South Carolina

Grade 4 and 8 Public Schools
State
Reading 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 reading. Results are reported by average scale scores and by achievement levels (*Basic, Proficient,* and *Advanced*).

State-level results in reading are available for 12 assessment years (at grade 4 in 1992 and 1994, and at both grades 4 and 8 in 1998, 2002, 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, and the Department of Defense Education Activity schools (DoDEA) participated in the 2017 reading 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™, Reading 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 reading score for fourth-grade students in South Carolina was 213. This was lower than that for the nation's public schools (221).
- The average score for students in South Carolina in 2017 (213) was not significantly different from that in 1992 (210) and was lower than that in 2015 (218).
- In 2017, the percentage of students in South Carolina who performed at or above *Proficient* was 29 percent. This was smaller than that for the nation's public schools (35 percent).
- The percentage of students in South Carolina who performed at or above *Proficient* in 2017 (29 percent) was greater than that in 1992 (22 percent) and was not significantly different from that in 2015 (33 percent).
- In 2017, the percentage of students in South Carolina who performed at or above *Basic* was 59 percent. This was smaller than that for the nation's public schools (67 percent).
- The percentage of students in South Carolina who performed at or above *Basic* in 2017 (59 percent) was greater than that in 1992 (53 percent) and was smaller than that in 2015 (65 percent).

Grade 8:

- In 2017, the average reading score for eighth-grade students in South Carolina was 260. This was lower than that for the nation's public schools (265).
- The average score for students in South Carolina in 2017 (260) was higher than that in 1998 (255) and was not significantly different from that in 2015 (260).
- In 2017, the percentage of students in South Carolina who performed at or above *Proficient* was 30 percent. This was smaller than that for the nation's public schools (35 percent).
- The percentage of students in South Carolina who performed at or above *Proficient* in 2017 (30 percent) was greater than that in 1998 (22 percent) and was not significantly different from that in 2015 (28 percent).
- In 2017, the percentage of students in South Carolina who performed at or above *Basic* was 71 percent. This was smaller than that for the nation's public schools (75 percent).
- The percentage of students in South Carolina who performed at or above *Basic* in 2017 (71 percent) was greater than that in 1998 (66 percent) and was not significantly different from that in 2015 (71 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 National Assessment Governing Board oversees the development of NAEP frameworks that describe the specific knowledge and skills to be assessed in each subject. The development of the NAEP reading framework was guided by scientifically-based reading research. The framework defines reading as a dynamic cognitive process that involves understanding written text, developing and interpreting meaning, and using meaning as appropriate to the type of text.

The Reading Framework for the 2009 National Assessment of Educational Progress replaced the framework that guided the 1992 reading assessment and subsequent reading assessments through 2007. Based on results from special analysis, it was determined that even with a new framework, the results from the 2009 reading assessment could still be compared to those from previous assessment years. A summary of these analyses is available on the Web at http://nces.ed.gov/nationsreportcard/reading/trend_study.asp. The 2017 NAEP reading assessment used the same framework used in 2009, 2011, 2013, and 2015. Trends are reported from 1992 to 2017.

Types of Text

The framework calls for the use of both literary and informational texts in the reading assessment. Literary texts include three types at each grade: fiction, literary nonfiction, and poetry. Informational texts include exposition, argumentation/persuasive, and procedural texts. The inclusion of distinct text types is aligned with the framework's definition of reading, which recognizes that interaction with different texts elicit different ways of thinking and responding.

Literary texts (all three types at each grade)

- Fiction
- Literary Nonfiction
- Poetry

Informational texts (varies by grade level – see procedural appendix for more detail)

- Exposition
- Argumentation and persuasive text
- Procedural texts and documents

Cognitive Targets

All reading questions are aligned to cognitive reading behaviors applicable to both literary and informational texts. The framework specifies three reading behaviors, or cognitive targets: locate/recall, integrate/interpret, and critique/evaluate. The term cognitive target refers to the mental processes or kinds of thinking that underlie reading comprehension.

- **Locate and recall:** When locating or recalling information from what they have read, students may identify explicitly stated main ideas or may focus on specific elements of a story.
- **Integrate and interpret:** When integrating and interpreting what they have read, students may make comparisons, explain character motivation, or examine relations of ideas across the text.
- **Critique and evaluate:** When critiquing or evaluating what they have read, students view the text critically by examining it from numerous perspectives or may evaluate overall text quality or the effectiveness of particular aspects of the text.

Meaning Vocabulary

In addition, the framework calls for a systematic assessment of meaning vocabulary. Meaning vocabulary items function as both a measure of passage comprehension and of reader's knowledge of specific word meaning as used in the passage.

Assessment Design

The assessment contains reading materials that were drawn from sources commonly available to students both in and out of the school environment. These authentic materials were considered to be representative of students' typical reading experiences. Students are asked to read two grade-appropriate passages and to answer questions based on what they have read. A combination of multiple-choice and constructed-response questions was used to assess students' understanding of the passages. Released NAEP reading passages and questions, along with student performance data by state, are available on the NAEP website at http://nces.ed.gov/nationsreportcard/itmrlsx/.

Who Was Assessed?

All 50 states, the District of Columbia, and the Department of Defense Education Activity schools (DoDEA) participated in the 2017 reading assessment at grades 4 and 8. In order for assessment results to be reported to the public, 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. A minimum of 85 percent participation is required for schools in each subject and grade combination. Participation rates for the 2017 reading assessment are available on the NAEP website at http://www.nationsreportcard.gov/reading_math_2017/#reading/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 Reading Performance Reported?

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

Scale Scores: Student performance is reported as an average score based on the NAEP reading 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

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 appropriate analytical skills.
- *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 reading 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 reading assessment

Basic Level (208)	Fourth-grade students performing at the *Basic* level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Basic* level should be able to make simple inferences about characters, events, plot, and setting. They should be able to identify a problem in a story and relevant information that supports an interpretation of a text.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Basic* level should be able to identify the main purpose and an explicitly stated main idea, as well as gather information from various parts of a text to provide supporting information.

Proficient Level (238)	Fourth-grade students performing at the *Proficient* level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Proficient* level should be able to identify implicit main ideas and recognize relevant information that supports them. Students should be able to judge elements of an author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motivations.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Proficient* level should be able to locate relevant information, integrate information across texts, and evaluate the way an author presents information. Student performance at this level should demonstrate an understanding of the purpose for text features and an ability to integrate information from headings, text boxes, and graphics and their captions. They should be able to explain a simple cause-and-effect relationship and draw conclusions.

Advanced Level (268)	Fourth-grade students performing at the *Advanced* level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the *Advanced* level should be able to identify the theme in stories and poems and make complex inferences about characters' traits, feelings, motivations, and actions. They should be able to recognize characters' perspectives and evaluate characters' motivations. Students should be able to interpret characteristics of poems and evaluate aspects of text organization.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the *Advanced* level should be able to make complex inferences about main ideas and supporting ideas. They should be able to express a judgment about the text and about text features and support the judgments with evidence. They should be able to identify the most likely cause given an effect, explain an author's point of view, and compare ideas across two texts.

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). *Reading 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 reading assessment

Basic Level (243)	Eighth-grade students performing at the *Basic* level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Basic* level should recognize major themes and be able to identify, describe, and make simple inferences about setting and about character motivations, traits, and experiences. They should be able to state and provide some support for judgments about the way an author presents content and about character motivation.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Basic* level should be able to recognize inferences based on main ideas and supporting details. They should be able to locate and provide relevant facts to construct general statements about information from the text. Students should be able to provide some support for judgments about the way information is presented.

Proficient Level (281)	Eighth-grade students performing at the *Proficient* level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content.

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the *Proficient* level should be able to make and support a connection between characters from two parts of a text. They should be able to recognize character actions and infer and support character feelings. Students performing at this level should be able to provide and support judgments about characters' motivations across texts. They should be able to identify how figurative language is used.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Proficient* level should be able to locate and provide facts and relevant information that support a main idea or purpose, interpret causal relations, provide and support a judgment about the author's argument or stance, and recognize rhetorical devices.

Advanced Level (323)	Eighth-grade students performing at the *Advanced* level should be able to make connections within and across texts and to explain causal relations. They should be able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students performing at the *Advanced* level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.

When reading **literary** texts such as fiction, literary nonfiction, and poetry, eighth-grade students performing at the *Advanced* level should be able to explain the effects of narrative events. Within or across texts, they should be able to make thematic connections and make inferences about characters' feelings, motivations, and experiences.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the *Advanced* level should be able to infer and explain a variety of connections that are intratextual (such as the relation between specific information and the main idea) or intertextual (such as the relation of ideas across expository and argument texts). Within and across texts, students should be able to state and justify judgments about text features, choice of content, and the author's use of evidence and rhetorical devices.

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). *Reading 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 reading assessments prior to 1998, no testing accommodations or adaptations were permitted for SD and/or ELL students. In 1998, 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 1998, and both are shown in the tables in this report. Please note that bullet statements only reference the results from the 1998 assessment where accommodations were permitted. Results for the assessment years where accommodations were not permitted in state NAEP reading assessments (1992 and 1994) are reported in the same tables as the results where accommodations were permitted (1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017).

NAEP 2017 Digitally Based Reading Assessment

While 2017 marked the first year a reading Digitally Based Assessment (DBA) was administered, a small portion of the students sampled took a reading 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 reading assessment in 1998. In the 2017 NAEP reading 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 being 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 Reading Overall Average Score and Achievement-Level Results for Public School Students

Overall reading 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 1998, testing accommodations were not provided for SD and/or ELL students in NAEP state reading assessments. For 1998, 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 1998 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 reading 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 reading 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 213. This was lower than that for students across the nation (221).
- In South Carolina, the average scale score for students in 2017 was lower than that in 2015 (218). However, the average scale score for students in public schools across the nation in 2017 was not significantly different from that in 2015 (221).
- In South Carolina, the average scale score for students in 2017 was higher than the scores in 1994 and 1998. However, it was lower than the score in 2015.

Grade 8 Scale Score Results

- In 2017, the average scale score for students in South Carolina was 260. This was lower than that for students across the nation (265).
- In South Carolina, the average scale score for students in 2017 was not significantly different from that in 2015 (260). However, the average scale score for students in public schools across the nation in 2017 was higher than that in 2015 (264).
- In South Carolina, the average scale score for students in 2017 was higher than the score in 1998. However, it was not significantly different from the scores in 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

Table 1-A

The Nation's Report Card 2017 State Assessment

Average scale scores and selected percentile scores in NAEP reading 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)	215*	168	192*	217*	240*	259*
	South Carolina	210	165*	187	210*	234*	254*
1994[1]	Nation (public)	212*	156*	187*	217*	241*	261*
	South Carolina	203*	152*	177*	206*	232*	253*
1998[1]	Nation (public)	215*	165*	192*	218*	242*	261*
	South Carolina	210	163	187	212	235*	254*
1998	Nation (public)	213*	161*	189*	215*	241*	260*
	South Carolina	209*	161	185	211*	235*	254*
2002	Nation (public)	217*	169	194*	219*	242*	261*
	South Carolina	214	167*	191	217	239	258
2003	Nation (public)	216*	167*	193*	219*	243*	262*
	South[2]	215*	167*	192*	217*	241*	261*
	South Carolina	215	169*	192	216	239	258
2005	Nation (public)	217*	169	194*	220*	243*	262*
	South[2]	217*	171	194*	219*	241*	260*
	South Carolina	213	165	189	215	239	259
2007	Nation (public)	220*	173*	198	222*	244*	263*
	South[2]	219	175*	198	221*	242*	261*
	South Carolina	214	167*	191	216	239	258
2009	Nation (public)	220*	173*	198	222*	244*	263*
	South[2]	220	176*	198*	221*	243*	261*
	South Carolina	216	170*	194*	218	241	259
2011	Nation (public)	220	173*	198	223*	245*	263*
	South[2]	220	175*	199*	222	244*	262*
	South Carolina	215	166	193*	218	241	259
2013	Nation (public)	221	172*	199*	224	246*	264*
	South[2]	221	174*	199*	223	245	264
	South Carolina	214	162	192	218	241	260
2015	Nation (public)	221	173*	200*	225	247	265
	South[2]	222*	175*	200*	225	246	264
	South Carolina	218*	165	195*	223*	246	265
2017	Nation (public)	221	169	198	225	248	266
	South[2]	220	170	197	223	246	264
	South Carolina	213	159	189	218	242	261

* 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 reading 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 Reading Assessments.

