South Carolina

Grade 4 and 8 Public Schools
State
Mathematics 2017

This report provides selected results for South Carolina's public school students at grades 4 and 8 from the National Assessment of Educational Progress (NAEP) assessment in mathematics. Results are reported by average scale scores and by achievement levels (*Basic, Proficient,* and *Advanced*).

State-level results in mathematics are available for 12 assessment years (at grade 8 in 1990; and at both grades 4 and 8 in 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017), although not all states may have participated or met the criteria for reporting in every assessment year. All 50 states, the District of Columbia, Department of Defense Education Activity schools (DoDEA), and Puerto Rico participated in the 2017 mathematics assessment at grades 4 and 8.

For more information about the assessment, visit the NAEP website at http://nces.ed.gov/nationsreportcard/ which contains

- *The Nation's Report Card™, Mathematics 2017*
- The full set of national and state results in an interactive database
- Released test questions, scoring guides, and question-level performance data

NAEP is a project of the National Center for Education Statistics (NCES), reporting on the academic achievement of elementary and secondary students in the United States.

KEY FINDINGS FOR 2017

Grade 4:

- In 2017, the average mathematics score for fourth-grade students in South Carolina was 234. This was lower than that for the nation's public schools (239).
- The average score for students in South Carolina in 2017 (234) was higher than that in 1992 (212) and was lower than that in 2015 (237).
- In 2017, the percentage of students in South Carolina who performed at or above *Proficient* was 32 percent. This was smaller than that for the nation's public schools (40 percent).
- The percentage of students in South Carolina who performed at or above *Proficient* in 2017 (32 percent) was greater than that in 1992 (13 percent) and was not significantly different from that in 2015 (36 percent).
- In 2017, the percentage of students in South Carolina who performed at or above *Basic* was 75 percent. This was smaller than that for the nation's public schools (79 percent).
- The percentage of students in South Carolina who performed at or above *Basic* in 2017 (75 percent) was greater than that in 1992 (48 percent) and was smaller than that in 2015 (79 percent).

Grade 8:

- In 2017, the average mathematics score for eighth-grade students in South Carolina was 275. This was lower than that for the nation's public schools (282).
- The average score for students in South Carolina in 2017 (275) was higher than that in 1992 (261) and was not significantly different from that in 2015 (276).
- In 2017, the percentage of students in South Carolina who performed at or above *Proficient* was 26 percent. This was smaller than that for the nation's public schools (33 percent).
- The percentage of students in South Carolina who performed at or above *Proficient* in 2017 (26 percent) was greater than that in 1992 (15 percent) and was not significantly different from that in 2015 (26 percent).
- In 2017, the percentage of students in South Carolina who performed at or above *Basic* was 62 percent. This was smaller than that for the nation's public schools (69 percent).
- The percentage of students in South Carolina who performed at or above *Basic* in 2017 (62 percent) was greater than that in 1992 (48 percent) and was not significantly different from that in 2015 (65 percent).

The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, and National Assessment of Educational Progress (NAEP) have provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.

Introduction

What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. The framework for each assessment documents the content and process areas to be measured and sets guidelines for the types of questions to be used. The mathematics frameworks were developed with the guidance of the Council of Chief State School Officers (CCSSO) and under the direction of the Governing Board. The current framework is available at the Governing Board's website https://www.nagb.org/content/nagb/assets/documents/publications/frameworks/mathematics/2017-mathematics-framework.pdf.

For grades 4 and 8, the mathematics framework for the 2017 assessment is similar to earlier versions that guided the 1990, 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 mathematics assessments. Although the frameworks are updated periodically, the mathematics content objectives for grades 4 and 8 have not changed substantially, allowing students' performance in 2017 to be compared with previous years.

Content Areas and Mathematical Complexity

The 2017 mathematics framework classifies assessment questions in two dimensions, *content area* and *mathematical complexity*, that are used to guide the assessment. Each question is designed to measure one of the five content areas. However, certain aspects of mathematics, such as computation, occur in all content areas. Although the names of the content areas have changed from one framework to the next, a consistent focus has remained on measuring student performance in all five content areas. The distribution of questions among each content area differs by grade to reflect the knowledge and skills appropriate for each grade level.

- **Number properties and operations** measures students' understanding of ways to represent, calculate, and estimate with numbers.
- **Measurement** assesses students' knowledge of measurement for such attributes as capacity, length, area, volume, time, angles, and rates.
- **Geometry** measures students' knowledge and understanding of shapes in two and three dimensions and relationships between shapes such as symmetry and transformations.
- **Data analysis, statistics, and probability** measures students' understanding of data representation, characteristics of data sets, experiments and samples, and probability.
- **Algebra** measures students' understanding of patterns, using variables, algebraic representation, and functions.

The mathematical complexity of a question refers to the level of cognitive demand it places on students. Each level of complexity includes aspects of knowing and doing mathematics, such as performing procedures, understanding concepts, or solving problems.

- **Low complexity** questions typically specify what a student is to do, which is often to carry out a routine mathematical procedure.
- **Moderate complexity** questions involve more flexibility of thinking and often require a response with multiple steps.
- **High complexity** questions make heavier demands and often require abstract reasoning or analysis in a novel situation.

Assessment Design

Because of the breadth of the content covered in the NAEP mathematics assessment, each student took just a portion of the test, consisting of two 25-minute sections. Most students' testing time was divided evenly between multiple-choice and constructed-response questions. Short constructed-response questions asked

students to provide the answer for a numerical problem or to briefly describe the solution to a problem. Longer constructed-response questions required students to write both a solution and its justification, explanation, or interpretation. Released test questions, along with student performance data by state, are available on the NAEP website at http://nces.ed.gov/nationsreportcard/itmrlsx/.

Some questions in the 2017 assessment incorporated the use of calculators (four-function calculators at grade 4 and scientific or graphing calculators at grade 8), rulers, protractors (at grade 8), or manipulatives such as spinners and geometric shapes. Calculator use at all grades was permitted on approximately one-third of the assessment.

Who Was Assessed?

All 50 states, the District of Columbia, Department of Defense Education Activity schools (DoDEA), and Puerto Rico participated in the 2017 mathematics assessment at grades 4 and 8. The overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board for assessment results to be reported to the public. A minimum of 85 percent participation is required for schools in each subject and grade combination. Participation rates for the 2017 mathematics assessment are available on the NAEP website at http://www.nationsreportcard.gov/reading_math_2017/#mathematics/about#participation.

The schools and students participating in NAEP assessments are selected to be representative both nationally and for public schools at the state level. The comparisons between national and state results in this report present the performance of public school students only. In NAEP reports, the category "nation (public)" does not include DoDEA or Bureau of Indian Education schools.

How Is Student Mathematics Performance Reported?

The 2017 state results are compared to results from 10 earlier assessments at grade 4 and from 11 earlier assessments at grade 8.

Scale Scores: Student performance is reported as an average score based on the NAEP mathematics scale, which ranges from 0 to 500 for grades 4 and 8. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects or across content areas within the same subject. Results are also reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

Achievement Levels: Achievement levels are performance standards that describe what students should know and be able to do. Results are reported as percentages of students performing at or above three achievement levels (*Basic*, *Proficient*, and *Advanced*). Students performing at or above the *Proficient* level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. It should be noted that the NAEP *Proficient* achievement level does not represent grade level proficiency as determined by other assessment standards (e.g., state or district assessments).

Interpreting the Results

NAEP achievement-level setting is based on the collective judgments of a broadly representative panel of teachers, education specialists, and members of the general public. The authorizing legislation for the National Assessment of Educational Progress (NAEP) requires that the achievement levels be used on a trial basis until the Commissioner of the National Center for Education Statistics (NCES) determines that the achievement levels are reasonable, valid, and informative to the public (20 USC § 9622(e)(2)(C)). The NCES Commissioner's determination is to be based on a congressionally mandated, rigorous, and independent evaluation. The latest evaluation of the achievement levels was conducted by a committee convened by the National Academies of Sciences, Engineering, and Medicine in 2016. The evaluation concluded that further evidence should be gathered to determine whether the achievement levels are reasonable, valid, and informative. Accordingly, the NCES Commissioner determined that the trial status of the achievement levels should be maintained at this time. Read more about how NAEP achievement levels are set.

The three achievement levels are defined as follows:

- *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient* represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytic skills appropriate to the subject matter.
- *Advanced* represents superior performance.

The achievement levels are cumulative; therefore, students performing at the *Proficient* level also display the competencies associated with the *Basic* level, and students at the *Advanced* level also demonstrate the competencies associated with both the *Basic* and the *Proficient* levels.

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials. The mathematics achievement-level descriptions are summarized in Figures 1-A and 1-B .

Figure 1-A

The Nation's Report Card 2017 State Assessment

Descriptions of fourth-grade achievement levels for 2017 NAEP mathematics assessment

Basic Level (214)	Fourth-grade students performing at the *Basic* level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content areas.

Fourth-graders performing at the *Basic* level should be able to estimate and use basic facts to perform simple computations with whole numbers; show some understanding of fractions and decimals; and solve some simple real-world problems in NAEP content areas. Students at this level should be able to use—although not always accurately—four-function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information.

Proficient Level (249)	Fourth-grade students performing at the *Proficient* level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content areas.

Fourth-graders performing at the *Proficient* level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real-world problems in NAEP content areas; and use four-function calculators, rulers, and geometric shapes appropriately. Students performing at the *Proficient* level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.

Advanced Level (282)	Fourth-grade students performing at the *Advanced* level should apply integrated procedural knowledge and conceptual understanding to complex and nonroutine real-world problem solving in the five NAEP content areas.

Fourth-graders performing at the *Advanced* level should be able to solve complex and nonroutine real-world problems in all NAEP content areas. They should display mastery in the use of four-function calculators, rulers, and geometric shapes. These students are expected to draw logical conclusions and justify answers and solution processes by explaining why, as well as how, they were achieved. They should go beyond the obvious in their interpretations and be able to communicate their thoughts clearly and concisely.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2016). *Mathematics Framework for the 2017 National Assessment of Educational Progress*. Washington, DC.

Figure 1-B

The Nation's Report Card 2017 State Assessment

Descriptions of eighth-grade achievement levels for 2017 NAEP mathematics assessment

Basic Level (262)	Eighth-grade students performing at the *Basic* level should exhibit evidence of conceptual and procedural understanding in the five NAEP content areas. This level of performance signifies an understanding of arithmetic operations—including estimation—on whole numbers, decimals, fractions, and percents.

Eighth-graders performing at the *Basic* level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in NAEP content areas through the appropriate selection and use of strategies and technological tools—including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving.

As they approach the *Proficient* level, students at the *Basic* level should be able to determine which of the available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth-graders show limited skill in communicating mathematically.

Proficient Level (299)	Eighth-grade students performing at the *Proficient* level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content areas.

Eighth-graders performing at the *Proficient* level should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections among fractions, percents, decimals, and other mathematical topics such as algebra and functions. Students at this level are expected to have a thorough understanding of *Basic* level arithmetic operations—an understanding sufficient for problem solving in practical situations.

Quantity and spatial relationships in problem solving and reasoning should be familiar to them, and they should be able to convey underlying reasoning skills beyond the level of arithmetic. They should be able to compare and contrast mathematical ideas and generate their own examples. These students should make inferences from data and graphs, apply properties of informal geometry, and accurately use the tools of technology. Students at this level should understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

Advanced Level (333)	Eighth-grade students performing at the *Advanced* level should be able to reach beyond the recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principles in the five NAEP content areas.

Eighth-graders performing at the *Advanced* level should be able to probe examples and counterexamples in order to shape generalizations from which they can develop models. Eighth-graders performing at the *Advanced* level should use number sense and geometric awareness to consider the reasonableness of an answer. They are expected to use abstract thinking to create unique problem-solving techniques and explain the reasoning processes underlying their conclusions.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0-500 scale at which the achievement-level range begins.
SOURCE: National Assessment Governing Board. (2016). *Mathematics Framework for the 2017 National Assessment of Educational Progress*. Washington, DC.

Assessing Students With Disabilities and/or English Language Learners

Testing accommodations, such as extra testing time or individual (rather than group) administration, are provided for students with disabilities (SD) and/or English language learners (ELL) who could not fairly and accurately demonstrate their abilities without modified test administration procedures. In 1996, administration procedures were introduced at the national level allowing certain accommodations for students requiring such accommodations to participate.

In state NAEP mathematics assessments prior to 2000, no testing accommodations or adaptations were permitted for SD and/or ELL students. In 2000, NAEP was administered using a split sample of schools—one sample in which accommodations were permitted for SD and/or ELL students who normally received them and another sample in which accommodations were not permitted. Therefore, there were two different sets of results available for 2000, and both are shown in the tables in this report. Please note that bullet statements only reference the results from the 2000 assessment where accommodations were permitted. Results for the assessment years when accommodations were not permitted in state NAEP assessments (1990, 1992, 1996) are reported in the same tables as the results when accommodations were permitted (2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017).

NAEP 2017 Digitally Based Mathematics Assessment

While 2017 marked the first year a mathematics Digitally Based Assessment (DBA) was administered, a small portion of the students sampled took a mathematics Paper Based Assessment (PBA). NAEP administered the assessment in both modes—DBA and PBA—to investigate potential differences in performance between students taking the assessment on a tablet and students taking the paper-based assessment. Each participating student, however, took the assessment in only one mode.

It is important for NAEP to assess as many students selected to participate as possible. Assessing representative samples of students, including students with disabilities (SD) and English language learners (ELL), helps to ensure that NAEP results accurately reflect the educational performance of all students in the target population, and can continue to serve as a meaningful measure of U.S. students' academic achievement over time. To ensure that all selected students from the population can be assessed, many of the same accommodations that SD and ELL students use on other tests are provided for those students participating in NAEP. Read more about accommodations available in NAEP. Accommodations were first made available for the mathematics assessment in 1996. In the 2017 NAEP mathematics assessment, accommodations were provided for both DBA and PBA. In DBA, some accommodations were provided by the test delivery system (e.g., extended time) while others were available outside of the test delivery system (e.g., breaks during test). DBA also included a set of accessibility features, referred to as universal design elements that were available to all students.

Interpreting Results

The scores and percentages in this report are estimates based on samples of students rather than on entire populations. In addition, the collection of questions used at each grade level is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Comparisons over time or between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the assessed students are of the entire population. Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level using unrounded numbers.

NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller standard errors. As a consequence, smaller differences are detected as statistically significant than were detected in previous assessments. In addition, estimates based on smaller groups are likely to have relatively large standard errors. Thus, some seemingly large differences may not be statistically significant. That is, it cannot be determined whether these differences are due to sampling error, or to true differences in the population of interest.

Differences between scores or percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences between 2017 and prior assessments are marked with a notation (*) in the tables. Any differences in scores within a year or across years that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

Score or percentage differences or gaps cited in this report are calculated based on differences between unrounded numbers. Therefore, the reader may find that the score or percentage difference cited in the text or tables may not be identical to the difference obtained from subtracting the rounded values shown in the accompanying tables or figures.

The reader is cautioned against making simple causal inferences between student performance and the other variables (e.g., race/ethnicity, gender, and type of school location) discussed in this report. A statistically significant relationship between a variable and measures of student performance does not imply that the variable causes differences in how well students perform. The relationship may be influenced by a number of other variables not accounted for in this report, such as family income, parental involvement, or student attitudes.

NAEP 2017 Mathematics Overall Average Score and Achievement-Level Results for Public School Students

Overall mathematics results for public school students from South Carolina are reported in this section, as well as regional and national results. The regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West (http://nces.ed.gov/nationsreportcard/hsts/tabulations/regions.asp). Trend data by region are not provided for assessment years prior to 2003.

Prior to 2000, testing accommodations were not provided for SD and/or ELL students in NAEP state mathematics assessments. For 2000, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples. In the text of this report, comparisons to 2000 results refer only to the sample in which accommodations were permitted.

Overall Scale Score Results

Student performance is reported as an average score based on the NAEP mathematics scale, which ranges from 0 to 500 for grades 4 and 8.

Tables 1-A and 1-B show the overall performance results of grades 4 and 8 public school students in South Carolina, the nation, and the region. Prior to 2003, the list of states that comprise a given region for NAEP differed from the list used by the U.S. Census Bureau, which has been used in NAEP from 2003 onward. Therefore, the data for the state's region are given only for 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017. The first column of results presents the average score on the NAEP mathematics scale. The remaining columns show the scores at selected percentiles. Percentiles indicate the percentages of students whose scores fell at or below a particular score. For example, the 25th percentile defines the cut point for the lowest 25 percent of students within the distribution of scale scores.

Grade 4 Scale Score Results

- In 2017, the average scale score for students in South Carolina was 234. This was lower than that for students across the nation (239).
- In South Carolina, the average scale score for students in 2017 was lower than that in 2015 (237). However, the average scale score for students in public schools across the nation in 2017 was not significantly different from that in 2015 (240).
- In South Carolina, the average scale score for students in 2017 was higher than the scores in 1992, 1996, and 2000. However, it was lower than the scores in 2005, 2007, 2011, and 2015.

Grade 8 Scale Score Results

- In 2017, the average scale score for students in South Carolina was 275. This was lower than that for students across the nation (282).
- In South Carolina, the average scale score for students in 2017 was not significantly different from that in 2015 (276). Similarly, the average scale score for students in public schools across the nation in 2017 was not significantly different from that in 2015 (281).
- In South Carolina, the average scale score for students in 2017 was higher than the scores in 1992, 1996, and 2000. However, it was lower than the scores in 2005, 2007, 2009, 2011, and 2013.

