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Subgroup Results for the Nation and States

In addition to reporting on the performance of all students, NAEP also provides results for a variety of subgroups of students for each grade level assessed. The subgroup results show not only how these groups of students performed in comparison with one another, but also the progress each group has made over time. The information presented in this chapter is a valuable indicator of how well the nation is progressing toward the goal of improving the achievement of all students.

This chapter includes average reading scale scores and achievement-level results for subgroups of students in the nation and participating states and jurisdictions at grades 4 and 8. National results are reported by gender, race/ethnicity, students' eligibility for free/reduced-price school lunch, parents' highest level of education, type of school, and type of school location. Results for participating jurisdictions are presented by gender, race/ethnicity, and students' eligibility for free/reduced-price school lunch. The weighted percentage of students corresponding with each subgroup reported in this chapter can be found in appendix B. Tables with additional subgroup results by jurisdiction are presented in appendix C.

Differences in students' performance on the 2003 reading assessment between demographic subgroups and across years for a particular subgroup are discussed only if they have been determined to be

statistically significant. The reader should bear in mind that the estimated scale score for a subgroup of students does not reflect the entire range of performance within that group. Differences in subgroup performance cannot be ascribed solely to students' subgroup identification. Average student performance is affected by the interaction of a complex set of educational, cultural, and social factors not discussed in this report or addressed by NAEP assessments.

Performance of Selected Subgroups for the Nation

Gender

Many comparative investigations of the reading performance of male and female students have been conducted over the past few years. One study showed differences in the way male and female students

respond to constructed-response reading items.¹ Other researchers have shown that female students scored significantly higher than male students in reading skills and other literacy related cognitive abilities, such as visual memory and directionality.² A search of educational archives reveals a substantial body of research suggesting that the phenomenon of female students outperforming male students in reading seems to hold true both in the United States and internationally.³

As shown in figure 3.1, there was no measurable change detected between the average reading scores for fourth-grade male and female students in 2003 and the corresponding scores in 1992. At grade 8, the average score for male students was lower in 2003 than in 2002 and higher in 2003 than in 1992.

¹ Pomplun, M., and Sundbye, N. (1999). Gender Differences in Constructed Response Reading Items. *Applied Measurement in Education*, 12(1), 95–109.

² Chhikata, S., Hsui-Ching, C., Kuo, E., and Soderman, A. K. (1999). Gender Differences that Affect Emerging Literacy in First Grade Children: The U.S., India, and Taiwan. *International Journal of Early Childhood*, 31(2), 9–16.

³ Alloway, N., and Gilbert, P. (1997). Boys and Literacy: Lessons from Australia. *Gender and Education*, 9(1), 49–58.

Gambell, T., and Hunter, D. (2000). Surveying Gender Differences in Canadian School Literacy. *Journal of Curriculum Studies*, 32(5), 689–719.

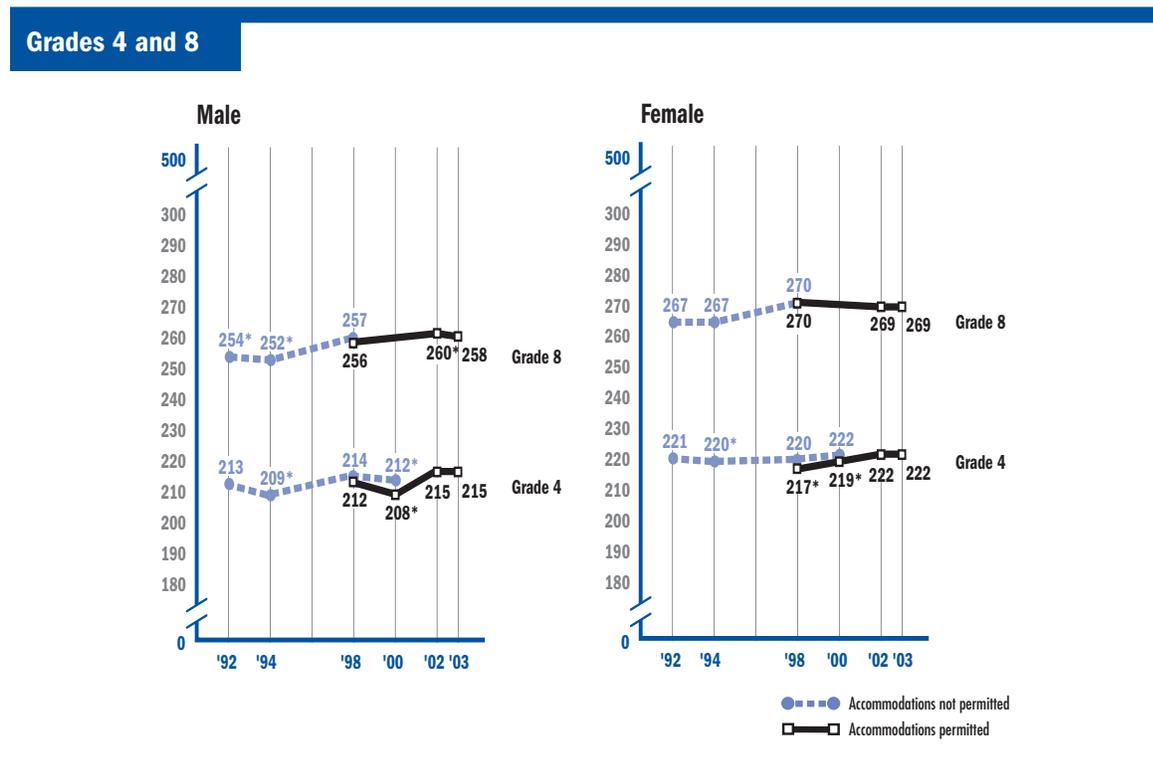
Grigg, W., Daane, M. C., Ying, J., and Campbell, J. R. (2003). *The Nation's Report Card: Reading 2002* (NCES 2003-521). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

MacMillan, P. (2000). Simultaneous Measurement of Reading Growth, Gender, and Relative-Age Effects: Many-Faceted Rasch Applied to CBM Reading Scores. *Journal of Applied Measurement*, 1(4), 393–408.

Moss, G. (2000, November). Raising Boys' Attainment in Reading: Some Principles for Intervention. *Reading*, 34(3), 10–106.

Ogle, L. T., Sen, A., Pahlke, E., Jocelyn, L., Kastberg, D., Roey, S., and Williams, T. (2003). International Comparisons in *Fourth-Grade Reading Literacy: Finding from the Progress in International Reading Literacy Study (PIRLS) of 2001* (NCES 2003-073). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Figure 3.1 Average reading scale scores, by gender, grades 4 and 8: 1992–2003



* Significantly different from 2003.

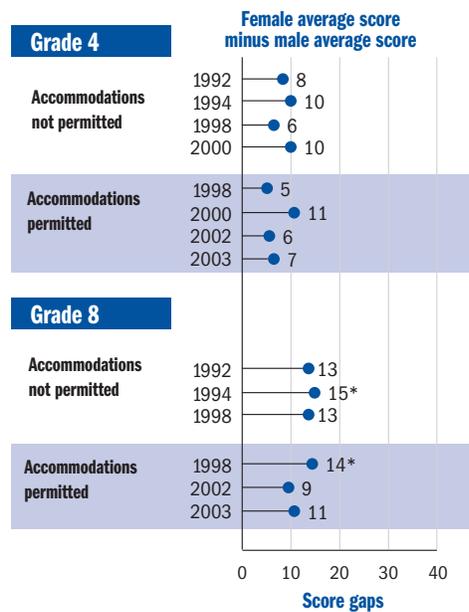
NOTE: Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. 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.

Another way to view trends in student performance is to determine whether the score “gap” that exists between subgroups of students has narrowed or widened across assessment years. The scale score gaps between male and female students are presented in figure 3.2.

In 2003, female students outperformed male students by 7 points on average at grade 4 and 11 points on average at grade 8. No measurable change was detected in the fourth- and eighth-grade gender gaps from 1992 to 2003.

Figure 3.2 Gaps in average reading scale scores, by gender, 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. Score gaps are calculated based on differences between unrounded average scale scores. 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.

Table 3.1 displays achievement-level information for the national sample of fourth- and eighth-graders both as the percentages of male and female students performing within each achievement-level range and as the percentages of male and female students performing at or above the *Basic* and *Proficient* levels.

Consideration of the differences in performance between male and female students in 2003 shows that higher percentages of female students than male students performed at or above *Basic* and *Proficient* at grades 4 and 8.

At grade 4, the percentages of male and female students performing at or above the *Basic* and *Proficient* levels showed no measurable change from 1992 to 2003.

At grade 8, the percentage of male students at or above *Proficient* was higher in 2003 than in 1992. The percentages of both male and female students at or above *Basic* declined from 2002 to 2003, but both percentages were higher in 2003 than in 1992.

Table 3.1 Percentages of students, by reading achievement level and gender, grades 4 and 8: 1992–2003

						At or above	At or above
Grade 4		Below <i>Basic</i>	At <i>Basic</i>	At <i>Proficient</i>	At <i>Advanced</i>	<i>Basic</i>	<i>Proficient</i>
Male							
Accommodations not permitted	1992	42	32	20	5	58	25
	1994	45 *	30	20 *	6	55 *	26
	1998	41	31	22	6	59	28
	2000	42	31	21	6	58	27
Accommodations permitted	1998	43 *	30	21	6	57 *	27
	2000	45 *	30	20	5	55 *	25 *
	2002	39	32	22	6	61	28
	2003	40	32	22	6	60	28
Female							
Accommodations not permitted	1992	33	35	24	8	67	32
	1994	34	32	25	9	66	34
	1998	35	32	25	8	65	33
	2000	33	31	26	10	67	36
Accommodations permitted	1998	38 *	31	23	8	62 *	32 *
	2000	36	30	25	9	64	34
	2002	33	33	26	8 *	67	35
	2003	33	32	26	9	67	35
Grade 8							
Male							
Accommodations not permitted	1992	36 *	40	22 *	2	64 *	23 *
	1994	38 *	40 *	21 *	2	62 *	23 *
	1998	32	41	25	2	68	27
Accommodations permitted	1998	33 *	41	24	2	67 *	26
	2002	29 *	43 *	26	2	71 *	28
	2003	31	42	25	2	69	27
Female							
Accommodations not permitted	1992	24 *	40	31	4	76 *	35
	1994	23	40	32	4	77	36
	1998	19	41	36 *	4	81	40
Accommodations permitted	1998	20 *	41	35	4	80 *	39
	2002	20 *	42 *	34	4	80 *	38
	2003	21	41	33	4	79	38

* Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. Detail may not sum to totals because of rounding. 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.

Race/Ethnicity

In recent years, many research efforts have been devoted to investigating possible relationships between students' racial/ethnic backgrounds and their reading behavior and performances. Efforts to narrow the long-standing performance gaps between these subgroups have met with some success.⁴ However, significant performance differences can still be noted for a variety of reading and language skills.⁵

Based on information obtained from school records, students who participated in the NAEP reading assessment were identified as belonging to one of the following racial/ethnic subgroups: White, Black, Hispanic, Asian/Pacific Islander, American Indian (including Alaska Native), and Other. Students whose race based on school records was "other race" or, if school data were missing, who self-reported their race as "multicultural" but

not Hispanic, or who did not self-report racial/ethnic information, were categorized as "Other." The results presented here differ from those presented in reading reports released in 1992 through 2000, in which results were reported for the same five racial/ethnic subgroups based on student self-identification.

Between 1992 and 2003, the percentage of Hispanic students increased from 7 percent to 17 percent at grade 4, and from 8 percent to 15 percent at grade 8. During the same period, the percentage of White students decreased from 73 percent to 60 percent at grade 4 and from 72 percent to 63 percent at grade 8. The percentage of Black students, which has changed less over the years, was approximately 17 percent in 2003 at grade 4 and 16 percent at grade 8. Students categorized as "Other" made up approximately 1 percent of the students at each grade. (See table B.3 in appendix B.)⁶

⁴ Gordon, E. W. (2000). Bridging the Minority Achievement Gap. *Principal*, 79(5), 20–23.

Haycock, K. (2001). Closing the Achievement Gap. *Educational Leadership*, 58(6), 6–11.

Kush, J. C. (1996). Field-Dependence, Cognitive Ability, and Academic Achievement in Anglo-American and Mexican-American Students. *Journal of Cross-Cultural Psychology*, 27(5), 561–575.

⁵ Bankston, C. L., and Caldas, S. J. (1997). The American School Dilemma: Race and Scholastic Performance. *Sociological Quarterly*, 3, 423–429.

Jencks, C. and Phillips, M. (Eds.). (1998). *The Black-White Test Score Gap*. Washington, DC: Brookings Institution Press.

Ferguson, R. F. (1998). Can Schools Narrow the Black-White Test Score Gap? In C. Jencks and M. Phillips (Eds.), *The Black-White Test Score Gap* (pp. 318–374). Washington, DC: Brookings Institution.

⁶ In addition to reflecting a shift in the racial/ethnic composition of the student population, a portion of the differences may be due to the composition of the accommodated and non-accommodated samples.

Figure 3.3 shows the average reading scale scores of students in each of the six categories at grades 4 and 8. Results were not reported in 1992 and 1998 for American Indian/Alaska Native students at grades 4 and 8 because the sample sizes were insufficient to permit reliable estimates. Sample sizes were also insufficient to report results for students whose race/ethnicity was categorized as “Other” in 1992–2000 at grade 4, and in 1994 and 1998 (where accommodations were permitted) at grade 8.

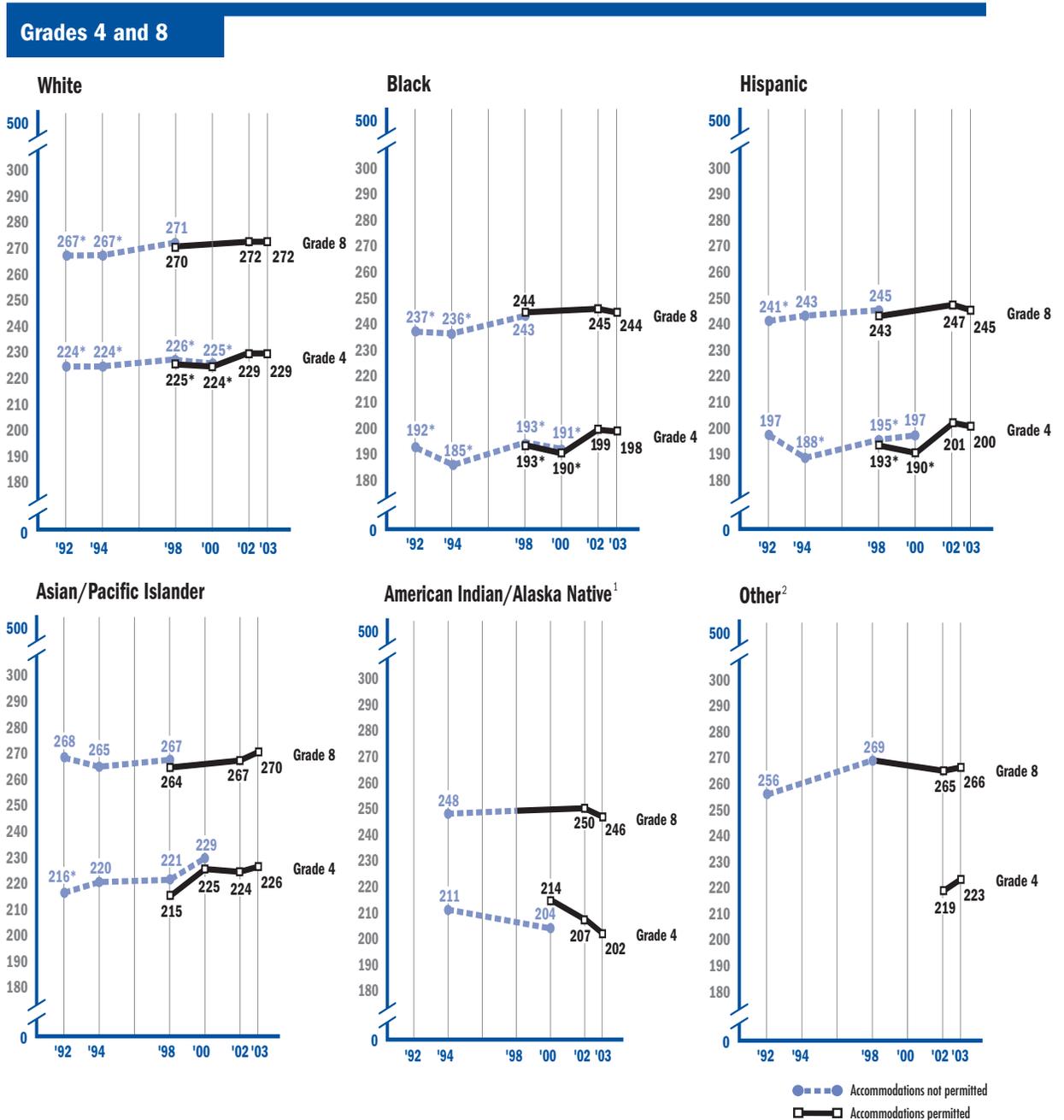
At grade 4, White students and Asian/Pacific Islander students scored higher on average than Black, Hispanic, and Ameri-

can Indian/Alaska Native students in 2003. White students also scored higher on average than Asian/Pacific Islander students, and Hispanic students scored higher on average than Black students.

At grade 8, White and Asian/Pacific Islander students had higher average scores than Black, Hispanic, and American Indian/Alaska Native students in 2003.

The average scores for White, Black, and Asian/Pacific Islander fourth-graders were higher in 2003 than in 1992. The average scores for White, Black, and Hispanic eighth-graders were higher in 2003 than in 1992.

Figure 3.3 Average reading scale scores, by race/ethnicity, grades 4 and 8: 1992–2003



* Significantly different from 2003.

¹ Sample sizes were insufficient to permit reliable estimates for American Indian/Alaska Native students in 1992 and 1998 at grades 4 and 8.

² Sample size was insufficient to permit a reliable estimate for students classified as Other in 1992–2000 at grade 4, and in 1994 and 1998 (where accommodations were permitted) at grade 8. “Other” comprised students whose race based on school records was “other race” or, if school data were missing, who self-reported their race as “multiracial” but not “Hispanic,” or did not self-report racial/ethnic information.

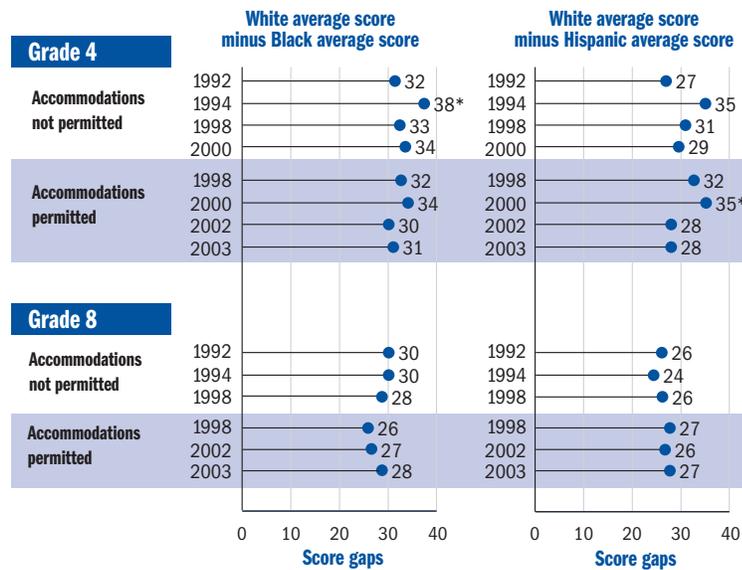
NOTE: Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2003) differ slightly from previous years’ results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. 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.

Average scale score gaps between White and Black students and between White and Hispanic students are presented in figure 3.4. At both grades 4 and 8, the average score gaps between White

students and Black students and between White students and Hispanic students showed no measurable change between 1992 and 2003.

Figure 3.4 Gaps in average reading scale scores, by race/ethnicity, 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. Score gaps are calculated based on differences between unrounded average scale scores. 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.

Achievement-level results across assessment years for racial/ethnic subgroups are shown in table 3.2. At grade 4, higher percentages of White students and Asian/Pacific Islander students performed at or above *Basic* and *Proficient* and at *Advanced* than Black students, Hispanic students, and American Indian /Alaska Native students in 2003. Higher percentages of White students than Asian/Pacific Islander students performed at or above *Basic* in 2003, and higher percentages of Hispanic students than Black students performed at

or above *Basic* and *Proficient*. Similarly, at grade 8, higher percentages of White students and Asian/Pacific Islander students performed at or above *Basic* and *Proficient* and at *Advanced* than Black students, Hispanic students, and American Indian/Alaska Native students. Higher percentages of White students than Asian/Pacific Islander students performed at or above *Basic*, and higher percentages of Hispanic students than Black students performed at or above *Proficient*.

At grade 4, the percentages of White, Black, and Asian/Pacific Islander students at or above *Proficient* were higher in 2003 than in 1992. Also, the percentages of White and Black students at or above *Basic* were higher in 2003 than in 1992.

At grade 8, the percentages of White students and Black students performing at or above the *Basic* and *Proficient* levels were higher in 2003 than in 1992. A higher percentage of Hispanic students performed at or above *Basic* in 2003 than in 1992.

**Table 3.2 Percentages of students, by reading achievement level and race/ethnicity, grades 4 and 8:
1992–2003**

Grade 4							At or above	At or above
			Below Basic	At Basic	At Proficient	At Advanced	Basic	Proficient
White								
Accommodations not permitted	1992	29*	36	27*	8*	71*	35*	
	1994	30*	34	27*	9	70*	36*	
	1998	28*	34	29	9	72*	38*	
	2000	28*	33	29	10	72*	39	
Accommodations permitted	1998	30*	33	28	9	70*	37*	
	2000	30*	32	28	9	70*	38	
	2002	25	35	31	10	75	41	
	2003	25	34	30	11	75	41	
Black								
Accommodations not permitted	1992	68*	24	8*	1*	32*	8*	
	1994	70*	21	7*	1	30*	8*	
	1998	65*	25	9	1	35*	10*	
	2000	65*	24	10	1	35*	11	
Accommodations permitted	1998	64*	25	9	1	36*	10	
	2000	65*	25	9	1	35*	10	
	2002	60	28	11	2	40	12	
	2003	60	27	11	2	40	13	
Hispanic								
Accommodations not permitted	1992	61	28	10	2	39	12	
	1994	66*	22	9	3	34*	12	
	1998	62	26	10	2	38	13	
	2000	59	26	12	2	41	15	
Accommodations permitted	1998	63	24	11	2	37	13	
	2000	63	25	11	1*	37	13	
	2002	56	29	13	2	44	15	
	2003	56	29	13	2	44	15	
Asian/Pacific Islander								
Accommodations not permitted	1992	40	35	20	5*	60	25*	
	1994	34	30	27	9	66	36	
	1998	37	29	23	11	63	34	
	2000	25	31	28	16	75	44	
Accommodations permitted	1998	42	28	20	10	58	30	
	2000	30	30	27	14	70	41	
	2002	30	33	27	10	70	37	
	2003	30	32	27	12	70	38	
American Indian/Alaska Native								
Accommodations not permitted	1992	‡	‡	‡	‡	‡	‡	
	1994	41	28	24	6	59	30	
	1998	‡	‡	‡	‡	‡	‡	
	2000	40	38	21	1	60	22	
Accommodations permitted	1998	‡	‡	‡	‡	‡	‡	
	2000	37	35	26	2	63	28	
	2002	49	29	17	5	51	22	
	2003	53	31	14	2	47	16	
Other ¹								
Accommodations not permitted	1992	‡	‡	‡	‡	‡	‡	
	1994	‡	‡	‡	‡	‡	‡	
	1998	‡	‡	‡	‡	‡	‡	
	2000	‡	‡	‡	‡	‡	‡	
Accommodations permitted	1998	‡	‡	‡	‡	‡	‡	
	2000	‡	‡	‡	‡	‡	‡	
	2002	37	33	23	7	63	30	
	2003	31	35	25	8	69	34	

See notes at end of table. ▶

Table 3.2 Percentages of students, by reading achievement level and race/ethnicity, grades 4 and 8: 1992–2003
—Continued

Grade 8		Below <i>Basic</i>				At or above	At or above
			At <i>Basic</i>	At <i>Proficient</i>	At <i>Advanced</i>	<i>Basic</i>	<i>Proficient</i>
White							
Accommodations not permitted	1992	23 *	42	32 *	4	77 *	35 *
	1994	23 *	42	32 *	4	77 *	35 *
	1998	18	41	37	3	82	40
Accommodations permitted	1998	19	42	36	3	81	39
	2002	16	43	37	4	84	41
	2003	17	42	37	4	83	41
Black							
Accommodations not permitted	1992	55 *	36 *	9 *	#	45 *	9 *
	1994	57 *	34 *	9	#	43 *	10
	1998	48	39	12	#	52	13
Accommodations permitted	1998	47	40	12	#	53	13
	2002	45	42	13	1	55	13
	2003	46	41	12	1	54	13
Hispanic							
Accommodations not permitted	1992	51 *	36	12	1	49 *	13
	1994	49 *	36	14	1	51 *	15
	1998	46	39	15	1	54	15
Accommodations permitted	1998	47	39	14	1	53	14
	2002	43	42	15	1	57	15
	2003	44	41	15	1	56	15
Asian/Pacific Islander							
Accommodations not permitted	1992	24	39	30	7	76	37
	1994	28 *	38	29	5	72 *	34
	1998	23	42	31	3	77	35
Accommodations permitted	1998	25	42	30	3	75	33
	2002	24	41	32	4	76	36
	2003	21	39	35	5	79	40
American Indian/Alaska Native							
Accommodations not permitted	1992	‡	‡	‡	‡	‡	‡
	1994	42	39	17	2	58	19
	1998	‡	‡	‡	‡	‡	‡
Accommodations permitted	1998	‡	‡	‡	‡	‡	‡
	2002	39	44	17	1	61	17
	2003	43	40	16	1	57	17
Other¹							
Accommodations not permitted	1992	33	42	22	3	67	25
	1994	‡	‡	‡	‡	‡	‡
	1998	15	50	33	2	85	36
Accommodations permitted	1998	‡	‡	‡	‡	‡	‡
	2002	23	46	28	3	77	31
	2003	22	45	30	3	78	33

The estimate rounds to zero.

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* Significantly different from 2003.

¹ "Other" comprises students whose race based on school records was "other race" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.

NOTE: Data were not collected at grade 8 in 2000. Detail may not sum to totals because of rounding. 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.

Student Eligibility for Free/Reduced-Price School Lunch

NAEP collects data on students' eligibility for free/reduced-price lunch as an indicator of family economic status. Eligibility for free and reduced-price lunches is determined by students' family income in relation to the federally established poverty level. (See section on NAEP Reporting Groups in appendix A.)

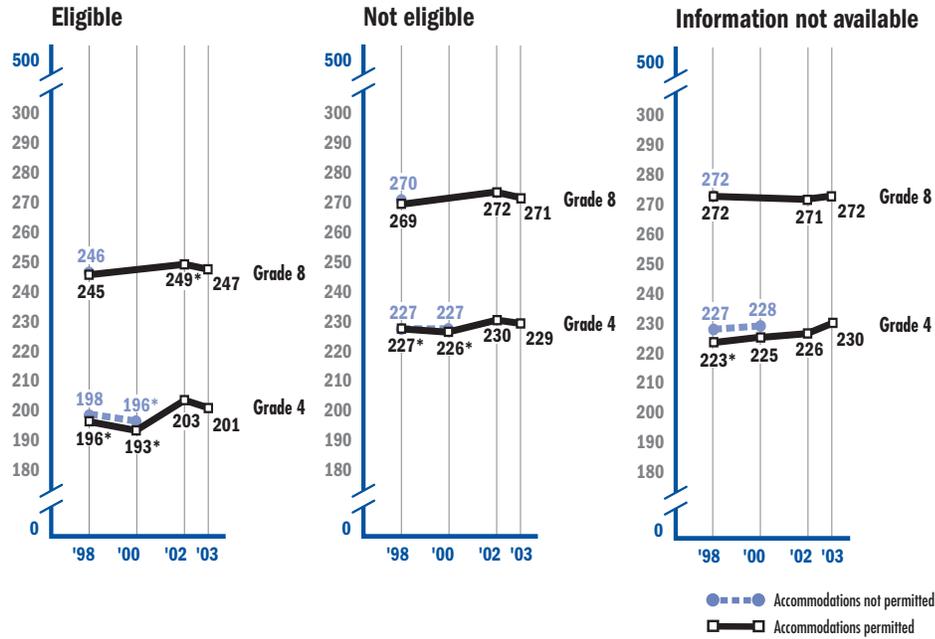
In 2003, 40 percent of fourth-graders and 33 percent of eighth-graders were eligible for free/reduced-price lunches. Information regarding eligibility was not available for 10 percent of fourth-graders and 11 percent of eighth-graders because their schools did not participate in the National School Lunch Program or for other reasons. (See table B.4 in appendix B.)