Table 1-B

The Nation's Report Card 2017 State Assessment

Average scale scores and selected percentile scores in NAEP reading for eighth-grade public school students, by year and jurisdiction: Various years, 1998–2017

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
1998[1]	Nation (public)	261*	215	240*	264*	286*	304*
	South Carolina	255*	211	233	257*	278*	295*
1998	Nation (public)	261*	214	238*	264*	285*	303*
	South Carolina	255*	212	233	257*	278*	295*
2002	Nation (public)	263*	219	242	265*	286*	303*
	South Carolina	258	216	236	259*	280*	298*
2003	Nation (public)	261*	215*	240*	264*	286*	304*
	South[2]	259*	214	238*	261*	283*	301*
	South Carolina	258	216	237	259	280*	299*
2005	Nation (public)	260*	214*	238*	263*	285*	303*
	South[2]	258*	212*	236*	260*	282*	301*
	South Carolina	257	213	235	258	281*	300*
2007	Nation (public)	261*	216*	240*	264*	285*	303*
	South[2]	260*	216	239*	262*	283*	301*
	South Carolina	257	215	236	260	281*	298*
2009	Nation (public)	262*	218	242*	265*	286*	304*
	South[2]	261*	217	240	263*	284*	302*
	South Carolina	257	213	236	258*	280	300*
2011	Nation (public)	264*	219	243	266*	287*	305*
	South[2]	262	219*	241	264*	284*	302*
	South Carolina	260	218*	240	261	282	301*
2013	Nation (public)	266	222*	245*	268	289	308
	South[2]	264*	221*	243*	266	287	306
	South Carolina	261	217	240	263	285	304
2015	Nation (public)	264*	218	243	266*	288*	306*
	South[2]	262	217	241	264	285*	304
	South Carolina	260	216	239	262	284	302
2017	Nation (public)	265	218	243	268	290	309
	South[2]	263	216	241	265	287	306
	South Carolina	260	211	238	263	286	305

* 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 reading 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, 1998–2017 Reading 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 29 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Proficient* (35 percent).
- In South Carolina, the percentage of students who performed at or above *Proficient* in 2017 was greater than the percentages in 1992, 1994, and 1998, but was not significantly different from the percentages in 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In 2017, the percentage of South Carolina's students who performed at or above *Basic* was 59 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Basic* (67 percent).
- In South Carolina, the percentage of students who performed at or above *Basic* in 2017 was greater than the percentages in 1992, 1994, and 1998, but was smaller than the percentage in 2015.

Grade 8 Achievement-Level Results

- In 2017, the percentage of South Carolina's students who performed at or above *Proficient* was 30 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Proficient* (35 percent).
- In South Carolina, the percentage of students who performed at or above *Proficient* in 2017 was greater than the percentages in 1998, 2002, 2003, 2005, 2007, and 2009, but was not significantly different from the percentages in 2011, 2013, and 2015.
- In 2017, the percentage of South Carolina's students who performed at or above *Basic* was 71 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Basic* (75 percent).
- In South Carolina, the percentage of students who performed at or above *Basic* in 2017 was greater than the percentage in 1998, but was not significantly different from the percentages in 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

Table 2-A

The Nation's Report Card 2017 State Assessment

Percentage of fourth-grade public school students at or above NAEP reading 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)	40*	60*	27*	6*
	South Carolina	47*	53*	22*	4*
1994[1]	Nation (public)	41*	59*	28*	7*
	South Carolina	52*	48*	20*	4*
1998[1]	Nation (public)	39*	61*	29*	6*
	South Carolina	45	55	22*	4*
1998	Nation (public)	42*	58*	28*	6*
	South Carolina	47*	53*	22*	4*
2002	Nation (public)	38*	62*	30*	6*
	South Carolina	42	58	26	5
2003	Nation (public)	38*	62*	30*	7*
	South[2]	40*	60*	28*	6*
	South Carolina	41	59	26	5
2005	Nation (public)	38*	62*	30*	7*
	South[2]	38*	62*	28*	6*
	South Carolina	43	57	26	6
2007	Nation (public)	34	66	32*	7*
	South[2]	35	65	30*	6*
	South Carolina	41	59	26	5
2009	Nation (public)	34	66	32*	7*
	South[2]	34	66	30*	6*
	South Carolina	38	62	28	6
2011	Nation (public)	34	66	32*	7*
	South[2]	34	66	31*	7*
	South Carolina	39	61	28	6
2013	Nation (public)	33	67	34*	8*
	South[2]	33	67	33	8
	South Carolina	40	60	28	6
2015	Nation (public)	32	68	35	8
	South[2]	32*	68*	34	8
	South Carolina	35*	65*	33	8
2017	Nation (public)	33	67	35	9
	South[2]	35	65	34	8
	South Carolina	41	59	29	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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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 Reading Assessments.

Table 2-B

The Nation's Report Card 2017 State Assessment

Percentage of eighth-grade public school students at or above NAEP reading achievement levels, by year and jurisdiction: Various years, 1998–2017

Year and jurisdiction		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
1998[1]	Nation (public)	28*	72*	31*	2*
	South Carolina	35*	65*	22*	1*
1998	Nation (public)	29*	71*	30*	2*
	South Carolina	34*	66*	22*	1*
2002	Nation (public)	26	74	31*	2*
	South Carolina	32	68	24*	1*
2003	Nation (public)	28*	72*	30*	3*
	South[2]	30*	70*	27*	2*
	South Carolina	31	69	24*	2
2005	Nation (public)	29*	71*	29*	3*
	South[2]	31*	69*	26*	2*
	South Carolina	33	67	25*	2
2007	Nation (public)	27*	73*	29*	2*
	South[2]	29*	71*	27*	2*
	South Carolina	31	69	25*	2
2009	Nation (public)	26*	74*	30*	2*
	South[2]	28	72	28*	2*
	South Carolina	32	68	24*	2
2011	Nation (public)	25	75	32*	3*
	South[2]	27	73	29*	2*
	South Carolina	28	72	27	2
2013	Nation (public)	23*	77*	34	4
	South[2]	25*	75*	32	3
	South Carolina	27	73	29	3
2015	Nation (public)	25	75	33*	3*
	South[2]	27	73	30	3
	South Carolina	29	71	28	2
2017	Nation (public)	25	75	35	4
	South[2]	27	73	31	3
	South Carolina	29	71	30	3

* 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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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, 1998–2017 Reading Assessments.

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

All 50 states, the District of Columbia, and Department of Defense Education Activity schools (DoDEA) participated in the 2017 reading 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 reading 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 reading assessment.

Grade 4 Scale Score Comparison Results

- The average score for students in South Carolina was higher than 2 jurisdictions, not significantly different from 11 jurisdictions, and lower than 38 jurisdictions.

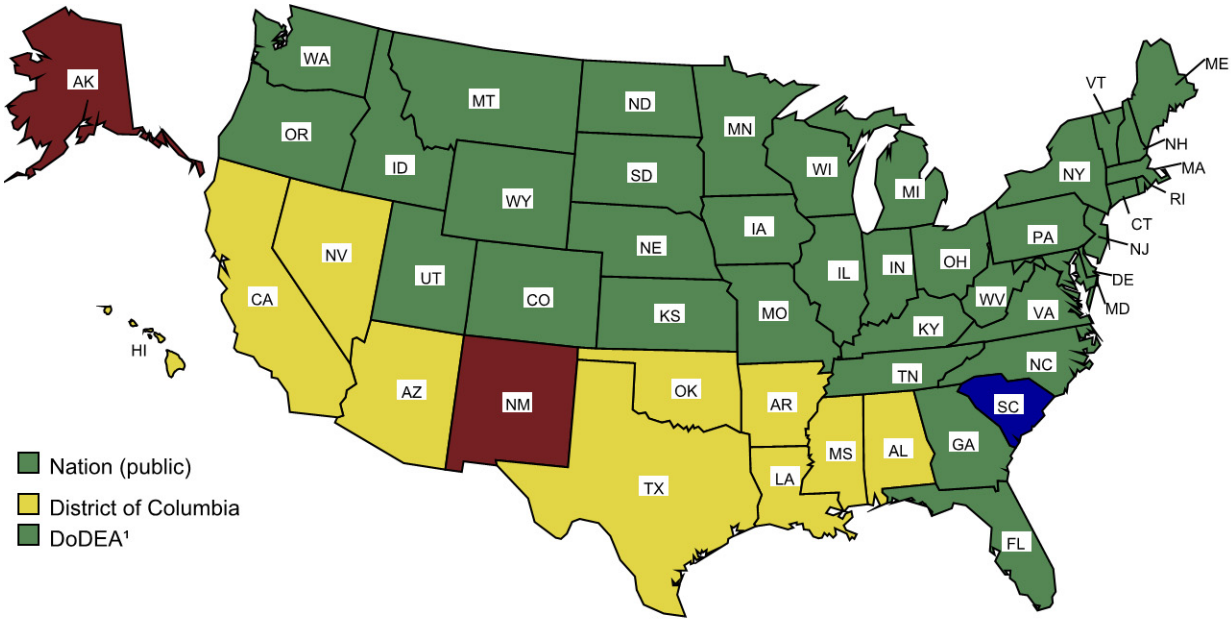
Grade 8 Scale Score Comparison Results

- The average score for students in South Carolina was higher than 3 jurisdictions, not significantly different from 12 jurisdictions, and lower than 36 jurisdictions.

Figure 2-A

The Nation's Report Card 2017 State Assessment

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



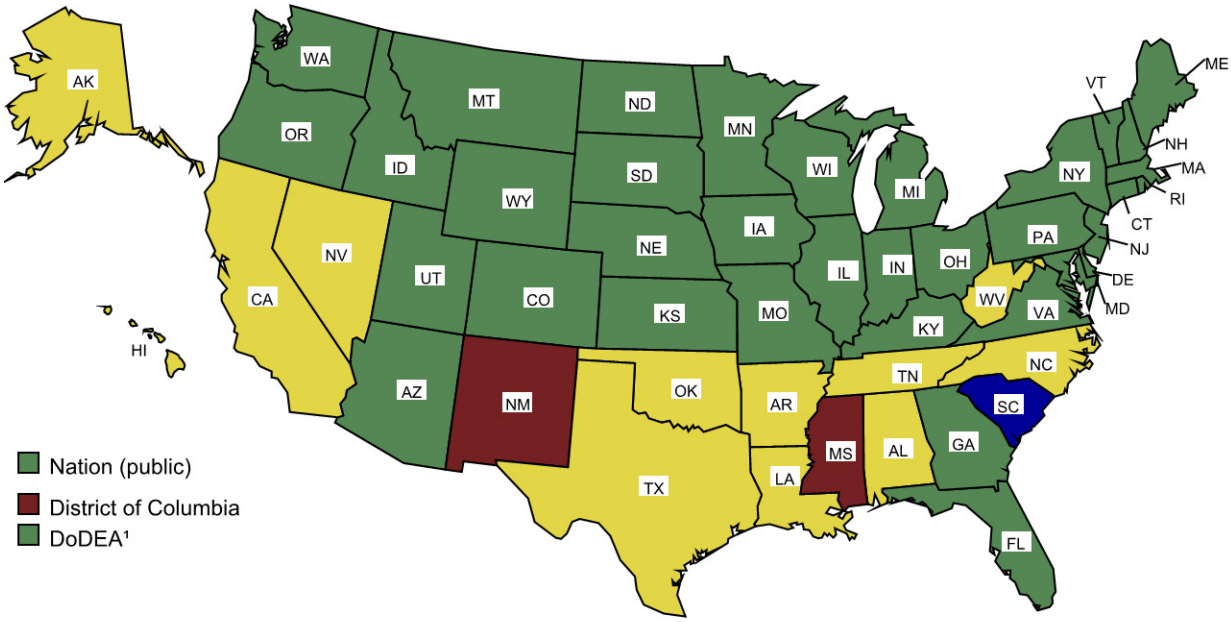
- ☆ Focal state/jurisdiction (South Carolina)
- Higher average scale score than South Carolina (nation and 38 jurisdictions)
- Not significantly different from South Carolina (11 jurisdictions)
- Lower average scale score than South Carolina (2 jurisdictions)

[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 Reading Assessment.

Figure 2-B

The Nation's Report Card 2017 State Assessment

South Carolina's average scale score in NAEP reading 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 36 jurisdictions)
- Not significantly different from South Carolina (12 jurisdictions)
- Lower average scale score than South Carolina (3 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 Reading Assessment.

Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2017 reading 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 1 jurisdiction, not significantly different from those in 16 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 1 jurisdiction, not significantly different from those in 12 jurisdictions, and smaller than those in 38 jurisdictions (data not shown).

