

National Assessment of Educational Progress

The Nation's Report Card™

# Reading 2005



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U.S. Department of Education  
Institute of Education Sciences  
NCES 2006-451



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OCTOBER 2005

## What is The Nation's Report Card™?

The Nation's Report Card™, the National Assessment of Educational Progress (NAEP), is a nationally representative and continuing assessment of what America's students know and can do in various subject areas. For over three decades, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other subjects.

By making objective information on student performance available to policymakers at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement and relevant variables is collected under this program. The privacy of individual students and their families is protected, and the identities of participating schools are not released.

NAEP is a congressionally mandated project of the National Center for Education Statistics within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations.

In 1988, Congress established the National Assessment Governing Board (NAGB) to oversee and set policy for NAEP. The Board is responsible for selecting the subject areas to be assessed; setting appropriate student achievement levels; developing assessment objectives and test specifications; developing a process for the review of the assessment; designing the assessment methodology; developing guidelines for reporting and disseminating NAEP results; developing standards and procedures for interstate, regional, and national comparisons; determining the appropriateness of all assessment items and ensuring the assessment items are free from bias and are secular, neutral, and nonideological; taking actions to improve the form, content, use, and reporting of results of the National Assessment; and planning and executing the initial public release of NAEP reports.

## Executive Summary

This report presents the national and state results of the NAEP assessment in reading and compares them to results from assessments in 2003 and in the first year data were available, usually 1992. In 2005, nationally representative samples of more than 165,000 fourth-grade and 159,000 eighth-grade students nationwide participated in that assessment.

### National Reading Results

Fourth-graders' average score was 1 point higher, and eighth-graders' average score was 1 point lower in 2005 than in 2003 on a 0 to 500 point scale. Average scores in 2005 were 2 points higher than in the first assessment year, 1992, at both grades 4 and 8.



Average reading scores were 2 points higher in 2005 compared to 1992 at both grades 4 and 8.

at or above *Proficient* increased during this time. The percentage of eighth-graders performing at or above *Basic* was higher in 2005 (73 percent) than in 1992 (69 percent), but there was no significant change in the percentage scoring at or above *Proficient* between these same years.

### Reading Results for Student Groups at Grade 4

White students scored higher on average in reading than their Black and Hispanic peers. The scores for all three racial/ethnic groups, as well as Asian/Pacific Islanders, increased between 1992 and 2005. Looking at the short-term trend, Black and Hispanic students each scored higher on average in 2005 than in 2003. The White – Black and White – Hispanic score gaps narrowed during this same time.

In 2005, students who were eligible for free or reduced-price school lunch and those who were not eligible had higher average scores than in 1998. In the short term, students who were eligible showed a 2-point increase from 2003 to 2005.

In 2005, female students scored higher on average than their male counterparts. Male students' average scores increased by 3 points from 1992 to 2005.

### Reading Results for Student Groups at Grade 8

White, Black, and Hispanic students scored higher, on average, in 2005 than in 1992. The White – Hispanic score gap decreased by 2 points between 2003 and 2005.

The average score for students who were not eligible for free or reduced-price lunch decreased by 1 point between 2003 and 2005. The longer trend between 1998 and 2005 showed no statistically significant changes regardless of free-lunch eligibility.

Both male and female students' average scores showed decreases between 2003 and 2005. In the longer term, the average score for male students was 3 points higher in 2005 than in 1992.



Between 1992 and 2005, average scores increased for White, Black, and Hispanic students at grades 4 and 8.

### Reading Results for the States

Examining the short-term trends between 2003 and 2005, when all 50 states, the District of Columbia, and Department of Defense (DoD) schools were assessed, shows average scores for students at grade 4 increased in 7 states and in the DoD schools and decreased in 2 states. The percentage of students performing at or above *Basic* increased in 3 states and in the DoD schools and decreased in 2 states.

At grade 8, no state had a higher average score in 2005 than in 2003, and 7 states had lower scores. The percentage of students performing at or above *Basic* increased in 1 state and decreased in 6 states.

Turning to the longer trend at grade 4, there were 42 states and jurisdictions that participated in both 1992 and 2005. The District of Columbia and 19 states had higher average scores, and 3 states had lower average scores, in 2005 than in 1992. Over the same period, the percentage of students at or above *Basic* increased in 15 states and decreased in 3 states.

At grade 8, the first state assessment was given in 1998 in 38 states and jurisdictions. Three states had higher average scores in 2005 compared to 1998, and 8 states had lower average scores. The percentage of students performing at or above *Basic* increased in 3 states and in the DoD schools and decreased in 11 states.

## For More Information...

The NAEP initial release website ([www.nationsreportcard.gov](http://www.nationsreportcard.gov)) provides additional information on the NAEP assessments, including an interactive view of state results and links to PDF versions of all NAEP reports, a data tool for exploring results and calculating the statistical significance of differences, and a tool for examining released questions.

## Understanding NAEP Results

Results are presented in two ways: in terms of scale scores and as the percentage of students scoring at or above three benchmarks called *achievement levels*. For results to be presented in this report, each reporting group must meet minimum reporting standards. Reporting standards were met for public schools in the nation and the states. However, too few private schools participated for their results to be reported separately. See the Technical Notes on page 32 for more information.

### Scale Scores

NAEP reading scores are reported for grades 4 and 8 on a 0–500 scale. Scale score results also are presented for students at various percentiles. An examination of scores at different percentiles on the 0–500 scale indicates whether or not the trends seen in the overall national average score results are reflected in the performance of lower-, middle-, and higher-performing students.

Item maps, presented on pages 26 and 30, provide interpretive information about a scale score in terms of the skills and knowledge students with a certain score are likely to have. Items placed along the scale in an item map demonstrate how skills correspond to levels of performance.

Scales are created for other subjects independently, so even when another subject's scale has the same numerical range (0–500), average scores should not be compared across subjects.

### Achievement Levels

NAEP results are reported at three achievement levels: *Basic*, *Proficient*, and *Advanced*. Achievement levels are performance standards showing what students should know and be able to do. They are set by the National Assessment Governing Board (NAGB), based on recommendations from panels of educators and members of the public, to provide a context for interpreting student performance on NAEP. In this report, the achievement-level results are reported as percentages of students performing at or above *Basic* and at or above *Proficient*.

As provided by law, the National Center for Education Statistics (NCES), upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. However, NCES and NAGB have affirmed the usefulness of these performance standards for understanding trends in achievement. NAEP achievement levels have been widely used by national and state officials.

### Interpreting Results

NAEP uses widely accepted statistical standards in analyzing data. For instance, this report discusses only findings that are statistically significant at the .05 level. However, some differences that are statistically significant appear small, particularly in recent assessment years, when the sample sizes have been larger. See the Technical Notes on page 33 for more information on interpreting the size of score differences.

Differences between scale scores or percentages are calculated using unrounded numbers. In some instances, the result of the subtraction differs from what would be obtained by subtracting the rounded values shown in the accompanying figure or table. The first part of the report presents the national results of all schools. However, when state results are compared to the nation, only public school results are shown. The national public numbers may differ slightly from overall national numbers.

Finally, most figures show data for two samples. One sample includes students who received accommodations when they needed them, and the other includes students for whom no accommodations were permitted. In 1998, administration procedures were first introduced that allowed the use of accommodations for students who needed them. Therefore, the results from more recent years are more inclusive than results from earlier years. See tables A-1–A-3 for exclusion rates. Any comparisons between 2005 and 1998 will be made with the accommodated sample.

## NAEP Achievement-Level Descriptions

The three NAEP achievement levels, from lowest to highest, are

- Basic**—denotes partial mastery of the knowledge and skills that are fundamental for proficient work at a given grade.
- Proficient**—represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- Advanced**—signifies superior performance.

Detailed descriptions of the NAEP achievement levels for each subject and grade can be found on the NAGB website (<http://www.nagb.org/pubs/pubs.html>).



**KEY FINDINGS**

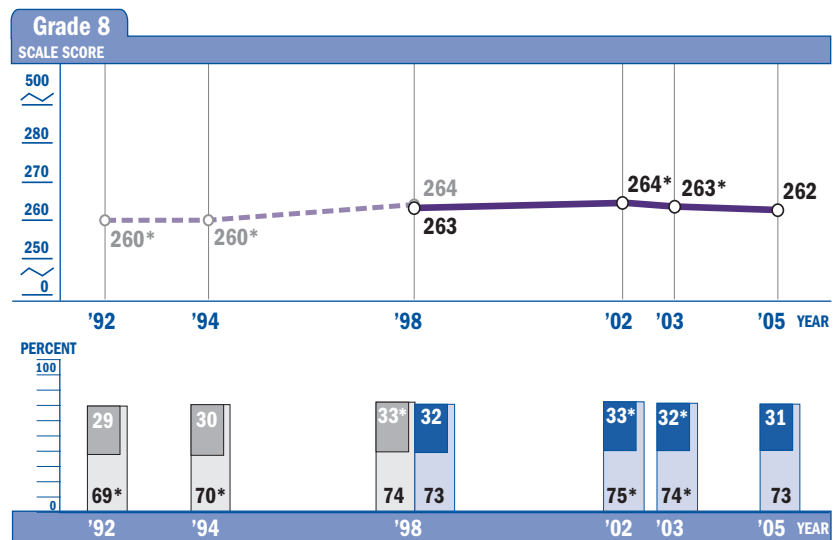
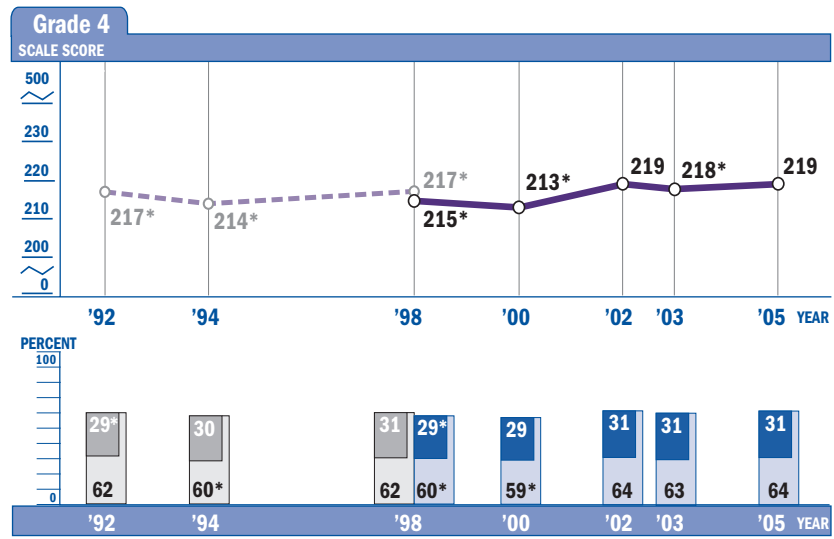
**GRADE 4**

- ▶ The national average grade 4 reading score was 2 points higher in 2005 than in 1992, and 1 point higher than in 2003.
- ▶ There was no significant difference in the percentage of students performing at or above *Basic* in 2005 compared to 1992.
- ▶ The percentage performing at or above *Proficient* increased from 29 percent in 1992 to 31 percent in 2005.

**GRADE 8**

- ▶ The national average reading score was 2 points higher in 2005 than in 1992 but 1 point lower than in 2003.
- ▶ The percentage performing at or above *Basic* was higher in 2005 than in 1992 but 1 percentage point lower than in 2003.
- ▶ The percentage performing at or above *Proficient* decreased 1 point between 2003 and 2005 and was not significantly different from the percentage in 1992.

**Figure 1. Average scale scores and achievement-level results in reading, grades 4 and 8: Various years, 1992–2005**



\* Significantly different from 2005.  
 NOTE: Data were not collected at grade 8 in 2000.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

NATIONAL RESULTS

**Reporting Student Groups**

In addition to national results, NAEP reports results for specified groups of students. Because performance of a particular student group can be significantly different from the performance of the overall student population, it is important to examine separately the performance of each major student group.

Results are provided on the following pages for student groups defined by race/ethnicity, eligibility for free/reduced-price school lunch, and gender. These results show how these groups of students performed in comparison with one another, and over time. More information, including interactive charts of performance for various student groups, can be found at [www.nationsreportcard.gov](http://www.nationsreportcard.gov).

Typically, NAEP reports also show results separately for public and private schools. However, overall, an insufficient proportion of private schools participated in NAEP in 2005, so the results are shown in the Technical Notes for Catholic and Lutheran schools only.

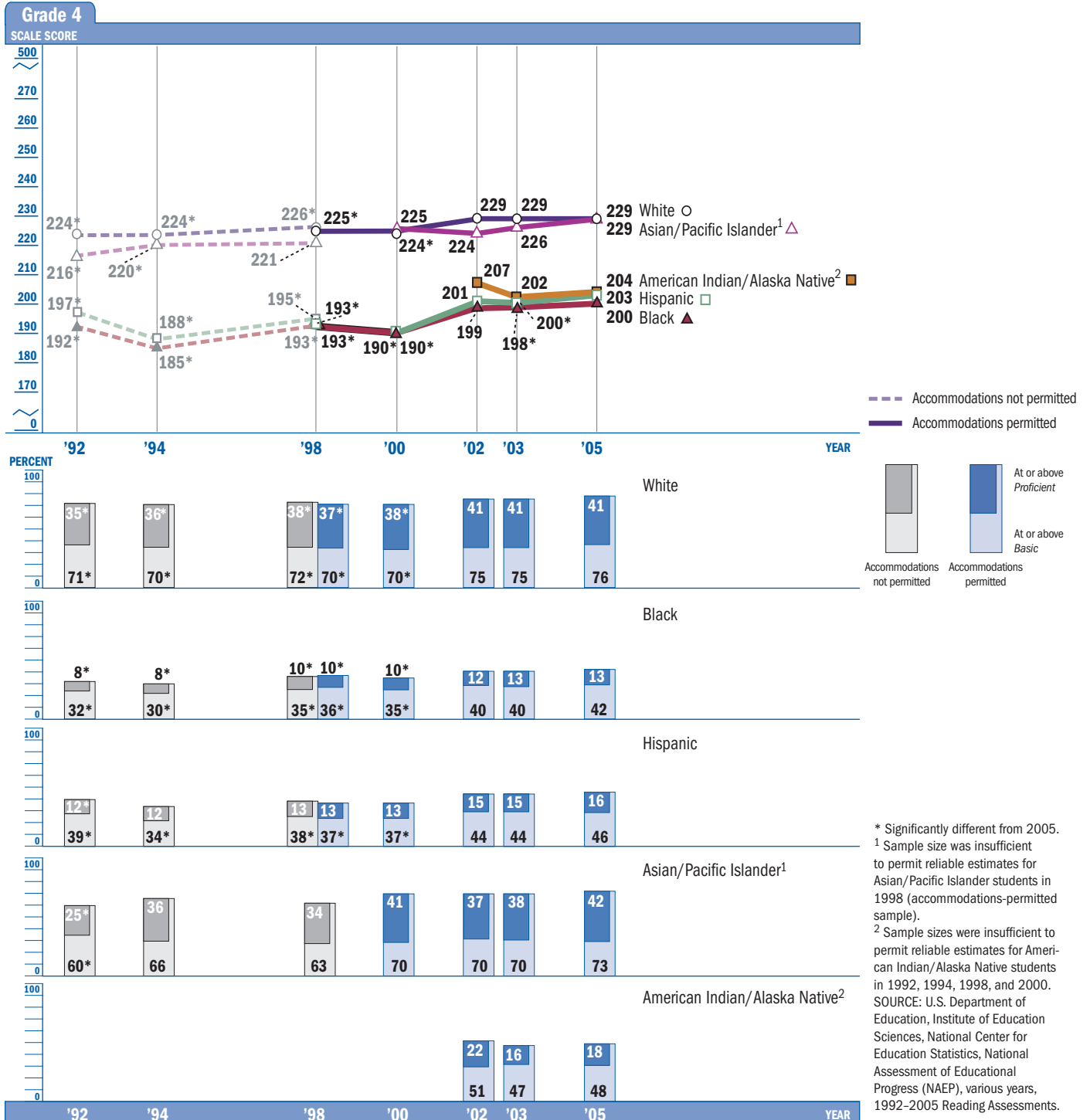
## Results for Groups of Students

### Results by Race/Ethnicity

NAEP reports data on student race/ethnicity based on information obtained from school rosters. Figures 2 and 3 show results for five mutually exclusive categories: White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native. Black includes African American,

Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin unless specified. For information about the performance of students not classified in one of these categories, visit [www.nationsreportcard.gov](http://www.nationsreportcard.gov).

**Figure 2. Average scale scores and achievement-level results in reading, by race/ethnicity, grade 4: Various years, 1992–2005**





**KEY FINDINGS**

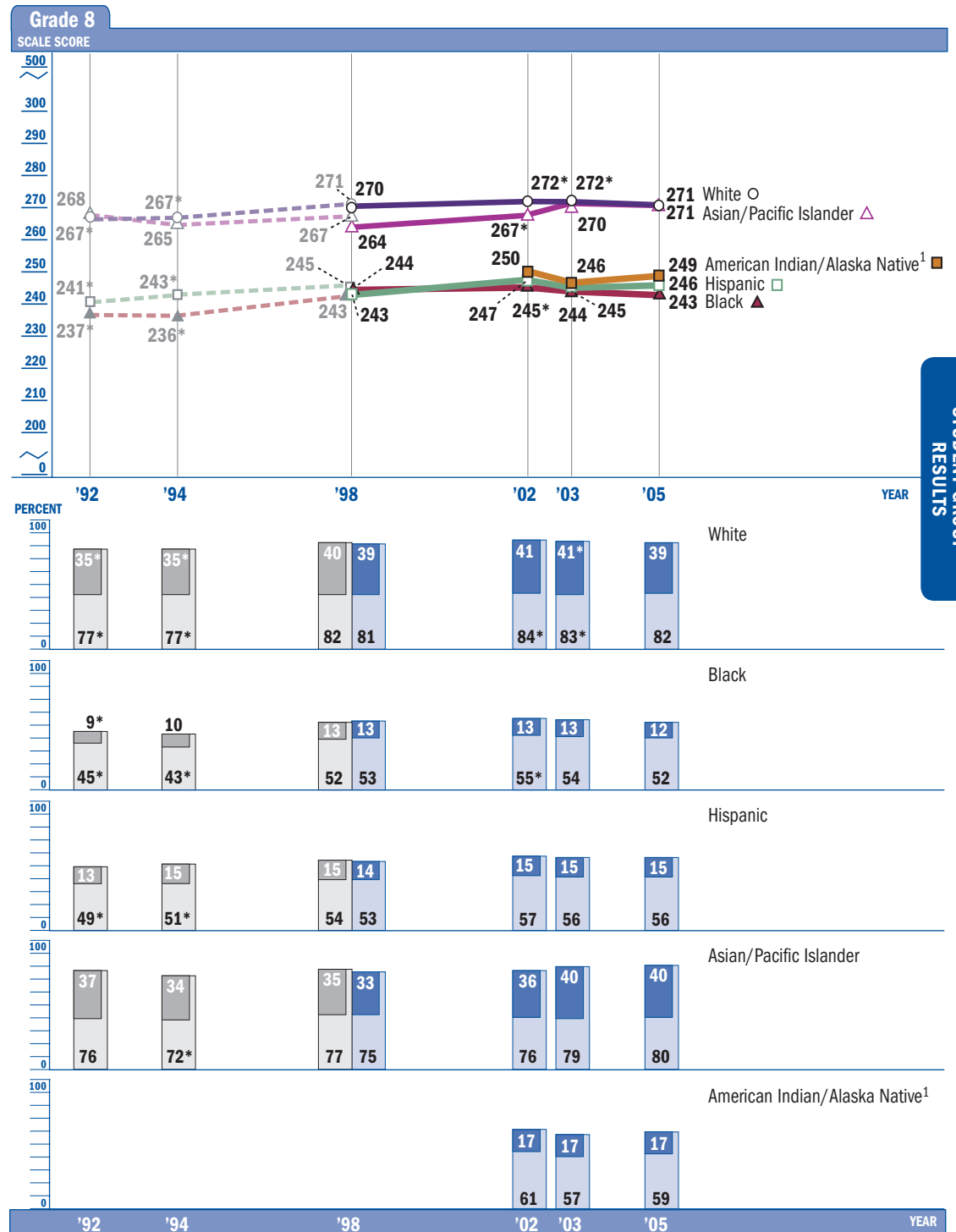
**GRADE 4**

- ▶ The average reading scores for White, Black, Hispanic, and Asian/Pacific Islander students were all higher in 2005 than in 1992.
- ▶ Black students' average score increased from 198 to 200 between 2003 and 2005. During this same time, average scores for Hispanic students increased from 200 to 203.
- ▶ Higher percentages of White, Black, Hispanic, and Asian/Pacific Islander students performed at or above *Basic* and at or above *Proficient* in 2005 than in 1992.

**GRADE 8**

- ▶ White, Black, and Hispanic students scored higher, on average, in 2005 than in 1992.
- ▶ In 2005, higher percentages of White, Black, and Hispanic students performed at or above *Basic* than in 1992, and higher percentages of White and Black students performed at or above *Proficient* than in 1992.
- ▶ The percentage of White students performing at or above *Proficient* decreased by 2 points between 2003 and 2005.

**Figure 3. Average scale scores and achievement-level results in reading, by race/ethnicity, grade 8: Various years, 1992–2005**



\* Significantly different from 2005.

