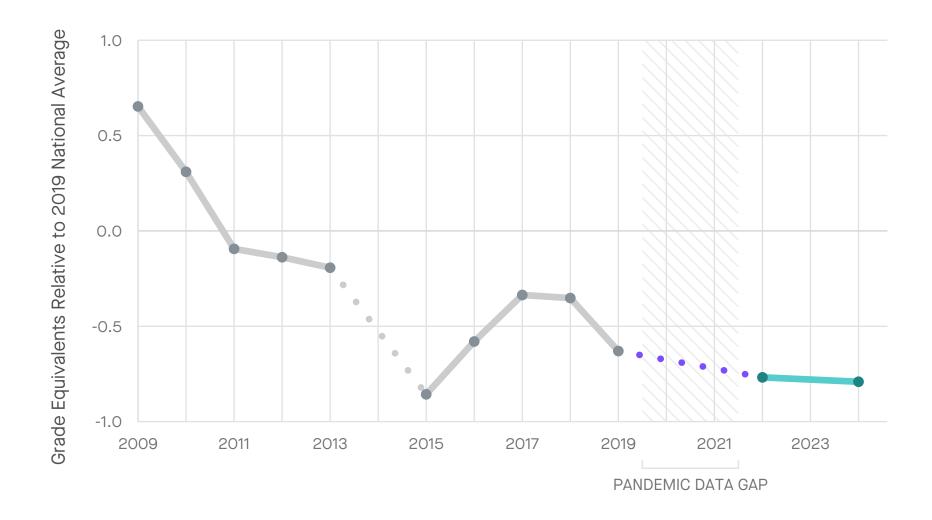
#### Math Performance, Grades 3-8, 2009-2024

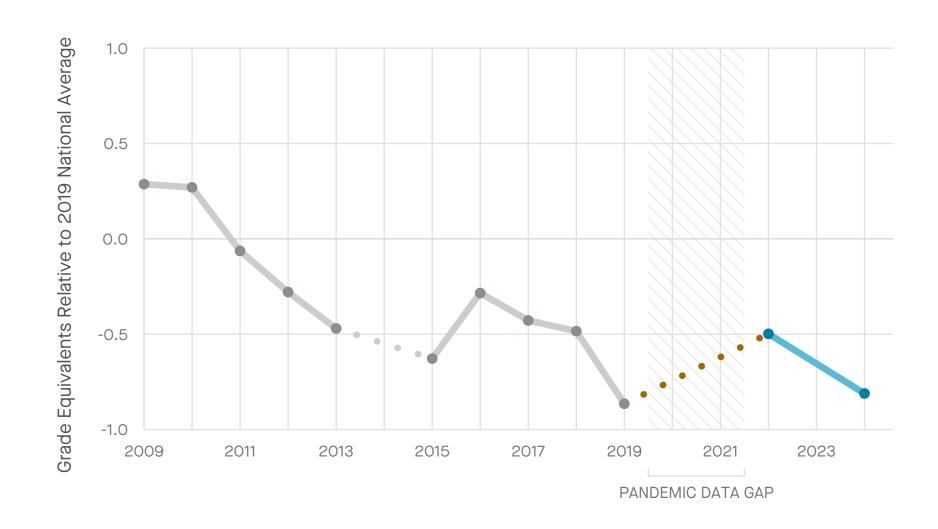


#### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

2019 Average	-0.63
2022 Average	-0.77
2024 Average	-0.79
2019-2022 Change	-0.14
2022-2024 Change	-0.02
Since 2019	-0.16

#### Reading Performance, Grades 3-8, 2009-2024

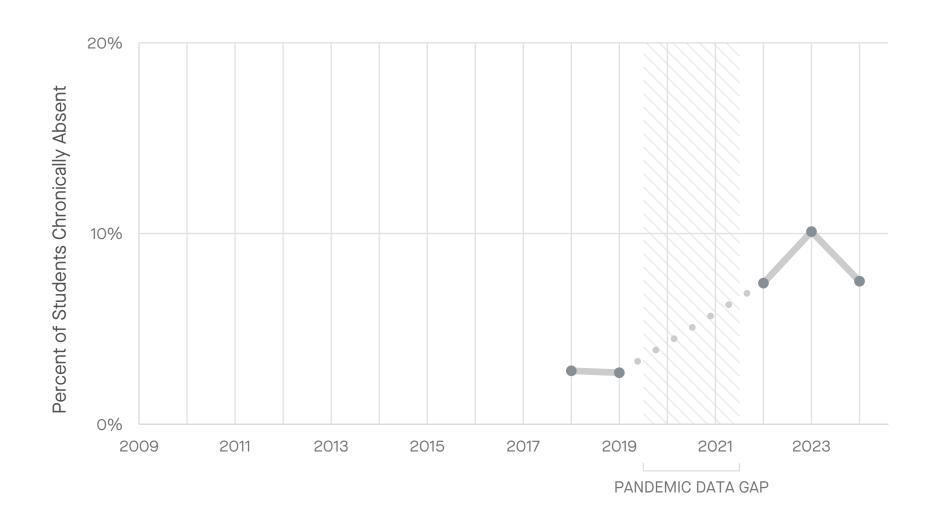


#### **Average Reading Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

2019 Average	-0.86
2022 Average	-0.50
2024 Average	-0.81
2019-2022 Change	+0.37
2022-2024 Change	-0.31
Since 2019	+0.05

#### Absenteeism, Grades 3-8, 2009-2024



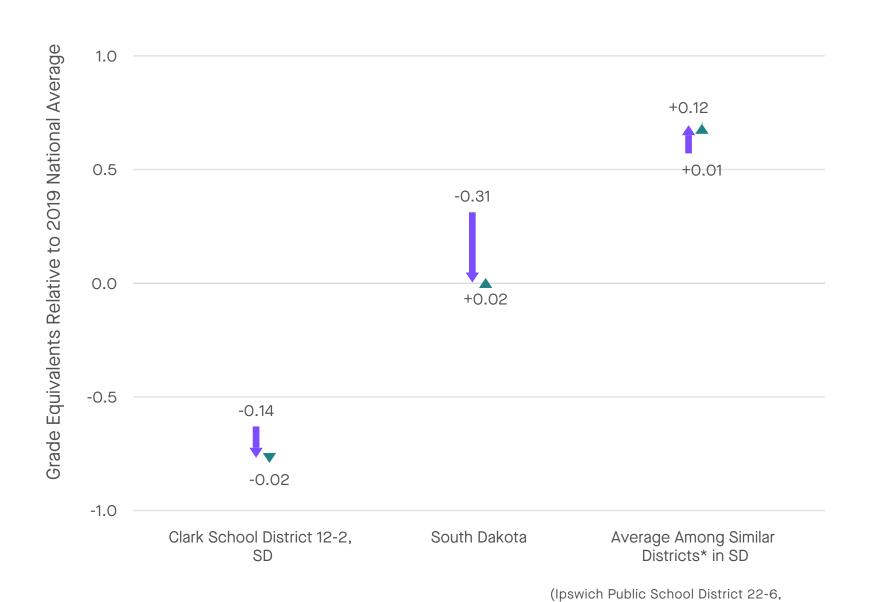
#### Absenteeism

2019-2023 Change	+0.07
Since 2009	N/A

Absenteeism data courtesy of <u>Nat Malkus, American</u> <u>Enterprise Institute</u>