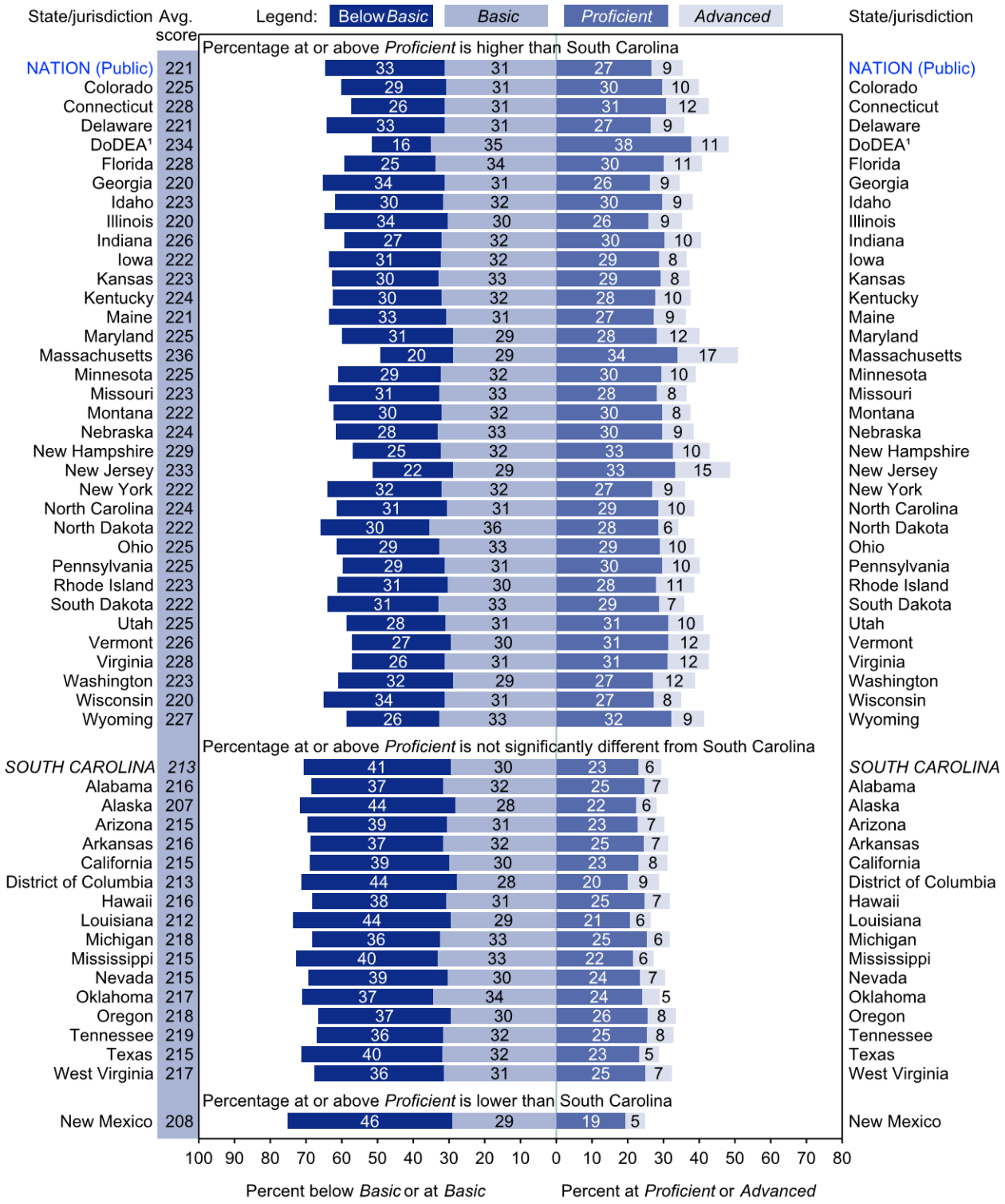
Grade 8 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in South Carolina was greater than the percentage in 4 jurisdictions, not significantly different from those in 14 jurisdictions, and smaller than those in 33 jurisdictions.
- The percentage of students performing at or above the *Basic* level in South Carolina was greater than the percentage in 3 jurisdictions, not significantly different from those in 14 jurisdictions, and smaller than those in 34 jurisdictions (data not shown).

Figure 3-A

The Nation's Report Card 2017 State Assessment

Average scale scores in NAEP reading 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

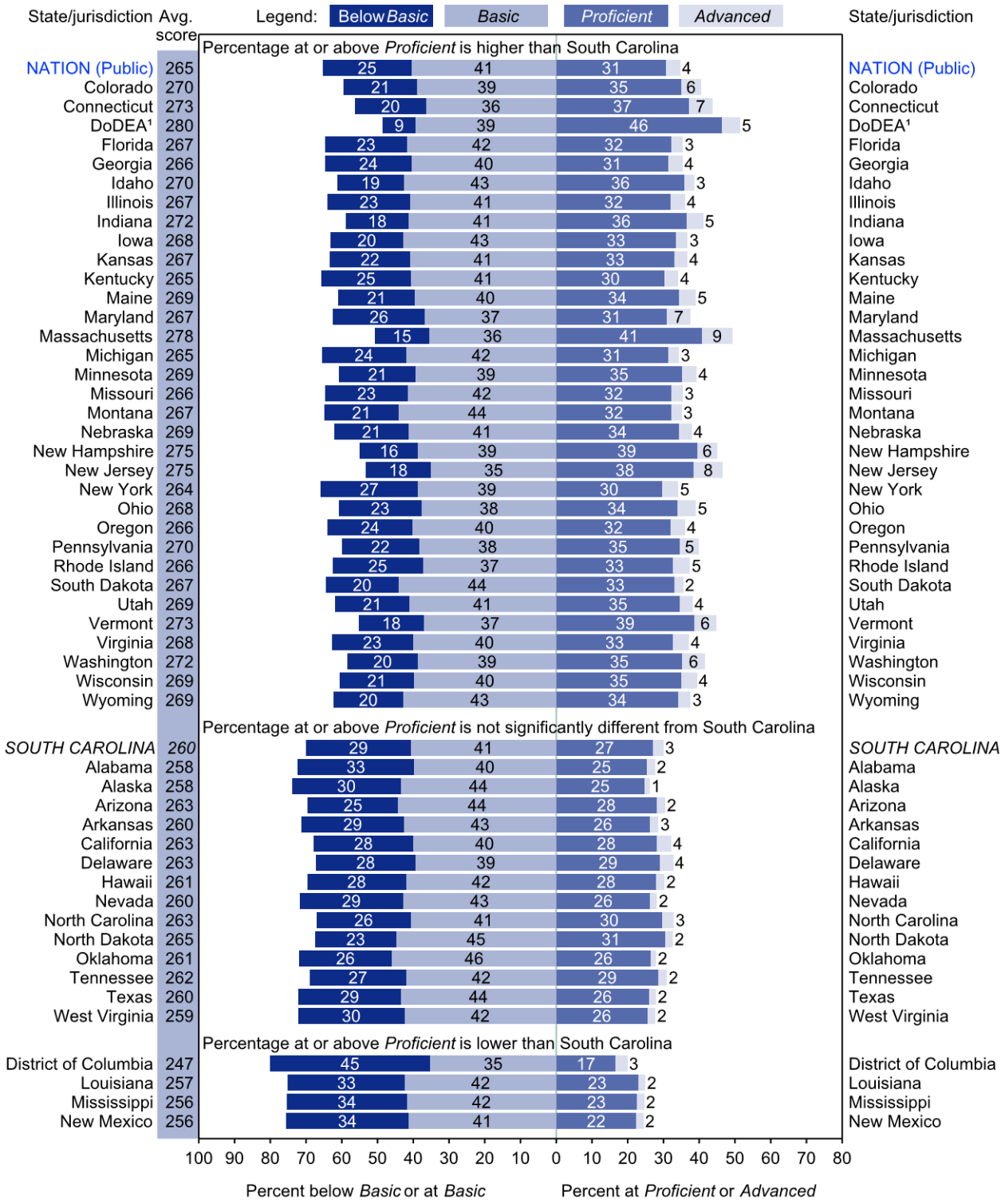


[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The bars above contain percentages of students in each NAEP reading achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficent* category begins, so 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 Reading Assessment.

Figure 3-B

The Nation's Report Card 2017 State Assessment

Average scale scores in NAEP reading 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



[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The bars above contain percentages of students in each NAEP reading 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 Reading Assessment.

Reading 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 parents' 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 score in 1994, but not significantly different from their respective scores in 1992, 1998, 2002, 2003, 2005, 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 29 points. In 1992, the average score for Black students was lower than that of White students by 27 points.
- In 2017, Hispanic students in South Carolina had an average score that was lower than that of White students by 20 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 percentages of White and Black students in South Carolina performing at or above *Proficient* were greater than the percentages of their respective peers in 1992, 1994, and 1998, but not significantly different from the percentages of their respective peers in 2002, 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 reading, 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*	223*	31*	69*	33*	8*
	South Carolina	57*	221	33	67	32*	6*
1994[1]	Nation (public)	71*	222*	31*	69*	35*	9*
	South Carolina	57*	218*	36*	64*	30*	6
1998[1]	Nation (public)	69*	224*	30*	70*	36*	8*
	South Carolina	57*	222	32	68	32*	6
1998	Nation (public)	64*	223*	31*	69*	36*	9*
	South Carolina	56*	221	33	67	32*	6
2002	Nation (public)	60*	227*	26*	74*	39*	9*
	South Carolina	55*	225	28	72	36	9
2003	Nation (public)	59*	227*	26*	74*	39*	10*
	South Carolina	55*	226	26	74	36	8
2005	Nation (public)	57*	228*	25*	75*	39*	10*
	South Carolina	54	225	30	70	36	9
2007	Nation (public)	56*	230*	23	77	42*	10*
	South Carolina	56*	224	29	71	35	8
2009	Nation (public)	54*	229*	23	77	41*	10*
	South Carolina	56*	226	26	74	38	9
2011	Nation (public)	52*	230*	23	77	42*	10*
	South Carolina	54*	226	27	73	39	9
2013	Nation (public)	51*	231	21	79	45	11*
	South Carolina	53	224	28	72	39	9
2015	Nation (public)	49*	232	21	79	46	11
	South Carolina	54	230	22	78	46	12
2017	Nation (public)	47	231	22	78	46	12
	South Carolina	50	225	28	72	40	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 reading, 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*	191*	69*	31*	8*	1*
	South Carolina	41*	194	67	33	7*	1*
1994[1]	Nation (public)	18*	184*	72*	28*	8*	1*
	South Carolina	41*	182*	76*	24*	5*	1
1998[1]	Nation (public)	17*	192*	66*	34*	9*	1*
	South Carolina	41*	194	65	35	9*	1
1998	Nation (public)	16	192*	66*	34*	10*	1*
	South Carolina	41*	192	67	33	8*	1
2002	Nation (public)	18*	198*	61*	39*	12*	1*
	South Carolina	42*	199	59	41	12	1
2003	Nation (public)	17*	197*	61*	39*	12*	2*
	South Carolina	40*	199	60	40	11	1
2005	Nation (public)	17*	199*	59*	41*	12*	2*
	South Carolina	41*	197	60	40	11	1
2007	Nation (public)	17*	203*	54*	46*	14*	2*
	South Carolina	36	199	60	40	12	1
2009	Nation (public)	16*	204	53	47	15*	2*
	South Carolina	35	200	56	44	11	1
2011	Nation (public)	16	205	51	49	16*	2
	South Carolina	36	199	56	44	12	2
2013	Nation (public)	15	205	50	50	17*	2
	South Carolina	35	197	57	43	13	1
2015	Nation (public)	15	206	49	51	18	2
	South Carolina	32	200	55	45	15	2
2017	Nation (public)	15	205	50	50	19	3
	South Carolina	34	196	60	40	15	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 reading, 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*	194*	63*	37*	10*	1
	South Carolina	#*	‡	‡	‡	‡	‡
1994[1]	Nation (public)	7*	186*	68*	32*	11*	2
	South Carolina	1*	‡	‡	‡	‡	‡
1998[1]	Nation (public)	10*	194*	62*	38*	12*	2*
	South Carolina	1*	‡	‡	‡	‡	‡
1998	Nation (public)	14*	192*	64*	36*	12*	2*
	South Carolina	1*	‡	‡	‡	‡	‡
2002	Nation (public)	17*	199*	57*	43*	14*	2*
	South Carolina	2*	‡	‡	‡	‡	‡
2003	Nation (public)	18*	199*	57*	43*	14*	2*
	South Carolina	3*	205	52	48	20	3
2005	Nation (public)	19*	201*	56*	44*	15*	2*
	South Carolina	3*	215	43	57	29	6
2007	Nation (public)	20*	204*	51*	49*	17*	3*
	South Carolina	4*	205	51	49	17	3
2009	Nation (public)	21*	204*	52*	48*	16*	2*
	South Carolina	5*	205	47	53	17	1
2011	Nation (public)	23*	205*	50*	50*	18*	2*
	South Carolina	6*	208	43	57	20	3
2013	Nation (public)	25*	207	48	52	19*	3*
	South Carolina	7*	211	40	60	21	3
2015	Nation (public)	26*	208	46	54	21	3
	South Carolina	9	203	51	49	21	5
2017	Nation (public)	27	208	46	54	22	4
	South Carolina	11	205	49	51	22	5