Average reading scores by students' eligibility for free/reduced-price school lunch are presented in figure 3.5. NAEP first began collecting information on student eligibility for this program in 1996; therefore, cross-year comparisons to 1992 cannot be made. In 2003, both fourth- and eighth-grade students who were eligible for free/reduced-price lunch had lower average scores than students who were not eligible. The average reading scores for fourth-graders were higher in 2003 than in 1998 both for students who were eligible and those who were not.

At grade 8, the average score for students who were eligible for free/reduced-price lunch showed a decrease between 2002 and 2003 but showed no measurable difference between 1998 and 2003.

Figure 3.5 Average reading scale scores, by students' eligibility for free/reduced-price school lunch, grades 4 and 8: 1998–2003

Grades 4 and 8



* Significantly different from 2003.

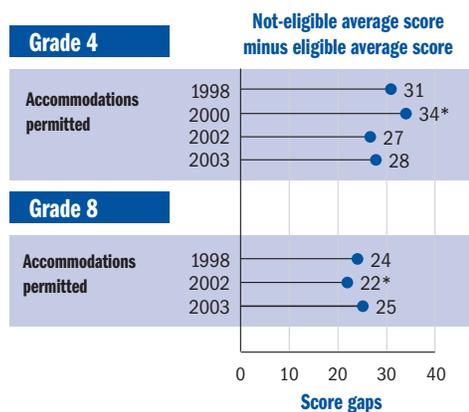
NOTE: Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations-permitted results at grade 4 differ slightly from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A for more details. Significance 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), 1998, 2000, 2002, and 2003 Reading Assessments.

Figure 3.6 shows the scale score gaps between students who were eligible and students who were not eligible for free/reduced-price lunch. At grade 4, the average score gap between students who were eligible and those who were not

eligible showed no measurable change between 1998 and 2003. At grade 8, the gap in 2003 was larger than in 2002 but was not found to be measurably different from 1998.

Figure 3.6 Gaps in average reading scale scores, by students' eligibility for free/reduced-price school lunch, grades 4 and 8: 1998–2003



* 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 differ slightly from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A for more details. Score gaps are calculated based on differences between unrounded average scale scores. 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, 2000, 2002, and 2003 Reading Assessments.

Achievement-level results by students' eligibility for free/reduced-price lunch are presented in table 3.3. In 2003, lower percentages of students who were eligible for free/reduced-price lunch than those who were not eligible performed at or above *Basic* and *Proficient*, and at *Advanced*, at both grades 4 and 8. The percentages of fourth-graders at or above *Basic* were higher in 2003 than 1998 for students who

were eligible and for students who were not eligible for free/reduced-price lunch. For those students who were eligible, the percentage at or above *Proficient* was higher in 2003 than in 1998.

At grade 8, the percentages of students at or above *Basic* decreased between 2002 and 2003 for students who were eligible, but showed no measurable difference between 1998 and 2003.

Table 3.3 Percentages of students, by reading achievement level and eligibility for free/reduced-price school lunch, grades 4 and 8: 1998–2003

		Grade 4					
		Below <i>Basic</i>	At <i>Basic</i>	At <i>Proficient</i>	At <i>Advanced</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>
Eligible							
Accommodations not permitted	1998	58	29	11	2	42	13
	2000	60*	26*	12	2	40*	14
Accommodations permitted	1998	61*	26	11	2	39*	13*
	2000	62*	25	11	2	38*	13
	2002	54	30	14	3	46	16
	2003	55	29	13	2	45	15
Not eligible							
Accommodations not permitted	1998	27	33	30	10	73	40
	2000	26	34	30	11	74	41
Accommodations permitted	1998	27*	33	30	10	73*	40
	2000	27*	33	30	10	73*	39
	2002	23	35	32	10*	77	42
	2003	24	34	31	11	76	42
Information not available							
Accommodations not permitted	1998	27	33	29	11	73	40
	2000	26	32	30	12	74	42
Accommodations permitted	1998	31	33	27	10	69	37
	2000	29	32	29	11	71	40
	2002	29	32	29	10*	71	39
	2003	24	32	31	13	76	43
Grade 8							
Eligible							
Accommodations not permitted	1998	44	41	14	#	56	15
	2000	44	42	14	#*	56	14
Accommodations permitted	2002	40*	43	16	1	60*	17
	2003	43	41	15	1	57	16
Not eligible							
Accommodations not permitted	1998	19	42	36	3	81	39
	2000	20	42	35	3	80	38
Accommodations permitted	2002	16	44	37	3	84	40
	2003	18	42	36	4	82	40
Information not available							
Accommodations not permitted	1998	18	38	39	4	82	44
	2000	20	38	38	4	80	43
Accommodations permitted	2002	19	41	36	5	81	41
	2003	19	39	37	6	81	42

The estimate rounds to zero.

* Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. Detail may not sum to totals because of rounding. In addition to allowing for accommodations, the accommodations-permitted results at grade 4 differ slightly 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), 1998, 2000, 2002, and 2003 Reading Assessments.

The previous results presented for students within different racial/ethnic subgroups and by eligibility for free/reduced-price lunch are explored in more detail in table 3.4. Average scores for students within the five different racial/ethnic categories are presented for students who were either eligible or not eligible for free/reduced-price lunch, as well as for students for whom eligibility information was not available. By presenting the data in this manner, it is possible to examine the performance of students in different racial/ethnic subgroups, while controlling for one indicator of socioeconomic status—eligibility for free/reduced-price lunch.

The percentages of students who were eligible for free/reduced-price school lunch in 2003 were higher among Black, Hispanic, and American Indian/Alaska Native students than among White and

Asian/Pacific Islander students at grades 4 and 8 (see table B.5 in appendix B). With a few exceptions, comparisons between the performances of different racial/ethnic subgroups were similar among students who were eligible and those who were not eligible for free/reduced-price school lunch.

At both grades White students outperformed Black, Hispanic, and American Indian/Alaska Native students regardless of whether or not the students were eligible for free/reduced-price lunch. At grade 4, the average score for Hispanic students was higher than that for Black students among those students who were eligible for free/reduced-price lunch. At grade 8, the average score for Hispanic students who were not eligible was higher than that for Black students who were not eligible.

Table 3.4 Average reading scale scores, by student eligibility for free/reduced-price school lunch and race/ethnicity, grades 4 and 8: 2003

	Eligible	Not eligible	Information not available
Grade 4			
White	213	233	237
Black	193	211	206
Hispanic	196	213	211
Asian/Pacific Islander	210	235	234
American Indian/Alaska Native	196	215	200
Grade 8			
White	258	275	279
Black	239	254	250
Hispanic	240	257	251
Asian/Pacific Islander	256	277	278
American Indian/Alaska Native	237	258	251

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

Parents' Highest Level of Education

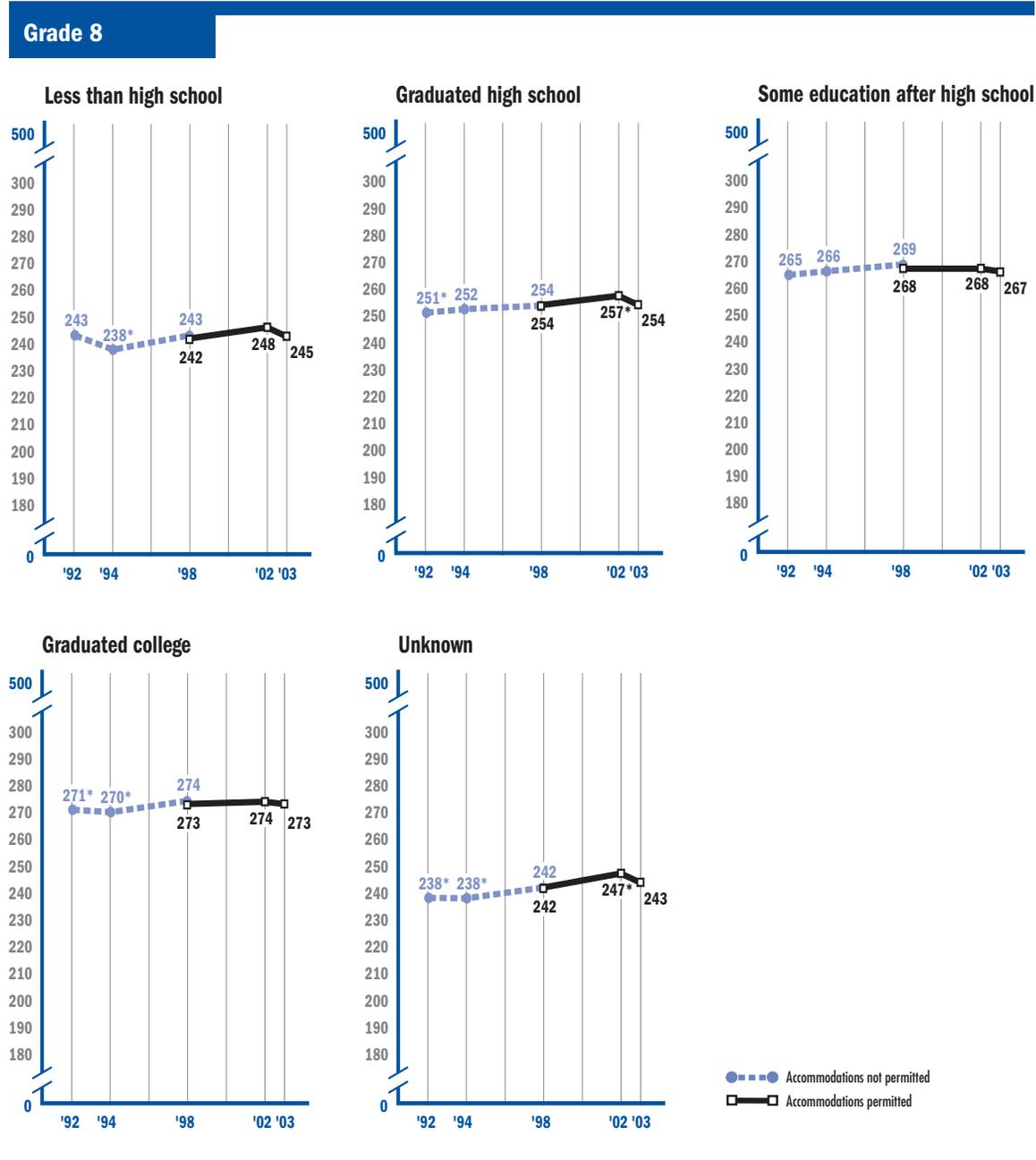
Eighth-grade students who participated in the NAEP 2003 reading assessment were asked to indicate the highest level of education they thought their parents had completed. Five response options—did not finish high school, graduated from high school, some education after high school, graduated from college, or “I don’t know”—were offered. The highest level of education reported for either parent was used in the analysis of this question. Fourth-graders’ responses to this question are not reported because their responses in previous NAEP assessments were highly variable, and a large percentage of the students chose the “I don’t know” option.

Almost half (48 percent) of the eighth-graders who participated in the 2003 reading assessment reported that at least one of their parents had graduated from college, and only 7 percent indicated that neither parent had graduated from high

school. Ten percent of the students indicated they did not know their parents’ level of education (see table B.6 in appendix B).

Average scores for eighth-grade students by reported parental education levels are shown in figure 3.7. Overall, in 2003 there was a positive relationship between student-reported parental education and student achievement: the higher the parental education level, the higher the average reading score. Average scores for eighth-grade students were lower in 2003 than in 2002 for students who reported that at least one parent had graduated from high school but not gone further and for those who indicated they did not know their parents’ level of education. Average scores increased between 1992 and 2003 for students who reported that at least one parent graduated from high school, and for those who reported that at least one parent graduated from college.

Figure 3.7 Average reading scale scores, by student-reported parents' highest level of education, grade 8: 1992-2003



* Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. 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.

Achievement-level results by level of parental education are presented in table 3.5. The percentage of eighth-graders performing at or above *Basic* decreased between 2002 and 2003 for students who reported that at least one parent graduated from high school, for those who reported that at least one parent had some education after high school, for those who reported that at least one parent graduated from college, and for those who

reported that they did not know their parents' highest level of education. The percentage of students performing at or above *Basic* was higher in 2003 than in 1992 for eighth-graders who reported that at least one parent had graduated from high school, for those who reported that at least one parent had graduated from college, and for students whose parental level of education was reported as unknown.

Table 3.5 Percentages of students, by reading achievement level and student-reported parents' highest level of education, grade 8: 1992–2003

Grade 8							At or above	
			Below <i>Basic</i>	At <i>Basic</i>	At <i>Proficient</i>	At <i>Advanced</i>	<i>Basic</i>	<i>Proficient</i>
Less than high school								
Accommodations not permitted	1992	49	38	12	1	51	13	
	1994	54*	36	10	#	46*	10	
	1998	48	41	11	#	52	11	
Accommodations permitted	1998	48	41	11	#	52	11	
	2002	42	44	13	#	58	14	
	2003	45	42	13	1	55	13	
Graduated high school								
Accommodations not permitted	1992	39*	42	18	1	61*	19	
	1994	38	42	19	1	62	20	
	1998	34	43	21	1	66	22	
Accommodations permitted	1998	34	45	20	1	66	21	
	2002	31*	48	21	1	69*	21	
	2003	34	46	19	1	66	20	
Some education after high school								
Accommodations not permitted	1992	24	44	30	3	76	32	
	1994	23	44	30	3	77	33	
	1998	19	44	34	2	81	36	
Accommodations permitted	1998	20	44	33	2	80	36	
	2002	19*	48	32	2	81*	34	
	2003	21	46	31	2	79	33	
Graduated college								
Accommodations not permitted	1992	20*	40	35	5	80*	40	
	1994	21*	39	35	5	79*	40	
	1998	16	39	41	5	84	45	
Accommodations permitted	1998	17	39	40	4	83	44	
	2002	16*	40	39	5	84*	44	
	2003	17	39	38	5	83	43	
Unknown								
Accommodations not permitted	1992	55*	33	12	#	45*	12	
	1994	52	36	11	#	48	12	
	1998	50	38	12	#	50	12	
Accommodations permitted	1998	48	39	12	#	52	12	
	2002	43*	43	14	#	57*	14	
	2003	47	39	13	1	53	14	

The estimate rounds to zero.

* Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. Detail may not sum to totals because of rounding. 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.

Type of School

The schools that participate in the NAEP assessment are classified as either public or nonpublic. A further distinction is then made between nonpublic schools that are Catholic schools and those that are some other type of nonpublic school. Results for additional categories of nonpublic schools are available on the NAEP web site (<http://nces.ed.gov/nationsreportcard/naepdata>). In 2003, the vast majority of students attended public schools (90 percent of fourth-graders, and 91 percent of eighth-graders). The remaining students were split almost evenly between Catholic schools and other nonpublic schools. (See table B.7 in appendix B.)

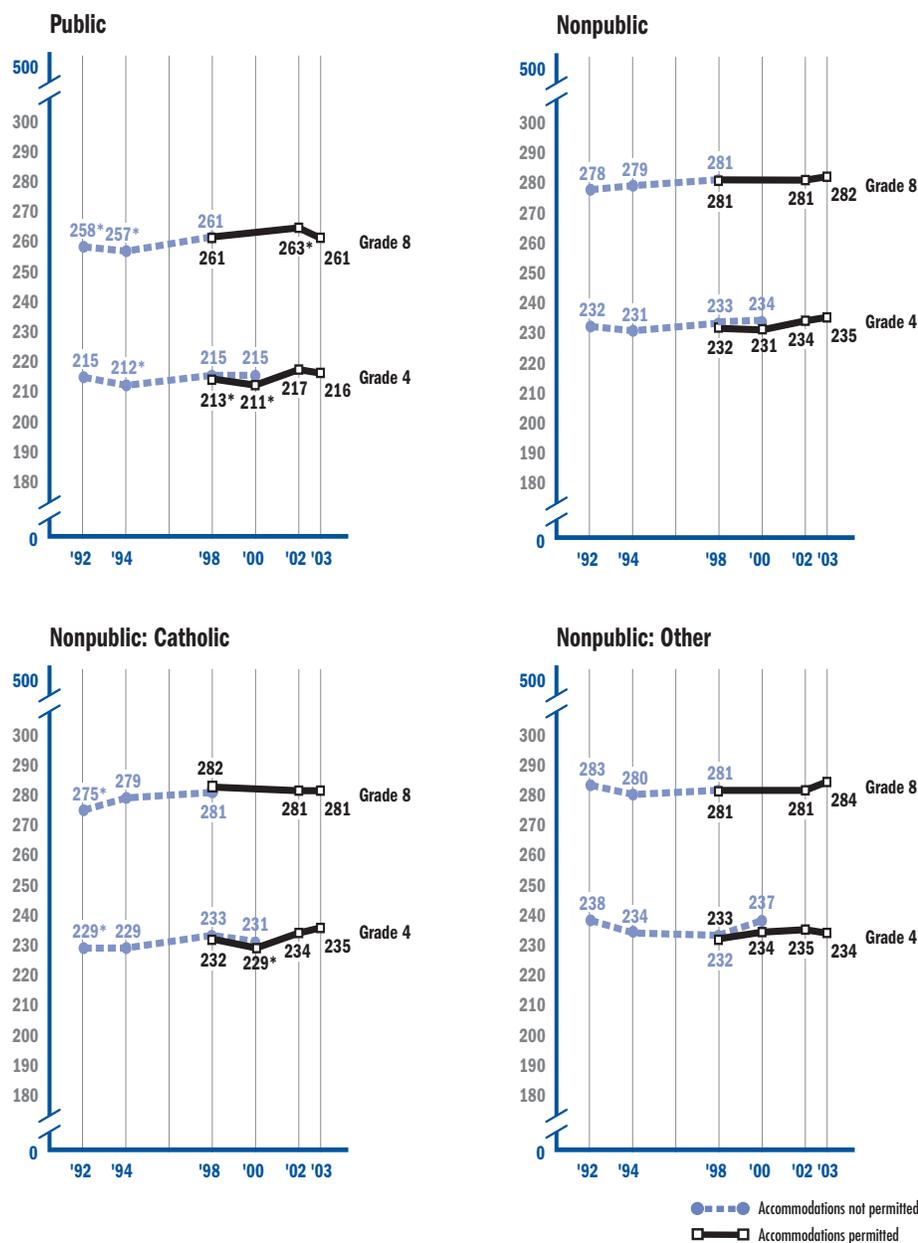
The average reading scores of fourth- and eighth-grade students by the type of school they attend are presented in figure 3.8. Performance results in 2003 show that, at both grades 4 and 8, students who attended nonpublic schools had higher average reading scores than students who attended public schools.

At grade 4, the only difference observed between the 1992 and 2003 average scores by type of school was that the average scores of Catholic school students increased.

At grade 8, scores for students in public schools declined between 2002 and 2003. Average scores increased for public and Catholic school students between 1992 and 2003.

Figure 3.8 Average reading scale scores, by type of school, grades 4 and 8: 1992–2003

Grades 4 and 8



* 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.

Achievement-level results by type of school are presented for grades 4 and 8 in table 3.6. In 2003, the percentages of fourth-graders and eighth-graders performing at or above *Basic* and *Proficient* and at *Advanced* levels were higher for students attending nonpublic, Catholic, and other nonpublic schools than for students in public schools.

The only difference detected between 1992 and 2003 for fourth-graders was an increase in the percentage of Catholic

school students performing at or above *Proficient*.

Between 2002 and 2003, the percentage of public school eighth-graders performing at or above *Basic* decreased. The percentages of students performing at or above *Basic* increased for public, nonpublic, and Catholic school students between 1992 and 2003. An increase in the percentage of public school students performing at or above *Proficient* was noted between 1992 and 2003.

Table 3.6 Percentages of students, by reading achievement level and type of school, grades 4 and 8: 1992-2003

Grade 4						At or above	At or above
		Below <i>Basic</i>	At <i>Basic</i>	At <i>Proficient</i>	At <i>Advanced</i>	<i>Basic</i>	<i>Proficient</i>
Public							
Accommodations not permitted	1992	40	33	21	6	60	27
	1994	41 *	30	21	7	59 *	28
	1998	39	31	23	6	61	29
	2000	40	31	22	7	60	30
Accommodations permitted	1998	42 *	30	21	6	58 *	28
	2000	43 *	30	21	6	57 *	28
	2002	38	32	23	6 *	62	30
	2003	38	32	23	7	62	30
Nonpublic							
Accommodations not permitted	1992	21	34	33	12	79	45
	1994	23	34	31	13	77	43
	1998	22	32	32	14	78	46
	2000	20	32	34	14	80	47
Accommodations permitted	1998	22	32	32	14	78	46
	2000	22	33	33	12	78	45
	2002	20	32	34	13	80	48
	2003	20	32	33	14	80	48
Nonpublic: Catholic							
Accommodations not permitted	1992	24	35	30	10	76	41 *
	1994	24	34	30	12	76	42
	1998	21	33	32	13	79	46
	2000	22	33	33	11	78	44
Accommodations permitted	1998	22	34	32	13	78	45
	2000	25	34	31	10 *	75	41
	2002	20	33	34	13	80	47
	2003	19	33	33	14	81	48
Nonpublic: Other							
Accommodations not permitted	1992	16	31	38	15	84	53
	1994	20	34	32	14	80	46
	1998	24	30	31	16	76	46
	2000	18	31	35	16	82	51
Accommodations permitted	1998	23	30	32	15	77	47
	2000	20	32	34	15	80	49
	2002	20	32	35	14	80	49
	2003	20	32	33	14	80	48

See notes at end of table. ►

Table 3.6 Percentages of students, by reading achievement level and type of school, grades 4 and 8: 1992–2003
—Continued

Grade 8		Below <i>Basic</i>				At or above	At or above
			At <i>Basic</i>	At <i>Proficient</i>	At <i>Advanced</i>	<i>Basic</i>	<i>Proficient</i>
Public							
Accommodations not permitted	1992	33 *	41	25 *	2	67 *	27 *
	1994	33 *	40 *	25 *	2	67 *	27 *
	1998	28	41	28	2	72	31
Accommodations permitted	1998	29	42	27	2	71	30
	2002	26 *	43	28	2	74 *	31
	2003	28	42	27	3	72	30
Nonpublic							
Accommodations not permitted	1992	13 *	38	41	7	87 *	48
	1994	11	39	43	6 *	89	49
	1998	9	37	49	5 *	91	54
Accommodations permitted	1998	9	38	47	6 *	91	53
	2002	10	39	45	7 *	90	51
	2003	10	37	45	8	90	53
Nonpublic: Catholic							
Accommodations not permitted	1992	16 *	40	39	6	84 *	45
	1994	12	39	43	6	88	49
	1998	9	38	48	5	91	53
Accommodations permitted	1998	8	38	48	5	92	53
	2002	10	40	44	6	90	51
	2003	10	39	44	7	90	51
Nonpublic: Other							
Accommodations not permitted	1992	10	36	45	10	90	54
	1994	11	39	43	7	89	50
	1998	9	36	49	5 *	91	54
Accommodations permitted	1998	10	37	47	6	90	53
	2002	11	37	45	7	89	52
	2003	10	34	46	10	90	56

* Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. Detail may not sum to totals because of rounding. 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.

The results for students in public and nonpublic schools and by highest level of parents' education are explored in more detail in table 3.7. Average scores of students in public and nonpublic schools are presented for each level of parental education. By presenting the data in this manner, it is possible to examine the performance of students in the types of schools, while controlling for parental education.

At grade 8, nearly three-quarters (72 percent) of the students attending nonpublic schools reported that at least

one parent had graduated from college, while less than one-half (46 percent) of the students attending public schools reported that at least one parent had graduated from college. In contrast, students reporting each of the other levels of parental education were more likely to attend public than nonpublic schools. (See table B.8 in appendix B.) Across all reported levels of parents' education, the average reading score for eighth-grade public school students was lower than the average score for nonpublic school eighth-graders.

Table 3.7 Average reading scale scores, by student-reported parents' highest level of education and type of school, grade 8: 2003

Grade 8		Less than high school	Graduated high school	Some education after high school	Graduated college	Unknown
Public		245	253	266	271	242
Nonpublic		263	268	277	287	264

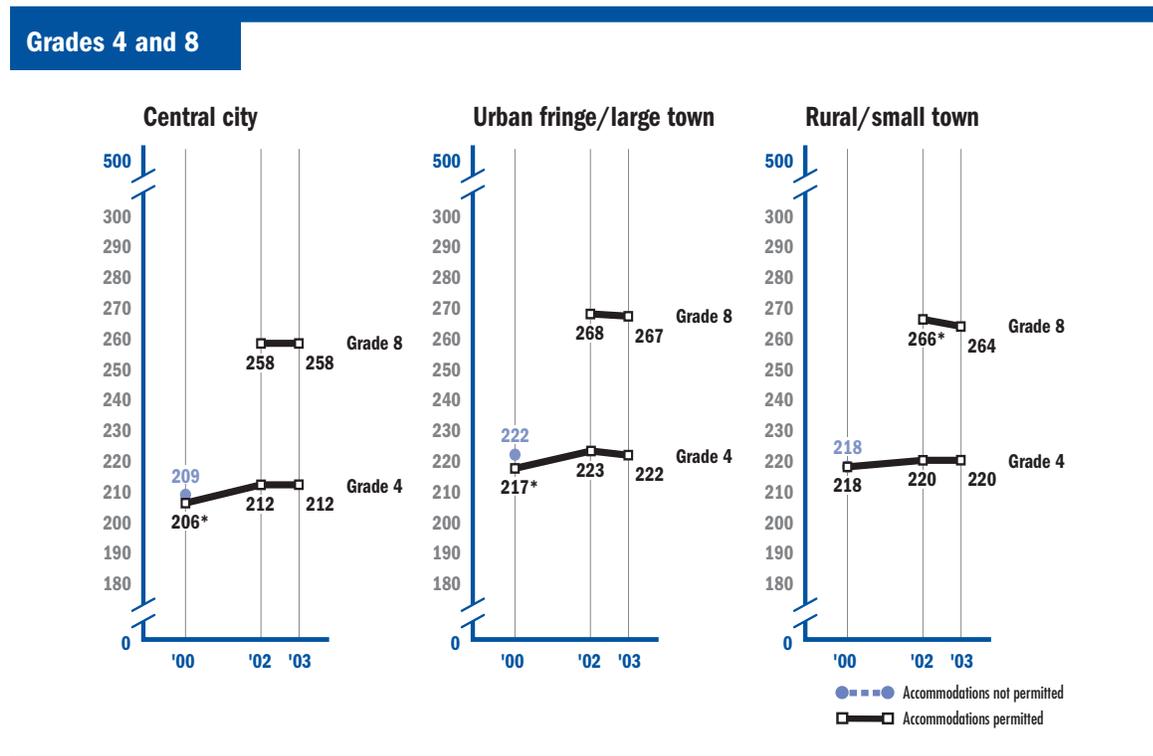
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Type of Location

The schools from which NAEP draws its samples of students are classified according to their type of location. Based on U.S. Census Bureau definitions of metropolitan statistical areas, including population size and density, the three mutually exclusive categories are central city, rural/small town, and urban fringe/large town. The methods used to identify the type of school location for the 2000 (at grade 4), 2002, and 2003 assessments were different from those used for prior assessments; therefore, only the data from the 2000, 2002, and 2003 assessments are reported. More information on the definitions of location type is given in appendix A.

The average reading scores for fourth- and eighth-grade students, by type of location, are presented in figure 3.9. In 2003, at both grades 4 and 8, students in urban fringe/large town and rural/small town locations had higher average scores than students in central city schools; and students in urban fringe/large town schools outperformed those in rural/small town schools. Average scores for fourth-graders in central city and urban fringe/large town locations were higher in 2003 than in 2000. The average score for eighth-graders in rural/small town schools declined between 2002 and 2003.

Figure 3.9 Average reading scale scores, by type of location, grades 4 and 8: 2000–2003



* 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 differ slightly from previously reported results for 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), 2000, 2002, and 2003 Reading Assessments.

