

South Dakota

NAEP proficiency level and percentile data as well as results from state assessments demonstrate the existence of substantial excellence gaps for Black, Hispanic, and Free and Reduced Lunch Eligible students. White students had higher average AP scores than Black and Hispanic students on AP tests and were more likely to make a “5” on an AP exam or take an AP exam.

According to NAEP proficiency data, the percentage of students at the advanced level increased in Math for non-FARM and white students as well as FARM students in Grade 8, while there were general declines in Reading in Grade 8 and for non-FARM students in Grade 4. The excellence gap expanded for FARM students in Math and for Hispanic students in Math Grade 4, while FARM students declined less quickly than non-FARM students in Reading Grade 8.

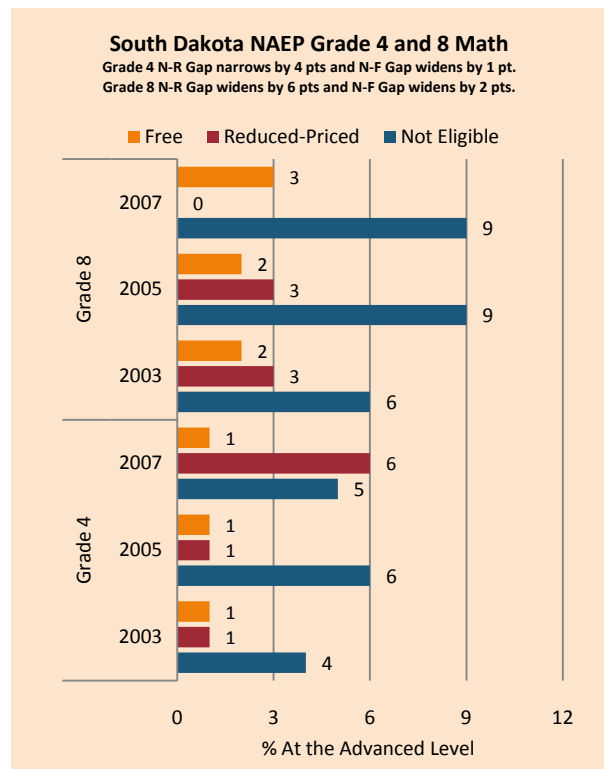
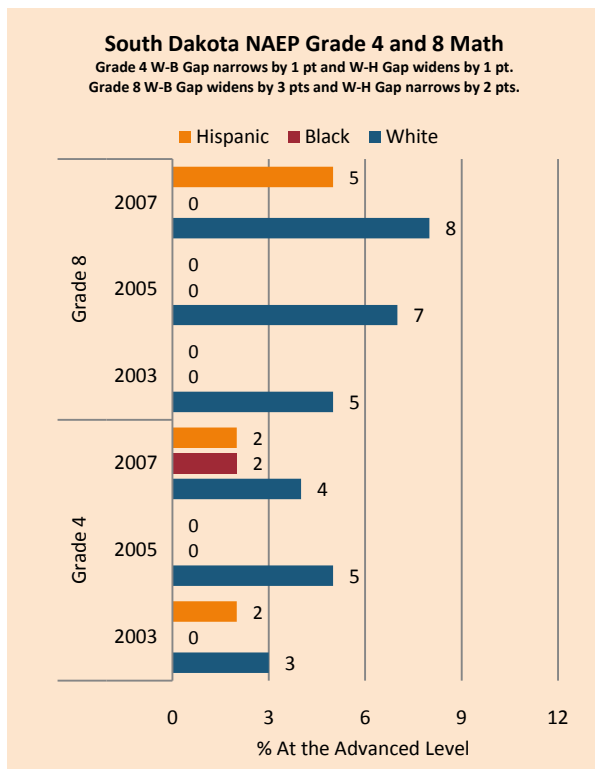
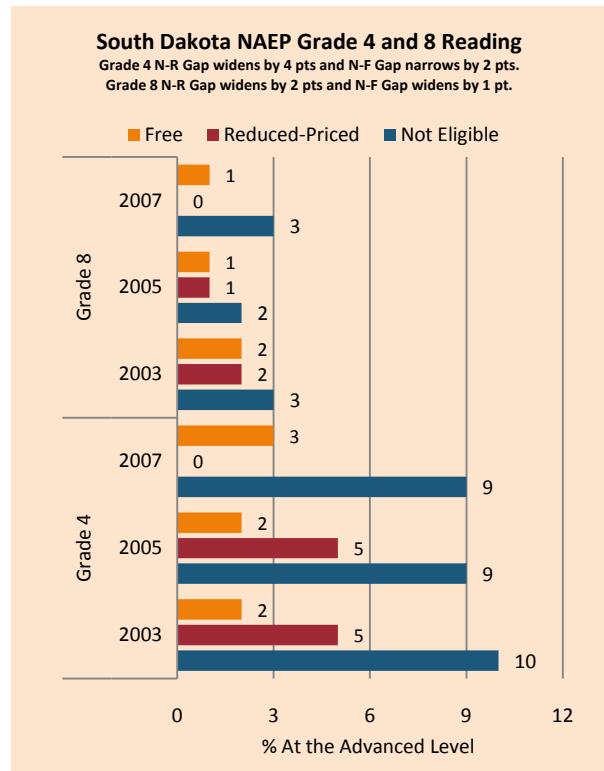
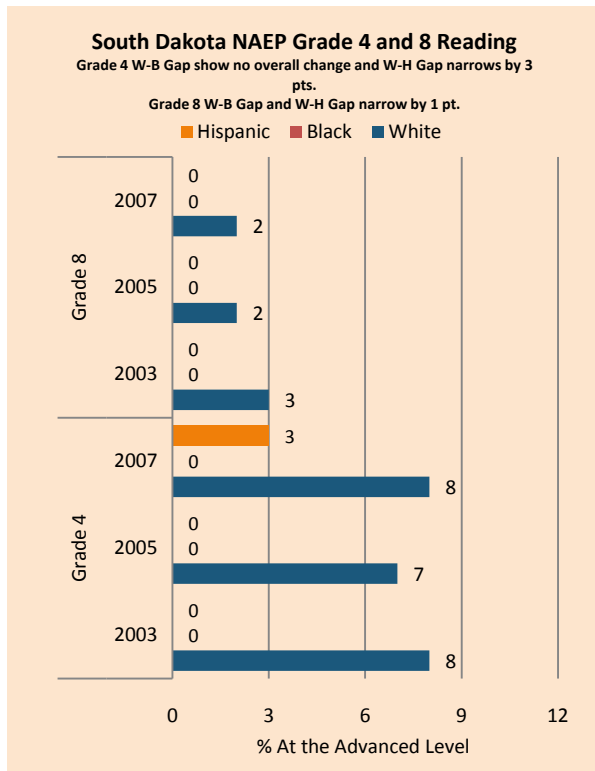
NAEP scale scores at the 90th percentile increased for both FARM and non-FARM students in Math while declining in Reading, resulting in a widening of the excellence gap.