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 reading, 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*
Asian/Pacific Islander							
1992[1]	Nation (public)	2*	215*	41*	59*	23*	4*
	South Carolina	1*	‡	‡	‡	‡	‡
1994[1]	Nation (public)	3*	217*	36*	64*	34*	9
	South Carolina	1*	‡	‡	‡	‡	‡
1998[1]	Nation (public)	2*	218*	39*	61*	31*	10*
	South Carolina	1	‡	‡	‡	‡	‡
1998	Nation (public)	4	211*	45*	55*	27*	10*
	South Carolina	1	‡	‡	‡	‡	‡
2002	Nation (public)	4*	223*	31*	69*	36*	9*
	South Carolina	1*	‡	‡	‡	‡	‡
2003	Nation (public)	4*	225*	31*	69*	37*	11*
	South Carolina	1*	‡	‡	‡	‡	‡
2005	Nation (public)	4*	227*	28*	72*	40*	12*
	South Carolina	1	‡	‡	‡	‡	‡
2007	Nation (public)	5*	231*	24*	76*	45*	14*
	South Carolina	1	‡	‡	‡	‡	‡
2009	Nation (public)	5	234*	21	79	48*	17*
	South Carolina	1	‡	‡	‡	‡	‡
2011	Nation (public)	5	234*	21	79	49*	17*
	South Carolina	2	‡	‡	‡	‡	‡
2013	Nation (public)	5	235	21	79	51*	18
	South Carolina	2	‡	‡	‡	‡	‡
2015	Nation (public)	5	238	19	81	53	19
	South Carolina	2	‡	‡	‡	‡	‡
2017	Nation (public)	6	238	18	82	56	21
	South Carolina	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 reading, 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	#	‡	‡	‡	‡	‡
1994[1]	Nation (public)	1	212	40	60	31	7
	South Carolina	#*	‡	‡	‡	‡	‡
1998[1]	Nation (public)	1*	‡	‡	‡	‡	‡
	South Carolina	#	‡	‡	‡	‡	‡
1998	Nation (public)	1	‡	‡	‡	‡	‡
	South Carolina	#	‡	‡	‡	‡	‡
2002	Nation (public)	1*	207	49	51	22	5
	South Carolina	#	‡	‡	‡	‡	‡
2003	Nation (public)	1*	202	53	47	16*	2
	South Carolina	#	‡	‡	‡	‡	‡
2005	Nation (public)	1*	205	51	49	19	3
	South Carolina	#	‡	‡	‡	‡	‡
2007	Nation (public)	1	206	49	51	20	4
	South Carolina	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	206	48	52	22	5
	South Carolina	#	‡	‡	‡	‡	‡
2011	Nation (public)	1	204	51	49	19	4
	South Carolina	#*	‡	‡	‡	‡	‡
2013	Nation (public)	1	206	48	52	22	4
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	206	47	53	22	4
	South Carolina	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	203	51	49	21	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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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 Reading 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 1998, 2005, and 2009, but not significantly different from their respective scores in 2002, 2003, 2007, 2011, 2013, and 2015.
- In 2017, the average scale score of Black students in South Carolina was lower than their respective scores in 2011 and 2013, but not significantly different from their respective scores in 1998, 2002, 2003, 2005, 2007, 2009, and 2015.
- In 2017, the average scale score of Hispanic students in South Carolina was not significantly different from their respective scores in 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 31 points. This performance gap was wider than that of 1998 (25 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 1998, 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 1998, 2002, 2005, 2007, and 2009, but not significantly different from the percentages of their respective peers in 2003, 2011, 2013, and 2015.
- In 2017, the percentage of Black students in South Carolina performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In 2017, the percentage of Hispanic students in South Carolina performing at or above *Proficient* was greater than the percentage in 2007, but not significantly different from the percentages of their respective peers in 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 reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2017

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							
1998[1]	Nation (public)	68*	269*	20*	80*	38*	3*
	South Carolina	58*	265*	22	78	30*	1*
1998	Nation (public)	68*	268*	21*	79*	37*	3*
	South Carolina	58*	265*	21	79	30*	1*
2002	Nation (public)	64*	271*	17	83	39*	3*
	South Carolina	56*	268	18	82	35*	2
2003	Nation (public)	61*	270*	18*	82*	39*	4*
	South Carolina	54	269	18	82	35	3
2005	Nation (public)	60*	269*	19*	81*	37*	3*
	South Carolina	58*	267*	22	78	34*	3
2007	Nation (public)	58*	270*	17	83	38*	3*
	South Carolina	56*	268	19	81	35*	2
2009	Nation (public)	57*	271*	17	83	39*	3*
	South Carolina	55	267*	21	79	34*	3
2011	Nation (public)	54*	272*	16	84	41*	4*
	South Carolina	56*	269	18	82	37	3
2013	Nation (public)	53*	275	15*	85*	44	5
	South Carolina	55	271	18	82	39	4
2015	Nation (public)	51	273	16	84	42	4
	South Carolina	56	271	17	83	38	3
2017	Nation (public)	50	274	17	83	44	5
	South Carolina	51	272	18	82	42	4

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 reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2017—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							
1998[1]	Nation (public)	15	241*	51*	49*	11*	#
	South Carolina	40*	239	53	47	8	#
1998	Nation (public)	16*	242*	50*	50*	11*	#
	South Carolina	40*	240	52	48	9	#
2002	Nation (public)	15	244*	46*	54*	13*	#
	South Carolina	41*	243	50	50	9	#
2003	Nation (public)	17*	244*	47*	53*	12*	#*
	South Carolina	43*	244	47	53	10	#
2005	Nation (public)	17*	242*	49*	51*	11*	#*
	South Carolina	38	242	50	50	11	#
2007	Nation (public)	17*	244*	46*	54*	12*	#*
	South Carolina	38	242	49	51	9	#
2009	Nation (public)	16*	245*	44*	56*	13*	#*
	South Carolina	38	243	48	52	10	#
2011	Nation (public)	16*	248	42	58	14*	1
	South Carolina	35	246*	44	56	11	#
2013	Nation (public)	15	250	40	60	16	1
	South Carolina	36	247*	42	58	14	#
2015	Nation (public)	15	247	42	58	15*	1
	South Carolina	33	244	48	52	11	#
2017	Nation (public)	15	248	41	59	17	1
	South Carolina	34	241	48	52	12	#

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 reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2017—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							
1998[1]	Nation (public)	12*	243*	47*	53*	14*	#*
	South Carolina	1*	‡	‡	‡	‡	‡
1998	Nation (public)	12*	241*	48*	52*	13*	#*
	South Carolina	1*	‡	‡	‡	‡	‡
2002	Nation (public)	15*	245*	44*	56*	14*	#*
	South Carolina	1*	‡	‡	‡	‡	‡
2003	Nation (public)	15*	244*	46*	54*	14*	1*
	South Carolina	2*	‡	‡	‡	‡	‡
2005	Nation (public)	17*	245*	45*	55*	14*	1*
	South Carolina	2*	‡	‡	‡	‡	‡
2007	Nation (public)	18*	246*	43*	57*	14*	1*
	South Carolina	3*	244	49	51	15*	1
2009	Nation (public)	20*	248*	41*	59*	16*	1*
	South Carolina	4*	259	30	70	30	4
2011	Nation (public)	22*	251*	37*	63*	18*	1
	South Carolina	5*	257	31	69	22	2
2013	Nation (public)	23*	255	33	67	21	1
	South Carolina	5*	257	30	70	24	2
2015	Nation (public)	25	253*	35	65	20*	1
	South Carolina	6*	249	41	59	17	1
2017	Nation (public)	25	255	34	66	22	1
	South Carolina	9	256	34	66	27	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 reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2017—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							
1998[1]	Nation (public)	3*	265	25	75	32*	3*
	South Carolina	1*	‡	‡	‡	‡	‡
1998	Nation (public)	4*	261	27	73	30*	3*
	South Carolina	1*	‡	‡	‡	‡	‡
2002	Nation (public)	4*	265*	25*	75*	34*	3*
	South Carolina	1	‡	‡	‡	‡	‡
2003	Nation (public)	4*	268*	22*	78*	38*	5*
	South Carolina	1*	‡	‡	‡	‡	‡
2005	Nation (public)	4*	270*	21*	79*	39*	5*
	South Carolina	1*	‡	‡	‡	‡	‡
2007	Nation (public)	5*	269*	21*	79*	40*	5*
	South Carolina	1	‡	‡	‡	‡	‡
2009	Nation (public)	5*	273*	18	82	44*	6*
	South Carolina	1*	‡	‡	‡	‡	‡
2011	Nation (public)	5	275*	18	82	46*	8*
	South Carolina	1	‡	‡	‡	‡	‡
2013	Nation (public)	5*	279	15	85	50	9
	South Carolina	2	279	19	81	50	13
2015	Nation (public)	6	279	15	85	50	9
	South Carolina	2	‡	‡	‡	‡	‡
2017	Nation (public)	6	281	15	85	54	11
	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 reading, by race/ethnicity, year, and jurisdiction: Various years, 1998–2017—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							
1998[1]	Nation (public)	#	‡	‡	‡	‡	‡
	South Carolina	#	‡	‡	‡	‡	‡
1998	Nation (public)	#*	‡	‡	‡	‡	‡
	South Carolina	#	‡	‡	‡	‡	‡
2002	Nation (public)	1	252	36	64	18	1
	South Carolina	#	‡	‡	‡	‡	‡
2003	Nation (public)	1*	248*	41	59	18	1
	South Carolina	#	‡	‡	‡	‡	‡
2005	Nation (public)	1*	251	39	61	18	1
	South Carolina	#	‡	‡	‡	‡	‡
2007	Nation (public)	1*	248*	42	58	19	2
	South Carolina	#	‡	‡	‡	‡	‡
2009	Nation (public)	1*	252	37	63	21	2
	South Carolina	#	‡	‡	‡	‡	‡
2011	Nation (public)	1	253	36	64	22	2
	South Carolina	#	‡	‡	‡	‡	‡
2013	Nation (public)	1*	252	37	63	19	1
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	253	36	64	22	2
	South Carolina	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	253	37	63	22	1
	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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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, 1998–2017 Reading 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 reading, 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*	230*	23	77	42*	10*
	South Carolina	54*	226	27	73	39	9
2013	Nation (public)	51*	231	21	79	45	11
	South Carolina	53	224	28	72	39	9
2015	Nation (public)	49*	232	21	79	46	11
	South Carolina	54	230	22	78	46	12
2017	Nation (public)	47	231	22	78	46	12
	South Carolina	50	225	28	72	40	9
Black							
2011	Nation (public)	16	205	51	49	16*	2
	South Carolina	36	199	56	44	12	2
2013	Nation (public)	15	205	50	50	17*	2
	South Carolina	35	197	57	43	13	1
2015	Nation (public)	15	206	49	51	18	2
	South Carolina	32	200	55	45	15	2
2017	Nation (public)	15	205	50	50	19	3
	South Carolina	34	196	60	40	15	2
Hispanic							
2011	Nation (public)	23*	205*	50*	50*	18*	2*
	South Carolina	6*	208	43	57	20	3
2013	Nation (public)	25*	207	48	52	19*	3*
	South Carolina	7*	211	40	60	21	3
2015	Nation (public)	26*	208	46	54	21	3
	South Carolina	9	203	51	49	21	5
2017	Nation (public)	27	208	46	54	22	4
	South Carolina	11	205	49	51	22	5
Asian							
2011	Nation (public)	5	236*	19	81	51*	18*
	South Carolina	1	‡	‡	‡	‡	‡
2013	Nation (public)	5	237	19	81	53*	18
	South Carolina	1	‡	‡	‡	‡	‡
2015	Nation (public)	5	240	17	83	56	21
	South Carolina	2	‡	‡	‡	‡	‡
2017	Nation (public)	5	241	16	84	59	22
	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 reading, 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	204	51	49	19	4
	South Carolina	#*	‡	‡	‡	‡	‡
2013	Nation (public)	1	206	48	52	22	4
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	206	47	53	22	4
	South Carolina	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	203	51	49	21	3
	South Carolina	#	‡	‡	‡	‡	‡
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#	214	40	60	27	5
	South Carolina	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	210	44	56	25	5
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	#	212	42	58	26	5
	South Carolina	#	‡	‡	‡	‡	‡
2017	Nation (public)	#	210	44	56	26	4
	South Carolina	#	‡	‡	‡	‡	‡
Two or More Races							
2011	Nation (public)	2*	225	29	71	37	10
	South Carolina	2*	212	44	56	21	2
2013	Nation (public)	3*	225	29	71	39	10
	South Carolina	3	218	33	67	30	5
2015	Nation (public)	3*	226	28	72	38	10
	South Carolina	4	219	32	68	31	6
2017	Nation (public)	4	226	28	72	40	11
	South Carolina	4	224	29	71	37	9

