

2

Average Reading Scale Score and Achievement-Level Results for the Nation and States

Overview

This chapter presents the NAEP 2003 reading results for public and nonpublic school students in the nation as a whole and by region of the country, and for public school students in participating states and other jurisdictions, at grades 4 and 8. Average scores on the NAEP reading composite scale range from 0 to 500; the reading achievement levels are *Basic*, *Proficient*, and *Advanced*.

In addition to the results from the 2003 reading assessment, national results are presented from 1992, 1994, 1998, and 2002 at both grades and for 2000 at grade 4 only. Results for participating states and other jurisdictions are included for four previous years at grade 4 (1992, 1994, 1998, and 2002) and for two previous years at grade 8 (1998 and 2002). At each grade, the national sample in 2003 comprised the combined sample of students assessed in each participating state plus an additional private school sample.

Results presented in the figures and tables throughout this report distinguish between two different reporting samples. The most recent results, based on administration procedures in which testing accommodations were permitted for special-needs students (national sample between 1998 and 2003 and state-level samples for 1998, 2002, and 2003), are denoted by solid lines or shading. Results from administrations where accommodations were not

permitted (national results between 1992 and 2000 at grade 4 and from 1992 to 1998 at grade 8; state-level results from 1992 to 1998 at grade 4 and in 1998 at grade 8) are highlighted by broken lines and unshaded areas. See chapter 1 for more information on the change in administration procedures.

Both types of administration procedures were used in 1998 at the national and state levels for both grades, and at the national level for grade 4 in 2000. Therefore there are two different sets of results in those years. Comparisons with data from 2003 are based on administrations where accommodations were per-

mitted. Comparisons between the two sets of results in the years when both procedures were used are discussed in detail in other NAEP reports.¹

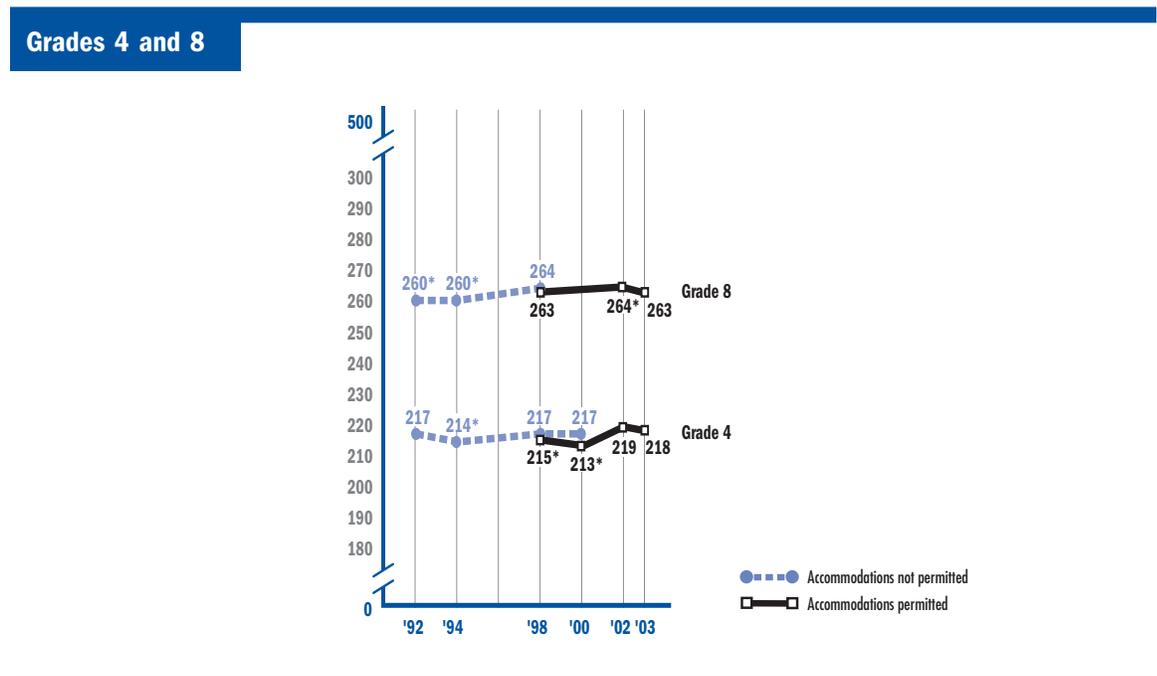
National Reading Scale Score Results

Figure 2.1 displays the average reading score from 1992 to 2003 for fourth- and eighth-grade students. At grade 4, no measurable difference was detected between the average score in 2003 and the score in 1992. At grade 8, the average reading score decreased by 1 point between 2002 and 2003; however, the score in 2003 was higher than that in 1992.

¹ Donahue, P. L., Finnegan, R. J., Lutkus, A. D., Allen, N. L., and Campbell, J. R. (2001). *The Nation's Report Card: Fourth-Grade Reading 2000* (NCES 2002-499). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

Lutkus, A. D., and Mazzeo, J. (2003) *Including Special-Needs Students in the NAEP 1998 Reading Assessment: Part I, Comparison of Overall Results With and Without Accommodations* (NCES 2003-467). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Figure 2.1 Average reading scale scores, grades 4 and 8: 1992–2003



* Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A for more details. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

