

South Dakota

NAEP testing data as well as state assessment results reveal a range of Excellence Gaps for Black, Hispanic and Free and Reduced Lunch Eligible (FARM) students. Most of these gaps are small, with some notably large exceptions.

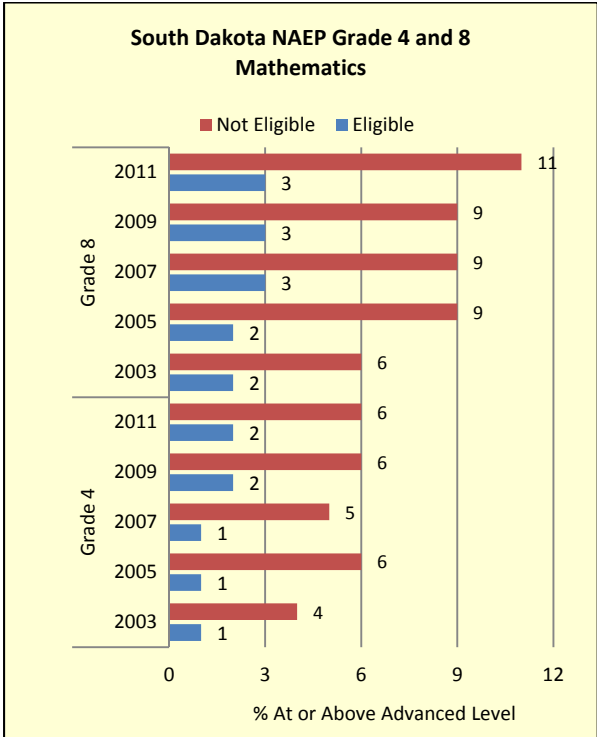
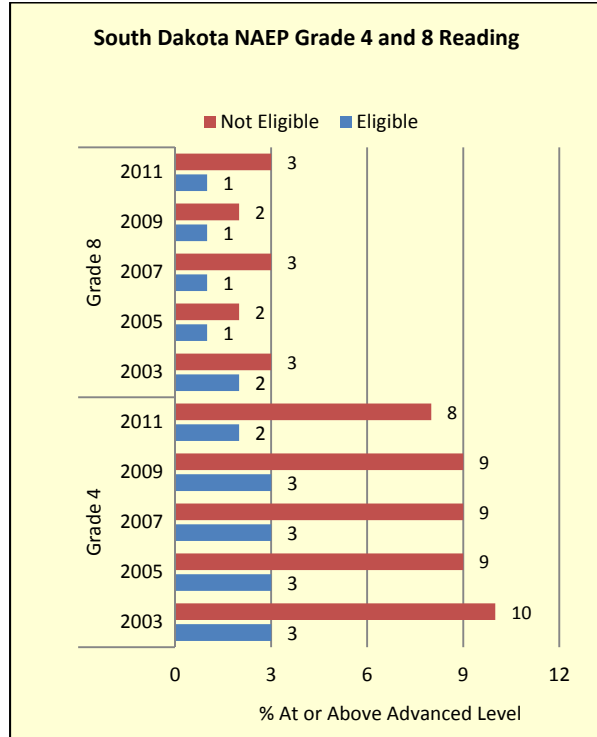
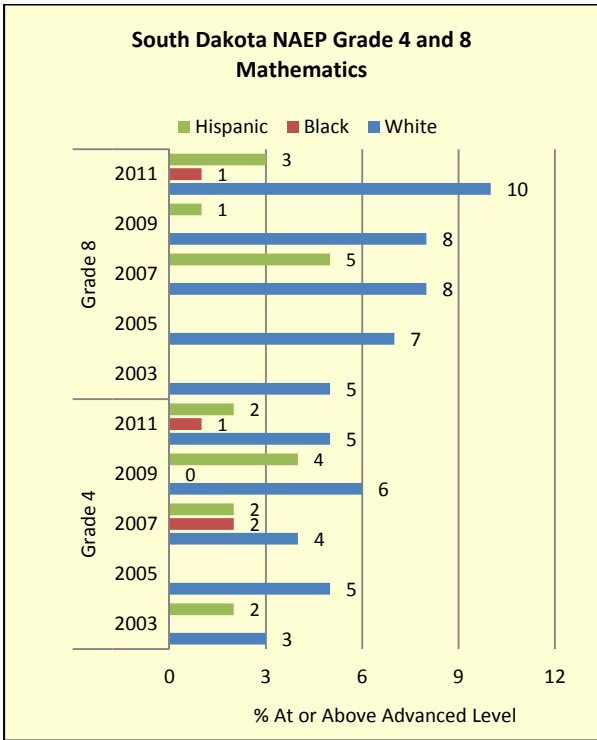
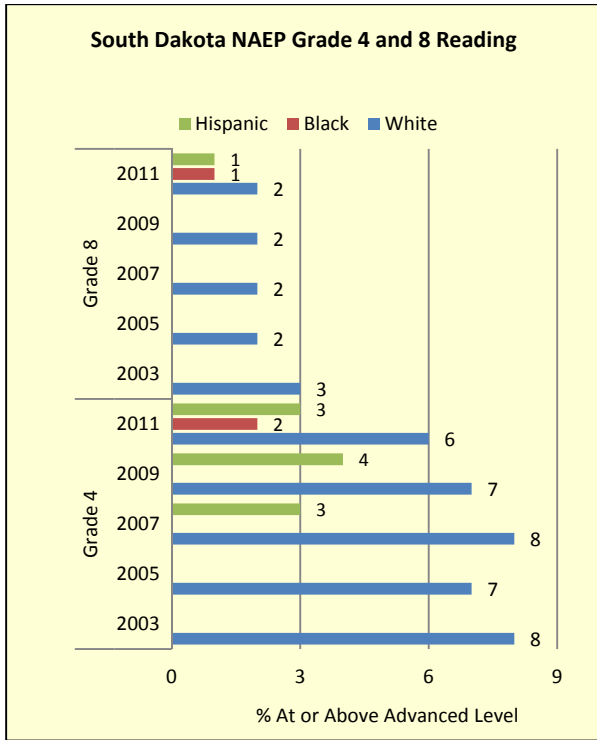
According to NAEP proficiency data on race, the most pronounced differences between ethnic subcategories since 2003 were in Grade 8 Math between White and Black students. This was followed closely by the Excellence Gap between White and Hispanic students for Grade 8 Math. South Dakota failed to meet NAEP reporting standards in several categories in 2003 and 2007, so it is hard to identify any patterns of increase or decrease in the Excellence Gaps on race.