### Math Performance in Clark School District 12-2 vs. South Dakota and Similar Districts, Grades 3-8, 2019-2024



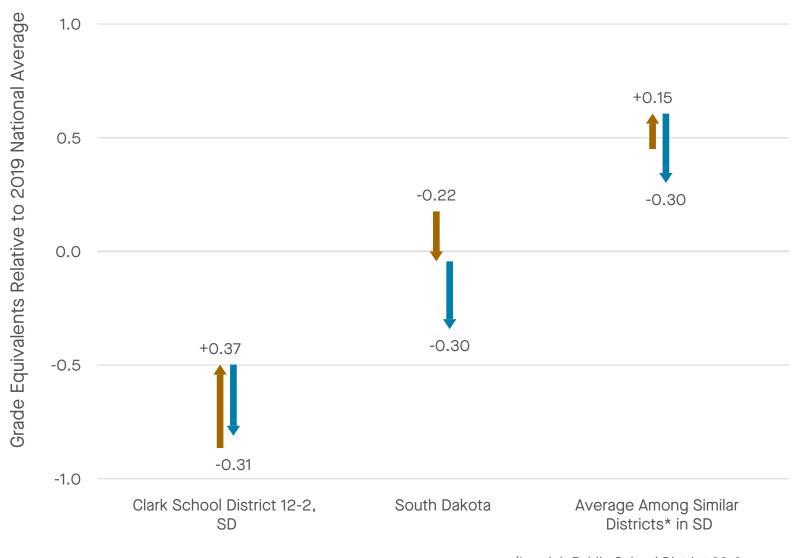
#### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average



\*Comparison districts are the nearest matches within the same state based on socioeconomic status, demographics, and size.

### Reading Performance in Clark School District 12-2 vs. South Dakota and Similar Districts, Grades 3-8, 2019-2024



#### (Ipswich Public School District 22-6, Kimball School District 07-2, Wessington Springs School District 36-2, Hitchcock Tulare School District 56-6, Sanborn Central School District 55-5)

Kimball School District 07-2, Wessington Springs School District 36-2, Hitchcock Tulare School District 56-6, Sanborn Central School District 55-5)

#### **Average Reading Scores and Trends in Scores**

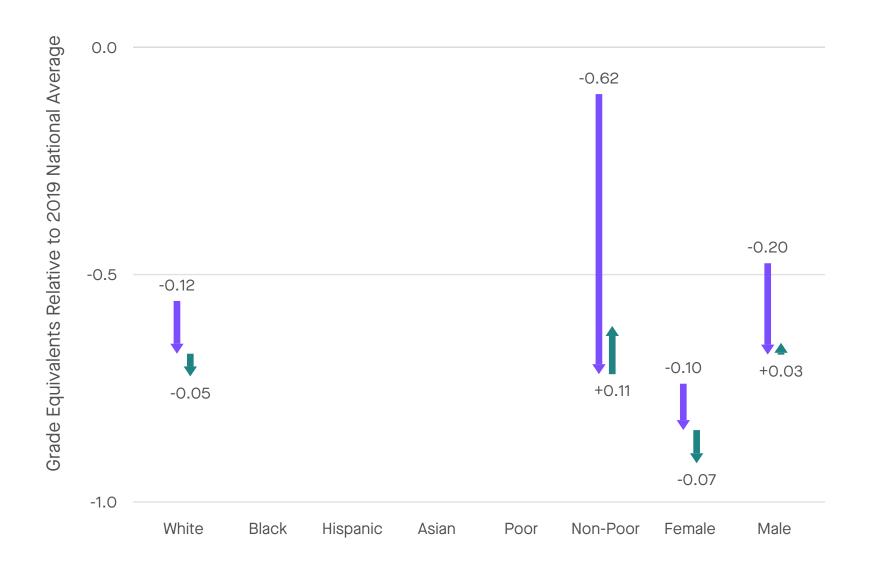
in Grade Level Equivalents Relative to the 2019 National Average

	2019 Average	2022 Average	2024 Average	201952 Change	2022 Change	2019-24 Change
Clark School District 12-2, SD	-0.86	-0.50	-0.81	• 0.37	<b>→</b> -0.31	• 0.05
South Dakota	0.18	-0.04	-0.34	-0.22	-0.30	<b>↓</b> -0.52
Similar Districts* in South Dakota	0.45	0.61	0.30	• 0.15	<b>-</b> 0.30	<b>↓</b> -0.15

\*Comparison districts are the nearest matches within the same state based on socioeconomic status, demographics, and size.



#### Math Performance by Subgroup, Grades 3-8, 2019-2024

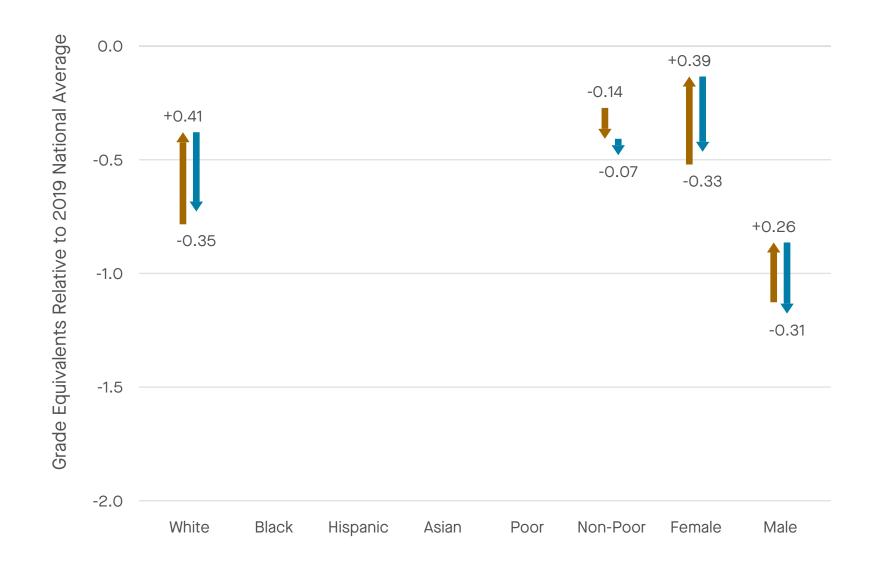


#### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

	2079 AVETAGE	2022 AVE/398	2024 A <sup>Ver3</sup> 9e	2019_22 Change	2022.24 Change	2079-24 Change
White	-0.56	-0.67	-0.72	-0.12	-0.05	<b>▼</b> -0.17
Black	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Poor	N/A	N/A	N/A	N/A	N/A	N/A
Non-Poor	-0.10	-0.72	-0.61	-0.62	<b>O.11</b>	-0.51
Female	-0.74	-0.84	-0.92	-0.10	-0.07	▼ -0.17
Male	-0.47	-0.68	-0.65	-0.20	• 0.03	<b>♣</b> -0.17