Table 1-A

The Nation's Report Card 2017 State Assessment

Average scale scores and selected percentile scores in NAEP mathematics for fourth-grade public school students, by year and jurisdiction: Various years, 1992–2017

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1992[1]	Nation (public)	219*	176*	197*	220*	241*	259*
	South Carolina	212*	173*	191*	212*	234*	253*
1996[1]	Nation (public)	222*	180*	201*	224*	244*	261*
	South Carolina	213*	175*	193*	213*	234*	252*
2000[1]	Nation (public)	226*	185*	206*	228*	249*	265*
	South Carolina	220*	182*	201*	222*	242*	259*
2000	Nation (public)	224*	183*	203*	225*	247*	264*
	South Carolina	220*	179*	199*	222*	242*	259*
2003	Nation (public)	234*	196	215*	235*	254*	270*
	South[2]	233*	197*	215*	234*	253*	268*
	South Carolina	236	201*	218*	236	255	270
2005	Nation (public)	237*	199*	219	239*	257*	272*
	South[2]	237*	201	219	238*	256*	271*
	South Carolina	238*	203*	220*	239*	257	273
2007	Nation (public)	239	201*	221*	241	259*	274*
	South[2]	239*	203*	221	240*	257*	272*
	South Carolina	237*	199	219*	239*	257	273
2009	Nation (public)	239	201*	221*	241	259*	275*
	South[2]	238*	203*	221	239*	257*	273*
	South Carolina	236	197	217	237	256	272
2011	Nation (public)	240*	202*	222*	242	260	276*
	South[2]	239	204*	222	240	258*	274*
	South Carolina	237*	200*	218*	238	258	274
2013	Nation (public)	241*	202*	222*	243*	262	278
	South[2]	241	204*	222*	242	261	277
	South Carolina	237	198	218*	238	257	273
2015	Nation (public)	240	201*	221*	241	260	277*
	South[2]	241	204*	222*	242	261	277
	South Carolina	237*	198	218*	239*	258	274
2017	Nation (public)	239	197	219	241	261	279
	South[2]	240	200	220	241	261	278
	South Carolina	234	194	214	235	255	273

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2017.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2017 Mathematics Assessments.

Table 1-B

The Nation's Report Card 2017 State Assessment

Average scale scores and selected percentile scores in NAEP mathematics for eighth-grade public school students, by year and jurisdiction: Various years, 1992–2017

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1992[1]	Nation (public)	267*	219*	242*	268*	293*	314*
	South Carolina	261*	216*	236*	260*	285*	307*
1996[1]	Nation (public)	271*	222*	247*	272*	296*	316*
	South Carolina	261*	217*	238*	261*	284*	306*
2000[1]	Nation (public)	274*	225*	250*	276*	300*	321*
	South Carolina	266*	223	243*	266*	290*	311*
2000	Nation (public)	272*	221*	247*	274*	299*	320*
	South Carolina	265*	220*	241*	265*	289*	311*
2003	Nation (public)	276*	228*	253*	278*	301*	321*
	South[2]	274*	228*	251*	275*	298*	318*
	South Carolina	277	234*	255*	278	300	320
2005	Nation (public)	278*	230*	254	279*	303*	323*
	South[2]	276*	230*	253	277*	300*	321*
	South Carolina	281*	238*	258*	281*	304	325
2007	Nation (public)	280*	234	257*	281	305*	325*
	South[2]	279	235*	256*	280	303*	323*
	South Carolina	282*	237*	258*	281*	306*	327
2009	Nation (public)	282	235*	258*	283	307*	328*
	South[2]	281	236*	257*	281*	305	325*
	South Carolina	280*	236*	256*	280*	305	325
2011	Nation (public)	283	236*	259*	284*	308	329*
	South[2]	282*	237*	259*	283*	306	327
	South Carolina	281*	235*	257*	282*	306*	327
2013	Nation (public)	284*	236*	260*	285*	309	330*
	South[2]	282*	237*	259*	283*	306	327
	South Carolina	280*	232	255*	280*	306*	328*
2015	Nation (public)	281	234	257*	282	307*	328*
	South[2]	279	233	255*	279	303*	325*
	South Carolina	276	231	252	276	300	322
2017	Nation (public)	282	232	255	282	309	332
	South[2]	279	232	253	279	305	329
	South Carolina	275	227	249	274	300	323

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2017.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2017 Mathematics Assessments.

Overall Achievement-Level Results

Student results are reported as the percentages of students performing relative to performance standards set by the National Assessment Governing Board. These performance standards for what students should know and be able to do were based on the recommendations of broadly representative panels of educators and members of the public.

Tables 2-A and 2-B show the percentage of students at grades 4 and 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced*. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they may sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced)* plus the students below *Basic* will sum to 100 percent.

Grade 4 Achievement-Level Results

- In 2017, the percentage of South Carolina's students who performed at or above *Proficient* was 32 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Proficient* (40 percent).
- In South Carolina, the percentage of students who performed at or above *Proficient* in 2017 was greater than the percentages in 1992, 1996, and 2000, but was smaller than the percentage in 2007.
- In 2017, the percentage of South Carolina's students who performed at or above *Basic* was 75 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Basic* (79 percent).
- In South Carolina, the percentage of students who performed at or above *Basic* in 2017 was greater than the percentages in 1992, 1996, and 2000, but was smaller than the percentages in 2003, 2005, 2007, 2011, 2013, and 2015.

Grade 8 Achievement-Level Results

- In 2017, the percentage of South Carolina's students who performed at or above *Proficient* was 26 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Proficient* (33 percent).
- In South Carolina, the percentage of students who performed at or above *Proficient* in 2017 was greater than the percentages in 1992, 1996, and 2000, but was smaller than the percentages in 2005, 2007, 2009, 2011, and 2013.
- In 2017, the percentage of South Carolina's students who performed at or above *Basic* was 62 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Basic* (69 percent).
- In South Carolina, the percentage of students who performed at or above *Basic* in 2017 was greater than the percentages in 1992, 1996, and 2000, but was smaller than the percentages in 2003, 2005, 2007, 2009, 2011, and 2013.

Table 2-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students at or above NAEP mathematics achievement levels, by year and jurisdiction: Various years, 1992–2017

Year and jurisdiction		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
1992[1]	Nation (public)	43*	57*	17*	2*
	South Carolina	52*	48*	13*	1*
1996[1]	Nation (public)	38*	62*	20*	2*
	South Carolina	52*	48*	12*	1*
2000[1]	Nation (public)	33*	67*	25*	2*
	South Carolina	40*	60*	18*	2*
2000	Nation (public)	36*	64*	22*	2*
	South Carolina	41*	59*	18*	2*
2003	Nation (public)	24*	76*	31*	4*
	South[2]	24*	76*	29*	3*
	South Carolina	21*	79*	32	4
2005	Nation (public)	21	79	35*	5*
	South[2]	20	80	34*	4*
	South Carolina	19*	81*	36	5
2007	Nation (public)	19*	81*	39	5*
	South[2]	18*	82*	36*	5*
	South Carolina	20*	80*	36*	5
2009	Nation (public)	19*	81*	38	6*
	South[2]	18	82	36*	5*
	South Carolina	22	78	34	5
2011	Nation (public)	18*	82*	40	6*
	South[2]	18*	82*	37*	5*
	South Carolina	21*	79*	36	5
2013	Nation (public)	18*	82*	41*	8
	South[2]	17*	83*	40	7
	South Carolina	21*	79*	35	5
2015	Nation (public)	19*	81*	39	7*
	South[2]	17*	83*	40	7
	South Carolina	21*	79*	36	6
2017	Nation (public)	21	79	40	8
	South[2]	20	80	40	8
	South Carolina	25	75	32	6

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2017.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2017 Mathematics Assessments.

Table 2-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students at or above NAEP mathematics achievement levels, by year and jurisdiction: Various years, 1992–2017

Year and jurisdiction		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
1992[1]	Nation (public)	44*	56*	20*	3*
	South Carolina	52*	48*	15*	2*
1996[1]	Nation (public)	39*	61*	23*	4*
	South Carolina	52*	48*	14*	2*
2000[1]	Nation (public)	35*	65*	26*	5*
	South Carolina	45*	55*	18*	2*
2000	Nation (public)	38*	62*	25*	5*
	South Carolina	47*	53*	17*	2*
2003	Nation (public)	33*	67*	27*	5*
	South[2]	36*	64*	24*	4*
	South Carolina	32*	68*	26	5
2005	Nation (public)	32	68	28*	6*
	South[2]	34	66	26*	5*
	South Carolina	29*	71*	30*	7
2007	Nation (public)	30	70	31*	7*
	South[2]	30*	70*	29	6*
	South Carolina	29*	71*	32*	7
2009	Nation (public)	29*	71*	33	7*
	South[2]	29*	71*	30	7*
	South Carolina	31*	69*	30*	7
2011	Nation (public)	28*	72*	34	8*
	South[2]	28*	72*	32*	7*
	South Carolina	30*	70*	32*	7
2013	Nation (public)	27*	73*	34	8*
	South[2]	28*	72*	32*	7*
	South Carolina	31*	69*	31*	8
2015	Nation (public)	30*	70*	32*	8*
	South[2]	31	69	29	6*
	South Carolina	35	65	26	5
2017	Nation (public)	31	69	33	10
	South[2]	33	67	30	8
	South Carolina	38	62	26	6

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2017.

[1] Accommodations were not permitted for this assessment.

[2] Region in which jurisdiction is located. Regional data are not provided for years prior to 2003 to be consistent with the U.S. Census Bureau defined regions.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2017 Mathematics Assessments.

Comparisons Between South Carolina, the Nation, and Participating States and Jurisdictions

All 50 states, the District of Columbia, Department of Defense Education Activity schools (DoDEA), and Puerto Rico participated in the 2017 mathematics assessment at grades 4 and 8. References to "jurisdictions" in the results statements may include states, the District of Columbia, and DoDEA schools.

Comparisons by Scale Scores

Figures 2-A and 2-B compare South Carolina's 2017 overall mathematics scale scores at grades 4 and 8 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, lower than, or not significantly different from that of South Carolina in the NAEP 2017 mathematics assessment.

Grade 4 Scale Score Comparison Results

- The average score for students in South Carolina was higher than 5 jurisdictions, not significantly different from 13 jurisdictions, and lower than 34 jurisdictions.

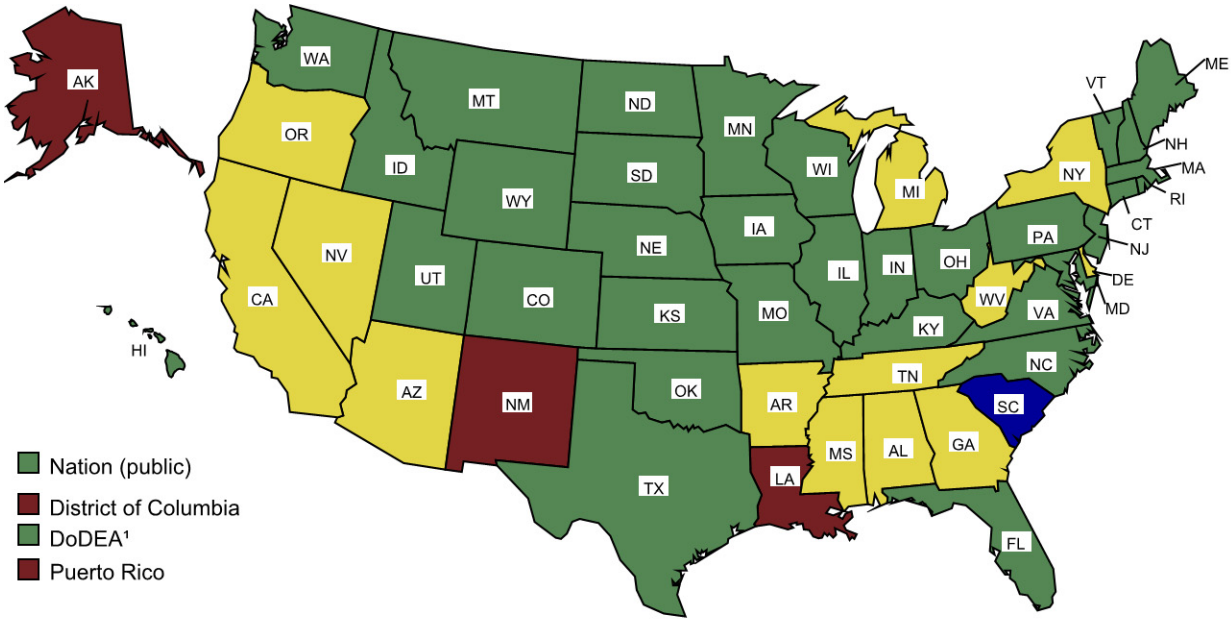
Grade 8 Scale Score Comparison Results

- The average score for students in South Carolina was higher than 6 jurisdictions, not significantly different from 7 jurisdictions, and lower than 39 jurisdictions.

Figure 2-A

The Nation's Report Card 2017 State Assessment

South Carolina's average scale score in NAEP mathematics for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2017



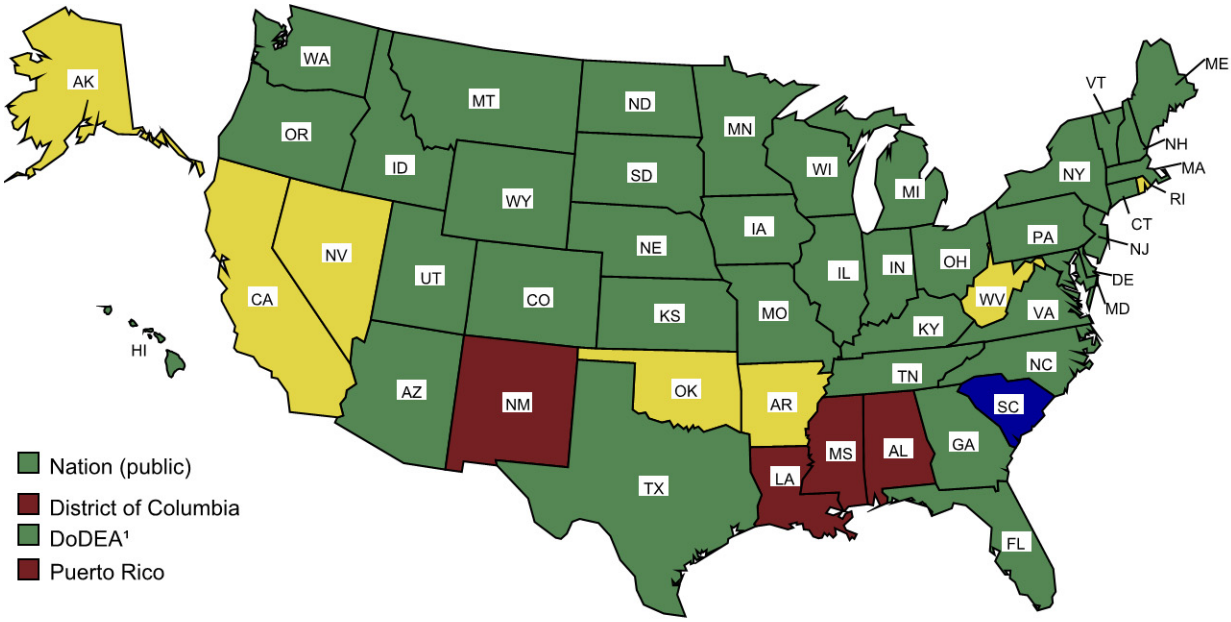
- ☆ Focal state/jurisdiction (South Carolina)
- Higher average scale score than South Carolina (nation and 34 jurisdictions)
- Not significantly different from South Carolina (13 jurisdictions)
- Lower average scale score than South Carolina (5 jurisdictions)

[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment.

Figure 2-B

The Nation's Report Card 2017 State Assessment

South Carolina's average scale score in NAEP mathematics for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2017



- ☆ Focal state/jurisdiction (South Carolina)
- Higher average scale score than South Carolina (nation and 39 jurisdictions)
- Not significantly different from South Carolina (7 jurisdictions)
- Lower average scale score than South Carolina (6 jurisdictions)

[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment.

Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2017 mathematics assessment in terms of percentages of grades 4 and 8 students performing at or above *Proficient*. The participating states and jurisdictions are grouped into categories that reflect whether the percentage of their students performing at or above *Proficient* (including *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in South Carolina.

Note that the selected state is listed first in its category, and the other states and jurisdictions within each category are listed alphabetically; statistical comparisons among jurisdictions in each of the three categories are not included in this report. However, statistical comparisons among states by achievement level can be conducted online by using the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

Grade 4 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in South Carolina was greater than the percentage in 3 jurisdictions, not significantly different from those in 15 jurisdictions, and smaller than those in 34 jurisdictions.
- The percentage of students performing at or above the *Basic* level in South Carolina was greater than the percentage in 4 jurisdictions, not significantly different from those in 15 jurisdictions, and smaller than those in 33 jurisdictions (data not shown).