Achievement-level results by type of location are presented in table 3.8. In 2003, at grade 4, higher percentages of students performed at or above *Basic*, at or above *Proficient*, and at *Advanced* in urban fringe/large town and rural/small town locations than in central city locations, and higher percentages of students performed at or above *Basic* and *Proficient* and at *Advanced* in urban fringe/large town than in rural/small town locations. At grade 8, higher percentages of students

performed at or above *Basic* and *Proficient* in urban fringe/large town and rural/small town locations than in central city locations, and higher percentages of students performed at or above *Basic* and *Proficient* in urban fringe/large town than in rural/small town locations.

The percentages of eighth-grade students performing at or above *Basic* declined in rural/small town schools since 2002.

Table 3.8 Percentages of students, by reading achievement level and type of location, grades 4 and 8: 2000–2003

			Below <i>Basic</i>	At <i>Basic</i>	At <i>Proficient</i>	At <i>Advanced</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>
Grade 4								
Central city								
Accommodations not permitted	2000	47	27	20	6	53	26	
Accommodations permitted	2000	49	27	19	5	51	24	
	2002	45	30	20	6	55	25	
	2003	45	30	19	6	55	26	
Urban fringe/large town								
Accommodations not permitted	2000	32	32	26	10	68	36	
Accommodations permitted	2000	37	30	24	8	63	33	
	2002	31	33	27	9	69	36	
	2003	32	32	26	9	68	36	
Rural/small town								
Accommodations not permitted	2000	35	33	25	8	65	32	
Accommodations permitted	2000	35	33	25	7	65	32	
	2002	34	35	25	6	66	32	
	2003	34	34	25	7	66	32	
Grade 8								
Central city								
Accommodations permitted	2002	32	41	24	2	68	26	
	2003	33	40	24	3	67	27	
Urban fringe/large town								
Accommodations permitted	2002	21	42	33	3	79	37	
	2003	23	41	32	4	77	36	
Rural/small town								
Accommodations permitted	2002	22 *	45	31	2	78 *	33	
	2003	24	44	29	3	76	32	

* Significantly different from 2003.

NOTE: Data were not collected at grade 8 in 2000. Detail may not sum to totals because of rounding. In addition to allowing for accommodations, the accommodations-permitted results at grade 4 differ slightly from previously reported results for 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), 2000, 2002, and 2003 Reading Assessments.

Performance of Selected Subgroups by State

Results for public school students in participating states and jurisdictions are presented in this section by gender, race/ethnicity, and eligibility for free/reduced-price lunch. Additional data for participating jurisdictions by subgroup (including percentages at or above *Basic* and average scale score gaps by gender and race/ethnicity) are provided in appendix C. Since results for each jurisdiction are based on the performance of public school students only, the results for the nation that appear in the tables along with data for participating jurisdictions are based on public school students only (unlike the national results presented earlier in the chapter, which reflect the combined performance of both public and nonpublic school students).

In addition to results from the 2003 assessment, results from earlier assessment years in which data are available are presented by these subgroups for participating jurisdictions.

Gender

Tables 3.9 and 3.10 present the average reading scores for male and female students in participating jurisdictions at grades 4 and 8 respectively. In 2003, female students scored higher on average than male students in all 53 of the jurisdictions that participated at grades 4 and 8.

For the 46 jurisdictions that participated in both the 2002 and 2003 fourth-grade reading assessments, average scores increased for male students in Arizona; Minnesota and Department of Defense domestic schools showed decreases for male students only; and Massachusetts showed a decrease for both male and female students. For the 42 jurisdictions that participated in both the 1992 and 2003 fourth-grade reading assessments, 10 showed increases in average scores for both male and female students, and New Mexico and Oklahoma had decreases in the average scores for both male and female students.

Of the 44 jurisdictions that participated in the eighth-grade reading assessment in both 2002 and 2003, 4 showed decreases in the average score for male students only. Of the 39 jurisdictions that participated at grade 8 in 1998 and 2003, Delaware and Missouri showed average score increases for both male and female students, and Arizona, Nevada, and New Mexico showed a decrease for both male and female students.

Table 3.9 Average reading scale scores, by gender, grade 4 public schools: By state, 1992–2003

Grade 4	Male						Female					
	Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
Nation (public) ¹	211	207 *	212	210	214	213	219	218	218	215 *	220	220
Alabama	204	203	208	209	203	204	211	213	214	214	211	211
Alaska	–	–	–	–	–	205	–	–	–	–	–	218
Arizona	206	201	201	202	200 *	206	213	211	212	211	211	212
Arkansas	208	204	206	205	210	209	214	213 **	212 **	213 *	216	218
California	198	194 ***	198	198	204	202	207	200 ***	206	206	208	209
Colorado	214 **	209 **	218	217	–	220	219 **	218 **	225	224	–	227
Connecticut	219 **	218 **	229	225	226	224	224 **	226 **	234	235	233	232
Delaware	209 **	200 **	208 **	204 **	222	222	217 **	212 **	216 **	210 **	226	226
Florida	205 **	199 **	203 **	201 **	210	214	211 **	210 **	212 **	210 **	218	222
Georgia	210	201 **	206	205 *	211	210	215	212	213	212 **	219	218
Hawaii	198	194 **	194 *	193 **	203	202	209 **	208 **	205 **	206 **	213	215
Idaho	217	–	–	–	216	216	221	–	–	–	224	221
Illinois	–	–	–	–	–	214	–	–	–	–	–	219
Indiana	219	216	–	–	220	216	224	223	–	–	224	224
Iowa	222	219	218	216	220	220	229	227	228	225	226	227
Kansas	–	–	219	218	218	216	–	–	226	225	226	224
Kentucky	209 **	206 **	216	216	215	215	216 **	217 **	220	219	224	223
Louisiana	200	193 **	199	195	204	200	207	200 **	209	205	210	210
Maine	225	225	222	222	222	221	229	231 **	229	228	228	226
Maryland	207 **	205 **	209 *	206 **	214	215	215 **	214 **	221	217 *	220	222
Massachusetts	225	221 *	221	219 **	231 *	225	227	226 **	229	226 *	237 *	231
Michigan	214	–	212	211	216	216	218	–	221	221	222	222
Minnesota	217	214	218	215	221 *	216	225 **	223 **	226	223 **	230	229
Mississippi	196 **	196 **	201	199	200	202	202 **	207	208	207	206	209
Missouri	217	213 **	211 **	210 **	216	219	223	221	222	221 *	224	226
Montana	–	218	221	220	219	218	–	227	231	230	229	228
Nebraska	218	216	–	–	218	218	225	224	–	–	225	223
Nevada	–	–	204	203	206	202	–	–	211	209	212	211
New Hampshire	224	218 **	222	224	–	224	231	229	229	228	–	232
New Jersey	220	216 **	–	–	–	222	226	222 **	–	–	–	229
New Mexico	209 **	201	202	201	204	201	213 **	208	209	209	211	206
New York	212 **	207 **	214	214 *	217	218	218 **	216 **	218 **	217 **	227	226
North Carolina	209 **	209 **	213	208 **	218	216	214 **	220 **	220 **	218 **	225	227
North Dakota	224 **	221	–	–	221	218	227	230 **	–	–	227	225
Ohio	214	–	–	–	220	218	221 **	–	–	–	225	226
Oklahoma	218 **	–	219 **	218 **	210	210	223 **	–	220	220	217	217
Oregon	–	–	210	208	215	213	–	–	218	215 **	224	223
Pennsylvania	218	211	–	–	218	215	223	220	–	–	223	222
Rhode Island	215	215	217	218 *	217	213	218	225	220	217	222	220
South Carolina	206 *	199 **	207	206 *	209	211	213 **	208 **	214 *	212 **	218	219
South Dakota	–	–	–	–	–	220	–	–	–	–	–	225
Tennessee	209	208	209	208	211	208	215	217	216	215	217	217
Texas	209	210	213	208	215	212	216	214	221	220	219	218
Utah	217	213	212	213	218	215	224	222	219 *	219 *	225	224
Vermont	–	–	–	–	223	224	–	–	–	–	231	229
Virginia	217	208 **	214 *	213 **	223	219	225	219 **	223 *	222 **	227	228
Washington	–	209 **	212 *	213	220	216	–	217 **	222 *	223	227	226
West Virginia	211	208 **	213	212	217	215	220	218 **	219	219	221	223
Wisconsin	221 **	221 **	222 *	221	–	217	226	227	226	224	–	225
Wyoming	220	218	216	215	219	219	226	224	223	222	224	225
Other jurisdictions												
District of Columbia	185 *	174 **	177	175 **	185	182	191 **	183 **	186 **	183 **	196	195
DDESS ²	–	–	217	214	222 *	218	–	–	223 *	223 **	228	229
DoDDS ³	–	213 **	219	217 **	222	222	–	223 **	228	226	227	228

– Not available. The jurisdiction did not participate or did not meet the 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 3.10 Average reading scale scores, by gender, grade 8 public schools: By state, 1998–2003

Grade 8	Male				Female			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	2002
Nation (public) ¹	255	253 *	258 *	256	268	268	267	267
Alabama	251 *	250	247	246	259	261	258	261
Alaska	–	–	–	250	–	–	–	263
Arizona	256 *	255 *	252	251	266 *	265 *	262	260
Arkansas	250	251	255	254	262	262	266	263
California	249	249	247	247	257	255	255	255
Colorado	257	258	–	262	270	270	–	274
Connecticut	265	265	261	262	278 *	277	273	273
Delaware	249 **	248 ***	264 ***	260	262 ***	260 ***	271	270
Florida	247	248	255	251	260	261	266	263
Georgia	252	252	253	253	262	262	263	263
Hawaii	243	242	243	245	256	256	260	258
Idaho	–	–	259	258	–	–	273	271
Illinois	–	–	–	264	–	–	–	269
Indiana	–	–	260	259	–	–	270	270
Iowa	–	–	–	261	–	–	–	273
Kansas	263	262	265	260	273	273	274	272
Kentucky	255	256	261	261	269	269	270	272
Louisiana	245	245	252	248	258	258	260	258
Maine	265	264	265	262	280 *	279	275	275
Maryland	255	255	258	255	269	267	269	269
Massachusetts	263	264	266	268	274	274	275	278
Michigan	–	–	259	259	–	–	270	270
Minnesota	260	258	–	261	275	273	–	274
Mississippi	245	247	251	249	256	256 *	259	260
Missouri	258 *	257 *	265	263	269	268 *	271	271
Montana	263	264	267	264	277	277	274	276
Nebraska	–	–	267 ***	261	–	–	274	271
Nevada	252 *	253 ***	246	246	262 *	263 ***	257	258
New Hampshire	–	–	–	265	–	–	–	276
New Jersey	–	–	–	263	–	–	–	272
New Mexico	252 *	253 ***	250	246	263 ***	263 ***	258	257
New York	263	261	261	259	270	269	267	271
North Carolina	256	255	260	256	270	269	270	267
North Dakota	–	–	263	264	–	–	273	275
Ohio	–	–	265	263	–	–	272	270
Oklahoma	259	259	257	256	271	271	267	268
Oregon	259	258	264	259	273	275 *	273	270
Pennsylvania	–	–	263	259	–	–	268	270
Rhode Island	257	259	258	256	268	269	266	266
South Carolina	250	250	253	253	259	259	263	263
South Dakota	–	–	–	265	–	–	–	275
Tennessee	252	250	254	252	265	265	266	265
Texas	257	256	257	253	267	266	268	265
Utah	260	259	257	259	269	268	270	269
Vermont	–	–	267	265	–	–	277	276
Virginia	262	262	264	263	271	271	275	272
Washington	258	256	261	258	272	272	275	271
West Virginia	254	255	259 *	254	269	268	268	265
Wisconsin	259	258	–	259	273	273	–	274
Wyoming	255 ***	256 *	260	262	270	271	271	272
Other jurisdictions								
District of Columbia	230	229	235	231	242	241	245	245
DDESS ²	268	266	269 *	261	270	271	275	278
DoDDS ³	265	264 *	269	269	274	274	277	277

– Not available. The jurisdiction did not participate or did not meet the 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.

Tables 3.11 and 3.12 present the percentages of male and female students who performed at or above the *Proficient* level for the participating jurisdictions at grades 4 and 8 respectively. In 2003, higher percentages of female than male students performed at or above *Proficient* in 48 of the 53 jurisdictions that participated at grade 4, and in all 53 of the jurisdictions that participated at grade 8.

At grade 4, the percentages of male students and female students performing at or above *Proficient* decreased in Massachusetts since 2002. Between 1992 and 2003, the percentages of both male and female students performing at or above *Proficient* increased in 11 jurisdictions, and

the percentages of female students performing at or above *Proficient* increased in 4 jurisdictions.

At grade 8, between 2002 and 2003, the percentage of students performing at or above *Proficient* increased for males in Hawaii and for females in New York. Between 1998 and 2003, percentages of male students and female students performing at or above *Proficient* increased in Colorado, Delaware, and Missouri, and the percentage of male students performing at this level increased in Massachusetts and Wyoming. The percentage of female students performing at or above *Proficient* decreased in New Mexico.

Table 3.11 Percentage of students at or above *Proficient* in reading, by gender, grade 4 public schools: By state, 1992–2003

Grade 4	Male						Female					
	Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
Nation (public) ¹	24	24	27	25	26	26	30	32	31	30 *	33	33
Alabama	17	20	22	22	20	21	23	26	26	25	25	24
Alaska	—	—	—	—	—	23	—	—	—	—	—	33
Arizona	17	20	18	18	18	21	24	28	26	25	26	26
Arkansas	20 *	21	22	21	23	25	25 *	27	24 *	24 *	28	31
California	16	15	18	17	18	18	22	20	22	23	24	24
Colorado	22 **, **	25 *	30	29	—	32	29 **, **	31 **, **	37	36	—	41
Connecticut	30 **, **	34	41	38	39	38	37 **, **	43	49	49	47	47
Delaware	21 **, **	19 **, **	21 **, **	20 **, **	32	30	27 **, **	27 **, **	28 *	25 **, **	37	36
Florida	20 **, **	19 **, **	19 **, **	19 **, **	24	29	23 **, **	26 **, **	26 **, **	25 **, **	30	35
Georgia	23	23	22	21	25	24	27	28	27	27	31	30
Hawaii	14	16	15	14	18	17	20 *	22	20 *	20	25	26
Idaho	25	—	—	—	28	28	30	—	—	—	37	33
Illinois	—	—	—	—	—	28	—	—	—	—	—	33
Indiana	28	29	—	—	31	29	32	36	—	—	35	37
Iowa	32	30	29	27	32	31	40	40	40	39	38	38
Kansas	—	—	29	29	29	29	—	—	39	39	38	36
Kentucky	21 *	22	27	28	25	27	25 **, **	29	31	30	35	34
Louisiana	14	13 *	16	14	18	17	17 **, **	16 **, **	22	21	22	23
Maine	34	38	32	32	32	32	38	44	41	39	38	39
Maryland	20 **, **	23 *	24	22 *	27	29	28 **, **	30 *	34	32	32	36
Massachusetts	34	33	31 *	31 *	43 *	38	38	39	42	39	52 *	43
Michigan	24	—	23 *	23	26	30	28	—	33	32	34	34
Minnesota	27	28	32	30	31	31	36 **, **	37 *	40	39	42	44
Mississippi	12 **, **	14	16	15	14	17	15 *	21	19	19	18	20
Missouri	27	28	23 **, **	23 **, **	28	31	33	34	35	33	36	37
Montana	—	30	31	30	30	30	—	40	44	44	43	40
Nebraska	27	30	—	—	30	30	34	39	—	—	39	35
Nevada	—	—	18	18	19	16	—	—	24	22	23	24
New Hampshire	34	30	35	35	—	35	42	42	41	39	—	45
New Jersey	31	29	—	—	—	35	38	37	—	—	—	42
New Mexico	21	17	19	18	19	18	24	24	25	24	24	20
New York	24 *	24 *	27	27	31	30	29 **, **	31 **, **	31 *	31 *	40	38
North Carolina	23 *	26	24	23	28	27	26 **, **	34	31 *	31 *	35	38
North Dakota	33	33	—	—	30	28	37	42 *	—	—	38	36
Ohio	23 **, **	—	—	—	30	31	31 *	—	—	—	37	37
Oklahoma	26	—	29	29 *	23	23	32	—	31	32	29	29
Oregon	—	—	24	23	26	26	—	—	32	30	37	36
Pennsylvania	29	25	—	—	32	30	34	35	—	—	37	36
Rhode Island	26	27	31	31	30	26	30	37	33	32	34	33
South Carolina	19	17 *	20	20	22	22	24 *	23 **, **	24 *	24 *	29	30
South Dakota	—	—	—	—	—	31	—	—	—	—	—	36
Tennessee	21	23	23	22	23	22	26	30	28	28	28	30
Texas	20	24	25	23	27	24	27	28	32	33	29	29
Utah	27	26	24	24	28	28	33	34	32	31	37	36
Vermont	—	—	—	—	33	34	—	—	—	—	45	40
Virginia	28	21 **, **	26	25	35	32	35	32 *	33	34	39	39
Washington	—	24	25	26	31	27	—	29 **, **	33 *	35	38	39
West Virginia	21	22	26	24	25	25	30	30	31	31	31	32
Wisconsin	30	31	32	32	—	28	37	39	37	36	—	37
Wyoming	30	28	26	26	29	30	35	36	34	33	35	37
Other jurisdictions												
District of Columbia	9	7	8	8	8	8	10	9 *	12	12	11	13
DDESS ²	—	—	28	28	30	28	—	—	35 *	35	37	42
DoDDS ³	—	22 **, **	28	28	30	32	—	34	39	37	37	38

— Not available. The jurisdiction did not participate or did not meet the 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 3.12 Percentage of students at or above Proficient in reading, by gender, grade 8 public schools: By state, 1998–2003

Grade 8	Male				Female			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	2002
Nation (public) ¹	24	23	26	25	37	37	36	35
Alabama	18	17	17	17	25	26	26	28
Alaska	–	–	–	22	–	–	–	32
Arizona	22	21	18	21	33	32	29	29
Arkansas	18	19	22	23	28	28	33	31
California	17	17	17	20	26	25	24	25
Colorado	23 *	23 *	–	29	38	37 *	–	43
Connecticut	34	33	31	31	50 *	48	43	43
Delaware	19 *	18 **, **	28	26	31 *	29 *	38	37
Florida	18	17	24	21	28	28	34	32
Georgia	20	21	22	22	29	30	30	30
Hawaii	14	15	14 *	17	23	23	26	26
Idaho	–	–	25	26	–	–	41	39
Illinois	–	–	–	31	–	–	–	38
Indiana	–	–	26	26	–	–	38	39
Iowa	–	–	–	28	–	–	–	43
Kansas	29	29	32	28	42	43	44	42
Kentucky	22	23	27	27	37	38	37	40
Louisiana	13	13	19	18	22	22	25	26
Maine	33	32	32	29	51	50	44	45
Maryland	25	24	27	24	38	37	37	37
Massachusetts	29 *	30 *	33	37	44 *	45	45	49
Michigan	–	–	27	27	–	–	37	38
Minnesota	28	28	–	29	46	44	–	46
Mississippi	14	15	16	16	23	22	24	26
Missouri	24 *	23 *	28	30	35	33 *	38	39
Montana	30	32	33	30	46	48	41	45
Nebraska	–	–	32	29	–	–	41	41
Nevada	19	18	16	15	30	29	23	26
New Hampshire	–	–	–	34	–	–	–	47
New Jersey	–	–	–	32	–	–	–	42
New Mexico	18	17	17	16	29	29 *	23	24
New York	30	28	29	28	37	37	35 *	42
North Carolina	24	22	27	23	38	38	36	34
North Dakota	–	–	28	31	–	–	42	46
Ohio	–	–	31	30	–	–	39	38
Oklahoma	21	23	22	24	36	37	33	35
Oregon	25	25	32	27	42	45	41	39
Pennsylvania	–	–	32	26	–	–	38	38
Rhode Island	25	27	25	25	35	37	35	34
South Carolina	17	18	19	19	26	26	29	29
South Dakota	–	–	–	32	–	–	–	45
Tennessee	18	19	23	21	33	34	34	31
Texas	22	21	25	21	33	33	36	31
Utah	25	25	26	26	37	37	38	38
Vermont	–	–	34	32	–	–	46	45
Virginia	28	27	31	31	38	39	43	41
Washington	24	24	30	27	40	40	44	39
West Virginia	20	21	25	20	35	35	33	30
Wisconsin	24	25	–	29	42	44	–	45
Wyoming	22 *	22 *	25	29	37	40	37	40
Other jurisdictions								
District of Columbia	10	9	9	8	14	13	11	13
DDESS ²	36	37	33	28	38	40	42	47
DoDDS ³	31	31	34	34	43	42	45	46

– Not available. The jurisdiction did not participate or did not meet the 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.

Race/Ethnicity

The average reading scores of the racial/ethnic subgroups in each participating jurisdiction are presented in table 3.13 for grade 4 and in table 3.14 for grade 8. At grade 4, the average scores increased between 2002 and 2003 for Asian/Pacific Islander students in Rhode Island, and decreased for Black, White, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students in 1 jurisdiction each. Average scores were higher in 2003 than in 1992 for White students in 19 jurisdictions, Black students in 8 jurisdictions, Hispanic students in 5 jurisdictions, and Asian/Pacific Islander students in 4 jurisdictions. During the same interval, average scores declined for Black students in Iowa and for American Indian/Alaska Native students in New Mexico.

Average score increases were observed since 1992 for three or more racial/ethnic subgroups in the following jurisdictions: California, Florida, Maryland, and New York.

At grade 8, between 2002 and 2003, average scores increased for White students in Nevada and North Dakota and for Asian/Pacific Islander students in Connecticut. An average score decrease was detected for White students in West Virginia since 2002. Average scores increased between 1998 and 2003 for White students in 6 jurisdictions, Black students in Delaware, and Asian/Pacific Islander students in Hawaii and Minnesota. Over the same time period, decreases in average scores were noted for White, Black, and Hispanic students in 1 jurisdiction each.

Table 3.13 Average reading scale scores, by race/ethnicity, grade 4 public schools: By state, 1992–2003

Grade 4	Nation (public) ¹	White						Black					
		Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
		1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
		223 *	222 *	224 *	223 *	227	227	191 *	184 *	192 *	192 *	198	197
	Alabama	217	219	221	222	218	219	187	185	192	191	188	188
	Alaska	–	–	–	–	–	226	–	–	–	–	–	209
	Arizona	220	219	221	219	220	223	198	188	193	191	199	196
	Arkansas	218 **	217 **	217 **	216 **	222	223	189	182 **	184	184	188	190
	California	217 **	212 **	217	217	223	224	181 *	182	188	186	196	193
	Colorado	221 **	220 **	228	226 **	–	232	200	192 **	200	197	–	208
	Connecticut	230 **	233 **	239	237	237	238	195	189	204	203	206	201
	Delaware	221 **	215 **	219 **	218 **	233	233	195 **	187 **	197 **	189 **	209	211
	Florida	218 **	217 **	219 **	217 **	226	229	185 **	181 **	188 **	186 **	196	198
	Georgia	223	221	223	221 *	226	226	195	184 **	192 *	191 **	200	199
	Hawaii	212 **	214 **	214	214 *	219	221	205	197 **	205	203	208	211
	Idaho	221	–	–	–	224	222	‡	–	–	–	‡	‡
	Illinois	–	–	–	–	–	228	–	–	–	–	–	194
	Indiana	224	224	–	–	225	224	200	192	–	–	202	197
	Iowa	226	224	225	222	225	226	208 **	185	195	191	207	196
	Kansas	–	–	227	227	226	225	–	–	193	197	206	197
	Kentucky	214 **	214 **	220	220	222	221	196	190 **	197	199	199	202
	Louisiana	215 **	213 **	222	218 *	221	223	189	178 **	183	180 **	192	189
	Maine	227	229 **	226	225	225	224	‡	‡	‡	‡	‡	‡
	Maryland	220 **	222 **	228	224 **	230	231	192 *	185 **	192	190 **	199	200
	Massachusetts	230 **	230 **	230	228 **	239 *	234	204	196 **	203	202	212	207
	Michigan	222 **	–	224 *	223 **	226	228	187	–	187	187	195	189
	Minnesota	223 **	221 **	226	224 **	229	229	189	176	188	184	202	194
	Mississippi	217 *	218	216 *	215 **	218	221	186 *	185 **	191	189	189	192
	Missouri	225	221 **	222 *	221 **	226	227	195 *	191 **	188 **	188 **	197	203
	Montana	–	225	228	227	226	227	–	‡	‡	‡	‡	‡
	Nebraska	224	223	–	–	226	225	196	190	–	–	209	203
	Nevada	–	–	214	213	218	217	–	–	188	183	196	193
	New Hampshire	228	224 **	226	227	–	229	‡	‡	‡	‡	–	‡
	New Jersey	233	231 **	–	–	–	235	198	191	–	–	–	200
	New Mexico	223	220	224	222	223	222	202	196	196	196	‡	202
	New York	226 **	226 **	228 **	228 **	235	235	199	190 **	192 **	191 **	202	203
	North Carolina	220 **	224 **	226 **	223 **	232	232	194 **	192 **	198 *	193 **	205	203
	North Dakota	226	227	–	–	226	224	‡	‡	–	–	‡	‡
	Ohio	220 **	–	–	–	229	226	197	–	–	–	202	202
	Oklahoma	223	–	224 *	225	220	220	201	–	193	195	188	195
	Oregon	–	–	218	217 *	223	222	–	–	193	191	204	202
	Pennsylvania	227	224	–	–	228	227	190	178 **	–	–	192	191
	Rhode Island	223	225	227	226	227	224	192	197	191	192	201	196
	South Carolina	221 **	218 **	222 *	221 **	225	226	194 **	182 **	194 *	192 **	199	199
	South Dakota	–	–	–	–	–	227	–	–	–	–	–	‡
	Tennessee	218	219	220	218	220	220	192	188	191	193	194	188
	Texas	223	226	232	230	232	227	199	190 *	193	191 **	202	202
	Utah	222	219 **	220	220	224	223	‡	‡	‡	‡	‡	‡
	Vermont	–	–	–	–	227	226	–	–	–	–	‡	‡
	Virginia	227	224 **	226	225 *	233	231	201	192 **	202	199 **	205	206
	Washington	–	216 **	220 **	221 **	227	226	–	198 **	202 *	204	213	212
	West Virginia	216 *	214 **	217	216	220	220	‡	200	192	194	207	203
	Wisconsin	227	227	229 *	228	–	225	198	196	193	187 **	–	200
	Wyoming	225	223	221	220 **	224	224	‡	‡	‡	‡	‡	‡
	Other jurisdictions												
	District of Columbia	246	248	248	247	248	254	185	174 **	177 **	174 **	188 *	184
	DDESS ²	–	–	229	227	231	232	–	–	209	208	215	213
	DoDDS ³	–	223 **	229	227	229	230	–	205 **	211	209	215	215

See notes at end of table. ▶

Table 3.13 Average reading scale scores, by race/ethnicity, grade 4 public schools: By state, 1992–2003—Continued

