

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 Maryland	Student Percentage at NAEP Achievement Levels																														
<ul style="list-style-type: none"> In 2005, the average scale score for eighth-grade students in Maryland was 261. This was not significantly different from¹ their average score in 2003 (262), and was not significantly different from their average score in 1998 (261). Maryland's average score (261) in 2005 was not significantly different from 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 Maryland were higher than those in 13 jurisdictions, not significantly different from those in 14 jurisdictions, and lower than those in 24 jurisdictions. The percentage of students in Maryland who performed at or above the NAEP <i>Proficient</i> level was 30 percent in 2005. This percentage was not significantly different from that in 2003 (31 percent), and was not significantly different from that in 1998 (31 percent). The percentage of students in Maryland who performed at or above the NAEP <i>Basic</i> level was 69 percent in 2005. This percentage was not significantly different from that in 2003 (71 percent), and was not significantly different from that in 1998 (70 percent). 	<p>Maryland (public)</p> <table border="1"> <tr> <td>1998¹</td> <td>28</td> <td>40</td> <td>28</td> <td>4</td> </tr> <tr> <td>1998</td> <td>30</td> <td>39</td> <td>27</td> <td>3</td> </tr> <tr> <td>2002</td> <td>27</td> <td>40</td> <td>29</td> <td>4</td> </tr> <tr> <td>2003</td> <td>29</td> <td>40</td> <td>27</td> <td>4</td> </tr> <tr> <td>2005</td> <td>31</td> <td>39</td> <td>26</td> <td>4</td> </tr> </table> <p>Nation (public)</p> <table border="1"> <tr> <td>2005</td> <td>29</td> <td>42</td> <td>26</td> <td>3</td> </tr> </table> <p>Percent below <i>Basic</i> Percent at <i>Basic</i>, <i>Proficient</i>, and <i>Advanced</i></p> <p>■ Below <i>Basic</i> □ <i>Basic</i> ■ <i>Proficient</i> ■ <i>Advanced</i></p> <p>¹ Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP reading achievement levels correspond to the following scale points: <i>Below Basic</i>, 242 or lower; <i>Basic</i>, 243–280; <i>Proficient</i>, 281–322; <i>Advanced</i>, 323 or above.</p>	1998 ¹	28	40	28	4	1998	30	39	27	3	2002	27	40	29	4	2003	29	40	27	4	2005	31	39	26	4	2005	29	42	26	3
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Performance of NAEP Reporting Groups in Maryland						
Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent of students at or above <i>Proficient</i>	Percent <i>Advanced</i>
Male	51	256	36	64	25	2
Female	49	266	26	74	35	5
White	51	272	19	81	42	6
Black	40 [†]	244	47	53	12	1
Hispanic	4	256	33	67	23	2
Asian/Pacific Islander	4	283	14	86	58	9
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	28	243	49	51	12	1
Not eligible for free/reduced-price school lunch	66	269	22	78	38	5

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles
<ul style="list-style-type: none"> In 2005, male students in Maryland 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 12 points. In 2005, Black students had an average score that was lower than that of White students by 29 points. In 1998, the average score for Black students was lower than that of White students by 32 points. In 2005, Hispanic students had an average score that was lower than that of White students by 16 points. In 1998, the average score for Hispanic students was lower than that of White students by 11 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 26 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 30 points. In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 49 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 50 points. 	<p>Legend: ■ --- ■ Accommodations were not permitted; □ — □ Accommodations were permitted</p> <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>

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.