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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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 Reading 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 reading, 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*	272*	16	84	41*	4*
	South Carolina	56*	269	18	82	37	3
2013	Nation (public)	53*	275	15*	85*	44	5
	South Carolina	55	271	18	82	39	4
2015	Nation (public)	51	273	16	84	42	4
	South Carolina	56	271	17	83	38	3
2017	Nation (public)	50	274	17	83	44	5
	South Carolina	51	272	18	82	42	4
Black							
2011	Nation (public)	16*	248	42	58	14*	1
	South Carolina	35	246*	44	56	11	#
2013	Nation (public)	15	250	40	60	16	1
	South Carolina	36	247*	42	58	14	#
2015	Nation (public)	15	247	42	58	15*	1
	South Carolina	33	244	48	52	11	#
2017	Nation (public)	15	248	41	59	17	1
	South Carolina	34	241	48	52	12	#
Hispanic							
2011	Nation (public)	22*	251*	37	63	18*	1
	South Carolina	5*	257	31	69	22	2
2013	Nation (public)	23*	255	33	67	21	1
	South Carolina	5*	257	30	70	24	2
2015	Nation (public)	25	253	35	65	20*	1
	South Carolina	6*	249	41	59	17	1
2017	Nation (public)	25	255	34	66	22	1
	South Carolina	9	256	34	66	27	3
Asian							
2011	Nation (public)	5	277*	16	84	48*	8*
	South Carolina	1	‡	‡	‡	‡	‡
2013	Nation (public)	5*	280	14	86	52	10
	South Carolina	2	‡	‡	‡	‡	‡
2015	Nation (public)	5	280	14	86	52	10
	South Carolina	1	‡	‡	‡	‡	‡
2017	Nation (public)	6	283	13	87	57	12
	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 reading, 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	253	36	64	22	2
	South Carolina	#	‡	‡	‡	‡	‡
2013	Nation (public)	1*	252	37	63	19	1
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	253	36	64	22	2
	South Carolina	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	253	37	63	22	1
	South Carolina	#	‡	‡	‡	‡	‡
Native Hawaiian/Other Pacific Islander							
2011	Nation (public)	#	251	39	61	21	2
	South Carolina	#	‡	‡	‡	‡	‡
2013	Nation (public)	#	258	31	69	27	1
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	#	254	35	65	23	2
	South Carolina	#	‡	‡	‡	‡	‡
2017	Nation (public)	#	254	36	64	23	2
	South Carolina	#	‡	‡	‡	‡	‡
Two or More Races							
2011	Nation (public)	2*	267	23	77	36	4
	South Carolina	2*	‡	‡	‡	‡	‡
2013	Nation (public)	2*	269	21	79	38	5
	South Carolina	2*	‡	‡	‡	‡	‡
2015	Nation (public)	2*	267	23	77	36	4
	South Carolina	3	267	20	80	31	3
2017	Nation (public)	3	270	20	80	40	5
	South Carolina	3	267	21	79	34	3

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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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 Reading 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 reading (210) that was lower than that of female students (217). In 1992, male students in South Carolina had an average score in reading (206) that was lower than that of female students (213).
- In 2017, male students in South Carolina had an average scale score in reading (210) that was lower than that of male students in public schools across the nation (218). Similarly, female students in South Carolina had an average scale score (217) that was lower than that of female students across the nation (224).
- In South Carolina, the average scale score of male students in 2017 was higher than the score of male students in 1994, but not significantly different from the scores of male students in 1992, 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In South Carolina, the average scale score of female students in 2017 was higher than the score of female students in 1994, but lower than the score of female students in 2015, and not significantly different from the scores of female students in 1992, 1998, 2002, 2003, 2005, 2007, 2009, 2011, and 2013.

Grade 4 Achievement-Level Results by Gender

- In the 2017 assessment, 28 percent of male students and 31 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 (28 percent) was smaller than that of male students in the nation (33 percent).
- The percentage of female students in South Carolina's public schools who were at or above *Proficient* in 2017 (31 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, 1994, 1998, and 2003, but not significantly different from the corresponding percentages of students in 2002, 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, 1994, and 1998, but not significantly different from the corresponding percentages of students in 2002, 2003, 2005, 2007, 2009, 2011, 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 reading, 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)	51	211*	44*	56*	24*	5*
	South Carolina	48*	206	51*	49*	19*	3*
1994[1]	Nation (public)	51	207*	47*	53*	24*	6*
	South Carolina	51	199*	56*	44*	17*	3
1998[1]	Nation (public)	50	212*	43*	57*	27*	6*
	South Carolina	48*	207	49	51	20*	3
1998	Nation (public)	50	210*	45*	55*	25*	5*
	South Carolina	49*	206	51	49	20*	3
2002	Nation (public)	51	214*	41*	59*	26*	5*
	South Carolina	51	209	46	54	22	4
2003	Nation (public)	51*	213*	42*	58*	26*	6*
	South Carolina	50	211	45	55	22*	4
2005	Nation (public)	50*	214*	41*	59*	27*	6*
	South Carolina	51	210	46	54	23	5
2007	Nation (public)	50*	216*	38	62	29*	6*
	South Carolina	53	210	45	55	23	5
2009	Nation (public)	51	216*	38*	62*	28*	6*
	South Carolina	51	213	40	60	26	6
2011	Nation (public)	51*	217	37	63	30*	6*
	South Carolina	50	210	43	57	25	5
2013	Nation (public)	51	217	36	64	31*	7*
	South Carolina	51	209	43	57	25	5
2015	Nation (public)	51	218	35	65	32	7*
	South Carolina	52	213	41	59	30	8
2017	Nation (public)	51	218	36	64	33	8
	South Carolina	51	210	45	55	28	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 reading, 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)	49	219*	35*	65*	30*	7*
	South Carolina	52*	213	43*	57*	24*	5
1994[1]	Nation (public)	49	218*	36*	64*	32*	8
	South Carolina	49	208*	48*	52*	23*	5
1998[1]	Nation (public)	50	218*	36*	64*	31*	7*
	South Carolina	52*	214	42	58	24*	4
1998	Nation (public)	50	215*	40*	60*	30*	7*
	South Carolina	51*	212	43	57	24*	5
2002	Nation (public)	49	220*	35*	65*	33*	8*
	South Carolina	49	218	37	63	29	7
2003	Nation (public)	49*	220*	35*	65*	33*	8*
	South Carolina	50	219	36	64	30	7
2005	Nation (public)	50*	220*	34*	66*	33*	8*
	South Carolina	49	217	39	61	28	7
2007	Nation (public)	50*	223	31	69	35*	9*
	South Carolina	47	218	37	63	29	6
2009	Nation (public)	49	223	31	69	35*	9*
	South Carolina	49	219	36	64	29	6
2011	Nation (public)	49*	223	30	70	35*	9*
	South Carolina	50	220	34	66	32	7
2013	Nation (public)	49	224	30	70	37	9
	South Carolina	49	218	35	65	31	7
2015	Nation (public)	49	225	29	71	38	10
	South Carolina	48	223*	30*	70*	37	9
2017	Nation (public)	49	224	30	70	38	10
	South Carolina	49	217	37	63	31	7

* 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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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 Reading Assessments.

Grade 8 Scale Score Results by Gender

- In 2017, male students in South Carolina had an average score in reading (254) that was lower than that of female students (265). In 1998, male students in South Carolina had an average score in reading (250) that was lower than that of female students (259).
- In 2017, male students in South Carolina had an average scale score in reading (254) that was lower than that of male students in public schools across the nation (260). Similarly, female students in South Carolina had an average scale score (265) that was lower than that of female students across the nation (270).
- In South Carolina, the average scale score of male students in 2017 was not significantly different from the scores of male students in 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015.
- In South Carolina, the average scale score of female students in 2017 was higher than the score of female students in 1998, but not significantly different from the scores of female students in 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

Grade 8 Achievement-Level Results by Gender

- In the 2017 assessment, 25 percent of male students and 35 percent of female students performed at or above *Proficient* in South Carolina. The difference between these percentages was statistically significant.
- The percentage of male students in South Carolina's public schools who were at or above *Proficient* in 2017 (25 percent) was smaller than that of male students in the nation (30 percent).
- The percentage of female students in South Carolina's public schools who were at or above *Proficient* in 2017 (35 percent) was smaller than that of female students in the nation (40 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 1998, 2002, 2003, 2005, and 2009, but not significantly different from the corresponding percentages of students in 2007, 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 1998, 2002, 2003, 2005, and 2007, but not significantly different from the corresponding percentages of students in 2009, 2011, 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 reading, by gender, year, and jurisdiction: Various years, 1998–2017

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Male							
1998[1]	Nation (public)	51	255*	35*	65*	24*	1*
	South Carolina	48	250*	40*	60*	17*	1
1998	Nation (public)	51	253*	36*	64*	23*	1*
	South Carolina	48	250	38	62	18*	1
2002	Nation (public)	50	258*	30	70	26*	2*
	South Carolina	49	253	37	63	19*	1
2003	Nation (public)	50*	256*	33*	67*	25*	2*
	South Carolina	48	253	36	64	19*	1
2005	Nation (public)	50*	255*	34*	66*	24*	2*
	South Carolina	48*	252	39	61	20*	1
2007	Nation (public)	50*	256*	32*	68*	24*	1*
	South Carolina	50	253	36	64	21	1
2009	Nation (public)	50*	258*	30*	70*	26*	2*
	South Carolina	50	251	38	62	19*	1
2011	Nation (public)	51*	259*	30	70	27*	2*
	South Carolina	51	255	33	67	22	1
2013	Nation (public)	51	261	27*	73*	29	2
	South Carolina	50	256	33	67	23	2
2015	Nation (public)	51	259*	30	70	28*	2*
	South Carolina	50	254	35	65	22	1
2017	Nation (public)	51	260	29	71	30	3
	South Carolina	51	254	34	66	25	2

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 reading, by gender, year, and jurisdiction: Various years, 1998–2017—Continued

Gender, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Female							
1998[1]	Nation (public)	49	268	21	79	37	3*
	South Carolina	52	259*	30	70	26*	1*
1998	Nation (public)	49	268*	21	79	37*	3*
	South Carolina	52	259*	30	70	26*	1*
2002	Nation (public)	50	267*	21	79	36*	3*
	South Carolina	51	263	26	74	29*	2
2003	Nation (public)	50*	267*	23*	77*	35*	4*
	South Carolina	52	263	26	74	29*	2
2005	Nation (public)	50*	266*	24*	76*	34*	3*
	South Carolina	52*	262	28	72	29*	3
2007	Nation (public)	50*	266*	23*	77*	34*	3*
	South Carolina	50	262	26	74	28*	2
2009	Nation (public)	50*	267*	22*	78*	35*	3*
	South Carolina	50	264	26	74	30	3
2011	Nation (public)	49*	268*	21	79	36*	4*
	South Carolina	49	265	23	77	31	3
2013	Nation (public)	49	271	19	81	40	5
	South Carolina	50	267	22	78	35	3
2015	Nation (public)	49	269*	21	79	38*	4*
	South Carolina	50	267	22	78	34	3
2017	Nation (public)	49	270	20	80	40	5
	South Carolina	49	265	25	75	35	4

* 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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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, 1998–2017 Reading 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 results for this category of students are included as an indicator of low 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 reading scale score of 202. This was lower than that of students in South Carolina not eligible for this program (233).
- 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 31 points. In 1998, 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 29 points.
- Students in South Carolina eligible for free/reduced-price lunch had an average scale score (202) in 2017 that was lower than that of students in the nation who were eligible (208).
- In South Carolina, students eligible for free/reduced-price lunch had an average reading scale score in 2017 that was higher than that of eligible students in 1998, but not significantly different from that of eligible students in 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015.

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

- In South Carolina, 19 percent of students who were eligible for free/reduced-price lunch and 48 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* (19 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (22 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 1998, 2002, 2003, 2005, and 2007, but not significantly different from the corresponding percentages in 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 reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2017

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							
1998[1]	Nation (public)	38*	198*	58*	42*	13*	1*
	South Carolina	46*	196*	63*	37*	10*	1*
1998	Nation (public)	41*	195*	61*	39*	12*	1*
	South Carolina	47*	194*	65*	35*	10*	1*
2002	Nation (public)	43*	202*	54*	46*	16*	2*
	South Carolina	52*	201	57	43	14*	2
2003	Nation (public)	44*	201*	56*	44*	15*	2*
	South Carolina	52*	202	55	45	14*	2
2005	Nation (public)	45*	203*	54*	46*	15*	2*
	South Carolina	53*	200	57	43	13*	2
2007	Nation (public)	45*	205*	50*	50*	17*	2*
	South Carolina	52*	201	56	44	14*	2
2009	Nation (public)	47*	206*	49*	51*	17*	2*
	South Carolina	55*	204	51	49	15	2
2011	Nation (public)	52*	207	48*	52*	18*	2*
	South Carolina	57*	202	52	48	16	2
2013	Nation (public)	54	207	47	53	20*	3*
	South Carolina	62	202	51	49	17	2
2015	Nation (public)	55	209	44	56	21	3
	South Carolina	62	206	47*	53*	21	4
2017	Nation (public)	54	208	46	54	22	3
	South Carolina	62	202	52	48	19	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 reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2017—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							
1998[1]	Nation (public)	54*	226*	28*	72*	39*	10*
	South Carolina	53*	223*	30*	70*	33*	6*
1998	Nation (public)	51*	226*	28*	72*	39*	10*
	South Carolina	52*	223*	30*	70*	33*	7*
2002	Nation (public)	50*	229*	24*	76*	41*	10*
	South Carolina	43*	228	24	76	39*	9
2003	Nation (public)	52*	229*	25*	75*	41*	11*
	South Carolina	47*	228	24	76	39*	9
2005	Nation (public)	53*	230*	23*	77*	42*	11*
	South Carolina	47*	228*	27*	73*	40*	10
2007	Nation (public)	54*	232*	21*	79*	44*	12*
	South Carolina	48*	228*	25	75	39*	9
2009	Nation (public)	52*	232*	21*	79*	45*	12*
	South Carolina	45*	230	23	77	43	11
2011	Nation (public)	47*	234*	18	82	48*	13*
	South Carolina	43*	231	21	79	45	12
2013	Nation (public)	46	236	17	83	51	14
	South Carolina	38	232	21	79	46	12
2015	Nation (public)	43	237	17	83	52	15
	South Carolina	38	237	17	83	53	16
2017	Nation (public)	45	236	18	82	52	15
	South Carolina	35	233	21	79	48	12