Grade 4	Nation (public) ¹	Hispanic						Asian/Pacific Islander					
		Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
		1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
		194	186*	194*	192	199	199	215*	217	218	211	223	225
	Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Alaska	—	—	—	—	—	209	—	—	—	—	—	207
	Arizona	197	188	183	188	188	195	‡	186	‡	‡	222	225
	Arkansas	‡	‡	‡	‡	204	204	‡	‡	‡	‡	‡	‡
	California	180*,**	171*,**	178	181	192	191	207*,**	207*,**	210	211	220	224
	Colorado	202	191*,**	201	201	—	205	217	205*,**	222	‡	—	225
	Connecticut	187*,**	183*,**	200	196	204	206	‡	225	‡	‡	243	231
	Delaware	‡	‡	202	176	212	209	‡	‡	‡	‡	242	238
	Florida	203*	192*,**	198*	198*	207	211	‡	‡	‡	‡	228	233
	Georgia	‡	‡	‡	‡	200	201	‡	‡	‡	‡	227	233
	Hawaii	193	189*	196	197	203	204	200	197*,**	195*,**	196*,**	204	205
	Idaho	198	—	—	—	197	199	‡	—	—	—	‡	‡
	Illinois	—	—	—	—	—	197	—	—	—	—	—	235
	Indiana	‡	‡	—	—	216	212	‡	‡	—	—	‡	‡
	Iowa	‡	‡	‡	‡	203	205	‡	‡	‡	‡	‡	‡
	Kansas	—	—	215	201	205	207	—	—	‡	‡	‡	‡
	Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Maryland	197	‡	208	207	208	209	219*,**	232	232	231	234	237
	Massachusetts	196	182*,**	195	194*	207	202	217	208*,**	212	211*,**	233	229
	Michigan	‡	—	202	201	205	205	‡	—	‡	‡	‡	232
	Minnesota	‡	‡	‡	‡	202	195	205	209	207	193	221*,**	197
	Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Missouri	‡	‡	‡	‡	‡	218	‡	‡	‡	‡	‡	‡
	Montana	—	‡	‡	‡	‡	‡	—	‡	‡	‡	‡	‡
	Nebraska	205	199	—	—	203	202	‡	‡	—	—	‡	‡
	Nevada	—	—	191	189	195	192	—	—	213	212	220	214
	New Hampshire	‡	‡	‡	‡	—	206	‡	‡	‡	‡	—	‡
	New Jersey	195*,**	193*,**	—	—	—	212	231	232	—	—	—	235
	New Mexico	199	197	198	195	202	197	‡	‡	‡	‡	‡	‡
	New York	184*,**	189*,**	189*,**	188*,**	204	208	219*	225	233	230	240	230
	North Carolina	‡	‡	202*	‡	213	212	‡	‡	‡	‡	‡	227
	North Dakota	‡	‡	—	—	‡	‡	‡	‡	—	—	‡	‡
	Ohio	‡	—	—	—	‡	207	‡	—	—	—	‡	‡
	Oklahoma	207	—	210	204	197	200	‡	—	‡	‡	‡	‡
	Oregon	—	—	186	178*,**	200	199	—	—	214	205	220	219
	Pennsylvania	191	‡	—	—	197	195	‡	‡	—	—	236	‡
	Rhode Island	183	193	176	177*,**	195	196	187*,**	199*,**	206	206	205*	221
	South Carolina	‡	‡	‡	‡	‡	205	‡	‡	‡	‡	‡	‡
	South Dakota	—	—	—	—	—	‡	—	—	—	—	—	‡
	Tennessee	‡	‡	‡	‡	192	206	‡	‡	‡	‡	‡	‡
	Texas	200	198*,**	206	200	208	205	‡	‡	213	‡	232	229
	Utah	200	192	186	190	201	194	‡	212	208	216	214	212
	Vermont	—	—	—	—	‡	‡	—	—	—	—	‡	‡
	Virginia	‡	211	200	207	224*	210	230	225	219	218*,**	229	235
	Washington	—	185*,**	195	200	204	201	—	212	212	213	220	218
	West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
	Wisconsin	209	203	209	201	—	209	‡	204	‡	‡	—	213
	Wyoming	206	208	206	205	207	214	‡	‡	‡	‡	‡	‡
	Other jurisdictions												
	District of Columbia	189	183	180	173	193	187	‡	‡	‡	‡	‡	‡
	DDESS ²	—	—	211	213	222	216	—	—	‡	‡	‡	‡
	DoDDS ³	—	213*,**	215	212	222	220	—	217	226	225	225	223

See notes at end of table. ▶

Table 3.13 Average reading scale scores, by race/ethnicity, grade 4 public schools: By state, 1992–2003—Continued

Grade 4	American Indian/Alaska Native						Other ⁴					
	Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
Nation (public) ¹	‡	212	‡	‡	207	202	‡	‡	‡	‡	216	220
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	—	—	—	—	—	184	—	—	—	—	—	‡
Arizona	179	173	190	174	180	182	‡	‡	‡	‡	‡	‡
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Connecticut	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Delaware	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Florida	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	230
Georgia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	222	215
Hawaii	‡	‡	‡	‡	‡	‡	208	200*	204	196***	210	209
Idaho	‡	—	—	—	187	‡	‡	—	—	—	‡	‡
Illinois	—	—	—	—	—	‡	—	—	—	—	—	‡
Indiana	‡	‡	—	—	‡	‡	‡	‡	—	—	‡	221
Iowa	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Kansas	—	—	‡	‡	‡	‡	—	—	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Massachusetts	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Michigan	‡	—	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Minnesota	‡	‡	‡	‡	221	‡	‡	‡	‡	‡	‡	‡
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	—	203	205	199	209*	195	—	‡	‡	‡	‡	‡
Nebraska	‡	‡	—	—	‡	‡	‡	‡	—	—	‡	‡
Nevada	—	—	‡	‡	‡	190	—	—	‡	‡	‡	‡
New Hampshire	‡	‡	‡	‡	—	‡	‡	‡	‡	‡	—	‡
New Jersey	‡	‡	—	—	—	‡	‡	‡	—	—	—	‡
New Mexico	200***	178	175	180	184	182	‡	‡	‡	‡	‡	‡
New York	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	200	‡	‡	‡	‡	‡	230
North Dakota	205	199	—	—	202	202	‡	‡	—	—	‡	‡
Ohio	‡	—	—	—	‡	‡	‡	—	—	—	‡	219
Oklahoma	215	—	216*	214	209	206	‡	—	‡	‡	228	‡
Oregon	—	—	‡	‡	‡	‡	—	—	‡	—	‡	‡
Pennsylvania	‡	‡	—	—	‡	‡	‡	‡	—	—	‡	‡
Rhode Island	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	—	—	—	—	—	197	—	—	—	—	—	‡
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Utah	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Vermont	—	—	—	—	‡	‡	—	—	—	—	‡	‡
Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Washington	—	‡	203	203	209	208	—	‡	‡	‡	‡	‡
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	‡	‡	‡	‡	—	211	‡	‡	‡	‡	—	‡
Wyoming	203	201	198	197	210	189	‡	‡	‡	‡	‡	‡
Other jurisdictions												
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DDESS ²	—	—	‡	‡	‡	‡	—	—	219	218	226	‡
DoDDS ³	—	‡	‡	‡	‡	‡	—	223	225	218	222	227

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

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* 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).

⁴ "Other" comprises students whose race based on school records was "other race" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.

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 3.14 Average reading scale scores, by race/ethnicity, grade 8 public schools: By state, 1998–2003

Grade 8	White				Black			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	2002
Nation (public) ¹	269	268	271	270	241	242	244	244
Alabama	264	265	264	262	237	237	234	237
Alaska	–	–	–	268	–	–	–	249
Arizona	271	269	267	268	245	248	250	245
Arkansas	262	263	267	266	234	234	238	232
California	268	268	265	265	243	238	242	239
Colorado	270	270*	–	275	246	248	–	249
Connecticut	278	277	277	275	243	245	240	244
Delaware	263***	263***	275	273	238***	234***	252	248
Florida	264	264	269	268	232	236	244	239
Georgia	268	268	268	268	240	241	246	244
Hawaii	262	262	263	259	‡	‡	253	‡
Idaho	–	–	269	267	–	–	‡	‡
Illinois	–	–	–	276	–	–	–	247
Indiana	–	–	267	269	–	–	247	244
Iowa	–	–	–	269	–	–	–	245
Kansas	271	272	273	271	252	249	244	243
Kentucky	264*	264*	267	269	242	246	248	245
Louisiana	263	262	268	267	236	236	240	238
Maine	273*	272*	270	269	‡	‡	‡	‡
Maryland	272	272	274	271	241	240	246	245
Massachusetts	274	274	278	278	248	246	246	252
Michigan	–	–	270	272	–	–	242	242
Minnesota	270	269	–	273	236	231	–	243
Mississippi	263*	264	268	267	237*	238	240	243
Missouri	266***	265***	271	272	243	242	250	243
Montana	271	273	273	273	‡	‡	‡	‡
Nebraska	–	–	273	271	–	–	246	239
Nevada	263	264	259*	262	237	241	234	233
New Hampshire	–	–	–	272	–	–	–	‡
New Jersey	–	–	–	277	–	–	–	248
New Mexico	270	270	266	268	‡	‡	‡	246
New York	276	275	274	277	248	246	246	246
North Carolina	271	270	274	271	249	246	247	247
North Dakota	–	–	269*	272	–	–	‡	‡
Ohio	–	–	273	271	–	–	246	249
Oklahoma	269	268	268	267	252	253*	238	240
Oregon	268	269	270	267	240	239	‡	251
Pennsylvania	–	–	271	268	–	–	236	243
Rhode Island	265	268	268	267	251	246	243	241
South Carolina	265*	265*	268	269	239	240	243	244
South Dakota	–	–	–	273	–	–	–	‡
Tennessee	265	264	265	265	237	235	240	239
Texas	272	271	276	272	245	246	247	247
Utah	266	266	267	268	‡	‡	‡	‡
Vermont	–	–	272	271	–	–	‡	‡
Virginia	273	273	275	275	250	250	252	250
Washington	268	267	271	268	249	242	247	251
West Virginia	262	262	264*	260	246	248	242	248
Wisconsin	270	269	–	271	235	234	–	234
Wyoming	264***	265*	267	269	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	‡	‡	‡	‡	234	233	238	236
DDESS ²	277	278	279	280	254	248	260	255
DoDDS ³	276	275	278	277	259	256	263	260

See notes at end of table. ▶

Table 3.14 Average reading scale scores, by race/ethnicity, grade 8 public schools: By state, 1998–2003—Continued

Grade 8	Hispanic				Asian/Pacific Islander			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	2002
Nation (public) ¹	243	241	245	244	265	261	265	268
Alabama	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	–	–	–	246	–	–	–	253
Arizona	245	244	242	240	‡	‡	‡	‡
Arkansas	‡	‡	‡	257	‡	‡	‡	‡
California	238	238	238	237	257	259	257	266
Colorado	242	244	–	247	265	261	–	275
Connecticut	247	247	239	244	285	285	265*	282
Delaware	247	248	250	246	‡	‡	282	281
Florida	247	247	252	251	281	275	‡	‡
Georgia	‡	‡	242	245	‡	‡	265	265
Hawaii	‡	‡	246	249	246	246*	249	249
Idaho	–	–	247	242	–	–	‡	‡
Illinois	–	–	–	250	–	–	–	281
Indiana	–	–	‡	247	–	–	‡	‡
Iowa	–	–	–	244	–	–	–	‡
Kansas	248	241	253	245	‡	‡	‡	266
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	262	261	253	251	282	278	284	282
Massachusetts	244	242	246	246	261	269	270	281
Michigan	–	–	‡	257	–	–	‡	‡
Minnesota	‡	‡	–	240	245	236*	–	257
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	‡	‡	‡
Nebraska	–	–	251	241	–	–	‡	‡
Nevada	242	242	237	237	259	260	258	260
New Hampshire	–	–	–	‡	–	–	–	‡
New Jersey	–	–	–	248	–	–	–	289
New Mexico	247	250***	247	243	‡	‡	‡	‡
New York	248	247	251	250	273	276	261	270
North Carolina	‡	‡	252	244	‡	‡	‡	267
North Dakota	–	–	‡	‡	–	–	‡	‡
Ohio	–	–	‡	268	–	–	‡	‡
Oklahoma	249	254	251	250	‡	‡	‡	‡
Oregon	245	237	249	249	269	265	275	265
Pennsylvania	–	–	241	257	–	–	253	‡
Rhode Island	238	239	240	238	267	260	251	252
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	–	–	–	‡	–	–	–	‡
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡
Texas	251	250	250	247	272	275	271	272
Utah	252	244	238	241	‡	‡	254	262
Vermont	–	–	‡	‡	–	–	‡	‡
Virginia	258	265	261	266	273	274	279	274
Washington	244	240	247	246	263	267	272	270
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	255	256	–	244	‡	‡	–	253
Wyoming	243*	250	249	255	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	243	246	240	240	‡	‡	‡	‡
DDESS ²	270	276	273	268	‡	‡	‡	‡
DoDDS ³	260	263	267	269	265	266	273	272

See notes at end of table. ▶

Table 3.14 Average reading scale scores, by race/ethnicity, grade 8 public schools: By state, 1998–2003—Continued

Grade 8	American Indian/Alaska Native				Other ⁴			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
	1998	1998	2002	2003	1998	1998	2002	2003
Nation (public) ¹	‡	‡	252	248	‡	‡	260	261
Alabama	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	—	—	—	235	—	—	—	‡
Arizona	243	238	244	238	‡	‡	‡	‡
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡
California	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	‡	‡	—	‡	‡	‡	—	‡
Connecticut	‡	‡	‡	‡	‡	‡	‡	‡
Delaware	‡	‡	‡	‡	‡	‡	‡	‡
Florida	‡	‡	‡	‡	‡	‡	‡	‡
Georgia	‡	‡	‡	‡	‡	‡	‡	‡
Hawaii	‡	‡	‡	‡	249	245	254	250
Idaho	—	—	‡	‡	—	—	‡	‡
Illinois	—	—	—	‡	—	—	—	‡
Indiana	—	—	‡	‡	—	—	‡	‡
Iowa	—	—	—	‡	—	—	—	‡
Kansas	‡	‡	‡	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	‡	‡	‡	‡	‡	‡	‡	‡
Massachusetts	‡	‡	‡	‡	‡	‡	‡	‡
Michigan	—	—	‡	‡	—	—	‡	‡
Minnesota	‡	‡	—	‡	‡	‡	—	‡
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡
Montana	255	251	253	247	‡	‡	‡	‡
Nebraska	—	—	‡	‡	—	—	‡	‡
Nevada	‡	‡	‡	‡	‡	‡	‡	‡
New Hampshire	—	—	—	‡	—	—	—	‡
New Jersey	—	—	—	‡	—	—	—	‡
New Mexico	246	243	239	242	‡	‡	‡	‡
New York	‡	‡	‡	‡	‡	‡	‡	‡
North Carolina	257	257	‡	242	‡	‡	‡	‡
North Dakota	—	—	250	244	—	—	‡	‡
Ohio	—	—	‡	‡	—	—	‡	‡
Oklahoma	260	260	258	257	‡	‡	‡	268
Oregon	‡	‡	‡	‡	‡	‡	‡	‡
Pennsylvania	—	—	‡	‡	—	—	‡	‡
Rhode Island	‡	‡	‡	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	—	—	—	246	—	—	—	‡
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡
Texas	‡	‡	‡	‡	‡	‡	‡	‡
Utah	‡	‡	‡	‡	‡	‡	‡	‡
Vermont	—	—	‡	‡	—	—	‡	‡
Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Washington	250	254	‡	247	‡	‡	‡	‡
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	‡	‡	—	‡	‡	‡	—	‡
Wyoming	249	241	247	242	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡
DDESS ²	‡	‡	‡	‡	‡	‡	274	‡
DoDDS ³	‡	‡	‡	‡	268*	269*	273	280

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

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* 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).

⁴ "Other" comprises students whose race based on school records was "other race" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.

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 percentages of students who performed at or above *Proficient* in the different racial/ethnic subgroups across jurisdictions are presented in tables 3.15 (grade 4) and 3.16 (grade 8). The percentage of fourth-graders performing at or above *Proficient* increased between 1992 and 2003 for White students in 17 jurisdictions, Black students in 6 jurisdictions, Hispanic students in 8 jurisdictions, and Asian/Pacific Islander students in 3 jurisdictions. Between 1992 and 2003, increases in the percentages of students performing at or above *Proficient* were

noted for 3 or more racial/ethnic subgroups in California, Florida, and Maryland.

At grade 8, the percentage of students performing at or above *Proficient* increased since 2002 for White students in North Dakota and decreased for White students in West Virginia. Between 1998 and 2003, the percentage of eighth-graders performing at or above *Proficient* increased for White students in 6 jurisdictions. The percentage of students performing at or above *Proficient* decreased for White students in Maine between 1998 and 2003.

**Table 3.15 Percentage of students at or above *Proficient* in reading, by race/ethnicity, grade 4 public schools:
By state, 1992–2003**

Grade 4	Nation (public) ¹	White						Black					
		Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
		1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
Alabama	27	31	32	32	31	30	5	7	8	7	7	9	
Alaska	—	—	—	—	—	40	—	—	—	—	—	21	
Arizona	28***	32	31	30	32	35	14	11	11	11	17	13	
Arkansas	28***	29*	28*	28*	33	35	6*	6*	6	6*	8	10	
California	28*	25***	29	28	35	36	9	7	6	6	11	11	
Colorado	29***	33***	40	38*	—	45	11	12	15	11	—	18	
Connecticut	41***	47*	54	51	52	54	8	9	13	13	17	12	
Delaware	30***	29***	31***	30***	45	44	8***	10*	12	10*	18	16	
Florida	28***	31***	31***	29***	38	42	7***	7***	9	8*	11	13	
Georgia	34	35	36	35	39	38	10	9	9	9	13	12	
Hawaii	23	29	27	25	32	35	17	11	20	20	21	18	
Idaho	29	—	—	—	35	33	‡	—	—	—	‡	‡	
Illinois	—	—	—	—	—	42	—	—	—	—	—	10	
Indiana	33	36	—	—	37	36	10	8	—	—	14	11	
Iowa	37	36	37	35	37	37	17	7	12	8	20	8	
Kansas	—	—	37	37	38	37	—	—	13	15	17	14	
Kentucky	24***	27	31	31	32	33	8	11	11	11	13	16	
Louisiana	23***	24***	30	28*	31	34	6	3***	5*	5*	8	8	
Maine	36	41*	37	36	35	36	‡	‡	‡	‡	‡	‡	
Maryland	32***	36***	40	37	42	44	9***	8***	10	9	12	14	
Massachusetts	40***	41*	42	40*	54	48	10	12	10	12	19	15	
Michigan	30***	—	33*	33*	36	40	7	—	7	8	11	8	
Minnesota	33***	34***	39	38	40	43	5	11	11	12	15	14	
Mississippi	25	29	26	25	26	30	5	7	8	7	6	8	
Missouri	34*	34	33*	32*	37	39	8	11	8	8*	10	14	
Montana	—	37	40	39	39	38	—	‡	‡	‡	‡	‡	
Nebraska	33	36	—	—	38	36	8	10	—	—	19	17	
Nevada	—	—	26	25	28	28	—	—	7	6	10	9	
New Hampshire	38	36*	38	37	—	41	‡	‡	‡	‡	—	‡	
New Jersey	44	42*	—	—	—	49	9	11	—	—	—	14	
New Mexico	34	31	36	35	35	34	12	13	9	10	‡	18	
New York	35***	38***	39*	39***	49	48	10	9***	8*	8*	14	14	
North Carolina	32***	38*	36***	35***	44	44	9	11	11	10	13	12	
North Dakota	36	39*	—	—	36	34	‡	‡	—	—	‡	‡	
Ohio	30***	—	—	—	40	39	10	—	—	—	13	16	
Oklahoma	32	—	35	35	31	32	9	—	9	11	8	13	
Oregon	—	—	31	30	34	34	—	—	9	9	13	19	
Pennsylvania	36	36	—	—	41	40	8	7	—	—	10	9	
Rhode Island	32	36	38	37	39	36	8	12	10	10	12	12	
South Carolina	32	30*	32	32	36	36	7*	5***	9	8	12	11	
South Dakota	—	—	—	—	—	37	—	—	—	—	—	‡	
Tennessee	28	32	31	30	31	32	7	9	9	8	9	9	
Texas	35	38	43	43	44	39	8*	9	10	9	14	16	
Utah	31	31	30	30	35	35	‡	‡	‡	‡	‡	‡	
Vermont	—	—	—	—	40	37	—	—	—	—	‡	‡	
Virginia	38	35***	37	38	46	44	11	8***	13	12	15	16	
Washington	—	30***	32	33	38	38	—	11***	13	12	23	23	
West Virginia	26	27	30	28	29	29	‡	14	5	7	17	13	
Wisconsin	37	38	39	38	—	36	9	9	8	6	—	13	
Wyoming	35	33	32	31	34	36	‡	‡	‡	‡	‡	‡	
Other jurisdictions													
District of Columbia	61	63	64	62	66	70	7	5*	6	6	7	7	
DDESS ²	—	—	41	40	42	44	—	—	20	20	21	21	
DoDDS ³	—	34***	41	40	39	43	—	14*	20	19	21	22	

See notes at end of table. ▶

**Table 3.15 Percentage of students at or above Proficient in reading, by race/ethnicity, grade 4 public schools:
By state, 1992–2003—Continued**

Grade 4	Nation (public) ¹	Hispanic						Asian/Pacific Islander					
		Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
		1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
		10*	11	12	12	14	14	23*	34	31	27	36	37
Alabama		‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska		—	—	—	—	—	—	—	—	—	—	—	18
Arizona		10	13	7*	8	10	12	‡	16	‡	‡	30	38
Arkansas		‡	‡	‡	‡	16	18	‡	‡	‡	‡	‡	‡
California		5*	4***	8	8	10	9	22***	26	27	31	34	37
Colorado		12*	11	14	14	—	18	29	26	35	‡	—	33
Connecticut		6***	10	12	11	15	18	‡	40	‡	‡	58	44
Delaware		‡	‡	12	6*	18	20	‡	‡	‡	‡	58	48
Florida		14***	13***	18	19	20	24	‡	‡	‡	‡	41	44
Georgia		‡	‡	‡	‡	15	17	‡	‡	‡	‡	42	43
Hawaii		10	12	14	15	20	17	15	17	14	15	18	18
Idaho		7	—	—	—	10	12	‡	—	—	—	‡	‡
Illinois		—	—	—	—	—	15	—	—	—	—	—	46
Indiana		‡	‡	—	—	24	26	‡	‡	—	—	‡	‡
Iowa		‡	‡	‡	‡	14	17	‡	‡	‡	‡	‡	‡
Kansas		—	—	27	22	15	19	—	—	‡	‡	‡	‡
Kentucky		‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana		‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine		‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland		11	‡	24	22	20	23	33*	49	42	44	45	52
Massachusetts		9	6*	10	11	15	15	28	22*	23	19*	46	40
Michigan		‡	—	17	16	16	16	‡	—	‡	‡	‡	51
Minnesota		‡	‡	‡	‡	14	16	14	25	30	20	33	15
Mississippi		‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri		‡	‡	‡	‡	‡	30	‡	‡	‡	‡	‡	‡
Montana		—	‡	‡	‡	‡	‡	—	‡	‡	‡	‡	‡
Nebraska		19	15	—	—	18	14	‡	‡	—	—	‡	‡
Nevada		—	—	11	9	11	11	—	—	24	21	24	21
New Hampshire		‡	‡	‡	‡	—	19	‡	‡	‡	‡	—	‡
New Jersey		9***	12***	—	—	—	21	42	46	—	—	—	47
New Mexico		12	15	14	12	15	13	‡	‡	‡	‡	‡	‡
New York		8***	11*	7***	7***	16	18	29	42	48	47	57	42
North Carolina		‡	‡	14	‡	19	24	‡	‡	‡	‡	‡	36
North Dakota		‡	‡	—	—	‡	‡	‡	‡	—	—	‡	‡
Ohio		‡	—	—	—	‡	23	‡	—	—	—	‡	‡
Oklahoma		14	—	15	14	13	14	‡	—	‡	‡	‡	‡
Oregon		—	—	8	6	14	15	—	—	24	23	33	33
Pennsylvania		8	‡	—	—	14	10	‡	‡	—	—	49	‡
Rhode Island		4***	12	5	5	10	12	10*	17	20	22	22	28
South Carolina		‡	‡	‡	‡	‡	20	‡	‡	‡	‡	‡	‡
South Dakota		—	—	—	—	—	‡	—	—	—	—	—	‡
Tennessee		‡	‡	‡	‡	8	27	‡	‡	‡	‡	‡	‡
Texas		11*	12*	15	14	18	17	‡	‡	28	‡	42	39
Utah		13	14	7	7	14	11	‡	25	21	28	24	23
Vermont		—	—	—	—	‡	‡	—	—	—	—	‡	‡
Virginia		‡	25	14	16	34	20	44	41	29	25	40	50
Washington		—	6***	12	15	17	16	—	27	22	24	32	29
West Virginia		‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin		16	16	19	13	—	20	‡	23	‡	‡	—	27
Wyoming		15	19	17	16	15	23	‡	‡	‡	‡	‡	‡
Other jurisdictions													
District of Columbia		10	14	10	10	8	8	‡	‡	‡	‡	‡	‡
DDESS ²		—	—	24	26	28	26	—	—	‡	‡	‡	‡
DoDDS ³		—	23	24	21	32	29	—	26	36	37	33	31

See notes at end of table. ▶

**Table 3.15 Percentage of students at or above *Proficient* in reading, by race/ethnicity, grade 4 public schools:
By state, 1992–2003—Continued**

Grade 4	American Indian/Alaska Native						Other ⁴					
	Accommodations not permitted			Accommodations permitted			Accommodations not permitted			Accommodations permitted		
	1992	1994	1998	1998	2002	2003	1992	1994	1998	1998	2002	2003
Nation (public) ¹	‡	31	‡	‡	22	16	‡	‡	‡	‡	26	31
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	—	—	—	—	—	9	—	—	—	—	—	‡
Arizona	3	5	11	7	7	6	‡	‡	‡	‡	‡	‡
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	‡	‡	‡	‡	—	‡	‡	‡	‡	‡	—	‡
Connecticut	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Delaware	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Florida	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	42
Georgia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	32	24
Hawaii	‡	‡	‡	‡	‡	‡	21	19	16	16	22	22
Idaho	‡	—	—	—	13	‡	‡	—	—	—	‡	‡
Illinois	—	—	—	—	—	‡	—	—	—	—	—	‡
Indiana	‡	‡	—	—	‡	‡	‡	‡	—	—	‡	30
Iowa	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Kansas	—	—	‡	‡	‡	‡	—	—	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Massachusetts	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Michigan	‡	—	‡	‡	‡	‡	‡	—	‡	‡	‡	‡
Minnesota	‡	‡	‡	‡	29	‡	‡	‡	‡	‡	‡	‡
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	—	19	18	15	17	15	—	‡	‡	‡	‡	‡
Nebraska	‡	‡	—	—	‡	‡	‡	‡	—	—	‡	‡
Nevada	—	—	‡	‡	‡	12	—	—	‡	‡	‡	‡
New Hampshire	‡	‡	‡	‡	—	‡	‡	‡	‡	‡	‡	‡
New Jersey	‡	‡	—	—	‡	‡	‡	‡	—	—	—	‡
New Mexico	8	6	5	6	6	6	‡	‡	‡	‡	‡	‡
New York	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
North Carolina	‡	‡	‡	‡	‡	8	‡	‡	‡	‡	‡	44
North Dakota	14	17	—	—	11	13	‡	‡	—	—	‡	‡
Ohio	‡	—	—	—	‡	‡	‡	‡	—	—	‡	27
Oklahoma	25	—	24	24	23	18	‡	—	‡	‡	42	‡
Oregon	—	—	‡	‡	‡	‡	—	—	‡	‡	‡	‡
Pennsylvania	‡	‡	—	—	‡	‡	‡	‡	—	—	‡	‡
Rhode Island	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	—	—	—	—	—	11	—	—	—	—	—	‡
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Utah	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Vermont	—	—	—	—	‡	‡	—	—	—	—	‡	‡
Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Washington	—	‡	19	17	17	21	—	‡	‡	‡	‡	‡
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	‡	‡	‡	‡	—	25	‡	‡	‡	‡	—	‡
Wyoming	10	14	12	10	23	10	‡	‡	‡	‡	‡	‡
Other jurisdictions												
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DDESS ²	—	—	‡	‡	‡	‡	—	—	30	30	38	‡
DoDDS ³	—	‡	‡	‡	‡	‡	—	35	32	29	31	38

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

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* 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).

⁴ "Other" comprises students whose race based on school records was "other race" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.