National Reading Scale Scores by Percentile

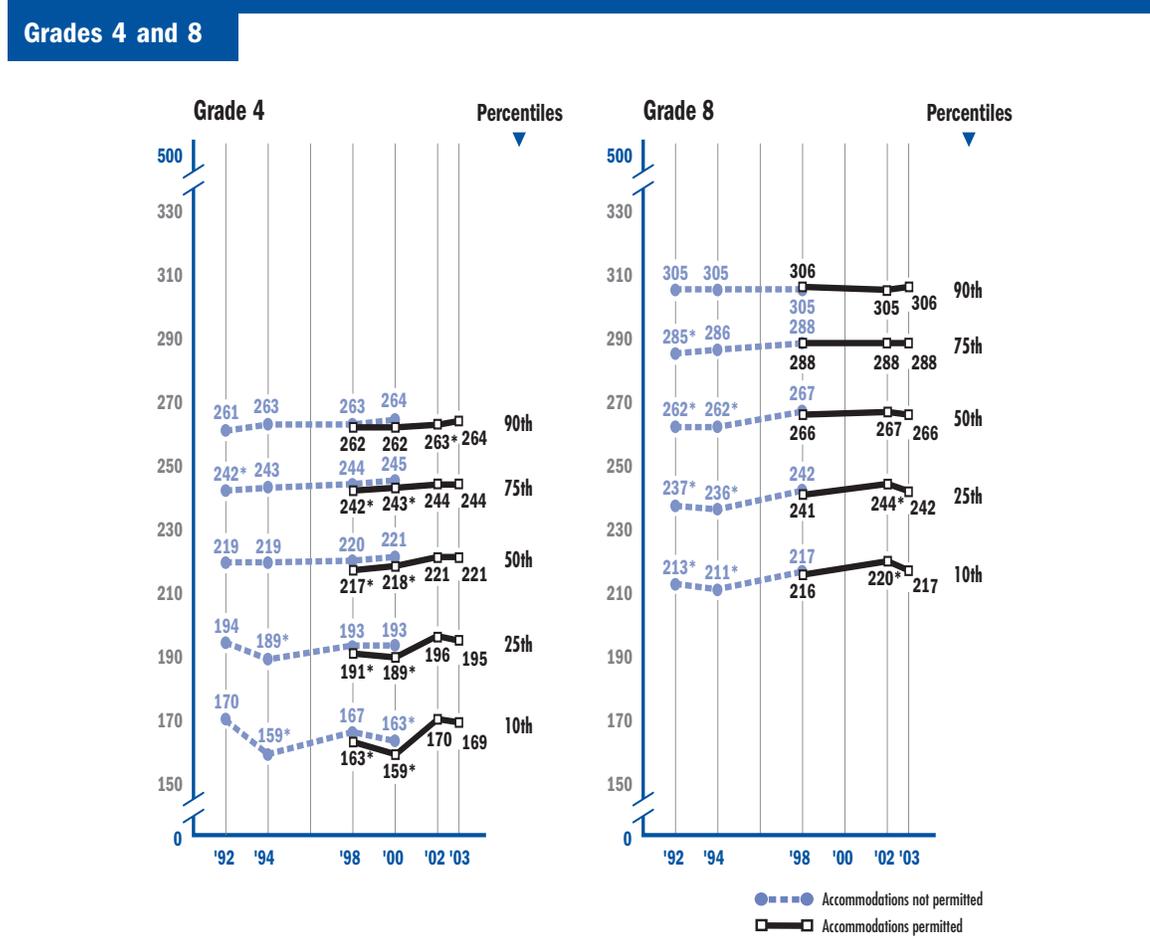
Another way to view students' performance is by looking at how scores have changed across the performance distribution. An examination of scores at different percentiles on the 0–500 reading scale at each grade indicates whether or not the changes seen in the overall national average score results are reflected in the performance of lower-, middle-, and higher-performing students. Figure 2.2 shows the reading scale score for students scoring at the 10th, 25th, 50th, 75th, and 90th percentiles at grades 4 and 8. The percentile indicates the percentage of students whose scores

fell below a particular point on the NAEP reading scale. For example, the 75th percentile score at grade 4 was 244 in 2003, indicating that 75 percent of fourth-graders scored below 244.

The fourth-grade score showed a one-point increase at the 90th percentile between 2002 and 2003, but there was no measurable difference detected between the score in 2003 and that in 1992. The score at the 75th percentile for fourth-graders was higher in 2003 than in 1992.

Scores for eighth-graders showed decreases at the 10th and 25th percentiles from 2002 to 2003. Scores at the 10th, 25th, 50th, and 75th percentiles were higher in 2003 than in 1992.

Figure 2.2 Reading scale score percentiles, grades 4 and 8: 1992–2003



* Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A for more details. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

National Reading Achievement-Level Results

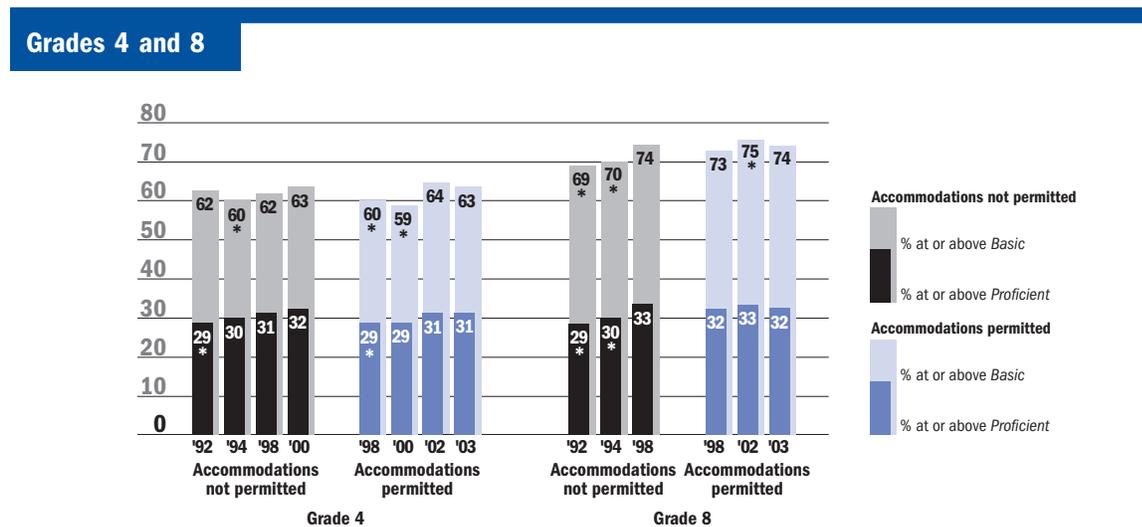
In addition to reporting average reading scale scores, NAEP reports reading performance by achievement levels. The reading achievement levels are *Basic*, *Proficient*, and *Advanced*. Discussion related to the setting of achievement levels is covered in chapter 1.

Figure 2.3 tracks the percentages of students performing at or above *Basic* and at or above *Proficient*—the level identified by the National Assessment Governing Board (NAGB) as the level at which all students should perform—across assessment years. Table 2.1 presents the achievement-level results in two ways for each grade: as the percentage of students performing within each achievement

level, and as the percentage of students at or above the *Basic* level and at or above the *Proficient* level. The percentages at or above specific achievement levels are cumulative. Included among the percentage of students performing at or above the *Basic* level are those who have achieved the *Proficient* and *Advanced* levels of performance. Included among stu-

dents at or above the *Proficient* level are those who have attained the *Advanced* level of performance. Although significant differences in the percentages of students performing within achievement levels are indicated in the table, only the differences at or above *Basic*, at or above *Proficient*, and at *Advanced* are discussed in this section.

Figure 2.3 Percentages of students at or above *Basic* and *Proficient* in reading, grades 4 and 8: 1992–2003



* Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A for more details. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

At grade 4, the percentage of fourth-graders at or above *Proficient* was higher in 2003 than in 1992. As table 2.1 shows, there was a one-point increase in the percentage of fourth-graders at *Advanced* since 2002, but no measurable difference was detected between the percentage in 1992 and the corresponding percentage in 2003.

At grade 8, the percentage of students at or above *Basic* decreased by one point between 2002 and 2003 but was higher in 2003 than in 1992. The percentage of eighth-graders at or above *Proficient* was also higher in 2003 than in 1992.

