakota	88	269	20	80	36	3

Rounds to zero.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2019 Reading Assessments.

**Table
10-A****The Nation's Report Card 2019 State Assessment**

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

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
ELL							
2003	Nation (public)	8*	186*	72*	28*	7*	1
	South Dakota	4	180	79*	21*	5	#
2005	Nation (public)	9*	187*	73*	27*	7*	1
	South Dakota	3*	178*	85*	15*	2	1
2007	Nation (public)	9*	188*	70*	30*	7*	1
	South Dakota	3*	195	63	37	8	1
2009	Nation (public)	9*	188*	71*	29*	6*	#*
	South Dakota	1*	‡	‡	‡	‡	‡
2011	Nation (public)	11*	188*	70*	30*	7*	1*
	South Dakota	4*	175*	80*	20*	2*	#
2013	Nation (public)	10*	187*	69*	31*	7*	1*
	South Dakota	3*	160*	80*	20*	5	#
2015	Nation (public)	11*	189	68	32	8	1
	South Dakota	3*	170*	80	20	5	1
2017	Nation (public)	12*	189*	68*	32*	9	1
	South Dakota	2*	‡	‡	‡	‡	‡
2019	Nation (public)	13	191	65	35	9	1
	South Dakota	6	196	60	40	11	1

See notes at end of table.

**Table
10-A****The Nation's Report Card 2019 State Assessment**

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

ELL status, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Not ELL						
2003 Nation (public)	92*	219*	35*	65*	32*	8*
South Dakota	96	224	29	71	35	8
2005 Nation (public)	91*	220*	34*	66*	32*	7*
South Dakota	97*	224	29	71	34	6
2007 Nation (public)	91*	223	31	69	34*	8*
South Dakota	97*	224	28	72	35	7
2009 Nation (public)	91*	223	31	69	34*	8*
South Dakota	99*	223	30	70	33*	7
2011 Nation (public)	89*	224	30	70	35*	8*
South Dakota	96*	222	29	71	33*	6*
2013 Nation (public)	90*	225*	29*	71*	37	9*
South Dakota	97*	220*	33	67	33*	6
2015 Nation (public)	89*	225*	28*	72*	38	9
South Dakota	97*	222	31	69	35	8
2017 Nation (public)	88*	225*	29*	71*	39*	10
South Dakota	98*	223	30	70	37	7
2019 Nation (public)	87	224	30	70	38	10
South Dakota	94	224	29	71	37	8

Rounds to zero.

‡ Reporting standards not met.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2019 Reading Assessments.

**Table
10-B****The Nation's Report Card 2019 State Assessment**

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

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
ELL							
2003	Nation (public)	5*	222	71	29	5	#
	South Dakota	2	‡	‡	‡	‡	‡
2005	Nation (public)	5*	224*	71	29	4	#
	South Dakota	2*	‡	‡	‡	‡	‡
2007	Nation (public)	6*	222	71	29	4	#
	South Dakota	1*	‡	‡	‡	‡	‡
2009	Nation (public)	5*	219	75	25	3	#
	South Dakota	1*	‡	‡	‡	‡	‡
2011	Nation (public)	5*	223	71	29	3	#
	South Dakota	1*	‡	‡	‡	‡	‡
2013	Nation (public)	5*	225*	70	30	3	#
	South Dakota	2	‡	‡	‡	‡	‡
2015	Nation (public)	6*	223	72	28	3	#
	South Dakota	2	‡	‡	‡	‡	‡
2017	Nation (public)	6*	226*	68*	32*	5	#
	South Dakota	2	‡	‡	‡	‡	‡
2019	Nation (public)	7	221	73	27	3	#
	South Dakota	3	‡	‡	‡	‡	‡

See notes at end of table.

**Table
10-B****The Nation's Report Card 2019 State Assessment**

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

ELL status, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below NAEP Basic	At or above NAEP Basic	At or above NAEP Proficient	At NAEP Advanced
Not ELL						
2003 Nation (public)	95*	263*	25	75	31*	3*
South Dakota	98	271*	17*	83*	40*	3
2005 Nation (public)	95*	262*	27*	73*	30*	3*
South Dakota	98*	269*	17*	83*	36	2
2007 Nation (public)	94*	263*	25	75	31*	2*
South Dakota	99*	270*	16*	84*	37	2
2009 Nation (public)	95*	265	24*	76*	32*	3*
South Dakota	99*	270*	15*	85*	37*	2
2011 Nation (public)	95*	266	23*	77*	33	3*
South Dakota	99*	270*	17*	83*	36	2
2013 Nation (public)	95*	268*	21*	79*	36	4
South Dakota	98	269*	18*	82*	36	3
2015 Nation (public)	94*	267*	22*	78*	35	3*
South Dakota	98	268*	19*	81*	35	3
2017 Nation (public)	94*	268*	22*	78*	37*	4
South Dakota	98	268*	19*	81*	36*	3
2019 Nation (public)	93	265	25	75	35	4
South Dakota	97	264	25	75	33	3

Rounds to zero.