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 3.16 Percentage of students at or above *Proficient* in reading, by race/ethnicity, grade 8 public schools:
By state, 1998–2003**

Grade 8	White				Black			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	2002
Nation (public) ¹	38	37	39	39	11	11	13	12
Alabama	28	29	30	30	7	8	7	9
Alaska	–	–	–	36	–	–	–	13
Arizona	37	35	32	36	10	12	12	16
Arkansas	28	29	34	33	6	5	6	6
California	35	35	33	34	12	9	13	12
Colorado	37 *	36 *	–	43	9	10	–	16
Connecticut	49	47	48	45	10	11	9	12
Delaware	31 *	30 *	42	40	10	9	14	13
Florida	31	30 *	36	37	7	7	14	11
Georgia	34	35	35	36	9	10	14	12
Hawaii	31	30	30	31	‡	‡	18	‡
Idaho	–	–	35	35	–	–	‡	‡
Illinois	–	–	–	45	–	–	–	13
Indiana	–	–	34	36	–	–	12	13
Iowa	–	–	–	38	–	–	–	10
Kansas	39	40	42	40	17	20	12	10
Kentucky	31	32	33	36	9	11	14	14
Louisiana	26 *	25 *	32	33	6	6	9	9
Maine	42 *	42 *	38	37	‡	‡	‡	‡
Maryland	41	41	44	40	11	10	13	13
Massachusetts	41 *	43 *	47	49	13	12	12	18
Michigan	–	–	37	39	–	–	13	12
Minnesota	39	39	–	42	8	7	–	12
Mississippi	29	28	31	32	8	8	7	9
Missouri	32 *	31 *	37	39	8	9	13	10
Montana	40	42	40	40	‡	‡	‡	‡
Nebraska	–	–	40	39	–	–	11	10
Nevada	30	29	25	29	10	10	7	7
New Hampshire	–	–	–	41	–	–	–	‡
New Jersey	–	–	–	46	–	–	–	15
New Mexico	37	36	32	35	‡	‡	‡	14
New York	45	44	43	48	12	10	12	14
North Carolina	40	39	42	38	13	12	11	13
North Dakota	–	–	35 *	40	–	–	‡	‡
Ohio	–	–	40	39	–	–	13	13
Oklahoma	33	34	33	34	12	14	8	13
Oregon	36	37	39	36	10	10	‡	18
Pennsylvania	–	–	40	36	–	–	8	11
Rhode Island	33	35	36	36	15	12	12	15
South Carolina	30	30	35	35	8	9	9	10
South Dakota	–	–	–	41	–	–	–	‡
Tennessee	31	32	33	32	6	7	11	9
Texas	38	38	47	39	12	12	15	14
Utah	32	32	35	35	‡	‡	‡	‡
Vermont	–	–	40	39	–	–	‡	‡
Virginia	41	42	46	44	13	13	15	15
Washington	35	35	40	36	14	13	18	19
West Virginia	28	28	30 *	25	11	11	10	13
Wisconsin	37	37	–	41	8	10	–	8
Wyoming	31	32	33	36	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	‡	‡	‡	‡	9	9	8	8
DDESS ²	45	48	48	50	21	20	19	19
DoDDS ³	45	45	48	46	24	22	24	22

See notes at end of table. ▶

**Table 3.16 Percentage of students at or above *Proficient* in reading, by race/ethnicity, grade 8 public schools:
By state, 1998–2003—Continued**

Grade 8	Hispanic				Asian/Pacific Islander			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	1998
Nation (public) ¹	14	13	14	14	32	30	34	38
Alabama	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	–	–	–	17	–	–	–	23
Arizona	12	12	11	12	‡	‡	‡	‡
Arkansas	‡	‡	‡	25	‡	‡	‡	‡
California	8	8	10	11	24	25	25	37
Colorado	10	11	–	14	30	25	–	47
Connecticut	13	13	10	14	59	58	34	54
Delaware	18	17	14	13	‡	‡	54	52
Florida	15	17	20	19	54	47	‡	‡
Georgia	‡	‡	14	16	‡	‡	27	39
Hawaii	‡	‡	16	28	16*	16	17	19
Idaho	–	–	17	12	–	–	‡	‡
Illinois	–	–	–	16	–	–	–	53
Indiana	–	–	‡	16	–	–	‡	‡
Iowa	–	–	–	13	–	–	–	‡
Kansas	15	11	23	17	‡	‡	‡	35
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	27	23	24	20	53	55	56	55
Massachusetts	12	12	16	14	35	40	37	52
Michigan	–	–	‡	27	–	–	‡	‡
Minnesota	‡	‡	–	16	21	16	–	26
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	‡	‡	‡
Nebraska	–	–	14	11	–	–	‡	‡
Nevada	10	9	8	8	21	24	24	25
New Hampshire	–	–	–	‡	–	–	–	‡
New Jersey	–	–	–	17	–	–	–	62
New Mexico	14	15	12	12	‡	‡	‡	‡
New York	12	10	15	18	43	49	36	42
North Carolina	‡	‡	18	15	‡	‡	‡	30
North Dakota	–	–	‡	‡	–	–	‡	‡
Ohio	–	–	‡	37	–	–	‡	‡
Oklahoma	10	16	14	17	‡	‡	‡	‡
Oregon	13	15	14	18	33	35	41	34
Pennsylvania	–	–	14	24	–	–	27	‡
Rhode Island	10	10	12	8	34	30	19	23
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	–	–	–	‡	–	–	–	‡
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡
Texas	14	14	17	14	45	43	39	37
Utah	23	20	9	13	‡	‡	22	28
Vermont	–	–	‡	‡	–	–	‡	‡
Virginia	24	28	23	31	43	38	50	40
Washington	12	11	20	16	32	34	39	39
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	18	19	–	17	‡	‡	–	24
Wyoming	15	19	13	20	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	15	22	11	11	‡	‡	‡	‡
DDESS ²	37	43	37	38	‡	‡	‡	‡
DoDDS ³	26	27	29	35	29	34	37	38

See notes at end of table. ▶

**Table 3.16 Percentage of students at or above Proficient in reading, by race/ethnicity, grade 8 public schools:
By state, 1998–2003—Continued**

Grade 8	American Indian/Alaska Native				Other ⁴			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
	1998	1998	2002	2003	1998	1998	2002	2003
Nation (public) ¹	‡	‡	18	18	‡	‡	24	28
Alabama	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	—	—	—	11	—	—	—	‡
Arizona	10	7	12	8	‡	‡	‡	‡
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡
California	‡	‡	‡	‡	‡	‡	‡	‡
Colorado	‡	‡	—	‡	‡	‡	—	‡
Connecticut	‡	‡	‡	‡	‡	‡	‡	‡
Delaware	‡	‡	‡	‡	‡	‡	‡	‡
Florida	‡	‡	‡	‡	‡	‡	‡	‡
Georgia	‡	‡	‡	‡	‡	‡	‡	‡
Hawaii	‡	‡	‡	‡	17	17	24	21
Idaho	—	—	‡	‡	—	—	‡	‡
Illinois	—	—	—	‡	—	—	—	‡
Indiana	—	—	‡	‡	—	—	‡	‡
Iowa	—	—	—	‡	—	—	—	‡
Kansas	‡	‡	‡	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	‡	‡	‡	‡	‡	‡	‡	‡
Massachusetts	‡	‡	‡	‡	‡	‡	‡	‡
Michigan	—	—	‡	‡	—	—	‡	‡
Minnesota	‡	‡	—	‡	‡	‡	—	‡
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡
Montana	20	20	17	13	‡	‡	‡	‡
Nebraska	—	—	‡	‡	—	—	‡	‡
Nevada	‡	‡	‡	‡	‡	‡	‡	‡
New Hampshire	—	—	—	‡	—	—	—	‡
New Jersey	—	—	—	‡	—	—	—	‡
New Mexico	10	11	9	11	‡	‡	‡	‡
New York	‡	‡	‡	‡	‡	‡	‡	‡
North Carolina	21	21	‡	10	‡	‡	‡	‡
North Dakota	—	—	19	12	—	—	‡	‡
Ohio	—	—	‡	‡	—	—	‡	‡
Oklahoma	22	23	23	26	‡	‡	‡	31
Oregon	‡	‡	‡	‡	‡	‡	‡	‡
Pennsylvania	—	—	‡	‡	—	—	‡	‡
Rhode Island	‡	‡	‡	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	—	—	—	15	—	—	—	‡
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡
Texas	‡	‡	‡	‡	‡	‡	‡	‡
Utah	‡	‡	‡	‡	‡	‡	‡	‡
Vermont	—	—	‡	‡	—	—	‡	‡
Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Washington	15	17	‡	18	‡	‡	‡	‡
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	‡	‡	—	‡	‡	‡	—	‡
Wyoming	13	12	15	8	‡	‡	‡	‡
Other jurisdictions								
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡
DDESS ²	‡	‡	‡	‡	‡	‡	44	‡
DoDDS ³	‡	‡	‡	‡	35	36	39	50

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

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* 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).

⁴ "Other" comprises students whose race based on school records was "other race" or, if school data were missing, who self-reported their race as "multiracial" but not "Hispanic," or did not self-report racial/ethnic information.

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.

Student Eligibility for Free/Reduced-Price School Lunch

NAEP collects data on students' eligibility for federally funded free/reduced-price school lunch as an indicator of family economic status at both the national and jurisdictional levels. In 2003, students in Department of Defense Overseas schools did not participate in the free/reduced-price lunch; therefore, no data are available for that jurisdiction. Tables 3.17 (grade 4) and 3.18 (grade 8) present the 2003 average reading score results for participating jurisdictions by students' eligibility for free/reduced-price school lunch. In 2003, students eligible for free/reduced-price lunch had lower average scores than students who were not eligible in the 52 jurisdictions for which data are available at both grades 4 and 8.

At grade 4, average scores since 2002 increased for students who were not eligible in Arizona. Average scores decreased since 2002 for fourth-grade students who were eligible for free/reduced-price lunch and for those who were not eligible for free/reduced-price lunch in 2 jurisdictions each. Between 1998 and 2003, average scores for fourth-graders

increased both for students who were eligible and for those who were not eligible in 11 jurisdictions, just for eligible students in 5 jurisdictions, and just for students who were not eligible in 5 jurisdictions. In the District of Columbia, scores increased for eligible students and decreased for students who were not eligible.

Since 2002, average scores at grade 8 for students who were not eligible increased in Wyoming. Over the same time period, average scores decreased for eligible students in Idaho, Nebraska, and North Carolina, and for students who were not eligible in Delaware and Texas. Between 1998 and 2003, eighth-grade average scores increased both for students who were eligible and for students who were not in Delaware and Missouri, for eligible students in Arkansas, Kentucky, Mississippi, and South Carolina, and for students who were not eligible in Colorado, Hawaii, and Wyoming. Over the same span of years, average scores decreased for eligible students in New Mexico and Oklahoma and for students who were not eligible in Nevada.

**Table 3.17 Average reading scale scores, by student eligibility for free/reduced-price school lunch, grade 4 public schools:
By state, 1998–2003**

Grade 4	Eligible				Not eligible				Information not available			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	1998		2002	2003	1998
Nation (public) ¹	198 *	195 *	202	201	226 *	226 *	229	229	225	219	217	219
Alabama	196	196	195	193	226	226	221	224	204	211	221	†
Alaska	—	—	—	192	—	—	—	224	—	—	—	203
Arizona	188	189	191	194	222	221	219 *	225	212	208	213	211
Arkansas	196 **	196 **	202	204	221 *	221 **	227	227	213	208	210	198
California	182	182	190	191	218	218	225	222	212	219	208	203
Colorado	204	202 *	—	207	229	227 *	—	231	216	218	—	†
Connecticut	205	203	209	205	240	238	237	238	239	240	238	232
Delaware	199 **	189 **	211	212	221 **	219 **	232	231	†	†	242	233
Florida	192 **	190 **	204	205	222 **	220 **	227	231	215	217	†	207
Georgia	193 *	192 **	202	200	227	224	227	227	218	217	213	219
Hawaii	185 **	185 **	196	197	212 **	212 **	218	219	†	†	†	†
Idaho	—	—	210	207	—	—	229	226	—	—	222	225
Illinois	—	—	—	197	—	—	—	232	—	—	—	203
Indiana	—	—	207	205	—	—	230	229	—	—	233	†
Iowa	210	205	213	209	229	226	228	230	216	216	†	†
Kansas	207	206	211	206	229	229	230	230	236	231	†	†
Kentucky	204	206	209	209	229	227	229	229	†	†	211	225
Louisiana	193	189 *	197	195	224	221	227	224	209	206	199	195
Maine	216	215	213	213	230	230	231	230	226	221	225	†
Maryland	195	192 *	202	199	225	222 **	227	230	210	195 *	224	216
Massachusetts	205	203 **	215	210	233	230 **	241 *	236	226	224	238	225
Michigan	200	200	204	201	226	225 **	228	229	214	214	218	212
Minnesota	202	198	218 **	203	230	228	230	231	225	218	222	†
Mississippi	195	194	195	197	220	219 *	221	226	†	†	205	209
Missouri	202	202	205	208	225 **	224 **	231	232	222	219	227	228
Montana	215	212	213	208	234	233	231	232	223	222	†	223
Nebraska	—	—	209	207	—	—	230	229	—	—	†	222
Nevada	189	189	198	192	217	214	217	218	217	221	206	212
New Hampshire	208	211	—	206	231	230	—	233	220	222	—	230
New Jersey	—	—	—	203	—	—	—	234	—	—	—	238
New Mexico	194	193	201 *	195	224	223	224	221	214	211	199	214
New York	197 **	196 **	207	208	232 **	231 **	236	238	226	223 *	230	238
North Carolina	202	198 **	208	206	227 **	224 **	234	233	223	216 *	222	233
North Dakota	—	—	214	210	—	—	229	227	—	—	†	†
Ohio	—	—	207	206	—	—	231	231	—	—	225	228
Oklahoma	209 *	208	203	204	230	231	227	227	215	215	196	209
Oregon	196 **	192 **	207	205	225	223	229 *	224	223	216	218	†
Pennsylvania	—	—	200	198	—	—	232	231	—	—	221	224
Rhode Island	196	195	202	200	231	230	231	229	†	†	217	212
South Carolina	196 **	194 **	201	202	223 *	223 **	228	228	†	†	225	†
South Dakota	—	—	—	210	—	—	—	230	—	—	—	†
Tennessee	198	198	202	198	225	224	224	222	203	195	214	218
Texas	203	199 **	210	205	231	230	228	226	199	202	215	226
Utah	203	205	211	206	222 *	222 *	228	226	220	220	214	†
Vermont	—	—	213	214	—	—	233	231	—	—	230	†
Virginia	200	198 *	209	205	228	226 **	233	232	217	226	241	232
Washington	200 **	203	211	208	225 *	226	232	230	230	223	217	226
West Virginia	205 **	205 **	210	212	228	227	228	228	†	†	218	†
Wisconsin	206	203	—	205	231	230	—	228	220	213	—	220
Wyoming	208	207	212	212	225	224 *	227	228	224 *	221 **	235 **	203
Other jurisdictions												
District of Columbia	174 **	172 **	185	182	216 *	215 *	210	206	200 *	188	†	183
DDESS ²	214	212	220	217	226	225	230	227	224	215	223	231
DoDDS ³	221	217	221	—	228	224	227	—	222	221	224	—

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

† Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* 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), 1998, 2002, and 2003 Reading Assessments.

**Table 3.18 Average reading scale scores, by student eligibility for free/reduced-price school lunch, grade 8 public schools:
By state, 1998–2003**

Grade 8	Eligible				Not eligible				Information not available			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	1998		2002	2003	1998
Nation (public) ¹	246	245	249 *	246	269	268	271	271	265	264	264	262
Alabama	241	241	240	241	265	265	264	265	‡	‡	255	‡
Alaska	—	—	—	239	—	—	—	263	—	—	—	257
Arizona	245	246	242	241	270	269	266	265	264	259	259	258
Arkansas	242 ***	243 *	250	250	264	264	268	267	263	262	‡	245
California ²	237	235	240	237	267	267	262	264	253	255	252	249
Colorado	245	249	—	250	271	270 *	—	274	257	252	—	‡
Connecticut	249	249	247	245	277	276	275	275	275	273	274	272
Delaware	239 ***	238 ***	253	250	263 ***	262 ***	275 ***	271	258 ***	247 *	‡	274
Florida	240	241	249	245	262	265	269	267	258	259	274	269
Georgia	241	240	245	243	267	268	267	269	262	263	263	251
Hawaii	239	238	241	240	255 *	254 ***	259	259	260	261	‡	‡
Idaho	—	—	259 *	254	—	—	270	270	—	—	269	268
Illinois	—	—	—	249	—	—	—	276	—	—	—	262
Indiana	—	—	253	248	—	—	269	272	—	—	271	273
Iowa	—	—	—	252	—	—	—	273	—	—	—	275
Kansas	256	254	251	253	274	275	276	273	‡	‡	‡	‡
Kentucky	251 *	251 *	253	257	270	270	273	273	262	259	276	‡
Louisiana	242	243	246	245	263	262	268	266	244	245	260	252
Maine	261	259	260	258	277 *	276	273	273	274	277	271	‡
Maryland	242	239	248	242	269	270	269	268	‡	‡	‡	270
Massachusetts	248	247	253	251	276	276	278	280	269	265	259	278
Michigan	—	—	257	247	—	—	270	272	—	—	254	261
Minnesota	250	248	—	248	272	271	—	274	271	263	—	‡
Mississippi	240 *	241 *	246	246	263	264	268	266	249	254	260	260
Missouri	249 *	248 *	257	255	269 *	269 *	273	273	249	249 *	267	279
Montana	260	259	261	258	275	276	274	275	263	270	‡	269
Nebraska	—	—	260 ***	253	—	—	275	273	—	—	‡	262
Nevada	241	245	240	242	263 ***	263 ***	256	258	259	255	253	‡
New Hampshire	—	—	—	255	—	—	—	273	—	—	—	278
New Jersey	—	—	—	246	—	—	—	275	—	—	—	271
New Mexico	249 ***	250 ***	245	241	266	265	265	262	258	259	259	263
New York	252	250	250	249	276	275	275	278	271	270	252	277
North Carolina	249	247	253 *	247	271	271	273	270	261	258	266	271
North Dakota	—	—	261	259	—	—	270	273	—	—	‡	‡
Ohio	—	—	257	251	—	—	273	273	—	—	263	264
Oklahoma	258 *	257 *	253	251	271	270	270	271	262	262	269	‡
Oregon	251	252	257	254	271	271	272	268	270	267	271	270
Pennsylvania	—	—	246	247	—	—	274	271	—	—	‡	257
Rhode Island	245	246	249	245	269	272	270	270	‡	‡	251 ***	239
South Carolina	240 *	240 ***	245	247	265	266	268	268	256	259	261	‡
South Dakota	—	—	—	261	—	—	—	274	—	—	—	‡
Tennessee	242	240	246	245	267	267	268	265	254	254	268	272
Texas	248	246	248	246	271	270	275 *	269	‡	262	262	‡
Utah	254	248	249	251	269	268	269	269	261	267	261	269
Vermont	—	—	257	255	—	—	276	276	—	—	‡	‡
Virginia	247	248	256	252	272	272	274	274	271	268	283 *	266
Washington	247	245	254	248	270	269	274	271	270	271	268	269
West Virginia	254	254	255	252	268	268	269	267	249	255	‡	‡
Wisconsin	249	250	—	244	271	270	—	272	267	268	—	273
Wyoming	252	252	258	255	265 ***	267 ***	268 ***	272	‡	‡	270	‡
Other jurisdictions												
District of Columbia	228	229	235	232	257 *	253	251	248	234 ***	234 ***	‡	249
DDESS ³	261	259	267	262	273	274	273	270	‡	‡	275	276
DoDDS ⁴	257	257	272	—	267	267	276	—	271	270	272	—

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

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* 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 Results by students' eligibility for free/reduced-price lunch in California in 2002 do not include Los Angeles.

³ Department of Defense Domestic Dependent Elementary and Secondary Schools.

⁴ 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 percentages of students performing at or above the *Proficient* level by students' eligibility for free/reduced-price school lunch are presented for participating jurisdictions in tables 3.19 (grade 4) and 3.20 (grade 8). In 2003, lower percentages of students who were eligible for free/reduced-price lunch performed at or above *Proficient* than those who were not eligible at both grades 4 and 8.

Since 2002, at grade 4, the percentage of students performing at or above *Proficient* decreased in Minnesota for eligible students. The percentage of fourth-graders performing at or above *Proficient* increased since 1998 both for students who were eligible and for those who were not in 4 jurisdictions, for eligible students in Arkansas, and for students who were not eligible in 5 jurisdictions. Over the

same period, the average score decreased for students who were not eligible in the District of Columbia.

Between 2002 and 2003, the percentage of eighth-graders performing at or above *Proficient* increased for eligible students in Kentucky. Between the same years, the percentage of students performing at or above *Proficient* decreased for eligible students in Michigan, and decreased for students who were not eligible in Texas. The percentage of eighth-graders performing at or above *Proficient* increased since 1998 for eligible students in 5 jurisdictions and for students who were not eligible in 3 jurisdictions. The percentage of eighth-graders performing at or above *Proficient* decreased for eligible students in New Mexico and for students who were not eligible in the District of Columbia.

Table 3.19 Percentage of students at or above Proficient in reading, by student eligibility for free/reduced-price school lunch, grade 4 public schools: By state, 1998–2003

Grade 4	Eligible			Not eligible				Information not available				
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	1998		2002	2003	1998
Nation (public) ¹	13	12*	16	15	39	39	41	41	38	33	30	33
Alabama	10	11	13	11	38	36	35	36	20	22	32	‡
Alaska	–	–	–	13	–	–	–	36	–	–	–	25
Arizona	9	10	11	11	33	32	32	36	25	22	29	27
Arkansas	13***	13***	17	20	32	32	38	39	26	23	18	19
California	7	7	9	10	30	30	37	34	31	33	21	18
Colorado	17	16	–	19	40	39	–	45	31	28	–	‡
Connecticut	15	14	21	18	55	52	51	53	55	54	53	50
Delaware	13*	11***	19	18	31***	30***	44	41	‡	‡	61*	44
Florida	12***	12***	18	18	33***	31***	39	45	29	30	‡	20
Georgia	10	11	16	13	39	38	39	39	33	29	24	33
Hawaii	9*	9	12	13	24*	24	29	29	‡	‡	‡	‡
Idaho	–	–	21	20	–	–	42	38	–	–	38	37
Illinois	–	–	–	14	–	–	–	45	–	–	–	17
Indiana	–	–	17	18	–	–	41	40	–	–	47	‡
Iowa	22	19	22	19	40	39	41	42	30	32	‡	‡
Kansas	21	22	21	18	40	39	43	42	49	44	‡	‡
Kentucky	15*	17	19	21	41	39	40	41	‡	‡	23	35
Louisiana	10	9	12	12	33	31	37	36	27	27	13	15
Maine	25	24	22	24	42	42	42	42	37	31	36	‡
Maryland	12	12	15	13	37	35***	39	43	24	21	36	31
Massachusetts	15	15	23	20	45	43*	56	51	37	35	54	35
Michigan	14	15	16	16	36	35	39	41	23	25	30	24
Minnesota	18	15	30*	19	43	43	41	44	37	29	34	‡
Mississippi	10	9	10	11	31	30	29	36	‡	‡	16	22
Missouri	16	16	17	19	36*	36***	43	44	38	34	38	38
Montana	24	23	23	20	46	46	45	44	34	35	‡	35
Nebraska	–	–	22	19	–	–	43	40	–	–	‡	31
Nevada	9	9	13	10	27	26	27	28	27	27	18	24
New Hampshire	20	19	–	18	44	42	–	45	30	28	–	40
New Jersey	–	–	–	15	–	–	–	48	–	–	–	54
New Mexico	13	12	15	13	36	35	35	32	27	24	17	26
New York	12***	13*	19	18	44*	43*	50	51	34	32	40	53
North Carolina	14	14	17	16	37***	37***	47	45	35	31	30	46
North Dakota	–	–	23	19	–	–	39	38	–	–	‡	‡
Ohio	–	–	18	19	–	–	42	43	–	–	35	39
Oklahoma	19	19	17	17	42	42	38	38	26	25	17	19
Oregon	13	13	18	18	37	34	42	37	32	30	27	‡
Pennsylvania	–	–	16	14	–	–	45	44	–	–	31	43
Rhode Island	13	13	14	14	43	41	44	41	‡	‡	29	25
South Carolina	10*	10*	14	14	33*	33*	39	39	‡	‡	36	‡
South Dakota	–	–	–	21	–	–	–	41	–	–	–	‡
Tennessee	13	13	15	15	36	36	34	34	9*	8	27	32
Texas	14	13	20	16	43	43	39	39	16	16	26	41
Utah	17	18	22	20	32*	32*	39	38	33	33	25	‡
Vermont	–	–	21	22	–	–	46	43	–	–	43	‡
Virginia	13	13	18	16	38	37	46	44	27	37	59	47
Washington	13*	15	22	20	37*	38	43	42	45	35	28	37
West Virginia	17	17	19	21	40	39	37	38	‡	‡	29	‡
Wisconsin	16	15	–	18	41	41	–	39	29	26	–	35
Wyoming	20	19	21	23	35	35	38	40	33	31	48*	20
Other jurisdictions												
District of Columbia	5	5	5	6	33	35*	23	24	22	17	‡	8
DDESS ²	25	25	26	26	38	39	41	40	35	30	33	43
DoDDS ³	33	29	31	–	38	37	36	–	32	32	33	–

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

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* 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), 1998, 2002, and 2003 Reading Assessments.

Table 3.20 Percentage of students at or above Proficient in reading, by student eligibility for free/reduced-price school lunch, grade 8 public schools: By state, 1998–2003

Grade 8	Eligible				Not eligible				Information not available			
	Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted			Accommodations not permitted	Accommodations permitted		
		1998	1998	2002		2003	1998	1998		2002	2003	1998
Nation (public) ¹	15	14	17*	15	38	37	40	39	35	34	32	31
Alabama	10	10	11	11	29	30	31	33	‡	‡	25	‡
Alaska	–	–	–	12	–	–	–	32	–	–	–	28
Arizona	13	12	12	12	37	36	31	34	29	26	25	29
Arkansas	12*	12*	18	19	29	30	35	34	29	29	‡	19
California ²	7*	7*	11	12	34	34	30	33	21	22	20	19
Colorado	12	15	–	17	37*	36*	–	43	24	21	–	‡
Connecticut	16	15	17	15	48	46	45	45	44	42	46	38
Delaware	12	11	16	16	31*	30*	41	38	25*	20***	‡	44
Florida	12	11*	17	15	31	31	37	35	24*	25*	41	41
Georgia	10	10	14	12	33	35	34	37	31	28	27	20
Hawaii	11	12	11	12	22*	22*	26	28	28	29	‡	‡
Idaho	–	–	26	22	–	–	37	38	–	–	39	36
Illinois	–	–	–	15	–	–	–	46	–	–	–	27
Indiana	–	–	19	16	–	–	36	40	–	–	37	38
Iowa	–	–	–	18	–	–	–	41	–	–	–	42
Kansas	22	21	19	22	42	43	45	42	‡	‡	‡	‡
Kentucky	18	20	17*	23	38	38	41	41	24	25	44	‡
Louisiana	10	10	13	14	27	26	33	33	12	14	28	21
Maine	26	26	27	25	47	46	42	42	45	47	40	‡
Maryland	11	11	16	13	39	39	39	36	‡	‡	‡	43
Massachusetts	14	14	18	19	43*	45	49	51	37	31	24*	49
Michigan	–	–	24*	15	–	–	37	40	–	–	22	30
Minnesota	21	20	–	17	41	41	–	43	38	31	–	‡
Mississippi	10	10	12	12	29	29	32	32	18	19	24	26
Missouri	14*	13*	19	21	35	35	39	40	16*	13*	33	48
Montana	25	27	25	25	44	45	42	42	31	38	‡	40
Nebraska	–	–	24	21	–	–	43	41	–	–	‡	34
Nevada	12	12	11	13	28	28	22	25	26	21	24	‡
New Hampshire	–	–	–	22	–	–	–	43	–	–	–	49
New Jersey	–	–	–	15	–	–	–	45	–	–	–	37
New Mexico	13	16*	11	10	33	30	31	28	26	26	25	33
New York	16	14	15	18	45	45	45	48	40	39	16	51
North Carolina	15	14	19	13	39	39	40	37	28	26	34	39
North Dakota	–	–	27	27	–	–	37	42	–	–	‡	‡
Ohio	–	–	24	18	–	–	40	40	–	–	30	30
Oklahoma	20	20	18	19	35	36	36	38	23	26	37	‡
Oregon	18	20	24	22	39	40	42	37	39	36	38	40
Pennsylvania	–	–	15	15	–	–	43	39	–	–	‡	22
Rhode Island	13	13	17	15	37	39	38	38	‡	‡	20	12
South Carolina	9*	9*	12	13	31	31	34	34	16	21	30	‡
South Dakota	–	–	–	30	–	–	–	43	–	–	–	‡
Tennessee	10	11	15	13	33	35	35	32	20	20	35	44
Texas	13	12	16	12	37	36	44*	37	‡	28	30	‡
Utah	21	19	21	19	35	35	36	37	26	31	31	33
Vermont	–	–	22	19	–	–	45	45	–	–	‡	‡
Virginia	13	13	20	17	39	40	43	43	40	36	56*	34
Washington	14	13	23	18	37	37	43	39	33	40	35	36
West Virginia	19	19	20	17	34	34	36	32	16	21	‡	‡
Wisconsin	16	20	–	17	38	38	–	42	31	34	–	39
Wyoming	20	19	23	21	32*	34	34	39	‡	‡	35	‡
Other jurisdictions												
District of Columbia	6	6	6	6	25	26*	18	17	10	9	‡	15
DDESS ³	29	31	30	26	41	43	40	40	‡	‡	41	44
DoDDS ⁴	23	23	37	–	34	33	44	–	38	39	39	–

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

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* 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 Percentages by students' eligibility for free/reduced-price lunch in California in 2002 do not include Los Angeles.