#### Reading Performance by Subgroup, Grades 3-8, 2019-2024



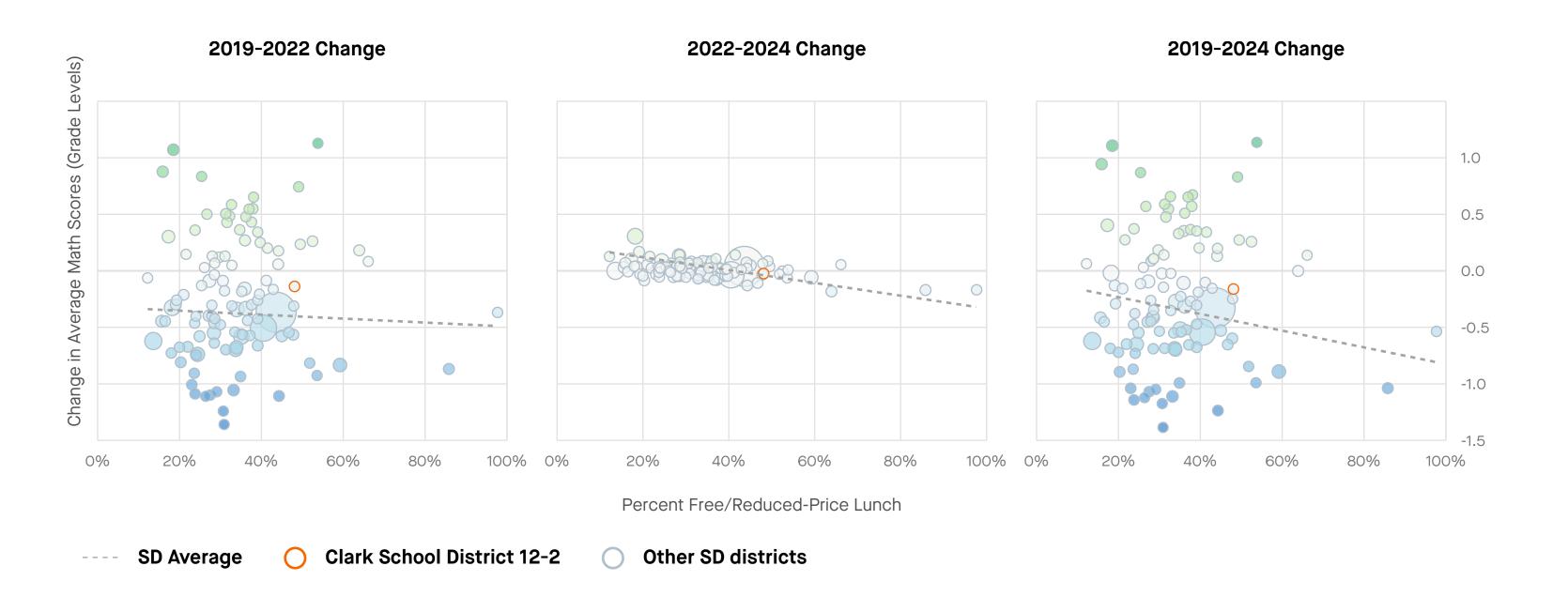
#### **Average Reading Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

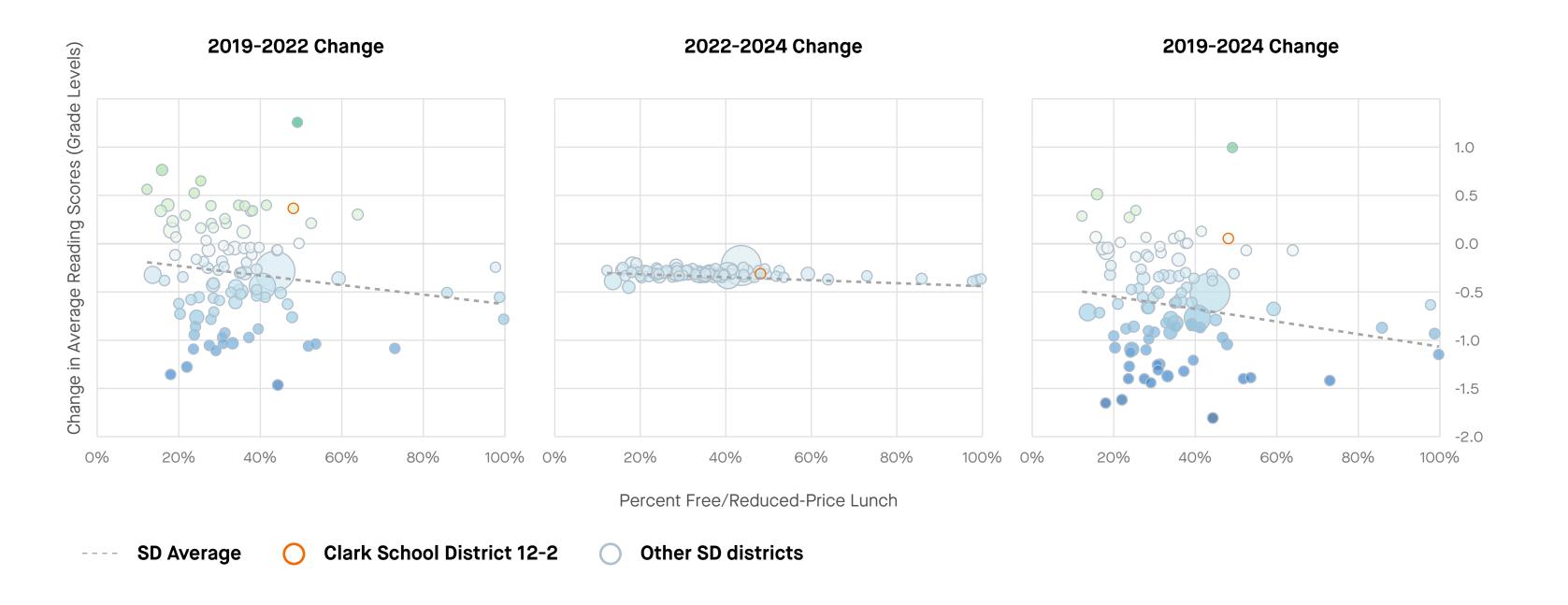
	2079 AV67398	2022 4V67398	2024 A <sup>Verage</sup>	2019, 22 Change	2022-24 Change	2019,24 Change
White	-0.78	-0.38	-0.73	• 0.41	-0.35	♠ 0.06
Black	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Poor	N/A	N/A	N/A	N/A	N/A	N/A
Non-Poor	-0.27	-0.41	-0.48	-0.14	-0.07	-0.21
Female	-0.52	-0.13	-0.47	♠ 0.39	-0.33	♠ 0.06
Male	-1.13	-0.86	-1.18	♠ 0.26	-0.31	<b>↓</b> -0.05



Change in Math Performance in South Dakota Districts vs. Percent Free/Reduced-Price Lunch, Grades 3-8, 2019-2024



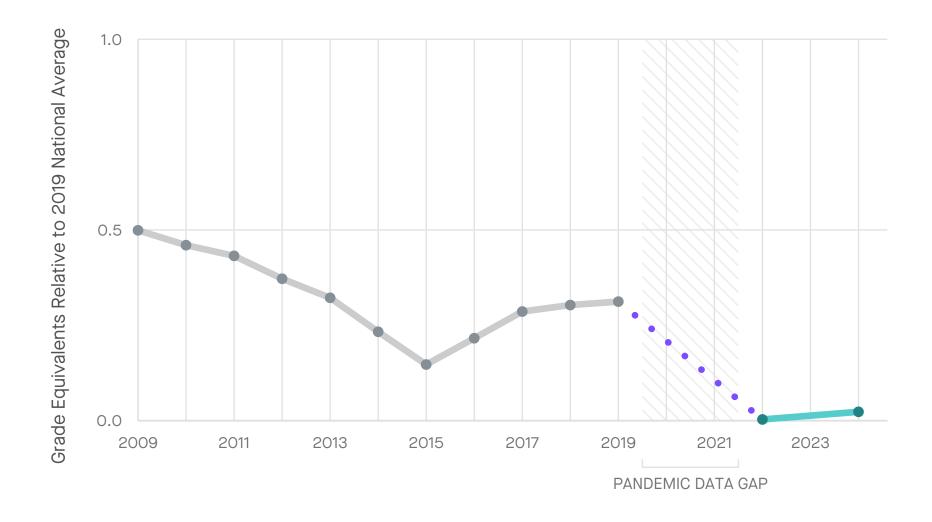
Change in Reading Performance in South Dakota Districts vs. Percent Free/Reduced-Price Lunch, Grades 3-8, 2019-2024