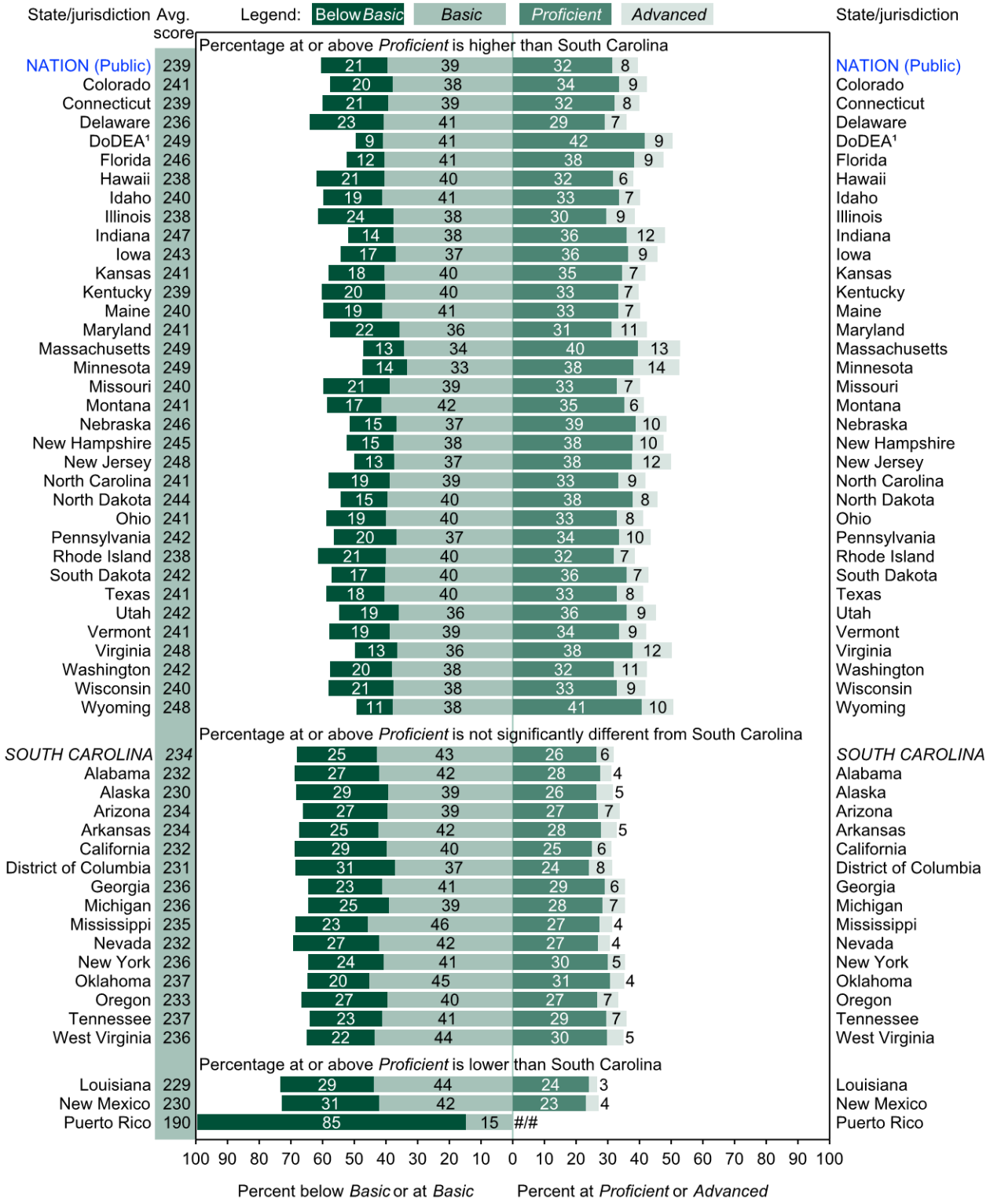
Grade 8 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in South Carolina was greater than the percentage in 6 jurisdictions, not significantly different from those in 11 jurisdictions, and smaller than those in 35 jurisdictions.
- The percentage of students performing at or above the *Basic* level in South Carolina was greater than the percentage in 5 jurisdictions, not significantly different from those in 11 jurisdictions, and smaller than those in 36 jurisdictions (data not shown).

Figure 3-A

The Nation's Report Card 2017 State Assessment

Average scale scores in NAEP mathematics for fourth-grade public school students, percentage within each achievement level, and South Carolina's percentage at or above *Proficient* compared with the nation and other participating jurisdictions: 2017



Rounds to zero.

[1] Department of Defense Education Activity (overseas and domestic schools).

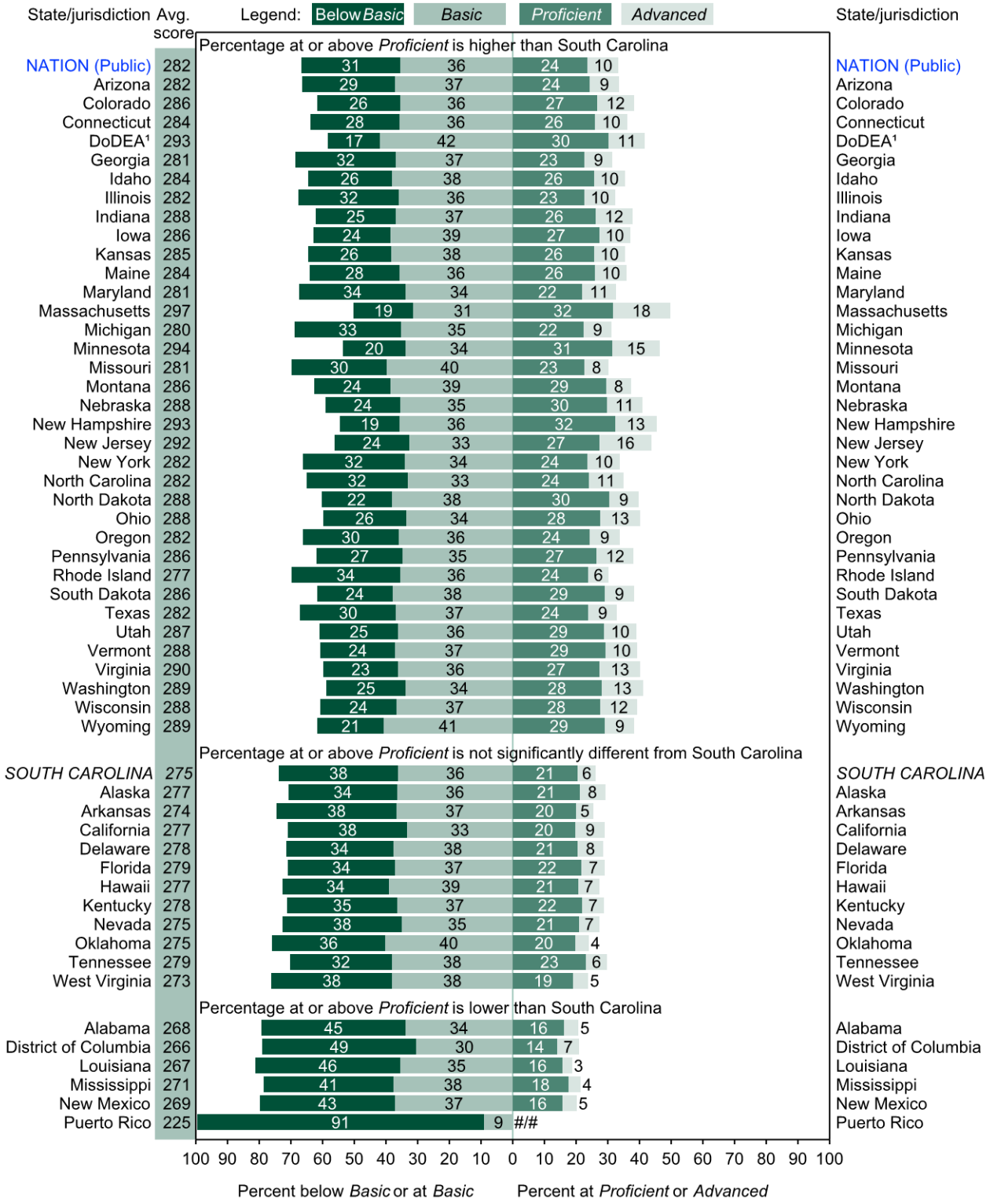
NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficent* category begins, so that they may be compared at *Proficent* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment.

Figure 3-B

The Nation's Report Card 2017 State Assessment

Average scale scores in NAEP mathematics for eighth-grade public school students, percentage within each achievement level, and South Carolina's percentage at or above *Proficient* compared with the nation and other participating jurisdictions: 2017



Rounds to zero.

[1] Department of Defense Education Activity (overseas and domestic schools).

NOTE: The bars above contain percentages of students in each NAEP mathematics achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficent* category begins, so that they may be compared at *Proficent* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment.

Mathematics Performance of Selected Student Groups

This section of the report presents trend results for public school students in South Carolina and the nation by demographic characteristics. Student performance data are reported for

- race/ethnicity
- gender
- student eligibility for the National School Lunch Program
- type of school location (for 2007, 2009, 2011, 2013, 2015, and 2017)
- parents' highest level of education

NAEP collects information on race/ethnicity, gender, and student eligibility for the National School Lunch Program eligibility from school records. Type of school location is based on standard definitions established by the Federal Office of Management and Budget using population and geographic information from the U.S. Census Bureau. Schools are assigned to these categories in the NCES Common Core of Data based on their physical address. The parent's highest level of education for grade 8 is derived from student questionnaires.

Results for each of the student groups are reported in tables that include the percentage of students in each group in the first column, and the average scale score in the second column. The columns to the right show the percentage of students below *Basic* and at or above each achievement level.

Results by students' race/ethnicity and gender include statements about score point differences between student groups (e.g., between White and Black or White and Hispanic students, or between male and female students) in 2017 and in the first assessment year. Because these differences are calculated using unrounded values, they may differ slightly from what would be obtained by subtracting the rounded values that appear in the tables. Statements indicating a narrowing or widening of the gap in students' scores are only made if the change in the gap from the first assessment year to 2017 was found to be statistically significant.

The reader is cautioned against making simple causal inferences about group differences, as a complex mix of educational and socioeconomic factors may affect student performance. NAEP collects information on many additional variables, including school and home factors related to achievement. This information is in an interactive database available on the NAEP website http://nces.ed.gov/nationsreportcard/naepdata/.

Race/Ethnicity

Prior to 2011, student race/ethnicity was obtained from school records and reported for the six mutually exclusive categories shown below:

- White
- Black
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaska Native
- Unclassified (not shown in tables)

Students who identified with more than one of the other five categories were classified as "Other" and were included as part of the "Unclassified" category along with students who had a background other than the ones listed or whose race/ethnicity could not be determined.

In compliance with new standards from the U.S. Office of Management and Budget for collecting and reporting data on race/ethnicity, additional information was collected in 2011 so that results could be reported separately for Asian students, Native Hawaiian/Other Pacific Islander students, and students identifying with two or more races. Beginning in 2011, all of the students participating in NAEP were identified as one of the seven racial/ethnic categories listed below:

- White
- Black or African American
- Hispanic
- Asian
- American Indian/Alaska Native
- Native Hawaiian/Other Pacific Islander
- Two or more races

As in earlier years, students identified as Hispanic were classified as Hispanic in 2011, 2013, 2015, and 2017 even if they were also identified with another racial/ethnic group. Students who identified with two or more of the other racial/ethnic groups (e.g., White and Black) would have been classified as "Other" and reported as part of the "Unclassified" category prior to 2011, and were classified as "Two or more races" in 2011, 2013, 2015, and 2017.

When comparing the results for racial/ethnic groups prior to 2011, data for Asian and Native Hawaiian/Other Pacific Islander students are combined into a single Asian/Pacific Islander category.

Tables 3-A and 3-B show average scale scores and percentage of students by achievement level for public school students at grades 4 and 8 in South Carolina and the nation, by race/ethnicity.

Grade 4 Scale Score Results by Race/Ethnicity

- In 2017, White students in South Carolina had an average scale score that was higher than the average scores of Black and Hispanic students.
- In 2017, the average scale scores of White and Black students in South Carolina were higher than their respective scores in 1992, 1996, and 2000, but lower than their respective score in 2005, and not significantly different from their respective scores in 2003, 2007, 2009, 2011, 2013, and 2015.
- In 2017, the average scale score of Hispanic students in South Carolina was not significantly different from their respective scores in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In 2017, Black students in South Carolina had an average score that was lower than that of White students by 26 points. This performance gap was narrower than that of 1992 (31 points).
- In 2017, Hispanic students in South Carolina had an average score that was lower than that of White students by 15 points. Data are not reported for Hispanic students in 1992, because reporting standards were not met.

Grade 4 Achievement-Level Results by Race/Ethnicity

- In 2017 in South Carolina, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students.
- In 2017, the percentage of White students in South Carolina performing at or above *Proficient* was greater than the percentages of their respective peers in 1992, 1996, and 2000, but smaller than the percentage in 2005, and not significantly different from the percentages of their respective peers in 2003, 2007, 2009, 2011, 2013, and 2015.
- In 2017, the percentage of Black students in South Carolina performing at or above *Proficient* was greater than the percentages of their respective peers in 1992, 1996, and 2000, but not significantly different from the percentages of their respective peers in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In 2017, the percentage of Hispanic students in South Carolina performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

Table 3-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2017

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent: Below *Basic*	Percent: At or above *Basic*	Percent: At or above *Proficient*	Percent: At *Advanced*
White							
1992[1]	Nation (public)	72*	227*	32*	68*	22*	2*
	South Carolina	58*	225*	35*	65*	20*	1*
1996[1]	Nation (public)	71*	230*	27*	73*	25*	3*
	South Carolina	57*	224*	35*	65*	19*	2*
2000[1]	Nation (public)	67*	234*	22*	78*	32*	3*
	South Carolina	56*	233*	23*	77*	28*	3*
2000	Nation (public)	62*	233*	24*	76*	30*	3*
	South Carolina	55*	233*	23*	77*	28*	3*
2003	Nation (public)	58*	243*	13	87	42*	5*
	South Carolina	55*	246	10	90	46	6
2005	Nation (public)	57*	246*	11*	89*	47*	7*
	South Carolina	55*	250*	8*	92*	53*	8
2007	Nation (public)	55*	248	9*	91*	51	8*
	South Carolina	57*	248	10	90	50	8
2009	Nation (public)	54*	248	10*	90*	50	8*
	South Carolina	55*	245	12	88	46	7
2011	Nation (public)	52*	249	9*	91*	52	9*
	South Carolina	54	248	10	90	52	9
2013	Nation (public)	51*	250*	9*	91*	54*	10
	South Carolina	53	247	11	89	49	8
2015	Nation (public)	49*	248	10*	90*	51	10
	South Carolina	53	247	10	90	48	8
2017	Nation (public)	47	248	12	88	51	11
	South Carolina	50	245	14	86	45	9

See notes at end of table.

Table 3-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Black							
1992[1]	Nation (public)	18*	192*	78*	22*	2*	#
	South Carolina	41*	194*	78*	22*	2*	#
1996[1]	Nation (public)	17	199*	70*	30*	4*	#
	South Carolina	41*	198*	74*	26*	2*	#
2000[1]	Nation (public)	17*	204*	64*	36*	5*	#
	South Carolina	42*	203*	65*	35*	4*	#
2000	Nation (public)	17	203*	65*	35*	4*	#*
	South Carolina	42*	203*	65*	35*	4*	#
2003	Nation (public)	17*	216*	46*	54*	10*	#*
	South Carolina	40*	222	35	65	13	1
2005	Nation (public)	17*	220*	40*	60*	13*	1*
	South Carolina	41*	223*	34*	66*	13	#
2007	Nation (public)	17*	222	37	63	15*	1*
	South Carolina	36	221	36	64	14	1
2009	Nation (public)	16*	222	37	63	15*	1*
	South Carolina	35	220	40	60	14	1
2011	Nation (public)	16	224	34*	66*	17	1*
	South Carolina	36	220	39	61	13	#
2013	Nation (public)	16	224	34*	66*	18	1
	South Carolina	35	222	36	64	15	1
2015	Nation (public)	15	224	35	65	19	1
	South Carolina	32	221	38	62	16	1
2017	Nation (public)	15	223	37	63	19	2
	South Carolina	34	219	41	59	13	1

See notes at end of table.

Table 3-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Hispanic							
1992[1]	Nation (public)	7*	201*	68*	32*	5*	#
	South Carolina	#*	‡	‡	‡	‡	‡
1996[1]	Nation (public)	9*	204*	63*	37*	7*	#
	South Carolina	1*	‡	‡	‡	‡	‡
2000[1]	Nation (public)	11*	209*	55*	45*	8*	#
	South Carolina	1*	‡	‡	‡	‡	‡
2000	Nation (public)	16*	207*	59*	41*	7*	#*
	South Carolina	2*	‡	‡	‡	‡	‡
2003	Nation (public)	19*	221*	38*	62*	15*	1*
	South Carolina	3*	232	22	78	26	2
2005	Nation (public)	20*	225*	33*	67*	19*	1*
	South Carolina	3*	236	17*	83*	30	1
2007	Nation (public)	21*	227*	31	69	22*	1*
	South Carolina	4*	227	26	74	21	2
2009	Nation (public)	22*	227*	30	70	21*	1*
	South Carolina	6*	232	23	77	28	2
2011	Nation (public)	24*	229	28	72	24	2*
	South Carolina	6*	234	20	80	28	2
2013	Nation (public)	25*	230	27*	73*	26	2
	South Carolina	7*	229	27	73	25	2
2015	Nation (public)	26*	230	27	73	26	3
	South Carolina	9	233	26	74	34	4
2017	Nation (public)	27	229	30	70	26	3
	South Carolina	10	230	29	71	26	4

See notes at end of table.

