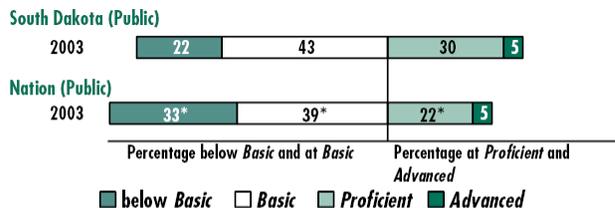


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics and probability; and algebra and functions. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for South Dakota

- In 2003, the average scale score for eighth-grade students in South Dakota was 285.
- South Dakota's average score (285) in 2003 was higher¹ than that of the nation's public schools (276).
- Of the 53 states and jurisdictions² that participated in the 2003 eighth-grade assessment, students' average scale scores in South Dakota were higher than those in 37 jurisdictions, not significantly different from those in 14 jurisdictions, and lower than those in 1 jurisdiction.
- The percentage of students in South Dakota who performed at or above the NAEP *Proficient* level was 35 percent in 2003. The percentage of students in South Dakota who performed at or above the *Basic* level was 78 percent.

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP mathematics scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 261 or lower; *Basic*, 262-298; *Proficient*, 299-332; *Advanced*, 333 or above.

Performance of NAEP Reporting Groups in South Dakota

| Reporting groups | Percentage of students | Average Score | Percentage of students at | | | |
|---------------------------------|------------------------|---------------|---------------------------|--------------|-------------------|-----------------|
| | | | Below <i>Basic</i> | <i>Basic</i> | <i>Proficient</i> | <i>Advanced</i> |
| Male | 51 | 286 ↑ | 21 ↓ | 43 ↑ | 30 ↑ | 5 |
| Female | 49 | 284 ↑ | 23 ↓ | 44 | 29 ↑ | 4 |
| White | 89 ↑ | 288 ↑ | 18 ↓ | 45 | 32 ↑ | 5 ↓ |
| Black | 1 ↓ | --- | --- | --- | --- | --- |
| Hispanic | 1 ↓ | --- | --- | --- | --- | --- |
| Asian/Pacific Islander | 1 ↓ | --- | --- | --- | --- | --- |
| American Indian/Alaska Native | 8 ↑ | 255 ↓ | 57 | 34 | 8 ↓ | 1 |
| Free/reduced-price school lunch | | | | | | |
| Eligible | 32 ↓ | 272 ↑ | 37 ↓ | 41 ↑ | 20 ↑ | 2 |
| Not eligible | 68 ↑ | 291 ↑ | 15 ↓ | 44 | 35 ↑ | 6 |

Average Score Gaps Between Selected Groups

- In 2003, male students in South Dakota had an average score that was not found to be significantly different from that of female students. In the Nation, male students had an average score that was higher than that of female students.
- The sample size was not sufficient to permit a reliable estimate for Black students in South Dakota.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in South Dakota.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was narrower than that of the Nation (28 points).

Mathematics Scale Scores at Selected Percentiles

| | Scale Score Distribution | | |
|-----------------|-----------------------------|-----------------------------|-----------------------------|
| | 25 th Percentile | 50 th Percentile | 75 th Percentile |
| South Dakota | 266 ↑ | 287 ↑ | 307 ↑ |
| Nation (Public) | 253 | 278 | 301 |

An examination of scores at different percentiles on the 0–500 NAEP mathematics scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 301, and 75 percent of students in South Dakota scored below 307.

The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from South Dakota.

↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased in 2003 compared to previous years, resulting in smaller detectable differences than in previous assessments.

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.