### South Dakota

#### Math Performance, Grades 3-8, 2009-2024

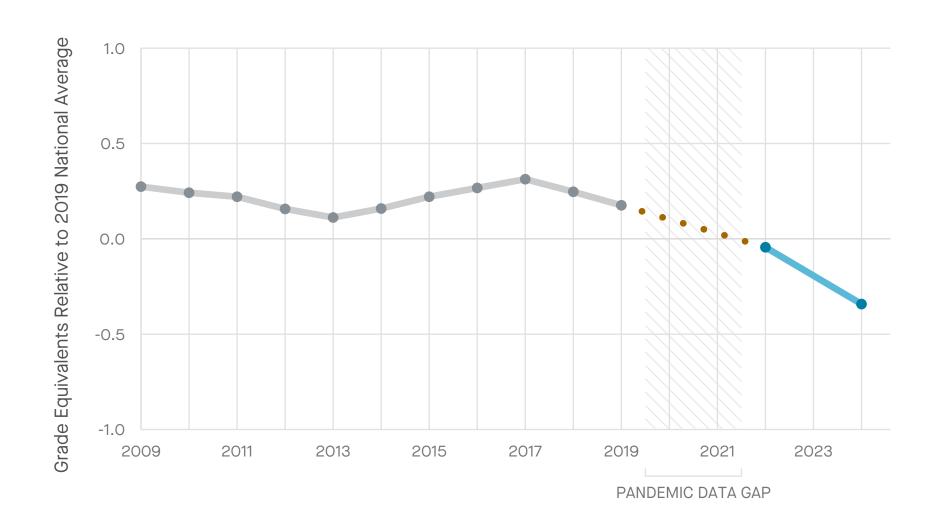


#### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

2019 Average	0.31
2022 Average	0.00
2024 Average	0.02
2019-2022 Change	-0.31
2022-2024 Change	+0.02
Since 2019	-0.29

#### Reading Performance, Grades 3-8, 2009-2024

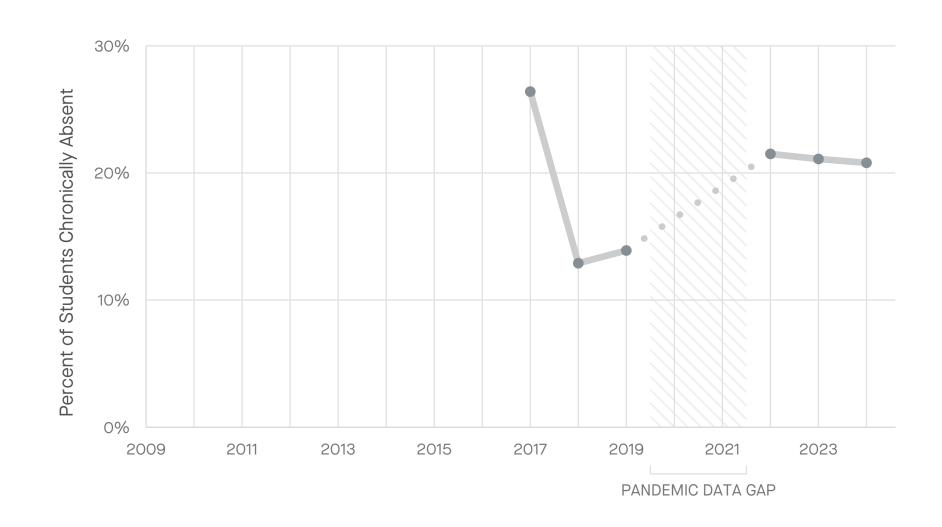


#### **Average Reading Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

2019 Average	0.18
2022 Average	-0.04
2024 Average	-0.34
2019-2022 Change	-0.22
2022-2024 Change	-0.30
Since 2019	-0.52

#### Absenteeism, Grades 3-8, 2009-2024



#### Absenteeism

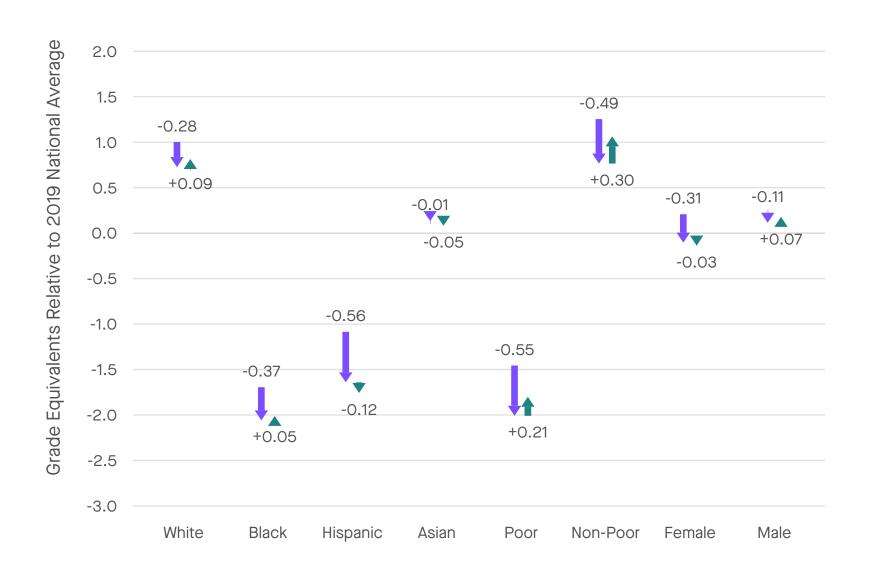
2019-2023 Change	+0.07
Since 2009	N/A

Absenteeism data courtesy of Nat Malkus, American Enterprise Institute



### South Dakota

#### Math Performance by Subgroup, Grades 3-8, 2019-2024

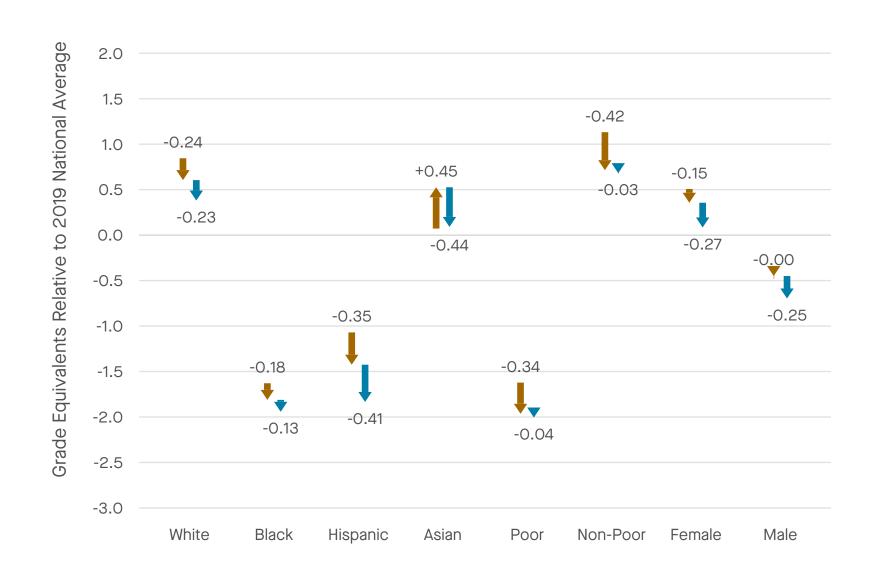


#### **Average Math Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

	2079 Average	2022 AV67398	2024 4 <sup>Ver3</sup> 9e	2019.22 Change	2022,24 Change	2019,24 Change