<sup>1</sup> Sample sizes were insufficient to permit reliable estimates for American Indian/Alaska Native students in 1992, 1994, and 1998.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

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 --- Accommodations permitted

At or above Proficient  
 At or above Basic  
 Accommodations not permitted    Accommodations permitted

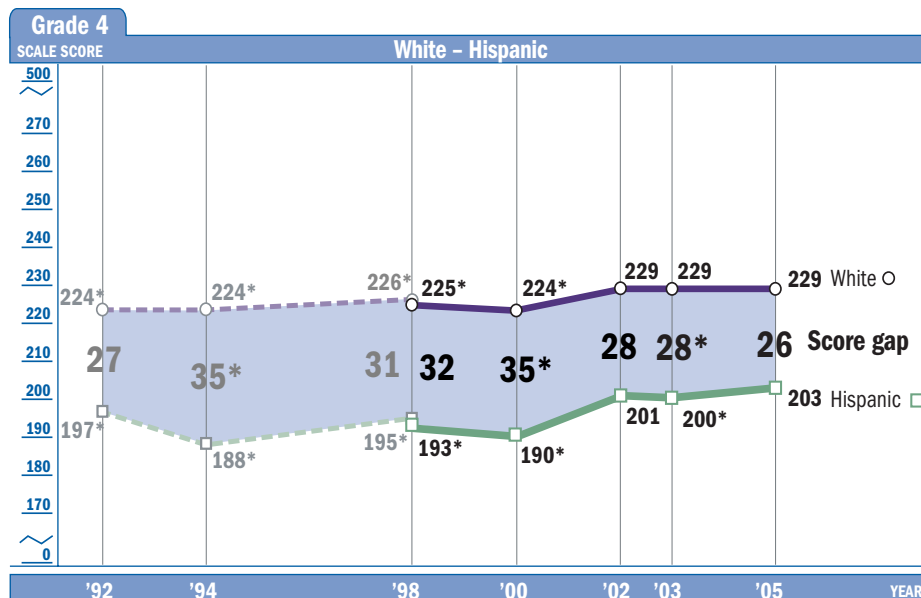
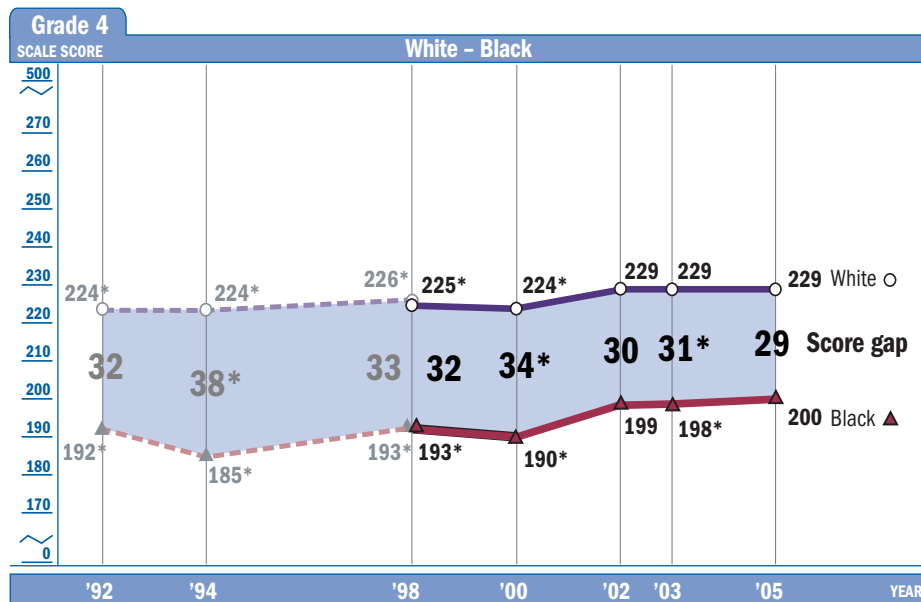
STUDENT GROUP RESULTS

## White – Black and White – Hispanic Score Gaps

Another way to view trends in student performance is to determine whether the score “gap” between student groups has narrowed or widened since earlier years. Figures 4 and 5 show the score gaps between White and Black students and between White and Hispanic students

across assessment years. Score gaps are calculated by subtracting the unrounded average scale score of one student group from that of another. Here, the average score for Black or Hispanic students is subtracted from the average score for White students.

**Figure 4. Average reading scale scores and score gaps for White – Black and White – Hispanic students, grade 4: Various years, 1992–2005**



\* Significantly different from 2005.

NOTE: Score gaps, displayed in the shaded area, are calculated based on differences between unrounded average scale scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

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**KEY FINDINGS**

▶ In 2005, at both grades 4 and 8, White students scored higher, on average, than Black and Hispanic students.

**GRADE 4**

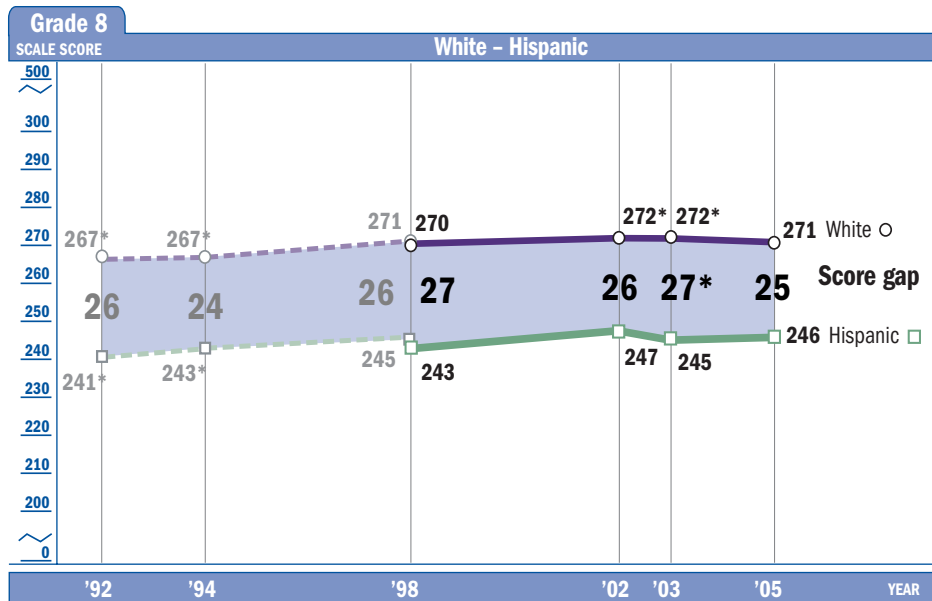
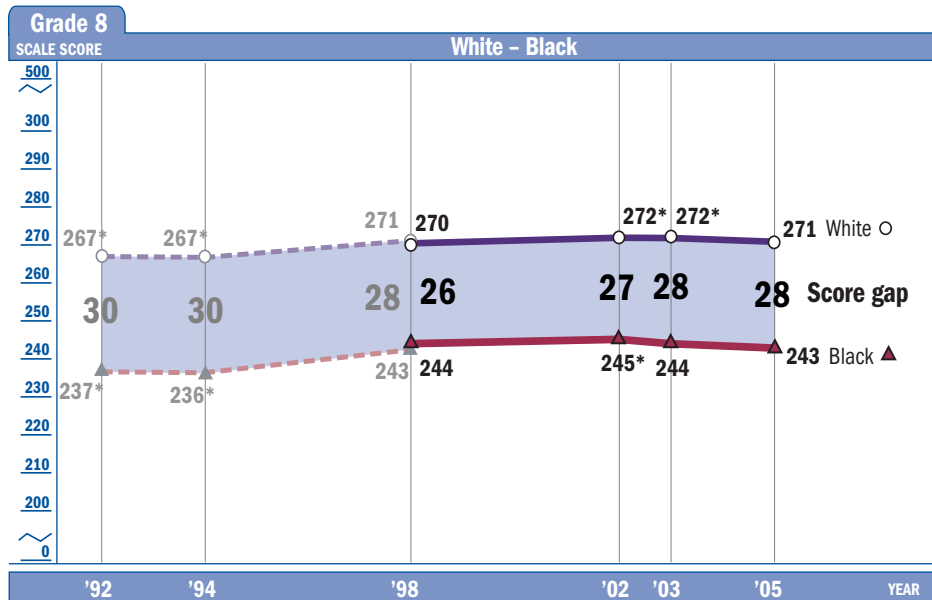
- ▶ At grade 4, the White - Black score gap narrowed by 2 points between 2003 and 2005 but was not statistically different between 1992 and 2005.
- ▶ The White - Hispanic score gap at grade 4 narrowed by 2 points between 2003 and 2005 but was not statistically different between 1992 and 2005.

**GRADE 8**

- ▶ The apparent difference between 1992 and 2005 in the White - Black score gap at grade 8 was not statistically significant.
- ▶ The White - Hispanic gap at grade 8 narrowed by 2 points between 2003 and 2005 but was not statistically different between 1992 and 2005.



**Figure 5. Average reading scale scores and score gaps for White - Black and White - Hispanic students, grade 8: Various years, 1992-2005**



\* Significantly different from 2005.  
 NOTE: Score gaps, displayed in the shaded area, are calculated based on differences between unrounded average scale scores.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2005 Reading Assessments.

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STUDENT GROUP RESULTS

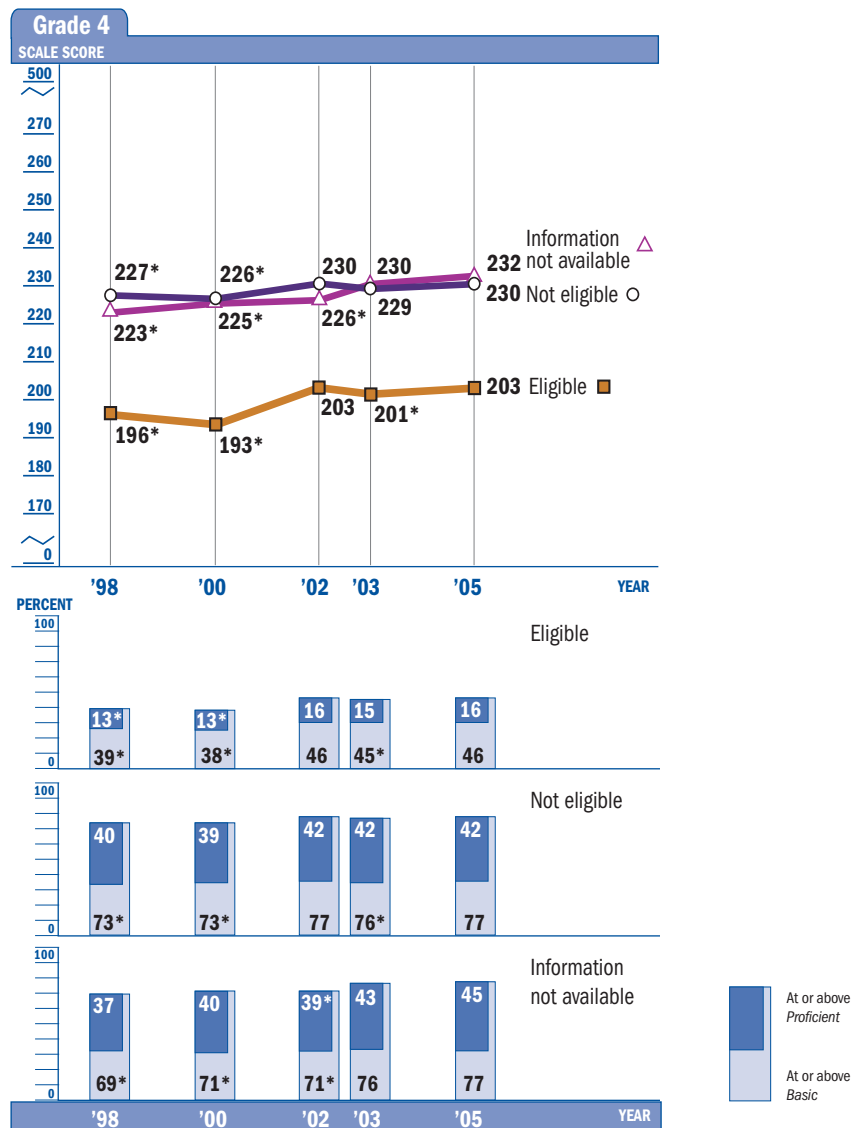
### Results by Eligibility for Free/Reduced-Price School Lunch

An indicator of a student's socioeconomic status is whether or not that student is eligible for free or reduced-price lunch under the National School Lunch Program (NSLP). Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. (For the period July 1, 2004, through June 30, 2005, for a family of four, 130 percent of the poverty level was \$24,505, and 185 percent was \$34,873. See <http://www.fns.usda.gov/cnd/lunch/> for more information.)

Average reading scores and achievement-level results by students' eligibility for free/reduced-price school lunch are shown in figure 6 for grade 4 and figure 7 for grade 8. NAEP first began collecting information on student lunch eligibility for the reading assessment in 1998; therefore, results for these student groups are not available for 1992 and 1994.

The percentage of students with available information has changed over time. In addition, the regulations on classifying students have changed over the years. See Changing Demographics of Students at Grades 4 and 8 on page 22 for more information.

**Figure 6. Average scale scores and achievement-level results in reading, by students' eligibility for free/reduced-price lunch, grade 4: Various years, 1998–2005**



\* Significantly different from 2005.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.



**KEY FINDINGS**

▶ In 2005, students who were not eligible for free or reduced-price school lunch scored higher, on average, than students who were eligible, at both grades 4 and 8.

**GRADE 4**

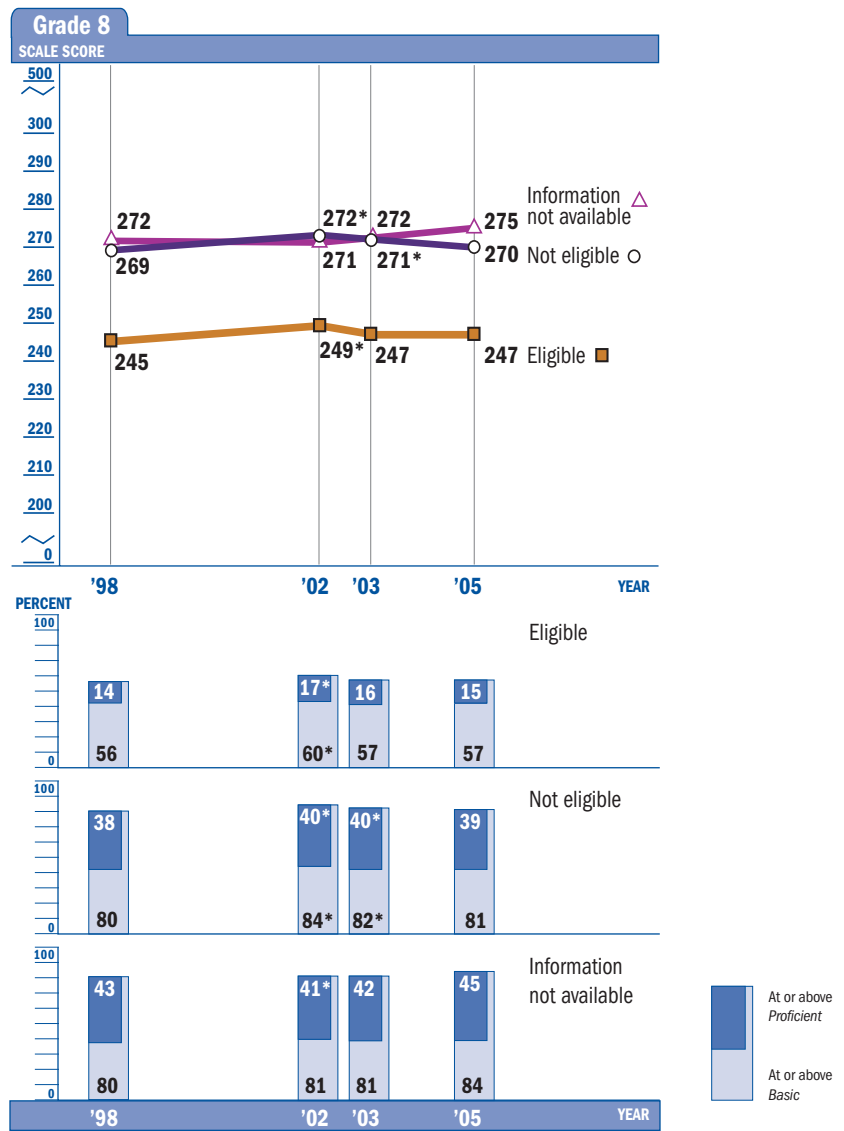
- ▶ Both those who were eligible for free or reduced-price school lunch and those who were not eligible scored higher, on average, in 2005 than in 1998.
- ▶ Between 2003 and 2005, the average score for students who were eligible rose 2 points.
- ▶ Higher percentages of students who were eligible for free or reduced-price school lunch and of those who were not eligible performed at or above *Basic* in reading in 2005 than in 2003 or in 1998.
- ▶ The percentage of students who were eligible performing at or above *Proficient* was 3 points higher in 2005 than in 1998.

**GRADE 8**

- ▶ Students who were not eligible for free or reduced-price school lunch showed a 1-point decrease in average reading score between 2003 and 2005.
- ▶ The percentages of students who were not eligible for free or reduced-price school lunch performing at or above *Basic* and at or above *Proficient* decreased by 1 percentage point each between 2003 and 2005.
- ▶ There were no significant differences for any group between 1998 and 2005.



**Figure 7. Average scale scores and achievement-level results in reading, by students' eligibility for free/reduced-price lunch, grade 8: Various years, 1998–2005**



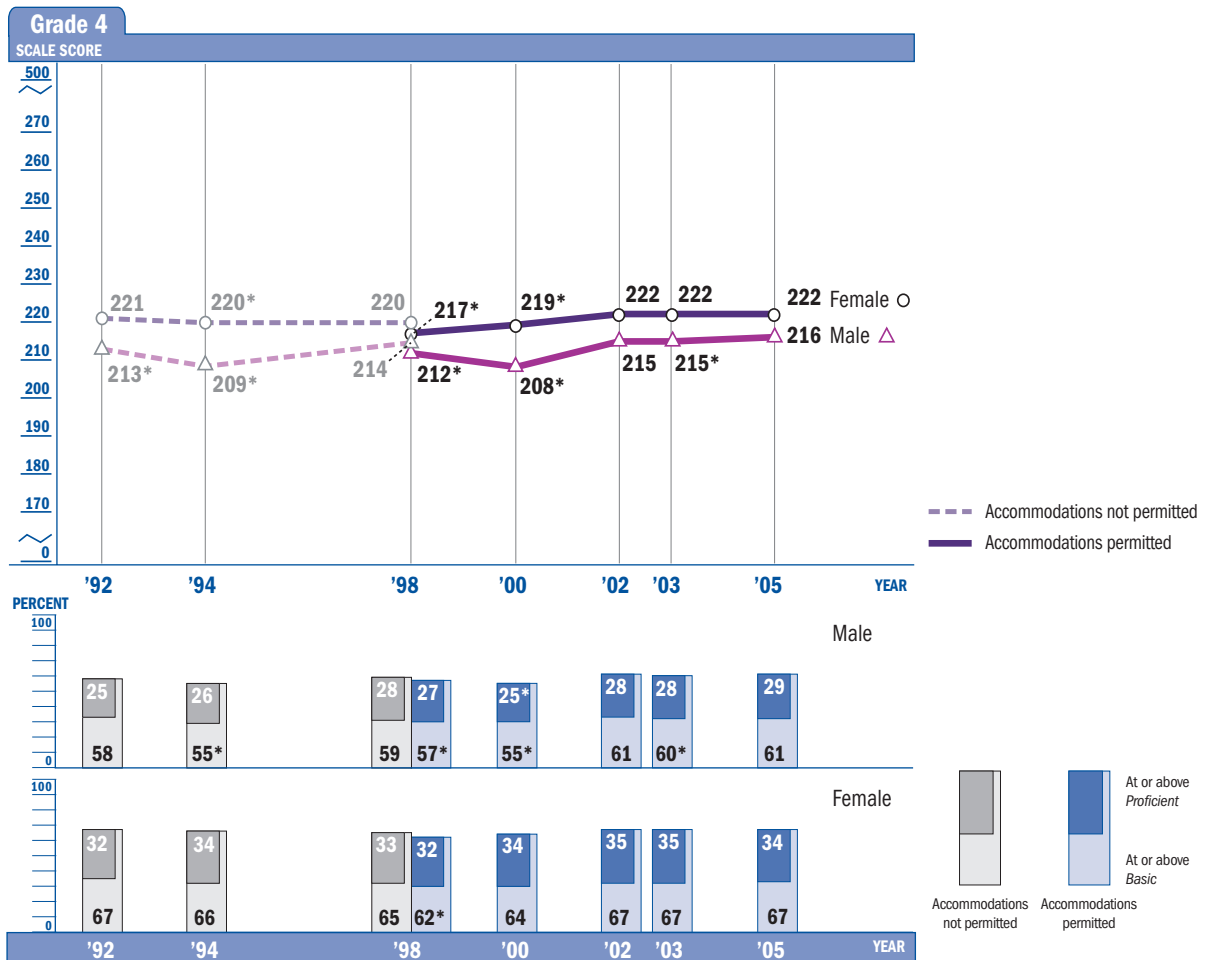
\* Significantly different from 2005.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998-2005 Reading Assessments.

### Results by Gender

The average reading scores and percentages of students at or above *Basic* and at or above *Proficient* are shown by

gender at grade 4 in figure 8 and at grade 8 in figure 9.

**Figure 8. Average scale scores and achievement-level results in reading, by gender, grade 4: Various years, 1992–2005**



\* Significantly different from 2005.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.





**KEY FINDINGS**

▶ In 2005, female students scored higher on average in reading than male students at both grades 4 and 8.

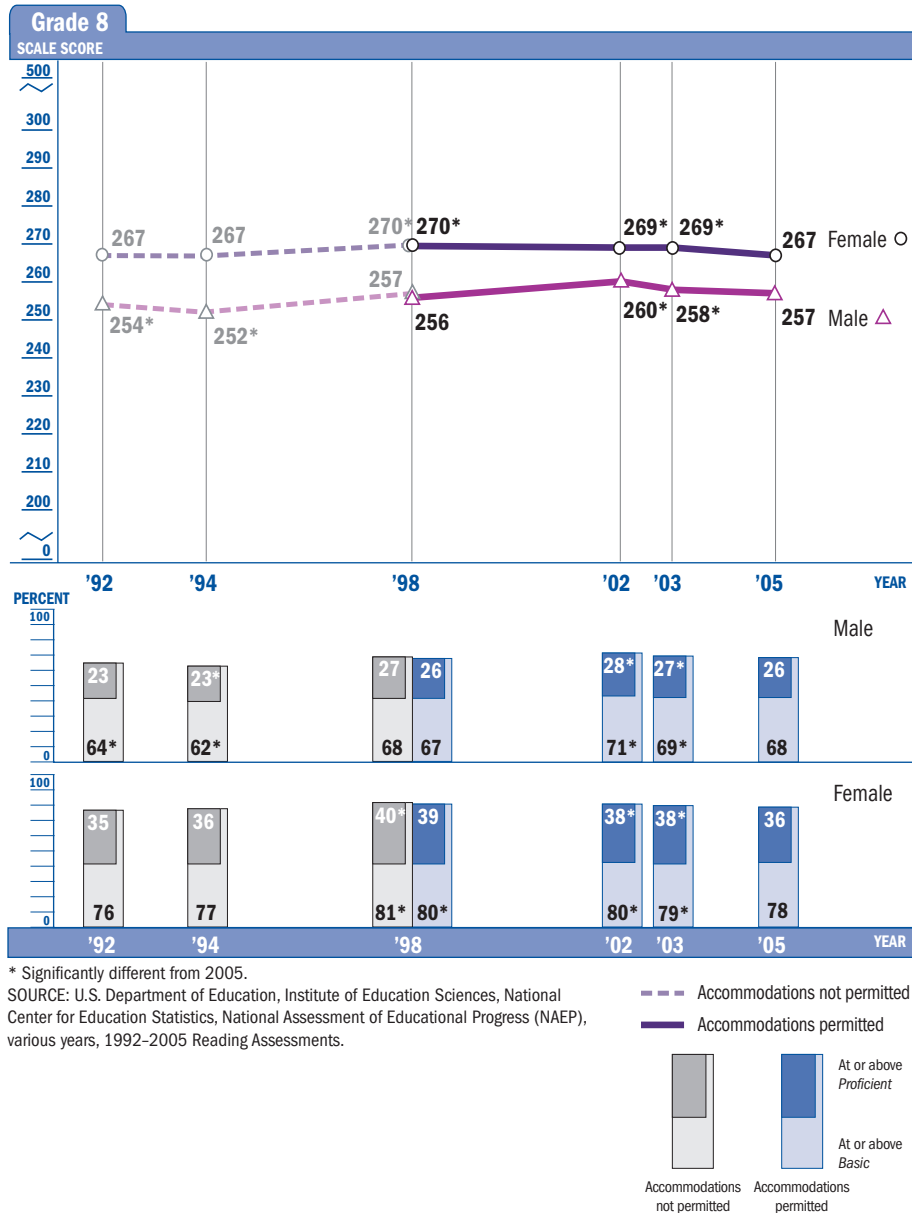
**GRADE 4**

- ▶ Male students had a higher average reading score in 2005 than in 1992.
- ▶ The percentage of male students at or above *Basic* increased by 1 point from 2003 to 2005.