‡ Reporting standards not met.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2003–2019 Reading Assessments.

**Table
11-A****The Nation's Report Card 2019 State Assessment**

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

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	144,700	2
Alabama	2,400	1
Alaska	2,300	1
Arizona	2,500	1
Arkansas	2,300	2
California	6,000	3
Colorado	3,200	2
Connecticut	2,300	2
Delaware	2,300	2
Florida	5,600	2
Georgia	3,400	2
Hawaii	2,200	2
Idaho	2,400	1
Illinois	3,500	1
Indiana	2,300	2
Iowa	2,200	2
Kansas	2,200	2
Kentucky	3,100	3
Louisiana	2,200	2
Maine	2,200	2
Maryland	3,200	3
Massachusetts	3,300	3
Michigan	3,300	2
Minnesota	2,400	1
Mississippi	2,400	1
Missouri	2,400	1
Montana	2,300	2
Nebraska	2,500	2
Nevada	2,500	2
New Hampshire	2,200	1
New Jersey	2,200	2
New Mexico	2,700	1
New York	3,100	3
North Carolina	4,400	2
North Dakota	2,300	2
Ohio	3,500	2
Oklahoma	2,300	2
Oregon	2,400	1
Pennsylvania	3,100	3
Rhode Island	2,300	3
South Carolina	2,400	1
South Dakota	2,300	2
Tennessee	3,100	2
Texas	7,100	4
Utah	2,400	1
Vermont	2,400	1
Virginia	2,300	1
Washington	2,500	2
West Virginia	2,300	1
Wisconsin	3,500	2
Wyoming	2,200	1
Other jurisdictions		
District of Columbia	2,500	2
DoDEA ¹	2,400	2

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

NOTE: The number of students assessed is rounded to the nearest hundred.

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

**Table
11-B****The Nation's Report Card 2019 State Assessment**

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

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	138,100	2
Alabama	2,200	2
Alaska	2,100	1
Arizona	2,300	2
Arkansas	2,200	2
California	5,700	2
Colorado	3,000	1
Connecticut	2,200	2
Delaware	2,300	2
Florida	5,500	3
Georgia	3,400	3
Hawaii	2,200	1
Idaho	2,300	1
Illinois	3,400	1
Indiana	2,100	2
Iowa	2,300	1
Kansas	2,200	2
Kentucky	3,000	2
Louisiana	2,100	3
Maine	2,200	2
Maryland	3,000	3
Massachusetts	3,300	3
Michigan	3,200	3
Minnesota	2,400	2
Mississippi	2,200	1
Missouri	2,400	1
Montana	2,300	1
Nebraska	2,400	1
Nevada	2,300	1
New Hampshire	2,100	1
New Jersey	2,100	2
New Mexico	2,700	3
New York	3,000	2
North Carolina	4,300	1
North Dakota	2,200	1
Ohio	3,200	2
Oklahoma	2,200	2
Oregon	2,400	1
Pennsylvania	3,000	2
Rhode Island	2,200	2
South Carolina	2,300	1
South Dakota	2,200	2
Tennessee	3,100	2
Texas	6,900	2
Utah	2,400	1
Vermont	2,400	1
Virginia	2,100	2
Washington	2,300	2
West Virginia	2,200	1
Wisconsin	3,200	2
Wyoming	2,100	2
Other jurisdictions		
District of Columbia	1,800	2
DoDEA ¹	1,700	1

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

NOTE: The number of students assessed is rounded to the nearest hundred.

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

Where to Find More Information

The NAEP Reading Assessment

More information about the 2019 NAEP reading assessment and the results can be found on the NAEP website at <https://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 <https://nces.ed.gov/nationsreportcard/states/>.

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

The NAEP Data Explorer (NDE)

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

Technical Documentation on the Web (TDW)

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

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

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

To order publications

Some recent NAEP publications related to reading are accessible via the reading page of the NAEP website (<https://nces.ed.gov/nationsreportcard/reading/>, under "Reading Publications"). These and others are available through the IES Publications and Products Search site at: <https://ies.ed.gov/pubsearch/>. Publications can also be ordered from:

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

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

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

What is the Nation's Report Card™?

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

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

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

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