White	1.00	0.73	0.81	-0.28	• 0.09	-0.19
Black	-1.69	-2.06	-2.01	-0.37	• 0.05	▼ -0.32
Hispanic	-1.08	-1.64	-1.76	-0.56	-0.12	-0.67
Asian	0.14	0.13	0.08	-0.01	-0.05	-0.06
Poor	-1.46	-2.01	-1.80	-0.55	• 0.21	▼ -0.34
Non-Poor	1.25	0.77	1.06	-0.49	• 0.30	-0.19
Female	0.21	-0.10	-0.14	-0.31	-0.03	▼ -0.34
Male	0.22	0.11	0.18	-0.11	• 0.07	-0.04

#### Reading Performance by Subgroup, Grades 3-8, 2019-2024



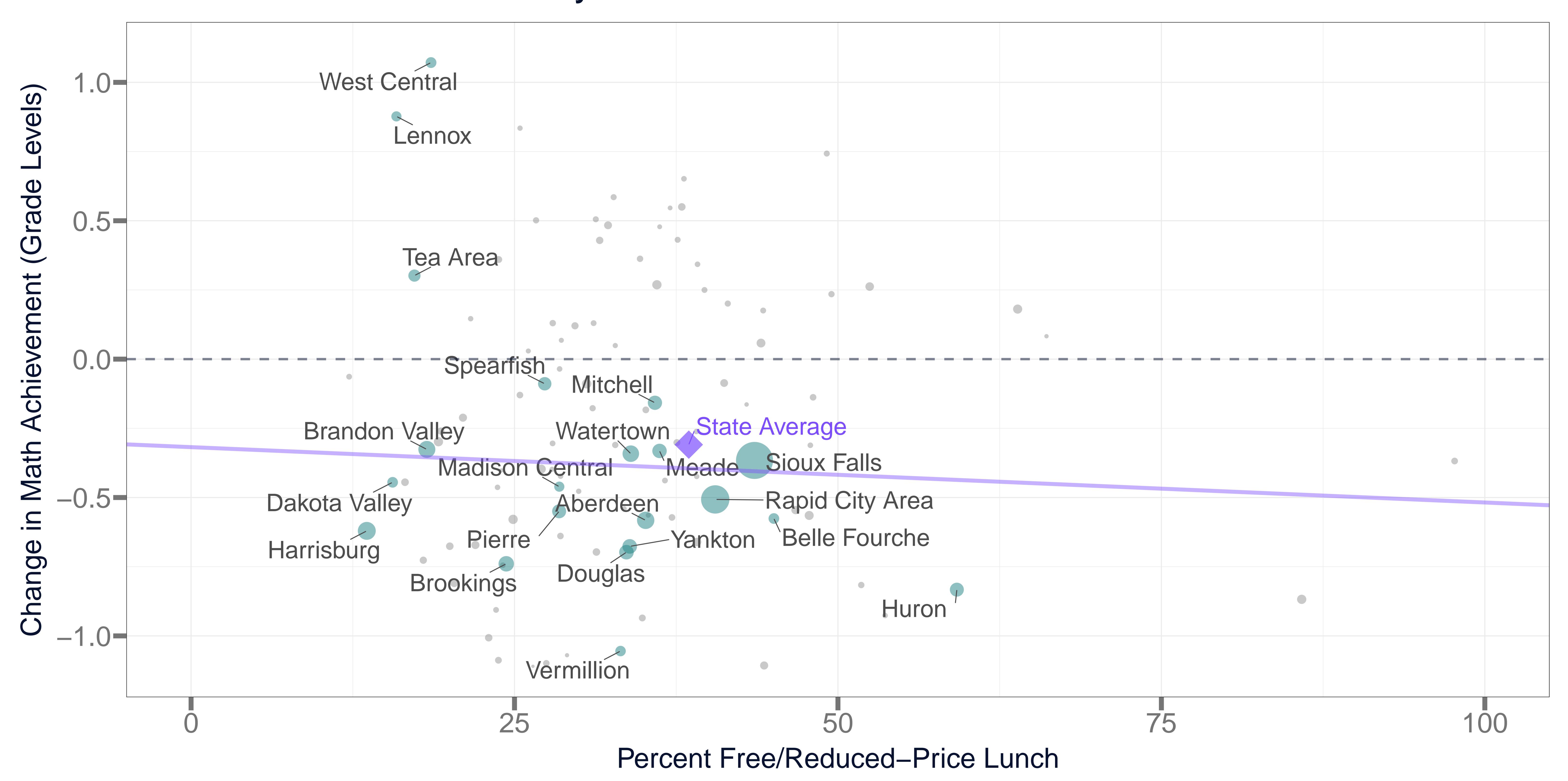
#### **Average Reading Scores and Trends in Scores**

in Grade Level Equivalents Relative to the 2019 National Average

	2079 Average	2022 AVEY398	2024 AVEY398	2019-22 Change	2022.24 Change	2019-24 Change
White	0.84	0.60	0.38	-0.24	-0.23	▼ -0.47
Black	-1.63	-1.81	-1.94	-0.18	-0.13	-0.32
Hispanic	-1.07	-1.43	-1.83	-0.35	-0.41	<b>▼</b> -0.77
Asian	0.07	0.53	0.09	♠ 0.45	-0.44	♠ 0.02
Poor	-1.62	-1.97	-2.01	-0.34	-0.04	<b>-</b> 0.38
Non-Poor	1.13	0.71	0.68	-0.42	-0.03	<b>▼</b> -0.45
Female	0.51	0.36	0.08	-0.15	-0.27	-0.42
Male	-0.45	-0.45	-0.70	-0.00	-0.25	<b>↓</b> -0.25

