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- > 05hr_AC-Ed_RCP_pt01b
- > 05hr_AC-Ed_RCP_pt02

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National Assessment of Educational Progress

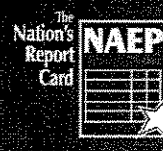
The Nation's Report Card™

Reading 2005

CONTENTS

| | |
|-----------------------------------|----|
| Executive Summary | 1 |
| National Results | 2 |
| Student Group Results | 3 |
| Percentiles | 12 |
| State Results | 13 |
| Student Demographics | 22 |
| Framework and Sample Questions | 24 |
| Technical and Data Appendix | 32 |

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



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National Center for
Education Statistics

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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.

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Secretary

INSTITUTE OF EDUCATION SCIENCES
Grover J. Whitehurst
Director

NATIONAL CENTER FOR
EDUCATION STATISTICS
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OCTOBER 2005

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.

Between 1992 and 2005, there was no significant change in the percentage of fourth-graders performing at or above *Basic*, but the percentage performing

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) 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

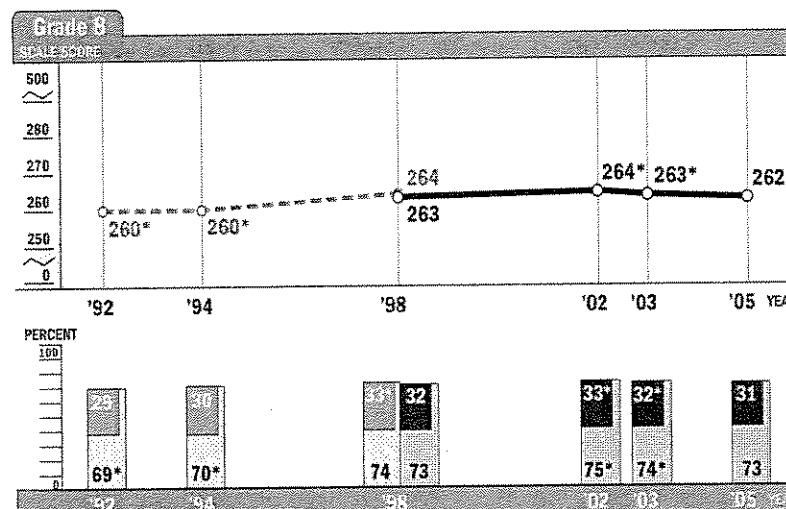
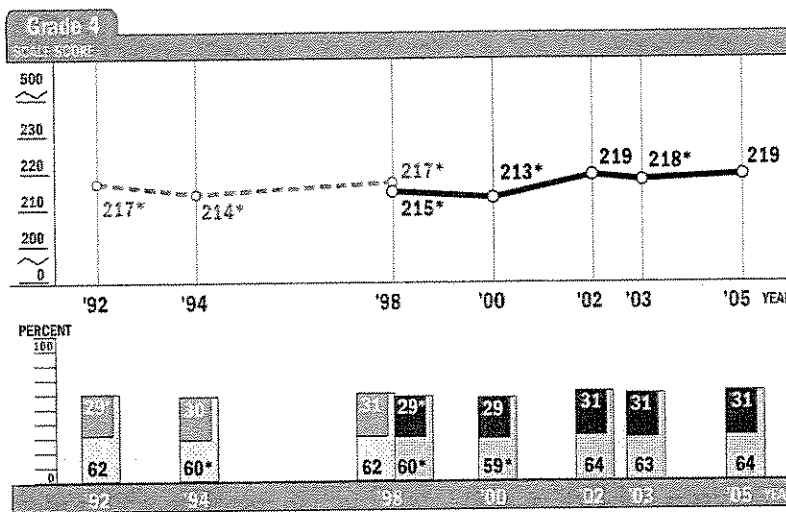
GRADE 4

- ▶ 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.

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.