Table 3-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Asian/Pacific Islander							
1992[1]	Nation (public)	3*	231*	26*	74*	27*	4*
	South Carolina	1*	‡	‡	‡	‡	‡
1996[1]	Nation (public)	3*	225*	35*	65*	20*	5*
	South Carolina	1*	‡	‡	‡	‡	‡
2000[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	South Carolina	1*	‡	‡	‡	‡	‡
2000	Nation (public)	‡	‡	‡	‡	‡	‡
	South Carolina	1*	‡	‡	‡	‡	‡
2003	Nation (public)	4*	246*	13*	87*	48*	10*
	South Carolina	1*	‡	‡	‡	‡	‡
2005	Nation (public)	4*	251*	11	89	54*	14*
	South Carolina	1	‡	‡	‡	‡	‡
2007	Nation (public)	5*	254*	9	91	59*	16*
	South Carolina	1	‡	‡	‡	‡	‡
2009	Nation (public)	5	255	9	91	61	18*
	South Carolina	2	‡	‡	‡	‡	‡
2011	Nation (public)	5	256	9	91	62	20
	South Carolina	2	‡	‡	‡	‡	‡
2013	Nation (public)	5	258	9	91	64	23
	South Carolina	1	‡	‡	‡	‡	‡
2015	Nation (public)	5	256	10	90	61	22
	South Carolina	2	‡	‡	‡	‡	‡
2017	Nation (public)	6	258	10	90	64	24
	South Carolina	2	‡	‡	‡	‡	‡

See notes at end of table.

Table 3-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent: Below *Basic*	Percent: At or above *Basic*	Percent: At or above *Proficient*	Percent: At *Advanced*
American Indian/Alaska Native							
1992[1]	Nation (public)	1	‡	‡	‡	‡	‡
	South Carolina	#	‡	‡	‡	‡	‡
1996[1]	Nation (public)	1	‡	‡	‡	‡	‡
	South Carolina	#	‡	‡	‡	‡	‡
2000[1]	Nation (public)	1	‡	‡	‡	‡	‡
	South Carolina	#	‡	‡	‡	‡	‡
2000	Nation (public)	1	207*	61*	39*	8*	#
	South Carolina	#	‡	‡	‡	‡	‡
2003	Nation (public)	1*	224*	35	65	18*	1
	South Carolina	#	‡	‡	‡	‡	‡
2005	Nation (public)	1*	227	31	69	22	2
	South Carolina	#	‡	‡	‡	‡	‡
2007	Nation (public)	1*	229	28	72	26	3
	South Carolina	#	‡	‡	‡	‡	‡
2009	Nation (public)	1*	227	32	68	23	2
	South Carolina	1	‡	‡	‡	‡	‡
2011	Nation (public)	1	227	32	68	24	2
	South Carolina	#	‡	‡	‡	‡	‡
2013	Nation (public)	1	228	30	70	24	2
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	228	30	70	24	2
	South Carolina	1	‡	‡	‡	‡	‡
2017	Nation (public)	1	228	31	69	25	3
	South Carolina	#	‡	‡	‡	‡	‡

Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
[1] Accommodations were not permitted for this assessment.
NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2017 Mathematics Assessments.

Grade 8 Scale Score Results by Race/Ethnicity

- In 2017, White students in South Carolina had an average scale score that was higher than the average scores of Black and Hispanic students.
- In 2017, the average scale score of White students in South Carolina was higher than their respective scores in 1992, 1996, and 2000, but lower than their respective scores in 2005, 2007, 2009, 2011, and 2013, and not significantly different from their respective scores in 2003 and 2015.
- In 2017, the average scale score of Black students in South Carolina was higher than their respective scores in 1992, 1996, and 2000, but lower than their respective scores in 2003, 2005, 2007, 2009, 2011, and 2013, and not significantly different from their respective score in 2015.
- In 2017, the average scale score of Hispanic students in South Carolina was not significantly different from their respective scores in 2005, 2007, 2009, 2011, 2013, and 2015.
- In 2017, Black students in South Carolina had an average score that was lower than that of White students by 35 points. In 1992, the average score for Black students was lower than that of White students by 33 points.
- In 2017, Hispanic students in South Carolina had an average score that was lower than that of White students by 16 points. Data are not reported for Hispanic students in 1992, because reporting standards were not met.

Grade 8 Achievement-Level Results by Race/Ethnicity

- In 2017 in South Carolina, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students.
- In 2017, the percentage of White students in South Carolina performing at or above *Proficient* was greater than the percentages of their respective peers in 1992, 1996, and 2000, but smaller than the percentages of their respective peers in 2005 and 2007, and not significantly different from the percentages of their respective peers in 2003, 2009, 2011, 2013, and 2015.
- In 2017, the percentage of Black students in South Carolina performing at or above *Proficient* was greater than the percentages of their respective peers in 1992, 1996, and 2000, but smaller than the percentage in 2007, and not significantly different from the percentages of their respective peers in 2003, 2005, 2009, 2011, 2013, and 2015.
- In 2017, the percentage of Hispanic students in South Carolina performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 2005, 2007, 2009, 2011, 2013, and 2015.

Table 3-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2017

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent: Below *Basic*	Percent: At or above *Basic*	Percent: At or above *Proficient*	Percent: At *Advanced*
White							
1992[1]	Nation (public)	72*	276*	34*	66*	25*	3*
	South Carolina	60*	273*	37*	63*	22*	3*
1996[1]	Nation (public)	70*	280*	28*	72*	29*	5*
	South Carolina	55	273*	36*	64*	21*	3*
2000[1]	Nation (public)	69*	284*	24*	76*	33*	6*
	South Carolina	58*	279*	29*	71*	27*	4*
2000	Nation (public)	63*	283*	25*	75*	33*	6*
	South Carolina	57*	277*	30*	70*	27*	4*
2003	Nation (public)	62*	287*	21	79	36*	7*
	South Carolina	56	291	16*	84*	39	8
2005	Nation (public)	60*	288*	21	79	37*	7*
	South Carolina	57*	294*	14*	86*	44*	11
2007	Nation (public)	58*	290*	19*	81*	41*	9*
	South Carolina	56	293*	17*	83*	44*	11
2009	Nation (public)	56*	292	18*	82*	43	10*
	South Carolina	54	293*	17*	83*	43	11
2011	Nation (public)	54*	293	17*	83*	43	10*
	South Carolina	56*	293*	17*	83*	43	10
2013	Nation (public)	53*	293	17*	83*	44	11*
	South Carolina	55	292*	19	81	43	11
2015	Nation (public)	51	291	19	81	42	10*
	South Carolina	56	288	20	80	36	7
2017	Nation (public)	50	292	20	80	43	13
	South Carolina	51	288	22	78	38	9

See notes at end of table.

Table 3-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Black							
1992[1]	Nation (public)	17*	236*	81*	19*	2*	#
	South Carolina	39*	241*	77*	23*	3*	#
1996[1]	Nation (public)	16*	241*	74*	26*	4*	#
	South Carolina	43*	244*	72*	28*	3*	#
2000[1]	Nation (public)	14	245*	70*	30*	5*	#*
	South Carolina	40*	248*	68	32	4*	#
2000	Nation (public)	17*	243*	70*	30*	5*	#*
	South Carolina	41*	247*	70*	30*	4*	#
2003	Nation (public)	17*	252*	61*	39*	7*	#*
	South Carolina	40*	258*	54*	46*	8	1
2005	Nation (public)	17*	254*	59*	41*	8*	1*
	South Carolina	39*	263*	49*	51*	10	1
2007	Nation (public)	17*	259	53	47	11*	1*
	South Carolina	38	265*	45*	55*	15*	1
2009	Nation (public)	16*	260	51*	49*	12	1*
	South Carolina	38	263*	48*	52*	12	1
2011	Nation (public)	16*	262*	50*	50*	13	1
	South Carolina	35	263*	50*	50*	14	2
2013	Nation (public)	15	263*	49*	51*	14	2
	South Carolina	36	261*	52*	48*	13	2
2015	Nation (public)	15	260	53	47	12	1
	South Carolina	34	256	58	42	8	1
2017	Nation (public)	15	260	54	46	13	2
	South Carolina	34	253	63	37	8	1

See notes at end of table.

Table 3-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Hispanic							
1992[1]	Nation (public)	8*	247*	67*	33*	6*	#*
	South Carolina	#*	‡	‡	‡	‡	‡
1996[1]	Nation (public)	9*	250*	62*	38*	8*	1
	South Carolina	1*	‡	‡	‡	‡	‡
2000[1]	Nation (public)	11*	252*	60*	40*	8*	#*
	South Carolina	1*	‡	‡	‡	‡	‡
2000	Nation (public)	14*	252*	60*	40*	8*	#*
	South Carolina	1*	‡	‡	‡	‡	‡
2003	Nation (public)	15*	258*	53*	47*	11*	1*
	South Carolina	2*	‡	‡	‡	‡	‡
2005	Nation (public)	17*	261*	50*	50*	13*	1*
	South Carolina	3*	269	42	58	19	3
2007	Nation (public)	19*	264*	46	54	15*	2*
	South Carolina	3*	272	38	62	23	5
2009	Nation (public)	21*	266*	44	56	17*	2*
	South Carolina	5*	269	43	57	16	3
2011	Nation (public)	23*	269	40*	60*	20	3*
	South Carolina	5*	273	37	63	25	4
2013	Nation (public)	23*	271*	38*	62*	21	3
	South Carolina	5*	272	38	62	23	4
2015	Nation (public)	25	269	40	60	19	3
	South Carolina	6*	272	38	62	22	5
2017	Nation (public)	25	268	43	57	20	3
	South Carolina	9	272	36	64	19	3

See notes at end of table.

Table 3-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Asian/Pacific Islander							
1992[1]	Nation (public)	2*	290*	25	75	43	14*
	South Carolina	1*	‡	‡	‡	‡	‡
1996[1]	Nation (public)	‡	‡	‡	‡	‡	‡
	South Carolina	1*	‡	‡	‡	‡	‡
2000[1]	Nation (public)	4*	286*	27*	73*	40*	12*
	South Carolina	1*	‡	‡	‡	‡	‡
2000	Nation (public)	4*	287*	27*	73*	40*	12*
	South Carolina	1*	‡	‡	‡	‡	‡
2003	Nation (public)	4*	289*	23*	77*	42*	12*
	South Carolina	1*	‡	‡	‡	‡	‡
2005	Nation (public)	5*	294*	19*	81*	46*	16*
	South Carolina	1*	‡	‡	‡	‡	‡
2007	Nation (public)	5*	296*	18*	82*	49*	17*
	South Carolina	1	‡	‡	‡	‡	‡
2009	Nation (public)	5*	300*	16	84	53*	20*
	South Carolina	1*	‡	‡	‡	‡	‡
2011	Nation (public)	6	302*	15	85	55*	22*
	South Carolina	2	‡	‡	‡	‡	‡
2013	Nation (public)	5*	306	13	87	60	25
	South Carolina	2	‡	‡	‡	‡	‡
2015	Nation (public)	6	305	14	86	58	25
	South Carolina	1	‡	‡	‡	‡	‡
2017	Nation (public)	6	310	14	86	62	30
	South Carolina	2	‡	‡	‡	‡	‡

See notes at end of table.

Table 3-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 1992–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent: Below *Basic*	Percent: At or above *Basic*	Percent: At or above *Proficient*	Percent: At *Advanced*
American Indian/Alaska Native							
1992[1]	Nation (public)	1	‡	‡	‡	‡	‡
	South Carolina	#	‡	‡	‡	‡	‡
1996[1]	Nation (public)	1	‡	‡	‡	‡	‡
	South Carolina	#	‡	‡	‡	‡	‡
2000[1]	Nation (public)	1	264	47	53	14	2
	South Carolina	#	‡	‡	‡	‡	‡
2000	Nation (public)	1	263	47	53	13	3
	South Carolina	#	‡	‡	‡	‡	‡
2003	Nation (public)	1*	265	46	54	16	2
	South Carolina	#	‡	‡	‡	‡	‡
2005	Nation (public)	1*	266	45	55	14*	2
	South Carolina	#	‡	‡	‡	‡	‡
2007	Nation (public)	1*	265	44	56	17	2
	South Carolina	#	‡	‡	‡	‡	‡
2009	Nation (public)	1*	267	43	57	20	3
	South Carolina	#	‡	‡	‡	‡	‡
2011	Nation (public)	1	266	45	55	17	4
	South Carolina	#	‡	‡	‡	‡	‡
2013	Nation (public)	1*	270	40	60	21	3
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	267	43	57	19	3
	South Carolina	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	268	43	57	19	4
	South Carolina	#	‡	‡	‡	‡	‡

Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
[1] Accommodations were not permitted for this assessment.
NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2017 Mathematics Assessments.

Tables 4-A and 4-B show average scale scores and percentage of students by achievement-level data for the seven racial/ethnic categories used in 2011, 2013, 2015, and 2017: White, Black, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Two or more races at grades 4 and 8 in South Carolina and the nation.

Table 4-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2011–2017

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent: Below *Basic*	Percent: At or above *Basic*	Percent: At or above *Proficient*	Percent: At *Advanced*
White							
2011	Nation (public)	52*	249	9*	91*	52	9*
	South Carolina	54	248	10	90	52	9
2013	Nation (public)	51*	250*	9*	91*	54*	10
	South Carolina	53	247	11	89	49	8
2015	Nation (public)	49*	248	10*	90*	51	10
	South Carolina	53	247	10	90	48	8
2017	Nation (public)	47	248	12	88	51	11
	South Carolina	50	245	14	86	45	9
Black							
2011	Nation (public)	16	224	34	66	17	1*
	South Carolina	36	220	39	61	13	#
2013	Nation (public)	16	224	34*	66*	18	1
	South Carolina	35	222	36	64	15	1
2015	Nation (public)	15	224	35	65	19	1
	South Carolina	32	221	38	62	16	1
2017	Nation (public)	15	223	37	63	19	2
	South Carolina	34	219	41	59	13	1
Hispanic							
2011	Nation (public)	24*	229	28	72	24	2*
	South Carolina	6*	234	20	80	28	2
2013	Nation (public)	25*	230	27*	73*	26	2
	South Carolina	7*	229	27	73	25	2
2015	Nation (public)	26	230	27	73	26	3
	South Carolina	9	233	26	74	34	4
2017	Nation (public)	27	229	30	70	26	3
	South Carolina	10	230	29	71	26	4
Asian							
2011	Nation (public)	5	257	8	92	64	21
	South Carolina	2	‡	‡	‡	‡	‡
2013	Nation (public)	5	260	7	93	67	24
	South Carolina	1	‡	‡	‡	‡	‡
2015	Nation (public)	5	259	8	92	64	23
	South Carolina	2	‡	‡	‡	‡	‡
2017	Nation (public)	5	260	8	92	67	26
	South Carolina	1	‡	‡	‡	‡	‡

See notes at end of table.

Table 4-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2011–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent: Below *Basic*	Percent: At or above *Basic*	Percent: At or above *Proficient*	Percent: At *Advanced*
American Indian/Alaska Native							
2011	Nation (public)	1	227	32	68	24	2
	South Carolina	#	‡	‡	‡	‡	‡
2013	Nation (public)	1	228	30	70	24	2
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	228	30	70	24	2
	South Carolina	1	‡	‡	‡	‡	‡
2017	Nation (public)	1	228	31	69	25	3
	South Carolina	#	‡	‡	‡	‡	‡
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#	235	24	76	33	7
	South Carolina	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	235	23	77	32	4
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	#	226	35	65	24	3
	South Carolina	#	‡	‡	‡	‡	‡
2017	Nation (public)	#	228	30	70	27	4
	South Carolina	#	‡	‡	‡	‡	‡
Two or More Races							
2011	Nation (public)	2*	244	15	85	43	9
	South Carolina	2*	236	18	82	33	3
2013	Nation (public)	3*	244	14	86	45	9
	South Carolina	3	239	15	85	36	3
2015	Nation (public)	3*	244	15	85	44	9
	South Carolina	4	240	16	84	35	5
2017	Nation (public)	4	244	16	84	44	10
	South Carolina	4	232	27	73	31	4

Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2011–2017 Mathematics Assessments.