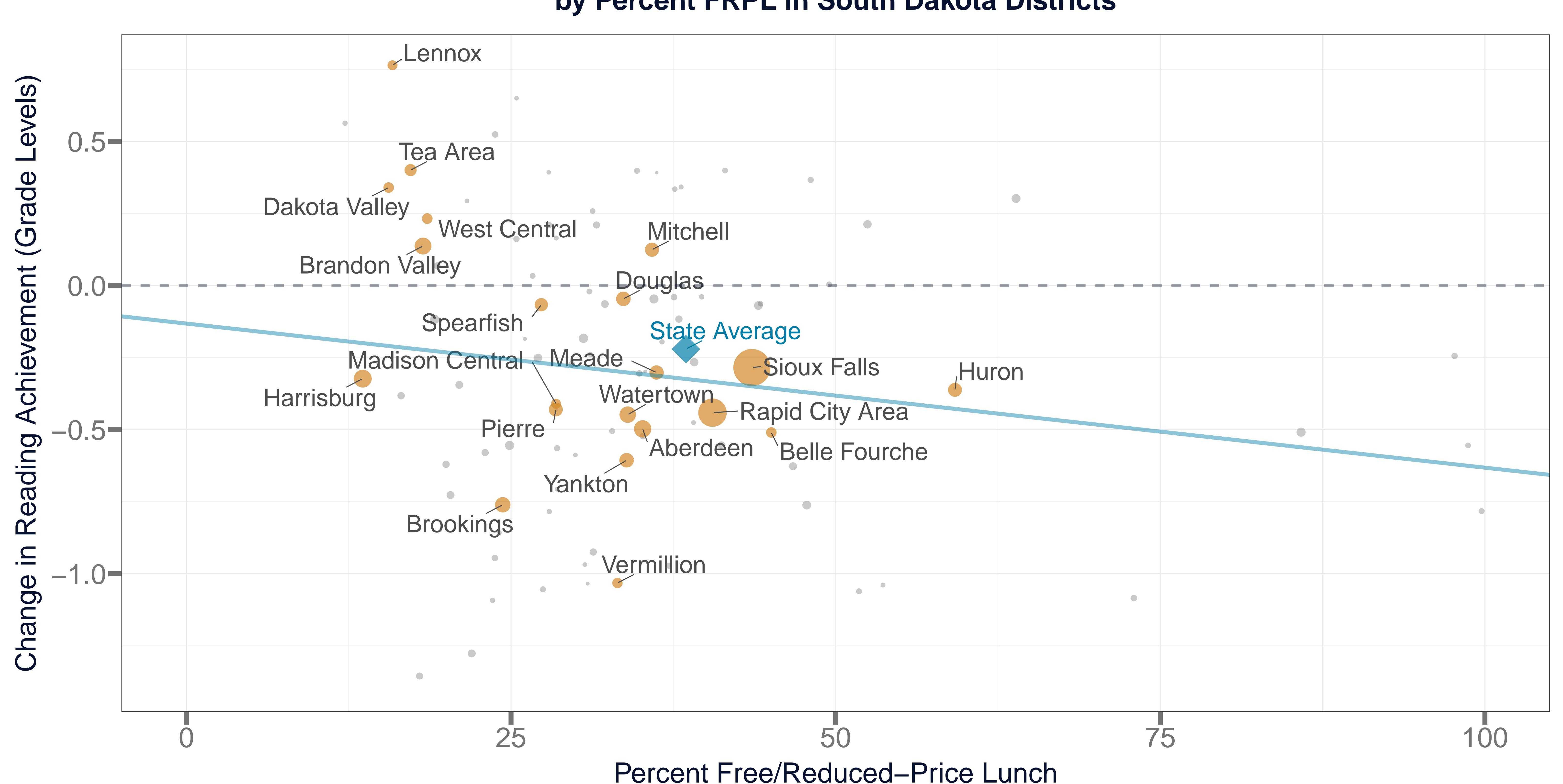


## Change in Math Achievement 2019–2022 by Percent FRPL in South Dakota Districts

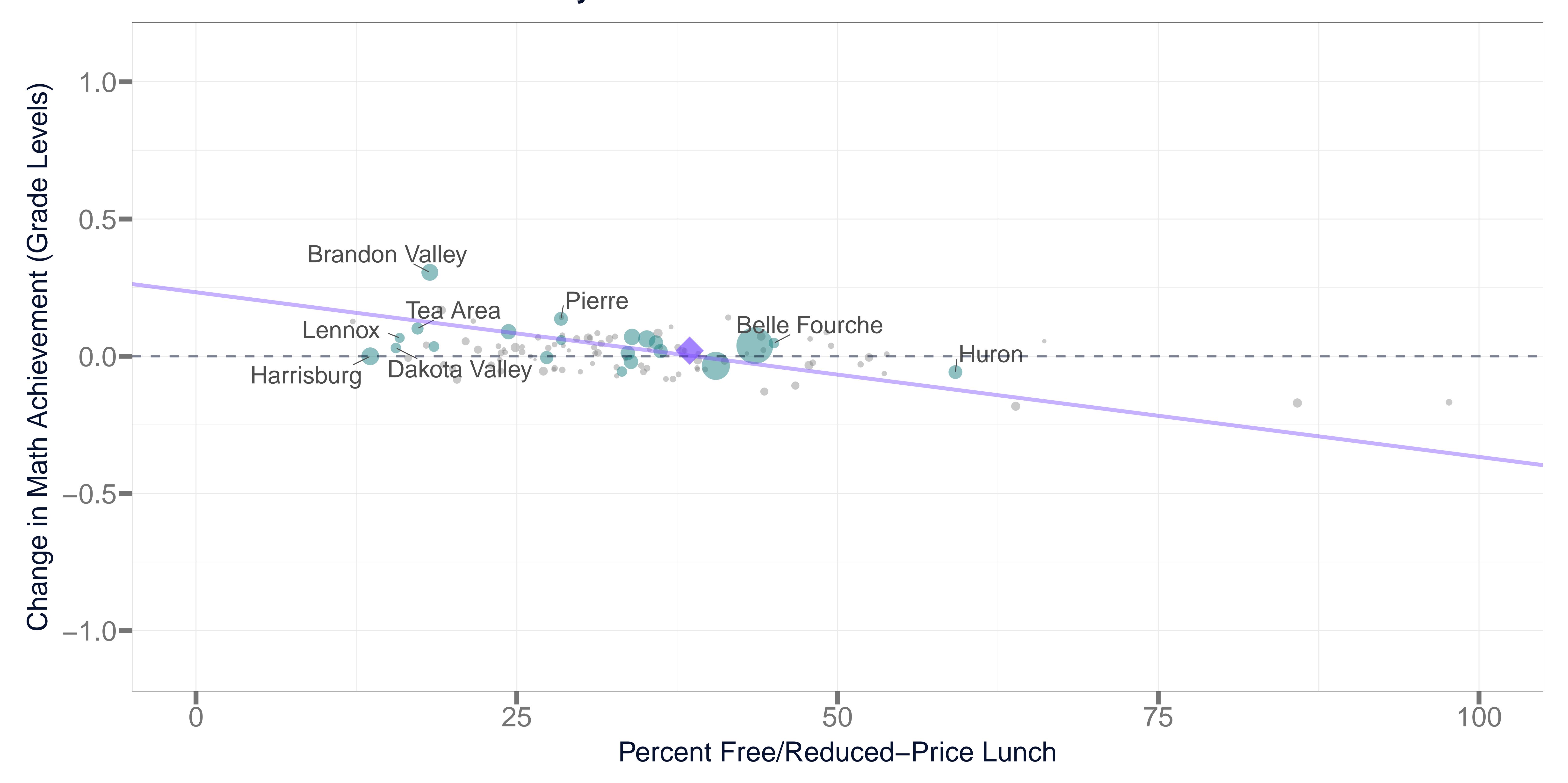


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

## Change in Reading Achievement 2019–2022 by Percent FRPL in South Dakota Districts



## Change in Math Achievement 2022–2024 by Percent FRPL in South Dakota Districts

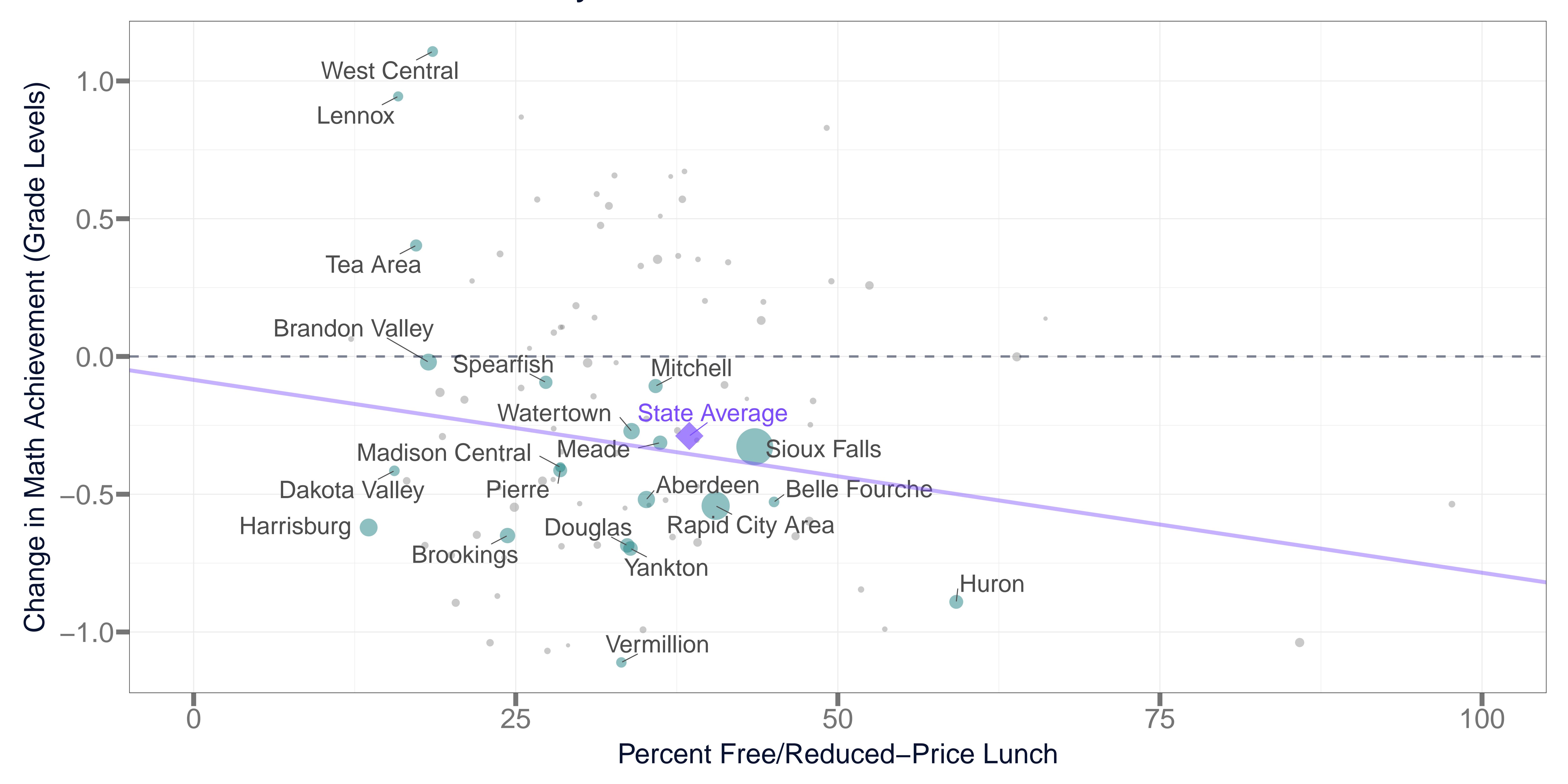


