

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

Overall Reading Results for Washington	Student Percentage at NAEP Achievement Levels																																								
<ul style="list-style-type: none"> <li>In 2005, the average scale score for fourth-grade students in Washington was 223. This was not significantly different from<sup>1</sup> their average score in 2003 (221), and was higher than their average score in 1994 (213).</li> <li>Washington's average score (223) in 2005 was higher than that of the Nation's public schools (217).</li> <li>Of the 52 states and other jurisdictions<sup>2</sup> that participated in the 2005 fourth-grade assessment, students' average scale scores in Washington were higher than those in 25 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 3 jurisdictions.</li> <li>The percentage of students in Washington who performed at or above the NAEP <i>Proficient</i> level was 36 percent in 2005. This percentage was not significantly different from that in 2003 (33 percent), and was greater than that in 1994 (27 percent).</li> <li>The percentage of students in Washington who performed at or above the NAEP <i>Basic</i> level was 70 percent in 2005. This percentage was not significantly different from that in 2003 (67 percent), and was greater than that in 1994 (59 percent).</li> </ul>	<p>Washington (public)</p> <table border="1"> <caption>Student Percentage at NAEP Achievement Levels</caption> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>1994<sup>1</sup></td> <td>41*</td> <td>32</td> <td>21*</td> <td>6*</td> </tr> <tr> <td>1998<sup>1</sup></td> <td>37*</td> <td>34</td> <td>23*</td> <td>6*</td> </tr> <tr> <td>1998</td> <td>36*</td> <td>34</td> <td>24</td> <td>6</td> </tr> <tr> <td>2002</td> <td>30</td> <td>35</td> <td>27</td> <td>8</td> </tr> <tr> <td>2003</td> <td>33</td> <td>34</td> <td>26</td> <td>7</td> </tr> <tr> <td>2005</td> <td>30</td> <td>34</td> <td>27</td> <td>8</td> </tr> <tr> <td>Nation (public) 2005</td> <td>38</td> <td>33</td> <td>23</td> <td>7</td> </tr> </tbody> </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><sup>1</sup> 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>, 207 or lower; <i>Basic</i>, 208–237; <i>Proficient</i>, 238–267; <i>Advanced</i>, 268 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	1994 <sup>1</sup>	41*	32	21*	6*	1998 <sup>1</sup>	37*	34	23*	6*	1998	36*	34	24	6	2002	30	35	27	8	2003	33	34	26	7	2005	30	34	27	8	Nation (public) 2005	38	33	23	7
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Performance of NAEP Reporting Groups in Washington						
Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i> / <i>Proficient</i>		Percent <i>Advanced</i>
Male	50	219	34	66	30	6
Female	50	228	26	74	41	10
White	71	228	25	75	40	10
Black	5	212	43	57	20	4
Hispanic	13	202	55	45	14	2
Asian/Pacific Islander	8	230 <sup>†</sup>	22 <sup>↓</sup>	78 <sup>†</sup>	40	9
American Indian/Alaska Native	2	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	38	213	42	58	23	4
Not eligible for free/reduced-price school lunch	57	231	22	78	44	11

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																																			
<ul style="list-style-type: none"> <li>In 2005, male students in Washington had an average score that was lower than that of female students by 9 points. In 1994, the average score for male students was lower than that of female students by 8 points.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 16 points. In 1994, the average score for Black students was lower than that of White students by 19 points.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 26 points. In 1994, the average score for Hispanic students was lower than that of White students by 32 points.</li> <li>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 18 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 22 points.</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points. This performance gap was narrower than that of 1994 (50 points).</li> </ul>	<table border="1"> <caption>Reading Scale Scores at Selected Percentiles</caption> <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>'94</td> <td>240*</td> <td>216*</td> <td>189*</td> <td>216*</td> <td>189*</td> <td>189*</td> </tr> <tr> <td>'98</td> <td>242*</td> <td>220*</td> <td>195*</td> <td>221*</td> <td>196*</td> <td>196*</td> </tr> <tr> <td>'02 '03</td> <td>246</td> <td>226</td> <td>203</td> <td>224</td> <td>200</td> <td>200</td> </tr> <tr> <td>'05</td> <td>247</td> <td>226</td> <td>202</td> <td>226</td> <td>202</td> <td>202</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)	'94	240*	216*	189*	216*	189*	189*	'98	242*	220*	195*	221*	196*	196*	'02 '03	246	226	203	224	200	200	'05	247	226	202	226	202	202
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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.

<sup>1</sup> 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 (5% nationally in 2005) and English language learners (2% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "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, 1994–2005 Reading Assessments.