Table 4-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2011–2017

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent: Below *Basic*	Percent: At or above *Basic*	Percent: At or above *Proficient*	Percent: At *Advanced*
White							
2011	Nation (public)	54*	293	17*	83*	43	10*
	South Carolina	56*	293*	17*	83*	43	10
2013	Nation (public)	53*	293	17*	83*	44	11*
	South Carolina	55	292*	19	81	43	11
2015	Nation (public)	51	291	19	81	42	10*
	South Carolina	56	288	20	80	36	7
2017	Nation (public)	50	292	20	80	43	13
	South Carolina	51	288	22	78	38	9
Black							
2011	Nation (public)	16*	262*	50*	50*	13	1
	South Carolina	35	263*	50*	50*	14	2
2013	Nation (public)	15	263*	49*	51*	14	2
	South Carolina	36	261*	52*	48*	13	2
2015	Nation (public)	15	260	53	47	12	1
	South Carolina	34	256	58	42	8	1
2017	Nation (public)	15	260	54	46	13	2
	South Carolina	34	253	63	37	8	1
Hispanic							
2011	Nation (public)	23*	269	40*	60*	20	3*
	South Carolina	5*	273	37	63	25	4
2013	Nation (public)	23*	271*	38*	62*	21	3
	South Carolina	5*	272	38	62	23	4
2015	Nation (public)	25	269	40	60	19	3
	South Carolina	6*	272	38	62	22	5
2017	Nation (public)	25	268	43	57	20	3
	South Carolina	9	272	36	64	19	3
Asian							
2011	Nation (public)	5	305*	12	88	58*	24*
	South Carolina	2	‡	‡	‡	‡	‡
2013	Nation (public)	5*	308	12	88	62	27
	South Carolina	2	‡	‡	‡	‡	‡
2015	Nation (public)	5	307	12	88	60	26
	South Carolina	1	‡	‡	‡	‡	‡
2017	Nation (public)	5	312	12	88	65	32
	South Carolina	2	‡	‡	‡	‡	‡

See notes at end of table.

Table 4-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by race/ethnicity, year, and jurisdiction: Various years, 2011–2017—Continued

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent: Below *Basic*	Percent: At or above *Basic*	Percent: At or above *Proficient*	Percent: At *Advanced*
American Indian/Alaska Native							
2011	Nation (public)	1	266	45	55	17	4
	South Carolina	#	‡	‡	‡	‡	‡
2013	Nation (public)	1*	270	40	60	21	3
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	267	43	57	19	3
	South Carolina	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	268	43	57	19	4
	South Carolina	#	‡	‡	‡	‡	‡
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#	265	45	55	19	3
	South Carolina	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	274	34	66	24	4
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	#	277	35	65	30	6
	South Carolina	#	‡	‡	‡	‡	‡
2017	Nation (public)	#	272	38	62	23	5
	South Carolina	#	‡	‡	‡	‡	‡
Two or More Races							
2011	Nation (public)	2*	286	24	76	37	10
	South Carolina	2*	‡	‡	‡	‡	‡
2013	Nation (public)	2*	286	24	76	37	10
	South Carolina	2*	286	21	79	31	6
2015	Nation (public)	2*	283	28	72	35	9*
	South Carolina	3	‡	‡	‡	‡	‡
2017	Nation (public)	3	285	28	72	36	12
	South Carolina	3	278	29	71	27	4

Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2011–2017 Mathematics Assessments.

Gender

Information on student gender is reported by the student's school when rosters of the students eligible to be assessed are submitted to NAEP.

Tables 5-A and 5-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in South Carolina and the nation, by gender.

Grade 4 Scale Score Results by Gender

- In 2017, male students in South Carolina had an average score in mathematics (235) that was not significantly different from that of female students (233). In 1992, male students in South Carolina had an average score in mathematics (213) that was not significantly different from that of female students (212).
- In 2017, male students in South Carolina had an average scale score in mathematics (235) that was lower than that of male students in public schools across the nation (240). Similarly, female students in South Carolina had an average scale score (233) that was lower than that of female students across the nation (238).
- In South Carolina, the average scale score of male students in 2017 was higher than the scores of male students in 1992, 1996, and 2000, but not significantly different from the scores of male students in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In South Carolina, the average scale score of female students in 2017 was higher than the scores of female students in 1992, 1996, and 2000, but lower than the scores of female students in 2005, 2007, 2011, and 2013, and not significantly different from the scores of female students in 2003, 2009, and 2015.

Grade 4 Achievement-Level Results by Gender

- In the 2017 assessment, 34 percent of male students and 30 percent of female students performed at or above *Proficient* in South Carolina. The difference between these percentages was not statistically significant.
- The percentage of male students in South Carolina's public schools who were at or above *Proficient* in 2017 (34 percent) was smaller than that of male students in the nation (41 percent).
- The percentage of female students in South Carolina's public schools who were at or above *Proficient* in 2017 (30 percent) was smaller than that of female students in the nation (38 percent).
- In South Carolina, the percentage of male students performing at or above *Proficient* in 2017 was greater than the corresponding percentages of students in 1992, 1996, and 2000, but not significantly different from the corresponding percentages of students in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In South Carolina, the percentage of female students performing at or above *Proficient* in 2017 was greater than the corresponding percentages of students in 1992, 1996, and 2000, but smaller than the corresponding percentages of students in 2007 and 2011, and not significantly different from the corresponding percentages of students in 2003, 2005, 2009, 2013, and 2015.

Table 5-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by gender, year, and jurisdiction: Various years, 1992–2017

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent: Below *Basic*	Percent: At or above *Basic*	Percent: At or above *Proficient*	Percent: At *Advanced*
Male							
1992[1]	Nation (public)	50	220*	41*	59*	19*	2*
	South Carolina	50	213*	52*	48*	14*	1*
1996[1]	Nation (public)	51	224*	37*	63*	22*	3*
	South Carolina	50	214*	51*	49*	13*	1*
2000[1]	Nation (public)	51	227*	32*	68*	27*	3*
	South Carolina	52	221*	40*	60*	20*	2*
2000	Nation (public)	51	225*	35*	65*	25*	3*
	South Carolina	52	221*	41*	59*	20*	3*
2003	Nation (public)	51	235*	23*	77*	34*	5*
	South Carolina	50	237	18*	82*	34	5
2005	Nation (public)	51	238*	20	80	37*	6*
	South Carolina	50	238	20*	80*	37	5
2007	Nation (public)	51*	240	18*	82*	41	7*
	South Carolina	50*	236	22	78	36	5
2009	Nation (public)	51	240	19*	81*	40	7*
	South Carolina	51	236	23	77	36	5
2011	Nation (public)	51	241	18*	82*	41	7*
	South Carolina	50	237	23	77	36	6
2013	Nation (public)	51	242*	18*	82*	42	8
	South Carolina	51	236	23	77	36	6
2015	Nation (public)	51	241	19*	81*	41	8
	South Carolina	51	238	21	79	37	6
2017	Nation (public)	51	240	21	79	41	9
	South Carolina	52	235	25	75	34	6

See notes at end of table.

Table 5-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by gender, year, and jurisdiction: Various years, 1992–2017—Continued

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent: Below *Basic*	Percent: At or above *Basic*	Percent: At or above *Proficient*	Percent: At *Advanced*
Female							
1992[1]	Nation (public)	50	218*	44*	56*	16*	1*
	South Carolina	50	212*	53*	47*	12*	1*
1996[1]	Nation (public)	49	221*	39*	61*	17*	1*
	South Carolina	50	213*	53*	47*	11*	1*
2000[1]	Nation (public)	49	225*	34*	66*	22*	2*
	South Carolina	48	220*	41*	59*	15*	1*
2000	Nation (public)	49	223*	38*	62*	20*	1*
	South Carolina	48	219*	42*	58*	15*	1*
2003	Nation (public)	49	233*	25*	75*	29*	3*
	South Carolina	50	234	23	77	29	3
2005	Nation (public)	49	236*	21	79	33*	4*
	South Carolina	50	238*	18*	82*	35	4
2007	Nation (public)	49*	238	19*	81*	36	4*
	South Carolina	50*	238*	19*	81*	36*	5
2009	Nation (public)	49	238	19*	81*	37	5*
	South Carolina	49	235	22	78	32	4
2011	Nation (public)	49	239*	18*	82*	39	6*
	South Carolina	50	238*	19*	81*	36*	5
2013	Nation (public)	49	241*	18*	82*	40*	7
	South Carolina	49	238*	19*	81*	35	5
2015	Nation (public)	49	239	19*	81*	38	6
	South Carolina	49	237	21	79	35	5
2017	Nation (public)	49	238	21	79	38	7
	South Carolina	48	233	25	75	30	5

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2017 Mathematics Assessments.

Grade 8 Scale Score Results by Gender

- In 2017, male students in South Carolina had an average score in mathematics (274) that was not significantly different from that of female students (275). In 1992, male students in South Carolina had an average score in mathematics (261) that was not significantly different from that of female students (260).
- In 2017, male students in South Carolina had an average scale score in mathematics (274) that was lower than that of male students in public schools across the nation (282). Similarly, female students in South Carolina had an average scale score (275) that was lower than that of female students across the nation (282).
- In South Carolina, the average scale score of male students in 2017 was higher than the scores of male students in 1992, 1996, and 2000, but lower than the scores of male students in 2003, 2005, 2007, 2009, 2011, and 2013, and not significantly different from the score of male students in 2015.
- In South Carolina, the average scale score of female students in 2017 was higher than the scores of female students in 1992, 1996, and 2000, but lower than the scores of female students in 2005, 2007, 2009, 2011, and 2013, and not significantly different from the scores of female students in 2003 and 2015.

Grade 8 Achievement-Level Results by Gender

- In the 2017 assessment, 26 percent of male students and 26 percent of female students performed at or above *Proficient* in South Carolina. The difference between these percentages was not statistically significant.
- The percentage of male students in South Carolina's public schools who were at or above *Proficient* in 2017 (26 percent) was smaller than that of male students in the nation (34 percent).
- The percentage of female students in South Carolina's public schools who were at or above *Proficient* in 2017 (26 percent) was smaller than that of female students in the nation (33 percent).
- In South Carolina, the percentage of male students performing at or above *Proficient* in 2017 was greater than the corresponding percentages of students in 1992, 1996, and 2000, but smaller than the corresponding percentages of students in 2007 and 2013, and not significantly different from the corresponding percentages of students in 2003, 2005, 2009, 2011, and 2015.
- In South Carolina, the percentage of female students performing at or above *Proficient* in 2017 was greater than the corresponding percentages of students in 1992, 1996, and 2000, but smaller than the corresponding percentages of students in 2007 and 2011, and not significantly different from the corresponding percentages of students in 2003, 2005, 2009, 2013, and 2015.

Table 5-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by gender, year, and jurisdiction: Various years, 1992–2017

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent: Below *Basic*	Percent: At or above *Basic*	Percent: At or above *Proficient*	Percent: At *Advanced*
Male							
1992[1]	Nation (public)	52	266*	45*	55*	20*	3*
	South Carolina	50	261*	52*	48*	16*	2*
1996[1]	Nation (public)	52	270*	40*	60*	24*	4*
	South Carolina	47*	262*	50*	50*	16*	3*
2000[1]	Nation (public)	50	276*	34*	66*	29*	6*
	South Carolina	49	266*	46*	54*	18*	2*
2000	Nation (public)	50	273*	38*	62*	26*	5*
	South Carolina	50	264*	49*	51*	17*	3*
2003	Nation (public)	50	277*	33	67	29*	6*
	South Carolina	51	280*	30*	70*	29	6
2005	Nation (public)	51	278*	32	68	30*	6*
	South Carolina	50	282*	29*	71*	31	8
2007	Nation (public)	51*	281*	29*	71*	33	8*
	South Carolina	48	281*	29*	71*	33*	8
2009	Nation (public)	51*	283	28*	72*	34	8*
	South Carolina	50	281*	31*	69*	31	8
2011	Nation (public)	51	283	28*	72*	34	9*
	South Carolina	51	280*	31*	69*	31	7
2013	Nation (public)	51	284*	27*	73*	35	9*
	South Carolina	50	281*	31*	69*	32*	8
2015	Nation (public)	51	281	30	70	32*	8*
	South Carolina	50	275	36	64	25	6
2017	Nation (public)	51	282	31	69	34	11
	South Carolina	51	274	39	61	26	7

See notes at end of table.

Table 5-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by gender, year, and jurisdiction: Various years, 1992–2017—Continued

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent: Below *Basic*	Percent: At or above *Basic*	Percent: At or above *Proficient*	Percent: At *Advanced*
Female							
1992[1]	Nation (public)	48	267*	44*	56*	20*	3*
	South Carolina	50	260*	53*	47*	14*	2*
1996[1]	Nation (public)	48	271*	39*	61*	21*	3*
	South Carolina	53*	259*	53*	47*	12*	1*
2000[1]	Nation (public)	50	273*	36*	64*	24*	4*
	South Carolina	51	267*	44*	56*	18*	2*
2000	Nation (public)	50	271*	38*	62*	23*	4*
	South Carolina	50	265*	45*	55*	17*	2*
2003	Nation (public)	50	275*	34*	66*	26*	4*
	South Carolina	49	274	35	65	23	4
2005	Nation (public)	49	277*	33*	67*	27*	5*
	South Carolina	50	281*	28*	72*	29	6
2007	Nation (public)	49*	279*	30	70	29*	6*
	South Carolina	52	282*	29*	71*	31*	7
2009	Nation (public)	49*	281	29*	71*	31*	7*
	South Carolina	50	280*	31*	69*	29	6
2011	Nation (public)	49	282	28*	72*	33	7*
	South Carolina	49	282*	28*	72*	32*	7
2013	Nation (public)	49	283*	27*	73*	34	7*
	South Carolina	50	279*	32	68	29	7
2015	Nation (public)	49	281	29	71	32	7*
	South Carolina	50	277	33	67	27	4
2017	Nation (public)	49	282	31	69	33	9
	South Carolina	49	275	36	64	26	5

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2017 Mathematics Assessments.

Student Eligibility for the National School Lunch Program

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and data for this category of students are included as an indicator of lower family income. NAEP first collected information on participation in this program in 1996; therefore, cross-year comparisons to assessments prior to 1996 cannot be made.

Tables 6-A and 6-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in South Carolina and the nation, by student eligibility for the NSLP.

Grade 4 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2017, students in South Carolina eligible for free/reduced-price lunch had an average mathematics scale score of 226. This was lower than that of students in South Carolina not eligible for this program (248).
- In 2017, students in South Carolina who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 22 points. In 1996, the average score for students in South Carolina who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 25 points.
- Students in South Carolina eligible for free/reduced-price lunch had an average scale score (226) in 2017 that was not significantly different from that of students in the nation who were eligible (228).
- In South Carolina, students eligible for free/reduced-price lunch had an average mathematics scale score in 2017 that was higher than that of eligible students in 1996 and 2000, but not significantly different from that of eligible students in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

Grade 4 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In South Carolina, 22 percent of students who were eligible for free/reduced-price lunch and 51 percent of those who were not eligible for this program performed at or above *Proficient* in 2017. These percentages were significantly different from one another.
- For students in South Carolina in 2017 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (22 percent) was smaller than the corresponding percentage for their counterparts around the nation (25 percent).
- In South Carolina, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2017 was greater than the corresponding percentages in 1996 and 2000, but not significantly different from the corresponding percentages in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

Table 6-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1996–2017

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Eligible							
1996[1]	Nation (public)	34*	207*	59*	41*	8*	#*
	South Carolina	52*	201*	69*	31*	4*	#
2000[1]	Nation (public)	35*	210*	54*	46*	9*	#*
	South Carolina	50*	208*	56*	44*	7*	#
2000	Nation (public)	40*	208*	57*	43*	7*	#*
	South Carolina	52*	207*	57*	43*	7*	#*
2003	Nation (public)	44*	222*	38*	62*	15*	1*
	South Carolina	53*	226	31	69	18	1
2005	Nation (public)	46*	225*	33*	67*	19*	1*
	South Carolina	53*	227	29	71	19	1*
2007	Nation (public)	46*	227	30	70	22*	1*
	South Carolina	53*	226	30	70	20	1
2009	Nation (public)	48*	228	29	71	22*	1*
	South Carolina	55*	226	32	68	20	1
2011	Nation (public)	52*	229*	27*	73*	24	2*
	South Carolina	57*	227	30	70	21	2
2013	Nation (public)	54	230*	27*	73*	26	2
	South Carolina	62	227	31	69	22	2
2015	Nation (public)	55	229*	28*	72*	24	2*
	South Carolina	63	229	29	71	24	2
2017	Nation (public)	54	228	31	69	25	3
	South Carolina	62	226	33	67	22	3

See notes at end of table.

Table 6-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1996–2017—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Not eligible							
1996[1]	Nation (public)	52*	231*	27*	73*	25*	3*
	South Carolina	48*	226*	32*	68*	20*	2*
2000[1]	Nation (public)	52*	236*	21*	79*	33*	4*
	South Carolina	46*	235*	22*	78*	31*	3*
2000	Nation (public)	49	235*	23*	77*	32*	4*
	South Carolina	46*	234*	22*	78*	31*	3*
2003	Nation (public)	52*	244*	12*	88*	45*	6*
	South Carolina	46*	247	9	91	48	7
2005	Nation (public)	52*	248*	10	90	50*	8*
	South Carolina	47*	250	7	93	54	9
2007	Nation (public)	53*	249*	9	91	53*	9*
	South Carolina	47*	249	9	91	54	8
2009	Nation (public)	51*	250*	9	91	54*	10*
	South Carolina	45*	248	10	90	51	9
2011	Nation (public)	47*	252	8*	92*	57	12*
	South Carolina	43*	251	9	91	56	10
2013	Nation (public)	46	254*	7*	93*	60*	14
	South Carolina	38	252	6*	94*	57	11
2015	Nation (public)	44	253	8*	92*	58	13
	South Carolina	37	252	8	92	57	11
2017	Nation (public)	45	253	9	91	57	14
	South Carolina	36	248	12	88	51	11

See notes at end of table.