**GRADE 8**

- ▶ Male students' average reading score in 2005 was 3 points higher than in 1992 and 1 point lower than in 2003.
- ▶ The average score for female students decreased from 269 in 2003 to 267 in 2005 but was not statistically different from the 1992 score.
- ▶ The percentages of male and female students scoring at or above *Basic* and at or above *Proficient* decreased by 1 to 2 points between 2003 and 2005.
- ▶ The percentage of male students performing at or above *Basic* in reading was higher in 2005 than in 1992.

**Figure 9. Average scale scores and achievement-level results in reading, by gender, grade 8: Various years, 1992-2005**



STUDENT GROUP RESULTS

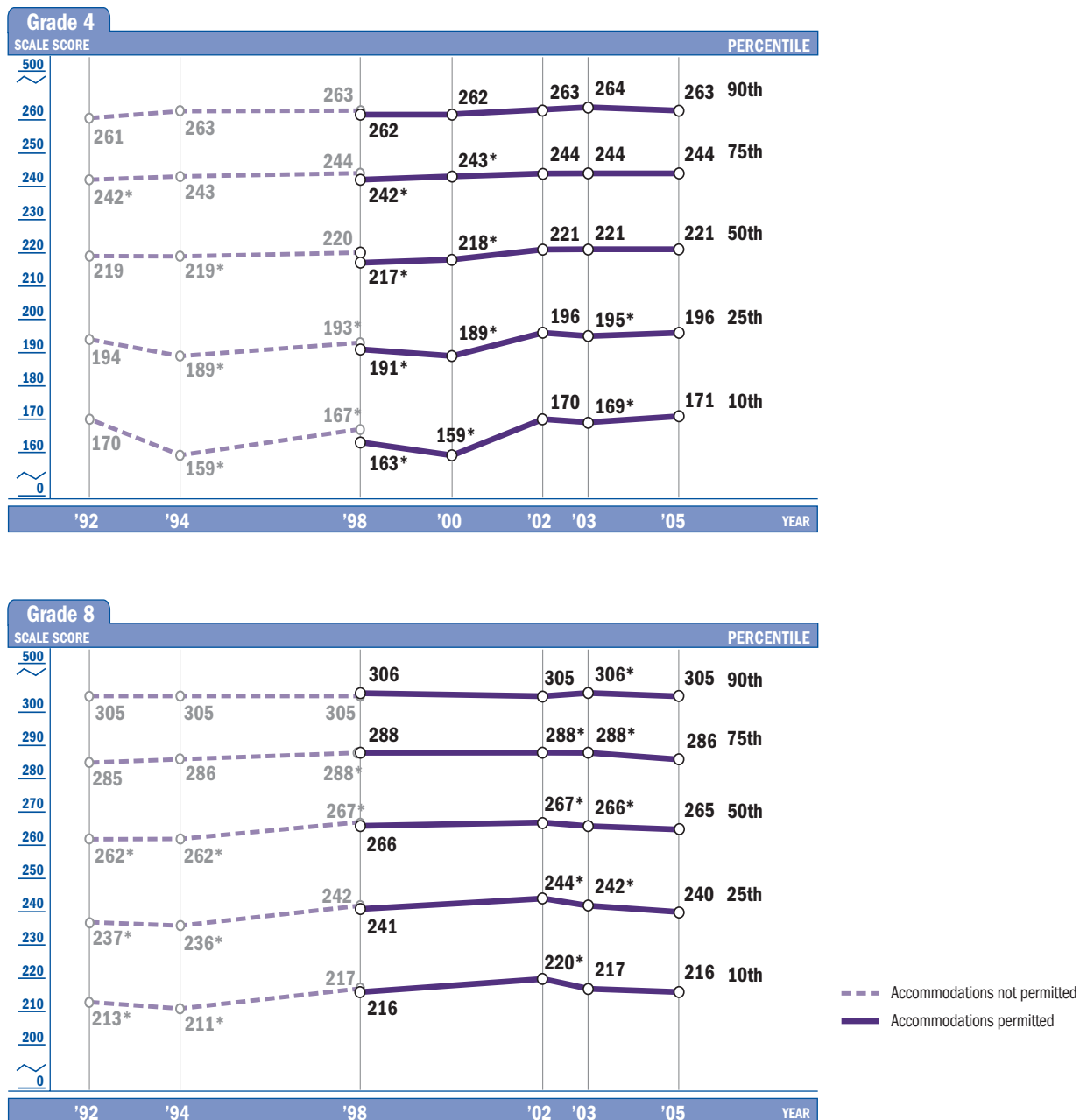


## Comparing Scores Among Lower-, Middle-, and Higher-Performing Students

Examining trends in the performance of students at selected percentiles can indicate whether trends for lower-, middle-, or higher-scoring students diverge from the picture for students overall. The 10th and 25th percentiles represent lower-scoring students; the 50th represents middle-scoring; the 75th and 90th represent higher-scoring students. A percentile indicates the percentage of students whose scores fell at or below a particular score. For example, figure 10 shows that 25

percent of students assessed at grade 4 scored at or below 196 in 2005, one point higher than the 25th percentile score of 2003. The only other group showing a higher score in 2005 than in 2003 was the 10th percentile. The longer term trend from 1992 indicates that at grade 8 most of the increases occurred among lower performing students. For example, the 10th percentile score increased from 213 in 1992 to 216 in 2005. All but the lowest percentile showed a decrease between 2003 and 2005.

**Figure 10. Reading scale score percentiles for grades 4 and 8: Various years, 1992–2005**



\* Significantly different from 2005.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.



## KEY FINDINGS

## GRADE 4 (pages 14–15, 18)

- ▶ Eight states increased in average reading score between 2003 and 2005, and 2 decreased.
- ▶ Between 2003 and 2005, the percentage performing at or above *Basic* increased in 4 states and decreased in 2.
- ▶ Of the 42 states that participated in both the 1992 and 2005 assessments, 20 had higher average scores, and 3 had lower average scores in 2005.
- ▶ Between 1992 and 2005, the percentage at or above *Basic* increased in 15 states and decreased in 3 states.

## GRADE 8 (pages 16–17, 19)

- ▶ No state had a higher average reading score in 2005 than in 2003, and 7 had a lower score.
- ▶ The percentage of students performing at or above *Basic* increased between 2003 and 2005 in 1 state and decreased in 6 states.
- ▶ Of the 38 states that participated in both the 1998 and 2005 assessments, 3 had higher average scores in 2005, and 8 had lower average scores.
- ▶ Between 1998 and 2005, the percentage at or above *Basic* increased in 4 states and decreased in 11 states.

## Fourth- and Eighth-Grade Reading Results for States and Jurisdictions

The following pages show the results of the 2005 reading assessment for students at grades 4 and 8 who attended public schools in the 50 states and 2 other jurisdictions (which are all referred to as “states” in the key findings).

Beginning in 2003, states were required to participate biennially in NAEP reading and mathematics assessments at grades 4 and 8 in order to receive Title I funding. Results do not appear for some states in the early years because they either did not participate or did not meet the minimum participation guidelines for reporting. In 2005, all states met the minimum participation guidelines at both grades 4 and 8. The percentage of students scoring at or above *Basic* is shown in every year for which state data are available, beginning in 1992 at grade 4 (see table 1) and in 1998 at grade 8 (see table 2).

In comparing states to one another, it is important to consider that overall averages do not take into account the different demographics of the states’ student populations. Further information on student groups is provided in tables 5 and 6, as well as in the appendix tables. For instance, the performance of Hispanic students from different states can be compared for the same grade level. More information on these types of comparisons, including interactive state maps and

state ranking tools, can be found at [www.nationsreportcard.gov](http://www.nationsreportcard.gov).

When making comparisons across states and within states over time, it is important to consider the differential exclusion rates across the states and over time. Although every effort is made to include as many students as possible, different states have different policies, and those policies have changed over time. States that are more inclusive—that is, they assess greater percentages of their students with disabilities and English language learners—may have lower average scores than states that exclude greater percentages of these students. Table A-3 shows the exclusion rates for each state.

Finally, sample sizes and rounding can result in apparent inconsistencies. For example, in table 1, for both 2003 and 2005 the percentage of students performing at or above *Basic* in public schools nationwide is 62, yet the numbers are marked as being statistically different. The actual unrounded numbers are 61.57 in 2003 and 62.47 in 2005, a 0.9 percentage point difference that is statistically significant, due in part to the large numbers of students who participated in NAEP those two years.

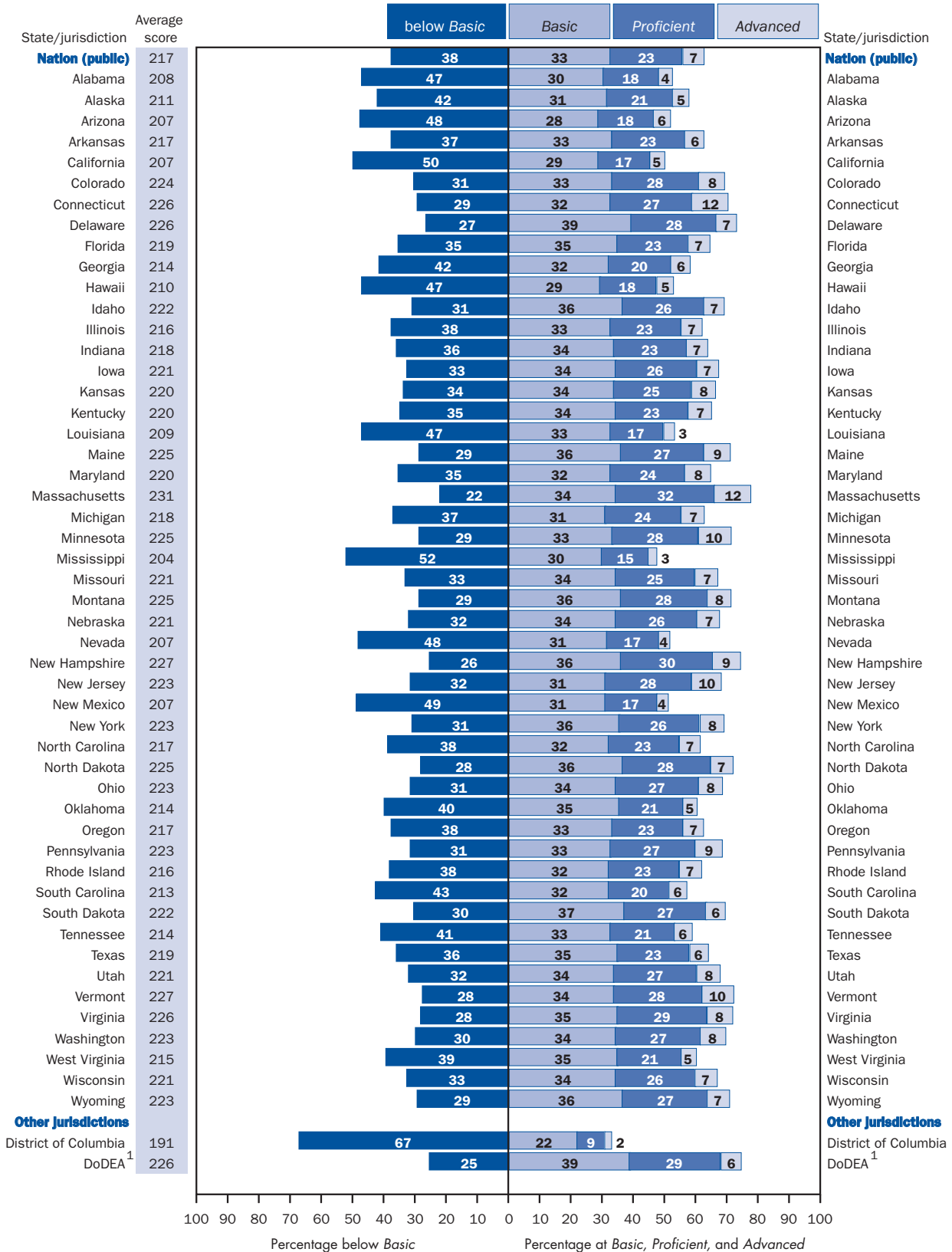
More information on performance for a particular state is available at <http://nces.ed.gov/nationsreportcard/states>.

### Student Samples

The national results are based on a representative sample of students in public schools, private schools, Bureau of Indian Affairs schools, and Department of Defense schools. Private schools include Catholic, Conservative Christian, Lutheran, and other private schools. The state results are based on public school students only.

Before 2002, the national sample was separate from the state sample. Beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independent national sample. As a result, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in assessments before 2002.

**Figure 11. Average reading scale scores and percentage of students within each achievement level, grade 4 public schools: By state, 2005**



<sup>1</sup> Department of Defense Education Activity.

NOTE: The NAEP reading scale ranges from 0 to 500. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.



**Table 1. Percentage of students at or above *Basic* in reading, grade 4 public schools: By state, various years, 1992–2005**

State/jurisdiction	Accommodations not permitted			Accommodations permitted			
	1992	1994	1998	1998	2002	2003	2005
Nation (public) <sup>1</sup>	60*	59*	61	58*	62	62*	62
Alabama	51	52	56	56	52	52	53
Alaska	—	—	—	—	—	58	58
Arizona	54	52	53	51	51	54	52
Arkansas	56*	54*	55*	54*	58	60	63
California	48	44*	48	48	50	50	50
Colorado	64*	59*	69	67	—	69	69
Connecticut	69	68	78*	76*	74*	74	71
Delaware	57*	52*	57*	53*	71	71	73
Florida	53*	50*	54*	53*	60*	63	65
Georgia	57	52*	55	54	59	59	58
Hawaii	48*	46*	45*	45*	52	53	53
Idaho	67	—	—	—	67	64*	69
Illinois	—	—	—	—	—	61	62
Indiana	68	66	—	—	68	66	64
Iowa	73*	69	70	67	69	70	67
Kansas	—	—	71*	70	68	66	66
Kentucky	58*	56*	63	62	64	64	65
Louisiana	46*	40*	48	44*	50	49	53
Maine	75*	75*	73	72	72	70	71
Maryland	57*	55*	61	58*	62	62	65
Massachusetts	74*	69*	73*	70*	80	73*	78
Michigan	62	—	63	62	64	64	63
Minnesota	68	65*	69	67*	73	69	71
Mississippi	41*	45	48	47	45	49	48
Missouri	67	62*	63	61*	66	68	67
Montana	—	69	73	72	71	69	71
Nebraska	68	66	—	—	68	66	68
Nevada	—	—	53	51	54	52	52
New Hampshire	76	70	75	74	—	75	74
New Jersey	69	65	—	—	—	70	68
New Mexico	55	49	52	51	52	47	51
New York	61*	57*	62*	62*	67	67	69
North Carolina	56*	59	62	58	67*	66*	62
North Dakota	74	73	—	—	71	69	72
Ohio	63*	—	—	—	68	69	69
Oklahoma	67*	—	66*	66*	60	60	60
Oregon	—	—	61	58	66	63	62
Pennsylvania	68	61*	—	—	66	65	69
Rhode Island	63	65	65	64	65	62	62
South Carolina	53	48*	55	53	58	59	57
South Dakota	—	—	—	—	—	69	70
Tennessee	57	58	58	57	58	57	59
Texas	57*	58*	63	59	62	59*	64
Utah	67	64	62*	62*	69	66	68
Vermont	—	—	—	—	73	73	72
Virginia	67*	57*	64*	62*	71	69	72
Washington	—	59*	63*	64*	70	67	70
West Virginia	61	58	62	60	65*	65*	61
Wisconsin	71	71	72*	69	—	68	67
Wyoming	71	68	65*	64*	68	69	71
Other jurisdictions							
District of Columbia	30	24*	28*	27*	31	31	33
DoDEA <sup>2</sup>	—	—	68*	66*	72	71*	75

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

\* Significantly different from 2005 when only one jurisdiction or the nation is being examined.

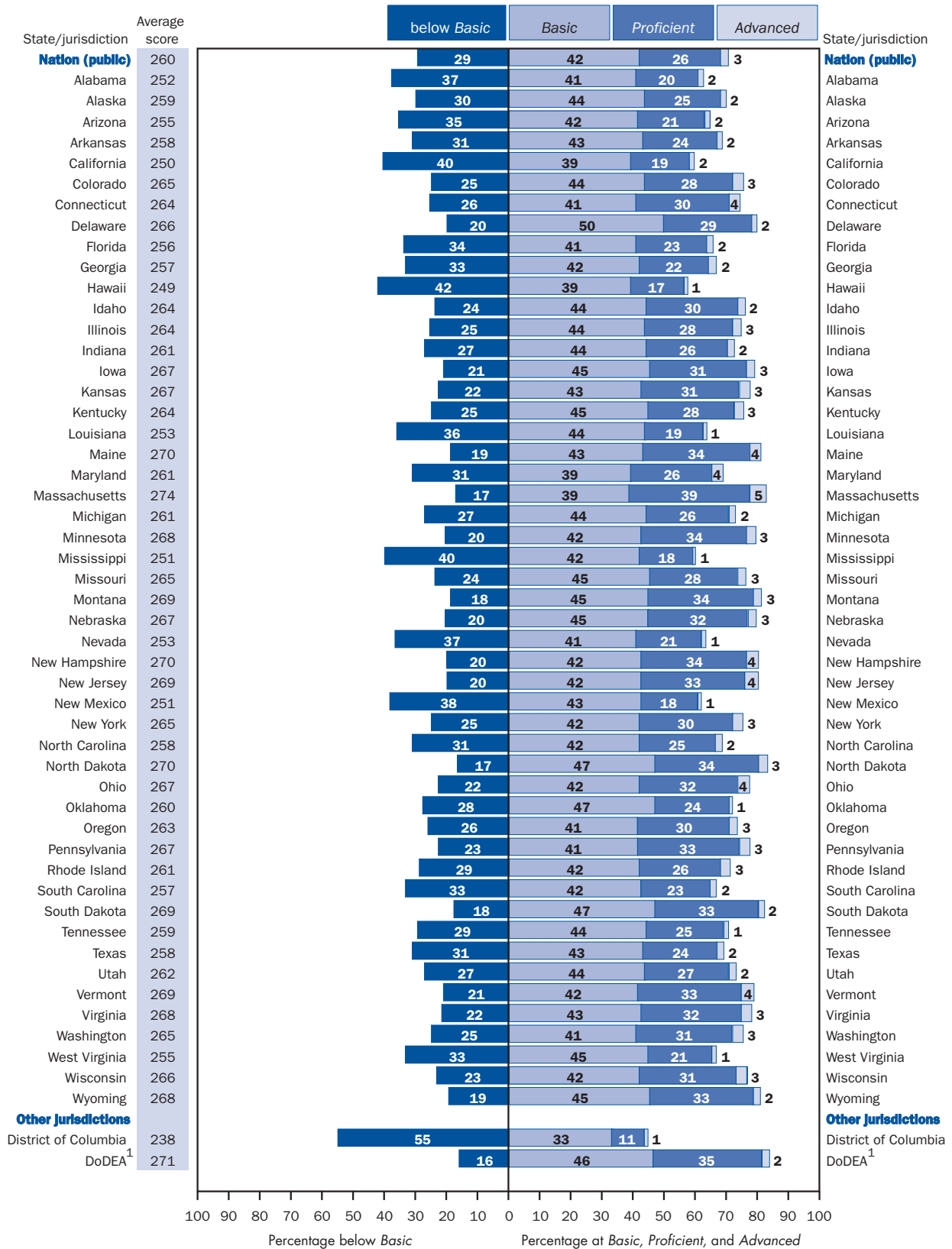
<sup>1</sup> National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

<sup>2</sup> Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP Pre-2005 data presented here were recalculated for comparability.

NOTE: State-level data were not collected in 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

**Figure 12. Average reading scale scores and percentage of students within each achievement level, grade 8 public schools: By state, 2005**



<sup>1</sup> Department of Defense Education Activity.

NOTE: The NAEP reading scale ranges from 0 to 500. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

**Table 2. Percentage of students at or above Basic in reading, grade 8 public schools: By state, various years, 1998–2005**

State/jurisdiction	Accommodations not permitted	Accommodations permitted			
	1998	1998	2002	2003	2005
Nation (public) <sup>1</sup>	72	71	74*	72*	71
Alabama	66	67	64	65	63
Alaska	—	—	—	67	70
Arizona	73*	72*	68	66	65
Arkansas	68	68	72	70	69
California	64	63	61	61	60
Colorado	76	77	—	78	75
Connecticut	82*	81*	76	77	74
Delaware	66*	64*	81	77*	80
Florida	65	67	72*	68	66
Georgia	68	68	70	69	67
Hawaii	60	59	64*	61*	58
Idaho	—	—	79	76	76
Illinois	—	—	—	77	75
Indiana	—	—	77*	77*	73
Iowa	—	—	—	79	79
Kansas	81	81	81	77	78
Kentucky	74	74	78	78	75
Louisiana	64	63	68	64	64
Maine	84	83	82	79	81
Maryland	72	70	73	71	69
Massachusetts	80	79*	81	81	83
Michigan	—	—	77	75	73
Minnesota	81	78	—	78	80
Mississippi	61	62	67*	65*	60
Missouri	76	75	82*	79	76
Montana	83	83	85	82	82
Nebraska	—	—	83*	77	80
Nevada	69*	70*	62	63	63
New Hampshire	—	—	—	81	80
New Jersey	—	—	—	79	80
New Mexico	70*	71*	64	62	62
New York	78	76	76	75	75
North Carolina	76*	74*	76*	72*	69
North Dakota	—	—	82	81	83
Ohio	—	—	82	78	78
Oklahoma	80*	80*	76*	74	72
Oregon	78*	78*	80*	75	74
Pennsylvania	—	—	77	76	77
Rhode Island	74	76*	73	71	71
South Carolina	65	66	68	69	67
South Dakota	—	—	—	82	82
Tennessee	71	71	71	69	71
Texas	76*	74*	73*	71	69
Utah	77*	77*	75	76*	73
Vermont	—	—	82*	81	79
Virginia	78	78	80	79	78
Washington	77	76	78	76	75
West Virginia	74*	75*	77*	72*	67
Wisconsin	79	78	—	77	77
Wyoming	76*	76*	78	79	81
Other jurisdictions					
District of Columbia	44	44	48	47	45
DoDEA <sup>2</sup>	80*	79*	88*	85	84

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

\* Significantly different from 2005 when only one jurisdiction or the nation is being examined.