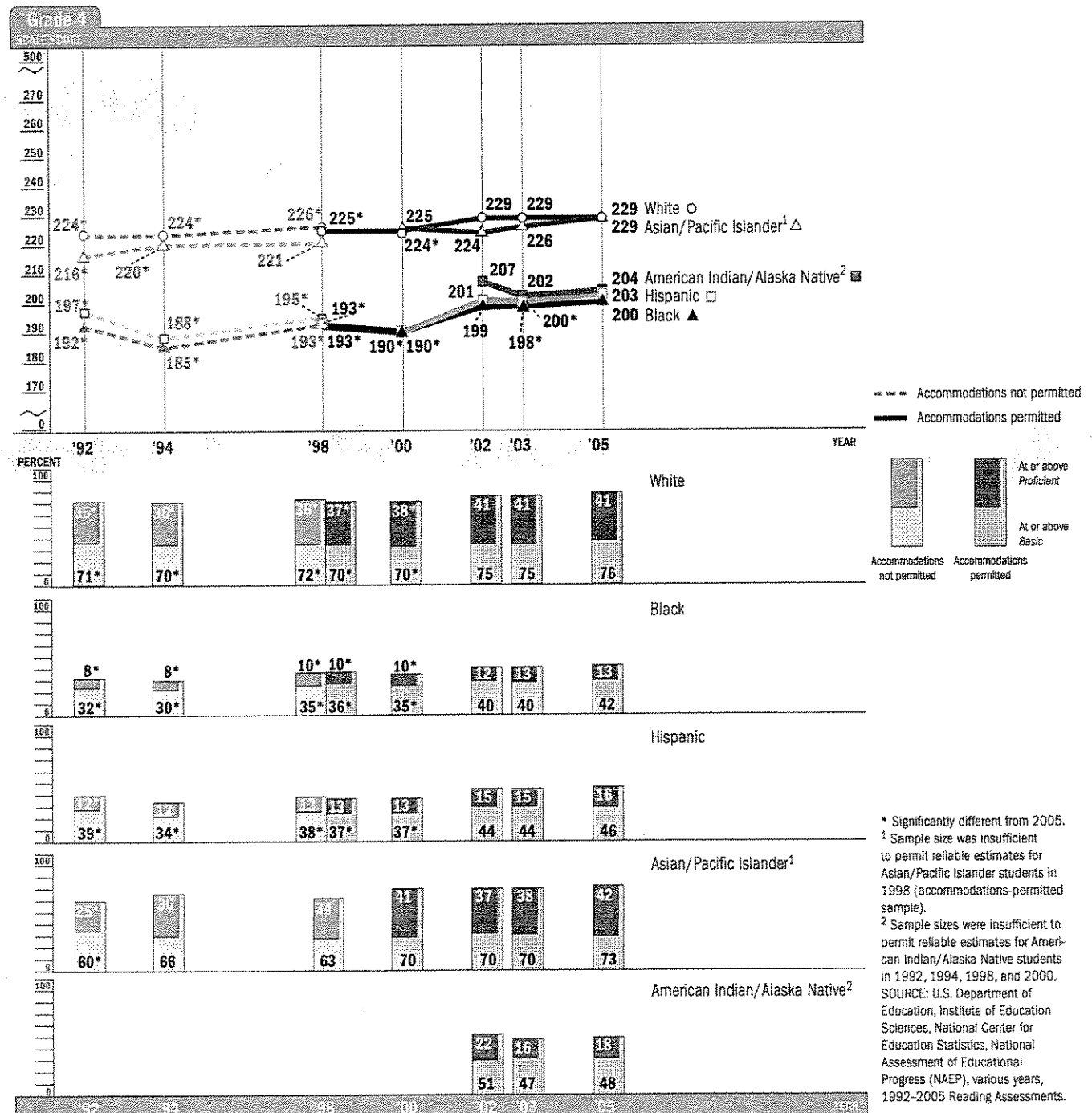
Results for Groups of Students

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.

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.

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



* Significantly different from 2005.
¹ Sample size was insufficient to permit reliable estimates for Asian/Pacific Islander students in 1998 (accommodations-permitted sample).
² Sample sizes were insufficient to permit reliable estimates for American Indian/Alaska Native students in 1992, 1994, 1998, and 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