Table 6-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1996–2017—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Information not available							
1996[1]	Nation (public)	13*	230	28	72	28	3
	South Carolina	#*	‡	‡	‡	‡	‡
2000[1]	Nation (public)	13*	235	23	77	35	3*
	South Carolina	4	205	57	43	11	1
2000	Nation (public)	11*	236	22	78	35	4
	South Carolina	2	‡	‡	‡	‡	‡
2003	Nation (public)	4*	235	23	77	34	4
	South Carolina	1*	‡	‡	‡	‡	‡
2005	Nation (public)	2*	237	21	79	36	5
	South Carolina	#	‡	‡	‡	‡	‡
2007	Nation (public)	1	243	17	83	44	8
	South Carolina	#*	‡	‡	‡	‡	‡
2009	Nation (public)	1	240	22	78	42	7
	South Carolina	#	‡	‡	‡	‡	‡
2011	Nation (public)	#*	247	12*	88*	49	10
	South Carolina	#	‡	‡	‡	‡	‡
2013	Nation (public)	1*	255*	9*	91*	60*	18
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	246*	15*	85*	49*	11
	South Carolina	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	238	22	78	38	8
	South Carolina	3	224	35	65	20	1

Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
[1] Accommodations were not permitted for this assessment.
NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2017 Mathematics Assessments.

Grade 8 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2017, students in South Carolina eligible for free/reduced-price lunch had an average mathematics scale score of 263. This was lower than that of students in South Carolina not eligible for this program (290).
- In 2017, students in South Carolina who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 28 points. In 1996, the average score for students in South Carolina who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 26 points.
- Students in South Carolina eligible for free/reduced-price lunch had an average scale score (263) in 2017 that was lower than that of students in the nation who were eligible (267).
- In South Carolina, students eligible for free/reduced-price lunch had an average mathematics scale score in 2017 that was higher than that of eligible students in 1996 and 2000, but lower than that of eligible students in 2005, 2007, 2009, and 2011, and not significantly different from that of eligible students in 2003, 2013, and 2015.

Grade 8 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In South Carolina, 14 percent of students who were eligible for free/reduced-price lunch and 42 percent of those who were not eligible for this program performed at or above *Proficient* in 2017. These percentages were significantly different from one another.
- For students in South Carolina in 2017 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (14 percent) was smaller than the corresponding percentage for their counterparts around the nation (18 percent).
- In South Carolina, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2017 was greater than the corresponding percentages in 1996 and 2000, but not significantly different from the corresponding percentages in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

Table 6-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1996–2017

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Eligible							
1996[1]	Nation (public)	30*	252*	61*	39*	8*	1*
	South Carolina	44*	246*	70*	30*	5*	#*
2000[1]	Nation (public)	28*	255*	56*	44*	10*	1*
	South Carolina	42*	252*	64*	36*	6*	1*
2000	Nation (public)	31*	253*	59*	41*	10*	1*
	South Carolina	44*	249*	67*	33*	6*	1*
2003	Nation (public)	36*	258*	53*	47*	11*	1*
	South Carolina	45*	263	49	51	12	1
2005	Nation (public)	39*	261*	49*	51*	13*	1*
	South Carolina	47*	267*	43*	57*	15	2
2007	Nation (public)	41*	265*	45	55	15*	2*
	South Carolina	49*	269*	41*	59*	18	2
2009	Nation (public)	43*	266	43	57	17*	2*
	South Carolina	51	268*	43*	57*	16	2
2011	Nation (public)	48*	269*	41*	59*	19	2*
	South Carolina	52	268*	43*	57*	18	3
2013	Nation (public)	50	270*	39*	61*	20	3
	South Carolina	54	266	45*	55*	17	3
2015	Nation (public)	52*	268	42*	58*	18	2*
	South Carolina	57	264	47	53	14	2
2017	Nation (public)	49	267	45	55	18	3
	South Carolina	54	263	50	50	14	2

See notes at end of table.

Table 6-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1996–2017—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Not eligible							
1996[1]	Nation (public)	56*	279*	29*	71*	29*	5*
	South Carolina	55*	272*	37*	63*	21*	3*
2000[1]	Nation (public)	55*	285*	24*	76*	35*	7*
	South Carolina	55*	278*	30*	70*	27*	4*
2000	Nation (public)	54*	283*	26*	74*	34*	7*
	South Carolina	54*	278*	30*	70*	26*	4*
2003	Nation (public)	58*	287*	22*	78*	37*	7*
	South Carolina	53*	289	19	81	38	8
2005	Nation (public)	59*	288*	21*	79*	39*	8*
	South Carolina	53*	294*	16*	84*	43	11
2007	Nation (public)	58*	291*	19*	81*	42*	10*
	South Carolina	51*	294	17	83	45	12
2009	Nation (public)	56*	293*	17	83	45*	12*
	South Carolina	49*	294*	18	82	45	12
2011	Nation (public)	52*	295	16*	84*	47	13*
	South Carolina	48*	295*	16*	84*	47	12
2013	Nation (public)	50	297	14*	86*	49	14*
	South Carolina	46	296*	16*	84*	47	13
2015	Nation (public)	47*	296	16*	84*	48	13*
	South Carolina	43	291	18	82	41	10
2017	Nation (public)	50	297	17	83	48	16
	South Carolina	44	290	21	79	42	10

See notes at end of table.

Table 6-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1996–2017—Continued

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Information not available							
1996[1]	Nation (public)	14*	278*	31	69	29*	5*
	South Carolina	1	‡	‡	‡	‡	‡
2000[1]	Nation (public)	16*	273*	37*	63*	26*	4*
	South Carolina	2	‡	‡	‡	‡	‡
2000	Nation (public)	15*	271*	38*	62*	24*	4*
	South Carolina	2	‡	‡	‡	‡	‡
2003	Nation (public)	6*	278*	32*	68*	29*	6*
	South Carolina	2	‡	‡	‡	‡	‡
2005	Nation (public)	3*	277*	34*	66*	28*	6*
	South Carolina	#*	‡	‡	‡	‡	‡
2007	Nation (public)	1	274*	36*	64*	28*	6*
	South Carolina	#*	‡	‡	‡	‡	‡
2009	Nation (public)	1*	284*	28	72	35*	10*
	South Carolina	#	‡	‡	‡	‡	‡
2011	Nation (public)	#*	275*	37*	63*	26*	6*
	South Carolina	#	‡	‡	‡	‡	‡
2013	Nation (public)	1*	285	29	71	39	13
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	293	21	79	45	17
	South Carolina	#*	‡	‡	‡	‡	‡
2017	Nation (public)	1	293	23	77	46	17
	South Carolina	2	‡	‡	‡	‡	‡

Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
[1] Accommodations were not permitted for this assessment.
NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1996–2017 Mathematics Assessments.

Type of Location

Schools that participated in the assessment were classified as being located in four mutually exclusive types of communities: city, suburb, town, and rural. These categories indicate the geographic locations of schools. "City" is a geographical term meaning the principal city of a U.S. Census Bureau-defined Core-Based Statistical Area and is not synonymous with "inner city." The criteria for classifying schools with respect to type of location changed for 2007; therefore, only results for 2007, 2009, 2011, 2013, 2015, and 2017 are available. More detail on the changes for the classification of type of location is available at http://nces.ed.gov/ccd/Rural_Locales.asp.

Tables 7-A and 7-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in South Carolina and the nation, by type of location (for 2007, 2009, 2011, 2013, 2015, and 2017 only).

Grade 4 Scale Score Results by Type of Location

- In 2017, the average scale score of students in South Carolina attending public schools in city locations was higher than the scores of students in town and rural schools, but was not significantly different from the score of students in suburban schools.
- In 2017, students attending public schools in city locations in South Carolina had an average scale score that was higher than the average scale score of students in city locations in the nation.
- In 2017, students attending public schools in suburban, town, and rural locations in South Carolina had average scale scores that were lower than the average scale scores of students in suburban, town, and rural locations in the nation.
- In 2017, students attending public schools in city and suburban locations in South Carolina had average scale scores that were not significantly different from the average scale scores of students in city and suburban locations in 2007, 2009, 2011, 2013, and 2015 in South Carolina.
- In 2017, students attending public schools in town locations in South Carolina had an average scale score that was lower than the average scale score of students in town locations in 2015 in South Carolina, but not significantly different from the average scale score of students in town locations in 2007, 2009, 2011, and 2013 in South Carolina.
- In 2017, students attending public schools in rural locations in South Carolina had an average scale score that was lower than the average scale score of students in rural locations in 2007, 2011, 2013, and 2015 in South Carolina, but not significantly different from the average scale score of students in rural locations in 2009 in South Carolina.

Grade 4 Achievement-Level Results by Type of Location

- In 2017, the percentage of students in South Carolina's public schools in city locations who performed at or above *Proficient* was greater than the corresponding percentages of students in town and rural schools, but was not significantly different from the percentage of students in suburban schools.
- The percentage of students in South Carolina's public schools in city locations who performed at or above *Proficient* in 2017 was not significantly different from those of students in city locations in the nation.
- The percentages of students in South Carolina's public schools in suburban, town, and rural locations who performed at or above *Proficient* in 2017 were smaller than those of students in suburban, town, and rural locations in the nation.
- The percentages of students in South Carolina's public schools in city, suburban, and town locations who performed at or above *Proficient* in 2017 were not significantly different from those of students in city, suburban, and town locations in 2007, 2009, 2011, 2013, and 2015 in South Carolina.
- The percentage of students in South Carolina's public schools in rural locations who performed at or above *Proficient* in 2017 was smaller than that of students in rural locations in 2007 and 2011 in South Carolina, but not significantly different from that of students in rural locations in 2009, 2013, and 2015 in South Carolina.

Table 7-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year, and jurisdiction: Various years, 2007–2017

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent: Below *Basic*	Percent: At or above *Basic*	Percent: At or above *Proficient*	Percent: At *Advanced*
City							
2007	Nation (public)	29	233	26*	74*	32	5*
	South Carolina	13*	236	23	77	37	6
2009	Nation (public)	30	234	25*	75*	32	5*
	South Carolina	12*	237	18	82	35	4
2011	Nation (public)	29*	235	24*	76*	33	5
	South Carolina	15*	237	20	80	36	5
2013	Nation (public)	30	236*	24*	76*	35	7
	South Carolina	17	238	21	79	39	7
2015	Nation (public)	31	236*	24*	76*	35	7
	South Carolina	17	235	25	75	35	5
2017	Nation (public)	30	234	27	73	33	7
	South Carolina	20	238	20	80	37	7
Suburb							
2007	Nation (public)	37*	243	15*	85*	44	7*
	South Carolina	31	240	17	83	39	6
2009	Nation (public)	36*	243	16*	84*	44	7*
	South Carolina	33	239	19	81	39	6
2011	Nation (public)	36*	244	15*	85*	45	8*
	South Carolina	29*	241	17	83	42	7
2013	Nation (public)	35*	244	15*	85*	46	9
	South Carolina	24*	241	16	84	42	6
2015	Nation (public)	41	243	16	84	44	9*
	South Carolina	36	241	16	84	40	7
2017	Nation (public)	40	243	18	82	45	10
	South Carolina	36	239	21	79	39	8
Town							
2007	Nation (public)	12*	238	18*	82*	36	4*
	South Carolina	13	228	30	70	27	2
2009	Nation (public)	12*	237	19	81	35	4*
	South Carolina	18*	230	30	70	28	4
2011	Nation (public)	13*	237	19	81	35	4*
	South Carolina	17*	229	30	70	26	2
2013	Nation (public)	11	240*	17*	83*	39*	6
	South Carolina	14*	231	30	70	29	7
2015	Nation (public)	11	237	20	80	35	5
	South Carolina	11	235*	24	76	34	6
2017	Nation (public)	11	237	21	79	36	6
	South Carolina	10	223	36	64	21	2

See notes at end of table.

Table 7-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year, and jurisdiction: Various years, 2007–2017 —Continued

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Rural							
2007	Nation (public)	22*	240	16*	84*	39	5*
	South Carolina	43*	238*	19*	81*	36*	5
2009	Nation (public)	22*	240	16*	84*	39	5*
	South Carolina	37	235	23	77	32	4
2011	Nation (public)	23*	243	15*	85*	42	6
	South Carolina	39*	238*	20*	80*	36*	5
2013	Nation (public)	25*	243*	14*	86*	44*	7
	South Carolina	44*	235*	21*	79*	32	4
2015	Nation (public)	18	241	16	84	40	6*
	South Carolina	36	235*	23	77	33	5
2017	Nation (public)	19	240	18	82	41	7
	South Carolina	33	229	30	70	25	3

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2007–2017 Mathematics Assessments.

Grade 8 Scale Score Results by Type of Location

- In 2017, the average scale score of students in South Carolina attending public schools in city locations was higher than the score of students in town schools, but was lower than the score of students in suburban schools, and was not significantly different from the score of students in rural schools.
- In 2017, students attending public schools in city locations in South Carolina had an average scale score that was not significantly different from the average scale score of students in city locations in the nation.
- In 2017, students attending public schools in suburban, town, and rural locations in South Carolina had average scale scores that were lower than the average scale scores of students in suburban, town, and rural locations in the nation.
- In 2017, students attending public schools in city locations in South Carolina had an average scale score that was lower than the average scale score of students in city locations in 2011 in South Carolina, but not significantly different from the average scale score of students in city locations in 2007, 2009, 2013, and 2015 in South Carolina.
- In 2017, students attending public schools in suburban locations in South Carolina had an average scale score that was lower than the average scale score of students in suburban locations in 2009 in South Carolina, but not significantly different from the average scale score of students in suburban locations in 2007, 2011, 2013, and 2015 in South Carolina.
- In 2017, students attending public schools in town locations in South Carolina had an average scale score that was lower than the average scale score of students in town locations in 2007 and 2011 in South Carolina, but not significantly different from the average scale score of students in town locations in 2009, 2013, and 2015 in South Carolina.
- In 2017, students attending public schools in rural locations in South Carolina had an average scale score that was lower than the average scale score of students in rural locations in 2007, 2009, 2011, and 2013 in South Carolina, but not significantly different from the average scale score of students in rural locations in 2015 in South Carolina.

Grade 8 Achievement-Level Results by Type of Location

- In 2017, the percentage of students in South Carolina's public schools in city locations who performed at or above *Proficient* was greater than the percentage of students in town schools, but was not significantly different from the corresponding percentages of students in suburban and rural schools.
- The percentage of students in South Carolina's public schools in city locations who performed at or above *Proficient* in 2017 was not significantly different from those of students in city locations in the nation.
- The percentages of students in South Carolina's public schools in suburban, town, and rural locations who performed at or above *Proficient* in 2017 were smaller than those of students in suburban, town, and rural locations in the nation.
- The percentages of students in South Carolina's public schools in city and suburban locations who performed at or above *Proficient* in 2017 were not significantly different from those of students in city and suburban locations in 2007, 2009, 2011, 2013, and 2015 in South Carolina.
- The percentage of students in South Carolina's public schools in town locations who performed at or above *Proficient* in 2017 was smaller than that of students in town locations in 2007 in South Carolina, but not significantly different from that of students in town locations in 2009, 2011, 2013, and 2015 in South Carolina.
- The percentage of students in South Carolina's public schools in rural locations who performed at or above *Proficient* in 2017 was smaller than that of students in rural locations in 2007, 2011, and 2013 in South Carolina, but not significantly different from that of students in rural locations in 2009 and 2015 in South Carolina.

Table 7-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year, and jurisdiction: Various years, 2007–2017

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent: Below *Basic*	Percent: At or above *Basic*	Percent: At or above *Proficient*	Percent: At *Advanced*
City							
2007	Nation (public)	28	273*	38	62	25*	5*
	South Carolina	13*	282	29	71	34	7
2009	Nation (public)	27*	276	36	64	28	6*
	South Carolina	11*	279	33	67	28	5
2011	Nation (public)	29	277	34*	66*	29	7*
	South Carolina	16*	283*	27*	73*	34	10
2013	Nation (public)	28	278	34*	66*	29	7
	South Carolina	15*	280	32	68	31	8
2015	Nation (public)	29	276	35	65	28	7
	South Carolina	19	276	35	65	26	6
2017	Nation (public)	29	277	37	63	29	9
	South Carolina	22	276	37	63	28	6
Suburb							
2007	Nation (public)	36*	285*	26	74	36*	9*
	South Carolina	28	284	26	74	33	9
2009	Nation (public)	36*	286	25*	75*	37	10*
	South Carolina	32	287*	24	76	37	10
2011	Nation (public)	36*	286	25*	75*	37	9*
	South Carolina	26*	285	27	73	37	9
2013	Nation (public)	35*	288	24*	76*	39	10*
	South Carolina	23*	285	28	72	35	10
2015	Nation (public)	41	285	26	74	37	10*
	South Carolina	34	281	29	71	30	6
2017	Nation (public)	41	287	27	73	39	12
	South Carolina	35	281	30	70	33	8
Town							
2007	Nation (public)	13*	280	29*	71*	29	5*
	South Carolina	19*	277*	35*	65*	29*	6
2009	Nation (public)	14*	279	30	70	29	5
	South Carolina	20*	271	41	59	22	4
2011	Nation (public)	13*	281*	28*	72*	31*	6
	South Carolina	20*	273*	38*	62*	25	5
2013	Nation (public)	13*	281*	28*	72*	32*	6
	South Carolina	14*	265	47	53	18	4
2015	Nation (public)	12	279	30	70	28	5
	South Carolina	12	265	46	54	17	3
2017	Nation (public)	11	278	33	67	28	6
	South Carolina	9	261	52	48	16	3

See notes at end of table.