There is no clear pattern in the proportion of students among income and ethnic subgroups reaching the advanced level on state assessments, with the exception of improvements in Grade 11 Reading, which saw greater progress by white students, and Grade 7 Math, which saw greater progress by white and affluent students. The percentage of white, Black, and Hispanic students declined on 3 tests – but only Grade 4 saw declines for all three. Achievement gaps declined usually due to weaker white or affluent performance. There was a dramatic decline in the achievement of low-income Grade 4 students, which declined from 20% scoring advanced to 6% in three years.

On the AP exam, the gap between white and Black students widened as measured by mean AP scores and the percentage of tests taken scoring a 5 (weighted and unweighted). There was an increase in the achievement for Black and Hispanic students in the number of tests taken. The gap between white and Hispanic students in the percentage of tests taken scoring a 5 (unweighted) declined.

Summary of State Policy as of 2006-2007

State	Mandate Identify	Mandate Services	Gifted Identified	Identified by Gender	Identified by Ethnicity	GT Funding	GT Funding per Identified
South Dakota	no	no	Not collected	no	no	\$0	N/A



NAEP Scores at the 90 th Percentile				
Subject, Grade, Group	2003	2007	2003 Gap	2007 Gap
Math 4 Male	271	274	4	3
Math 4 Female	267	271		
Math 8 Male	324	330	2	6
Math 8 Female	322	324		
Reading 4 Male	261	260	5	6
Reading 4 Female	265	266		
Reading 8 Male	302	302	9	5
Reading 8 Female	312	307		
Math 4 ELL	239	241	31	31
Math 4 NonELL	269	273		
Math 8 ELL	285		38	
Math 8 NonELL	323	328		
Reading 4 ELL	226	236	38	27
Reading 4 NonELL	264	263		
Reading 8 ELL				
Reading 8 NonELL	308	305		
Math 4 FARM	260	262	12	13
Math 4 NonFARM	272	275		
Math 8 FARM	314	315	12	15
Math 8 NonFARM	326	331		
Reading 4 FARM	252	250	16	17
Reading 4 NonFARM	268	267		
Reading 8 FARM	303	297	6	10
Reading 8 NonFARM	309	308		
Math 4 White	277	279		
Math 4 Black	252	254	24	25
Math 4 Hispanic	263	261	14	18
Math 8 White	324	329		
Math 8 Black				
Math 8 Hispanic		320		9
Reading 4 White	265	265		
Reading 4 Black				
Reading 4 Hispanic		247		17
Reading 8 White	309	306		
Reading 8 Black				
Reading 8 Hispanic				

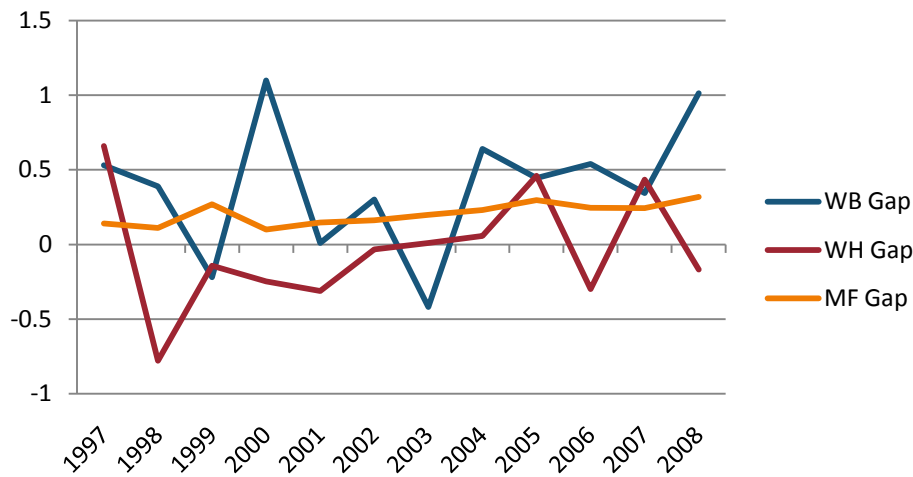
Dakota State Test of Educational Progress (Dakota STEP) Grade 4, 7, 11 English/Language Arts Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 4					Grade 7					Grade 11				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2003	51	29	22	22	29	21	10	12	11	9	4	1	0	3	4
2004	54	30	32	24	22	21	11	10	10	11	11	4	4	7	7
2005	35	13	17	22	18	24	17	10	7	14	11	4	4	7	7
2006	36	16	19	20	17	25	13	9	12	16	13	2	6	11	7
2007	30	12	11	18	19	24	14	10	10	14	11	2	5	9	6
2008	33	16	17	17	16	24	15	8	9	16	10	5	5	5	5

Dakota State Test of Educational Progress (Dakota STEP) Grade 4, 7, 11 Mathematics Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 4					Grade 7					Grade 11				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
2003	22	8	7	14	15	4	0	1	4	3	21	4	9	17	12
2004	29	10	13	19	16	16	6	5	10	11	21	5	8	16	13
2005	34	10	13	24	21	19	5	5	14	14	25	13	6	12	19
2006	20	5	7	15	13	25	13	9	12	16	16	3	8	13	8
2007	19	4	4	15	15	17	7	6	10	11	11	2	4	9	7
2008	21	5	9	16	12	20	10	5	10	15	14	4	5	10	9

Dakota State Test of Educational Progress (Dakota STEP) Grade 4, 7, 11 English/Language Arts Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 11		
	N	P	Gap	N	P	Gap	N	P	Gap
2006	39	20	19	28	11	17	13	6	7
2007	34	14	20	26	11	15	11	5	6
2008	36	6	30	27	12	15	11	5	6