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

## Change in Reading Achievement 2022–2024 by Percent FRPL in South Dakota Districts

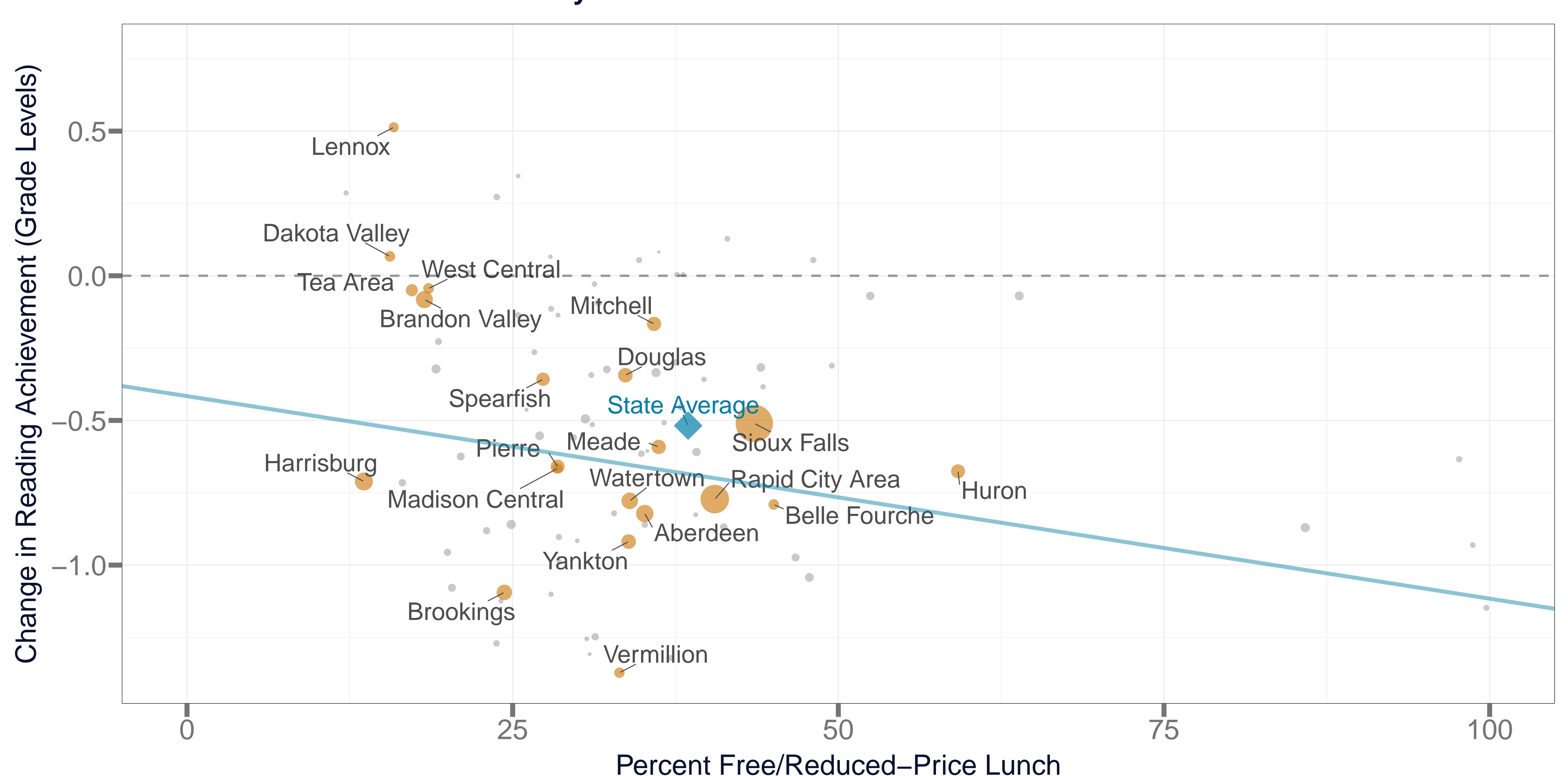


## Change in Math Achievement 2019–2024 by Percent FRPL in South Dakota Districts

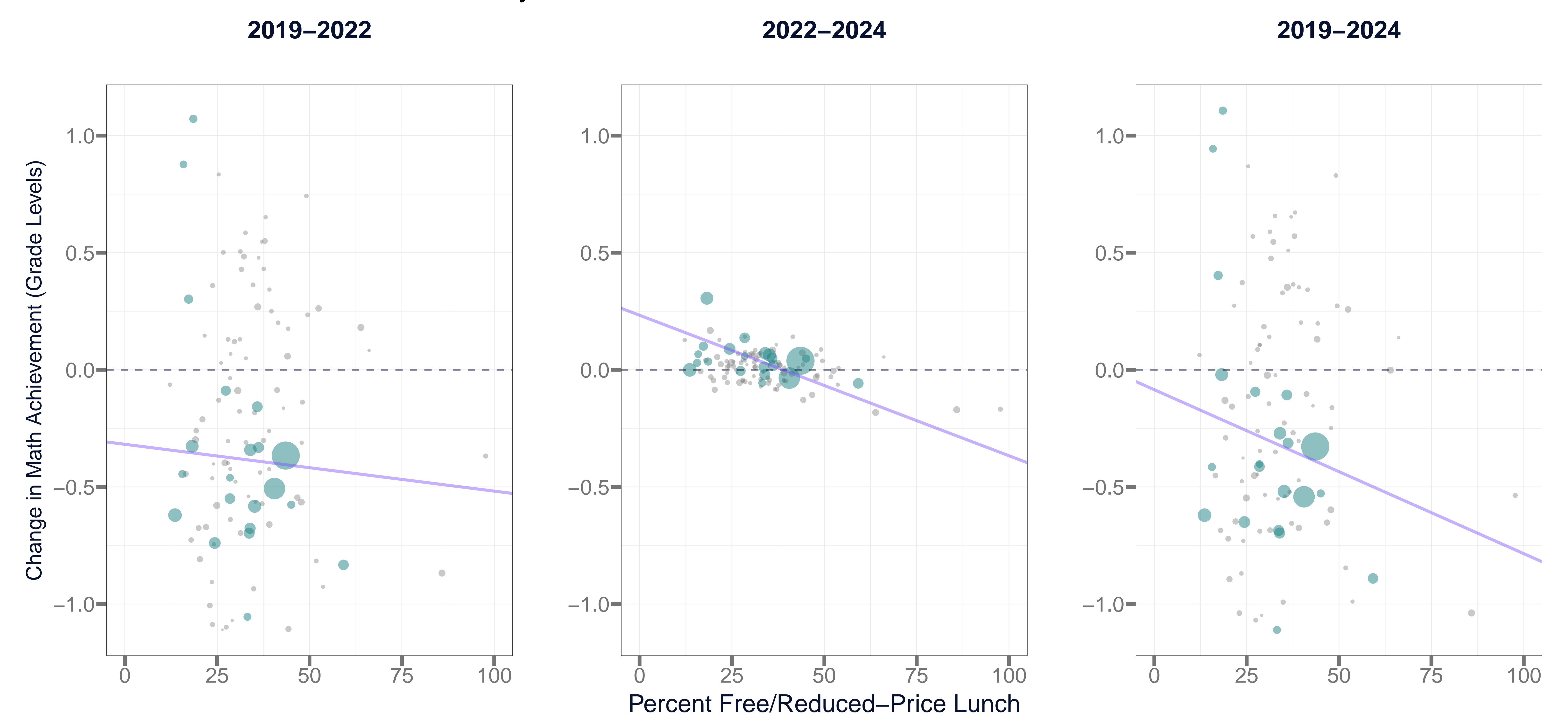


Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