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

<sup>2</sup> Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: State-level data were not collected in 1992, 1994, or 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

**Table 3. Average reading scale scores, grade 4 public schools: By state, various years, 1992–2005**

State/jurisdiction	Accommodations not permitted			Accommodations permitted			
	1992	1994	1998	1998	2002	2003	2005
Nation (public) <sup>1</sup>	215*	212*	215*	213*	217	216*	217
Alabama	207	208	211	211	207	207	208
Alaska	—	—	—	—	—	212	211
Arizona	209	206	207	206	205	209	207
Arkansas	211*	209*	209*	209*	213*	214*	217
California	202*	197*	202	202	206	206	207
Colorado	217*	213*	222	220	—	224	224
Connecticut	222*	222	232*	230*	229*	228	226
Delaware	213*	206*	212*	207*	224	224	226
Florida	208*	205*	207*	206*	214*	218	219
Georgia	212	207*	210*	209*	215	214	214
Hawaii	203*	201*	200*	200*	208	208	210
Idaho	219*	—	—	—	220	218*	222
Illinois	—	—	—	—	—	216	216
Indiana	221	220	—	—	222*	220	218
Iowa	225*	223	223	220	223	223	221
Kansas	—	—	222	221	222	220	220
Kentucky	213*	212*	218	218	219	219	220
Louisiana	204*	197*	204*	200*	207	205*	209
Maine	227	228*	225	225	225	224	225
Maryland	211*	210*	215*	212*	217	219	220
Massachusetts	226*	223*	225*	223*	234	228*	231
Michigan	216	—	217	216	219	219	218
Minnesota	221*	218*	222	219*	225	223	225
Mississippi	199*	202	204	203	203	205	204
Missouri	220	217*	216*	216*	220	222	221
Montana	—	222	226	225	224	223	225
Nebraska	221	220	—	—	222	221	221
Nevada	—	—	208	206	209	207	207
New Hampshire	228	223*	226	226	—	228	227
New Jersey	223	219*	—	—	—	225	223
New Mexico	211*	205	206	205	208	203	207
New York	215*	212*	216*	215*	222	222	223
North Carolina	212*	214	217	213*	222*	221*	217
North Dakota	226	225	—	—	224	222*	225
Ohio	217*	—	—	—	222	222	223
Oklahoma	220*	—	220*	219*	213	214	214
Oregon	—	—	214	212*	220	218	217
Pennsylvania	221	215*	—	—	221	219*	223
Rhode Island	217	220	218	218	220	216	216
South Carolina	210	203*	210	209*	214	215	213
South Dakota	—	—	—	—	—	222	222
Tennessee	212	213	212	212	214	212	214
Texas	213*	212*	217	214*	217	215*	219
Utah	220	217*	215*	216*	222	219	221
Vermont	—	—	—	—	227	226	227
Virginia	221*	213*	218*	217*	225	223	226
Washington	—	213*	217*	218*	224	221	223
West Virginia	216	213	216	216	219*	219*	215
Wisconsin	224	224*	224*	222	—	221	221
Wyoming	223	221	219*	218*	221	222	223
Other jurisdictions							
District of Columbia	188*	179*	182*	179*	191	188	191
DoDEA <sup>2</sup>	—	—	222*	220*	224*	224*	226

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

\* Significantly different from 2005 when only one jurisdiction or the nation is being examined.

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

<sup>2</sup> Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP Pre-2005 data presented here were recalculated for comparability.

NOTE: State-level data were not collected in 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

**Table 4. Average reading scale scores, grade 8 public schools: By state, various years, 1998–2005**

State/jurisdiction	Accommodations not permitted	Accommodations permitted			
	1998	1998	2002	2003	2005
Nation (public) <sup>1</sup>	261	261	263*	261*	260
Alabama	255	255	253	253	252
Alaska	—	—	—	256	259
Arizona	261*	260*	257	255	255
Arkansas	256	256	260	258	258
California	253	252	250	251	250
Colorado	264	264	—	268	265
Connecticut	272*	270*	267	267	264
Delaware	256*	254*	267	265	266
Florida	253	255	261*	257	256
Georgia	257	257	258	258	257
Hawaii	250	249	252*	251*	249
Idaho	—	—	266	264	264
Illinois	—	—	—	266*	264
Indiana	—	—	265*	265*	261
Iowa	—	—	—	268	267
Kansas	268	268	269	266	267
Kentucky	262	262	265	266	264
Louisiana	252	252	256	253	253
Maine	273	271	270	268	270
Maryland	262	261	263	262	261
Massachusetts	269*	269*	271	273	274
Michigan	—	—	265	264	261
Minnesota	267	265	—	268	268
Mississippi	251	251	255*	255*	251
Missouri	263	262	268*	267	265
Montana	270	271	270	270	269
Nebraska	—	—	270	266	267
Nevada	257*	258*	251	252	253
New Hampshire	—	—	—	271	270
New Jersey	—	—	—	268	269
New Mexico	258*	258*	254	252	251
New York	266	265	264	265	265
North Carolina	264*	262*	265*	262*	258
North Dakota	—	—	268*	270	270
Ohio	—	—	268	267	267
Oklahoma	265*	265*	262	262	260
Oregon	266	266	268*	264	263
Pennsylvania	—	—	265	264	267
Rhode Island	262	264*	262	261	261
South Carolina	255	255	258	258	257
South Dakota	—	—	—	270	269
Tennessee	259	258	260	258	259
Texas	262*	261	262*	259	258
Utah	265*	263	263	264*	262
Vermont	—	—	272*	271	269
Virginia	266	266	269	268	268
Washington	265	264	268*	264	265
West Virginia	262*	262*	264*	260*	255
Wisconsin	266	265	—	266	266
Wyoming	262*	263*	265*	267	268
Other jurisdictions					
District of Columbia	236	236	240	239	238
DoDEA <sup>2</sup>	269	269	273*	272	271

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

\* Significantly different from 2005 when only one jurisdiction or the nation is being examined.

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

<sup>2</sup> Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP Pre-2005 data presented here were recalculated for comparability.

NOTE: State-level data were not collected in 1992, 1994, or 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

**Table 5. Average reading scale scores, grade 4 public schools: By state and student group, 2005**

State/jurisdiction	Race/ethnicity					Eligibility for free/reduced-price school lunch		Gender	
	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Eligible	Not eligible	Male	Female
Nation (public)	228	199	201	227	205	203	230	214	220
Alabama	220	188	‡	‡	‡	196	223	205	211
Alaska	225	212	209	206	183	193	223	207	215
Arizona	224	193	192	224	‡	192	223	203	211
Arkansas	225	194	212	‡	‡	206	230	213	221
California	225	195	193	222	213	193	224	203	210
Colorado	232	207	206	231	‡	208	232	221	227
Connecticut	234	201	203	236	‡	202	235	222	230
Delaware	235	212	216	239	‡	214	233	223	229
Florida	228	203	215	230	‡	209	230	217	222
Georgia	226	199	203	243	‡	201	229	210	219
Hawaii	224	205	211	205	‡	197	221	205	214
Idaho	226	‡	199	‡	‡	210	230	218	225
Illinois	230	194	199	230	‡	198	230	215	218
Indiana	223	197	208	‡	‡	207	227	214	222
Iowa	224	201	200	224	‡	208	227	218	224
Kansas	225	196	203	238	‡	208	230	218	223
Kentucky	222	203	‡	‡	‡	212	228	218	222
Louisiana	223	195	‡	‡	‡	200	226	208	211
Maine	225	‡	‡	‡	‡	213	231	221	228
Maryland	232	201	210	239	‡	198	231	217	223
Massachusetts	237	211	203	234	‡	211	239	230	233
Michigan	226	190	‡	‡	‡	201	227	216	221
Minnesota	231	192	204	216	‡	209	232	221	229
Mississippi	220	190	‡	‡	‡	196	222	200	208
Missouri	226	200	210	‡	‡	209	231	218	224
Montana	228	‡	226	‡	201	212	232	222	227
Nebraska	228	194	202	‡	‡	205	232	219	224
Nevada	219	192	194	212	‡	192	219	203	212
New Hampshire	228	‡	‡	‡	‡	213	231	224	231
New Jersey	232	199	206	241	‡	203	232	221	226
New Mexico	225	206	199	‡	190	199	225	203	211
New York	232	207	208	237	‡	210	234	220	225
North Carolina	227	200	204	221	‡	202	229	213	221
North Dakota	228	‡	‡	‡	198	214	230	222	227
Ohio	230	197	211	‡	‡	206	233	219	226
Oklahoma	219	197	204	‡	211	205	225	211	217
Oregon	223	200	194	220	‡	204	225	213	220
Pennsylvania	229	200	203	233	‡	205	233	219	227
Rhode Island	224	197	192	219	‡	197	228	212	221
South Carolina	225	197	215	‡	‡	200	228	210	217
South Dakota	226	‡	‡	‡	201	210	231	219	227
Tennessee	222	195	199	‡	‡	200	226	210	218
Texas	232	206	210	234	‡	208	232	216	222
Utah	226	‡	199	218	‡	208	229	216	226
Vermont	227	‡	‡	‡	‡	210	234	223	230
Virginia	233	207	218	239	‡	209	234	223	228
Washington	228	212	202	230	‡	213	231	219	228
West Virginia	215	202	‡	‡	‡	206	225	211	218
Wisconsin	227	194	208	226	‡	204	230	219	224
Wyoming	227	‡	204	‡	‡	216	228	221	226
Other jurisdictions									
District of Columbia	252	187	193	‡	‡	183	215	186	195
DoDEA <sup>1</sup>	232	218	219	223	‡	‡	‡	222	230

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

<sup>1</sup> Department of Defense Education Activity.

NOTE: Results are not shown for students whose race/ethnicity was "unclassified" and for students whose eligibility status for free/reduced-price lunch was not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

**Table 6. Average reading scale scores, grade 8 public schools: By state and student group, 2005**

State/jurisdiction	Race/ethnicity					Eligibility for free/reduced-price school lunch		Gender	
	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Eligible	Not eligible	Male	Female
Nation (public)	269	242	245	270	251	247	270	255	266
Alabama	263	235	‡	‡	‡	239	265	245	260
Alaska	268	249	254	260	240	241	267	253	265
Arizona	267	242	242	‡	240	242	265	249	260
Arkansas	266	236	250	‡	‡	247	268	252	263
California	264	240	239	264	‡	239	262	246	255
Colorado	273	254	247	269	‡	248	272	261	268
Connecticut	272	240	245	279	‡	243	272	258	270
Delaware	274	252	253	276	‡	254	271	261	271
Florida	265	238	252	273	‡	246	264	249	262
Georgia	268	241	247	275	‡	243	269	251	263
Hawaii	261	‡	242	246	‡	239	256	242	256
Idaho	267	‡	246	‡	‡	256	269	258	271
Illinois	272	244	253	281	‡	248	273	258	269
Indiana	265	241	247	‡	‡	250	268	256	267
Iowa	269	246	256	‡	‡	255	272	261	273
Kansas	271	247	249	‡	‡	254	275	262	271
Kentucky	266	248	‡	‡	‡	256	271	258	270
Louisiana	264	240	‡	‡	‡	244	264	247	259
Maine	270	‡	‡	‡	‡	261	274	264	276
Maryland	272	244	256	283	‡	243	269	256	266
Massachusetts	279	253	246	282	‡	256	280	269	278
Michigan	268	239	250	‡	‡	246	267	256	266
Minnesota	273	239	244	262	‡	252	275	263	274
Mississippi	264	237	‡	‡	‡	241	266	246	255
Missouri	270	242	258	‡	‡	253	272	260	270
Montana	272	‡	‡	‡	248	259	274	265	274
Nebraska	271	243	245	‡	‡	253	274	261	274
Nevada	261	240	241	263	‡	240	259	247	258
New Hampshire	270	‡	‡	‡	‡	255	273	264	275
New Jersey	278	251	251	291	‡	252	276	266	273
New Mexico	264	‡	245	‡	240	243	263	247	255
New York	276	242	250	274	‡	253	276	260	270
North Carolina	267	240	248	275	‡	244	267	251	266
North Dakota	272	‡	‡	‡	250	260	274	267	274
Ohio	272	243	245	‡	‡	251	274	261	272
Oklahoma	265	243	247	‡	254	252	267	254	265
Oregon	267	245	245	267	‡	252	269	258	268
Pennsylvania	273	239	246	275	‡	247	276	262	271
Rhode Island	268	243	237	257	‡	243	269	256	266
South Carolina	267	242	‡	‡	‡	246	268	252	262
South Dakota	272	‡	‡	‡	245	259	274	264	273
Tennessee	265	240	‡	‡	‡	246	268	255	264
Texas	270	246	248	280	‡	247	269	254	263
Utah	265	‡	243	266	‡	254	266	255	269
Vermont	269	‡	‡	‡	‡	255	274	262	276
Virginia	275	251	259	282	‡	253	273	263	273
Washington	268	255	245	270	255	251	272	260	269
West Virginia	256	236	‡	‡	‡	245	263	250	261
Wisconsin	271	236	247	262	‡	249	272	261	273
Wyoming	270	‡	256	‡	251	259	272	264	272
Other jurisdictions									
District of Columbia	301	235	247	‡	‡	234	249	230	245
DoDEA <sup>1</sup>	276	258	268	274	‡	‡	‡	266	276

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

<sup>1</sup> Department of Defense Education Activity.

NOTE: Results are not shown for students whose race/ethnicity was "unclassified" and for students whose eligibility status for free/reduced-price lunch was not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

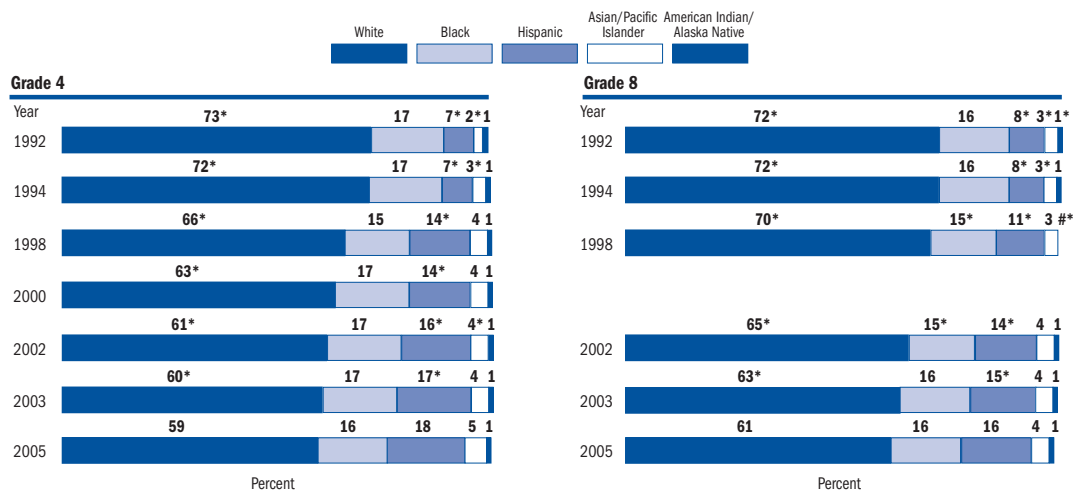
## Changing Demographics of Students at Grades 4 and 8

NAEP collects information on student demographics. Two variables—race/ethnicity and eligibility for free/reduced-price lunch—have shown changes over time, potentially affecting overall results.

Figures 13 and 14 display the distribution over time of students nationwide taking the reading assessment for these two demographic variables. Table 7 provides similar information for national and state-level *public* schools. Figure 13 shows that, at grade 4, White students made up a smaller proportion of the population in 2005 (59 percent) than they did in 1992 (73 percent). At the same time, the percentage of Hispanic students increased from 7 percent in 1992 to 18 percent in 2005. This pattern of changing demographics was also evident at grade 8.

Figure 14 shows the distribution of students by eligibility for free or reduced-price school lunch. Here, differences could reflect a change in reporting practices associated with changing regulations and definitions of free lunch eligibility. Alternatively, the differences could be associated with changing demographics. For instance, at grade 4 the percentage of students for whom information on school lunch eligibility was not available decreased from 14 percent in 2000 to 8 percent in 2005. At the same time, the percentage of fourth-graders categorized as eligible for free or reduced-price lunch increased from 38 to 41 percent. The percentage of students not eligible remained around 50 percent.

**Figure 13. Percentage distribution of students by race/ethnicity, grades 4 and 8: Various years, 1992–2005**



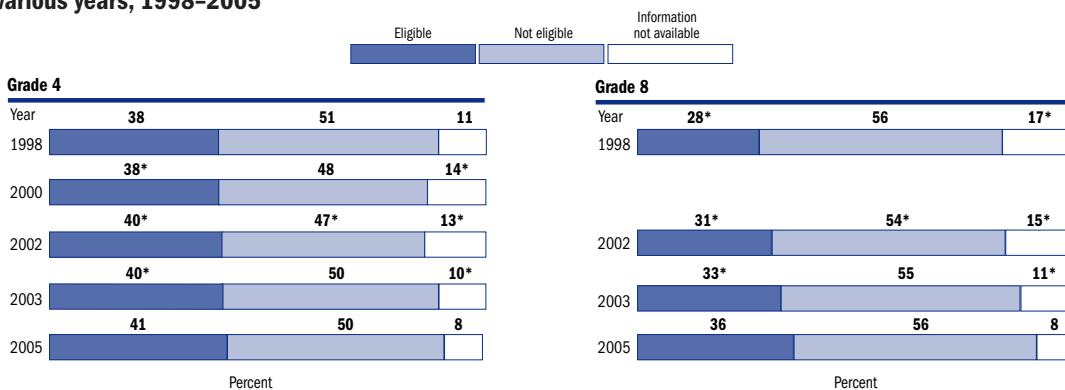
# The estimate rounds to zero.

\* Significantly different from 2005.

NOTE: The "unclassified" race/ethnicity category is not shown in this figure. Data were not collected at grade 8 in 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

**Figure 14. Percentage distribution of students by eligibility for free/reduced-price school lunch, grades 4 and 8: Various years, 1998–2005**



\* Significantly different from 2005.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.



**Table 7. Percentage distribution of students by race/ethnicity, grades 4 and 8: By state, various years 1992–2005**

State/jurisdiction	Grade 4						Grade 8					
	White		Black		Hispanic		White		Black		Hispanic	
	1992	2005	1992	2005	1992	2005	1998	2005	1998	2005	1998	2005
Nation (public)	72*	57	18	17	7*	19	68*	60	16*	17	12*	17
Alabama	65*	58	33	38	#*	2	64	58	34	38	1	2
Alaska	—	55	—	4	—	5	—	57	—	5	—	4
Arizona	61*	46	5	5	23*	40	62*	49	4	6	26*	37
Arkansas	75*	69	23	24	#*	5	75*	69	22	25	2*	4
California	51*	31	8	8	28*	49	40*	33	9	8	37*	45
Colorado	74*	64	5	5	17*	27	73*	65	4	7	19*	24
Connecticut	76*	69	12	13	10*	13	77*	69	12*	16	8*	13
Delaware	68*	56	27*	32	3*	9	64*	58	30	32	4*	7
Florida	64*	49	24	23	11*	23	57	51	27	23	13*	21
Georgia	60*	49	37	39	1*	7	58	52	36	37	2*	6
Hawaii	23*	17	3	3	3	3	19*	14	2	2	2	3
Idaho	92*	83	#*	1	6*	13	—	87	—	1	—	10
Illinois	—	55	—	20	—	21	—	61	—	21	—	14
Indiana	87*	76	11	15	1*	4	—	81	—	13	—	3
Iowa	93*	85	3	5	2*	6	—	89	—	4	—	4
Kansas	—	74	—	8	—	11	83*	77	8	8	6	9
Kentucky	90*	85	10	11	#*	2	89	88	9	9	#*	1
Louisiana	54	49	44	48	1*	2	58	52	41	44	1*	2
Maine	99*	97	#	1	#	1	97	96	1	2	#	1
Maryland	63*	52	31	35	2*	8	59*	51	33	40	3	4
Massachusetts	84*	76	8	9	4*	10	79	77	7	8	9	10
Michigan	80*	71	15	19	2	5	—	73	—	21	—	3
Minnesota	92*	81	3*	8	1*	5	85	81	4*	8	2*	4
Mississippi	42	47	57	51	#	1	51	48	48	50	#*	1
Missouri	83*	76	15	18	1*	4	85*	78	13	18	1*	3
Montana	—	85	—	1	—	2	90	87	#*	1	2	2
Nebraska	89*	77	6	8	3*	12	—	84	—	6	—	8
Nevada	—	47	—	12	—	32	68*	53	8*	10	18*	28
New Hampshire	97*	94	1*	1	1*	2	—	95	—	2	—	2
New Jersey	69*	58	16	17	11*	16	—	59	—	20	—	14
New Mexico	47*	31	3	3	44*	54	42*	33	3	2	44*	53
New York	63*	53	15	20	16	18	60	57	19	18	15	18
North Carolina	66*	58	30	27	1*	8	64	61	29	29	1*	5
North Dakota	96*	88	#*	1	#*	1	—	89	—	1	—	1
Ohio	85*	74	12*	20	1*	2	—	78	—	17	—	2
Oklahoma	78*	61	8	10	3*	8	72*	62	9	11	4*	7
Oregon	—	71	—	4	—	16	86*	77	3	3	6*	11
Pennsylvania	82*	75	13	17	3	6	—	78	—	15	—	5
Rhode Island	82*	72	6	8	7*	16	82*	74	7	8	7*	14
South Carolina	58	54	41	41	#*	3	58	58	40	38	1*	2
South Dakota	—	84	—	2	—	2	—	86	—	1	—	2
Tennessee	75	70	23	25	1*	3	76	75	22	22	1*	2
Texas	50*	40	14	14	33*	43	50*	42	12	15	33*	39
Utah	93*	82	#*	1	3*	12	90*	84	1	1	5*	10
Vermont	—	96	—	1	—	1	—	96	—	1	—	1
Virginia	71*	61	25	25	1*	6	66*	61	27	27	3*	7
Washington	—	71	—	5	—	13	79	75	4	6	7	10
West Virginia	96*	93	2*	6	#	1	95	94	3	4	#	1
Wisconsin	87*	77	7*	13	3*	6	85	80	9	10	3	6
Wyoming	91*	84	1*	1	6*	11	89	87	1	1	6	7
Other jurisdictions												
District of Columbia	5	4	91*	85	3*	9	3	3	90	89	6	6
DoDEA <sup>1</sup>	—	48	—	19	—	14	47*	43	21	22	10*	13

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

# The estimate rounds to zero.

\* Significantly different from 2005 when only one jurisdiction or the nation is being examined.