Dakota State Test of Educational Progress (Dakota STEP) Grade 4, 7, 11 Mathematics Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 11		
	N	P	Gap	N	P	Gap	N	P	Gap
2006	23	8	15	20	8	12	16	8	8
2007	21	9	12	19	6	13	11	5	6
2008	23	8	15	23	9	14	15	6	9

Gaps in Mean AP Scores



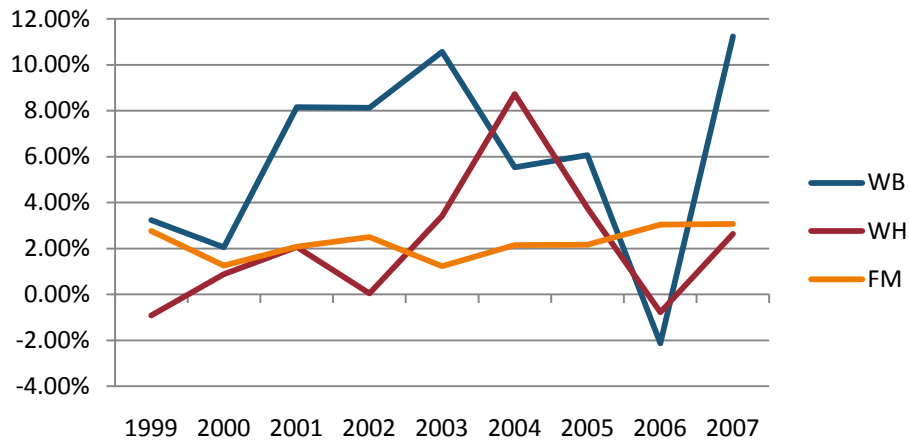
Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup*

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Male	7.40%	7.48%	9.55%	8.43%	8.35%	11.40%	11.16%	11.98%	13.66%	13.87%	14.42%	15.02%
Female	3.90%	4.81%	5.29%	6.54%	6.64%	7.01%	8.25%	7.67%	7.99%	8.53%	9.21%	8.19%
White	4.86%	5.78%	6.87%	7.48%	7.39%	8.98%	9.40%	9.66%	10.46%	10.41%	10.93%	11.06%
Black	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	16.67%	0.00%	3.85%	5.13%	7.14%	0.00%
Hispanic	0.00%	25.00%	0.00%	0.00%	14.29%	4.76%	14.29%	5.88%	6.45%	10.00%	7.89%	20.00%
M-F Gap	3.50%	2.67%	4.27%	1.89%	1.71%	4.39%	2.92%	4.31%	5.67%	5.33%	5.21%	6.83%
W-B Gap	4.86%	5.78%	6.87%	7.48%	7.39%	8.98%	-7.27%	9.66%	6.61%	5.28%	3.78%	11.06%
W-H Gap	4.86%	-19.22%	6.87%	7.48%	-6.89%	4.22%	-4.89%	3.77%	4.01%	0.41%	3.03%	-8.94%

Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup Weighted by Enrollment*

	1999	2000	2001	2002	2003	2004	2005	2006	2007
Male	0.66%	0.79%	0.82%	1.22%	1.37%	1.73%	2.12%	2.16%	2.37%
Female	0.51%	0.70%	0.79%	0.93%	1.11%	1.27%	1.41%	1.59%	1.80%
White	0.54%	0.74%	0.81%	1.07%	1.21%	1.52%	1.74%	1.73%	1.96%
Black	0.00%	0.00%	0.00%	0.00%	0.39%	0.00%	0.41%	0.96%	0.48%
Hispanic	0.00%	0.00%	1.27%	0.56%	1.36%	0.41%	0.83%	1.74%	1.20%
M-F Gap	0.15%	0.10%	0.03%	0.30%	0.26%	0.46%	0.71%	0.57%	0.58%
W-B Gap	0.54%	0.74%	0.81%	1.07%	0.82%	1.52%	1.33%	0.77%	1.48%
W-H Gap	0.54%	0.74%	-0.46%	0.50%	-0.14%	1.11%	0.91%	-0.01%	0.75%

Gaps in the Number of Tests Taken Weighted by Subgroup Enrollment*



*The unit of analysis for AP data is the test, not the student. AP test results are presented as the number of scores received by members of each subgroup, NOT the number of students who received a given score on any exam. These numbers are not equivalent because some students take multiple tests.