Table 7-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by type of location, year, and jurisdiction: Various years, 2007–2017 —Continued

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Rural							
2007	Nation (public)	22*	282	26*	74*	32	6*
	South Carolina	39	282*	28*	72*	32*	7
2009	Nation (public)	23*	284	25*	75*	33	7*
	South Carolina	36	280*	30*	70*	29	6
2011	Nation (public)	23*	286*	23*	77*	35*	7
	South Carolina	38	281*	29*	71*	31*	6
2013	Nation (public)	24*	286*	24*	76*	36*	8
	South Carolina	48*	282*	28*	72*	32*	7
2015	Nation (public)	19	282	27	73	31	6*
	South Carolina	35	274	36	64	24	4
2017	Nation (public)	19	282	29	71	32	8
	South Carolina	35	271	42	58	22	4

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2007–2017 Mathematics Assessments.

Parents' Highest Level of Education

Eighth- and twelfth-grade students who participated in the NAEP 2017 assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options—did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know"—were offered. The highest level of education reported for either parent was used in the analysis. Fourth-graders were not asked about their parents' education level because their responses in previous NAEP assessments were not reliable, and a large percentage of them chose the "I don't know" option.

The results by highest level of parental education are shown in Table 8.

Grade 8 Scale Score Results by Parents' Highest Level of Education

- In 2017, students in South Carolina who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: some education after high school, graduated from high school, and did not finish high school.
- In 2017, the average scale scores for students in South Carolina who reported that a parent had graduated from college or had graduated from high school were lower than the corresponding scores of students in the nation.
- In 2017, the average scale scores for students in South Carolina who reported that a parent had some education after high school or had not finished high school were not significantly different from the corresponding scores of students in the nation.
- In 2017, the average scale score for students in South Carolina who reported that a parent had graduated from college was higher than the score of students in 1992, 1996, and 2000, but lower than the score of students in 2005, 2007, 2009, 2011, and 2013, and not significantly different from the score of students in 2003 and 2015.
- In 2017, the average scale score for students in South Carolina who reported that a parent had some education after high school was higher than the score of students in 1992 and 1996, but lower than the score of students in 2005, 2009, and 2011, and not significantly different from the score of students in 2000, 2003, 2007, 2013, and 2015.
- In 2017, the average scale score for students in South Carolina who reported that a parent had graduated from high school was higher than the score of students in 1992, 1996, and 2000, but lower than the score of students in 2005, 2007, 2009, and 2011, and not significantly different from the score of students in 2003, 2013, and 2015.
- In 2017, the average scale score for students in South Carolina who reported that a parent had not finished high school was higher than the score of students in 1992, 1996, and 2000, but not significantly different from the score of students in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

Grade 8 Achievement-Level Results by Parents' Highest Level of Education

- In 2017, the percentage of students performing at or above *Proficient* in South Carolina who reported that a parent had graduated from college was greater than the percentage for students whose parents' highest level of education was in any of the following education categories: some education after high school, graduated from high school, and did not finish high school.
- In 2017, the percentages of students in South Carolina reporting that a parent had graduated from college or had graduated from high school and who performed at or above *Proficient* were smaller than the corresponding percentages of students in the nation.
- In 2017, the percentages of students in South Carolina reporting that a parent had some education after high school or had not finished high school and who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in the nation.
- In 2017 in South Carolina, the percentage of students reporting that a parent had graduated from college and who performed at or above *Proficient* was greater than the percentage of students in 1992, 1996, and 2000, but was smaller than the percentage of students in 2005, 2007, 2009, 2011, and 2013, and was not significantly different from the percentage of students in 2003 and 2015.
- In 2017 in South Carolina, the percentage of students reporting that a parent had some education after high school and who performed at or above *Proficient* was greater than the percentage of students in 1992 and 1996, but was not significantly different from the percentage of students in 2000, 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In 2017 in South Carolina, the percentage of students reporting that a parent had graduated from high school and who performed at or above *Proficient* was greater than the percentage of students in 1992 and 1996, but was smaller than the percentage of students in 2005, and was not significantly different from the percentage of students in 2000, 2003, 2007, 2009, 2011, 2013, and 2015.
- In 2017 in South Carolina, the percentage of students reporting that a parent had not finished high school and who performed at or above *Proficient* was greater than the percentage of students in 1992, 1996, and 2000, but was not significantly different from the percentage of students in 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

Table 8

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by highest parental education level, year, and jurisdiction: Various years, 1992–2017

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Did not finish high school							
1992[1]	Nation (public)	8*	249*	66*	34*	6*	1
	South Carolina	9*	249*	68*	32*	5*	1
1996[1]	Nation (public)	8	254*	56*	44*	8*	1*
	South Carolina	9*	248*	68*	32*	3*	#
2000[1]	Nation (public)	7	255*	55*	45*	8*	1*
	South Carolina	9*	250*	61*	39*	6	#
2000	Nation (public)	8	253*	57*	43*	7*	#*
	South Carolina	8	248*	64*	36*	5*	#
2003	Nation (public)	7	256*	56*	44*	9*	1*
	South Carolina	6	269	43	57	17	1
2005	Nation (public)	8*	259*	52*	48*	11*	1*
	South Carolina	7	270	37	63	15	1
2007	Nation (public)	8*	263	48	52	12*	1*
	South Carolina	7	270	41	59	20	3
2009	Nation (public)	8*	265	45	55	14	1
	South Carolina	7	266	47	53	15	3
2011	Nation (public)	8*	265	44*	56*	15	2
	South Carolina	6	262	50	50	11	1
2013	Nation (public)	8*	267*	42*	58*	16	2
	South Carolina	6	267	42	58	14	2
2015	Nation (public)	8*	265	44*	56*	14	1
	South Carolina	6	271	40	60	18	4
2017	Nation (public)	7	265	48	52	16	2
	South Carolina	6	269	42	58	19	2

See notes at end of table.

Table 8

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by highest parental education level, year, and jurisdiction: Various years, 1992–2017—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Graduated from high school							
1992[1]	Nation (public)	25*	257*	55*	45*	10*	1*
	South Carolina	31*	249*	67*	33*	5*	#
1996[1]	Nation (public)	23*	260*	50	50	12*	1*
	South Carolina	28*	249*	66*	34*	6*	#
2000[1]	Nation (public)	21*	263*	47	53	16	1*
	South Carolina	28*	255	59	41	8	#
2000	Nation (public)	21*	260*	49*	51*	15*	1*
	South Carolina	28*	253*	61	39	7	#
2003	Nation (public)	18*	267	42*	58*	16	2*
	South Carolina	23*	267	41*	59*	14	1
2005	Nation (public)	18*	267	42*	58*	17	2*
	South Carolina	23*	273*	36*	64*	20*	3
2007	Nation (public)	18*	270*	40*	60*	19	2
	South Carolina	21*	270*	39*	61*	18	2
2009	Nation (public)	17*	270*	38*	62*	19	2
	South Carolina	21*	269*	42*	58*	18	3
2011	Nation (public)	17*	271*	38*	62*	20*	2
	South Carolina	19	269*	42*	58*	18	3
2013	Nation (public)	17*	270*	39*	61*	19*	2
	South Carolina	19*	266	44*	56*	17	2
2015	Nation (public)	16*	268	42*	58*	17	2
	South Carolina	18	263	49	51	12	2
2017	Nation (public)	15	266	45	55	17	3
	South Carolina	16	260	54	46	12	2

See notes at end of table.

Table 8

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by highest parental education level, year, and jurisdiction: Various years, 1992–2017—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Some education after high school							
1992[1]	Nation (public)	18*	270*	40*	60*	20*	3*
	South Carolina	16*	269*	38	62	16*	#*
1996[1]	Nation (public)	19*	279	29	71	26	4*
	South Carolina	17*	269*	39	61	15*	2
2000[1]	Nation (public)	18*	279	28	72	27	3*
	South Carolina	17*	275	34	66	22	3
2000	Nation (public)	18*	277*	30	70	26*	3*
	South Carolina	16*	274	35	65	22	3
2003	Nation (public)	18*	280	27	73	28*	4*
	South Carolina	16*	283	22*	78*	28	4
2005	Nation (public)	18*	280	27*	73*	28	4*
	South Carolina	18*	284*	23*	77*	33	5
2007	Nation (public)	17*	283*	24*	76*	32	5
	South Carolina	18*	282	26	74	31	6
2009	Nation (public)	17*	283*	24*	76*	32	5
	South Carolina	19*	283*	24	76	30	5
2011	Nation (public)	16*	285*	22*	78*	33*	5
	South Carolina	19*	283*	24*	76*	30	5
2013	Nation (public)	15*	285*	22*	78*	33*	6
	South Carolina	16*	282	28	72	31	6
2015	Nation (public)	15*	282	25*	75*	30	5
	South Carolina	16*	278	31	69	25	4
2017	Nation (public)	14	281	29	71	30	6
	South Carolina	13	277	33	67	26	5

See notes at end of table.

Table 8

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by highest parental education level, year, and jurisdiction: Various years, 1992–2017—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Graduated from college							
1992[1]	Nation (public)	40*	279*	30*	70*	31*	5*
	South Carolina	37*	273*	39*	61*	26*	4*
1996[1]	Nation (public)	40*	281*	28*	72*	34*	7*
	South Carolina	37*	272*	40*	60*	23*	4*
2000[1]	Nation (public)	43*	286*	24*	76*	39*	9*
	South Carolina	37*	278	32	68	28	5*
2000	Nation (public)	41*	285*	25*	75*	38*	9*
	South Carolina	37*	277*	34	66	27*	4*
2003	Nation (public)	45*	287*	23*	77*	39*	8*
	South Carolina	46*	284	27	73	35	8
2005	Nation (public)	45*	289*	22	78	41*	10*
	South Carolina	45*	289*	22*	78*	39*	11
2007	Nation (public)	46*	291*	20*	80*	43*	11*
	South Carolina	45*	291*	21*	79*	43*	12*
2009	Nation (public)	46*	294	18*	82*	46	13*
	South Carolina	45*	290*	22*	78*	41*	11
2011	Nation (public)	47*	294	18*	82*	46	13*
	South Carolina	49*	290*	22*	78*	43*	11
2013	Nation (public)	49*	295*	17*	83*	47*	14*
	South Carolina	49*	290*	22*	78*	41*	12*
2015	Nation (public)	49*	293	19*	81*	45	13*
	South Carolina	51*	284	26	74	34	8
2017	Nation (public)	53	294	21	79	45	16
	South Carolina	55	282	30	70	34	8

See notes at end of table.

Table 8

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by highest parental education level, year, and jurisdiction: Various years, 1992–2017—Continued

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Unknown							
1992[1]	Nation (public)	9*	251*	62*	38*	9*	#
	South Carolina	7*	248*	66*	34*	7*	#
1996[1]	Nation (public)	11	253*	59*	41*	10*	1*
	South Carolina	9	251*	63*	37*	8*	#
2000[1]	Nation (public)	11	255*	55*	45*	11*	1*
	South Carolina	9	255	58	42	8	1
2000	Nation (public)	12	253*	59*	41*	9*	1*
	South Carolina	10	252*	61	39	8*	1
2003	Nation (public)	11	258*	53*	47*	12*	1*
	South Carolina	8	266	44	56	17	1
2005	Nation (public)	11	260*	51	49	13*	1*
	South Carolina	7*	263	51	49	14	2
2007	Nation (public)	12	263	48	52	15*	2*
	South Carolina	10	271*	39*	61*	20	2
2009	Nation (public)	12	264	47	53	16	2
	South Carolina	9	265	47	53	15	1
2011	Nation (public)	12	265	46*	54*	16	2
	South Carolina	9	266	45	55	17	3
2013	Nation (public)	12	266*	45*	55*	17	2
	South Carolina	9	262	50	50	16	2
2015	Nation (public)	12*	263	49	51	15	2
	South Carolina	9	258	54	46	13	1
2017	Nation (public)	11	263	50	50	16	3
	South Carolina	9	262	51	49	16	4

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.

[1] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2017 Mathematics Assessments.

A More Inclusive NAEP: Students With Disabilities and/or English Language Learners

To ensure that the samples are representative, NAEP has established policies and procedures to maximize the inclusion of all students in the assessment. Every effort is made to ensure that all selected students who are capable of participating meaningfully in the assessment are assessed. While some students with disabilities (SD) and/or English language learners (ELL) can be assessed without any special procedures, others require accommodations to participate in NAEP. Still other SD and/or ELL students selected by NAEP may not be able to participate. Local school staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Exclusion and accommodation rates may vary across jurisdictions. In addition, exclusion and accommodation rates may vary between assessment years, making it difficult to interpret comparisons over time within jurisdictions. Since SD and/or ELL students tend to score below average, the exclusion of students from these groups may result in a higher average score than if those students had taken the assessment. On the other hand, providing appropriate testing accommodations (e.g., providing extended time for some SD and/or ELL students to take the assessment) removes barriers that would otherwise prevent them from demonstrating their knowledge and skills.

Prior to 2000, testing accommodations were not provided for SD and/or ELL students in NAEP state mathematics assessments. For 2000, results are displayed for both the sample in which accommodations were permitted and the sample in which they were not permitted. Subsequent assessment results were based on the more inclusive samples.

Tables 9-A and 9-B display data for grades 4 and 8 grade students in South Carolina who were identified as SD and/or ELL, by whether they were excluded, assessed with accommodations, or assessed under standard conditions, as a percent of all grades 4 and 8 students in the state.

Tables 10-A and 10-B show the percentages of students assessed in South Carolina by disability status and their performance on the NAEP assessment in terms of average scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8.

Tables 11-A and 11-B present the percentages of students assessed in South Carolina by ELL status, their average scores, and their performance in terms of the percentages below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8.

Tables 12-A and 12-B present the total number of grades 4 and 8 students assessed in each of the participating states and the percentage of students sampled who were excluded.

Table 9-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP mathematics as a percentage of all students, by assessment year and testing status: Various years, 1992–2017

Year and testing status		SD and/or ELL		SD		ELL	
		South Carolina	Nation (public)	South Carolina	Nation (public)	South Carolina	Nation (public)
1992[1]	**Identified**	**10**	**10**	**10**	**7**	**#**	**3**
	Excluded	5	7	5	5	#	2
	Assessed without accommodations	5	4	5	3	#	1
1996[1]	**Identified**	**12**	**16**	**12**	**12**	**#**	**4**
	Excluded	6	6	5	5	#	2
	Assessed without accommodations	7	9	7	7	#	2
2000	**Identified**	**17**	**19**	**17**	**13**	**1**	**7**
	Excluded	5	4	5	3	1	1
	Assessed without accommodations	7	10	7	5	#	5
	Assessed with accommodations	5	5	5	4	#	1
2003	**Identified**	**18**	**22**	**17**	**14**	**2**	**11**
	Excluded	6	4	6	3	#	1
	Assessed without accommodations	7	10	6	4	1	7
	Assessed with accommodations	4	8	4	7	#	2
2005	**Identified**	**16**	**23**	**14**	**14**	**2**	**10**
	Excluded	4	3	4	3	#	1
	Assessed without accommodations	7	10	6	4	1	7
	Assessed with accommodations	5	10	5	8	#	3
2007	**Identified**	**17**	**23**	**13**	**14**	**4**	**11**
	Excluded	2	3	2	3	#	1
	Assessed without accommodations	7	10	5	3	2	7
	Assessed with accommodations	8	10	6	8	1	3
2009	**Identified**	**19**	**23**	**14**	**13**	**5**	**10**
	Excluded	2	2	2	2	#	1
	Assessed without accommodations	7	9	5	3	2	6
	Assessed with accommodations	10	11	8	8	2	4
2011	**Identified**	**18**	**23**	**14**	**13**	**6**	**11**
	Excluded	1	2	1	2	#	#
	Assessed without accommodations	7	9	4	3	3	6
	Assessed with accommodations	10	12	8	9	2	4
2013	**Identified**	**20**	**23**	**14**	**14**	**7**	**11**
	Excluded	1	2	1	1	#	#
	Assessed without accommodations	7	7	3	2	4	5
	Assessed with accommodations	12	14	10	10	3	5
2015	**Identified**	**21**	**24**	**14**	**14**	**8**	**12**
	Excluded	1	2	1	1	#	1
	Assessed without accommodations	8	8	4	3	5	6
	Assessed with accommodations	12	14	10	11	3	5
2017	**Identified**	**22**	**25**	**15**	**15**	**8**	**12**
	Excluded	1	2	1	2	#	1
	Assessed without accommodations	13	10	8	4	6	7
	Assessed with accommodations	8	13	6	9	2	5

Rounds to zero.

[1] Accommodations were not permitted for this assessment year.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2017 Mathematics Assessments.

