

The National Assessment of Educational Progress (NAEP) assesses reading in three content areas: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Massachusetts	Student Percentage at NAEP Achievement Levels																																								
<ul style="list-style-type: none"> In 2005, the average scale score for eighth-grade students in Massachusetts was 274. This was not significantly different from¹ their average score in 2003 (273), and was higher than their average score in 1998 (269). Massachusetts' average score (274) in 2005 was higher than that of the Nation's public schools (260). Of the 52 states and other jurisdictions² that participated in the 2005 eighth-grade assessment, students' average scale scores in Massachusetts were higher than those in 51 jurisdictions. The percentage of students in Massachusetts who performed at or above the NAEP <i>Proficient</i> level was 44 percent in 2005. This percentage was not significantly different from that in 2003 (43 percent), and was greater than that in 1998 (38 percent). The percentage of students in Massachusetts who performed at or above the NAEP <i>Basic</i> level was 83 percent in 2005. This percentage was not significantly different from that in 2003 (81 percent), and was greater than that in 1998 (79 percent). 	<p>Massachusetts (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>1998¹</td> <td>20</td> <td>44*</td> <td>33*</td> <td>3*</td> </tr> <tr> <td>1998</td> <td>21*</td> <td>42</td> <td>34*</td> <td>3</td> </tr> <tr> <td>2002</td> <td>19</td> <td>42</td> <td>36</td> <td>3*</td> </tr> <tr> <td>2003</td> <td>19</td> <td>38</td> <td>38</td> <td>5</td> </tr> <tr> <td>2005</td> <td>17</td> <td>39</td> <td>39</td> <td>5</td> </tr> </tbody> </table> <p>Nation (public)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>29</td> <td>42</td> <td>26</td> <td>3</td> </tr> </tbody> </table> <p>Percent below Basic Percent at Basic, Proficient, and Advanced</p> <p>■ Below Basic □ Basic ■ Proficient ■ Advanced</p> <p>¹ Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP reading achievement levels correspond to the following scale points: Below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; Advanced, 323 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	1998 ¹	20	44*	33*	3*	1998	21*	42	34*	3	2002	19	42	36	3*	2003	19	38	38	5	2005	17	39	39	5	Year	Below Basic	Basic	Proficient	Advanced	2005	29	42	26	3
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Performance of NAEP Reporting Groups in Massachusetts						
Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent of students at or above Proficient	Percent Advanced
Male	49	269	21	79	38	4
Female	51	278	13	87	50	7
White	77	279	12	88	50	6
Black	8	253	35	65	18	1
Hispanic	10	246	44	56	15	1
Asian/Pacific Islander	5	282	14	86	52	13
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	27	256	33	67	23	2
Not eligible for free/reduced-price school lunch	70	280	11	89	52	7

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																																			
<ul style="list-style-type: none"> In 2005, male students in Massachusetts had an average score that was lower than that of female students by 10 points. In 1998, the average score for male students was lower than that of female students by 11 points. In 2005, Black students had an average score that was lower than that of White students by 26 points. In 1998, the average score for Black students was lower than that of White students by 27 points. In 2005, Hispanic students had an average score that was lower than that of White students by 32 points. In 1998, the average score for Hispanic students was lower than that of White students by 32 points. In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 24 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 29 points. In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 43 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 43 points. 	<table border="1"> <thead> <tr> <th>Year</th> <th>75th Percentile (Accommodations not permitted)</th> <th>75th Percentile (Accommodations permitted)</th> <th>50th Percentile (Accommodations not permitted)</th> <th>50th Percentile (Accommodations permitted)</th> <th>25th Percentile (Accommodations not permitted)</th> <th>25th Percentile (Accommodations permitted)</th> </tr> </thead> <tbody> <tr> <td>'98</td> <td>291*</td> <td>292*</td> <td>271*</td> <td>271*</td> <td>249</td> <td>248*</td> </tr> <tr> <td>'02</td> <td>292*</td> <td>292*</td> <td>273</td> <td>276</td> <td>250</td> <td>251</td> </tr> <tr> <td>'03</td> <td>297</td> <td>297</td> <td>276</td> <td>276</td> <td>251</td> <td>253</td> </tr> <tr> <td>'05</td> <td>297</td> <td>297</td> <td>276</td> <td>276</td> <td>253</td> <td>253</td> </tr> </tbody> </table> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.</p>	Year	75th Percentile (Accommodations not permitted)	75th Percentile (Accommodations permitted)	50th Percentile (Accommodations not permitted)	50th Percentile (Accommodations permitted)	25th Percentile (Accommodations not permitted)	25th Percentile (Accommodations permitted)	'98	291*	292*	271*	271*	249	248*	'02	292*	292*	273	276	250	251	'03	297	297	276	276	251	253	'05	297	297	276	276	253	253
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The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (4% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

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