<sup>1</sup> Department of Defense Education Activity.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years 1992–2005 Reading Assessments.

## Grade 4 Reading Framework

The content of the NAEP reading assessment is based on a framework, which describes in detail how reading should be assessed by NAEP. The current NAEP reading framework was first used for the 1992 assessment and has continued to be used through 2005.

This framework, developed through a comprehensive national consultative process and adopted by NAGB, provides a broad definition of reading that includes developing a general understanding of written text, thinking about texts, and using various texts for different purposes. In addition, it views reading as an interactive and dynamic process involving the reader, the text, and the context of the reading experience. The framework specifies that the fourth-grade reading assessment should measure reading performance in two dimensions: contexts for reading and aspects of reading.

**Contexts for reading.** Because different contexts for reading lead to real differences in what readers do, the NAEP reading framework specifies that fourth-graders be assessed in two different contexts. One context, reading for literary experience, is assessed by having fourth-graders read literary materials like short stories, legends, and myths. For the other context, reading for information, fourth-graders are assessed with informational pieces like magazine articles and biographies. The framework calls for these two contexts to be represented in the fourth-grade assessment in the following proportions:

Reading for literary experience	Reading for information
55%	45%

**Aspects of reading.** Each comprehension question in the NAEP assessment measures one of the following four aspects of reading: forming a general understanding, developing interpretation, making reader/text connections, and examining content and structure. In forming a general understanding, readers must consider the text as a whole and provide a global understanding of it. As readers engage in developing interpretation, they must extend their initial impressions to develop a more complete understanding. When making reader/text connections, the reader must connect information in the text with knowledge and experience. Finally, examining content and structure requires evaluating critically and understanding the effect of different text features. The framework calls for students' assessment time to be divided among these aspects in the following proportions:

Forming a general understanding and Developing interpretation	Making reader/text connections	Examining content and structure
60%	15%	25%

The fourth-grade reading assessment consists of ten 25-minute sections. Each section contains a reading passage or pair of passages accompanied by a set of comprehension questions. As specified in the framework, the fourth-grade passages range in length from 250 to 800 words. The comprehension questions are formatted as either multiple choice or constructed response. Multiple-choice questions require students to select an answer from four options, while constructed-response questions require students to write either short or extended answers. Each student receives only a portion of the entire assessment, consisting of a booklet containing two 25-minute sections of reading passages and comprehension questions.

## Item Maps

The item maps presented on pages 26 and 30 illustrate the knowledge and skills demonstrated by students performing at different score points on the 2005 NAEP reading assessment. In order to provide additional context, the cut scores for the three NAEP achievement levels are marked on the item maps. The map location for each question represents the probability that, for a given score point, 65 percent of the students for a constructed-response question or 74 percent of the students for a multiple-choice question answered that question successfully. For constructed-response questions, responses may be completely or partially correct; therefore, different types of responses to the same question could map onto the scale at different score levels.

## Achievement-Level Descriptions for Grade 4

Reading achievement-level descriptions are based on NAGB achievement-level policy descriptions with subject- and grade-specific information added. The following descriptions are abbreviated versions of the full achieve-

ment-level descriptions for grade 4 reading. The full descriptions can be found at <http://www.nagb.org/pubs/readingbook.pdf>.

**Basic:** Fourth-grade students performing at the *Basic* level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth-graders, they should be able to make relatively obvious connections between the text and their own experiences and extend the ideas in the text by making simple inferences.

**Proficient:** Fourth-grade students performing at the *Proficient* level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

**Advanced:** Fourth-grade students performing at the *Advanced* level should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. When reading text appropriate to fourth grade, they should be able to judge text critically and, in general, to give thorough answers that indicate careful thought.

## Cut Scores

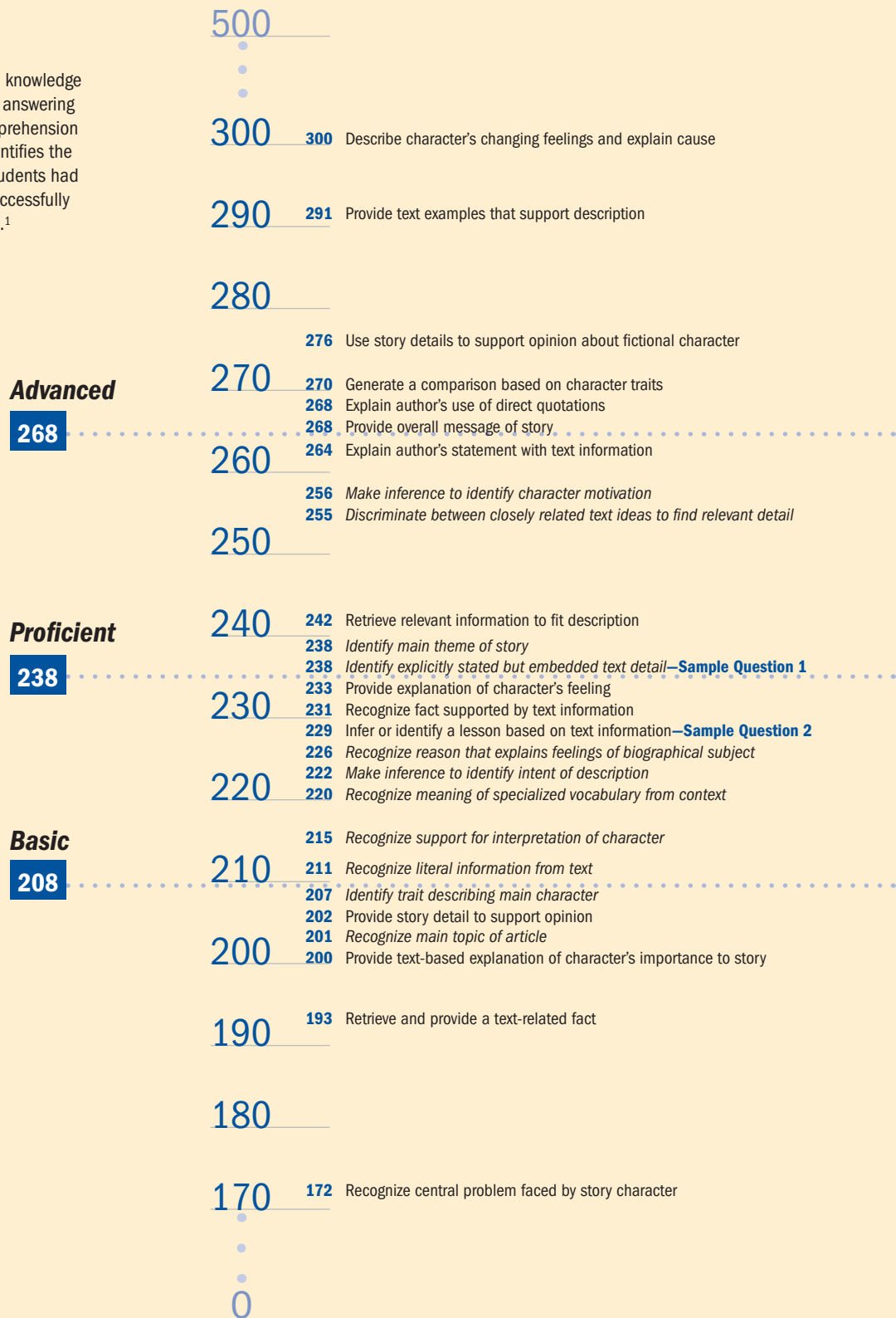
Cut scores represent the minimum score required for performance at each NAEP achievement level. NAEP cut scores were determined through a standard-setting process that convened a cross-section of educators and interested citizens from across the nation. The group was asked to determine what students should know and be able to do relative to a body of content reflected in the reading framework. NAGB then adopted a set of cut scores on the 0–500 scale that define the lower boundaries of the *Basic*, *Proficient*, and *Advanced* achievement levels. The reading cut scores, which appear on the item maps, are as follows:

	Grade 4	Grade 8
<b>Basic</b>	208	243
<b>Proficient</b>	238	281
<b>Advanced</b>	268	323

## Grade 4 Item Map

This map describes the knowledge or skill associated with answering individual reading comprehension questions. The map identifies the score point at which students had a high probability of successfully answering the question.<sup>1</sup>

### NAEP Reading Scale



<sup>1</sup> Each grade 4 reading question in the 2005 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 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), 2005 Reading Assessment.

The following sample questions assessed students' comprehension of an article entitled, *Dr. Shannon Lucid: Space Pioneer*, which describes the remarkable achievements of one of the few women to explore outer space, Shannon Lucid. The article discusses how, in 1996,

Dr. Lucid spent over 6 months in space aboard Mir, a Russian vessel, researching how long-term space travel affects the human body. Shannon Lucid is presented as a courageous woman who pursued her dreams.

### Sample Grade 4 Multiple-Choice Question

Sample question 1 is a multiple-choice question, which asked students to recognize a detail from the passage.

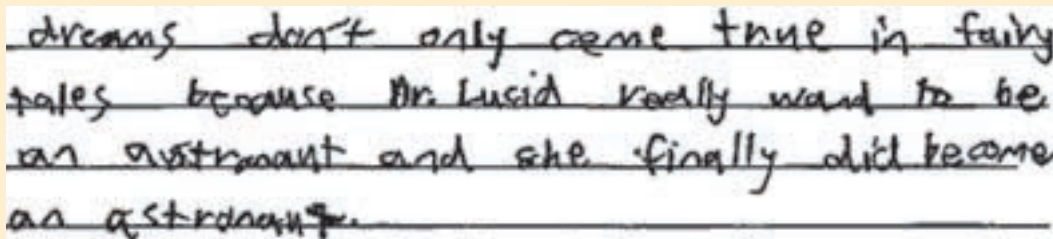
1. According to the passage, what was the purpose of the space station Mir program?
  - A To learn how the body reacts to long-term travel in space
  - B To observe how people from different cultures live together
  - C To see what the seasons look like from outer space
  - D To take pictures of the Earth and of water currents

65 percent of fourth-graders answered this question correctly.

### Sample Grade 4 Short Constructed-Response Question

Sample question 2 is a short constructed-response question, which asked students to make an inference about a lesson that can be learned and support that inference with information from the passage. Responses to this task were rated according to a three-level scoring guide in one of the following categories: "Evidence of full comprehension," "Evidence of partial comprehension," "Evidence of little or no comprehension." This sample response was rated as "Evidence of full comprehension."

2. What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.



dreams don't only come true in fairy tales because Dr. Lucid really want to be an astronaut and she finally did become an astronaut.

58 percent of fourth-graders wrote responses rated as "Evidence of full comprehension."

## Grade 8 Reading Framework

As at grade 4, the reading framework for grade 8 describes in detail how reading should be assessed, and has been the basis for developing the assessment's content since 1992. Although the general definition of reading is the same at grade 8, the framework calls for expanded contexts for reading and a different proportion of assessment time devoted to the four aspects of reading. These differences between the two grades reflect the developmental differences between fourth- and eighth-grade students and the different expectations for students in reading.

**Contexts for reading.** In addition to the two contexts assessed at grade 4, the framework calls for the assessment of a third context at grade 8 to reflect the changing demands on readers at this grade level. Reading for literary experience is assessed by having eighth-graders read literary materials like short stories, excerpts from novels, poems, and historical fiction. Reading for information is assessed by having eighth-graders read informational pieces like newspaper and magazine articles, biographies, essays, and excerpts from textbooks. The third context added at grade 8, reading to perform a task, is assessed by having eighth-graders read and respond to practical texts like bus or train schedules, directions, documents, forms, and charts. The framework calls for these three contexts to be represented in the eighth-grade assessment in the following proportions:

Reading for literary experience	Reading for information	Reading to perform a task
40%	40%	20%

**Aspects of reading.** As at grade 4, each comprehension question in the eighth-grade assessment measures one of four aspects of reading. In forming a general understanding, readers must consider the text as a whole and provide a global understanding of it. As readers engage in developing interpretation, they must extend their initial impressions to develop a more complete understanding. When making reader/text connections, the reader must connect information in the text with knowledge and experience. Finally, examining content and structure requires evaluating critically and understanding the effect of different text features. In comparison to grade 4, the framework calls for eighth-graders' assessment time to be divided among these aspects in slightly different proportions. The proportion devoted to each aspect is shown below.

Forming a general understanding and Developing interpretation	Making reader/text connections	Examining content and structure
55%	15%	30%

The eighth-grade reading assessment consists of twelve 25-minute sections and one 50-minute section. Each section contains a reading passage or pair of passages accompanied by a set of comprehension questions. As specified in the framework, the eighth-grade passages range in length from 400 to 1,000 words. As at grade 4, the comprehension questions are formatted as either multiple choice or constructed response. Multiple-choice questions require students to select an answer from four options, while constructed-response questions require students to write either short or extended answers. Each student receives only a portion of the entire assessment, containing either two 25-minute sections or one 50-minute section of reading passages and comprehension questions.

## For More Information...

The complete reading framework is available on the NAGB website (<http://www.nagb.org/pubs/pubs.html>). For full text of questions, including passages and sample responses and statistics, visit the NAEP questions tool at <http://nces.ed.gov/nationsreportcard/itmrls/>.

## Achievement-Level Descriptions for Grade 8

Reading achievement-level descriptions are based on NAGB achievement-level policy descriptions with subject- and grade-specific information added. The following descriptions are abbreviated versions of the full achieve-

ment-level descriptions for grade 8 reading. The full descriptions can be found at <http://www.nagb.org/pubs/readingbook.pdf>.

**Basic:** Eighth-grade students performing at the *Basic* level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.

**Proficient:** Eighth-grade students performing at the *Proficient* level should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should be able to extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. *Proficient* eighth-graders should be able to identify some of the devices authors use in composing text.

**Advanced:** Eighth-grade students performing at the *Advanced* level should be able to describe the more abstract themes and ideas of the overall text. When reading text appropriate to eighth grade, they should be able to analyze both meaning and form and support their analyses explicitly with examples from the text; they should be able to extend text information by relating it to their experiences and to world events. At this level, student responses should be thorough, thoughtful, and extensive.



## Grade 8 Item Map

This map describes the knowledge or skill associated with answering individual reading comprehension questions. The map identifies the score point at which students had a high probability of successfully answering the question.<sup>1</sup>

### Advanced

323

### NAEP Reading Scale

500

340

330

320

310

300

290

### Proficient

281

280

270

260

### Basic

243

250

240

230

220

0

- 336 Use examples to compare poetic language to everyday speech
- 332 Negotiate dense text to retrieve relevant explanatory facts
- 327 Explain action in narrative poem with textual support—**Sample Question 3**
- 325 Provide specific explication of poetic lines
- 323 Explain the meaning of an image in a poem
- 318 Extend text information to generate related question

- 301 Describe difficulty of a task in a different context
- 300 Provide support for judgment
- 299 *Recognize author's device to convey information*
- 297 *Recognize meaning of poetic comparison—Sample Question 4*
- 295 Use metaphor to interpret character

- 284 Apply text information to hypothetical situation and explain
- 284 *Recognize what story action reveals about character*
- 279 Relate text information to hypothetical situation
- 278 Infer character's action from plot outcome
- 275 Use task directions and prior knowledge to make a comparison
- 267 Provide supporting details to explain author's statement
- 262 *Use context to identify meaning of vocabulary*
- 261 *Identify causal relation between historical events*
- 260 *Identify appropriate text recommendation for a specific situation*

- 254 Explain reason for major event
- 253 Make inference based on supporting details to identify feeling
- 248 *Recognize information included by author to persuade*
- 248 Provide specific text information to support a generalization
- 247 *Locate specific information in detailed document*
- 237 *Recognize significance of article's central idea*
- 234 Provide partial or general explication of poetic lines
- 232 *Identify characterization of speaker in poem*
- 228 *Recognize an explicitly stated supporting detail*

<sup>1</sup> Each grade 8 reading question in the 2005 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 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), 2005 Reading Assessment.



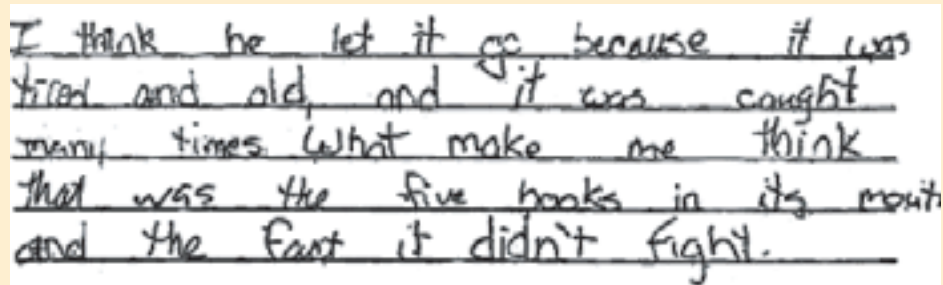
The following sample questions assessed students' comprehension of a narrative poem by Elizabeth Bishop entitled, *The Fish*. The narrator of the poem tells about catching a tremendous and very old fish. The poet uses powerful and visual language to describe details of the

fish's appearance, and to convey that the fish appears to be like an old, venerable, and wise warrior. Impressed and moved by the fish's appearance and seeming ability to evade capture (shown by five old hooks in its mouth), the narrator is inspired to let the fish go.

### Sample Grade 8 Short Constructed-Response Question

**Sample question 3** is a short constructed-response question, which asked students to explain the action of a character in a narrative poem and provide textual support. Responses to this task were rated according to a three-level scoring guide in one of the following categories: "Evidence of full comprehension," "Evidence of partial comprehension," "Evidence of little or no comprehension." This sample response was rated as "Evidence of full comprehension."

3. Why does the person let the fish go? What in the poem makes you think so?



I think he let it go because it was tired and old, and it was caught many times. What make me think that was the five hooks in its mouth and the fact it didn't fight.

29 percent of eighth-graders wrote responses rated as "Evidence of full comprehension."

### Sample Grade 8 Multiple-Choice Question

**Sample question 4** is a multiple-choice question, which asked students to recognize the meaning of descriptive language used in a poetic comparison.

4. When the poet says "Like medals with their ribbons frayed and wavering" (lines 61–62), she is referring to
- Ⓐ victory
  - Ⓑ fishhooks
  - Ⓒ trophies
  - Ⓓ fish scales

53 percent of eighth-graders answered this question correctly.

## Technical Notes

### NAEP Sampling Procedures

The schools and students participating in NAEP assessments are chosen to be nationally representative. Samples of schools and students are selected from each state and from the District of Columbia and Department of Defense schools. The results from the assessed students are combined to provide accurate estimates of overall national performance and of the performance of individual states and other jurisdictions (hereafter referred to as states). Results are weighted to take into account the fact that states, and schools within states, represent different proportions of the overall national population. For example, since the number of students assessed in most states is roughly the same (to allow for stable state estimates and administrative efficiencies), the results for students in less populous states are assigned smaller weights than the results for students in more populous states. The definition of the national sample has changed in 2005; it now includes all of the international Department of Defense schools.

### Accommodations

It is important to assess all selected students from the target population. Before 1998, however, no testing accommodations were provided in the reading assessment to students with disabilities and English language learners. In 1998, administration procedures were introduced that allowed the use of accommodations for students who required them to participate, such as extra testing time or individual rather than group administration. Because this assessment measures students' reading performance, some accommodations allowed in the mathematics assessment were not allowed here, including read aloud and bilingual booklets. The 1998 and 2000 (grade 4 only) reading assessments used a split-sample design to make it possible to report trends in students' reading achievement across all the assessment years and, at the same time, examine how including students assessed with accommodations affected overall assessment results. Separate samples of students were assessed with each of the administration procedures. Based on analysis of the results, it was decided that, beginning with the 2002 reading assessment, NAEP would permit the use of accommodations. In this report, the first year with a split sample, 1998, shows results for both samples. For subsequent years, only results from the accommodated sample are shown.

### School and Student Participation Rates

In order to ensure unbiased samples, NCES and NAGB established participation rate standards that states and jurisdictions were required to meet in order for their results to be reported. Participation rates for the original sample needed to be at least 85 percent for schools in order to meet reporting requirements. In the 2005 reading assessment, all states and jurisdictions met NAEP participation rate standards at both grades 4 and 8.

### Private School Results

The results for private school students overall are not presented in this report because the participation rates for this group were too low to produce valid and reliable estimates. Results are, however, available for students who attended certain types of private schools. For example, the table below shows average scale scores and achievement-level results for students in Catholic and Lutheran schools in 2005.

Type of school	Average scale score	Percentage of students	
		At or above <i>Basic</i>	At or above <i>Proficient</i>
<b>Grade 4</b>			
Catholic	234	80	46
Lutheran	231	77	44
<b>Grade 8</b>			
Catholic	280	90	49
Lutheran	280	89	49

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

These data and other private school data are available in the NAEP data tool (<http://nces.ed.gov/nationsreportcard/naepdata>).

### Interpreting Statistical Significance

Comparisons over time or between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative

the students assessed are of the population as a whole. When an estimate—such as an average score—has a large standard error, a numerical difference that seems large may not be statistically significant. Differences of the same magnitude may or may not be statistically significant depending upon the size of the standard errors of the statistics. For example, a 3-point difference between male and female students may be statistically significant, while a 3-point difference between White and Hispanic students may not be. Standard errors for the NAEP scores and percentages presented in this report are available on the NAEP website (<http://nces.ed.gov/nationsreportcard/naepdata/>).