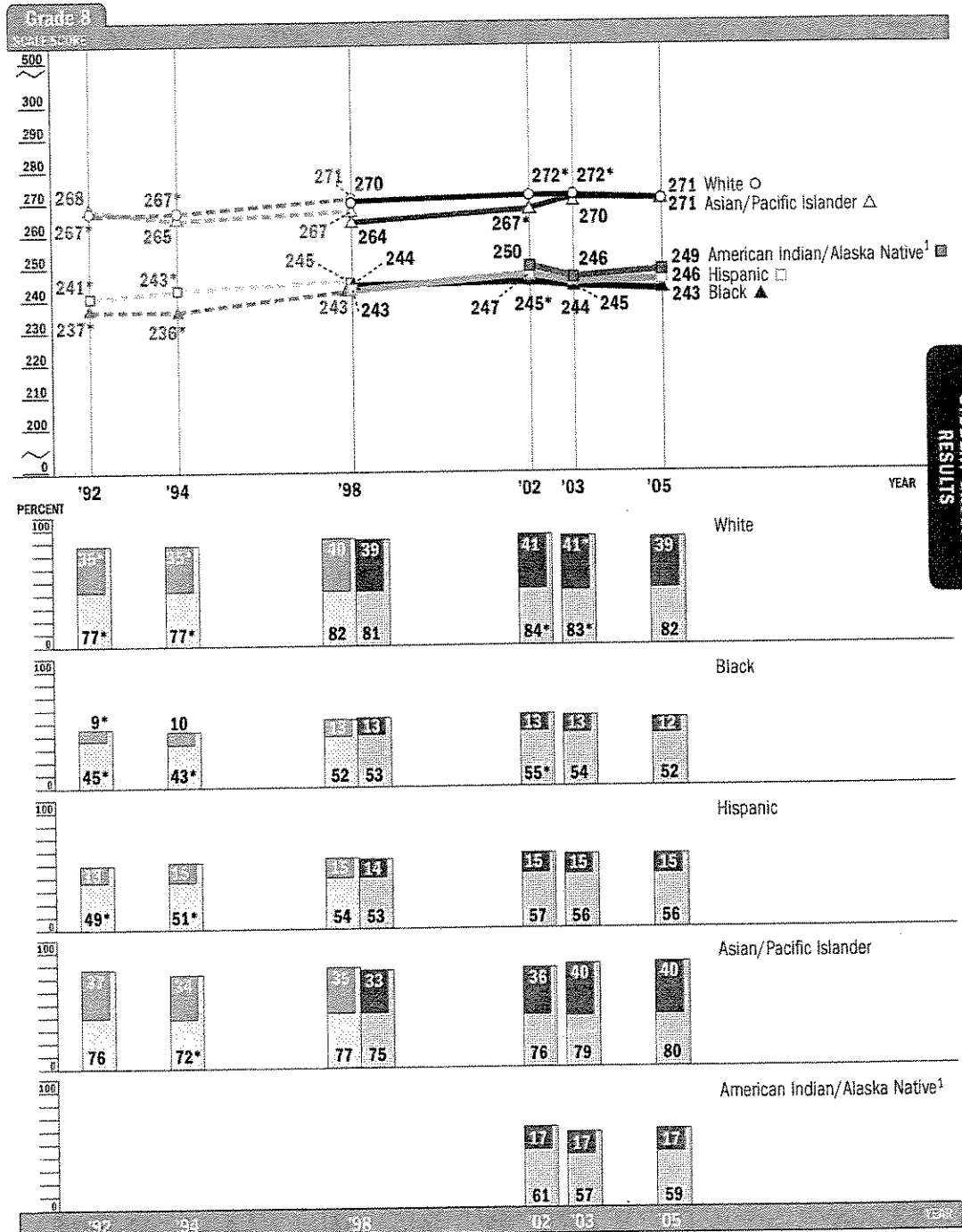
GRADE 4

- ▶ 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.

¹ 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.

--- Accommodations not permitted
 — Accommodations permitted

At or above Proficient
 At or above Basic

Accommodations not permitted
 Accommodations permitted

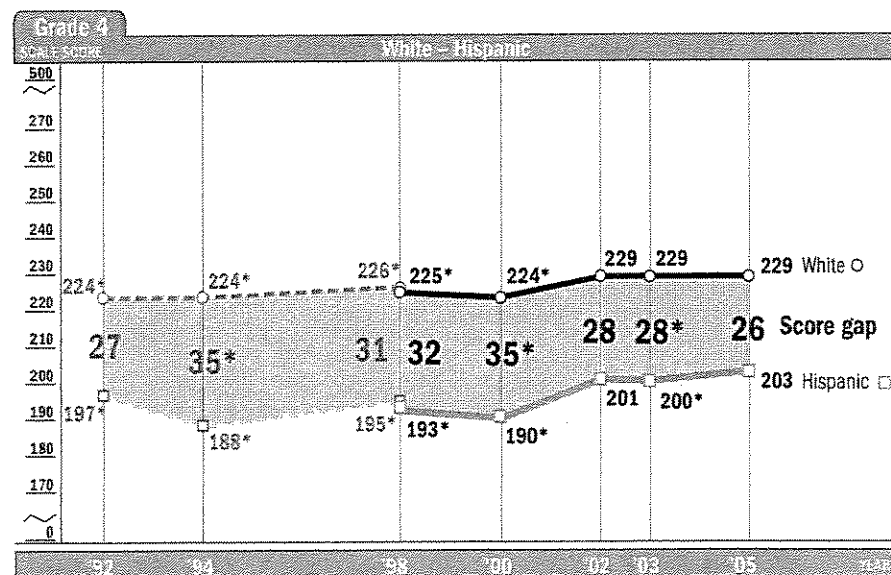
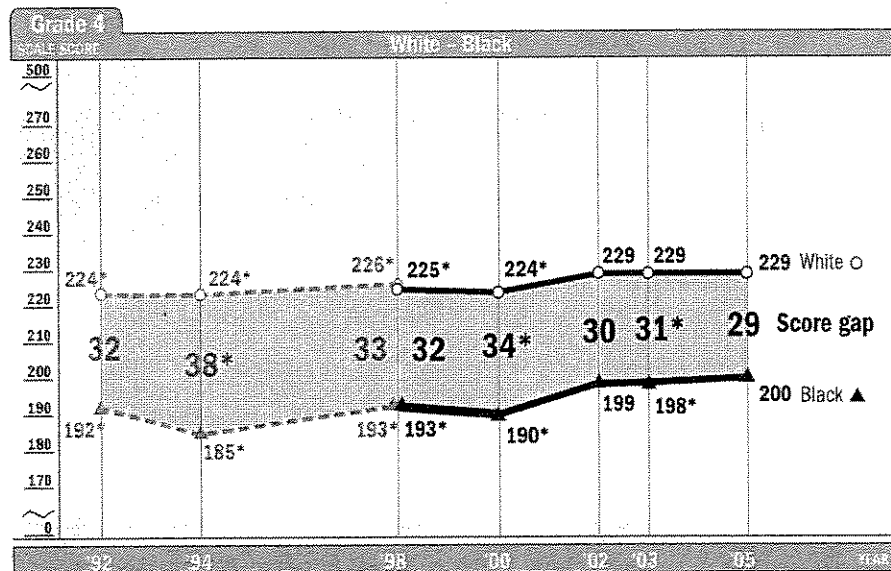
STUDENT RESULTS