Table 2.1 Percentages of students, by reading achievement level, grades 4 and 8: 1992–2003

						At or above	
		Below Basic	At Basic	At Proficient	At Advanced	Basic	Proficient
Grade 4							
Accommodations not permitted	1992	38	34	22	6	62	29 *
	1994	40 *	31	22	7	60 *	30
	1998	38	32	24	7	62	31
	2000	37	31	24	8	63	32
Accommodations permitted	1998	40 *	30	22	7	60 *	29 *
	2000	41 *	30	23	7	59 *	29
	2002	36	32	24	7 *	64	31
	2003	37	32	24	8	63	31
Grade 8							
Accommodations not permitted	1992	31 *	40	26 *	3	69 *	29 *
	1994	30 *	40 *	27 *	3	70 *	30 *
	1998	26	41	31	3	74	33
Accommodations permitted	1998	27	41	30	3	73	32
	2002	25 *	43 *	30	3	75 *	33
	2003	26	42	29	3	74	32

* Significantly different from 2003.

NOTE: Detail may not sum to totals because of rounding. Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A for more details. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

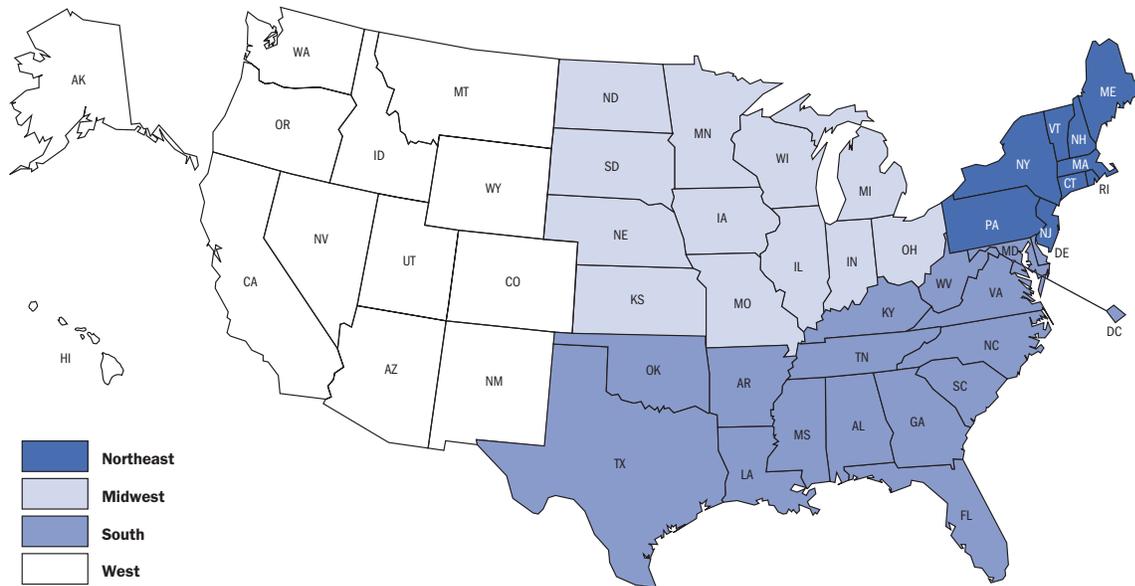
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

Reading Results by Region of the Country

Prior to 2003, NAEP results were reported for four NAEP-defined regions of the nation: Northeast, Southeast, Central, and West. As of 2003, to align NAEP with other federal data collections, NAEP analysis and reports have used the U.S. Census Bureau's definition of "region." The four regions defined by the U.S. Census Bureau are Northeast,

South, Midwest, and West. Figure 2.4 shows how states are subdivided into these regions (the two Department of Defense Educational Activities jurisdictions are not assigned to any region). As a result of the change in the region variable, the following section presents the results by region of the country for the 2003 assessment only.

Figure 2.4 Map of regions of the country according to U.S. Census



SOURCE: U.S. Department of Commerce Economics and Statistics Administration, U.S. Census Bureau.

Average reading scale scores by region are shown in table 2.2 for grades 4 and 8. At grade 4, average reading scores were higher for students in the Northeast than in the Midwest, South, and West. In the Midwest, average scores were higher than in the South and West, and average

scores for students in the South were higher than for students in the West.

At grade 8, average scores in the Northeast and Midwest were higher than in the South and West, and average scores in the South were higher than in the West.

Table 2.2 Average reading scale scores, by region of the country, grades 4 and 8: 2003

		2003
Grade 4	Northeast	224
	Midwest	222
	South	217
	West	212
Grade 8	Northeast	268
	Midwest	269
	South	261
	West	258

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Table 2.3 displays achievement-level information by region for fourth- and eighth-graders both as the percentages of students performing within each achievement-level range and as the percentages of students performing at or above the *Basic* and *Proficient* levels.

At grade 4, the percentages of students performing at or above the *Basic* and *Proficient* levels were higher in the Northeast than in the Midwest, the South, and the West. Higher percentages of students performed at or above the

Basic and *Proficient* levels in the Midwest than in South and the West, and higher percentages of students performed at or above the *Basic* and *Proficient* levels in the South than in the West.

At grade 8, higher percentages of students performed at or above the *Basic* and *Proficient* levels in the Northeast and Midwest than in the South and West. In the South, higher percentages of students performed at or above the *Basic* level than in the West.

Table 2.3 Percentages of students, by reading achievement level and region of the country, grades 4 and 8: 2003

Grade	Region	Below Basic				At or above	
		Below Basic	At Basic	At Proficient	At Advanced	Basic	Proficient
Grade 4	Northeast	30	32	28	9	70	37
	Midwest	32	33	26	9	68	35
	South	38	32	23	7	62	30
	West	43	30	20	6	57	26
Grade 8	Northeast	21	41	34	4	79	38
	Midwest	21	42	33	4	79	37
	South	28	43	26	3	72	29
	West	32	40	25	3	68	28

NOTE: 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), 2003 Reading Assessment.

Reading Results for States and Other Jurisdictions

In addition to the national results, reading performance data were collected for fourth- and eighth-grade students attending public schools in 50 states and 3 other jurisdictions that participated in the 2003 assessment.² At both fourth and eighth grades, all jurisdictions met NCES participation rate standards. Variation in exclusion rates should be considered when interpreting state results, and is discussed in detail in the section on Students with Disabilities and Limited-English-Proficient Students in appendix A.

Statistically significant changes across years are indicated when examining only one jurisdiction at a time (*), or when using a multiple comparison procedure based on all the jurisdictions that participated (**). Differences discussed in this report are based on statistically significant findings detected using either comparison procedure. (See appendix A for a more detailed discussion of comparison procedures.)

Reading Scale Score Results by State/Jurisdiction

Average reading scale scores by jurisdiction are shown in table 2.4 for grade 4 and in table 2.5 for grade 8. Whereas the national results presented in the previous sections of this chapter represent both public and nonpublic schools combined, the national average score shown in each of these tables represents the performance of public school students only.

Among the 46 jurisdictions that participated in both the 2002 and 2003 fourth-grade assessments, Florida showed an increase in average reading score and Massachusetts showed a decrease. Of the 42 jurisdictions that participated in both the 1992 and 2003 fourth-grade assessments, 13 showed increases and 5 showed declines in average scores.

At grade 8, of 44 jurisdictions that participated in both 2002 and 2003, Wyoming showed a gain and 6 jurisdictions showed declines in average scores. Of the 39 jurisdictions that participated in both 1998 (when accommodations were permitted) and 2003, 8 showed increases and 7 showed declines in average scores.

