

Table 113.—Average proficiency in reading for 4th-graders in public schools, ¹ by selected characteristics, region, and state: 1994

Region and state	Average	Race/ethnicity						Sex		Parental education ²			
		White	Black	Hispanic	Asian	Pacific Islander	American Indian	Male	Female	Did not finish high school	Graduated high school	Some education after high school	Graduated college
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States	212	223	186	188	231	216	200	207	218	188	206	222	222
Region													
Northeast	212	224	184	191	(³)	(³)	(³)	207	216	(³)	202	222	221
Southeast	208	219	188	184	(³)	(³)	(³)	202	215	186	207	222	216
Central	218	225	182	199	(³)	(³)	(³)	212	225	(³)	215	221	226
West	212	222	186	186	⁵ 226	(³)	(³)	207	217	188	201	221	223
State													
Alabama	208	220	188	178	(³)	(³)	(³)	203	213	197	201	217	217
Arizona	206	220	183	188	(³)	(³)	181	201	211	189	200	219	218
Arkansas	209	218	183	192	(³)	(³)	(³)	204	213	196	203	221	215
California	197	211	182	174	211	⁵ 213	(³)	194	200	166	191	207	207
Colorado	213	222	191	193	(³)	(³)	204	209	218	192	213	220	222
Connecticut	222	234	190	190	(³)	(³)	(³)	218	226	204	209	234	231
Delaware	206	215	188	190	(³)	(³)	(³)	200	212	185	202	217	214
Florida	205	218	183	189	(³)	(³)	(³)	199	210	187	195	219	212
Georgia	207	222	185	184	(³)	(³)	(³)	201	212	185	199	219	217
Hawaii	201	219	189	185	219	191	(³)	194	208	192	194	215	208
Indiana	220	225	193	201	(³)	(³)	(³)	216	223	198	216	230	229
Iowa	223	225	⁵ 186	204	(³)	(³)	(³)	219	227	211	219	232	229
Kentucky	212	215	190	196	(³)	(³)	(³)	206	217	195	212	222	218
Louisiana	197	213	180	175	(³)	(³)	(³)	193	200	188	196	209	200
Maine	228	229	(³)	218	(³)	(³)	(³)	225	231	214	225	237	236
Maryland	210	223	185	197	232	(³)	(³)	205	214	195	202	215	217
Massachusetts	223	231	199	194	⁵ 201	(³)	(³)	221	226	206	212	230	232
Minnesota	218	222	173	202	(³)	(³)	196	214	223	(³)	212	220	229
Mississippi	202	220	187	181	(³)	(³)	(³)	196	207	192	199	213	207
Missouri	217	223	192	200	(³)	(³)	212	213	221	199	216	227	225
Montana ⁴	222	226	(³)	208	—	—	203	218	227	211	219	227	230
Nebraska ⁴	220	224	⁵ 190	205	(³)	(³)	202	216	224	(³)	215	232	231
New Hampshire ⁴	223	224	(³)	213	(³)	(³)	(³)	218	229	207	220	236	231
New Jersey	219	231	193	200	237	(³)	(³)	216	222	193	209	225	230
New Mexico	205	219	196	196	(³)	(³)	185	201	208	188	200	220	215
New York	212	226	191	193	230	(³)	(³)	207	216	196	208	224	220
North Carolina	214	225	193	189	(³)	(³)	⁵ 201	209	220	195	204	226	223
North Dakota	225	228	(³)	212	(³)	(³)	⁵ 197	221	230	(³)	217	232	233
Pennsylvania ⁴	215	224	180	187	(³)	(³)	(³)	211	220	187	210	221	224
Rhode Island ⁴	220	226	197	195	203	(³)	(³)	215	225	203	217	230	228
South Carolina	203	219	184	182	(³)	(³)	(³)	199	208	189	193	216	213
Tennessee ⁴	213	220	188	196	(³)	(³)	(³)	208	217	200	213	225	219
Texas	212	227	191	198	(³)	(³)	(³)	210	214	195	207	224	222
Utah	217	221	(³)	199	(³)	(³)	195	213	222	(³)	211	225	226
Virginia	213	224	192	206	(³)	(³)	(³)	208	219	196	207	220	221
Washington	213	217	198	190	220	208	207	209	217	197	209	216	223
West Virginia	213	215	202	192	(³)	(³)	(³)	208	218	196	213	226	221
Wisconsin ⁴	224	228	197	203	(³)	(³)	(³)	221	227	212	223	228	233
Wyoming	221	224	(³)	209	(³)	(³)	⁵ 210	218	224	203	215	230	228
Department of Defense													
Overseas Schools	218	224	205	211	222	215	210	213	223	(³)	209	226	223
Guam	181	192	171	171	180	183	(³)	172	190	164	176	189	185

¹As measured by the National Assessment of Educational Progress (NAEP). Forty-one states and Guam participated in the test, but the sample size in two states was insufficient to permit a reliable estimate.

²Parents' highest level of education. Data not shown for students who did not know parents' level of education.

³Sample size is insufficient to permit a reliable estimate.

⁴Did not satisfy one or more of the guidelines for school sample participation rates. Data are subject to appreciable nonresponse bias.

⁵The nature of the sample does not allow accurate determination of the variability of this value.

—Data not available.

NOTE.—These test scores are from the National Assessment of Educational Progress (NAEP). The NAEP scores have been evaluated at certain performance levels. A score

of 300 implies an ability to find, understand, summarize, and explain relatively complicated literary and informational material. A score of 250 implies an ability to search for specific information, interrelate ideas, and make generalizations about literature, science, and social studies materials. A score of 200 implies an ability to understand, combine ideas, and make inferences based on short uncomplicated passages about specific or sequentially related information. A score of 150 implies an ability to follow brief written directions and carry out simple, discrete reading tasks. Scale ranges from 0 to 500. Excludes states not participating in the survey. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 1994 NAEP Reading, Revised Edition: A First Look, prepared by Educational Testing Service. (This table was prepared November 1995.)