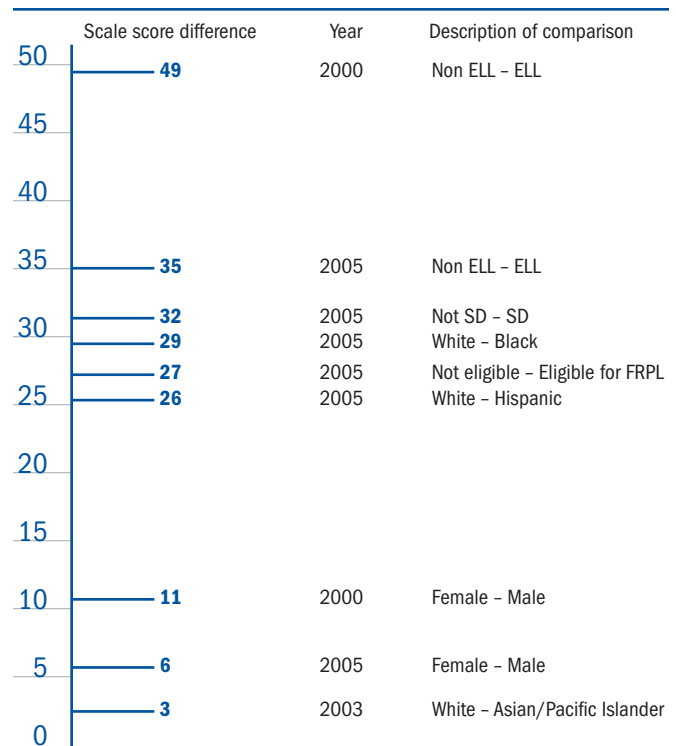
In the tables and charts of this report, the symbol (\*) is used to indicate that a score or percentage in a previous assessment year is significantly different from the comparable measure in 2005. Statistically significant differences between groups of students—for example, between White students and Black students—are not identified in the table and charts, but they were tested in the same way. Any difference between scores or percentages that is identified as higher, lower, larger, or smaller in this report meets the requirements for statistical significance. The differences described in this report have been determined to be statistically significant at the .05 level with appropriate adjustments for multiple comparisons.

### Interpreting Score Differences

Although this report discusses only changes that have been calculated to be statistically significant, it is important to provide some context about what constitutes a small or large difference in average scale scores. Beginning in 2002, the national samples have been derived from the sum of all of the state samples, instead of from a separate and smaller nationally representative sample. Therefore, national sample sizes have increased dramatically. Standard errors are an estimate of the uncertainty in the data, and larger sample sizes reduce this uncertainty. So while a small—1- or 2-point—difference may not have met the standard for significance before 2002, that same difference may meet that standard in later years because of the smaller standard errors.

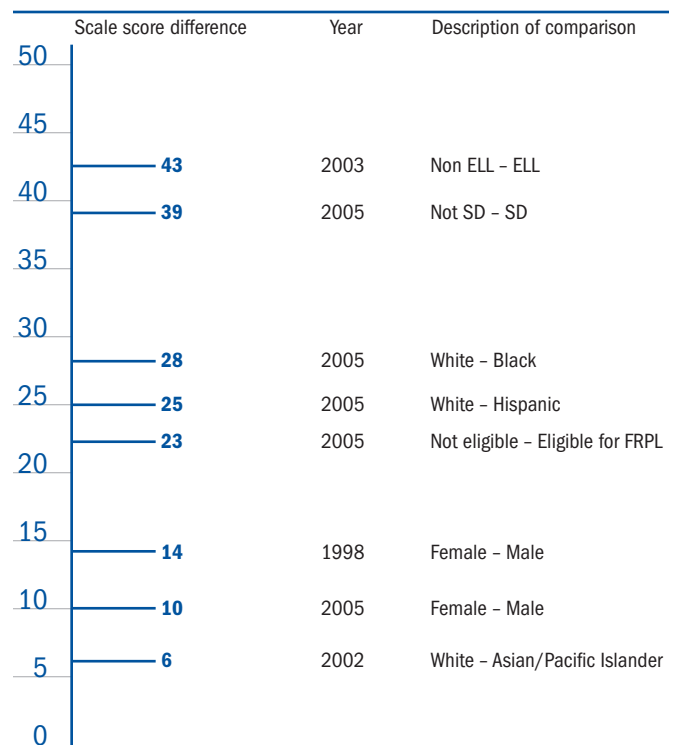
To get a sense of the magnitude of score differences, figures A-1 and A-2 provide examples of score gaps of different sizes. For instance, in figure A-1, the score gaps range in size from 3 points (between White and Asian/Pacific Islander grade 4 students in 2003) to 49 points (between non-English language learners and English language learners in grade 4 in 2000).

**Figure A-1. Selected average reading scale score differences, grade 4: Various years, 2000–2005**



NOTE: All differences are significant at the .05 level. SD = students with disabilities. ELL = English language learners. FRPL = free or reduced-price lunch.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2005 Reading Assessments.

**Figure A-2. Selected average reading scale score differences, grade 8: Various years, 1998–2005**



NOTE: All differences are significant at the .05 level. SD = students with disabilities. ELL = English language learners. FRPL = free or reduced-price lunch.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

**Table A-1. Total number of students assessed and percentage of sampled students identified, excluded, and assessed with and without accommodations, by students with disabilities and English language learners, grades 4 and 8 public and nonpublic schools: Various years, 1992–2005**

Student characteristics	Accommodations not permitted			Accommodations permitted				
	1992	1994	1998	1998	2000	2002	2003	2005
<b>Grade 4</b>								
Total number of students assessed	6,300	7,400	7,700	7,800	8,100	140,500	187,600	165,700
<b>SD and/or ELL</b>								
Identified	10	13	16	16	18	19	20	21
Excluded	6	5	9	6	6	6	6	6
Assessed	4	8	7	10	12	13	14	15
Without accommodations	4	8	7	7	10	9	9	9
With accommodations	†	†	†	3	2	4	5	6
<b>SD only</b>								
Identified	7	10	11	10	11	12	13	13
Excluded	4	4	6	4	4	5	4	5
Assessed	3	6	5	6	7	7	8	8
Without accommodations	3	6	5	3	5	4	4	3
With accommodations	†	†	†	3	2	3	4	5
<b>ELL only</b>								
Identified	3	4	6	6	8	8	10	10
Excluded	2	1	3	2	3	2	2	2
Assessed	1	2	2	4	5	6	7	8
Without accommodations	1	2	2	3	5	6	6	6
With accommodations	†	†	†	1	#	1	1	2
<b>Grade 8</b>								
Total number of students assessed	9,500	10,100	11,100	11,200	–	115,200	155,200	159,400
<b>SD and/or ELL</b>								
Identified	10	13	12	12	–	17	17	17
Excluded	7	7	6	4	–	5	5	5
Assessed	4	6	7	9	–	11	12	13
Without accommodations	4	6	7	6	–	8	7	7
With accommodations	†	†	†	2	–	4	5	6
<b>SD only</b>								
Identified	8	11	10	10	–	12	13	12
Excluded	5	6	5	3	–	4	4	4
Assessed	3	5	5	7	–	8	9	8
Without accommodations	3	5	5	5	–	5	4	3
With accommodations	†	†	†	2	–	3	5	5
<b>ELL only</b>								
Identified	3	3	3	3	–	6	6	6
Excluded	2	1	1	1	–	2	1	1
Assessed	1	1	2	2	–	4	4	5
Without accommodations	1	1	2	2	–	4	4	4
With accommodations	†	†	†	#	–	#	1	1

– Not available. Data were not collected at grade 8 in 2000.

† Not applicable. Accommodations were not permitted in this sample.

# The estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. The numbers of students are rounded to the nearest hundred. The percentages presented in the table are based on the number of students selected to be assessed, which is different from the number of students actually assessed shown in the table. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

**Table A-2. Percentages of sampled students of each race/ethnicity identified as students with disabilities and English language learners, excluded, and assessed, grades 4 and 8 public and nonpublic schools: 2005**

Student characteristics	White	Black	Hispanic
<b>Grade 4</b>			
<b>SD and/or ELL</b>			
Identified	14	17	47
Excluded	4	7	11
Assessed	10	10	36
Without accommodations	4	3	27
With accommodations	5	6	8
<b>SD only</b>			
Identified	13	15	12
Excluded	4	7	5
Assessed	9	9	7
Without accommodations	4	3	3
With accommodations	5	6	4
<b>ELL only</b>			
Identified	1	2	40
Excluded	#	#	9
Assessed	1	1	31
Without accommodations	1	1	25
With accommodations	#	#	6
<b>Grade 8</b>			
<b>SD and/or ELL</b>			
Identified	12	17	34
Excluded	4	6	8
Assessed	9	11	26
Without accommodations	3	4	19
With accommodations	5	7	7
<b>SD only</b>			
Identified	12	16	12
Excluded	4	6	4
Assessed	8	10	8
Without accommodations	3	4	4
With accommodations	5	7	4
<b>ELL only</b>			
Identified	1	1	26
Excluded	#	#	6
Assessed	#	1	21
Without accommodations	#	1	17
With accommodations	#	#	4

# The estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

**Table A-3. Percentages of sampled students identified as students with disabilities and English language learners and excluded, grades 4 and 8 public schools: By state, 2005**

State/jurisdiction	Grade 4					Grade 8				
	Overall excluded	SD		ELL		Overall excluded	SD		ELL	
		Identified	Excluded	Identified	Excluded		Identified	Excluded	Identified	Excluded
Nation (public)	7	14	5	11	2	5	13	4	6	1
Alabama	2	12	2	2	#	2	12	1	1	#
Alaska	3	15	3	19	1	2	12	1	14	1
Arizona	6	12	4	20	3	4	11	3	13	2
Arkansas	8	13	6	5	2	6	14	5	2	1
California	5	9	3	33	4	3	9	2	22	2
Colorado	4	12	3	11	2	4	9	2	7	2
Connecticut	3	12	3	5	1	3	14	2	3	1
Delaware	13	17	12	4	2	11	14	10	3	2
Florida	6	19	5	8	2	5	15	3	6	2
Georgia	6	13	5	3	1	5	12	5	2	1
Hawaii	3	10	2	9	1	4	14	3	7	2
Idaho	3	10	3	8	1	3	11	2	5	1
Illinois	7	13	5	10	3	5	15	4	3	1
Indiana	5	16	4	3	1	4	15	4	2	#
Iowa	6	15	5	4	1	4	15	4	2	1
Kansas	4	13	3	7	2	4	13	4	3	1
Kentucky	9	14	8	2	1	7	12	7	1	#
Louisiana	14	23	14	1	#	8	16	8	1	1
Maine	6	18	6	1	#	7	19	7	1	#
Maryland	6	13	5	4	2	4	12	4	1	1
Massachusetts	8	20	7	6	2	7	18	6	3	1
Michigan	7	14	7	3	1	6	13	6	2	1
Minnesota	3	14	3	7	1	3	12	2	6	1
Mississippi	4	12	4	1	#	4	9	4	1	#
Missouri	8	15	7	2	1	8	16	8	1	#
Montana	5	13	5	3	#	5	13	5	4	1
Nebraska	5	17	5	7	1	4	14	3	2	#
Nevada	7	12	5	16	3	4	12	3	11	2
New Hampshire	4	19	3	3	1	2	19	2	1	#
New Jersey	5	15	4	3	2	5	16	4	2	1
New Mexico	10	14	6	24	7	8	16	5	16	4
New York	6	15	4	7	2	6	14	5	5	2
North Carolina	4	17	3	7	1	4	15	3	4	1
North Dakota	5	15	5	2	#	7	15	7	2	#
Ohio	8	13	8	1	1	7	13	7	1	#
Oklahoma	6	18	5	5	1	5	15	4	4	1
Oregon	7	15	5	14	2	4	11	3	8	2
Pennsylvania	5	15	4	3	1	3	15	3	1	#
Rhode Island	4	20	2	7	1	4	20	3	4	1
South Carolina	7	15	6	2	1	7	13	7	1	1
South Dakota	5	15	4	4	1	3	11	3	2	#
Tennessee	7	11	7	2	1	7	12	7	2	1
Texas	11	14	7	16	6	7	14	5	8	2
Utah	4	13	4	10	1	5	11	3	8	2
Vermont	5	15	5	1	#	4	19	4	1	#
Virginia	12	15	10	9	3	7	14	6	4	1
Washington	4	13	3	9	2	4	12	3	6	1
West Virginia	5	17	5	1	#	6	17	6	1	#
Wisconsin	6	14	4	7	2	6	14	4	4	2
Wyoming	2	16	2	5	1	3	14	3	4	#
Other jurisdictions										
District of Columbia	7	15	7	6	1	8	16	6	3	2
DoDEA <sup>1</sup>	4	11	3	7	1	3	8	2	4	1

# The estimate rounds to zero.

<sup>1</sup> Department of Defense Education Activity.

NOTE: SD = students with disabilities. ELL = English language learners. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

**Table A-4. Average reading scale scores and achievement-level results, by race/ethnicity, grade 4 public schools: By state, 2005**

State/jurisdiction	White					Black					Hispanic				
	Percentage of students					Percentage of students					Percentage of students				
	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient
Nation (public)	57	228	25	75	39	17	199	59	41	12	19	201	56	44	15
Alabama	58	220	33	67	32	38	188	69	31	8	2	‡	‡	‡	‡
Alaska	55	225	27	73	36	4	212	42	58	24	5	209	45	55	19
Arizona	46	224	30	70	37	5	193	67	33	12	40	192	63	37	11
Arkansas	69	225	27	73	37	24	194	66	34	10	5	212	45	55	21
California	31	225	29	71	37	8	195	62	38	11	49	193	66	34	10
Colorado	64	232	21	79	46	5	207	48	52	18	27	206	51	49	17
Connecticut	69	234	19	81	47	13	201	58	42	12	13	203	55	45	15
Delaware	56	235	15	85	46	32	212	46	54	15	9	216	36	64	22
Florida	49	228	25	75	39	23	203	55	45	13	23	215	39	61	25
Georgia	49	226	27	73	37	39	199	60	40	12	7	203	54	46	14
Hawaii	17	224	31	69	37	3	205	51	49	21	3	211	47	53	27
Idaho	83	226	26	74	37	1	‡	‡	‡	‡	13	199	58	42	11
Illinois	55	230	22	78	42	20	194	65	35	9	21	199	56	44	14
Indiana	76	223	30	70	35	15	197	59	41	12	4	208	48	52	11
Iowa	85	224	29	71	36	5	201	58	42	12	6	200	55	45	15
Kansas	74	225	28	72	37	8	196	60	40	10	11	203	54	46	14
Kentucky	85	222	33	67	33	11	203	55	45	15	2	‡	‡	‡	‡
Louisiana	49	223	30	70	32	48	195	65	35	9	2	‡	‡	‡	‡
Maine	97	225	29	71	35	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Maryland	52	232	21	79	45	35	201	58	42	12	8	210	46	54	21
Massachusetts	76	237	15	85	51	9	211	43	57	20	10	203	55	45	11
Michigan	71	226	28	72	38	19	190	69	31	10	5	‡	‡	‡	‡
Minnesota	81	231	23	77	43	8	192	64	36	10	5	204	51	49	18
Mississippi	47	220	34	66	31	51	190	70	30	7	1	‡	‡	‡	‡
Missouri	76	226	27	73	38	18	200	57	43	14	4	210	46	54	21
Montana	85	228	25	75	39	1	‡	‡	‡	‡	2	226	25	75	36
Nebraska	77	228	25	75	40	8	194	65	35	10	12	202	55	45	12
Nevada	47	219	35	65	28	12	192	65	35	10	32	194	63	37	12
New Hampshire	94	228	25	75	39	1	‡	‡	‡	‡	2	‡	‡	‡	‡
New Jersey	58	232	21	79	46	17	199	58	42	15	16	206	51	49	19
New Mexico	31	225	28	72	36	3	206	50	50	24	54	199	57	43	14
New York	53	232	20	80	43	20	207	50	50	17	18	208	48	52	17
North Carolina	58	227	26	74	39	27	200	59	41	13	8	204	54	46	17
North Dakota	88	228	25	75	38	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Ohio	74	230	23	77	41	20	197	62	38	10	2	211	43	57	24
Oklahoma	61	219	33	67	30	10	197	60	40	10	8	204	55	45	17
Oregon	71	223	31	69	34	4	200	55	45	15	16	194	64	36	10
Pennsylvania	75	229	24	76	42	17	200	57	43	15	6	203	56	44	19
Rhode Island	72	224	30	70	36	8	197	60	40	15	16	192	65	35	11
South Carolina	54	225	30	70	36	41	197	60	40	11	3	215	43	57	29
South Dakota	84	226	25	75	37	2	‡	‡	‡	‡	2	‡	‡	‡	‡
Tennessee	70	222	32	68	33	25	195	63	37	11	3	199	64	36	13
Texas	40	232	21	79	44	14	206	51	49	15	43	210	46	54	19
Utah	82	226	27	73	38	1	‡	‡	‡	‡	12	199	59	41	14
Vermont	96	227	28	72	38	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Virginia	61	233	20	80	45	25	207	51	49	15	6	218	35	65	26
Washington	71	228	25	75	40	5	212	43	57	20	13	202	55	45	14
West Virginia	93	215	39	61	26	6	202	54	46	15	1	‡	‡	‡	‡
Wisconsin	77	227	26	74	38	13	194	66	34	10	6	208	51	49	20
Wyoming	84	227	25	75	38	1	‡	‡	‡	‡	11	204	52	48	16
Other jurisdictions															
District of Columbia	4	252	8	92	70	85	187	71	29	8	9	193	63	37	12
DoDEA <sup>1</sup>	48	232	18	82	44	19	218	35	65	24	14	219	34	66	26

See notes at end of table.

**Table A-4. Average reading scale scores and achievement-level results, by race/ethnicity, grade 4 public schools: By state, 2005—Continued**

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Percentage of all students	Average scale score	Percentage of students			Percentage of all students	Average scale score	Percentage of students		
			Below Basic	At or above Basic	At or above Proficient			Below Basic	At or above Basic	At or above Proficient
Nation (public)	4	227	28	72	40	1	205	51	49	19
Alabama	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Alaska	7	206	50	50	19	26	183	71	29	9
Arizona	2	224	30	70	36	6	‡	‡	‡	‡
Arkansas	1	‡	‡	‡	‡	1	‡	‡	‡	‡
California	10	222	32	68	35	1	213	46	54	23
Colorado	3	231	20	80	42	1	‡	‡	‡	‡
Connecticut	4	236	20	80	49	1	‡	‡	‡	‡
Delaware	3	239	20	80	55	#	‡	‡	‡	‡
Florida	2	230	24	76	43	#	‡	‡	‡	‡
Georgia	3	243	16	84	57	#	‡	‡	‡	‡
Hawaii	65	205	52	48	19	#	‡	‡	‡	‡
Idaho	1	‡	‡	‡	‡	2	‡	‡	‡	‡
Illinois	3	230	25	75	44	#	‡	‡	‡	‡
Indiana	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Iowa	2	224	32	68	40	1	‡	‡	‡	‡
Kansas	2	238	22	78	55	2	‡	‡	‡	‡
Kentucky	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Louisiana	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Maine	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Maryland	5	239	17	83	55	#	‡	‡	‡	‡
Massachusetts	5	234	20	80	47	#	‡	‡	‡	‡
Michigan	3	‡	‡	‡	‡	#	‡	‡	‡	‡
Minnesota	5	216	38	62	28	2	‡	‡	‡	‡
Mississippi	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Missouri	2	‡	‡	‡	‡	#	‡	‡	‡	‡
Montana	1	‡	‡	‡	‡	10	201	55	45	13
Nebraska	2	‡	‡	‡	‡	2	‡	‡	‡	‡
Nevada	8	212	44	56	24	1	‡	‡	‡	‡
New Hampshire	2	‡	‡	‡	‡	#	‡	‡	‡	‡
New Jersey	8	241	16	84	57	#	‡	‡	‡	‡
New Mexico	1	‡	‡	‡	‡	11	190	67	33	8
New York	7	237	19	81	50	1	‡	‡	‡	‡
North Carolina	3	221	37	63	31	2	‡	‡	‡	‡
North Dakota	1	‡	‡	‡	‡	9	198	60	40	9
Ohio	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Oklahoma	1	‡	‡	‡	‡	21	211	43	57	22
Oregon	5	220	34	66	35	3	‡	‡	‡	‡
Pennsylvania	3	233	22	78	47	#	‡	‡	‡	‡
Rhode Island	3	219	36	64	29	1	‡	‡	‡	‡
South Carolina	1	‡	‡	‡	‡	#	‡	‡	‡	‡
South Dakota	1	‡	‡	‡	‡	11	201	56	44	14
Tennessee	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Texas	3	234	24	76	47	#	‡	‡	‡	‡
Utah	3	218	38	62	30	1	‡	‡	‡	‡
Vermont	2	‡	‡	‡	‡	1	‡	‡	‡	‡
Virginia	6	239	16	84	53	#	‡	‡	‡	‡
Washington	8	230	22	78	40	2	‡	‡	‡	‡
West Virginia	#	‡	‡	‡	‡	#	‡	‡	‡	‡
Wisconsin	3	226	29	71	34	1	‡	‡	‡	‡
Wyoming	1	‡	‡	‡	‡	3	‡	‡	‡	‡
Other jurisdictions										
District of Columbia	2	‡	‡	‡	‡	#	‡	‡	‡	‡
DoDEA <sup>1</sup>	7	223	30	70	33	1	‡	‡	‡	‡

# The estimate rounds to zero.

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

<sup>1</sup> Department of Defense Education Activity.

NOTE: Results are not shown for students whose race/ethnicity was "unclassified." Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.