² Throughout this chapter the term “jurisdiction” is used to refer to the 50 states, the District of Columbia, and the two Department of Defense school systems that participated in the NAEP reading assessments.

Table 2.4 Average reading scale scores, grade 4 public schools: By state, 1992–2003

Grade 4	Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003
Nation (public) ¹	215	212*	215	213*	217	216
Alabama	207	208	211	211	207	207
Alaska	—	—	—	—	—	212
Arizona	209	206	207	206	205	209
Arkansas	211	209***	209*	209*	213	214
California	202	197***	202	202	206	206
Colorado	217***	213***	222	220	—	224
Connecticut	222***	222***	232	230	229	228
Delaware	213***	206***	212***	207***	224	224
Florida	208***	205***	207***	206***	214*	218
Georgia	212	207***	210	209***	215	214
Hawaii	203*	201***	200***	200***	208	208
Idaho	219	—	—	—	220	218
Illinois	—	—	—	—	—	216
Indiana	221	220	—	—	222	220
Iowa	225	223	223	220	223	223
Kansas	—	—	222	221	222	220
Kentucky	213***	212***	218	218	219	219
Louisiana	204	197***	204	200*	207	205
Maine	227*	228***	225	225	225	224
Maryland	211***	210***	215	212***	217	219
Massachusetts	226	223***	225	223***	234***	228
Michigan	216	—	217	216	219	219
Minnesota	221	218***	222	219	225	223
Mississippi	199***	202	204	203	203	205
Missouri	220	217***	216***	216***	220	222
Montana	—	222	226	225	224	223
Nebraska	221	220	—	—	222	221
Nevada	—	—	208	206	209	207
New Hampshire	228	223***	226	226	—	228
New Jersey	223	219***	—	—	—	225
New Mexico	211***	205	206	205	208	203
New York	215***	212***	216***	215***	222	222
North Carolina	212***	214***	217*	213***	222	221
North Dakota	226***	225***	—	—	224	222
Ohio	217***	—	—	—	222	222
Oklahoma	220***	—	220***	219***	213	214
Oregon	—	—	214	212***	220	218
Pennsylvania	221	215	—	—	221	219
Rhode Island	217	220	218	218	220	216
South Carolina	210***	203***	210*	209***	214	215
South Dakota	—	—	—	—	—	222
Tennessee	212	213	212	212	214	212
Texas	213	212	217	214	217	215
Utah	220	217	215*	216	222	219
Vermont	—	—	—	—	227	226
Virginia	221	213***	218*	217***	225	223
Washington	—	213***	217*	218	224	221
West Virginia	216*	213***	216	216	219	219
Wisconsin	224*	224***	224*	222	—	221
Wyoming	223	221	219	218*	221	222
Other jurisdictions						
District of Columbia	188	179***	182***	179***	191	188
DDESS ²	—	—	220*	219*	225	223
DoDDS ³	—	218***	223	221***	224	225

— Not available. The jurisdiction did not participate or did not meet minimum participation guidelines for reporting.

* Significantly different from 2003 when only one jurisdiction or the nation is being examined.

** Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

¹ National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. In addition to allowing for accommodations, the accommodations-permitted results for national public schools at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998, due to changes in sample weighting procedures. See appendix A for more details. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

Table 2.5 Average reading scale scores, grade 8 public schools: By state, 1998–2003

Grade 8	Accommodations not permitted	Accommodations permitted		
	1998	1998	2002	2003
Nation (public) ¹	261	261	263 *	261
Alabama	255	255	253	253
Alaska	—	—	—	256
Arizona	261 **	260 **	257	255
Arkansas	256	256	260	258
California	253	252	250	251
Colorado	264 *	264 *	—	268
Connecticut	272 **	270 *	267	267
Delaware	256 **	254 **	267 *	265
Florida	253	255	261	257
Georgia	257	257	258	258
Hawaii	250	249	252	251
Idaho	—	—	266	264
Illinois	—	—	—	266
Indiana	—	—	265	265
Iowa	—	—	—	268
Kansas	268	268	269	266
Kentucky	262 *	262 *	265	266
Louisiana	252	252	256	253
Maine	273 **	271 *	270	268
Maryland	262	261	263	262
Massachusetts	269 *	269 *	271	273
Michigan	—	—	265	264
Minnesota	267	265	—	268
Mississippi	251 *	251	255	255
Missouri	263 **	262 **	268	267
Montana	270	271	270	270
Nebraska	—	—	270 *	266
Nevada	257 **	258 **	251	252
New Hampshire	—	—	—	271
New Jersey	—	—	—	268
New Mexico	258 **	258 **	254	252
New York	266	265	264	265
North Carolina	264	262	265 *	262
North Dakota	—	—	268	270
Ohio	—	—	268	267
Oklahoma	265 *	265 *	262	262
Oregon	266	266	268 *	264
Pennsylvania	—	—	265	264
Rhode Island	262	264 **	262	261
South Carolina	255	255 *	258	258
South Dakota	—	—	—	270
Tennessee	259	258	260	258
Texas	262	261	262	259
Utah	265	263	263	264
Vermont	—	—	272	271
Virginia	266	266	269	268
Washington	265	264	268 *	264
West Virginia	262	262	264 *	260
Wisconsin	266	265	—	266
Wyoming	262 **	263 **	265 *	267
Other jurisdictions				
District of Columbia	236	236	240	239
DDESS ²	269	268	272	269
DoDDS ³	269 **	269 **	273	273

— Not available. The jurisdiction did not participate or did not meet minimum participation guidelines for reporting.

* Significantly different from 2003 when only one jurisdiction or the nation is being examined.

** Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

¹ National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 1992, 1994, or 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