## Change in Reading Achievement 2019–2024 by Percent FRPL in South Dakota Districts

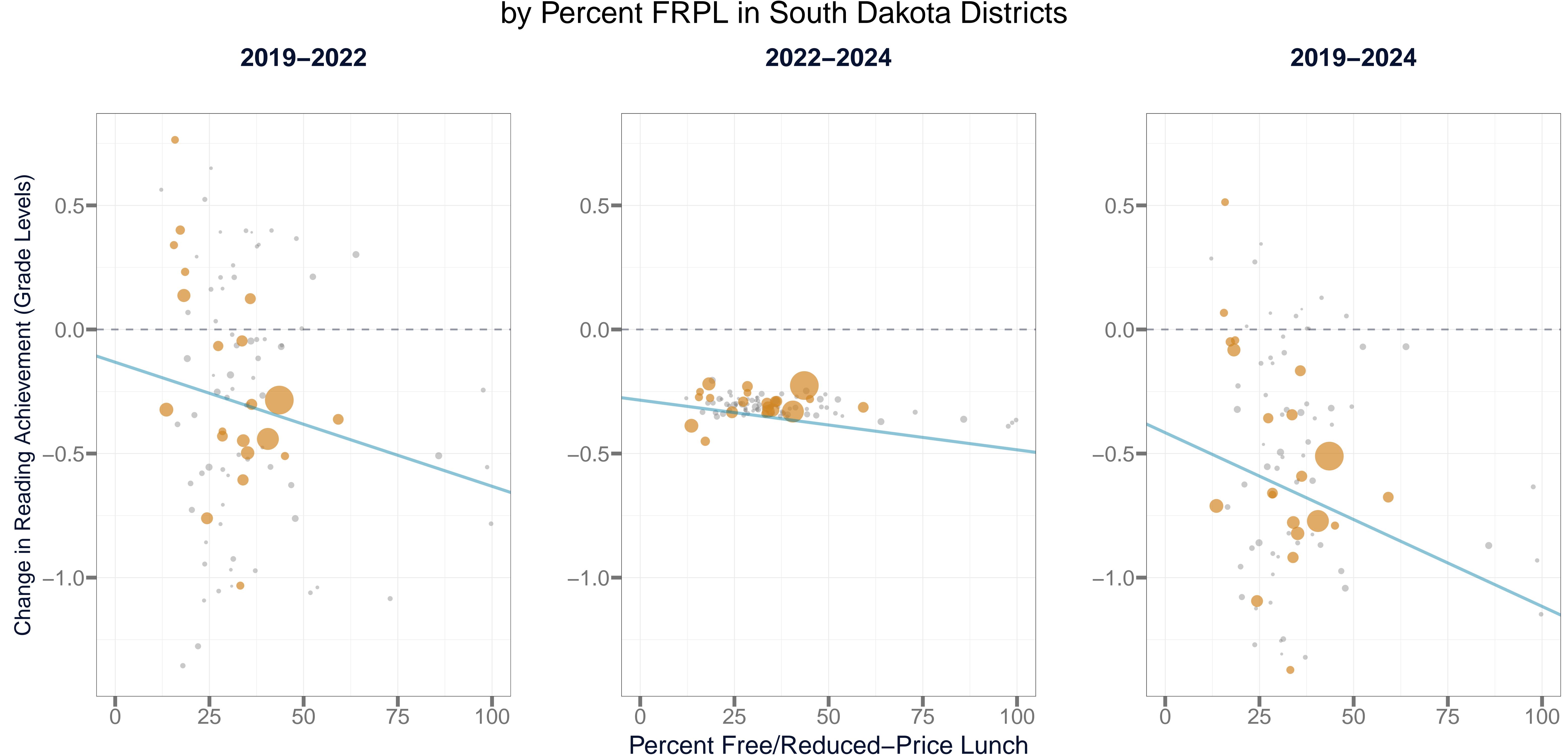


# Change in Math Achievement by Percent FRPL in South Dakota Districts



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see https://edopportunity.org/methods.

# Change in Reading Achievement by Percent FRPL in South Dakota Districts



# Change in Chronic Absenteeism 2019–2023 by Percent FRPL in South Dakota Districts