³ Department of Defense Domestic Dependent Elementary and Secondary Schools.

⁴ 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.

4

Average Reading Scale Scores and Achievement-Level Results for Districts Participating in the Trial Urban District Assessment

This chapter presents the results of the NAEP 2003 Trial Urban District Assessment (TUDA) in reading at grades 4 and 8. TUDA, a special project in NAEP, was instituted in 2002. After discussion between the National Center for Education Statistics (NCES) and the National Assessment Governing Board (NAGB), and with the leadership of the Council of the Great City Schools, Congress appropriated funds for this district-level assessment in 2001. NAGB passed a resolution approving the selection of five urban districts (Atlanta City School District, City of Chicago School District 299, Houston Independent School District, Los Angeles Unified School District, and New York City Public Schools), all of which voluntarily participated in the NAEP 2002 assessments of reading and writing at grades 4 and 8.¹

In the second year of the TUDA project, the same five districts plus four more voluntarily participated in the NAEP 2003 reading and mathematics assessments at grades 4 and 8. The additional districts were the Boston School District, Charlotte-Mecklenburg

¹ Lutkus, A. D., Weiner, A. W., Daane, M. C., and Jin, Y. (2003). *The Nation's Report Card: Reading 2002, Trial Urban District Assessment* (NCES 2003-523). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Lutkus, A. D., Daane, M. C., Weiner, A. W., and Jin, Y. (2003). *The Nation's Report Card: Writing 2002, Trial Urban District Assessment* (NCES 2003-530). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Schools, Cleveland Municipal School District, and San Diego City Unified School District.² Results are also included for the District of Columbia, which has regularly participated in the state-level NAEP assessments and is also reported in the preceding chapters. The NAEP reading assessment was the same for the districts participating in the TUDA as for the states.

In both 2002 and 2003, the TUDA sampled only public school students. Where appropriate, this chapter displays results from the 2002 reading assessment for the districts that participated in both years.³ In addition, tables in this chapter display results for public school students in the nation as a whole and for public school students in large central cities in the nation.

“Large central city” is a geographical term used by NCES for a central city with a population at or above 250,000.⁴ It is not synonymous with “inner city.” The Charlotte and Los Angeles districts include schools in locations that do not fit the NCES definition of large central city (i.e., urban fringe and rural areas). In those two districts, one-quarter to one-third of the students sampled attended schools that were not in large central cities.

Scale Score Results for Urban Districts

Average reading scores are reported on a 0–500 scale. The average scores for the districts that participated in the NAEP reading assessment in both 2002 and 2003, as well as for those districts that participated only in 2003, are displayed in figure 4.1 for grade 4 and in figure 4.2 for grade 8.

These figures also show the corresponding results for public school students in the nation and for public school students attending schools located in large central cities. Because the percentage of students excluded from the assessment may vary considerably across districts as well as across years, comparisons of achievement results should be interpreted with caution. (See tables A.20 and A.21 in appendix A for district exclusion rates.)

At grade 4, the average score for each district participating in 2003 was lower than the national public school score, except in Charlotte, where no measurable difference was detected. Average fourth-grade reading scores in Atlanta, Chicago, Cleveland, the District of Columbia, and Los Angeles were lower than the average score for large central cities. Average scores in Charlotte and New York were higher than the large central city score.

At grade 8, average reading scores in 9 of the 10 districts that participated in 2003 were lower than the national average score. Students in Atlanta, Cleveland, the District of Columbia, Houston, and Los Angeles scored lower on average than students in large central cities. Students in Boston and Charlotte had higher average scores than students in large central cities.

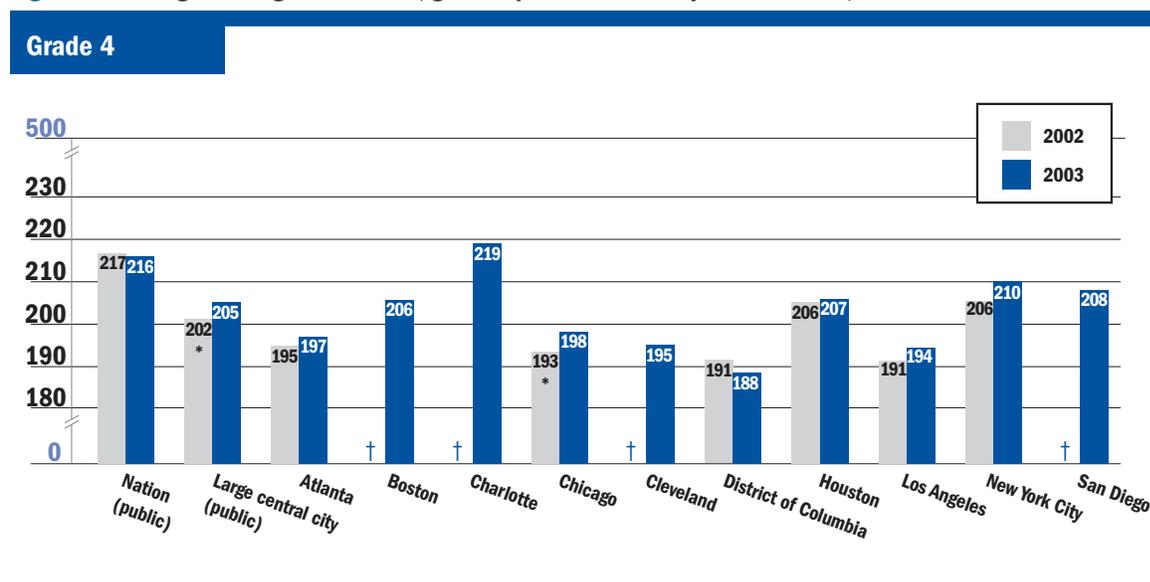
Average scores increased between 2002 and 2003 for fourth-graders in large central cities and for fourth-graders in Chicago. Average scores were lower in 2003 than in 2002 for eighth-grade public school students in the nation, and higher in 2003 for eighth-graders in Atlanta.

² In the remainder of this chapter, the districts participating in the TUDA are referred to as Atlanta, Boston, Charlotte, Chicago, Cleveland, Houston, Los Angeles, New York, and San Diego, and statements regarding “the districts” include the District of Columbia.

³ New York City data for grade 8 in 2002 were not published because the district did not meet the 70 percent school participation rate.

⁴ Although “central city” data were reported in the 2002 Trial Urban District Assessment reports, the “central city” category was defined differently from “large central city” here.

Figure 4.1 Average reading scale scores, grade 4 public schools: By urban district, 2002 and 2003



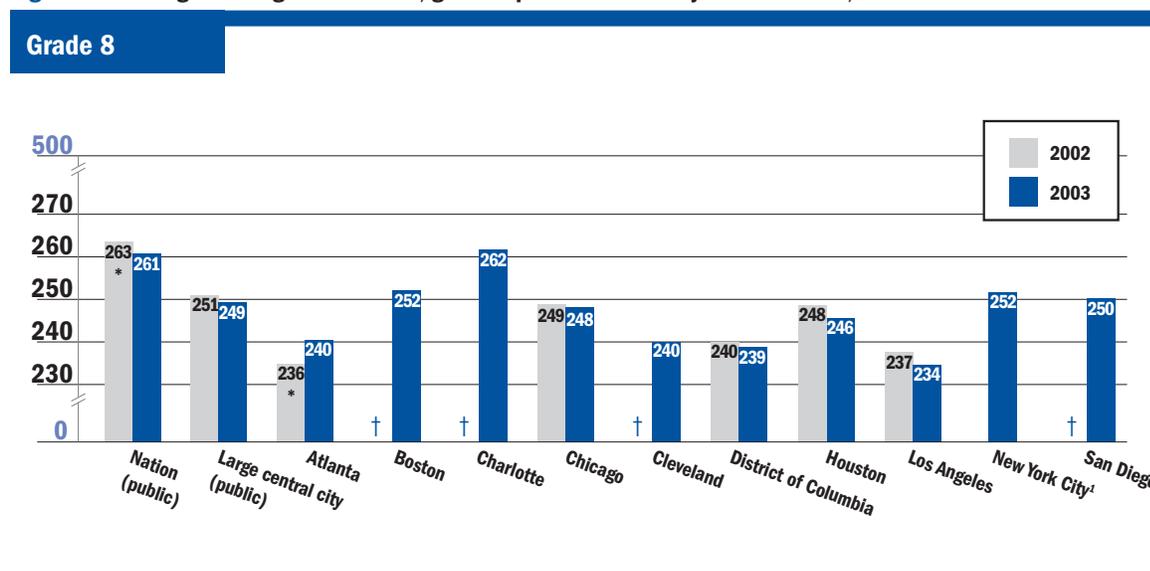
† Not applicable. District did not participate in 2002.

* Significantly different from 2003.

NOTE: NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments. Significance tests were performed using unrounded numbers.

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

Figure 4.2 Average reading scale scores, grade 8 public schools: By urban district, 2002 and 2003



† Not applicable. District did not participate in 2002.

* Significantly different from 2003.

¹ Data for grade 8 for New York City were not published in 2002 because the district did not meet the required 70 percent school participation rate.

NOTE: NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments. Significance tests were performed using unrounded numbers.

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

Scale Scores by Percentiles for Urban Districts

An examination of scores at different percentiles on the 0–500 reading scale indicates whether or not changes seen in average score results for districts that participated in both years are reflected in the performance of lower-, middle-, and higher-performing students. In the tables that follow, a triple asterisk (***) marks results from the 2002 assessments that differ from the comparable results in 2003, a double asterisk (**) marks district results in 2003 that were found to be significantly different from the comparable result for the nation, and a single asterisk (*) marks district results in 2003 that were found to be significantly different from those of public school students in large central cities.

Table 4.1 shows the 2002 and 2003 percentile results for participating urban districts at grades 4 and 8. At grade 4, district-level scores at each of the percentiles analyzed were lower than the national scores in Atlanta, Chicago, Cleveland, the District of Columbia, Houston, and Los Angeles. When compared to public school students in large central cities, scores at the 10th percentile were higher in Boston, Charlotte, Houston, and New York; scores at the 25th percentile were higher in

Charlotte, Houston, and New York; scores at the 50th percentile were higher in Charlotte and New York; and scores at the 75th and 90th percentiles were higher in Charlotte.

Among the districts that participated in both assessment years at grade 4, scores decreased from 2002 to 2003 at the 10th and 25th percentiles in the District of Columbia, and increased at the 50th and 75th percentiles in Chicago.

At grade 8, at each of the percentiles analyzed, district-level scores were lower than the national scores in 9 of the 10 participating districts. In comparison to the scores for public school students in large central cities, scores at the 10th and 25th percentiles were higher in Charlotte, scores at the 50th percentile were higher in Charlotte and New York, and scores at the 75th and 90th percentiles were higher in Boston and Charlotte.

National eighth-grade scores at the 10th, 25th, and 50th percentiles were lower in 2003 than in 2002. Among the districts that participated in both 2002 and 2003, the score at the 10th percentile decreased in the District of Columbia and Los Angeles; the score at the 75th percentile decreased in Houston; and the score at the 90th percentile increased in Atlanta.

Table 4.1 Reading scale score percentiles, grades 4 and 8 public schools: By urban district, 2002 and 2003

	10th percentile		25th percentile		50th percentile		75th percentile		90th percentile	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Grade 4										
Nation (public)	169	167	194	193	219	219	242	243	261	262
Large central city (public)	154	154 **	177	179 **	203	206 **	229	231 **	250	253 **
Atlanta	150	149 **	171	171 ***	194	195 ***	219	221 **	242	246 **
Boston	—	165 *	—	185 **	—	207 **	—	228 **	—	246 ***
Charlotte	—	171 *	—	196 *	—	221 *	—	244 *	—	263 *
Chicago	148	150 **	170	174 ***	194 ***	199 ***	217 ***	223 ***	239	244 ***
Cleveland	—	154 **	—	174 ***	—	196 ***	—	217 ***	—	237 ***
District of Columbia	144 ***	136 **	167 ***	162 ***	191	189 ***	215	214 **	237	239 ***
Houston	162	164 **	183	184 ***	206	207 **	229	229 **	250	250 **
Los Angeles	143	146 **	165	169 ***	190	195 ***	217	218 **	239	240 ***
New York City	160	165 *	182	186 ***	206	210 ***	230	234 **	253	254 **
San Diego	—	157 **	—	182 **	—	209 **	—	235	—	255
Grade 8										
Nation (public)	219 ***	215	242 ***	240	265 ***	264	286	286	303	304
Large central city (public)	205	202 **	228	226 **	252	251 **	276	274 **	295	294 **
Atlanta	194	196 **	214	217 ***	236	240 ***	259	263 **	277 ***	282 ***
Boston	—	205 **	—	229 **	—	253 **	—	278 **	—	299 ***
Charlotte	—	216 *	—	239 *	—	264 *	—	286 *	—	304 *
Chicago	208	207 **	231	228 **	251	249 **	270	270 **	288	288 ***
Cleveland	—	198 **	—	219 ***	—	242 ***	—	263 **	—	280 ***
District of Columbia	197 ***	193 **	219	216 ***	241	241 ***	262	262 **	281	282 ***
Houston	201	203 **	226	224 **	251	247 ***	273 ***	268 **	290	288 ***
Los Angeles	190 ***	183 **	213	210 ***	238	236 ***	261	261 **	281	282 ***
New York City	—	204 **	—	229 **	—	254 ***	—	277 **	—	297 **
San Diego	—	201 **	—	226 **	—	252 **	—	275 **	—	296 **

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

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

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

Significance tests were performed using unrounded numbers.

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

Achievement-Level Results for Urban Districts

Table 4.2 shows the percentages of students in each participating urban district performing within each achievement level and the percentage of students below *Basic*, at or above *Basic* and at or above *Proficient*, for grades 4 and 8.

Except for Charlotte, the percentage of fourth-graders at or above *Proficient* in 2003 was lower for each of the districts when compared to the nation. In Charlotte, the percentage of students at or above *Proficient* was higher than the

percentage for large central cities. The percentage of students at or above *Proficient* increased between 2002 and 2003 in large central cities and in Chicago.

In 2003, the percentage of eighth-graders at or above *Proficient* was lower in 9 of the 10 districts as compared to the nation. The percentages at or above *Proficient* were higher in Boston and Charlotte than in large central cities. The percentage of eighth-graders at or above *Proficient* in Atlanta was higher in 2003 than in 2002.

Table 4.2 Percentages of students, by reading achievement level, grades 4 and 8 public schools: By urban district, 2002 and 2003

	Below <i>Basic</i>		At <i>Basic</i>		At <i>Proficient</i>		At <i>Advanced</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Grade 4												
Nation (public)	38	38	32	32	23	23	6***	7	62	62	30	30
Large central city (public)	55***	52**	27	28**	14	15**	3***	5**	45***	48**	17***	20**
Atlanta	65	63***	23	23***	9	10***	3	4**	35	37***	12	14**
Boston	—	52**	—	33*	—	13**	—	2***	—	48**	—	16***
Charlotte	—	36*	—	33*	—	24*	—	8*	—	64*	—	31*
Chicago	66***	60***	23	26**	9***	11***	2	3***	34***	40***	11***	14***
Cleveland	—	65***	—	26**	—	9***	—	1***	—	35***	—	9***
District of Columbia	69	69***	22	21***	8	8***	2***	3***	31	31***	10	10***
Houston	52	52**	30	31	15	14**	3	3**	48	48**	18	18**
Los Angeles	67	65***	22	25***	9	9***	2	2***	33	35***	11	11***
New York City	53	47***	29	31	14	17**	5	4**	47	53***	19	22**
San Diego	—	49**	—	29	—	17**	—	5**	—	51**	—	22**
Grade 8												
Nation (public)	26***	28	43***	42	28	27	2	3	74***	72	31	30
Large central city (public)	40	41**	40	40**	19	17**	1	1**	60	59**	20	19**
Atlanta	58	53***	35	36***	7	11***	#	#	42	47***	8***	11***
Boston	—	39**	—	39	—	20**	—	2*	—	61**	—	22***
Charlotte	—	29*	—	41	—	28*	—	3*	—	71*	—	30*
Chicago	38	41**	47	44*	14	14***	1	1**	62	59**	15	15***
Cleveland	—	52***	—	38	—	9***	—	#***	—	48***	—	10***
District of Columbia	52	53***	38	37**	9	9***	#	1**	48	47***	10	10***
Houston	41	45**	42	41	16	13***	1	1**	59	55**	17	14***
Los Angeles	56	57***	34	32***	10	10***	#	1***	44	43***	10	11***
New York City	—	38**	—	40	—	20**	—	2	—	62**	—	22**
San Diego	—	40**	—	40	—	18**	—	2**	—	60**	—	20**

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

The estimate rounds to zero.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

NOTE: NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments. Detail may not sum to totals because of rounding. Significance tests were performed using unrounded numbers.

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

Performance of Selected Subgroups for Urban Districts

Gender

Average reading scale scores for male and female fourth- and eighth-grade students in the two assessment years are displayed in table 4.3.

At grade 4, female students scored higher on average than male students in 2003 in every district (except Atlanta and Houston), in the nation, and in large central cities. With one exception, both male and

female fourth-graders in each of the districts scored lower on average than their counterparts among public school students in the nation. In Charlotte, the average score for female students was higher than that in the nation. Reading scores for male and female students in Charlotte were both higher on average than for male and female students in large central cities. Female students in New York also had higher average scores than female students in large central cities.

Table 4.3 Average reading scale scores, by gender, grades 4 and 8 public schools: By urban district, 2002 and 2003

	Male		Female	
	2002	2003	2002	2003
Grade 4				
Nation (public)	214	213	220	220
Large central city (public)	199	201 **	206	209 **
Atlanta	191	193 *,**	200	200 ***
Boston	—	201 **	—	211 **
Charlotte	—	211 *	—	227 ***
Chicago	189	194 *,**	198	201 ***
Cleveland	—	191 *,**	—	200 ***
District of Columbia	185	182 *,**	196	195 ***
Houston	204	205 **	208	208 **
Los Angeles	188	189 *,**	194	198 ***
New York City	199	204 **	213	216 ***
San Diego	—	205 **	—	211 **
Grade 8				
Nation (public)	258 ***	256	267	267
Large central city (public)	245	244 **	256	254 **
Atlanta	231	234 *,**	240	245 ***
Boston	—	246 **	—	258 **
Charlotte	—	257 *	—	267 *
Chicago	245	245 **	254	251 **
Cleveland	—	235 *,**	—	246 ***
District of Columbia	235	231 *,**	245	245 ***
Houston	243	241 *,**	253	251 **
Los Angeles	233	229 *,**	241	240 ***
New York City	—	246 **	—	257 **
San Diego	—	244 **	—	256 **

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

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

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

Significance tests were performed using unrounded numbers.

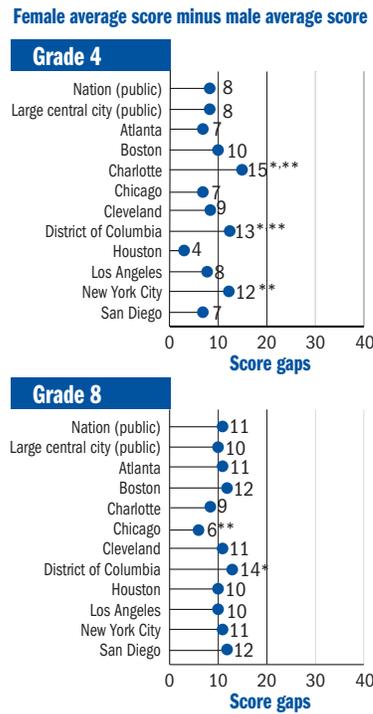
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Trial Urban District Reading Assessments.

At grade 8, female students scored higher on average than male students in every district, in large central cities, and in the nation. With the exception of Charlotte, male and female students in all the districts that participated in 2003 had lower average scores than their counterparts in the nation. Average scores for both male and female students in Charlotte were higher than for their counterparts in large central cities.

The scale score gaps between male and female fourth- and eighth-graders in the participating urban districts are presented in figure 4.3. A gender gap marked with asterisks indicates a statistically significant

difference from the gap in large central cities and the nation. Note that the marked differences can represent either a narrower or wider gap than the comparison group. In 2003, female public-school students in the nation scored higher on average than male students by 8 points at grade 4, and by 11 points at grade 8. At grade 4, the score gap between female and male students in Charlotte and the District of Columbia was wider than the gap in the nation and large central cities. At grade 8, the score gap was wider in the District of Columbia than in public schools in large central cities and narrower in Chicago than in the nation.

Figure 4.3 Gaps in average reading scores, by gender, grades 4 and 8 public schools: By urban district, 2003



* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

NOTE: NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments. Score gaps are calculated based on differences between unrounded average scale scores. Significance tests were performed using unrounded numbers.

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

The percentages of male and female students performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced*, at grades 4 and 8, are presented in table 4.4. Compared to the nation, 9 of the 10 urban districts had lower percentages of female and male students at grade 4 who performed at or above *Proficient*. Charlotte had a higher percentage of female students performing at or above *Proficient* than the nation, and no statistically significant difference was found between the percentage of male students at or above *Proficient* in Charlotte and those at or above *Proficient* in the nation. Compared to students in public schools in large central cities, higher percentages of male and female fourth-graders in Charlotte performed at or above *Proficient*. In New York, the percentage of female

fourth-grade students performing at or above *Proficient* was also higher than the percentage in the large central cities.

At grade 8, the percentages of male and female students at or above *Proficient* were lower in 9 out of 10 urban districts that participated when compared to the nation. Higher percentages of male and female students in Charlotte performed at or above *Proficient* than their peers in public schools in large central cities.

At both grades 4 and 8, no measurable differences were detected in the percentages of male and female students performing at or above *Proficient* between 2002 and 2003 in the nation, in large central cities, and in any of the districts that participated in both assessments.

**Table 4.4 Percentages of students, by reading achievement level and gender, grades 4 and 8 public schools:
By urban district, 2002 and 2003**

	Male							
	Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	2002	2003	2002	2003	2002	2003	2002	2003
Grade 4								
Nation (public)	41	42	59	58	26	26	5	6
Large central city (public)	59	56 **	41	44 **	15	18 **	3	4 **
Atlanta	69	67 *,**	31	33 ***	11	13 **	2	3 **
Boston	—	58 **	—	42 **	—	12 ***,	—	1 *,**
Charlotte	—	45 *	—	55 *	—	23 *	—	5
Chicago	70	63 *,**	30	37 ***	9	12 ***	1	2 **
Cleveland	—	70 *,**	—	30 ***	—	7 ***,	—	#
District of Columbia	74	74 *,**	26	26 ***	8	8 ***,	1	2 *,**
Houston	55	54 **	45	46 **	16	17 **	3	3 **
Los Angeles	70	68 *,**	30	32 ***	10	9 ***,	1	2 *,**
New York City	61	54 **	39	46 **	14	17 **	3	3 **
San Diego	—	52 **	—	48 **	—	19 **	—	4
Grade 8								
Nation (public)	30 ***	33	70 ***	67	26	25	2	2
Large central city (public)	46	47 **	54	53 **	16	15 **	1	1 **
Atlanta	63	60 *,**	37	40 ***	6	9 ***,	#	#
Boston	—	46 **	—	54 **	—	17 **	—	1
Charlotte	—	34 *	—	66 *	—	26 *	—	2
Chicago	43	46 **	57	54 **	12	12 **	1	1
Cleveland	—	59 *,**	—	41 ***	—	6 ***,	—	#
District of Columbia	58	62 *,**	42	38 ***	9	8 ***,	#	1
Houston	47	51 **	53	49 **	13	11 ***,	#	1 **
Los Angeles	61	62 *,**	39	38 ***	8	10 ***,	#	#
New York City	—	45 **	—	55 **	—	16 **	—	1
San Diego	—	48 **	—	52 **	—	17 **	—	1

See notes at end of table. ▶

Table 4.4 Percentages of students, by reading achievement level and gender, grades 4 and 8 public schools: By urban district, 2002 and 2003—Continued

	Female							
	Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	2002	2003	2002	2003	2002	2003	2002	2003
Grade 4								
Nation (public)	35	35	65	65	33	33	8	8
Large central city (public)	51	48 **	49	52 **	20	22 **	4	5 **
Atlanta	60	59 **,**	40	41 **,**	13	15 **,**	4	4
Boston	—	45 **	—	55 **	—	19 **	—	3 **
Charlotte	—	28 **,**	—	72 **,**	—	39 **,**	—	10 *
Chicago	62	58 **,**	38	42 **,**	12	16 **,**	2	3 **,**
Cleveland	—	60 **,**	—	40 **,**	—	12 **,**	—	1 **,**
District of Columbia	64	64 **,**	36	36 **,**	11	13 **,**	2 **	4 **
Houston	50	50 **	50	50 **	19	19 **	3	4 **
Los Angeles	64	61 **,**	36	39 **,**	12	12 **,**	2	2 **,**
New York City	45	40 **,**	55	60 **,**	23	26 **,**	7	6 **
San Diego	—	45 **	—	55 **	—	25 **	—	6
Grade 8								
Nation (public)	21 **	23	79 **	77	36	35	3	4
Large central city (public)	34	36 **	66	64 **	24	22 **	2	2 **
Atlanta	53	47 **,**	47	53 **	9	13 **	#	#
Boston	—	33 **	—	67 **	—	26 **	—	3
Charlotte	—	24 *	—	76 *	—	35 *	—	4
Chicago	33	38 **	67	62 **	17	17 **	1	1 **
Cleveland	—	46 **,**	—	54 **	—	13 **	—	#
District of Columbia	46	45 **,**	54	55 **	11	13 **	1	1 **
Houston	35	39 **	65	61 **	21	17 **	1	1 **
Los Angeles	51	52 **,**	49	48 **	12	12 **	1	1 **
New York City	—	32 **	—	68 **	—	26 **	—	3
San Diego	—	34 **	—	66 **	—	22 **	—	2 **

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

The estimate rounds to zero.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

NOTE: NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments. Detail may not sum to totals because of rounding. Significance tests were performed using unrounded numbers.

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

Race/Ethnicity

Average scale scores by race for grades 4 and 8 in the urban districts are displayed in table 4.5. In most of the urban districts assessed, Black students and/or Hispanic students constituted the majority or the largest racial/ethnic subgroup. This distribution differed from that for the 2003 national public school sample, in which White students constituted a majority—59 percent of the fourth-grade sample and 61 percent of the eighth-grade sample (see table B.17 in appendix B).

In most instances in which the district sample sizes were sufficient to test the differences in average scores between racial/ethnic subgroups, White and Asian/Pacific Islander students scored higher on average than Black and Hispanic students. An exception to the general pattern was observed in Cleveland, where no measurable difference was detected between the average score for White fourth-graders and that for Hispanic students.

At grade 4, the average scores in 2003 for White students in Atlanta, Charlotte, the District of Columbia, and Houston; Black students in Charlotte and Houston; and Hispanic students in New York were higher than the corresponding scores in the nation and large central cities. The average scores for White students in Cleveland and Los Angeles; Black students in the District of Columbia; and Hispanic students in the District of Columbia and

Los Angeles were lower than the corresponding scores in the nation and large central cities.

In 2003, at grade 8, average reading scores for both White and Black students in Charlotte, and for Hispanic students in Chicago, were higher than comparable scores in the nation and large central cities. The average scores for White students in Cleveland; Black students in Atlanta, the District of Columbia, and Los

Table 4.5 Average reading scale scores, by race/ethnicity, grades 4 and 8 public schools: By urban district, 2002 and 2003

	White		Black		Hispanic		Asian/ Pacific Islander	
	2002	2003	2002	2003	2002	2003	2002	2003
Grade 4								
Nation (public)	227	227	198	197	199	199	223	225
Large central city (public)	224	226	192	193 **	197	198	220	223
Atlanta	250	250 *,**	192	191 **	‡	‡	‡	‡
Boston	—	225	—	202 *	—	201	—	223
Charlotte	—	237 *,**	—	205 *,**	—	202	—	218
Chicago	221	224	185 ***	193 **	193	196	‡	‡
Cleveland	—	208 *,**	—	191 **	—	201	—	‡
District of Columbia	248	254 *,**	188 ***	184 *,**	193	187 ***	‡	‡
Houston	233	235 *,**	200	201 *,**	203	203 *	‡	‡
Los Angeles	223	217 *,**	186	187 **	185	189 ***	218	218
New York City	226	231	197	201 *	201	205 ***	235	227
San Diego	—	231	—	196	—	195 **	—	222
Grade 8								
Nation (public)	271	270	244	244	245	244	265	268
Large central city (public)	270	268 **	241	241 **	243	241	256	260 **
Atlanta	275	‡	233 ***	237 *,**	‡	‡	‡	‡
Boston	—	273	—	245 *	—	245	—	274 *
Charlotte	—	278 *,**	—	247 *,**	—	244	—	‡
Chicago	266	265	245	243	248	249 *,**	‡	268
Cleveland	—	250 *,**	—	238 **	—	‡	—	‡
District of Columbia	‡	‡	238	236 *,**	240	240	‡	‡
Houston	279	270	247	244	243	242	‡	‡
Los Angeles	264	266	236	233 *,**	230	228 *,**	259	255 **
New York City	—	270	—	245 *	—	247	—	264
San Diego	—	269	—	236 **	—	238 **	—	260 **

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

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

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

Significance tests were performed using unrounded numbers. American Indian/Alaska Native and "Other" data are not shown because of insufficient sample sizes.