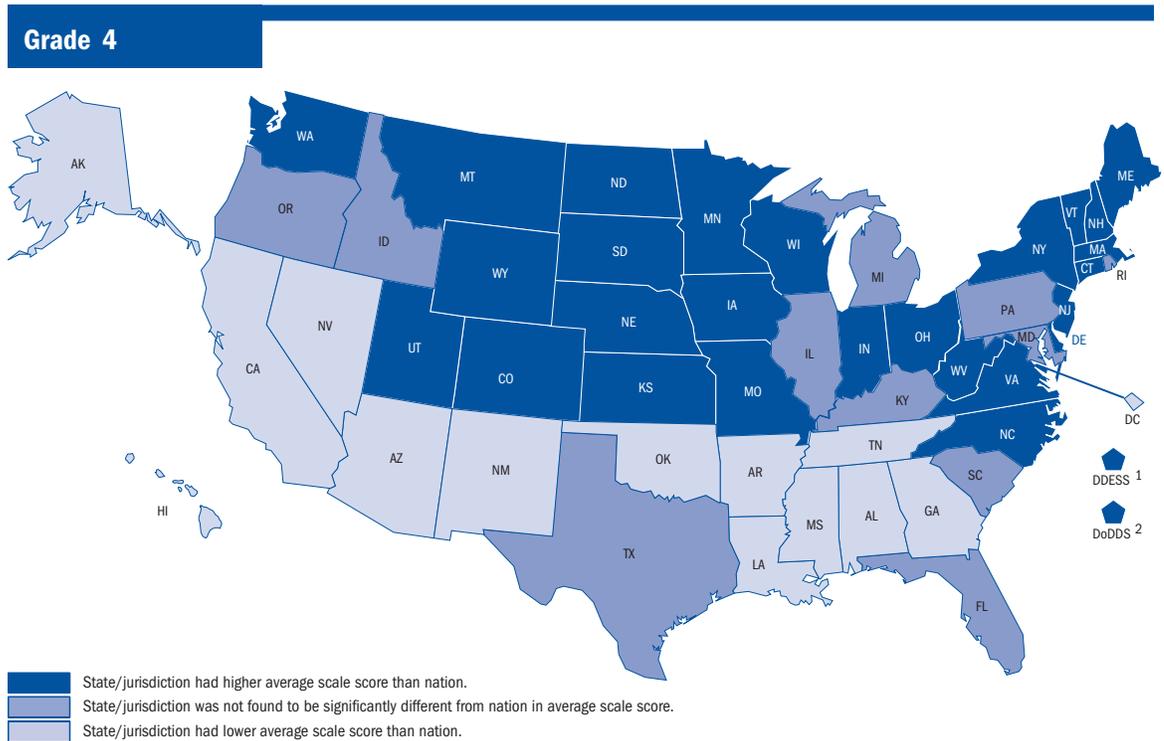
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

The maps in figures 2.5 and 2.6 compare jurisdictional and national average reading scores for public school students in 2003 at grades 4 and 8 respectively. In 2003, 28 of the 53 jurisdictions that participated at grade 4 had average scores that were higher than the national average, and 14 had average scores that

were lower than the average score for the nation.

Of the 53 jurisdictions that participated in 2003 at grade 8, 31 had average scores that were higher than the national average, and 16 had average scores that were lower than the national average score.

Figure 2.5 Comparison of state and national public school average reading scale scores, grade 4: 2003



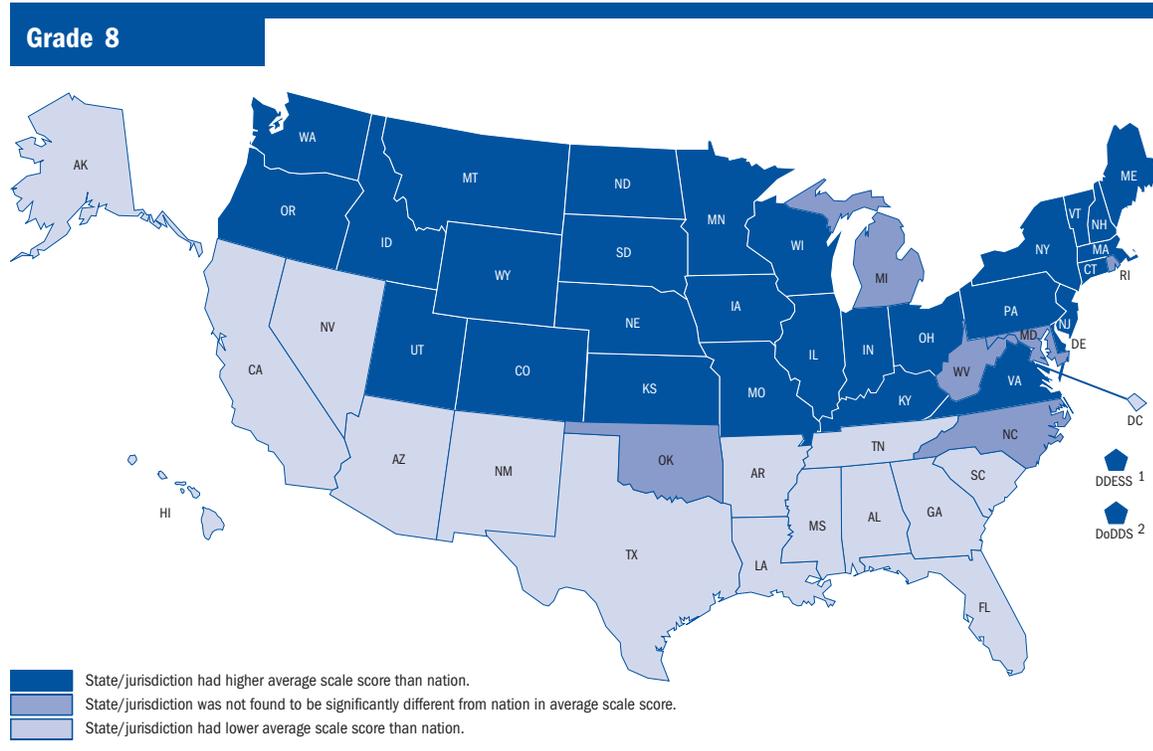
¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Figure 2.6 Comparison of state and national public school average reading scale scores, grade 8: 2003



¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Cross-State/Jurisdiction Reading Scale Score Comparisons

Figures 2.7 and 2.8 display the differences in the NAEP 2003 average reading scale scores between any two participating jurisdictions at grades 4 and 8 respectively. These figures are set up similarly to mileage charts on travel maps. On the line across the top of the figure, find the name of the target jurisdiction and follow the column below the target jurisdiction to the jurisdiction chosen for comparison. If the cell of the comparison jurisdiction is not shaded, no statistically significant difference between the scale scores of the two jurisdictions was detected. If the cell of the comparison jurisdiction is lightly shaded, the average scale score of that jurisdiction was higher than the scale score of the target jurisdiction named at

the top of the column. Darkly shaded cells indicate that the average scale score of the comparison jurisdiction was lower than that of the target jurisdiction selected at the top of the column.

At grade 4, Connecticut, New Hampshire, Massachusetts, Vermont, and New Jersey were among the highest performing states. Any apparent differences in average scores between the five top-performing states were not found to be statistically significant.

At grade 8, Massachusetts, Department of Defense Overseas schools, New Hampshire, and Vermont were among the highest performing states. Any apparent differences in average scores between the four top-performing jurisdictions were not found to be statistically significant.

Figure 2.7 Cross-state comparison of average reading scale scores, grade 4 public schools: 2003

Grade 4

Instructions: Read down the column directly under a jurisdiction name listed in the heading at the top of the figure. Match the shading intensity surrounding a jurisdiction's abbreviation to the key below to determine whether the average reading scale score of this jurisdiction was found to be higher than, not significantly different from, or lower than the jurisdiction in the column heading. For example, note the column under Maine: Maine's score was lower than Connecticut, New Hampshire, and Massachusetts; not significantly different from that in the jurisdictions from Vermont through Washington; and higher than in the remaining jurisdictions down the column.