NAEP proficiency data on socioeconomic status show the most substantial Excellence Gap occurring in Grade 8 Math. Unlike the data on race, reporting standards were met for each category, allowing a comparison over time that reveals small increases in Excellence Gaps over the reporting periods. The Excellence Gaps present a variation in size similar to those gaps on race, with some being small but others substantial.

South Dakota's educational assessment program, the State Test of Educational Progress (STEP), shows the largest Excellence Gaps for Grade 4 and 8 in both Math and Reading. Grade 4 Math Excellence Gaps for Black and Hispanic students, over time, net to nearly zero change, while Reading gaps decrease markedly for Hispanic students (but barely decrease for Black students). Grade 8 Reading and Math Excellence Gaps have both increased significantly over time for both ethnic subgroups, doubling for Hispanic students and tripling for Black students. On the whole, Grade 11 gaps are more moderate: Reading gaps for Black and Hispanic students increase steadily over time, while Math gaps for those same ethnic subgroups decrease steadily over time. The largest Excellence Gap on socioeconomic status was found in Grade 4 Reading. Other gaps on socioeconomic status were more moderate in size.

There is a marked difference in the magnitude of the Excellence Gaps identified by the two tests. The gaps identified by STEP are more substantial and pervasive. Interestingly though, both tests identify net change over time in both gaps on race and socioeconomic status to be of the same magnitude, something not seen in many other state comparisons.

