

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 Tennessee	Student Percentage at NAEP Achievement Levels																																								
<ul style="list-style-type: none"> In 2005, the average scale score for eighth-grade students in Tennessee was 259. This was not significantly different from¹ their average score in 2003 (258), and was not significantly different from their average score in 1998 (258). Tennessee's average score (259) 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 Tennessee were higher than those in 11 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 29 jurisdictions. The percentage of students in Tennessee who performed at or above the NAEP <i>Proficient</i> level was 26 percent in 2005. This percentage was not significantly different from that in 2003 (26 percent), and was not significantly different from that in 1998 (27 percent). The percentage of students in Tennessee who performed at or above the NAEP <i>Basic</i> level was 71 percent in 2005. This percentage was not significantly different from that in 2003 (69 percent), and was not significantly different from that in 1998 (71 percent). 	<p>Tennessee (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>29</td> <td>45</td> <td>24</td> <td>1</td> </tr> <tr> <td>1998</td> <td>29</td> <td>44</td> <td>26</td> <td>1</td> </tr> <tr> <td>2002</td> <td>29</td> <td>43</td> <td>26</td> <td>2</td> </tr> <tr> <td>2003</td> <td>31</td> <td>43</td> <td>24</td> <td>2</td> </tr> <tr> <td>2005</td> <td>29</td> <td>44</td> <td>25</td> <td>1</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	29	45	24	1	1998	29	44	26	1	2002	29	43	26	2	2003	31	43	24	2	2005	29	44	25	1	Year	Below Basic	Basic	Proficient	Advanced	2005	29	42	26	3
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Performance of NAEP Reporting Groups in Tennessee						
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	52	255	34	66	22	1
Female	48	264	25	75	31	2
White	75	265	23	77	31	2
Black	22	240	52	48	9	#
Hispanic	2	‡	‡	‡	‡	‡
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	42	246	43	57	14	#
Not eligible for free/reduced-price school lunch	58	268	19	81	35	2

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																																			
<ul style="list-style-type: none"> In 2005, male students in Tennessee had an average score that was lower than that of female students by 9 points. This performance gap was narrower than that of 1998 (15 points in favor of females). In 2005, Black students had an average score that was lower than that of White students by 25 points. In 1998, the average score for Black students was lower than that of White students by 29 points. Data are not reported for Hispanic students in 2005, because reporting standards were not met. Therefore, the performance gap data are not reported. 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 22 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 27 points. In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 45 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>282</td> <td>283</td> <td>261</td> <td>262</td> <td>238</td> <td>238</td> </tr> <tr> <td>'02</td> <td>284</td> <td>282</td> <td>263</td> <td>260</td> <td>239</td> <td>236</td> </tr> <tr> <td>'03</td> <td>282</td> <td>282</td> <td>260</td> <td>261</td> <td>236</td> <td>238</td> </tr> <tr> <td>'05</td> <td>282</td> <td>282</td> <td>261</td> <td>261</td> <td>238</td> <td>238</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	282	283	261	262	238	238	'02	284	282	263	260	239	236	'03	282	282	260	261	236	238	'05	282	282	261	261	238	238
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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.