

## Indicator 33. Reading Proficiency

### Student proficiency in reading, by age and selected characteristics of students: 1971 to 1992

Selected characteristics of students	9-year-olds				13-year-olds				17-year-olds <sup>1</sup>			
	1971	1980	1990	1992	1971	1980	1990	1992	1971	1980	1990	1992
Total	208	215	209	210	255	258	257	260	285	286	290	290
Sex												
Male	201	210	204	206	250	254	250	254	279	282	284	284
Female	214	220	214	215	261	263	263	265	291	289	296	296
Race/ethnicity												
White	214	221	217	218	261	264	262	266	291	293	297	297
Black	170	189	182	184	222	233	242	238	239	243	267	261
Hispanic	( <sup>2</sup> )	190	189	192	( <sup>2</sup> )	237	238	239	( <sup>2</sup> )	261	275	271
Parental education (as reported by students) <sup>3</sup>												
Not high school graduate	189	194	193	195	238	238	241	239	261	262	270	271
Graduated high school	208	213	209	207	256	254	251	252	283	278	283	281
Post high school	224	226	218	220	270	271	267	270	302	299	300	299
Reading materials in the home <sup>4</sup>												
Less than 3 items	186	—	196	197	227	—	240	241	246	—	271	269
3 items	208	—	211	214	249	—	255	256	274	—	286	286
4 items	223	—	226	224	266	—	266	271	296	—	299	299
Control of school												
Public	—	214	208	209	—	257	255	257	—	284	289	288
Private	—	227	228	225	—	271	270	276	—	298	311	310

—Data not available.

<sup>1</sup> All participants of this age were in school.

<sup>2</sup> Test scores of Hispanics were not tabulated separately.

<sup>3</sup> A quarter to a third of the 9-year-olds did not know their parents' education level.

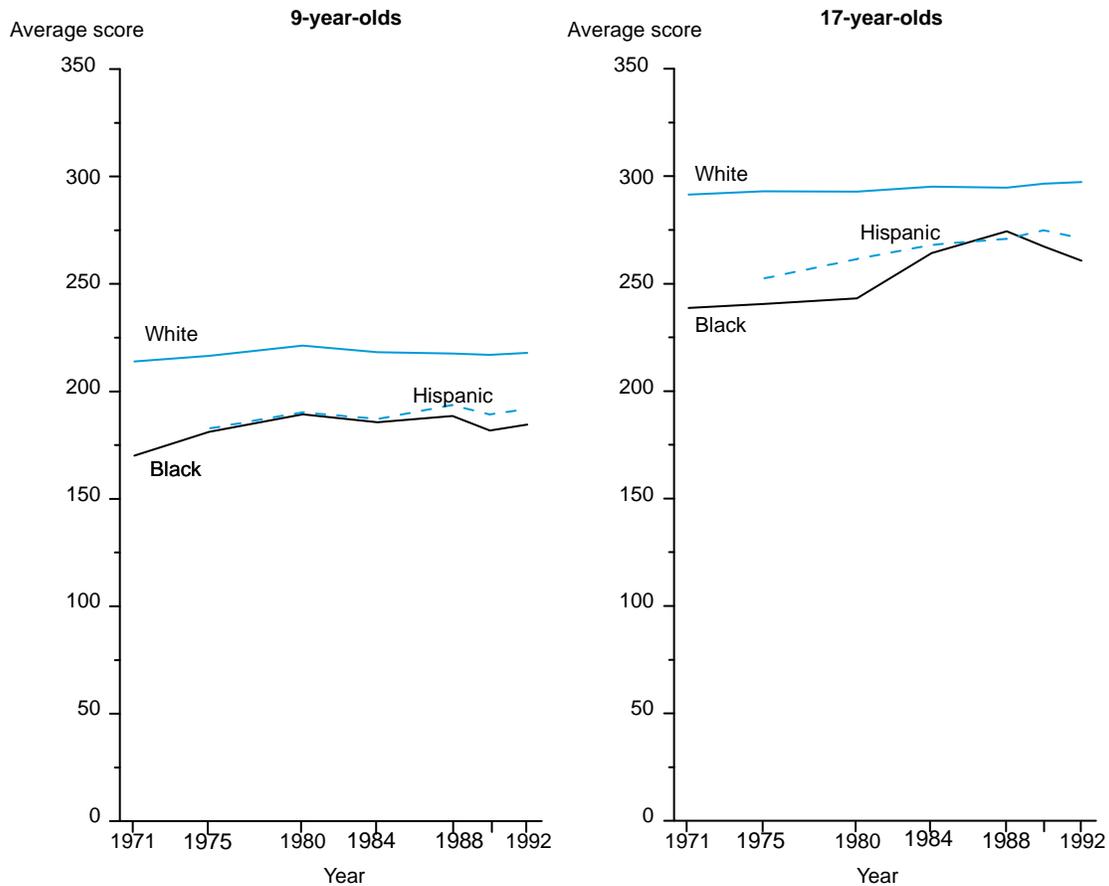
<sup>4</sup> The four items in the scale were: newspapers, magazines, more than 25 books, and an encyclopedia in the home.

**NOTE:** The NAEP scores range from 0 to 500, but 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 rather lengthy 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 written directions and select phrases to describe simple pictures.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress*; and NAEP 1992 *Trends in Academic Progress*.

## Indicator 33. Reading Proficiency

### Reading proficiency of 9- and 17-year-olds, by race/ethnicity: 1971 to 1992



**NOTE:** NAEP scores range from 0 to 500.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *NAEP 1992 Trends in Academic Progress*.

**Average reading performance for 9-year-olds was about the same in 1992 as it was in 1971. However, the performance of 13- and 17-year-olds improved slightly. Hispanic and black 17-year-olds were reading significantly better in 1992 than in 1980. Although there is still a performance gap between white and black students, the gap narrowed between 1971 and 1988. However, since 1988, the gap widened again for 13- and 17-year-olds.**