SOUTH DAKOTA State Profile



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South Dakota NAEP Scores at Above Average Level						
Subject, Grade, Group	2003	2007	2011	2003 Gap	2007 Gap	2011 Gap
Math 4 Male	4	4	5	2	1	2
Math 4 Female	2	3	3			
Math 8 Male	5	8	9	1	3	2
Math 8 Female	4	5	7			
Reading 4 Male	6	5	4	2	4	3
Reading 4 Female	8	9	7			
Reading 8 Male	2	2	1	2	1	2
Reading 8 Female	4	3	3			
Math 4 ELL	1	0	0	2	4	5
Math 4 NonELL	3	4	5			
Math 8 ELL	0	X	X	5	*	*
Math 8 NonELL	5	7	8			
Reading 4 ELL	0	1	0	8	6	6
Reading 4 NonELL	8	7	6			
Reading 8 ELL	X	X	X	*	*	*
Reading 8 NonELL	3	2	2			
Math 4 FARM	1	1	2	3	4	4
Math 4 NonFARM	4	5	6			
Math 8 FARM	2	3	3	4	6	8
Math 8 NonFARM	6	9	11			
Reading 4 FARM	3	3	2	7	6	6
Reading 4 NonFARM	10	9	8			
Reading 8 FARM	2	1	1	1	2	2
Reading 8 NonFARM	3	3	3			
Math 4 White	3	4	5			
Math 4 Black	X	2	1	*	*	*
Math 4 Hispanic	2	2	2	1	2	3
Math 8 White	5	8	10			
Math 8 Black	X	X	1	*	*	*
Math 8 Hispanic	X	5	3	*	3	7
Reading 4 White	8	8	6			
Reading 4 Black	X	X	2	*	*	*
Reading 4 Hispanic	X	3	3	*	5	3
Reading 8 White	3	2	2			
Reading 8 Black	X	X	1	*	*	*
Reading 8 Hispanic	X	X	1	*	*	1

X = reporting standards not met

* = results could not be calculated

SOUTH DAKOTA State Profile

SD Test of Educational Progress Grades 4, 8, & 11 Reading Excellence Achievement Gaps on Race															
	Grade 4					Grade 8					Grade 11				
% at Advanced	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2006	36	15	17	21	19	14	5	5	9	9	13	2	6	11	7
2007	30	12	11	18	19	14	7	6	7	8	11	3	5	8	6
2008	33	16	16	17	17	14	7	4	7	10	10	5	5	5	5
2009	33	15	20	18	13	24	10	7	14	17	18	9	9	9	9
2010	34	17	16	17	18	30	10	15	20	15	21	13	10	8	11
2011	35	14	14	21	21	28	11	17	17	11	24	12	8	12	16

SD Test of Educational Progress Grades 4, 8, & 11 Mathematics Excellence Achievement Gaps on Race															
	Grade 4					Grade 8					Grade 11				
% at Advanced	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2006	20	5	7	15	13	15	7	0	8	15	15	3	8	12	7
2007	18	4	3	14	15	14	4	4	10	10	11	3	4	8	7
2008	21	5	8	16	13	19	8	6	11	13	14	4	4	10	10
2009	22	10	11	12	11	18	6	4	12	14	12	5	2	7	10
2010	24	12	12	12	12	20	7	6	13	14	14	3	2	11	12
2011	26	9	8	17	18	23	8	11	15	12	16	4	5	12	11

SOUTH DAKOTA State Profile

	SD Test of Educational Progress Grades 4, 8, & 11 Reading Excellence Achievement Gaps on SES								
	Grade 4			Grade 8			Grade 11		
% at Advanced	N	P*	N-P	N	P	N-P	N	P	N-P
2006	39	20	19	15	7	8	13	6	7
2007	34	14	20	16	6	10	11	5	6
2008	36	16	20	16	7	9	11	5	6
2009	37	17	20	27	11	16	19	11	8
2010	38	19	19	34	16	18	23	11	12
2011	40	19	21	32	13	19	26	13	13

	SD Test of Educational Progress Grades 4, 8, & 11 Mathematics Excellence Achievement Gaps on SES								
	Grade 4			Grade 8			Grade 11		
% at Advanced	N	P	N-P	N	P	N-P	N	P	N-P
2006	23	8	15	16	6	10	16	8	8
2007	21	8	13	16	5	11	11	5	6
2008	23	9	14	22	8	14	15	6	9
2009	25	11	14	21	7	14	13	6	7
2010	28	12	16	23	9	14	15	6	9
2011	30	12	18	26	10	16	17	7	10

**Low SES labeled as "Economically Disadvantaged"*