2019 Reading State Snapshot Report
South Dakota - Grade 8 - Public Schools

## Overall Results

■ In 2019, the average score of eighth-grade students in South Dakota was 263. This was not significantly different from the average score of 262 for students in the nation.
■ The average score for students in South Dakota in 2019 (263) was lower than their average score in 2017 (267) and in 2003 (270).
■ The percentage of students in South Dakota who performed at or above the NAEP Proficient level was 32 percent in 2019. This percentage was lower than that in 2017 (36 percent) and in 2003 (39 percent).

- The percentage of students in South Dakota who performed at or above the NAEP Basic level was 74 percent in 2019. This percentage was lower than that in 2017 (80 percent) and in 2003 (82 percent).


## Compare the Average Score in 2019 to Other States/ Jurisdictions



In 2019, the average score in South Dakota (263) was
lower than those in 11 states/jurisdictions
higher than those in 15 states/jurisdictions
not significantly different from those in 25 states/jurisdictions
DoDEA = Department of Defense Education Activity (overseas and domestic schools)

## Results for Student Groups in 2019

| Reporting Groups | Percentage of students | $\begin{aligned} & \text { Avg. } \\ & \text { score } \end{aligned}$ | Percentage at or above NAEP Basic Proficient |  | Percentage at NAEP Advanced |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Race/Ethnicity |  |  |  |  |  |
| White | 73 | 268 | 79 | 37 | 3 |
| Black | , | $\ddagger$ | $\ddagger$ | \# | $\ddagger$ |
| Hispanic | 7 | 252 | 61 | 21 | 2 |
| Asian | 2 | $\ddagger$ | $\ddagger$ | \# | $\ddagger$ |
| American Indian/Alaska Native | 12 | 241 | 51 | 11 | \# |
| Native Hawaiian/Pacific Islander | \# | $\ddagger$ | $\ddagger$ | \# | $\ddagger$ |
| Two or more races | 4 | 261 | 73 | 29 | 3 |
| Gender |  |  |  |  |  |
| Male | 51 | 257 | 68 | 26 | 2 |
| Female | 49 | 269 | 80 | 38 | 4 |
| National School Lunch Program |  |  |  |  |  |
| Eligible | 29 | 248 | 59 | 17 | 1 |
| Not eligible | 71 | 269 | 80 | 38 | 4 |

\# Rounds to zero.
$\ddagger$ Reporting standards not met.
NOTE. Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## NAEP Achievement-Level Percentages and Average Score Results



* Significantly different ( $p<.05$ ) from state's results in 2019. Significance tests were performed using unrounded numbers.
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

Average Scores for State/Jurisdiction and Nation


* Significantly different ( $p<.05$ ) from 2019. Significance tests were performed using unrounded numbers.


## Score Gaps for Student Groups

- Data are not reported for Black students in 2019, because reporting standards were not met.
■ In 2019, Hispanic students had an average score that was 16 points lower than that for White students. Data are not reported for Hispanic students in 2003, because reporting standards were not met.
■ In 2019, female students in South Dakota had an average score that was higher than that for male students by 13 points.
- In 2019, students who were eligible for the National School Lunch Program (NSLP), had an average score that was 21 points lower than that for students who were not eligible. This performance gap was wider than that in 2003 (13 points).

NOTE: The NAEP reading scale ranges from 0 to 500. Results presented in this report are based on public school students only. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "White," "Black," and "Hispanic" presented in this report are based on the 6 -category race/ethnicity variable with data available starting in early 1990 s. Read more SOURCE. U.S. Dis Assessments. Assessments.