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 reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2017—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							
1998[1]	Nation (public)	7*	225	30	70	38	10
	South Carolina	1	‡	‡	‡	‡	‡
1998	Nation (public)	7*	219	35	65	33	9
	South Carolina	1	‡	‡	‡	‡	‡
2002	Nation (public)	7*	217	38	62	30*	7
	South Carolina	5	225	30	70	36	8
2003	Nation (public)	4*	219	35	65	33	8
	South Carolina	#*	‡	‡	‡	‡	‡
2005	Nation (public)	2*	218	38	62	32	8
	South Carolina	#	‡	‡	‡	‡	‡
2007	Nation (public)	1	220	34	66	33	9
	South Carolina	#	‡	‡	‡	‡	‡
2009	Nation (public)	1	219	38	62	31	9
	South Carolina	#*	‡	‡	‡	‡	‡
2011	Nation (public)	1*	224	29	71	34	10
	South Carolina	#	‡	‡	‡	‡	‡
2013	Nation (public)	1*	232	23	77	45	14
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	229	27	73	44	15
	South Carolina	#	‡	‡	‡	‡	‡
2017	Nation (public)	1	223	30	70	38	10
	South Carolina	3	208	51	49	25	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.
[1] Accommodations were not permitted for this assessment.
NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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, 1998–2017 Reading 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 reading scale score of 249. This was lower than that of students in South Carolina not eligible for this program (274).
- 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 25 points. In 1998, 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 (249) in 2017 that was lower than that of students in the nation who were eligible (253).
- In South Carolina, students eligible for free/reduced-price lunch had an average reading scale score in 2017 that was higher than that of eligible students in 1998, 2002, and 2007, but not significantly different from that of eligible students in 2003, 2005, 2009, 2011, 2013, and 2015.

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

- In South Carolina, 19 percent of students who were eligible for free/reduced-price lunch and 45 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* (19 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (21 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 1998, 2002, 2003, 2005, 2007, and 2009, but not significantly different from the corresponding percentages in 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 reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2017

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							
1998[1]	Nation (public)	30*	246*	44*	56*	15*	#
	South Carolina	40*	240*	52*	48*	9*	#
1998	Nation (public)	30*	245*	45*	55*	14*	#*
	South Carolina	41*	240*	52*	48*	9*	#
2002	Nation (public)	34*	249*	40*	60*	17*	1*
	South Carolina	45*	245*	46*	54*	12*	#
2003	Nation (public)	36*	246*	44*	56*	15*	1*
	South Carolina	47*	247	42	58	13*	1
2005	Nation (public)	39*	247*	43*	57*	15*	1*
	South Carolina	48*	246	45*	55*	13*	1
2007	Nation (public)	40*	247*	42*	58*	15*	1*
	South Carolina	47*	245*	45*	55*	11*	#
2009	Nation (public)	43*	249*	40*	60*	16*	1*
	South Carolina	51*	246	44	56	13*	1
2011	Nation (public)	48*	251*	37	63	18*	1
	South Carolina	51*	250	39	61	16	1
2013	Nation (public)	49	254	34	66	20	1
	South Carolina	54	250	38	62	17	1
2015	Nation (public)	52*	253	36	64	20	1
	South Carolina	57	250	39	61	17	1
2017	Nation (public)	49	253	36	64	21	1
	South Carolina	56	249	39	61	19	1

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 reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2017—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							
1998[1]	Nation (public)	58*	269*	20*	80*	38*	3*
	South Carolina	56*	265*	23*	77*	31*	2*
1998	Nation (public)	58*	268*	21*	79*	37*	3*
	South Carolina	56*	266*	21*	79*	31*	2*
2002	Nation (public)	57*	271*	17*	83*	40*	3*
	South Carolina	51*	268*	19	81	34*	2*
2003	Nation (public)	58*	271*	18*	82*	39*	4*
	South Carolina	51*	268*	20	80	34*	3
2005	Nation (public)	59*	270*	19*	81*	38*	4*
	South Carolina	52*	268*	21*	79*	35*	3
2007	Nation (public)	58*	271*	18*	82*	39*	4*
	South Carolina	53*	269*	19	81	37*	3*
2009	Nation (public)	56*	273*	16*	84*	41*	4*
	South Carolina	49*	269*	19	81	36*	3
2011	Nation (public)	52*	275*	15	85	44*	5*
	South Carolina	49*	271	17	83	38*	3
2013	Nation (public)	50	278	13	87	48	6
	South Carolina	46	275	14	86	44	5
2015	Nation (public)	47*	276	14	86	47	6*
	South Carolina	43	274	14	86	43	4
2017	Nation (public)	50	277	14	86	48	7
	South Carolina	42	274	16	84	45	5

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 reading, by National School Lunch Program eligibility status, year, and jurisdiction: Various years, 1998–2017—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							
1998[1]	Nation (public)	12*	265	25	75	35	4
	South Carolina	4	256	30	70	16	#
1998	Nation (public)	11*	264	27	73	34	3
	South Carolina	4	259	26	74	21	#
2002	Nation (public)	10*	264	25	75	32	4
	South Carolina	4	261	27	73	30	1
2003	Nation (public)	6*	262	28	72	31	3
	South Carolina	2	‡	‡	‡	‡	‡
2005	Nation (public)	3*	258*	31	69	28	3
	South Carolina	#*	‡	‡	‡	‡	‡
2007	Nation (public)	1	255*	34	66	27	3
	South Carolina	#*	‡	‡	‡	‡	‡
2009	Nation (public)	1*	259	31	69	29	3
	South Carolina	#	‡	‡	‡	‡	‡
2011	Nation (public)	#*	265	27	73	32	5
	South Carolina	#	‡	‡	‡	‡	‡
2013	Nation (public)	#*	276	18	82	47	8
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	273	20	80	44	6
	South Carolina	#	‡	‡	‡	‡	‡
2017	Nation (public)	2	267	23	77	37	4
	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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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, 1998–2017 Reading 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 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, suburban, town, and rural locations in South Carolina had average scale scores that were not significantly different from the average scale scores of students in city, suburban, town, and rural locations in 2007, 2009, 2011, 2013, and 2015 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 smaller than the percentage of students in suburban schools, but was not significantly different from the corresponding percentages of students in town 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, suburban, town, and rural locations who performed at or above *Proficient* in 2017 were not significantly different from those of students in city, suburban, town, and rural locations in 2007, 2009, 2011, 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 reading, 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	213*	43	57	25*	6*
	South Carolina	13*	209	46	54	25	5
2009	Nation (public)	30	214	42	58	26*	6*
	South Carolina	12*	219	35	65	28	6
2011	Nation (public)	29*	213	42	58	26*	6*
	South Carolina	15*	217	38	62	31	7
2013	Nation (public)	29	214	40	60	28	7
	South Carolina	17*	212	39	61	28	7
2015	Nation (public)	31	216	39	61	30	7
	South Carolina	17	213	41	59	30	8
2017	Nation (public)	30	215	40	60	30	7
	South Carolina	21	212	43	57	28	6
Suburb							
2007	Nation (public)	37*	224*	29	71	37*	9*
	South Carolina	31	219	36	64	30	7
2009	Nation (public)	36*	224*	30	70	36*	9*
	South Carolina	32	220	34	66	31	7
2011	Nation (public)	36*	225	29	71	37*	9*
	South Carolina	29*	220	33	67	34	8
2013	Nation (public)	35*	225	29	71	39*	10*
	South Carolina	25*	219	35	65	34	8
2015	Nation (public)	41	226	28	72	40	10
	South Carolina	36	224	30	70	39	10
2017	Nation (public)	40	226	28	72	41	11
	South Carolina	36	221	33	67	36	8
Town							
2007	Nation (public)	12*	218	35	65	29	6
	South Carolina	13	209	49	51	21	4
2009	Nation (public)	12*	217	36	64	28	5
	South Carolina	18*	208	47	53	23	5
2011	Nation (public)	12*	217	36	64	29	5
	South Carolina	17*	207	47	53	20	4
2013	Nation (public)	11	219*	33*	67*	32	6
	South Carolina	14*	208	47	53	24	5
2015	Nation (public)	11	218	35	65	31	6
	South Carolina	12	211	44	56	24	4
2017	Nation (public)	11	216	38	62	30	6
	South Carolina	10	198	58	42	17	3

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 reading, 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*	222	31	69	33*	7
	South Carolina	42*	213	41	59	25	5
2009	Nation (public)	22*	222	31	69	33*	7
	South Carolina	37	216	39	61	27	6
2011	Nation (public)	23*	223	30	70	35	7
	South Carolina	40*	214	40	60	26	5
2013	Nation (public)	25*	223	29	71	35	8
	South Carolina	44*	213	40	60	26	5
2015	Nation (public)	18	223	29	71	36	7
	South Carolina	36	217	36	64	33	8
2017	Nation (public)	19	222	31	69	35	8
	South Carolina	33	210	44	56	27	5

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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 Reading 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 lower than the score of students in suburban schools, but was not significantly different from the scores of students in town and rural schools.
- 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 the nation.
- In 2017, students attending public schools in town and rural locations in South Carolina had average scale scores that were lower than the average scale scores of students in town and rural locations in the nation.
- In 2017, students attending public schools in city, suburban, town, and rural locations in South Carolina had average scale scores that were not significantly different from the average scale scores of students in city, suburban, town, and rural locations in 2007, 2009, 2011, 2013, and 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 smaller than the percentage of students in suburban schools, but was not significantly different from the corresponding percentages of students in town and rural schools.
- 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 the nation.
- The percentages of students in South Carolina's public schools in town and rural locations who performed at or above *Proficient* in 2017 were smaller than those of students in town and rural locations in the nation.
- The percentages of students in South Carolina's public schools in city, suburban, town, and rural locations who performed at or above *Proficient* in 2017 were not significantly different from those of students in city, suburban, town, and rural locations in 2007, 2009, 2011, 2013, 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 reading, 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	254*	36*	64*	23*	2*
	South Carolina	13*	256	34	66	26	2
2009	Nation (public)	27*	256*	34*	66*	24*	2*
	South Carolina	11*	258	32	68	25	3
2011	Nation (public)	29	257*	32*	68*	26*	2*
	South Carolina	16*	264	24	76	30	3
2013	Nation (public)	28*	260	30	70	28	3
	South Carolina	15*	264	26	74	33	4
2015	Nation (public)	29	259	31	69	28	3
	South Carolina	19	261	27	73	29	2
2017	Nation (public)	29	260	30	70	30	3
	South Carolina	22	258	31	69	27	2
Suburb							
2007	Nation (public)	36*	265*	24*	76*	34*	3*
	South Carolina	28	262	27	73	29	3
2009	Nation (public)	36*	266*	23*	77*	35*	3*
	South Carolina	33	262	28	72	29	2
2011	Nation (public)	36*	267*	22*	78*	36*	4*
	South Carolina	27*	264	24	76	31	2*
2013	Nation (public)	35*	270	20	80	39	5
	South Carolina	23*	262	27	73	32	3
2015	Nation (public)	41	268*	22	78	38*	4*
	South Carolina	34	268	21	79	36	3
2017	Nation (public)	40	270	21	79	40	5
	South Carolina	34	268	22	78	39	5
Town							
2007	Nation (public)	13*	261	27	73	28	2*
	South Carolina	20*	251	38	62	18	1
2009	Nation (public)	14*	261	27	73	28	2*
	South Carolina	19*	250	39	61	17	1
2011	Nation (public)	13*	263	25*	75*	30	2
	South Carolina	19*	256	32	68	21	1
2013	Nation (public)	13*	263	25	75	31	2
	South Carolina	14*	258	29	71	23	1
2015	Nation (public)	12	261	27	73	29	2
	South Carolina	11	248	40	60	12	1
2017	Nation (public)	11	262	27	73	30	3
	South Carolina	9	246	42	58	17	1

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 reading, 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*	264	24	76	31*	2*
	South Carolina	40	258	31	69	24	1
2009	Nation (public)	23*	264	23	77	31*	2*
	South Carolina	37	257	31	69	24	2
2011	Nation (public)	23*	266	22*	78*	33	3
	South Carolina	39	258	30	70	25	2
2013	Nation (public)	24*	268*	21*	79*	36	3
	South Carolina	47*	261	27	73	29	2
2015	Nation (public)	19	265	24	76	32	3
	South Carolina	35	256	33	67	24	2
2017	Nation (public)	19	265	24	76	33	3
	South Carolina	35	257	33	67	27	2