CT	NH	MA	VT	NJ	DI	DE	ME	CO	DD	VA	IA	MT	MN	MO	NY	OH	ND	NC	WA	WI	IN	KS	UT	WV	KY	MI	PA	MD	ID	FL	OR	RI	IL	TX	SC	AR	GA	OK	TN	AK	AZ	HI	AL	NV	CA	MS	LA	NM	DC
CT	NH	MA	VT	NJ	DI	DE	ME	CO	DD	VA	IA	MT	MN	MO	NY	OH	ND	NC	WA	WI	IN	KS	UT	WV	KY	MI	PA	MD	ID	FL	OR	RI	IL	TX	SC	AR	GA	OK	TN	AK	AZ	HI	AL	NV	CA	MS	LA	NM	DC

-  Jurisdiction had higher average scale score than the jurisdiction listed at the top of the figure.
-  No significant difference detected from the jurisdiction listed at the top of the figure.
-  Jurisdiction had lower average scale score than the jurisdiction listed at the top of the figure.

1 Department of Defense Dependents Schools (Overseas).
 2 Department of Defense Domestic Dependent Elementary and Secondary Schools.

NOTE: The between-jurisdiction comparisons take into account sampling and measurement error and that each jurisdiction is being compared with every other jurisdiction. Significance is determined by an application of a multiple-comparison procedure. See appendix A for more details. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Reading Achievement-Level Results by State/Jurisdiction

Achievement-level results for jurisdictions are presented both as the percentage of students scoring within each reading achievement-level range and as the percentage of students performing at or above the *Proficient* level. The percentage of students within each reading achievement-level range for participating jurisdictions in 2003 is presented in figure 2.9 for grade 4 and in figure 2.10 for grade 8. The shaded bars represent the proportion of students in each of the three achievement levels (*Basic*, *Proficient*, and *Advanced*), as well as the proportion of students who performed below the *Basic* level. The central vertical line divides the proportion of students who fell below the *Proficient* level (i.e., at *Basic* or below *Basic*) from those who performed at or above the *Proficient* level (i.e., at *Proficient* or at *Advanced*). Scanning down the horizontal bars to the right of the vertical line allows comparison of jurisdictions' percentages of students at or above *Proficient*. Jurisdictions are listed in the figures in three clusters based on statistical comparison of

the percentage of students performing at or above *Proficient* in each jurisdiction with the national percentage of public school students performing at or above *Proficient*. The jurisdictions in the top cluster of each figure had a higher percentage of students who performed at or above the *Proficient* level compared to the nation. The percentages of students in jurisdictions clustered in the middle were not found to differ significantly from the national percentage. Jurisdictions in the bottom cluster had percentages lower than the national percentage. Within each cluster, jurisdictions are listed alphabetically.

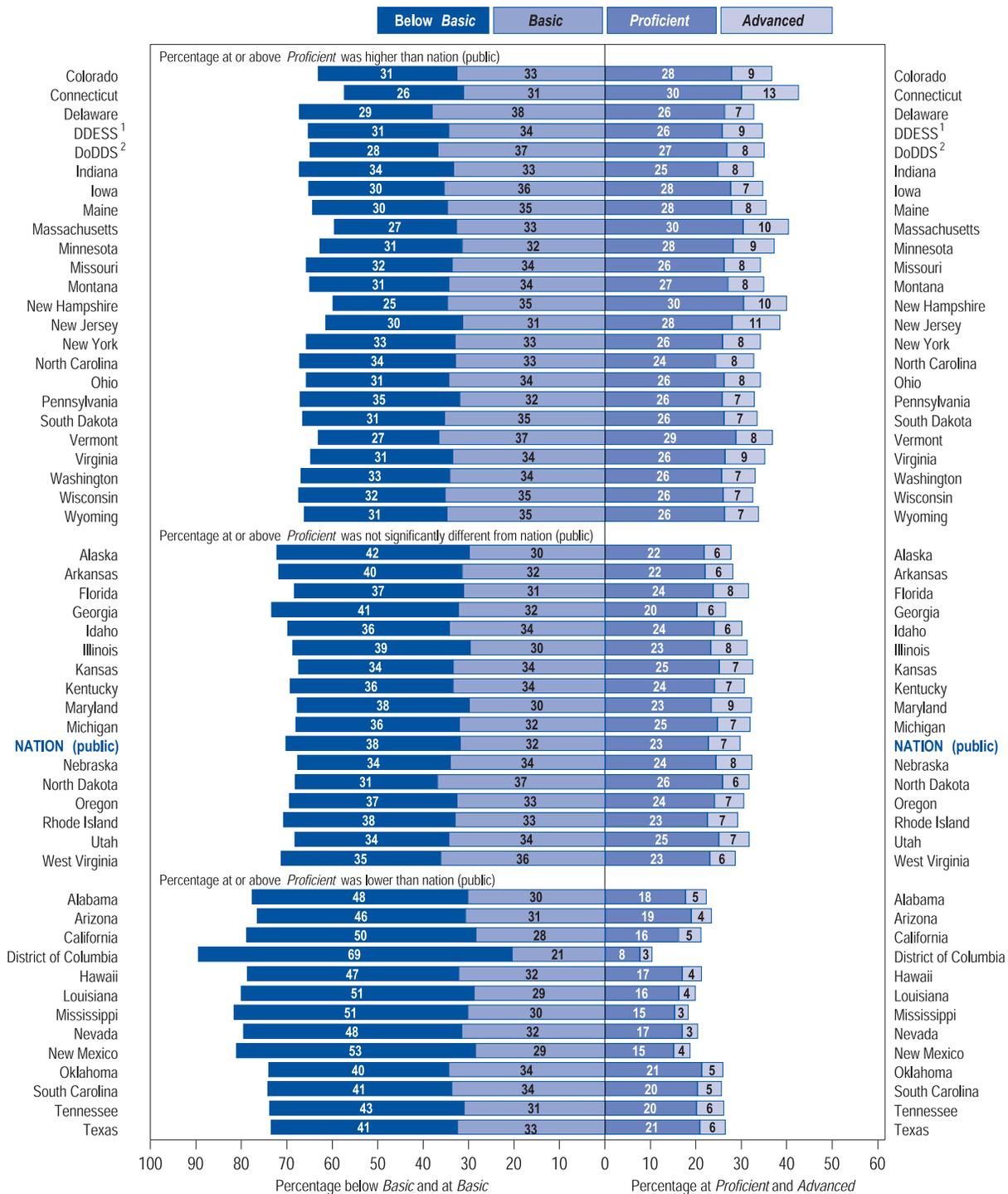
Figure 2.9 shows that, at grade 4, 24 jurisdictions had higher percentages of students at or above *Proficient* than the nation, and 13 had percentages that were lower than the nation.

In figure 2.10, the results for grade 8 show that 25 jurisdictions had higher percentages of students at or above *Proficient* than the nation, and 17 had percentages that were lower than the nation.

Figure 2.9 Percentage of students within each reading achievement level, grade 4 public schools: By state, 2003

Grade 4

The bars below contain percentages of students in each NAEP reading achievement-level range. Each population of students is aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Jurisdictions are listed alphabetically within three groups: the percentage at or above *Proficient* was higher than, not found to be significantly different from, or lower than the nation.



¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

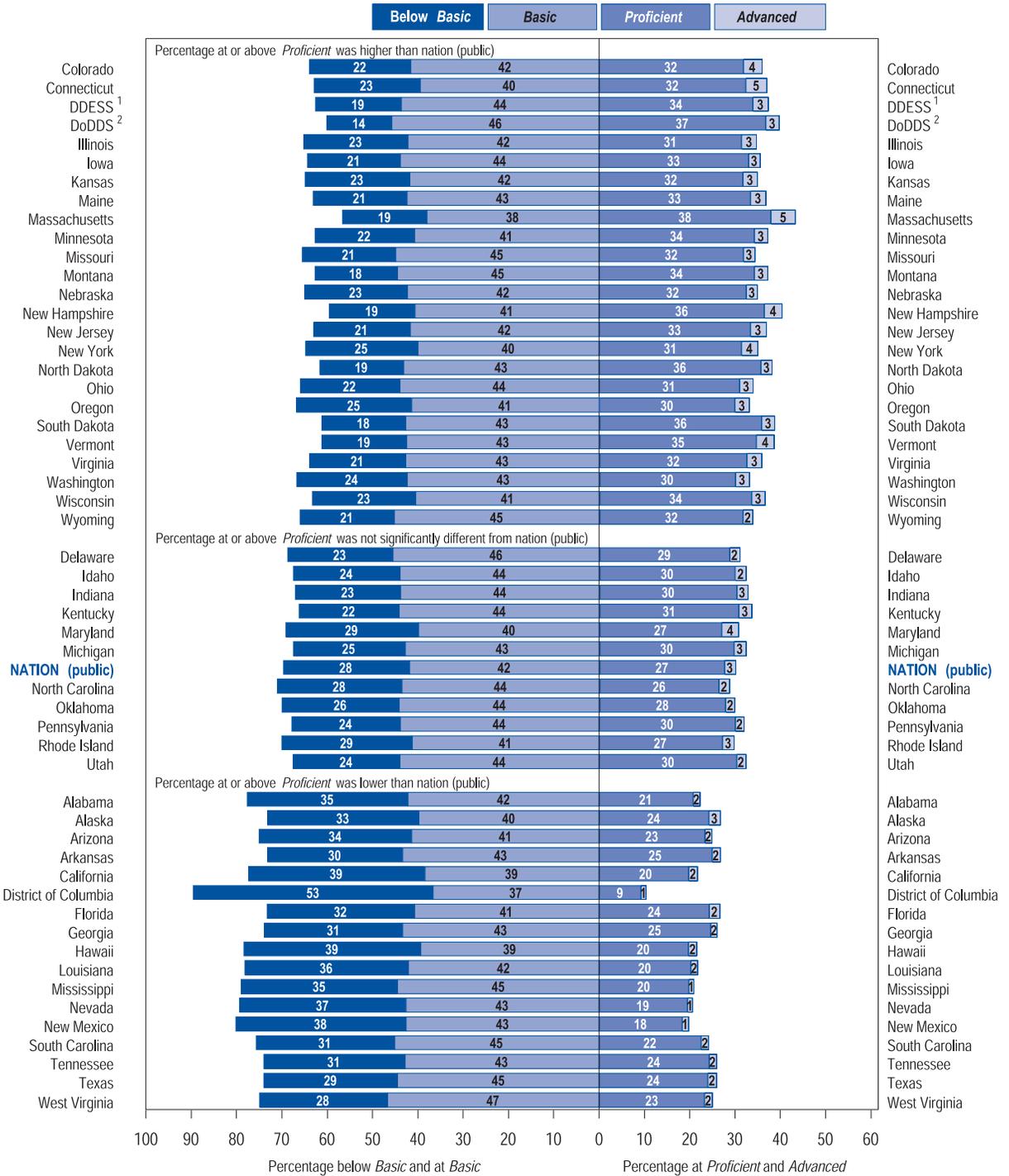
NOTE: Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Figure 2.10 Percentage of students within each reading achievement level, grade 8 public schools: By state, 2003

Grade 8

The bars below contain percentages of students in each NAEP reading achievement-level range. Each population of students is aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Jurisdictions are listed alphabetically within three groups: the percentage at or above *Proficient* was higher than, not found to be significantly different from, or lower than the nation.



¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

The percentage of fourth-graders performing at or above the *Proficient* level for each jurisdiction that participated in the 1992, 1994, 1998, 2002, and 2003 assessments is presented in table 2.6. Of the 46 jurisdictions that participated in both the 2002 and 2003 fourth-grade reading assessments, Florida showed an increase and Massachusetts showed a decrease in the percentage of students at or above *Proficient*. The percentage of fourth-graders at or above *Proficient* increased in 17 of the 42 jurisdictions that participated in both the 1992 and 2003 assessments.

The percentages of eighth-graders performing at or above *Proficient* for jurisdictions that participated in 1998, 2002, and 2003 are presented in table 2.7. Of the 44 jurisdictions that participated in the 2002 and 2003 eighth-grade reading assessments, North Dakota showed an increase and Texas and West Virginia showed declines in the percentage of students at or above *Proficient*. Between 1998 (when accommodations were permitted) and 2003, the percentage of eighth-graders performing at or above *Proficient* increased in 5 of the 39 jurisdictions that participated in both years. New Mexico showed a decline.

Table 2.6 Percentage of students at or above Proficient in reading, grade 4 public schools: By state, 1992–2003

Grade 4	Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003
Nation (public) ¹	27 *	28	29	28 *	30	30
Alabama	20	23	24	24	22	22
Alaska	—	—	—	—	—	28
Arizona	21	24	22	22	22	23
Arkansas	23 **	24 *	23 *	23 *	26	28
California	19	18 *	20	20	21	21
Colorado	25 **	28 **	34	33	—	37
Connecticut	34 **	38	46	43	43	43
Delaware	24 **	23 **	25 **	22 **	35	33
Florida	21 **	23 **	23 **	22 **	27 *	32
Georgia	25	26	24	24	28	27
Hawaii	17 *	19	17 *	17 *	21	21
Idaho	28	—	—	—	32	30
Illinois	—	—	—	—	—	31
Indiana	30	33	—	—	33	33
Iowa	36	35	35	33	35	35
Kansas	—	—	34	34	34	33
Kentucky	23 **	26 *	29	29	30	31
Louisiana	15 **	15 **	19	17	20	20
Maine	36	41 **	36	35	35	36
Maryland	24 **	26 **	29	27 *	30	32
Massachusetts	36	36	37	35 *	47 *	40
Michigan	26 *	—	28	28	30	32
Minnesota	31 **	33 **	36	35	37	37
Mississippi	14 **	18	18	17	16	18
Missouri	30 *	31	29 *	28 **	32	34
Montana	—	35	37	37	36	35
Nebraska	31	34	—	—	34	32
Nevada	—	—	21	20	21	20
New Hampshire	38	36	38	37	—	40
New Jersey	35	33 *	—	—	—	39
New Mexico	23	21	22	21	21	19
New York	27 **	27 **	29 *	29 *	35	34
North Carolina	25 **	30	28 *	27 *	32	33
North Dakota	35	38 **	—	—	34	32
Ohio	27 **	—	—	—	34	34
Oklahoma	29	—	30 *	30 *	26	26
Oregon	—	—	28	26	31	31
Pennsylvania	32	30	—	—	34	33
Rhode Island	28	32	32	31	32	29
South Carolina	22 *	20 **	22	22 *	26	26
South Dakota	—	—	—	—	—	33
Tennessee	23	27	25	25	25	26
Texas	24	26	29	28	28	27
Utah	30	30	28 *	28 *	33	32
Vermont	—	—	—	—	39	37
Virginia	31	26 **	30 *	30 *	37	35
Washington	—	27 **	29 *	30	35	33
West Virginia	25	26	29	28	28	29
Wisconsin	33	35	34	34	—	33
Wyoming	33	32	30	29 *	31	34
Other jurisdictions						
District of Columbia	10	8 **	10	10	10	10
DDESS ²	—	—	32	32	34	35
DoDDS ³	—	28 **	34	33	33	35