**Table A-5. Average reading scale scores and achievement-level results, by gender, grade 4 public schools:  
By state, 2005**

State/jurisdiction	Male					Female				
	Percentage of all students	Average scale score	Percentage of students			Percentage of all students	Average scale score	Percentage of students		
			Below Basic	At or above Basic	At or above Proficient			Below Basic	At or above Basic	At or above Proficient
Nation (public)	50	214	41	59	27	50	220	34	66	33
Alabama	52	205	49	51	22	48	211	45	55	23
Alaska	51	207	45	55	24	49	215	38	62	29
Arizona	51	203	51	49	21	49	211	44	56	26
Arkansas	49	213	42	58	26	51	221	33	67	34
California	50	203	53	47	19	50	210	47	53	24
Colorado	52	221	33	67	33	48	227	27	73	41
Connecticut	52	222	33	67	34	48	230	25	75	43
Delaware	49	223	30	70	30	51	229	24	76	38
Florida	50	217	38	62	28	50	222	33	67	33
Georgia	50	210	47	53	22	50	219	37	63	30
Hawaii	50	205	51	49	20	50	214	43	57	27
Idaho	49	218	34	66	29	51	225	28	72	37
Illinois	52	215	38	62	28	48	218	37	63	30
Indiana	50	214	39	61	27	50	222	33	67	34
Iowa	50	218	35	65	29	50	224	30	70	37
Kansas	50	218	36	64	30	50	223	32	68	35
Kentucky	52	218	38	62	29	48	222	32	68	33
Louisiana	51	208	48	52	19	49	211	46	54	22
Maine	49	221	31	69	31	51	228	27	73	39
Maryland	48	217	38	62	30	52	223	33	67	35
Massachusetts	51	230	24	76	42	49	233	21	79	45
Michigan	50	216	39	61	29	50	221	35	65	34
Minnesota	49	221	32	68	34	51	229	25	75	42
Mississippi	48	200	56	44	16	52	208	48	52	21
Missouri	50	218	35	65	30	50	224	31	69	36
Montana	50	222	31	69	33	50	227	26	74	38
Nebraska	51	219	35	65	31	49	224	30	70	36
Nevada	50	203	53	47	17	50	212	43	57	24
New Hampshire	52	224	28	72	35	48	231	23	77	43
New Jersey	53	221	34	66	34	47	226	29	71	40
New Mexico	51	203	53	47	17	49	211	44	56	24
New York	50	220	33	67	30	50	225	29	71	36
North Carolina	51	213	42	58	26	49	221	34	66	33
North Dakota	50	222	30	70	33	50	227	26	74	38
Ohio	50	219	35	65	31	50	226	28	72	37
Oklahoma	50	211	43	57	23	50	217	37	63	27
Oregon	49	213	42	58	26	51	220	34	66	33
Pennsylvania	50	219	35	65	32	50	227	28	72	40
Rhode Island	50	212	42	58	26	50	221	34	66	34
South Carolina	51	210	46	54	23	49	217	39	61	28
South Dakota	53	219	35	65	29	47	227	25	75	38
Tennessee	49	210	44	56	23	51	218	38	62	30
Texas	50	216	40	60	26	50	222	32	68	32
Utah	50	216	37	63	29	50	226	27	73	40
Vermont	48	223	31	69	35	52	230	25	75	42
Virginia	48	223	31	69	34	52	228	26	74	39
Washington	50	219	34	66	30	50	228	26	74	41
West Virginia	50	211	43	57	23	50	218	36	64	28
Wisconsin	51	219	36	64	31	49	224	30	70	35
Wyoming	51	221	32	68	33	49	226	27	73	36
Other jurisdictions										
District of Columbia	46	186	72	28	9	54	195	63	37	13
DoDEA <sup>1</sup>	50	222	29	71	31	50	230	21	79	40

<sup>1</sup> Department of Defense Education Activity.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

**Table A-6. Average reading scale scores and achievement-level results, by eligibility for free/reduced-price school lunch, grade 4 public schools: By state, 2005**

State/jurisdiction	Eligible					Not eligible					Information not available				
	Percentage of students					Percentage of students					Percentage of students				
	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient
Nation (public)	45	203	54	46	15	53	230	23	77	42	2	218	38	62	32
Alabama	56	196	60	40	12	41	223	31	69	34	2	‡	‡	‡	‡
Alaska	38	193	60	40	14	61	223	30	70	35	1	‡	‡	‡	‡
Arizona	48	192	63	37	12	39	223	31	69	36	14	‡	‡	‡	‡
Arkansas	55	206	50	50	19	45	230	22	78	43	#	‡	‡	‡	‡
California	56	193	65	35	10	40	224	30	70	36	4	‡	‡	‡	‡
Colorado	35	208	48	52	20	65	232	21	79	46	#	‡	‡	‡	‡
Connecticut	28	202	55	45	14	72	235	19	81	48	#	‡	‡	‡	‡
Delaware	36	214	39	61	18	59	233	19	81	43	5	228	24	76	38
Florida	52	209	47	53	19	48	230	23	77	42	1	‡	‡	‡	‡
Georgia	52	201	57	43	13	48	229	25	75	41	#	‡	‡	‡	‡
Hawaii	47	197	61	39	12	53	221	35	65	33	#	‡	‡	‡	‡
Idaho	42	210	44	56	21	57	230	22	78	41	1	‡	‡	‡	‡
Illinois	42	198	59	41	13	58	230	22	78	41	#	‡	‡	‡	‡
Indiana	41	207	48	52	19	57	227	27	73	39	1	‡	‡	‡	‡
Iowa	33	208	46	54	20	67	227	26	74	40	#	‡	‡	‡	‡
Kansas	44	208	47	53	20	56	230	23	77	42	#	‡	‡	‡	‡
Kentucky	49	212	44	56	22	50	228	26	74	39	#	‡	‡	‡	‡
Louisiana	65	200	58	42	12	34	226	25	75	36	1	‡	‡	‡	‡
Maine	34	213	42	58	22	64	231	22	78	42	2	‡	‡	‡	‡
Maryland	31	198	61	39	11	67	231	23	77	43	3	‡	‡	‡	‡
Massachusetts	27	211	45	55	19	73	239	14	86	53	#	‡	‡	‡	‡
Michigan	33	201	57	43	16	66	227	27	73	40	1	‡	‡	‡	‡
Minnesota	29	209	46	54	22	71	232	22	78	45	#	‡	‡	‡	‡
Mississippi	67	196	62	38	11	32	222	31	69	34	1	‡	‡	‡	‡
Missouri	43	209	47	53	20	55	231	22	78	42	2	‡	‡	‡	‡
Montana	36	212	42	58	22	61	232	20	80	44	2	‡	‡	‡	‡
Nebraska	39	205	52	48	16	60	232	20	80	45	1	‡	‡	‡	‡
Nevada	43	192	66	34	9	56	219	34	66	30	1	‡	‡	‡	‡
New Hampshire	20	213	42	58	21	78	231	21	79	43	2	‡	‡	‡	‡
New Jersey	28	203	55	45	17	66	232	22	78	46	6	‡	‡	‡	‡
New Mexico	67	199	58	42	13	28	225	29	71	36	4	‡	‡	‡	‡
New York	49	210	46	54	20	48	234	17	83	46	3	‡	‡	‡	‡
North Carolina	44	202	56	44	14	54	229	25	75	41	1	‡	‡	‡	‡
North Dakota	33	214	40	60	23	67	230	22	78	42	1	‡	‡	‡	‡
Ohio	37	206	50	50	17	60	233	20	80	45	3	‡	‡	‡	‡
Oklahoma	57	205	50	50	17	43	225	27	73	35	#	‡	‡	‡	‡
Oregon	39	204	52	48	17	57	225	28	72	37	4	‡	‡	‡	‡
Pennsylvania	36	205	52	48	17	63	233	20	80	46	1	‡	‡	‡	‡
Rhode Island	37	197	59	41	13	63	228	26	74	40	#	‡	‡	‡	‡
South Carolina	53	200	57	43	13	47	228	27	73	40	#	‡	‡	‡	‡
South Dakota	41	210	44	56	20	59	231	21	79	42	#	‡	‡	‡	‡
Tennessee	45	200	57	43	14	55	226	27	73	37	#	‡	‡	‡	‡
Texas	53	208	48	52	17	46	232	22	78	44	1	‡	‡	‡	‡
Utah	36	208	47	53	20	61	229	24	76	41	4	‡	‡	‡	‡
Vermont	28	210	46	54	21	70	234	20	80	46	2	‡	‡	‡	‡
Virginia	33	209	48	52	16	67	234	18	82	47	#	‡	‡	‡	‡
Washington	38	213	42	58	23	57	231	22	78	44	5	‡	‡	‡	‡
West Virginia	53	206	49	51	17	47	225	28	72	36	#	‡	‡	‡	‡
Wisconsin	33	204	52	48	16	66	230	23	77	42	1	‡	‡	‡	‡
Wyoming	37	216	39	61	27	59	228	23	77	39	4	223	35	65	35
Other jurisdictions															
District of Columbia	76	183	75	25	6	23	215	41	59	29	2	‡	‡	‡	‡
DoDEA <sup>1</sup>	#	‡	‡	‡	‡	#	‡	‡	‡	‡	100	226	25	75	36

# The estimate rounds to zero.

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

<sup>1</sup> Department of Defense Education Activity.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

**Table A-7. Average reading scale scores and achievement-level results, by students with disabilities (SD), grade 4 public schools:  
By state, 2005**

State/jurisdiction	SD					Not SD				
	Percentage of all students	Average scale score	Percentage of students			Percentage of all students	Average scale score	Percentage of students		
			Below Basic	At or above Basic	At or above Proficient			Below Basic	At or above Basic	At or above Proficient
Nation (public)	10	190	67	33	11	90	220	34	66	32
Alabama	10	165	82	18	7	90	212	43	57	24
Alaska	13	180	75	25	9	87	216	37	63	29
Arizona	8	174	75	25	9	92	210	45	55	25
Arkansas	7	176	76	24	8	93	220	35	65	31
California	7	175	79	21	6	93	209	48	52	23
Colorado	10	187	71	29	9	90	228	26	74	40
Connecticut	10	189	69	31	10	90	230	25	75	41
Delaware	5	209	47	53	19	95	227	26	74	35
Florida	15	197	62	38	14	85	223	31	69	33
Georgia	8	191	63	37	15	92	217	40	60	27
Hawaii	9	167	85	15	4	91	214	44	56	25
Idaho	7	184	73	27	6	93	225	28	72	35
Illinois	9	190	64	36	15	91	219	35	65	31
Indiana	13	188	68	32	12	87	223	31	69	33
Iowa	11	176	80	20	4	89	226	27	73	37
Kansas	10	187	70	30	11	90	224	30	70	35
Kentucky	7	200	60	40	14	93	221	33	67	32
Louisiana	11	180	77	23	5	89	213	43	57	22
Maine	12	200	59	41	13	88	228	25	75	38
Maryland	8	198	58	42	17	92	222	33	67	34
Massachusetts	14	208	47	53	17	86	235	18	82	48
Michigan	8	194	61	39	14	92	220	35	65	33
Minnesota	12	195	61	39	17	88	229	24	76	41
Mississippi	9	180	75	25	6	91	207	50	50	19
Missouri	9	206	51	49	20	91	223	31	69	34
Montana	9	193	67	33	10	91	228	25	75	38
Nebraska	13	195	65	35	11	87	225	27	73	37
Nevada	7	185	70	30	10	93	209	46	54	21
New Hampshire	16	198	62	38	10	84	233	19	81	44
New Jersey	11	188	70	30	8	89	228	27	73	41
New Mexico	9	175	78	22	7	91	210	46	54	22
New York	11	191	68	32	7	89	227	26	74	37
North Carolina	14	188	70	30	9	86	222	33	67	33
North Dakota	10	202	54	46	16	90	227	25	75	38
Ohio	6	201	54	46	16	94	224	30	70	36
Oklahoma	13	181	76	24	7	87	219	34	66	28
Oregon	11	194	62	38	13	89	220	34	66	32
Pennsylvania	11	191	65	35	13	89	227	27	73	39
Rhode Island	18	190	66	34	12	82	222	32	68	34
South Carolina	10	189	69	31	9	90	216	40	60	27
South Dakota	11	192	66	34	11	89	226	26	74	36
Tennessee	5	170	75	25	7	95	216	39	61	28
Texas	8	197	62	38	12	92	221	34	66	30
Utah	9	192	63	37	14	91	224	29	71	36
Vermont	11	194	68	32	11	89	231	23	77	42
Virginia	6	211	45	55	22	94	227	27	73	38
Washington	10	190	68	32	11	90	227	26	74	38
West Virginia	12	190	65	35	11	88	218	36	64	28
Wisconsin	10	189	71	29	9	90	225	29	71	36
Wyoming	15	188	71	29	7	85	229	22	78	39
Other jurisdictions										
District of Columbia	9	154	88	12	3	91	195	65	35	12
DoDEA <sup>1</sup>	8	194	65	35	7	92	229	22	78	38

<sup>1</sup> Department of Defense Education Activity.

NOTE: SD = students with disabilities. The results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

**Table A-8. Average reading scale scores and achievement-level results, by English language learners (ELL), grade 4 public schools: By state, 2005**

State/jurisdiction	ELL					Non-ELL					Formerly ELL				
	Percentage of students					Percentage of students					Percentage of students				
	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient
Nation (public)	9	187	73	27	7	90	220	34	66	32	1	217	38	62	26
Alabama	1	‡	‡	‡	‡	99	208	47	53	23	#	‡	‡	‡	‡
Alaska	18	177	77	23	7	82	219	34	66	31	#	‡	‡	‡	‡
Arizona	18	175	81	19	4	82	214	41	59	28	1	‡	‡	‡	‡
Arkansas	3	205	53	47	17	97	217	37	63	30	#	‡	‡	‡	‡
California	31	183	77	23	5	66	217	38	62	29	2	221	33	67	30
Colorado	10	191	71	29	7	90	227	26	74	40	1	‡	‡	‡	‡
Connecticut	4	193	66	34	8	96	227	28	72	40	#	‡	‡	‡	‡
Delaware	3	206	53	47	16	97	226	26	74	35	#	‡	‡	‡	‡
Florida	6	193	68	32	7	91	222	33	67	32	4	209	50	50	20
Georgia	2	182	80	20	4	98	215	41	59	27	#	‡	‡	‡	‡
Hawaii	8	183	78	22	6	92	212	44	56	25	#	‡	‡	‡	‡
Idaho	8	191	69	31	6	92	225	28	72	35	1	‡	‡	‡	‡
Illinois	7	176	82	18	4	92	220	34	66	32	#	‡	‡	‡	‡
Indiana	2	‡	‡	‡	‡	98	218	36	64	31	#	‡	‡	‡	‡
Iowa	3	‡	‡	‡	‡	97	222	31	69	34	#	‡	‡	‡	‡
Kansas	6	195	65	35	9	94	222	32	68	34	#	‡	‡	‡	‡
Kentucky	1	‡	‡	‡	‡	99	220	35	65	31	#	‡	‡	‡	‡
Louisiana	1	‡	‡	‡	‡	99	209	47	53	20	#	‡	‡	‡	‡
Maine	1	‡	‡	‡	‡	99	225	29	71	35	#	‡	‡	‡	‡
Maryland	2	‡	‡	‡	‡	98	221	35	65	33	#	‡	‡	‡	‡
Massachusetts	5	198	61	39	11	94	233	20	80	46	2	208	53	47	16
Michigan	2	‡	‡	‡	‡	98	219	36	64	32	#	‡	‡	‡	‡
Minnesota	6	199	57	43	10	94	227	27	73	40	#	‡	‡	‡	‡
Mississippi	1	‡	‡	‡	‡	99	205	52	48	18	#	‡	‡	‡	‡
Missouri	1	‡	‡	‡	‡	99	222	32	68	33	#	‡	‡	‡	‡
Montana	3	‡	‡	‡	‡	97	226	27	73	37	#	‡	‡	‡	‡
Nebraska	6	187	74	26	4	93	224	30	70	36	1	‡	‡	‡	‡
Nevada	14	176	83	17	3	86	212	42	58	23	#	‡	‡	‡	‡
New Hampshire	2	‡	‡	‡	‡	98	228	25	75	39	#	‡	‡	‡	‡
New Jersey	2	‡	‡	‡	‡	98	224	31	69	38	#	‡	‡	‡	‡
New Mexico	19	182	76	24	5	81	213	42	58	24	#	‡	‡	‡	‡
New York	5	186	75	25	3	90	225	29	71	35	6	222	33	67	29
North Carolina	6	192	70	30	7	93	219	36	64	31	1	215	40	60	28
North Dakota	1	‡	‡	‡	‡	99	225	28	72	36	#	‡	‡	‡	‡
Ohio	1	‡	‡	‡	‡	99	223	31	69	35	#	‡	‡	‡	‡
Oklahoma	4	192	66	34	8	95	215	38	62	26	#	‡	‡	‡	‡
Oregon	12	187	73	27	7	88	221	33	67	33	#	‡	‡	‡	‡
Pennsylvania	2	196	58	42	16	98	223	31	69	36	#	‡	‡	‡	‡
Rhode Island	6	172	85	15	2	94	219	35	65	31	#	‡	‡	‡	‡
South Carolina	1	‡	‡	‡	‡	99	213	42	58	26	#	‡	‡	‡	‡
South Dakota	3	178	85	15	2	97	224	29	71	34	#	‡	‡	‡	‡
Tennessee	2	‡	‡	‡	‡	98	215	40	60	27	#	‡	‡	‡	‡
Texas	10	196	65	35	8	87	222	32	68	32	2	‡	‡	‡	‡
Utah	9	191	67	33	11	90	225	29	71	37	1	‡	‡	‡	‡
Vermont	1	‡	‡	‡	‡	98	227	28	72	39	#	‡	‡	‡	‡
Virginia	6	214	40	60	22	94	227	27	73	38	#	‡	‡	‡	‡
Washington	8	191	70	30	6	92	226	27	73	38	#	‡	‡	‡	‡
West Virginia	1	‡	‡	‡	‡	99	215	39	61	26	#	‡	‡	‡	‡
Wisconsin	5	202	58	42	14	95	222	31	69	34	#	‡	‡	‡	‡
Wyoming	4	190	71	29	4	95	225	27	73	36	#	‡	‡	‡	‡
Other jurisdictions															
District of Columbia	5	177	80	20	4	95	191	66	34	12	#	‡	‡	‡	‡
DoDEA <sup>1</sup>	6	203	56	44	11	94	228	24	76	37	#	‡	‡	‡	‡

# The estimate rounds to zero.

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

<sup>1</sup> Department of Defense Education Activity.

NOTE: ELL = English language learners. Formerly ELL = students who passed their state's English-language proficiency examination within the past 2 years. The results for English language learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-9. Average reading scale scores and achievement-level results, by race/ethnicity, grade 8 public schools: By state, 2005

State/jurisdiction	White					Black					Hispanic				
	Percentage of students					Percentage of students					Percentage of students				
	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient
Nation (public)	60	269	19	81	37	17	242	49	51	11	17	245	45	55	14
Alabama	58	263	25	75	31	38	235	56	44	9	2	‡	‡	‡	‡
Alaska	57	268	20	80	35	5	249	41	59	18	4	254	32	68	20
Arizona	49	267	21	79	34	6	242	47	53	12	37	242	51	49	11
Arkansas	69	266	22	78	33	25	236	54	46	9	4	250	39	61	13
California	33	264	25	75	32	8	240	53	47	11	45	239	53	47	10
Colorado	65	273	16	84	40	7	254	35	65	18	24	247	44	56	15
Connecticut	69	272	17	83	42	16	240	50	50	11	13	245	46	54	13
Delaware	58	274	11	89	41	32	252	35	65	13	7	253	34	66	16
Florida	51	265	25	75	33	23	238	53	47	11	21	252	38	62	21
Georgia	52	268	21	79	35	37	241	51	49	10	6	247	41	59	14
Hawaii	14	261	28	72	29	2	‡	‡	‡	‡	3	242	51	49	15
Idaho	87	267	22	78	34	1	‡	‡	‡	‡	10	246	43	57	14
Illinois	61	272	16	84	39	21	244	47	53	12	14	253	35	65	19
Indiana	81	265	23	77	32	13	241	51	49	10	3	247	44	56	17
Iowa	89	269	19	81	36	4	246	44	56	15	4	256	33	67	20
Kansas	77	271	18	82	39	8	247	44	56	15	9	249	40	60	14
Kentucky	88	266	23	77	32	9	248	42	58	15	1	‡	‡	‡	‡
Louisiana	52	264	23	77	30	44	240	52	48	9	2	‡	‡	‡	‡
Maine	96	270	18	82	39	2	‡	‡	‡	‡	1	‡	‡	‡	‡
Maryland	51	272	19	81	42	40	244	47	53	12	4	256	33	67	23
Massachusetts	77	279	12	88	50	8	253	35	65	18	10	246	44	56	15
Michigan	73	268	20	80	34	21	239	52	48	10	3	250	39	61	16
Minnesota	81	273	15	85	42	8	239	52	48	11	4	244	45	55	14
Mississippi	48	264	23	77	30	50	237	56	44	7	1	‡	‡	‡	‡
Missouri	78	270	18	82	36	18	242	49	51	9	3	258	33	67	23
Montana	87	272	15	85	40	1	‡	‡	‡	‡	2	‡	‡	‡	‡
Nebraska	84	271	16	84	38	6	243	52	48	13	8	245	46	54	12
Nevada	53	261	27	73	29	10	240	51	49	12	28	241	50	50	11
New Hampshire	95	270	19	81	38	2	‡	‡	‡	‡	2	‡	‡	‡	‡
New Jersey	59	278	12	88	48	20	251	38	62	14	14	251	35	65	14
New Mexico	33	264	24	76	33	2	‡	‡	‡	‡	53	245	45	55	12
New York	57	276	13	87	45	18	242	49	51	11	18	250	39	61	16
North Carolina	61	267	21	79	35	29	240	51	49	10	5	248	43	57	17
North Dakota	89	272	15	85	38	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Ohio	78	272	17	83	41	17	243	46	54	10	2	245	47	53	14
Oklahoma	62	265	20	80	30	11	243	49	51	13	7	247	44	56	13
Oregon	77	267	22	78	36	3	245	47	53	18	11	245	47	53	15
Pennsylvania	78	273	16	84	41	15	239	52	48	12	5	246	45	55	17
Rhode Island	74	268	22	78	36	8	243	47	53	11	14	237	52	48	9
South Carolina	58	267	22	78	34	38	242	50	50	11	2	‡	‡	‡	‡
South Dakota	86	272	14	86	38	1	‡	‡	‡	‡	2	‡	‡	‡	‡
Tennessee	75	265	23	77	31	22	240	52	48	9	2	‡	‡	‡	‡
Texas	42	270	18	82	39	15	246	44	56	14	39	248	41	59	15
Utah	84	265	24	76	32	1	‡	‡	‡	‡	10	243	48	52	12
Vermont	96	269	21	79	38	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Virginia	61	275	15	85	45	27	251	37	63	16	7	259	30	70	23
Washington	75	268	22	78	38	6	255	33	67	27	10	245	45	55	15
West Virginia	94	256	32	68	22	4	236	56	44	10	1	‡	‡	‡	‡
Wisconsin	80	271	18	82	40	10	236	56	44	9	6	247	43	57	18
Wyoming	87	270	17	83	38	1	‡	‡	‡	‡	7	256	32	68	21
Other jurisdictions															
District of Columbia	3	301	6	94	74	89	235	58	42	9	6	247	41	59	18
DoDEA <sup>1</sup>	43	276	12	88	47	22	258	27	73	20	13	268	17	83	30

See notes at end of table.