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2017.
NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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 Reading 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: graduated from high school and did not finish high school, but was not significantly different from the average score of students with a parent in any of the following education categories: some education after 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 scores for students in South Carolina who reported that a parent had graduated from college, had some education after high school, had graduated from high school, or had not finished high school were not significantly different from the corresponding scores of students in 1998, 2002, 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: graduated from high school and did not finish high school, but was not significantly different from the percentage for students whose parents' highest level of education was in any of the following education categories: some education after high school.
- In 2017, the percentage of students in South Carolina reporting that a parent had graduated from college and who performed at or above *Proficient* was smaller than the percentage of students in the nation.
- In 2017, the percentages of students in South Carolina reporting that a parent had some education after high school, had graduated from 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 respective percentages of students reporting that a parent had graduated from college, had some education after high school, had graduated from 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 1998, 2002, 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 reading, by highest parental education level, year, and jurisdiction: Various years, 1998–2017

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							
1998[1]	Nation (public)	8	242*	49*	51*	11*	#
	South Carolina	7	245	45	55	12	#
1998	Nation (public)	8	242*	49*	51*	11*	#
	South Carolina	7	247	44	56	12	1
2002	Nation (public)	7	247	42	58	14*	#
	South Carolina	6	251	40	60	17	1
2003	Nation (public)	7	245*	45*	55*	13*	#
	South Carolina	6	251	38	62	16	1
2005	Nation (public)	8*	244*	47*	53*	12*	#
	South Carolina	8	244	48	52	12	#
2007	Nation (public)	8*	245*	44*	56*	12*	#*
	South Carolina	6	245	44	56	12	#
2009	Nation (public)	8*	247*	41	59	14*	#
	South Carolina	5	243	48	52	11	#
2011	Nation (public)	8*	247*	41	59	13*	#
	South Carolina	6	242	48	52	10	#
2013	Nation (public)	8*	250	37	63	16	#
	South Carolina	7	250	37	63	17	#
2015	Nation (public)	8*	249	40	60	16	1
	South Carolina	6	248	41	59	13	#
2017	Nation (public)	7	250	39	61	18	1
	South Carolina	6	254	32	68	20	1

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 reading, by highest parental education level, year, and jurisdiction: Various years, 1998–2017 —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							
1998[1]	Nation (public)	23*	253	36	64	21	1
	South Carolina	28*	243	47	53	10	#
1998	Nation (public)	23*	253	36	64	20	1
	South Carolina	28*	243	47	53	10	#
2002	Nation (public)	18*	256*	31*	69*	21	1
	South Carolina	25*	250	41	59	15	#
2003	Nation (public)	18*	253	35	65	19	1
	South Carolina	22*	248	40	60	13	#
2005	Nation (public)	18*	252*	37	63	18*	1
	South Carolina	23*	248	42	58	15	1
2007	Nation (public)	17*	252	36	64	18*	1*
	South Carolina	22*	246	44	56	15	#
2009	Nation (public)	17*	253	34	66	18*	1*
	South Carolina	21*	249	40	60	15	1
2011	Nation (public)	17*	254	34	66	20	1
	South Carolina	17	251	39	61	17	#
2013	Nation (public)	16*	255	33	67	20	1
	South Carolina	18	251	39	61	18	1
2015	Nation (public)	16*	253	35	65	19	1
	South Carolina	18	252	37	63	18	1
2017	Nation (public)	14	254	35	65	21	1
	South Carolina	16	245	43	57	17	1

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 reading, by highest parental education level, year, and jurisdiction: Various years, 1998–2017 —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							
1998[1]	Nation (public)	18*	268	20	80	35	2
	South Carolina	18*	264	23	77	27	1
1998	Nation (public)	18*	267	22	78	34	2
	South Carolina	18*	263	23	77	28	1
2002	Nation (public)	20*	267	19	81	33	2
	South Carolina	17*	266	18	82	29	1
2003	Nation (public)	18*	266	21	79	32	2
	South Carolina	20*	265	22	78	29	2
2005	Nation (public)	18*	265*	23	77	31*	2
	South Carolina	17*	263	24	76	28	2
2007	Nation (public)	17*	265*	21	79	31*	2*
	South Carolina	19*	263	22	78	27	1
2009	Nation (public)	17*	266	21	79	31*	2*
	South Carolina	18*	261	26	74	26	2
2011	Nation (public)	16*	266	20	80	32	2
	South Carolina	19*	264	22	78	27	1
2013	Nation (public)	15*	269*	18*	82*	35	3
	South Carolina	15	264	24	76	30	2
2015	Nation (public)	15*	267	20	80	33	2
	South Carolina	15	263	24	76	28	2
2017	Nation (public)	14	266	21	79	34	3
	South Carolina	14	264	23	77	31	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 reading, by highest parental education level, year, and jurisdiction: Various years, 1998–2017 —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							
1998[1]	Nation (public)	42*	272*	18	82	42	4*
	South Carolina	39*	264	25	75	32	2*
1998	Nation (public)	42*	271*	19	81	41*	4*
	South Carolina	39*	264	23	77	32	2*
2002	Nation (public)	46*	273*	17	83	42*	4*
	South Carolina	44*	266	23	77	33	2
2003	Nation (public)	46*	271*	19*	81*	41*	4*
	South Carolina	44*	264	25	75	31	3
2005	Nation (public)	46*	270*	20*	80*	40*	4*
	South Carolina	45*	263	28	72	33	3
2007	Nation (public)	46*	271*	18*	82*	40*	4*
	South Carolina	45*	265	24	76	33	3
2009	Nation (public)	47*	272*	17	83	42*	4*
	South Carolina	45*	265	24	76	32	3
2011	Nation (public)	48*	273	16	84	43*	5*
	South Carolina	49*	267	22	78	34	3
2013	Nation (public)	49*	276*	15*	85*	46	6
	South Carolina	50	270	19	81	38	4
2015	Nation (public)	49*	274	16	84	44	5
	South Carolina	53	268	22	78	35	3
2017	Nation (public)	54	275	17	83	45	6
	South Carolina	54	267	23	77	37	4

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 reading, by highest parental education level, year, and jurisdiction: Various years, 1998–2017 —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							
1998[1]	Nation (public)	10*	241*	51*	49*	12*	#
	South Carolina	8	235	54	46	7	#
1998	Nation (public)	9*	241*	49*	51*	12*	#
	South Carolina	8*	236	56	44	8	#
2002	Nation (public)	9*	246	44	56	14	#
	South Carolina	8	244	49	51	10	1
2003	Nation (public)	11	242*	48*	52*	13*	#
	South Carolina	8	246	47	53	14	1
2005	Nation (public)	11	242*	49*	51*	12*	#
	South Carolina	8	250	41	59	16	1
2007	Nation (public)	11	243*	47*	53*	12*	1
	South Carolina	8*	242	47	53	9	#
2009	Nation (public)	11	243*	47*	53*	13*	#*
	South Carolina	10	245	47	53	15	1
2011	Nation (public)	11	245	45	55	14*	1
	South Carolina	8	248	39	61	14	#
2013	Nation (public)	12*	248	41	59	16	1
	South Carolina	10	244	45	55	15	1
2015	Nation (public)	12*	246	44	56	15	1
	South Carolina	8	241	50	50	12	#
2017	Nation (public)	11	247	43	57	16	1
	South Carolina	10	240	49	51	16	1

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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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, 1998–2017 Reading 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 1998, testing accommodations were not provided for SD and/or ELL students in NAEP state reading assessments. For 1998, 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 reading 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**	**11**	**11**	**11**	**8**	**#**	**3**
	Excluded	6	6	6	5	#	2
	Assessed without accommodations	5	4	5	3	#	1
1994[1]	**Identified**	**13**	**14**	**13**	**11**	**#**	**4**
	Excluded	7	6	6	5	#	2
	Assessed without accommodations	6	8	6	6	#	2
1998	**Identified**	**16**	**18**	**15**	**11**	**1**	**7**
	Excluded	8	7	7	5	#	3
	Assessed without accommodations	6	7	5	4	1	4
	Assessed with accommodations	3	3	3	3	#	1
2002	**Identified**	**16**	**21**	**16**	**13**	**2**	**9**
	Excluded	5	7	4	5	1	2
	Assessed without accommodations	9	10	8	4	1	6
	Assessed with accommodations	3	4	3	4	#	1
2003	**Identified**	**18**	**22**	**16**	**14**	**2**	**10**
	Excluded	8	6	7	5	1	2
	Assessed without accommodations	8	10	7	4	1	7
	Assessed with accommodations	2	5	2	5	#	1
2005	**Identified**	**17**	**23**	**15**	**14**	**2**	**11**
	Excluded	7	7	6	5	1	2
	Assessed without accommodations	8	10	7	4	1	7
	Assessed with accommodations	3	7	3	5	#	2
2007	**Identified**	**18**	**23**	**14**	**14**	**4**	**11**
	Excluded	4	6	4	5	1	2
	Assessed without accommodations	8	10	5	3	3	7
	Assessed with accommodations	6	7	5	6	1	2
2009	**Identified**	**19**	**23**	**14**	**13**	**5**	**11**
	Excluded	5	5	4	4	1	2
	Assessed without accommodations	8	9	5	3	3	6
	Assessed with accommodations	5	9	5	7	1	3
2011	**Identified**	**18**	**23**	**14**	**13**	**5**	**11**
	Excluded	3	4	2	3	#	1
	Assessed without accommodations	8	9	5	3	4	7
	Assessed with accommodations	7	10	7	7	1	4
2013	**Identified**	**20**	**23**	**14**	**14**	**6**	**11**
	Excluded	2	3	2	2	#	1
	Assessed without accommodations	9	7	4	2	5	5
	Assessed with accommodations	10	13	9	9	1	5
2015	**Identified**	**21**	**24**	**14**	**14**	**8**	**12**
	Excluded	1	2	1	2	#	1
	Assessed without accommodations	9	9	4	3	5	6
	Assessed with accommodations	11	14	9	10	3	5
2017	**Identified**	**22**	**25**	**15**	**15**	**9**	**12**
	Excluded	1	2	1	2	#	1
	Assessed without accommodations	14	10	8	4	7	7
	Assessed with accommodations	7	13	6	9	1	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 Reading 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 reading as a percentage of all students, by assessment year and testing status: Various years, 1998–2017

Year and testing status		SD and/or ELL		SD		ELL	
		South Carolina	Nation (public)	South Carolina	Nation (public)	South Carolina	Nation (public)
1998	**Identified**	**12**	**14**	**11**	**11**	**#**	**3**
	Excluded	5	4	5	3	#	1
	Assessed without accommodations	5	7	5	5	#	2
	Assessed with accommodations	1	3	1	2	#	#
2002	**Identified**	**14**	**18**	**14**	**13**	**1**	**6**
	Excluded	5	6	5	5	#	2
	Assessed without accommodations	6	8	6	5	#	4
	Assessed with accommodations	3	4	3	4	#	1
2003	**Identified**	**15**	**19**	**15**	**14**	**1**	**6**
	Excluded	8	5	8	4	#	2
	Assessed without accommodations	4	8	4	5	#	4
	Assessed with accommodations	3	5	3	5	#	1
2005	**Identified**	**14**	**19**	**13**	**13**	**1**	**6**
	Excluded	7	5	7	4	1	1
	Assessed without accommodations	4	7	4	3	#	4
	Assessed with accommodations	3	6	3	6	#	1
2007	**Identified**	**16**	**19**	**14**	**13**	**2**	**7**
	Excluded	7	5	6	5	1	2
	Assessed without accommodations	4	7	4	3	1	4
	Assessed with accommodations	4	7	4	6	#	1
2009	**Identified**	**16**	**18**	**14**	**13**	**3**	**6**
	Excluded	6	4	6	4	1	1
	Assessed without accommodations	5	6	4	2	2	3
	Assessed with accommodations	5	8	4	7	1	1
2011	**Identified**	**15**	**18**	**11**	**13**	**5**	**6**
	Excluded	5	3	5	3	1	1
	Assessed without accommodations	6	5	3	2	3	3
	Assessed with accommodations	4	9	4	8	1	2
2013	**Identified**	**15**	**17**	**12**	**13**	**4**	**5**
	Excluded	2	2	2	2	#	1
	Assessed without accommodations	6	4	3	2	3	2
	Assessed with accommodations	7	11	7	9	#	3
2015	**Identified**	**17**	**19**	**12**	**13**	**5**	**7**
	Excluded	2	2	2	2	#	1
	Assessed without accommodations	6	5	3	2	3	3
	Assessed with accommodations	9	12	8	10	1	3
2017	**Identified**	**20**	**20**	**13**	**14**	**7**	**7**
	Excluded	2	2	2	2	#	1
	Assessed without accommodations	12	6	6	3	6	4
	Assessed with accommodations	6	11	6	9	1	3

Rounds to zero.