— Not available. The jurisdiction did not participate or did not meet minimum participation guidelines for reporting.

* Significantly different from 2003 when only one jurisdiction or the nation is being examined.

** Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

¹ National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. In addition to allowing for accommodations, the accommodations-permitted results for national public schools at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998, due to changes in sample weighting procedures. See appendix A for more details. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.

Table 2.7 Percentage of students at or above Proficient in reading, grade 8 public schools: By state, 1998–2003

Grade 8	Accommodations not permitted	Accommodations permitted		
	1998	1998	2002	2003
Nation (public) ¹	31	30	31	30
Alabama	21	22	21	22
Alaska	—	—	—	27
Arizona	28	27	23	25
Arkansas	23 *	23	27	27
California	22	21	20	22
Colorado	30 *	30 *	—	36
Connecticut	42 *	40	37	37
Delaware	25 *	23 **, **	33	31
Florida	23	23	29	27
Georgia	25	25	26	26
Hawaii	19	19	20	22
Idaho	—	—	34	32
Illinois	—	—	—	35
Indiana	—	—	32	33
Iowa	—	—	—	36
Kansas	35	36	38	35
Kentucky	29	30	32	34
Louisiana	18 *	17 *	22	22
Maine	42 *	41	38	37
Maryland	31	31	32	31
Massachusetts	36 *	38 *	39	43
Michigan	—	—	32	32
Minnesota	37	36	—	37
Mississippi	19	19	20	21
Missouri	29 *	28 *	33	34
Montana	38	40	37	37
Nebraska	—	—	36	35
Nevada	24 *	23	19	21
New Hampshire	—	—	—	40
New Jersey	—	—	—	37
New Mexico	24 *	23 *	20	20
New York	34	32	32	35
North Carolina	31	30	32	29
North Dakota	—	—	35 *	38
Ohio	—	—	35	34
Oklahoma	29	30	28	30
Oregon	33	35	37	33
Pennsylvania	—	—	35	32
Rhode Island	30	32	30	30
South Carolina	22	22	24	24
South Dakota	—	—	—	39
Tennessee	26	27	28	26
Texas	28	27	31 *	26
Utah	31	31	32	32
Vermont	—	—	40	39
Virginia	33	33	37	36
Washington	32	32	37	33
West Virginia	27	28	29 *	25
Wisconsin	33	34	—	37
Wyoming	29 *	31	31	34
Other jurisdictions				
District of Columbia	12	11	10	10
DDESS ²	37	39	37	37
DoDDS ³	36	37	40	40

— Not available. The jurisdiction did not participate or did not meet minimum participation guidelines for reporting.

* Significantly different from 2003 when only one jurisdiction or the nation is being examined.

** Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

¹ National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 1992, 1994, or 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. Significance tests were performed using unrounded numbers. NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

Cross-State/Jurisdiction Reading Achievement-Level Comparisons

Figures 2.11 and 2.12 display the same type of cross-state/jurisdiction comparison that was presented earlier for scale score results, but the performance measure being compared in these figures is the percentage of students performing at or above the *Proficient* level in 2003 for grades 4 and 8 respectively.

At grade 4, Connecticut, Massachusetts, New Hampshire, and New Jersey were among the jurisdictions with the highest percentages of students performing at or above *Proficient*. Any apparent differences in the percentages of students performing at or above *Proficient* in the top-performing states were not found to be statistically significant. The percentages of students at or above *Proficient* in

Minnesota, Vermont, Colorado, and Virginia were lower only in comparison with Connecticut.

At grade 8, Massachusetts, New Hampshire, and Department of Defense Overseas schools were among the jurisdictions with the highest percentages of students performing at or above *Proficient*. The percentages at or above *Proficient* in 12 jurisdictions (Colorado, Connecticut, Department of Defense domestic schools, Maine, Minnesota, Montana, New Jersey, North Dakota, South Dakota, Vermont, Virginia, and Wisconsin) were lower only in comparison with Massachusetts. Any apparent differences in the percentages of students performing at or above *Proficient* in the top-performing jurisdictions were not found to be statistically significant.

Figure 2.11 Cross-state comparison of percentage of students at or above Proficient in reading, grade 4 public schools: 2003

Grade 4 **Instructions:** Read down the column directly under a jurisdiction name listed in the heading at the top of the figure. Match the shading intensity surrounding a jurisdiction's abbreviation to the key below to determine whether the percentage of students at or above Proficient for this jurisdiction was found to be higher than, not significantly different from, or lower than the jurisdiction in the column heading. For example, note the column under Maine: The percentage of students at or above Proficient in Maine was lower than Connecticut, Massachusetts, and New Hampshire; not significantly different from that in the jurisdictions from New Jersey through Florida; and higher than in the remaining jurisdictions down the column.

		Connecticut (CT)		Massachusetts (MA)		New Hampshire (NH)		New Jersey (NJ)		Minnesota (MN)		Vermont (VT)		Maine (ME)		Virginia (VA)		DoDDS (DI) ¹		Montana (MT)		Iowa (IA)		DDESS (DD) ²		Missouri (MO)		Ohio (OH)		New York (NY)		Wyoming (WY)		South Dakota (SD)		Washington (WA)		Pennsylvania (PA)		Delaware (DE)		Indiana (IN)		North Carolina (NC)		Wisconsin (WI)		Kansas (KS)		Nebraska (NE)		Maryland (MD)		Michigan (MI)		North Dakota (ND)		Utah (UT)		Florida (FL)		Illinois (IL)		Kentucky (KY)		Oregon (OR)		Idaho (ID)		Rhode Island (RI)		West Virginia (WV)		Arkansas (AR)		Alaska (AK)		Georgia (GA)		Texas (TX)		Tennessee (TN)		Oklahoma (OK)		South Carolina (SC)		Arizona (AZ)		Alabama (AL)		Hawaii (HI)		California (CA)		Nevada (NV)		Louisiana (LA)		New Mexico (NM)		Mississippi (MS)		District of Columbia (DC)	
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