**Table A-9. Average reading scale scores and achievement-level results, by race/ethnicity, grade 8 public schools: By state, 2005—Continued**

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Percentage of all students	Average scale score	Percentage of students			Percentage of all students	Average scale score	Percentage of students		
			Below Basic	At or above Basic	At or above Proficient			Below Basic	At or above Basic	At or above Proficient
Nation (public)	4	270	21	79	39	1	251	39	61	18
Alabama	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Alaska	7	260	29	71	24	25	240	51	49	10
Arizona	2	‡	‡	‡	‡	6	240	54	46	12
Arkansas	1	‡	‡	‡	‡	1	‡	‡	‡	‡
California	12	264	25	75	33	1	‡	‡	‡	‡
Colorado	3	269	24	76	42	2	‡	‡	‡	‡
Connecticut	3	279	12	88	50	#	‡	‡	‡	‡
Delaware	3	276	10	90	42	#	‡	‡	‡	‡
Florida	2	273	18	82	47	#	‡	‡	‡	‡
Georgia	3	275	21	79	47	#	‡	‡	‡	‡
Hawaii	68	246	45	55	16	#	‡	‡	‡	‡
Idaho	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Illinois	3	281	8	92	49	#	‡	‡	‡	‡
Indiana	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Iowa	2	‡	‡	‡	‡	1	‡	‡	‡	‡
Kansas	2	‡	‡	‡	‡	2	‡	‡	‡	‡
Kentucky	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Louisiana	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Maine	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Maryland	4	283	14	86	58	#	‡	‡	‡	‡
Massachusetts	5	282	14	86	52	#	‡	‡	‡	‡
Michigan	2	‡	‡	‡	‡	1	‡	‡	‡	‡
Minnesota	6	262	28	72	29	1	‡	‡	‡	‡
Mississippi	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Missouri	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Montana	1	‡	‡	‡	‡	10	248	43	57	16
Nebraska	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Nevada	6	263	28	72	32	2	‡	‡	‡	‡
New Hampshire	1	‡	‡	‡	‡	#	‡	‡	‡	‡
New Jersey	6	291	5	95	66	#	‡	‡	‡	‡
New Mexico	1	‡	‡	‡	‡	11	240	51	49	7
New York	6	274	18	82	45	#	‡	‡	‡	‡
North Carolina	2	275	16	84	46	2	‡	‡	‡	‡
North Dakota	1	‡	‡	‡	‡	8	250	38	62	15
Ohio	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Oklahoma	2	‡	‡	‡	‡	19	254	34	66	19
Oregon	5	267	24	76	35	2	‡	‡	‡	‡
Pennsylvania	2	275	18	82	47	#	‡	‡	‡	‡
Rhode Island	3	257	33	67	26	1	‡	‡	‡	‡
South Carolina	1	‡	‡	‡	‡	#	‡	‡	‡	‡
South Dakota	1	‡	‡	‡	‡	10	245	45	55	13
Tennessee	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Texas	3	280	13	87	50	#	‡	‡	‡	‡
Utah	3	266	23	77	31	2	‡	‡	‡	‡
Vermont	1	‡	‡	‡	‡	1	‡	‡	‡	‡
Virginia	4	282	9	91	52	#	‡	‡	‡	‡
Washington	7	270	18	82	36	3	255	33	67	24
West Virginia	1	‡	‡	‡	‡	#	‡	‡	‡	‡
Wisconsin	3	262	27	73	28	1	‡	‡	‡	‡
Wyoming	#	‡	‡	‡	‡	4	251	35	65	15
Other jurisdictions										
District of Columbia	1	‡	‡	‡	‡	#	‡	‡	‡	‡
DoDEA <sup>1</sup>	10	274	11	89	41	1	‡	‡	‡	‡

# The estimate rounds to zero.

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

<sup>1</sup> Department of Defense Education Activity.

NOTE: Results are not shown for students whose race/ethnicity was "unclassified." Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

**Table A-10. Average reading scale scores and achievement-level results, by gender, grade 8 public schools: By state, 2005**

State/jurisdiction	Male					Female				
	Percentage of all students	Average scale score	Percentage of students			Percentage of all students	Average scale score	Percentage of students		
			Below Basic	At or above Basic	At or above Proficient			Below Basic	At or above Basic	At or above Proficient
Nation (public)	50	255	34	66	24	50	266	24	76	34
Alabama	50	245	45	55	17	50	260	30	70	27
Alaska	50	253	36	64	21	50	265	24	76	32
Arizona	51	249	41	59	19	49	260	30	70	27
Arkansas	50	252	37	63	20	50	263	25	75	31
California	50	246	45	55	17	50	255	35	65	24
Colorado	52	261	28	72	28	48	268	21	79	36
Connecticut	52	258	30	70	28	48	270	21	79	40
Delaware	48	261	25	75	25	52	271	15	85	35
Florida	49	249	41	59	20	51	262	27	73	30
Georgia	49	251	39	61	20	51	263	27	73	30
Hawaii	53	242	50	50	14	47	256	34	66	23
Idaho	51	258	30	70	25	49	271	17	83	39
Illinois	51	258	30	70	25	49	269	21	79	37
Indiana	51	256	33	67	23	49	267	21	79	34
Iowa	51	261	26	74	27	49	273	15	85	41
Kansas	51	262	27	73	30	49	271	18	82	40
Kentucky	50	258	30	70	25	50	270	19	81	36
Louisiana	49	247	43	57	16	51	259	30	70	24
Maine	51	264	24	76	31	49	276	13	87	46
Maryland	51	256	36	64	25	49	266	26	74	35
Massachusetts	49	269	21	79	38	51	278	13	87	50
Michigan	50	256	32	68	24	50	266	23	77	33
Minnesota	51	263	26	74	31	49	274	15	85	44
Mississippi	48	246	45	55	14	52	255	35	65	22
Missouri	49	260	29	71	25	51	270	19	81	36
Montana	51	265	22	78	30	49	274	15	85	43
Nebraska	51	261	26	74	27	49	274	15	85	43
Nevada	50	247	42	58	18	50	258	31	69	27
New Hampshire	51	264	25	75	32	49	275	15	85	44
New Jersey	50	266	23	77	33	50	273	17	83	42
New Mexico	51	247	43	57	17	49	255	33	67	22
New York	50	260	30	70	28	50	270	20	80	38
North Carolina	52	251	38	62	21	48	266	24	76	33
North Dakota	50	267	20	80	32	50	274	14	86	41
Ohio	49	261	27	73	30	51	272	18	82	41
Oklahoma	50	254	33	67	19	50	265	23	77	31
Oregon	50	258	31	69	28	50	268	21	79	37
Pennsylvania	50	262	27	73	31	50	271	19	81	41
Rhode Island	50	256	33	67	26	50	266	24	76	33
South Carolina	48	252	39	61	20	52	262	28	72	29
South Dakota	50	264	21	79	29	50	273	14	86	41
Tennessee	52	255	34	66	22	48	264	25	75	31
Texas	51	254	35	65	22	49	263	26	74	30
Utah	49	255	33	67	22	51	269	21	79	36
Vermont	51	262	26	74	30	49	276	15	85	45
Virginia	50	263	26	74	30	50	273	17	83	41
Washington	50	260	29	71	29	50	269	20	80	39
West Virginia	52	250	39	61	17	48	261	27	73	27
Wisconsin	53	261	29	71	29	47	273	17	83	42
Wyoming	50	264	22	78	30	50	272	16	84	41
Other jurisdictions										
District of Columbia	47	230	64	36	7	53	245	47	53	15
DoDEA <sup>1</sup>	51	266	20	80	31	49	276	12	88	44

<sup>1</sup> Department of Defense Education Activity.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

**Table A-11. Average reading scale scores and achievement-level results, by eligibility for free/reduced-price school lunch, grade 8 public schools: By state, 2005**

State/jurisdiction	Eligible					Not eligible					Information not available				
	Percentage of students					Percentage of students					Percentage of students				
	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient
Nation (public)	39	247	43	57	15	59	270	19	81	38	3	258	31	69	28
Alabama	50	239	51	49	11	48	265	24	76	32	2	‡	‡	‡	‡
Alaska	31	241	50	50	12	66	267	21	79	33	2	‡	‡	‡	‡
Arizona	41	242	50	50	11	43	265	23	77	32	15	‡	‡	‡	‡
Arkansas	48	247	43	57	16	51	268	20	80	35	#	‡	‡	‡	‡
California	45	239	53	47	10	50	262	28	72	30	5	‡	‡	‡	‡
Colorado	30	248	43	57	15	69	272	16	84	39	#	‡	‡	‡	‡
Connecticut	28	243	47	53	12	72	272	17	83	42	#	‡	‡	‡	‡
Delaware	30	254	34	66	16	68	271	15	85	36	3	282	6	94	52
Florida	44	246	44	56	17	56	264	26	74	32	#	‡	‡	‡	‡
Georgia	45	243	48	52	12	52	269	20	80	36	3	‡	‡	‡	‡
Hawaii	42	239	54	46	11	58	256	34	66	24	#	‡	‡	‡	‡
Idaho	36	256	32	68	22	63	269	19	81	38	#	‡	‡	‡	‡
Illinois	37	248	41	59	15	62	273	16	84	41	1	‡	‡	‡	‡
Indiana	36	250	39	61	18	63	268	20	80	35	2	‡	‡	‡	‡
Iowa	29	255	33	67	22	71	272	16	84	39	#	‡	‡	‡	‡
Kansas	38	254	35	65	21	62	275	15	85	43	#	‡	‡	‡	‡
Kentucky	45	256	33	67	22	53	271	18	82	38	1	‡	‡	‡	‡
Louisiana	56	244	46	54	12	42	264	23	77	30	3	‡	‡	‡	‡
Maine	30	261	27	73	27	69	274	15	85	43	2	‡	‡	‡	‡
Maryland	28	243	49	51	12	66	269	22	78	38	5	‡	‡	‡	‡
Massachusetts	27	256	33	67	23	70	280	11	89	52	3	‡	‡	‡	‡
Michigan	28	246	43	57	14	71	267	21	79	34	#	‡	‡	‡	‡
Minnesota	27	252	36	64	19	73	275	14	86	44	#	‡	‡	‡	‡
Mississippi	63	241	50	50	10	37	266	22	78	33	#	‡	‡	‡	‡
Missouri	37	253	36	64	18	60	272	16	84	38	3	‡	‡	‡	‡
Montana	32	259	29	71	25	66	274	13	87	42	2	‡	‡	‡	‡
Nebraska	30	253	36	64	19	69	274	14	86	41	1	‡	‡	‡	‡
Nevada	33	240	51	49	12	64	259	29	71	28	3	‡	‡	‡	‡
New Hampshire	16	255	34	66	21	82	273	17	83	41	1	‡	‡	‡	‡
New Jersey	25	252	37	63	17	69	276	14	86	45	6	‡	‡	‡	‡
New Mexico	60	243	46	54	12	35	263	25	75	30	5	‡	‡	‡	‡
New York	45	253	37	63	20	50	276	13	87	46	5	‡	‡	‡	‡
North Carolina	39	244	45	55	14	60	267	22	78	35	1	‡	‡	‡	‡
North Dakota	27	260	27	73	24	72	274	13	87	41	1	‡	‡	‡	‡
Ohio	32	251	37	63	18	61	274	16	84	43	8	‡	‡	‡	‡
Oklahoma	49	252	36	64	18	51	267	20	80	33	#	‡	‡	‡	‡
Oregon	32	252	38	62	21	65	269	21	79	38	3	‡	‡	‡	‡
Pennsylvania	31	247	43	57	16	68	276	13	87	46	2	‡	‡	‡	‡
Rhode Island	30	243	47	53	12	70	269	21	79	37	#	‡	‡	‡	‡
South Carolina	48	246	45	55	13	52	268	21	79	35	#	‡	‡	‡	‡
South Dakota	35	259	28	72	24	65	274	12	88	41	#	‡	‡	‡	‡
Tennessee	42	246	43	57	14	58	268	19	81	35	#	‡	‡	‡	‡
Texas	48	247	43	57	14	52	269	20	80	37	#	‡	‡	‡	‡
Utah	33	254	36	64	22	67	266	22	78	33	#	‡	‡	‡	‡
Vermont	28	255	35	65	22	70	274	15	85	44	2	‡	‡	‡	‡
Virginia	27	253	35	65	18	73	273	17	83	42	#	‡	‡	‡	‡
Washington	30	251	38	62	20	63	272	17	83	42	7	‡	‡	‡	‡
West Virginia	46	245	44	56	13	54	263	25	75	30	#	‡	‡	‡	‡
Wisconsin	25	249	41	59	19	74	272	17	83	40	#	‡	‡	‡	‡
Wyoming	28	259	28	72	26	72	272	15	85	40	#	‡	‡	‡	‡
Other jurisdictions															
District of Columbia	70	234	59	41	8	27	249	44	56	20	3	‡	‡	‡	‡
DoDEA <sup>1</sup>	#	‡	‡	‡	‡	#	‡	‡	‡	‡	100	271	16	84	37

# The estimate rounds to zero.

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

<sup>1</sup> Department of Defense Education Activity.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.



**Table A-12. Average reading scale scores and achievement-level results, by students with disabilities (SD), grade 8 public schools: By state, 2005**

State/jurisdiction	SD					Not SD				
	Percentage of all students	Average scale score	Percentage of students			Percentage of all students	Average scale score	Percentage of students		
			Below Basic	At or above Basic	At or above Proficient			Below Basic	At or above Basic	At or above Proficient
Nation (public)	9	226	67	33	6	91	264	25	75	31
Alabama	11	207	80	20	5	89	257	32	68	24
Alaska	11	226	69	31	5	89	263	25	75	29
Arizona	8	217	78	22	2	92	258	31	69	25
Arkansas	9	211	81	19	2	91	262	26	74	28
California	8	214	79	21	3	92	253	37	63	22
Colorado	7	230	65	35	5	93	267	21	79	34
Connecticut	12	231	61	39	11	88	269	21	79	37
Delaware	5	231	63	37	5	95	268	18	82	32
Florida	13	228	66	34	9	87	260	29	71	27
Georgia	8	226	68	32	5	92	259	30	70	27
Hawaii	11	208	85	15	1	89	254	37	63	20
Idaho	9	229	66	34	4	91	268	20	80	35
Illinois	11	231	62	38	7	89	268	21	79	34
Indiana	11	230	63	37	7	89	265	23	77	31
Iowa	12	230	64	36	4	88	272	15	85	38
Kansas	9	235	61	39	8	91	270	18	82	38
Kentucky	6	225	67	33	6	94	266	22	78	32
Louisiana	8	212	79	21	3	92	256	32	68	21
Maine	13	237	58	42	7	87	275	13	87	43
Maryland	8	229	64	36	8	92	264	28	72	32
Massachusetts	13	246	47	53	13	87	278	13	87	48
Michigan	7	230	62	38	9	93	264	24	76	30
Minnesota	10	236	57	43	9	90	272	16	84	40
Mississippi	5	206	84	16	1	95	253	37	63	20
Missouri	8	230	65	35	4	92	268	20	80	33
Montana	9	234	60	40	5	91	273	14	86	40
Nebraska	11	230	67	33	4	89	272	14	86	38
Nevada	9	214	77	23	3	91	257	32	68	24
New Hampshire	17	244	47	53	10	83	275	14	86	43
New Jersey	13	239	52	48	9	87	274	15	85	42
New Mexico	11	214	77	23	3	89	256	33	67	21
New York	9	232	64	36	8	91	269	21	79	36
North Carolina	13	221	71	29	5	87	264	25	75	30
North Dakota	9	243	48	52	9	91	273	13	87	39
Ohio	7	231	62	38	7	93	270	19	81	38
Oklahoma	12	228	65	35	4	88	264	23	77	28
Oregon	9	224	72	28	5	91	267	22	78	35
Pennsylvania	12	228	65	35	6	88	272	17	83	40
Rhode Island	17	230	63	37	6	83	267	22	78	34
South Carolina	7	224	72	28	4	93	260	30	70	26
South Dakota	8	228	68	32	3	92	272	13	87	38
Tennessee	5	216	77	23	4	95	262	27	73	27
Texas	9	223	70	30	5	91	262	27	73	28
Utah	8	219	76	24	1	92	265	23	77	32
Vermont	15	236	60	40	7	85	275	14	86	43
Virginia	8	240	53	47	12	92	270	19	81	38
Washington	9	225	67	33	5	91	268	21	79	37
West Virginia	11	221	73	27	5	89	259	28	72	24
Wisconsin	10	230	64	36	6	90	270	19	81	38
Wyoming	12	234	59	41	4	88	273	14	86	40
Other jurisdictions										
District of Columbia	11	199	91	9	1	89	243	51	49	13
DoDEA <sup>1</sup>	7	236	59	41	6	93	273	13	87	39

<sup>1</sup> Department of Defense Education Activity.

NOTE: SD = students with disabilities. The results for students with disabilities are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

**Table A-13. Average reading scale scores and achievement-level results, by English language learners (ELL), grade 8 public schools: By state, 2005**

State/jurisdiction	ELL					Non-ELL					Formerly ELL				
	Percentage of students					Percentage of students					Percentage of students				
	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient	Percentage of all students	Average scale score	Below Basic	At or above Basic	At or above Proficient
Nation (public)	5	224	71	29	4	93	263	27	73	30	2	255	34	66	20
Alabama	1	‡	‡	‡	‡	99	252	37	63	22	#	‡	‡	‡	‡
Alaska	14	234	59	41	8	86	263	25	75	29	#	‡	‡	‡	‡
Arizona	12	225	75	25	3	87	259	30	70	26	1	‡	‡	‡	‡
Arkansas	1	‡	‡	‡	‡	99	258	31	69	26	#	‡	‡	‡	‡
California	20	222	74	26	3	75	258	32	68	25	5	258	30	70	20
Colorado	5	229	69	31	5	94	267	22	78	33	1	‡	‡	‡	‡
Connecticut	2	‡	‡	‡	‡	98	265	25	75	34	#	‡	‡	‡	‡
Delaware	2	‡	‡	‡	‡	98	267	19	81	31	#	‡	‡	‡	‡
Florida	4	221	73	27	5	95	257	32	68	26	2	250	43	57	19
Georgia	2	‡	‡	‡	‡	98	257	33	67	25	#	‡	‡	‡	‡
Hawaii	5	212	85	15	1	95	250	40	60	19	#	‡	‡	‡	‡
Idaho	4	241	48	52	12	95	265	23	77	33	#	‡	‡	‡	‡
Illinois	2	227	66	34	6	98	264	25	75	31	#	‡	‡	‡	‡
Indiana	1	‡	‡	‡	‡	99	261	27	73	29	#	‡	‡	‡	‡
Iowa	1	‡	‡	‡	‡	99	268	20	80	34	#	‡	‡	‡	‡
Kansas	2	‡	‡	‡	‡	98	267	22	78	35	#	‡	‡	‡	‡
Kentucky	1	‡	‡	‡	‡	99	264	25	75	31	#	‡	‡	‡	‡
Louisiana	1	‡	‡	‡	‡	99	253	36	64	20	#	‡	‡	‡	‡
Maine	1	‡	‡	‡	‡	99	270	18	82	38	#	‡	‡	‡	‡
Maryland	#	‡	‡	‡	‡	100	261	30	70	30	#	‡	‡	‡	‡
Massachusetts	2	222	74	26	2	97	275	16	84	45	1	238	56	44	6
Michigan	2	‡	‡	‡	‡	98	261	27	73	29	#	‡	‡	‡	‡
Minnesota	5	‡	‡	‡	‡	94	271	18	82	39	#	‡	‡	‡	‡
Mississippi	#	‡	‡	‡	‡	100	251	40	60	19	#	‡	‡	‡	‡
Missouri	#	‡	‡	‡	‡	100	265	24	76	31	#	‡	‡	‡	‡
Montana	4	230	67	33	2	96	271	16	84	38	#	‡	‡	‡	‡
Nebraska	2	‡	‡	‡	‡	97	268	19	81	35	1	‡	‡	‡	‡
Nevada	10	221	76	24	2	89	257	32	68	25	1	‡	‡	‡	‡
New Hampshire	1	‡	‡	‡	‡	99	270	19	81	38	#	‡	‡	‡	‡
New Jersey	1	‡	‡	‡	‡	98	270	19	81	38	1	‡	‡	‡	‡
New Mexico	13	224	70	30	3	87	255	34	66	22	#	‡	‡	‡	‡
New York	3	221	74	26	4	88	267	22	78	36	9	257	32	68	22
North Carolina	3	236	57	43	7	97	259	30	70	28	1	‡	‡	‡	‡
North Dakota	1	‡	‡	‡	‡	99	270	16	84	36	#	‡	‡	‡	‡
Ohio	#	‡	‡	‡	‡	100	267	22	78	36	#	‡	‡	‡	‡
Oklahoma	3	‡	‡	‡	‡	97	260	27	73	26	#	‡	‡	‡	‡
Oregon	7	235	58	42	9	93	265	24	76	34	#	‡	‡	‡	‡
Pennsylvania	1	‡	‡	‡	‡	99	267	22	78	36	#	‡	‡	‡	‡
Rhode Island	3	215	74	26	3	97	263	27	73	30	#	‡	‡	‡	‡
South Carolina	1	‡	‡	‡	‡	99	257	33	67	25	#	‡	‡	‡	‡
South Dakota	2	‡	‡	‡	‡	98	269	17	83	36	#	‡	‡	‡	‡
Tennessee	1	‡	‡	‡	‡	99	259	29	71	26	#	‡	‡	‡	‡
Texas	6	216	79	21	2	93	261	28	72	28	1	243	47	53	9
Utah	6	234	60	40	7	94	264	25	75	31	1	‡	‡	‡	‡
Vermont	1	‡	‡	‡	‡	99	269	21	79	38	#	‡	‡	‡	‡
Virginia	2	‡	‡	‡	‡	98	268	21	79	36	#	‡	‡	‡	‡
Washington	4	224	70	30	5	96	267	22	78	36	#	‡	‡	‡	‡
West Virginia	1	‡	‡	‡	‡	99	255	33	67	22	#	‡	‡	‡	‡
Wisconsin	2	‡	‡	‡	‡	98	267	23	77	35	#	‡	‡	‡	‡
Wyoming	3	242	50	50	8	97	269	18	82	37	#	‡	‡	‡	‡
Other jurisdictions															
District of Columbia	2	‡	‡	‡	‡	98	238	55	45	12	#	‡	‡	‡	‡
DoDEA <sup>1</sup>	3	‡	‡	‡	‡	97	271	16	84	38	#	‡	‡	‡	‡

# The estimate rounds to zero.

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

<sup>1</sup> Department of Defense Education Activity.

NOTE: ELL = English language learners. Formerly ELL = students who passed their state's English-language proficiency examination within the past 2 years. The results for English language learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.



**National Assessment of  
Educational Progress**

The Nation's Report Card™

**Reading 2005**

**October 2005**

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