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, 1998–2017 Reading 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 reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 1998–2017

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							
1998	Nation (public)	7*	176	76	24	8	1
	South Carolina	9*	185*	68	32	9	1
2002	Nation (public)	8*	187	71*	29*	9*	1*
	South Carolina	12	187*	69*	31*	10	1
2003	Nation (public)	10*	184	71*	29*	9*	1*
	South Carolina	10*	193*	63*	37*	12	2
2005	Nation (public)	10*	190*	67	33	11	2
	South Carolina	10*	189*	69*	31*	9	1
2007	Nation (public)	10*	190*	64*	36*	13	2
	South Carolina	11*	182*	73	27	8	1
2009	Nation (public)	10*	189*	66*	34*	12	2
	South Carolina	10*	188*	66*	34*	12	3
2011	Nation (public)	11*	186	68	32	11	2
	South Carolina	12*	168	81	19	6	#
2013	Nation (public)	12*	184	69	31	11	2
	South Carolina	13	163	80	20	7	1
2015	Nation (public)	13	186	67	33	12	2
	South Carolina	13	168	79	21	8	1
2017	Nation (public)	13	186	68	32	12	2
	South Carolina	14	167	80	20	8	2

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 reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 1998–2017—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							
1998	Nation (public)	93*	216*	40*	60*	29*	7*
	South Carolina	91*	211*	45*	55*	23*	4*
2002	Nation (public)	92*	220*	35*	65*	31*	7*
	South Carolina	88	217	38	62	28	6
2003	Nation (public)	90*	220*	35*	65*	32*	8*
	South Carolina	90*	217	38	62	27*	6
2005	Nation (public)	90*	220*	34*	66*	32*	7*
	South Carolina	90*	216*	40	60	27*	6
2007	Nation (public)	90*	223*	31*	69*	34*	8*
	South Carolina	89*	218	37	63	28	6
2009	Nation (public)	90*	223*	31*	69*	34*	8*
	South Carolina	90*	219	35	65	29	6
2011	Nation (public)	89*	224*	30*	70*	35*	8*
	South Carolina	88*	221	33	67	31	7
2013	Nation (public)	88*	226	28	72	37*	9*
	South Carolina	87	221	34	66	31	7
2015	Nation (public)	87	227	27	73	38	9
	South Carolina	87	226*	29*	71*	37	9
2017	Nation (public)	87	226	28	72	39	10
	South Carolina	86	220	35	65	33	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 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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, 1998–2017 Reading 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 reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 1998–2017

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							
1998	Nation (public)	8*	224	69	31	6	#
	South Carolina	7*	218	75	25	3	#
2002	Nation (public)	9*	227*	65	35	6*	#*
	South Carolina	9*	225*	71	29	3	#
2003	Nation (public)	10*	224*	68*	32*	5*	#*
	South Carolina	7*	229*	65*	35*	4	#
2005	Nation (public)	9*	226*	67*	33*	6*	#*
	South Carolina	7*	224*	72	28	4	#
2007	Nation (public)	9*	226*	66*	34*	7*	#
	South Carolina	8*	219	71	29	6	#
2009	Nation (public)	10*	229*	63	37	8	#
	South Carolina	8*	227*	66*	34*	7	1
2011	Nation (public)	10*	230	64	36	7*	#
	South Carolina	7*	224*	70	30	5	#
2013	Nation (public)	11*	231	62	38	8	#
	South Carolina	11*	219	73	27	5	1
2015	Nation (public)	12*	229*	64	36	8	#
	South Carolina	11	218	78	22	2	#
2017	Nation (public)	13	231	62	38	9	1
	South Carolina	12	212	77	23	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 reading, by students with disabilities (SD) status, year, and jurisdiction: Various years, 1998–2017—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							
1998	Nation (public)	92*	264*	25*	75*	32*	2*
	South Carolina	93*	257*	31*	69*	23*	1*
2002	Nation (public)	91*	266*	22*	78*	33*	3*
	South Carolina	91*	261*	27	73	26*	1*
2003	Nation (public)	90*	266*	23*	77*	33*	3*
	South Carolina	93*	260*	28*	72*	26*	2
2005	Nation (public)	91*	264*	25*	75*	31*	3*
	South Carolina	93*	260*	30*	70*	26*	2
2007	Nation (public)	91*	265*	24*	76*	31*	3*
	South Carolina	92*	261*	28*	72*	26*	2
2009	Nation (public)	90*	266*	22*	78*	33*	3*
	South Carolina	92*	260*	29*	71*	26*	2
2011	Nation (public)	90*	267*	21*	79*	34*	3*
	South Carolina	93*	263*	25	75	28*	2
2013	Nation (public)	89*	270	19	81	38	4
	South Carolina	89*	266	22	78	32	3
2015	Nation (public)	88*	269*	20	80	36*	4*
	South Carolina	89	266	23	77	31	2
2017	Nation (public)	87	270	19	81	38	4
	South Carolina	88	266	23	77	34	3

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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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, 1998–2017 Reading 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 reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 1998–2017

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							
1998	Nation (public)	5*	174*	79*	21*	6	1
	South Carolina	1*	‡	‡	‡	‡	‡
2002	Nation (public)	7*	183	76*	24*	5*	#
	South Carolina	1*	‡	‡	‡	‡	‡
2003	Nation (public)	8*	186	72*	28*	7	1
	South Carolina	1*	‡	‡	‡	‡	‡
2005	Nation (public)	9*	187	73*	27*	7*	1
	South Carolina	1*	‡	‡	‡	‡	‡
2007	Nation (public)	9*	188	70	30	7	1
	South Carolina	4*	201	54	46	19	3
2009	Nation (public)	9*	188	71	29	6*	#
	South Carolina	4*	206	47	53	20	2
2011	Nation (public)	11*	188	70	30	7*	1
	South Carolina	5*	207	44	56	20	3
2013	Nation (public)	10*	187	69	31	7*	1
	South Carolina	6	206	46	54	18	3
2015	Nation (public)	11	189	68	32	8	1
	South Carolina	8	201	53	47	21	6
2017	Nation (public)	12	189	68	32	9	1
	South Carolina	8	196	58	42	15	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 reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 1998–2017—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							
1998	Nation (public)	95*	215*	41*	59*	29*	7*
	South Carolina	99*	209*	47*	53*	22*	4*
2002	Nation (public)	93*	219*	35*	65*	32*	7*
	South Carolina	99*	214	41	59	26*	6
2003	Nation (public)	92*	219*	35*	65*	32*	8*
	South Carolina	99*	215	40	60	26*	5
2005	Nation (public)	91*	220*	34*	66*	32*	7*
	South Carolina	99*	213	42	58	26*	6
2007	Nation (public)	91*	223*	31*	69*	34*	8*
	South Carolina	96*	214	41	59	26	5
2009	Nation (public)	91*	223*	31*	69*	34*	8*
	South Carolina	96*	216	38	62	28	6
2011	Nation (public)	89*	224*	30	70	35*	8*
	South Carolina	95*	215	38	62	29	6
2013	Nation (public)	90*	225	29	71	37*	9*
	South Carolina	94	214	39	61	29	6
2015	Nation (public)	89	225	28	72	38	9
	South Carolina	92	219*	34*	66*	35	8
2017	Nation (public)	88	225	29	71	39	10
	South Carolina	92	215	40	60	31	7

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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 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, 1998–2017 Reading 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 reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 1998–2017

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							
1998	Nation (public)	2*	217*	77	23	3	#
	South Carolina	#	‡	‡	‡	‡	‡
2002	Nation (public)	5*	224	71	29	4	#
	South Carolina	1*	‡	‡	‡	‡	‡
2003	Nation (public)	5*	222	71	29	5	#
	South Carolina	#*	‡	‡	‡	‡	‡
2005	Nation (public)	5*	224	71	29	4	#
	South Carolina	1*	‡	‡	‡	‡	‡
2007	Nation (public)	6*	222*	71	29	4	#
	South Carolina	1*	‡	‡	‡	‡	‡
2009	Nation (public)	5*	219*	75*	25*	3*	#
	South Carolina	2*	249	34	66	18	3
2011	Nation (public)	5*	223	71	29	3*	#
	South Carolina	4*	251	37	63	18	#
2013	Nation (public)	5*	225	70	30	3	#
	South Carolina	3*	242	46	54	10	#
2015	Nation (public)	6	223*	72	28	3	#
	South Carolina	4*	242	52	48	11	#
2017	Nation (public)	6	226	68	32	5	#
	South Carolina	7	249	39	61	19	1

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 reading, by English language learner (ELL) status, year, and jurisdiction: Various years, 1998–2017—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							
1998	Nation (public)	98*	262*	28*	72*	30*	2*
	South Carolina	100	255*	34*	66*	22*	1*
2002	Nation (public)	95*	265*	24*	76*	32*	3*
	South Carolina	99*	258	31	69	24*	1*
2003	Nation (public)	95*	263*	25*	75*	31*	3*
	South Carolina	100*	258	30	70	24*	2
2005	Nation (public)	95*	262*	27*	73*	30*	3*
	South Carolina	99*	257*	33*	67*	25*	2
2007	Nation (public)	94*	263*	25*	75*	31*	2*
	South Carolina	99*	258*	31	69	25*	2*
2009	Nation (public)	95*	265*	24*	76*	32*	3*
	South Carolina	98*	257	32	68	25*	2
2011	Nation (public)	95*	266*	23	77	33*	3*
	South Carolina	96*	261	28	72	27	2
2013	Nation (public)	95*	268	21	79	36	4
	South Carolina	97*	262	27	73	30	3
2015	Nation (public)	94	267*	22	78	35*	3*
	South Carolina	96*	261	28	72	29	2
2017	Nation (public)	94	268	22	78	37	4
	South Carolina	93	261	29	71	31	3

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 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scales: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 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, 1998–2017 Reading Assessments.

Table 12-A

The Nation's Report Card 2017 State Assessment

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

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	**143,400**	**2**
Alabama	2,200	2
Alaska	2,300	1
Arizona	2,300	1
Arkansas	2,300	2
California	6,000	2
Colorado	3,200	2
Connecticut	2,300	2
Delaware	2,300	2
Florida	5,600	4
Georgia	3,500	2
Hawaii	2,300	2
Idaho	2,400	2
Illinois	3,600	1
Indiana	2,400	1
Iowa	2,300	1
Kansas	2,300	2
Kentucky	3,100	3
Louisiana	2,300	3
Maine	2,100	2
Maryland	3,300	3
Massachusetts	3,400	3
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	2,500	2
New Hampshire	2,300	1
New Jersey	2,200	2
New Mexico	2,800	2
New York	3,100	2
North Carolina	4,400	2
North Dakota	2,300	2
Ohio	3,100	2
Oklahoma	2,400	2
Oregon	2,200	1
Pennsylvania	3,200	3
Rhode Island	2,400	2
South Carolina	2,400	1
South Dakota	2,300	2
Tennessee	3,100	2
Texas	7,100	4
Utah	2,300	2
Vermont	2,300	2
Virginia	2,300	2
Washington	2,400	2
West Virginia	2,300	1
Wisconsin	3,300	1
Wyoming	2,300	1
Other jurisdictions		
District of Columbia	2,200	3
DoDEA[1]	2,200	2

[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 Reading Assessment.

Table 12-B

The Nation's Report Card 2017 State Assessment

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

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	**137,200**	**2**
Alabama	2,300	2
Alaska	2,100	1
Arizona	2,200	1
Arkansas	2,300	2
California	5,900	2
Colorado	3,000	2
Connecticut	2,300	2
Delaware	2,300	2
Florida	5,600	2
Georgia	3,100	3
Hawaii	2,200	2
Idaho	2,400	2
Illinois	3,400	2
Indiana	2,200	2
Iowa	2,400	1
Kansas	2,200	2
Kentucky	3,000	2
Louisiana	2,000	3
Maine	2,100	2
Maryland	3,100	3
Massachusetts	3,100	2
Michigan	2,900	2
Minnesota	2,300	2
Mississippi	2,200	1
Missouri	2,300	2
Montana	2,300	1
Nebraska	2,300	3
Nevada	2,300	1
New Hampshire	2,200	1
New Jersey	2,200	2
New Mexico	2,800	2
New York	2,800	2
North Carolina	4,100	2
North Dakota	2,200	2
Ohio	2,900	2
Oklahoma	2,200	2
Oregon	2,000	2
Pennsylvania	3,000	2
Rhode Island	2,200	2
South Carolina	2,500	2
South Dakota	2,300	3
Tennessee	3,000	3
Texas	7,100	3
Utah	2,300	1
Vermont	2,100	2
Virginia	2,200	2
Washington	2,100	2
West Virginia	2,200	2
Wisconsin	3,100	1
Wyoming	2,500	1
Other jurisdictions		
District of Columbia	1,400	3
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 Reading Assessment.

Where to Find More Information

The NAEP Reading Assessment

The latest news about the NAEP 2017 reading assessment and the results can be found on the NAEP website at http://nces.ed.gov/nationsreportcard/reading/. 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 *Reading 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 https://www.nagb.org/content/nagb/assets/documents/publications/frameworks/reading/2017-reading-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/or 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 reading are listed on the reading 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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