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

Angeles; and Hispanic students in Los Angeles were lower than the scores in the nation and large central cities.

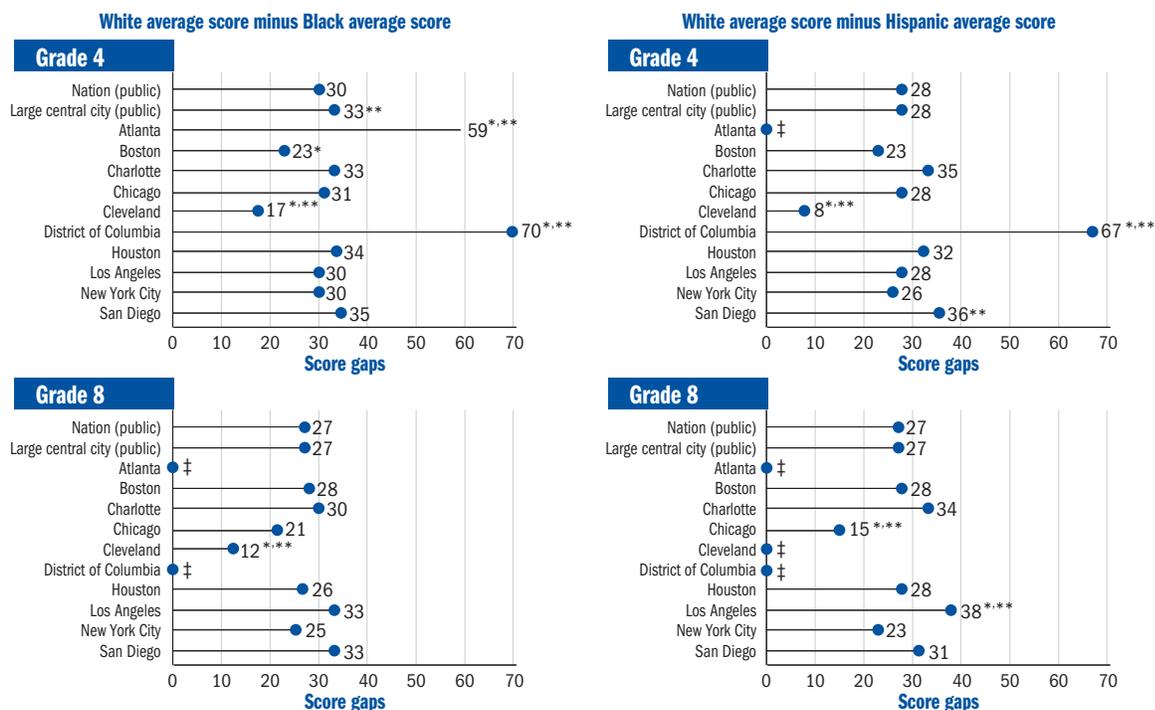
Among the districts that participated in both assessment years at grade 4, the average score for Black students in Chicago was higher in 2003 than in 2002, and the average score for Black students in the District of Columbia was lower in 2003. At grade 8, the average score for Black students in Atlanta was higher in 2003 than in 2002.

Average score gaps in 2003 between White students and Black students and between White students and Hispanic students are presented in figure 4.4. Numbers marked with asterisks indicate statistical differences between the gaps recorded in urban districts and those recorded in large central cities and the

nation. Note that these marked numbers can represent narrower or wider gaps than those recorded for the comparison groups.

At grade 4, the gap between the average scores of White and Black students in Boston and Cleveland was narrower than the corresponding gap in large central cities. The gap between the average scores for White and Black students in Atlanta and the District of Columbia was wider than the corresponding gap in large central cities and the nation. The gap between the average scores of White and Hispanic students in Cleveland was narrower than that in large central cities and the nation. The District of Columbia and San Diego had a wider gap between the average score for White students and the average score for Hispanic students than the gap found in the nation.

Figure 4.4 Gaps in average reading scores, by race/ethnicity, grades 4 and 8 public schools: By urban district, 2003



† Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

NOTE: NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments. Score gaps are calculated based on differences between unrounded average scale scores. Significance tests were performed using unrounded numbers.

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

At grade 8, the gaps between White and Black students' scores in Cleveland and between White and Hispanic students' scores in Chicago were narrower than the corresponding gaps in large central cities and the nation. Los Angeles had a wider gap between the average score for White students and the average score for Hispanic students than the comparable gap found in large central cities and the nation.

Reading achievement-level results for racial/ethnic subgroups are presented in table 4.6. At grade 4, the percentage of students performing at or above *Proficient* in 2003 was higher for White students in Atlanta, Charlotte, and the District of Columbia than for White students in the nation and large central cities. The percentage of students performing at or above *Proficient* was lower for White students in Cleveland and Los Angeles; Black students in Cleveland and the District of

Table 4.6 Percentages of students, by reading achievement level and race/ethnicity, grades 4 and 8 public schools: By urban district, 2002 and 2003

	White							
	Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	2002	2003	2002	2003	2002	2003	2002	2003
Grade 4								
Nation (public)	26	26	74	74	39	39	9	10
Large central city (public)	30	28	70	72	37	39	9	11 **
Atlanta	14	9 **	86	91 **	67	68 **	34	28 **
Boston	—	31	—	69	—	37	—	7
Charlotte	—	17 **	—	83 **	—	52 **	—	15 **
Chicago	36	30	64	70	35	37	9	10
Cleveland	—	49 **	—	51 **	—	17 **	—	1
District of Columbia	9	10 **	91	90 **	66	70 **	28	37 **
Houston	21	18 *	79	82 *	45	48	13	15
Los Angeles	30	40 **	70	60 **	38	28 **	9	8
New York City	29	23	71	77	35	45	10	14
San Diego	—	21 *	—	79 *	—	43	—	11
Grade 8								
Nation (public)	17	18	83	82	39	39	3	4
Large central city (public)	20	21 **	80	79 **	40	36	5	3
Atlanta	16	‡	84	‡	47	‡	5	‡
Boston	—	21	—	79	—	44	—	7
Charlotte	—	12 **	—	88 **	—	49 **	—	5
Chicago	25	21	75	79	31	30	5	2
Cleveland	—	38 **	—	62 **	—	14 **	—	#
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡
Houston	13	20	87	80	47	40	5	3
Los Angeles	27	24	73	76	33	36	3	3
New York City	—	21	—	79	—	42	—	6
San Diego	—	21	—	79	—	37	—	4

See notes at end of table. ▶

Columbia; and Hispanic students in the District of Columbia and Los Angeles than in the nation and large central city schools. There were no measurable changes detected from 2002 to 2003 in the percentage of students at or above *Proficient* for any of the subgroups in the districts that participated in both years at grade 4.

At grade 8, White students in Charlotte showed a higher percentage at or above

Proficient when compared to the nation and large central cities. White students in Cleveland, Black students in the District of Columbia, and Hispanic students in Los Angeles all showed lower percentages at or above *Proficient* when compared to the nation and large central cities. Among the districts that participated in both assessment years, a higher percentage of Black students in Atlanta performed at or above *Proficient* in 2003 than in 2002.

Table 4.6 Percentages of students, by reading achievement level and race/ethnicity, grades 4 and 8 public schools: By urban district, 2002 and 2003—Continued

	Black							
	Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	2002	2003	2002	2003	2002	2003	2002	2003
Grade 4								
Nation (public)	61	61	39	39	12	12	1	2
Large central city (public)	67	65 **	33	35 **	9	10 **	1	1
Atlanta	68	69 **	32	31 **	8	8 **	1	1
Boston	—	57 *	—	43 *	—	11	—	1
Charlotte	—	52 *,**	—	48 *,**	—	14 *	—	1
Chicago	75	67 **	25	33 **	5	10	#	1
Cleveland	—	70 *,**	—	30 *,**	—	7 *,**	—	# **
District of Columbia	72	73 *,**	28	27 *,**	7	7 *,**	1	1 **
Houston	60	57 *	40	43 *	12	12	1	1
Los Angeles	75	70 **	25	30 **	6	8	#	1
New York City	63	57 *	37	43 *	9	13 *	2	2
San Diego	—	62	—	38	—	9	—	1
Grade 8								
Nation (public)	46	47	54	53	13	12	#	#
Large central city (public)	51	51 **	49	49 **	11	10 **	#	#
Atlanta	61	56 *,**	39	44 *,**	5 ***	8 **	#	#
Boston	—	47	—	53	—	14	—	1
Charlotte	—	45 *	—	55 *	—	14	—	#
Chicago	43	48	57	52	10	10	#	#
Cleveland	—	55 **	—	45 **	—	8 **	—	#
District of Columbia	54	55 *,**	46	45 *,**	8	8 *,**	#	#
Houston	40	47	60	53	15	12	#	#
Los Angeles	57	59 *,**	43	41 *,**	8	7 **	#	#
New York City	—	44 *	—	56 *	—	13	—	#
San Diego	—	54	—	46	—	7 **	—	#

See notes at end of table. ►

Table 4.6 Percentages of students, by reading achievement level and race/ethnicity, grades 4 and 8 public schools: By urban district, 2002 and 2003—Continued

	Hispanic							
	Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	2002	2003	2002	2003	2002	2003	2002	2003
Grade 4								
Nation (public)	57	57	43	43	14	14	2	2
Large central city (public)	61	59	39	41	12	13	2	2
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡
Boston	—	58	—	42	—	12	—	1
Charlotte	—	54	—	46	—	15	—	3
Chicago	67	61	33	39	9	12	1	2
Cleveland	—	56	—	44	—	14	—	1
District of Columbia	66	71 ^{*,**}	34	29 ^{*,**}	8	8 ^{*,**}	1	2
Houston	55	56	45	44	14	15	2	2
Los Angeles	74	70 ^{*,**}	26	30 ^{*,**}	7	7 ^{*,**}	1	1 ^{*,**}
New York City	58	53 [*]	42	47 [*]	15	16	3	2
San Diego	—	63 ^{**}	—	37 ^{**}	—	12	—	2
Grade 8								
Nation (public)	44	46	56	54	14	14	#	1
Large central city (public)	47	49	53	51	13	12	#	1
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡
Boston	—	46	—	54	—	14	—	1
Charlotte	—	48	—	52	—	14	—	1
Chicago	39	39 ^{*,**}	61	61 ^{*,**}	12	15	#	1
Cleveland	—	‡	—	‡	—	‡	—	‡
District of Columbia	47	49	53	51	11	11	#	#
Houston	48	49	52	51	13	10 ^{**}	#	#
Los Angeles	64	63 ^{*,**}	36	37 ^{*,**}	5	6 ^{*,**}	#	#
New York City	—	43	—	57	—	17	—	1
San Diego	—	54 ^{**}	—	46 ^{**}	—	9 ^{**}	—	#

See notes at end of table. ▶

Table 4.6 Percentages of students, by reading achievement level and race/ethnicity, grades 4 and 8 public schools: By urban district, 2002 and 2003—Continued

	Asian/Pacific Islander							
	Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	2002	2003	2002	2003	2002	2003	2002	2003
Grade 4								
Nation (public)	31	31	69	69	36	37	9	11
Large central city (public)	36	33	64	67	32	35	8	11
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡
Boston	—	29	—	71	—	29	—	6
Charlotte	—	39	—	61	—	31	—	7
Chicago	‡	‡	‡	‡	‡	‡	‡	‡
Cleveland	—	‡	—	‡	—	‡	—	‡
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡
Houston	‡	‡	‡	‡	‡	‡	‡	‡
Los Angeles	30	39	70	61	26	28	3	7
New York City	22	28	78	72	50	39	20	9
San Diego	—	34	—	66	—	33	—	8
Grade 8								
Nation (public)	25	22	75	78	34	38	3	5
Large central city (public)	35	31 **	65	69 **	26	30 **	1	3 **
Atlanta	‡	‡	‡	‡	‡	‡	‡	‡
Boston	—	17 *	—	83 *	—	44 *	—	5
Charlotte	—	‡	—	‡	—	‡	—	‡
Chicago	‡	22	‡	78	‡	35	‡	7
Cleveland	—	‡	—	‡	—	‡	—	‡
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡
Houston	‡	‡	‡	‡	‡	‡	‡	‡
Los Angeles	27	36 **	73	64 **	26	27 **	1	3
New York City	—	28	—	72	—	35	—	4
San Diego	—	29	—	71	—	27 **	—	2 **

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

The estimate rounds to zero.

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

NOTE: NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments. Detail may not sum to totals because of rounding. Significance tests were performed using unrounded numbers. American Indian/Alaska Native and "Other" data are not shown because of insufficient sample sizes.

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

Student Eligibility for Free/Reduced-Price School Lunch

In 2003, 44 percent of fourth-grade students and 36 percent of eighth-grade students attending public schools were eligible for free/reduced-price lunches. In nine of the participating urban districts, the percentage of eligible students ranged from 44 percent to 89 percent at grade 4 and from 37 to 88 percent at grade 8. The tenth, Cleveland, chose to define all of its students as eligible for the lunch program. (See table B.18 in appendix B.) Table 4.7 displays the average scale scores for public school students in the nation, large central cities, and the participating urban districts by free/reduced-price lunch eligibility status.

At grade 4, average scores in 2003 were higher for eligible students in New York and for students who were not eligible in Charlotte and New York compared to the corresponding scores in the nation and large central cities. Eligible students in

Atlanta, the District of Columbia, and Los Angeles, and students who were not eligible in the District of Columbia, scored lower on average than comparable groups of students in the nation and large central cities. Among the districts that participated in both assessment years, average reading scores increased for students who were not eligible in New York.

At grade 8, eligible students in Boston, Chicago, and New York and students who were not eligible in Charlotte and New York scored higher on average than their counterparts in large central cities. Eligible students in Atlanta, the District of Columbia, and Los Angeles and students who were not eligible in Atlanta, the District of Columbia, Houston, and Los Angeles scored lower on average than their counterparts in the nation and large central cities. The average score for eighth-graders who were not eligible decreased in large central cities and increased in Atlanta between 2002 and 2003.

Table 4.7 Average reading scale scores, by eligibility for free/reduced-price school lunch, grades 4 and 8 public schools: By urban district, 2002 and 2003

	Eligible		Not eligible		Information not available	
	2002	2003	2002	2003	2002	2003
Grade 4						
Nation (public)	202	201	229	229	217	219
Large central city (public)	195	197 **	222	223 **	211	215
Atlanta	189	189 **,*	214	230	211	‡
Boston	—	204 *	—	221 **	—	207 **
Charlotte	—	200	—	234 **,*	—	‡
Chicago	190	194 **	222	227	206	214
Cleveland	—	195 **	—	†	—	†
District of Columbia	185	182 **,*	210	206 **,*	‡	183 **,*
Houston	199	201 *	226	220 **	‡	‡
Los Angeles	186	189 **,*	199	213 **	215	215
New York City	201	206 **,*	219 ***	241 **,*	221	231
San Diego	—	197 **	—	224	—	219
Grade 8						
Nation (public)	249 ***	246	271	271	264	262
Large central city (public)	242	241 **	268 ***	263 **	251	248 **
Atlanta	233	235 **,*	244 ***	256 **,*	‡	252 **
Boston	—	247 *	—	265	—	266 *
Charlotte	—	244	—	273 *	—	‡
Chicago	246	246 *	267	267	268	259
Cleveland	—	240 **	—	†	—	†
District of Columbia	235	232 **,*	251	248 **,*	‡	249 **
Houston	243	241 **	261	256 **,*	‡	‡
Los Angeles	—	230 **,*	—	247 **,*	—	243 **
New York City	—	248 *	—	278 *	—	263 *
San Diego	—	240 **	—	262 **	—	252

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

† Not applicable. In Cleveland, all students were categorized as eligible for the school lunch program.

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

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

Significance tests were performed using unrounded numbers.

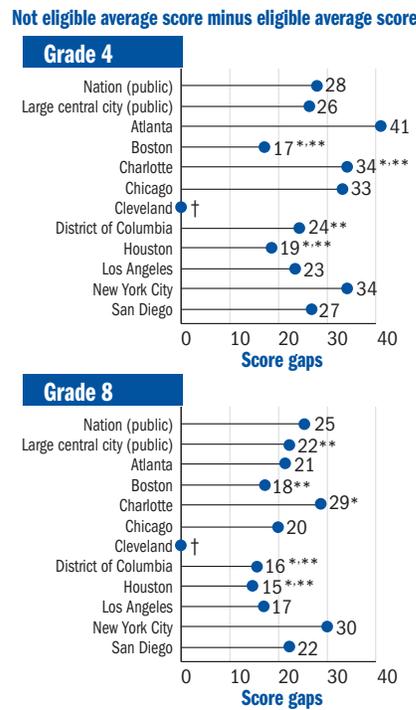
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Trial Urban District Reading Assessments.

Figure 4.5 displays the gaps between the average scores of students in the urban districts who were eligible for free/reduced-price lunch and those who were not eligible. The differences marked in the figure can represent either a narrower or wider gap than the comparison group's.

In 2003, public school students who were not eligible for free/reduced-price lunch scored higher on average than eligible students by 28 points at grade 4,

and by 25 points at grade 8. At grade 4, the gaps in Boston and Houston were narrower than the gap in large central cities and the nation, while the gap in Charlotte was wider than those in both large central cities and the nation. At grade 8, the District of Columbia and Houston had narrower score gaps than large central cities and the nation, while Charlotte had a wider score gap than in large central cities.

Figure 4.5 Gaps in average reading scores, by eligibility for free/reduced-price school lunch, grades 4 and 8 public schools: By urban district, 2003



† Not applicable. In Cleveland, all students were categorized as eligible for the school lunch program.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

NOTE: NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments. Score gaps are calculated based on differences between unrounded average scale scores. Significance tests were performed using unrounded numbers.

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

Achievement-level results by eligibility for free/reduced-price lunch for grades 4 and 8 are shown in table 4.8. At grade 4, the percentage of eligible students performing at or above *Proficient* in 2003 was higher in New York than in the nation and large central cities. For students who were not eligible, the percentages performing at or above *Proficient* were higher in

Charlotte and New York than in large central cities. The percentages of fourth-graders performing at or above *Proficient* were lower for eligible students in Atlanta, Cleveland, the District of Columbia, and Los Angeles and for students who were not eligible in the District of Columbia compared to the nation and large central cities.

Table 4.8 Percentages of students, by reading achievement level and eligibility for free/reduced-price school lunch, grades 4 and 8 public schools: By urban district, 2002 and 2003

	Eligible							
	Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	2002	2003	2002	2003	2002	2003	2002	2003
Grade 4								
Nation (public)	54	56	46	44	16	15	2	2
Large central city (public)	64	61 **	36	39 **	11	12 **	2	2 **
Atlanta	71	71 *,**	29	29 *,**	7	7 *,**	1	1 *,**
Boston	—	54 *	—	46 *	—	13	—	2
Charlotte	—	57	—	43	—	12 **	—	1
Chicago	70	64 **	30	36 **	8	11 **	1	1
Cleveland	—	65 *,**	—	35 *,**	—	9 *,**	—	1 *,**
District of Columbia	75	75 *,**	25	25 *,**	5	6 *,**	#	1 *,**
Houston	60	58	40	42	11	12	1	1
Los Angeles	73	69 *,**	27	31 *,**	7	8 *,**	1	1 *,**
New York City	58	51 *,**	42	49 *,**	15	18 *,**	3	3 *
San Diego	—	61 **	—	39 **	—	12	—	2
Grade 8								
Nation (public)	40 ***	44	60 ***	56	17 ***	15	1	1
Large central city (public)	49	50 **	51	50 **	11	12 **	#	1
Atlanta	62	58 *,**	38	42 *,**	6	7 *,**	#	#
Boston	—	44 *	—	56 *	—	16 *	—	1
Charlotte	—	49	—	51	—	13	—	#
Chicago	41	44 *	59	56 *	11	13	#	1
Cleveland	—	52 **	—	48 **	—	10 **	—	# **
District of Columbia	57	61 *,**	43	39 *,**	6	6 *,**	#	#
Houston	48	51 **	52	49 **	13	10 **	#	#
Los Angeles	—	63 *,**	—	37 *,**	—	7 *,**	—	#
New York City	—	42 *	—	58 *	—	18 *	—	1
San Diego	—	52 **	—	48 **	—	11 **	—	1

See notes at end of table. ▶

At grade 8, the percentage of students performing at or above *Proficient* was higher for eligible students in Boston and New York and for students who were not eligible in Charlotte and New York than for the corresponding groups in large central cities. Percentages of students at or above *Proficient* were lower on average for eligible students in Atlanta, the District of Columbia, and Los Angeles and for

students who were not eligible in the District of Columbia, Houston, and Los Angeles when compared to the nation and large central cities. In the districts that participated in both assessment years, students in Atlanta who were not eligible for free/reduced-price lunch were the only group with a higher percentage of students performing at or above *Proficient* in 2003 than in 2002.

Table 4.8 Percentages of students, by reading achievement level and eligibility for free/reduced-price school lunch, grades 4 and 8 public schools: By urban district, 2002 and 2003—Continued

	Not eligible							
	Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	2002	2003	2002	2003	2002	2003	2002	2003
Grade 4								
Nation (public)	24	25	76	75	41	41	10 ***	11
Large central city (public)	33	32 **	67	68 **	34	37 **	8	11
Atlanta	45	29	55	71	27	45	10	17
Boston	—	35 **	—	65 **	—	30 **	—	8
Charlotte	—	19 *,**	—	81 **,*	—	47 *	—	13
Chicago	35	29	65	71	33	38	11	12
Cleveland	—	†	—	†	—	†	—	†
District of Columbia	48	52 *,**	52	48 **,*	23	24 **,*	7	9
Houston	28	34 **	72	66 **	39	31 **	9	9
Los Angeles	58	43 **	42	57 **	14	23	1	6
New York City	38 ***	14 *,**	62 ***	86 **,*	30	54 *	8	19
San Diego	—	31	—	69	—	37	—	9
Grade 8								
Nation (public)	17 ***	18	83 ***	82	40	39	3	4
Large central city (public)	22	26 **	78	74 **	37	31 **	4	3 **
Atlanta	47 ***	32 **	53 ***	68 **	12 ***	26 **	1	1
Boston	—	26	—	74	—	34	—	4
Charlotte	—	17 *	—	83 *	—	41 *	—	4
Chicago	24	22	76	78	36	32	4	3
Cleveland	—	†	—	†	—	†	—	†
District of Columbia	39	44 *,**	61	56 **,*	18	17 **,*	1	3
Houston	25	33 *,**	75	67 **,*	26	23 **,*	2	2 **
Los Angeles	—	42 *,**	—	58 **,*	—	18 **,*	—	2
New York City	—	13 *	—	87 *	—	48 *	—	7
San Diego	—	26 **	—	74 **	—	30 **	—	3

See notes at end of table. ▶

Table 4.8 Percentages of students, by reading achievement level and eligibility for free/reduced-price school lunch, grades 4 and 8 public schools: By urban district, 2002 and 2003—Continued

	Information not available							
	Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	2002	2003	2002	2003	2002	2003	2002	2003
Grade 4								
Nation (public)	38	35	62	65	30	33	7	8
Large central city (public)	46	39	54	61	25	29	6	7
Atlanta	51	‡	49	‡	22	‡	7	‡
Boston	—	49 **	—	51 **	—	20 **	—	3
Charlotte	—	‡	—	‡	—	‡	—	‡
Chicago	52	40	48	60	19	27	4	6
Cleveland	—	†	—	†	—	†	—	†
District of Columbia	‡	71 **,*	‡	29 **,*	‡	8 **,*	‡	1
Houston	‡	‡	‡	‡	‡	‡	‡	‡
Los Angeles	40	40	60	60	28	28	6	8
New York City	38	23	62	77	28	48	11	13
San Diego	—	33	—	67	—	30	—	7
Grade 8								
Nation (public)	25	28	75	72	32	31	4	3
Large central city (public)	39	41 **	61	59 **	20	21 **	2	2
Atlanta	‡	36	‡	64	‡	25	‡	1
Boston	—	29 *	—	71 *	—	37 *	—	6
Charlotte	—	‡	—	‡	—	‡	—	‡
Chicago	21	29	79	71	34	25	7	2
Cleveland	—	†	—	†	—	†	—	†
District of Columbia	‡	38 **	‡	62 **	‡	15 **	‡	1
Houston	‡	‡	‡	‡	‡	‡	‡	‡
Los Angeles	—	46 **	—	54 **	—	17 **	—	1 **
New York City	—	31	—	69	—	36 *	—	5
San Diego	—	40	—	60	—	20	—	1

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

† Not applicable. In Cleveland, all students were categorized as eligible for the school lunch program.

The estimate rounds to zero.

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

NOTE: NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments. Detail may not sum to totals because of rounding. Significance tests were performed using unrounded numbers.

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

Highest Level of Parents' Education

Eighth-grade students who participated in the NAEP 2002 and 2003 reading assessments, including those in the Trial Urban District Assessment, were asked to indicate, from among five options, the highest level of education completed by each parent. Table 4.9 displays the average scores for eighth-graders who chose each category as the highest level of education for either parent.

In 2003, the average score for students who indicated that a parent had graduated from college was lower in Atlanta, Chicago, Cleveland, the District of Columbia, and Los Angeles than the average score for students in the same parental education category in public schools in the

nation and large central cities. The average score for students who reported that a parent graduated from college was higher in Charlotte than for comparable students in large central cities.

Among eighth-graders in public schools nationally, the average score was lower in 2003 than in 2002 for students who indicated that their parents either did not graduate from high school, or did graduate from high school or college, and for students who indicated that they did not know their parents' highest level of education. Among the participating urban districts, however, there was no measurable change detected in the average score between 2003 and 2002 at any level of parental education.

Table 4.9 Average reading scale scores, by student-reported parents' highest level of education, grade 8 public schools: By urban district, 2002 and 2003

	Less than high school		Graduated high school		Some education after high school		Graduated college		Unknown	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Grade 8										
Nation (public)	247***	245	256***	253	267	266	273***	271	246***	242
Large central city (public)	242	241**	247	243**	258	256**	262	258**	239	236**
Atlanta	233	236	233	232***	241	246***	243	245***	229	234**
Boston	—	244	—	252*	—	259**	—	260**	—	243*
Charlotte	—	247	—	246**	—	264*	—	271*	—	242
Chicago	246	251***	246	244**	260	254**	255	251***	242	243*
Cleveland	—	236	—	238**	—	252**	—	237***	—	240
District of Columbia	240	233***	235	233***	247	248***	247	245***	231	233**
Houston	251	242	242	244**	260	254**	262	255**	235	236**
Los Angeles	234	232***	233	234***	249	245***	251	249***	228	222***
New York City	—	242	—	247**	—	262*	—	259**	—	240
San Diego	—	241	—	248	—	256**	—	262**	—	233**

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

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

NOTE: NAEP sample sizes have increased since 2002, compared to previous years, resulting in smaller detectable differences than in previous assessments. Significance tests were performed using unrounded numbers.

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

Achievement-level results by level of parental education for the urban districts are presented in table 4.10. Among students who reported that at least one parent had graduated from college, the percentage of students performing at or above *Proficient* was lower than the nation

in all the districts except Charlotte. The percentage of students at or above *Proficient* was lower in Atlanta, Chicago, Cleveland, the District of Columbia, and Houston than in large central city schools for students who reported that at least one parent had graduated from college.

