

2019 Reading State Snapshot Report South Dakota Grade 8 Public Schools

Score

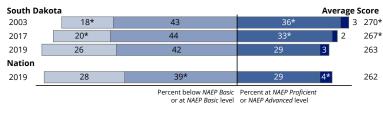
Overall Results

Iurisdictions

- 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/

NAEP Achievement-Level Percentages and Average Score Results

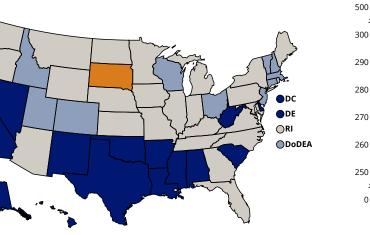


🔲 Below NAEP Basic 🔲 NAEP Basic 📕 NAEP Proficient 📕 NAEP Advanced

* 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



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

			Percentage at or		B
	Percentage of	Avg.		age at or e NAEP	Percentage at NAEP
Reporting Groups	students	score		Proficient	Advanced
Race/Ethnicity					
White	73	268	79	37	3
Black	3	‡	‡	‡	‡
Hispanic	7	252	61	21	2
Asian	2	‡	‡	‡	‡
American Indian/Alaska Native	12	241	51	11	#
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
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 aligible	71	260	00	20	1

Not eligible

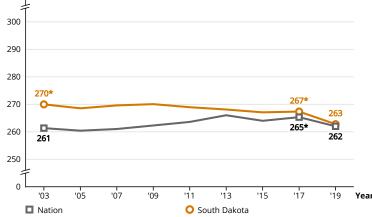
Rounds to zero

‡ 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.



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 1990s. Read more about how to interpret NAEP results from the reading assessment at <u>interpret results</u>. For more information and additional comparisons please visit the <u>Nation's Report Card</u> and <u>NAEP Data Explorer</u>. 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



* 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).