Table 9-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP mathematics as a percentage of all students, by assessment year and testing status: Various years, 1992–2017

Year and testing status		SD and/or ELL		SD		ELL	
		South Carolina	Nation (public)	South Carolina	Nation (public)	South Carolina	Nation (public)
1992[1]	**Identified**	**10**	**10**	**10**	**8**	**#**	**2**
	Excluded	6	6	6	5	#	2
	Assessed without accommodations	4	4	4	3	#	1
1996[1]	**Identified**	**10**	**11**	**10**	**9**	**#**	**3**
	Excluded	6	5	6	4	#	1
	Assessed without accommodations	4	7	4	5	#	2
2000	**Identified**	**13**	**14**	**13**	**11**	**1**	**4**
	Excluded	4	4	4	3	#	1
	Assessed without accommodations	7	7	7	5	#	3
	Assessed with accommodations	2	3	2	2	#	1
2003	**Identified**	**15**	**19**	**15**	**14**	**1**	**6**
	Excluded	7	4	7	3	#	1
	Assessed without accommodations	5	8	4	5	1	4
	Assessed with accommodations	4	7	4	6	#	1
2005	**Identified**	**15**	**19**	**14**	**13**	**1**	**6**
	Excluded	6	4	6	3	#	1
	Assessed without accommodations	5	7	4	3	1	4
	Assessed with accommodations	4	8	4	7	#	1
2007	**Identified**	**15**	**18**	**13**	**13**	**2**	**7**
	Excluded	5	4	5	4	#	1
	Assessed without accommodations	4	6	3	2	1	4
	Assessed with accommodations	5	8	5	6	1	2
2009	**Identified**	**16**	**18**	**14**	**13**	**3**	**6**
	Excluded	4	3	4	3	#	#
	Assessed without accommodations	5	5	4	2	1	3
	Assessed with accommodations	7	10	5	8	1	2
2011	**Identified**	**15**	**18**	**11**	**13**	**4**	**6**
	Excluded	4	3	4	2	#	#
	Assessed without accommodations	4	5	2	2	2	3
	Assessed with accommodations	8	10	6	9	3	2
2013	**Identified**	**15**	**17**	**12**	**13**	**4**	**6**
	Excluded	1	2	1	1	#	#
	Assessed without accommodations	4	3	2	1	2	2
	Assessed with accommodations	10	12	9	10	1	3
2015	**Identified**	**17**	**19**	**12**	**13**	**5**	**7**
	Excluded	1	2	1	1	#	#
	Assessed without accommodations	5	5	2	1	3	3
	Assessed with accommodations	10	13	10	11	1	3
2017	**Identified**	**20**	**20**	**13**	**14**	**7**	**7**
	Excluded	1	2	1	1	#	1
	Assessed without accommodations	12	6	7	3	6	3
	Assessed with accommodations	6	12	6	10	1	3

Rounds to zero.

[1] Accommodations were not permitted for this assessment year.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2017 Mathematics Assessments.

Table 10-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2000–2017

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
SD							
2000	Nation (public)	10*	198*	71*	29*	6*	1*
	South Carolina	12	193	72	28	5	2
2003	Nation (public)	11*	214	50	50	12*	1*
	South Carolina	11*	221*	38*	62*	14	2
2005	Nation (public)	12*	218*	44*	56*	16	2*
	South Carolina	11*	220*	41*	59*	16*	1
2007	Nation (public)	11*	220*	40*	60*	19*	2
	South Carolina	12*	214*	45*	55*	16*	1
2009	Nation (public)	12*	220*	41*	59*	19*	2
	South Carolina	13	211*	55	45	13	1
2011	Nation (public)	12*	218*	45*	55*	17	2*
	South Carolina	13	211*	53*	47*	11	1
2013	Nation (public)	13*	218*	45*	55*	18*	2
	South Carolina	13	210	56	44	12	1
2015	Nation (public)	13	217*	46*	54*	16	2
	South Carolina	14	214*	49*	51*	16	2
2017	Nation (public)	13	214	52	48	16	2
	South Carolina	14	204	65	35	8	1

See notes at end of table.

Table 10-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2000–2017—Continued

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Not SD							
2000	Nation (public)	90*	227*	33*	67*	24*	3*
	South Carolina	88	224*	37*	63*	20*	2*
2003	Nation (public)	89*	236*	21*	79*	34*	4*
	South Carolina	89*	238	19	81	34	4
2005	Nation (public)	88*	240*	17*	83*	38*	5*
	South Carolina	89*	240	16	84	38	5
2007	Nation (public)	89*	241*	16	84	41*	6*
	South Carolina	88*	240	17	83	39	5
2009	Nation (public)	88*	242*	16	84	41*	6*
	South Carolina	87	239	17	83	37	5
2011	Nation (public)	88*	243	15*	85*	43	7*
	South Carolina	87	241	16	84	40	6
2013	Nation (public)	87*	244*	14*	86*	45*	8
	South Carolina	87	241	16	84	39	6
2015	Nation (public)	87	243	15*	85*	43	8
	South Carolina	86	241	16	84	39	6
2017	Nation (public)	87	243	16	84	43	9
	South Carolina	86	239	19	81	36	6

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2017 Mathematics Assessments.

Table 10-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2000–2017

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
SD							
2000	Nation (public)	8*	229*	80*	20*	4*	#*
	South Carolina	9*	227	84	16	2	#
2003	Nation (public)	11*	242*	71	29	6*	1*
	South Carolina	8*	249*	62*	38*	5	#
2005	Nation (public)	11*	244*	69	31	7*	1*
	South Carolina	8*	251*	63*	37*	7	#
2007	Nation (public)	9*	246	67*	33*	8	1*
	South Carolina	8*	245*	68*	32*	7	#
2009	Nation (public)	10*	249*	64*	36*	9	1
	South Carolina	10*	248*	67*	33*	7	3
2011	Nation (public)	11*	249*	65*	35*	9	2
	South Carolina	8*	245*	71	29	7	2
2013	Nation (public)	12*	248*	66*	34*	8	1*
	South Carolina	11*	241	73	27	5	1
2015	Nation (public)	12*	246	68	32	8	1*
	South Carolina	12	238	78	22	3	#
2017	Nation (public)	13	246	70	30	8	2
	South Carolina	13	237	78	22	4	#

See notes at end of table.

Table 10-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by students with disabilities (SD) status, year, and jurisdiction: Various years, 2000–2017—Continued

SD status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Not SD							
2000	Nation (public)	92*	275*	35*	65*	26*	5*
	South Carolina	91*	268*	43*	57*	19*	3*
2003	Nation (public)	89*	280*	29*	71*	30*	5*
	South Carolina	92*	280	30	70	28	5
2005	Nation (public)	89*	281*	28*	72*	31*	6*
	South Carolina	92*	284*	25*	75*	32	7
2007	Nation (public)	91*	284*	26	74	33*	7*
	South Carolina	92*	285*	26*	74*	34*	8
2009	Nation (public)	90*	285*	24	76	35*	8*
	South Carolina	90*	284*	27*	73*	33	7
2011	Nation (public)	89*	287	23*	77*	36	9*
	South Carolina	92*	284*	26*	74*	34*	8
2013	Nation (public)	88*	288*	22*	78*	38	9*
	South Carolina	89*	285*	26*	74*	34*	8
2015	Nation (public)	88*	286	24	76	36	9*
	South Carolina	88	281	29	71	29	6
2017	Nation (public)	87	287	25	75	37	11
	South Carolina	87	280	32	68	29	7

Rounds to zero.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2017 Mathematics Assessments.

Table 11-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by English language learner (ELL) status, year, and jurisdiction: Various years, 2000–2017

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
ELL							
2000	Nation (public)	6*	199*	70*	30*	4*	#
	South Carolina	#*	‡	‡	‡	‡	‡
2003	Nation (public)	9*	214*	51*	49*	9*	#*
	South Carolina	2*	‡	‡	‡	‡	‡
2005	Nation (public)	10*	216	46	54	11*	1*
	South Carolina	2*	‡	‡	‡	‡	‡
2007	Nation (public)	10*	217	44	56	13	1
	South Carolina	4*	230	27	73	28	3
2009	Nation (public)	10*	218	43*	57*	12*	1*
	South Carolina	5*	232	25	75	28	3
2011	Nation (public)	11	219*	42*	58*	14	1*
	South Carolina	6*	234*	21*	79*	29	3
2013	Nation (public)	11*	219*	41*	59*	14	1
	South Carolina	7	230	28	72	27	4
2015	Nation (public)	11	218	43*	57*	15	1
	South Carolina	8	233	26	74	35*	5
2017	Nation (public)	12	217	47	53	14	2
	South Carolina	8	225	35	65	19	2

See notes at end of table.

Table 11-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by English language learner (ELL) status, year, and jurisdiction: Various years, 2000–2017—Continued

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Not ELL							
2000	Nation (public)	94*	226*	34*	66*	24*	3*
	South Carolina	100*	220*	41*	59*	18*	2*
2003	Nation (public)	91*	236*	21*	79*	34*	4*
	South Carolina	98*	236	21*	79*	32	4*
2005	Nation (public)	90*	239*	18	82	38*	5*
	South Carolina	98*	238*	19*	81*	36	5
2007	Nation (public)	90*	242	16*	84*	42	6*
	South Carolina	96*	237	20*	80*	36	5
2009	Nation (public)	90*	242	16*	84*	41*	6*
	South Carolina	95*	236	22	78	34	5
2011	Nation (public)	89	243	15*	85*	43	7*
	South Carolina	94*	237	21	79	36	6
2013	Nation (public)	89*	244*	15*	85*	45*	8
	South Carolina	93	237	21	79	36	5
2015	Nation (public)	89	243	16*	84*	43	8
	South Carolina	92	237	21	79	36	6
2017	Nation (public)	88	242	18	82	43	9
	South Carolina	92	235	24	76	33	6

Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2017 Mathematics Assessments.

Table 11-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by English language learner (ELL) status, year, and jurisdiction: Various years, 2000–2017

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
ELL							
2000	Nation (public)	3*	234*	80*	20*	2*	#
	South Carolina	#*	‡	‡	‡	‡	‡
2003	Nation (public)	5*	241*	74	26	5	1
	South Carolina	1*	‡	‡	‡	‡	‡
2005	Nation (public)	6*	244	71	29	6	1
	South Carolina	1*	‡	‡	‡	‡	‡
2007	Nation (public)	6	245	70	30	6	1
	South Carolina	2*	‡	‡	‡	‡	‡
2009	Nation (public)	6*	243	72	28	5	1*
	South Carolina	3*	267	45	55	17	3
2011	Nation (public)	6*	244	72	28	5	1
	South Carolina	4*	267	43	57	19	2
2013	Nation (public)	5*	245	69	31	5	1
	South Carolina	3*	271	41	59	23	4
2015	Nation (public)	6	246	69	31	5	1
	South Carolina	4*	266	44	56	15	3
2017	Nation (public)	6	245	72	28	6	1
	South Carolina	7	270	40	60	19	3

See notes at end of table.

Table 11-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP mathematics, by English language learner (ELL) status, year, and jurisdiction: Various years, 2000–2017—Continued

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Not ELL							
2000	Nation (public)	97*	273*	37*	63*	26*	5*
	South Carolina	100*	265*	47*	53*	17*	2*
2003	Nation (public)	95*	278*	31*	69*	29*	5*
	South Carolina	99*	277	32*	68*	26	5
2005	Nation (public)	94*	280*	30*	70*	30*	6*
	South Carolina	99*	282*	28*	72*	30*	7
2007	Nation (public)	94	282*	27	73	33*	7*
	South Carolina	98*	282*	29*	71*	32*	8
2009	Nation (public)	94*	284	26*	74*	34	8*
	South Carolina	97*	281*	30*	70*	31	7
2011	Nation (public)	94*	285	25*	75*	35	8*
	South Carolina	96*	282*	29*	71*	32*	7
2013	Nation (public)	95*	286	25*	75*	36	9*
	South Carolina	97*	280*	31*	69*	31*	8
2015	Nation (public)	94	284	27	73	34	8*
	South Carolina	96*	276	34	66	26	5
2017	Nation (public)	94	284	28	72	35	10
	South Carolina	93	275	37	63	27	6

Rounds to zero.
‡ Reporting standards not met.
* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scales: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2017 Mathematics Assessments.

Table 12-A

The Nation's Report Card 2017 State Assessment

Number of fourth-grade public school students assessed in NAEP mathematics and weighted percentage excluded, by state/jurisdiction: 2017

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	**144,000**	**2**
Alabama	2,200	1
Alaska	2,200	1
Arizona	2,300	2
Arkansas	2,300	2
California	6,000	3
Colorado	3,100	1
Connecticut	2,300	2
Delaware	2,300	2
Florida	5,600	3
Georgia	3,600	2
Hawaii	2,300	3
Idaho	2,400	1
Illinois	3,600	2
Indiana	2,400	1
Iowa	2,300	2
Kansas	2,300	1
Kentucky	3,200	2
Louisiana	2,300	2
Maine	2,100	1
Maryland	3,300	1
Massachusetts	3,500	2
Michigan	3,100	3
Minnesota	2,400	2
Mississippi	2,400	1
Missouri	2,300	1
Montana	2,300	1
Nebraska	2,300	2
Nevada	2,400	1
New Hampshire	2,300	1
New Jersey	2,200	2
New Mexico	2,800	2
New York	3,100	2
North Carolina	4,300	2
North Dakota	2,300	1
Ohio	3,100	2
Oklahoma	2,400	2
Oregon	2,200	2
Pennsylvania	3,300	2
Rhode Island	2,400	2
South Carolina	2,400	1
South Dakota	2,300	1
Tennessee	3,200	2
Texas	7,500	3
Utah	2,300	2
Vermont	2,300	1
Virginia	2,300	2
Washington	2,400	2
West Virginia	2,300	1
Wisconsin	3,300	2
Wyoming	2,400	1
Puerto Rico	3,000	0
Other jurisdictions		
District of Columbia	2,200	2
DoDEA[1]	2,300	1

[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The number of students assessed is rounded to the nearest hundred.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment.

Table 12-B

The Nation's Report Card 2017 State Assessment

Number of eighth-grade public school students assessed in NAEP mathematics and weighted percentage excluded, by state/jurisdiction: 2017

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	**140,200**	**2**
Alabama	2,300	2
Alaska	2,200	2
Arizona	2,300	1
Arkansas	2,300	2
California	5,900	2
Colorado	3,100	2
Connecticut	2,300	2
Delaware	2,400	2
Florida	5,700	3
Georgia	3,300	2
Hawaii	2,200	2
Idaho	2,400	1
Illinois	3,500	1
Indiana	2,300	2
Iowa	2,500	1
Kansas	2,200	1
Kentucky	3,100	1
Louisiana	2,100	3
Maine	2,200	2
Maryland	3,200	2
Massachusetts	3,100	2
Michigan	3,000	3
Minnesota	2,300	2
Mississippi	2,300	1
Missouri	2,300	2
Montana	2,300	1
Nebraska	2,400	2
Nevada	2,400	2
New Hampshire	2,200	1
New Jersey	2,300	2
New Mexico	2,900	2
New York	2,900	2
North Carolina	4,300	2
North Dakota	2,300	2
Ohio	2,900	2
Oklahoma	2,300	2
Oregon	2,100	1
Pennsylvania	3,000	2
Rhode Island	2,200	2
South Carolina	2,500	1
South Dakota	2,300	3
Tennessee	3,100	2
Texas	7,300	2
Utah	2,300	1
Vermont	2,100	1
Virginia	2,200	2
Washington	2,200	2
West Virginia	2,200	2
Wisconsin	3,100	2
Wyoming	2,500	1
Puerto Rico	3,100	0
Other jurisdictions		
District of Columbia	1,400	2
DoDEA[1]	1,600	1

[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The number of students assessed is rounded to the nearest hundred.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment.

Where to Find More Information

The NAEP Mathematics Assessment

The latest news about the NAEP 2017 mathematics assessment and the results can be found on the NAEP website at http://nces.ed.gov/nationsreportcard/mathematics. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at http://nces.ed.gov/nationsreportcard/states/.

The *Mathematics Framework for the 2017 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at http://www.nagb.gov/content/nagb/assets/documents/publications/frameworks/mathematics/2017-mathematics-framework.pdf.

The NAEP Data Explorer (NDE)

The interactive database at http://nces.ed.gov/nationsreportcard/naepdata/ includes student, teacher, and school variables for all participating districts, states, and the nation. Data tables are also available for districts, with all contextual questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website.

Technical Documentation on the Web (TDW)

Technical documentation section of the NAEP website http://nces.ed.gov/nationsreportcard/tdw/ contains information about the technical procedures and methods of NAEP. The TDW site is organized by topic (from Instruments through Analysis and Scaling) with subtopics, including information specific to a particular assessment. The content is written for researchers and assumes knowledge of educational measurement and testing.

Publications on the inclusion of students with disabilities and English language learners

References for a variety of research publications related to the assessment of SD and/or ELL students may be found at http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research.

To order publications

Recent NAEP publications related to mathematics are listed on the mathematics page of the NAEP website and are available electronically. Publications can also be ordered from

Education Publications Center (ED Pubs)
U.S. Department of Education
P.O. Box 22207
Alexandria, VA 22304

Call toll free: 1-877-4ED-Pubs (1-877-433-7827)
TTY/TDD: 1-877-576-7734
FAX: 1-703-605-6794
Order online at: http://www.ed.gov/edpubs/.

The NAEP State Report Generator was developed for the NAEP 2017 reports by Phillip Leung, Patricia Donahue, Marc Berger, Rick Hasney, and Ming Kuang.

What is the Nation's Report Card™?

The Nation's Report Card™ informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP collects and reports information on student performance at the national, state, and local levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

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