Table 4.10 Percentages of students, by reading achievement level and student-reported parents' highest level of education, grade 8 public schools: By urban district, 2002 and 2003

Grade 8	Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	2002	2003	2002	2003	2002	2003	2002	2003
Less than high school								
Nation (public)	42	45	58	55	14	13	#	#
Large central city (public)	49	50 **	51	50 **	11	11	#	#
Atlanta	66	57	34	43	8	7	#	#
Boston	—	46	—	54	—	14	—	#
Charlotte	—	46	—	54	—	10	—	#
Chicago	43	37 *	57	63 *	10	15	#	1
Cleveland	—	57 **	—	43 **	—	7	—	#
District of Columbia	46	61 **	54	39 **	6	5 **	#	#
Houston	38	50	62	50	17	11	1	1
Los Angeles	61	60 *,**	39	40 *,**	7	6***	#	#
New York City	—	51	—	49	—	13	—	1
San Diego	—	51	—	49	—	10	—	#
Graduated high school								
Nation (public)	31 ***	35	69 ***	65	21	19	1	1
Large central city (public)	44	48 **	56	52 **	13	12 **	#	1
Atlanta	63	61 *,**	37	39 *,**	4	5***	#	#
Boston	—	39	—	61	—	19	—	2
Charlotte	—	47 **	—	53 **	—	15	—	#
Chicago	40	46 **	60	54 **	9	10 **	#	1
Cleveland	—	55 **	—	45 **	—	7 **	—	#
District of Columbia	57	62 *,**	43	38 *,**	5	4***	#	#
Houston	48	46 **	52	54 **	9	9 **	#	#
Los Angeles	61	57 *,**	39	43 *,**	5	7***	#	#
New York City	—	40	—	60	—	16	—	1
San Diego	—	41	—	59	—	16	—	1
Some education after high school								
Nation (public)	19	21	81	79	33	32	2	2
Large central city (public)	30	32 **	70	68 **	24	22 **	1	1 **
Atlanta	50	44 *,**	50	56 *,**	8	11***	#	#
Boston	—	31 **	—	69 **	—	23 **	—	2
Charlotte	—	23 *	—	77 *	—	28	—	1
Chicago	24	34 **	76	66 **	20	18 **	1	1
Cleveland	—	37 **	—	63 **	—	16 **	—	1
District of Columbia	43	41 *,**	57	59 *,**	12	14***	#	1
Houston	25	32 **	75	68 **	24	19 **	1	1
Los Angeles	40	45 *,**	60	55 *,**	17	14***	1	1
New York City	—	26	—	74	—	31 *	—	1
San Diego	—	32 **	—	68 **	—	21 **	—	1

See notes at end of table. ▶

Table 4.10 Percentages of students, by reading achievement level and student-reported parents' highest level of education, grade 8 public schools: By urban district, 2002 and 2003—Continued

Grade 8	Below <i>Basic</i>		At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	2002	2003	2002	2003	2002	2003	2002	2003
Graduated college								
Nation (public)	17***	19	83***	81	42	41	4	4
Large central city (public)	29	33**	71	67**	31	27**	3	3**
Atlanta	49	48***	51	52***	13	16***	1	1
Boston	—	33**	—	67**	—	31**	—	5
Charlotte	—	20*	—	80*	—	41*	—	4
Chicago	33	40***	67	60***	20	18***	3	1**
Cleveland	—	56***	—	44***	—	9***	—	#
District of Columbia	45	47***	55	53***	15	16***	1	3
Houston	26	35**	74	65**	29	22***	2	2**
Los Angeles	40	42***	60	58***	21	23**	1	2
New York City	—	32**	—	68**	—	28**	—	4
San Diego	—	27***	—	73***	—	31**	—	3
Unknown								
Nation (public)	44***	48	56***	52	14	13	#	#
Large central city (public)	53	55**	47	45**	10	9**	#	#
Atlanta	67	59**	33	41**	4	7	#	#
Boston	—	48	—	52	—	14	—	1
Charlotte	—	50	—	50	—	11	—	1
Chicago	48	47*	52	53*	11	10	#	#
Cleveland	—	53	—	47	—	10	—	#
District of Columbia	65	58**	35	42**	5	5**	#	#
Houston	57	60**	43	40**	7	7**	#	#
Los Angeles	67	71***	33	29***	4	4***	#	#
New York City	—	51	—	49	—	11	—	#
San Diego	—	60**	—	40**	—	8	—	1

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

The estimate rounds to zero.

* Significantly different from large central city public schools.

** Significantly different from nation (public schools).

*** Significantly different from 2003.

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

Detail may not sum to totals because of rounding. Significance tests were performed using unrounded numbers.

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

5

Sample Assessment Questions and Student Responses

This chapter presents sample questions and examples of student responses from the NAEP 2003 reading assessment. The complete reading passages to which the sample questions refer are provided in appendix E. Four representative questions, including both multiple-choice and constructed-response questions, are provided for each grade. For each question, the framework-guided reading context and aspect are both given. In the case of multiple-choice questions, the oval corresponding to the correct answer is filled in. Answers to constructed-response questions are accompanied by both a summary of the scoring criteria used to determine their rating and their actual assigned ratings. The student responses presented in this section were selected to illustrate how questions were scored. Additional passages and questions, as well as student performance data, detailed scoring guides, and sample student responses from previous NAEP assessments are available on the NAEP web site (<http://nces.ed.gov/nationsreportcard/itmrls>).

To indicate how students performed on the sample questions, each question included in this chapter is accompanied by a table presenting two types of performance data: (a) the overall percentage of students who answered successfully, and (b) the percentage of students within specific score ranges on the NAEP reading scale who answered successfully. The score ranges correspond to the three achievement levels—*Basic*, *Proficient*, and *Advanced*—as well as the range below *Basic*.

The sample questions are also marked on the item maps at the end of the chapter. The item map location of each multiple-choice question identifies the scale score at which at least 74 percent of the students answered the question correctly. The item map location of each constructed-response question indicates the scale score at which at least 65 percent of the students reached a particular rating level.

Grade 4 Sample Assessment Questions and Results

Sample questions from the fourth-grade reading assessment include two multiple-choice, one short constructed-response,

and one extended constructed-response question. Information about the context for and aspect of reading, as described in the NAEP reading framework, appears beneath each question.

The fourth-grade reading comprehension questions presented here were based on “Watch Out for Wombats,” by Caroline Arnold. This highly detailed article describes the appearance, eating and sleeping habits, and temperament of the wombat; compares it to another Australian mammal, the koala; and explains the meaning of “marsupial” by relating how baby wombats are nurtured.

Grade 4	Sample Question 1 (multiple-choice)
	<p>In sample question 1, students were asked to retrieve information explicitly stated in the article. This question was very easy for students, with 94 percent of fourth-graders choosing the correct answer. This question appears on the item map at scale score 145.</p> <p style="text-align: center;">Where do wombats live?</p> <p style="text-align: center;"> <input type="radio"/> A North America <input type="radio"/> B Greenland <input checked="" type="radio"/> C Australia <input type="radio"/> D Africa </p>
	<p style="text-align: center;">Reading Context: Reading for Information</p> <p style="text-align: center;">Reading Aspect: Developing Interpretation</p>

Table 5.1 Percentage scored correct for multiple-choice sample question 1, by achievement-level range, grade 4: 2003

Grade 4	Percentage correct			
Overall percentage correct	Below <i>Basic</i> 207 or below ¹	At <i>Basic</i> 208–237 ¹	At <i>Proficient</i> 238–267 ¹	At <i>Advanced</i> 268 or above ¹
94	85	98	99	100

¹ NAEP reading composite scale range.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Grade 4**Sample Question 2 (multiple-choice)**

In sample question 2, students were asked to use what they learned about the wombat’s temperament to infer how a wombat might respond to humans. Seventy-six percent of fourth-graders answered this question correctly. This question appears on the item map at scale score 210.

What would a wombat probably do if it met a person?

- Ⓐ Try to attack the person
- Ⓑ Run away from the person
- Ⓒ Growl at the person
- Ⓓ Beg for food from the person

Reading Context:
Reading for Information

Reading Aspect:
Developing Interpretation

Table 5.2 Percentage scored correct for multiple-choice sample question 2, by achievement-level range, grade 4: 2003

Grade 4	Percentage correct				
	Overall percentage correct	Below <i>Basic</i> 207 or below ¹	At <i>Basic</i> 208–237 ¹	At <i>Proficient</i> 238–267 ¹	At <i>Advanced</i> 268 or above ¹
	76	55	81	92	97

¹ NAEP reading composite scale range.

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

Sample Question 3 (short constructed-response)

This sample question required students to use information from the article to compare and contrast wombats and koalas. Responses to this item were scored with a two-level rating as “Acceptable” or “Unacceptable.” Slightly more than half of fourth-grade students received a rating of “Acceptable” by providing both a similarity and a difference. This question appears on the item map at scale score 232.

Describe one way in which wombats and koalas are similar and one way in which they are different.

SimilarDifferent**Reading Context:**

Reading for Information

Reading Aspect:

Developing Interpretation

Table 5.3 Percentage scored as “Acceptable” for short constructed-response sample question 3, by achievement-level range, grade 4: 2003

Grade 4	Percentage “Acceptable”				
	Overall percentage “Acceptable”	Below <i>Basic</i> 207 or below ¹	At <i>Basic</i> 208–237 ¹	At <i>Proficient</i> 238–267 ¹	At <i>Advanced</i> 268 or above ¹
	53	21	58	80	92

¹ NAEP reading composite scale range.

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

Sample “Acceptable” ResponseSimilar

The wombats and koalas both have strong forelimbs.

Different

Wombats dig large underground burrows and koalas use their claws to cling to high tree branches.

Grade 4**Sample Question 4 (extended constructed-response)**

This sample question measured students' ability to support their reasoning by using information from the article. Answers to this question were scored with a four-level rating: "Extensive," "Essential," "Partial," or "Unsatisfactory." Forty-two percent of fourth-graders assessed provided responses rated as "Essential" or better; Twelve percent of fourth-graders provided responses rated as "Extensive." An "Extensive" response to this question appears on the item map at scale score 352.

Give two reasons why people should not have wombats as pets.
Use what you learned in the passage to support your answer.

Reading Context:
Reading for Information

Reading Aspect:
Developing Interpretation

Table 5.4a Percentage scored as "Essential" or better for extended constructed-response sample question 4, by achievement-level range, grade 4: 2003

Grade 4	Percentage "Essential" or better				
	Overall percentage "Essential" or better	Below <i>Basic</i> 207 or below ¹	At <i>Basic</i> 208–237 ¹	At <i>Proficient</i> 238–267 ¹	At <i>Advanced</i> 268 or above ¹
	42	18	43	61	77

¹ NAEP reading composite scale range.

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

Sample "Essential" Response

Responses to this question that were scored "Essential" demonstrated understanding of why people should not have wombats as pets, by citing at least two wombat traits described in the article or two negative outcomes that reflect an understanding of wombat traits that would make them unsuitable as pets, or by connecting one wombat trait to a negative outcome. This sample answer was rated "Essential" because it provides two wombat traits.

1. Because they are wild animals.

2. They need a place to dig burrows.

Table 5.4b Percentage scored as “Extensive” for extended constructed-response sample question 4, by achievement-level range, grade 4: 2003

Grade 4	Percentage “Extensive”				
	Overall percentage “Extensive”	Below <i>Basic</i> 207 or below ¹	At <i>Basic</i> 208–237 ¹	At <i>Proficient</i> 238–267 ¹	At <i>Advanced</i> 268 or above ¹
	12	3	10	20	35

¹ NAEP reading composite scale range.

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

Sample “Extensive” Response

The following sample response was rated “Extensive” because it not only provides at least two wombat traits, but it also links one of the traits to a negative outcome that could ensue from having a wombat as a pet.

Wombats would not make a good pet because they are wild. For this reason wombats are afraid of people and if it got scared it could tear parts of your body up by using its sharp claws. Wombats sleep in burrows up to fifteen feet deep. It could not sleep in a cage, plus wombats are only active at night the only thing it would do is sleep. For these reasons wombats would not make good pets.

Grade 8 Sample Assessment Questions and Results

Sample questions from the eighth-grade reading assessment include two multiple-choice questions, one short constructed-response question, and one extended constructed-response question.

The eighth-grade reading comprehension questions were based on the short story, “Thank You, M’am,” by Langston Hughes. The story begins with Roger

attempting to steal Mrs. Luella Bates Washington Jones’ purse, but the woman quickly catches him. Rather than turning him over to the police, Mrs. Jones takes Roger home and teaches him a lesson about trust, compassion, and forgiveness. At the end of the story, the boy is left standing on the front stoop unable to thank Mrs. Jones, as he is dumfounded by her kindness and generosity.

Grade 8

Sample Question 5 (multiple-choice)

This sample question asked students to choose the answer that best describes a character’s motivation at a particular point in the story. With an overall percentage correct of 84, this question was quite easy for the eighth-grade students taking the assessment. This question appears on the item map at scale score 223.

Why did the boy sit on the far side of the room while Mrs. Jones was making their dinner?

- Ⓐ He wanted to sit close to Mrs. Jones.
- Ⓑ He wanted to show Mrs. Jones he could be trusted.
- Ⓒ He wanted to help Mrs. Jones prepare the food.
- Ⓓ He wanted to keep an eye on Mrs. Jones.

Reading Context:
Reading for Literary Experience

Reading Aspect:
Developing Interpretation

Table 5.5 Percentage scored correct for multiple-choice sample question 5, by achievement-level range, grade 8: 2003

Grade 8	Percentage correct				
	Overall percentage correct	Below <i>Basic</i> 242 or below ¹	At <i>Basic</i> 243–280 ¹	At <i>Proficient</i> 281–322 ¹	At <i>Advanced</i> 323 or above ¹
	84	69	85	93	99

¹ NAEP reading composite scale range.

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

Grade 8

Sample Question 6 (multiple-choice)

This sample question asked students to use their understanding of a moment in the story to recognize the purpose of a stylistic device. Seventy percent of eighth-grade students chose the correct answer. This question appears on the item map at scale score 264.

The author puts the phrase “*and went to the sink*” in italics mainly to

- A emphasize the boy’s decision
- B describe the boy’s location
- C indicate the boy’s motivation
- D explain the boy’s viewpoint

Reading Context:
Reading for Literary Experience

Reading Aspect:
Examining Content and Structure

Table 5.6 Percentage scored correct for multiple-choice sample question 6, by achievement-level range, grade 8: 2003

Grade 8	Percentage correct				
	Overall percentage correct	Below <i>Basic</i> 242 or below ¹	At <i>Basic</i> 243–280 ¹	At <i>Proficient</i> 281–322 ¹	At <i>Advanced</i> 323 or above ¹
	70	36	73	92	98

¹ NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Grade 8

Sample Question 7 (short constructed-response)

Sample question 7 required students to make an inference about Mrs. Jones' character based either on her actions or what she says in the story. Responses to this question were scored with a three-level rating of "Full Comprehension," "Partial or Surface Comprehension," or "Little or No Comprehension." This question was moderately easy for eighth-graders as 69 percent of assessed students received a rating of "Full Comprehension." A "Full Comprehension" response to this item maps at the scale score of 247.

Choose one thing Mrs. Luella Bates Washington Jones said or did in the story and explain what it tells about her.

Reading Context:
Reading for Literary Experience

Reading Aspect:
Developing an Interpretation

Table 5.7 Percentage scored as "Full Comprehension" for short constructed-response sample question 7, by achievement-level range, grade 8: 2003

Grade 8	Percentage "Full Comprehension"				
	Overall percentage "Full Comprehension"	Below <i>Basic</i> 242 or below ¹	At <i>Basic</i> 243–280 ¹	At <i>Proficient</i> 281–322 ¹	At <i>Advanced</i> 323 or above ¹
	69	40	73	87	94

¹ NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Sample "Full Comprehension" Response

One thing she did was bring him into her house, and allowed him to wash his face in the sink and eat supper with her. This showed that even though Mrs. Luella Bates Washington Jones was strict, she did have a good heart though.

Grade 8

Sample Question 8 (extended constructed-response)

This sample question measured students' ability to integrate events across the text to interpret the story's theme. Answers to this question were scored according to four levels: "Extensive," "Essential," "Partial," or "Unsatisfactory." An "Extensive" response to this question appears on the item map at scale score 337.

What do you think is the theme of the story? Support your answer with details from the story.

Reading Context:
Reading for Literary Experience

Reading Aspect:
Examining Content and Structure

Table 5.8a Percentage scored as "Essential" or better for extended constructed-response sample question 8, by achievement-level range, grade 8: 2003

Grade 8	Percentage "Essential" or better				
	Overall percentage "Essential" or better	Below <i>Basic</i> 242 or below ¹	At <i>Basic</i> 243–280 ¹	At <i>Proficient</i> 281–322 ¹	At <i>Advanced</i> 323 or above ¹
	48	26	47	66	86

¹ NAEP reading composite scale range.

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

Sample "Essential" Response

This sample answer is rated "Essential" because it provided a theme that demonstrated a thoughtful understanding of the story, but did not support the interpretation with specific reference to story events that reflect the theme.

You can find kindness in a person even if you do something wrong to them. The person who does something to you might have a good reason for doing it. So give them a chance, you find good people in unexpected places.

Table 5.8b Percentage scored as “Extensive” for extended constructed-response sample question 8, by achievement-level range, grade 8: 2003

Grade 8		Percentage “Extensive”			
Overall percentage “Extensive”	Below <i>Basic</i> 242 or below ¹	At <i>Basic</i> 243–280 ¹	At <i>Proficient</i> 281–322 ¹	At <i>Advanced</i> 323 or above ¹	
26	6	21	45	72	

¹ NAEP reading composite scale range.

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

Sample “Extensive” Response

This sample answer is rated “Extensive” because it provided a theme that represented a thoughtful understanding of the story and supported the interpretation with specific reference to story events that reflect the theme.

I think the theme of the story is that everyone can be trusted if you just give them a chance. When he tried to steal her purse he couldn't be trusted, but when she gave him a little piece of her mind, he started to shape up. Then when they went back to her house he could've run when she let go of him when they went inside. Then he was sitting by her purse and he could've stolen it, but he didn't. So if you give someone a chance they could be trusted.

Maps of Selected Item Descriptions on the NAEP Reading Scale—Grades 4 and 8

Item maps provide an illustration of the reading performance of fourth- and eighth-graders by showing the description of particular items at the position along the NAEP reading composite scale where they are likely to be successfully answered by students who attained that score or higher.¹ Descriptions of questions on the item map focus on the reading skills or abilities needed to answer the questions. For multiple-choice questions, the description indicates the comprehension demonstrated when students select the correct option. For constructed-response questions, the description indicates the degree of comprehension specified at different levels of the scoring criteria for that question. An examination of the descriptions may provide insight into the range of comprehension processes demonstrated by fourth- and eighth-grade students.

For each question indicated on the map, students whose average scale scores fell at or above the scale point had a higher probability of successfully answering the question, while students whose average scale scores fell below that scale point had a lower probability of successfully answering that question. For the purpose of mapping each question, the probability level was set at 65 percent for constructed-response questions and 74 percent for multiple-choice questions.²

For example, if a multiple-choice question maps at 210 on the scale, fourth-grade students with an average score of 210 or more have at least a 74 percent chance of answering this question correctly (for an example, see table 5.2, question 2). In other words, out of every 100 students who scored at or above 210, at least 74 answered this question correctly. Although students scoring above the scale point have a higher probability of successfully answering the question, it does not mean that every student at or above 210 always answered this question correctly, nor does it mean that students below 210 always answered the question incorrectly. The item maps are useful indicators of higher or lower probability of successfully answering the question depending on students' overall ability as measured by the NAEP scale.

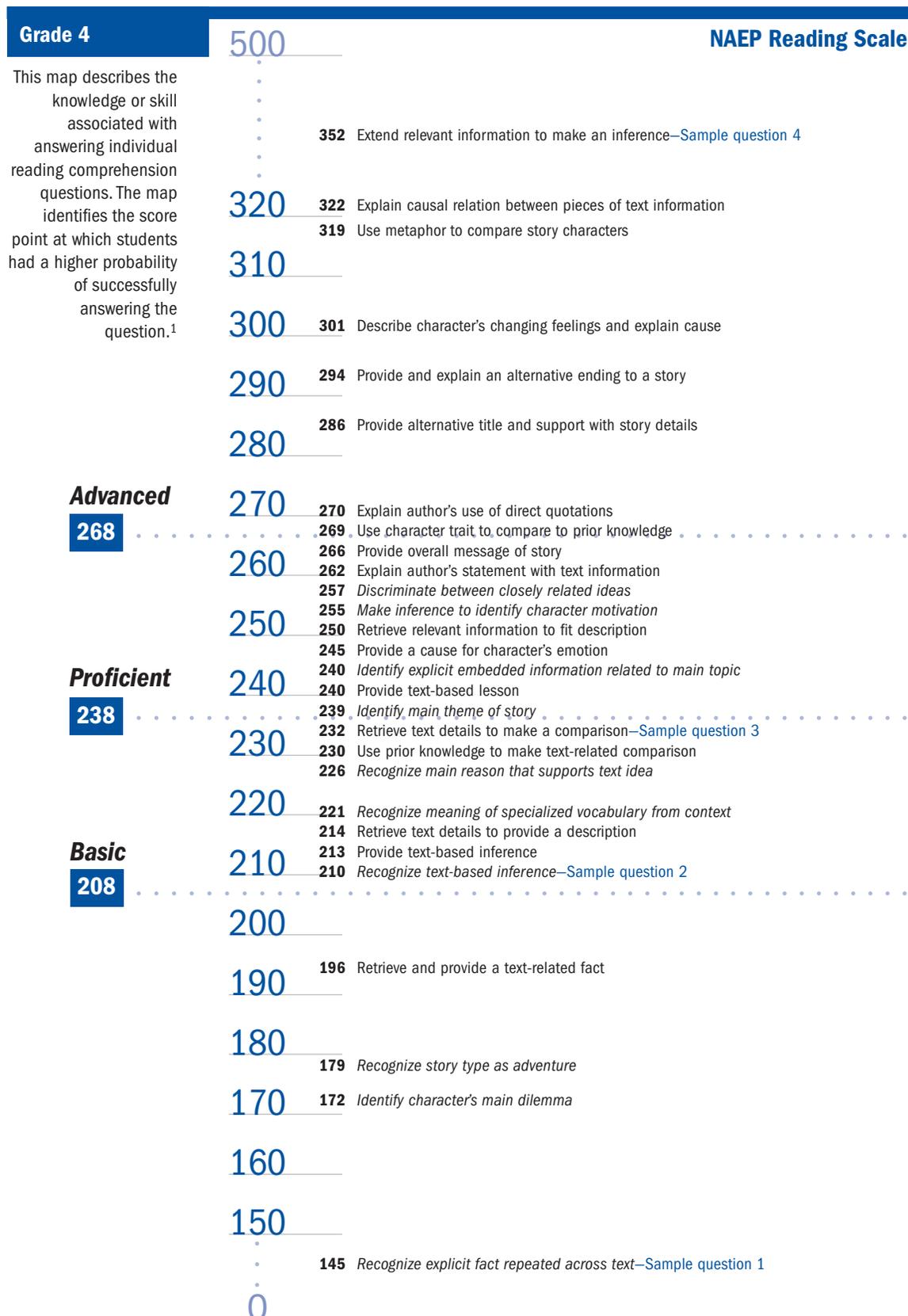
When considering information provided by item maps, it is important to be aware that the descriptions are based on comprehension questions that relate to specific reading passages. It is possible that questions intended to assess the same aspect of comprehension, when referring to different passages, would map at different points on the scale. In fact, one NAEP study found that even identically worded questions may be easier or harder when associated with different passages, suggesting that the difficulty of a question is related to its interaction with a particular passage.³

¹ For details on the procedures used to develop item maps, see Allen, N. R., Donoghue, J. R., and Schoeps, T. L. (1998). *The NAEP Technical Report*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

² The probability convention is set higher (at 74 percent) for multiple-choice questions to correct for the possibility of answering correctly by guessing.

³ Campell, J. R., and Donahue, P. L. (1997). *Students Selecting Stories: The Effects of Choice in Reading Assessment*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

Figure 5.1 Map of selected item descriptions on the NAEP reading scale, grade 4: 2003

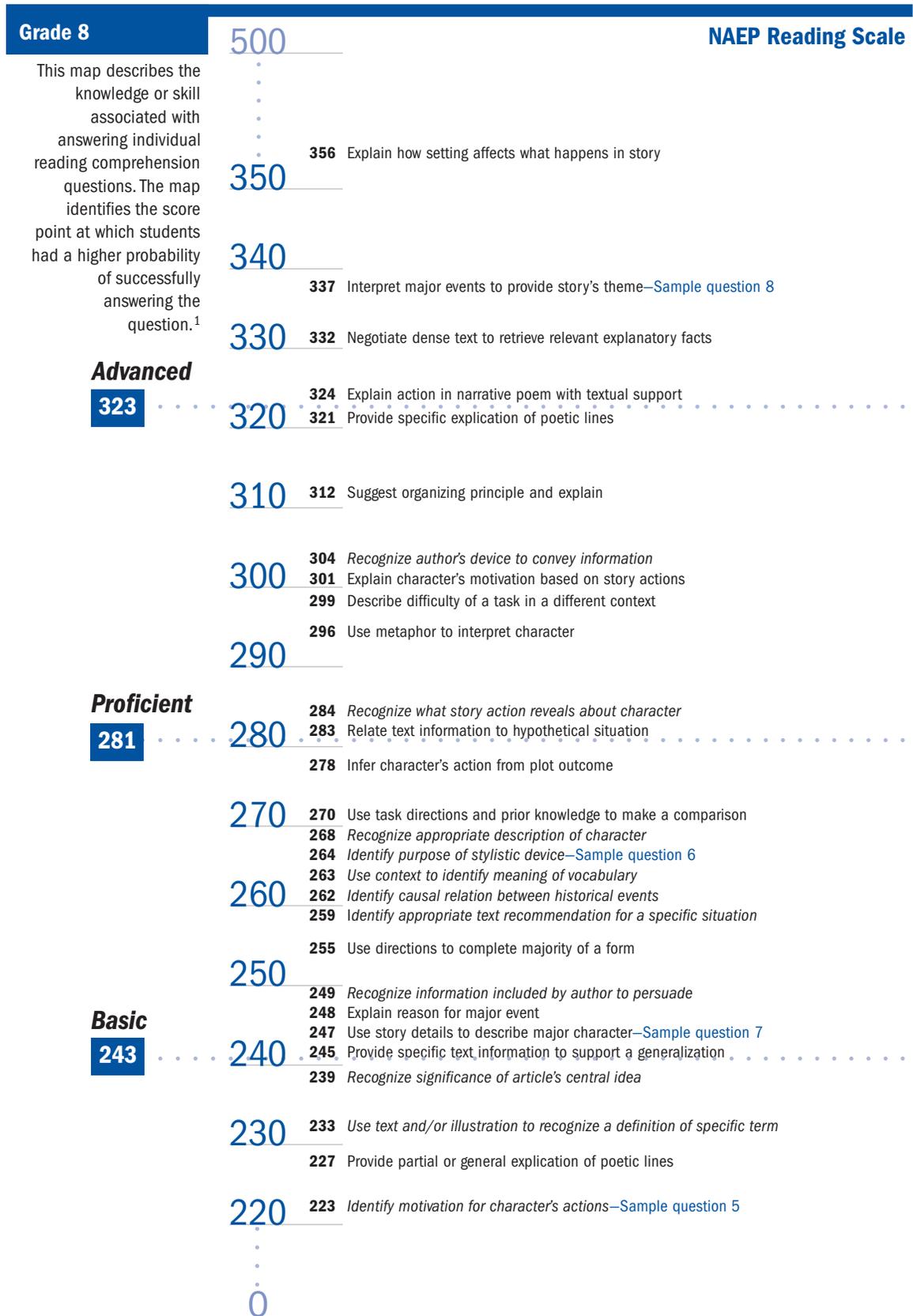


¹ Each grade 4 reading question in the 2003 reading assessment was mapped onto the NAEP 0–500 reading scale. The position of a question on the scale represents the average scale score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. Only selected questions are presented. Scale score ranges for reading achievement levels are referenced on the map. For constructed-response questions, the question description represents students' performance at the scoring criteria level being mapped.

NOTE: Regular type denotes a constructed-response question. Italic type denotes a multiple-choice question.

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 5.2 Map of selected item descriptions on the NAEP reading scale, grade 8: 2003



¹ Each grade 8 reading question in the 2003 reading assessment was mapped onto the NAEP 0–500 reading scale. The position of a question on the scale represents the average scale score attained by students who had a 65 percent probability of successfully answering a constructed-response question, or a 74 percent probability of correctly answering a four-option multiple-choice question. Only selected questions are presented. Scale score ranges for reading achievement levels are referenced on the map. For constructed-response questions, the question description represents students' performance at the scoring criteria level being mapped.

NOTE: Regular type denotes a constructed-response question. Italic type denotes a multiple-choice question.

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