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.

— Accommodations not permitted

— Accommodations permitted

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.

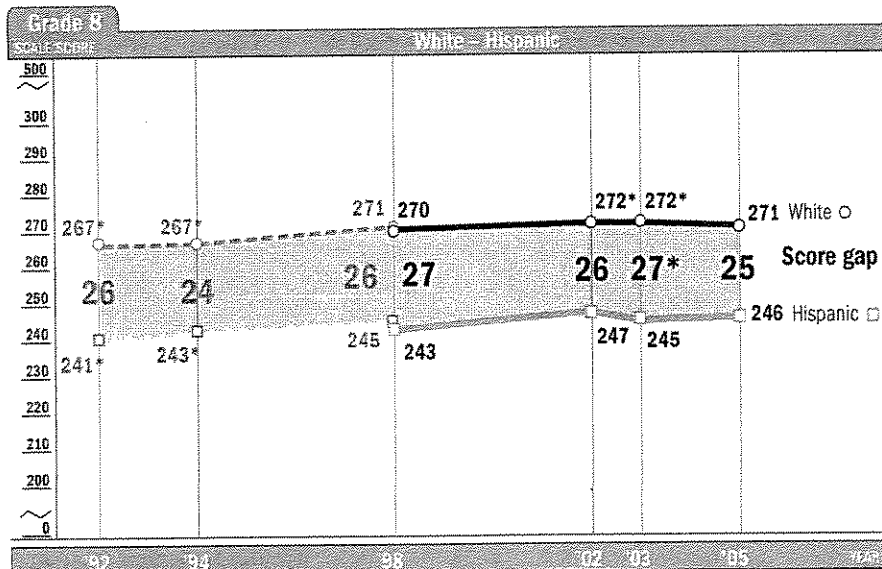
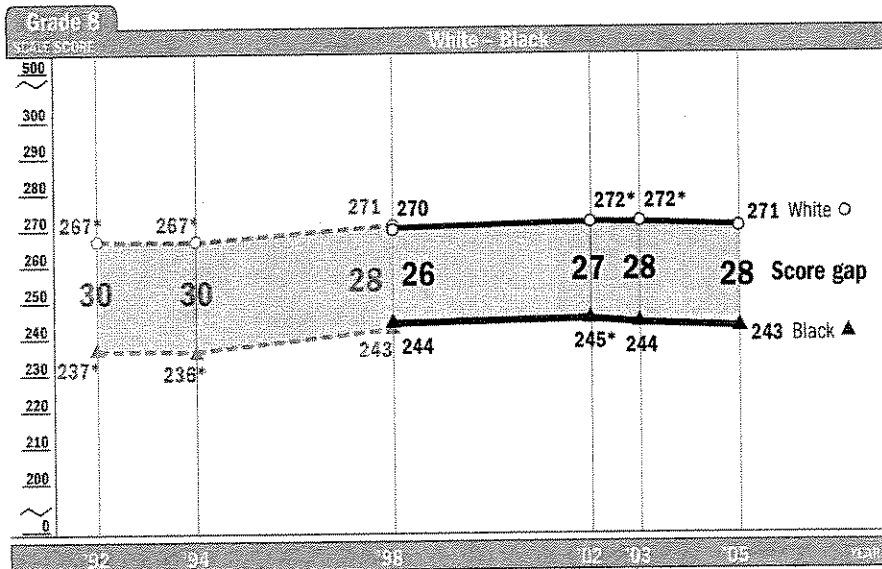
GRADE 8

▶ 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.
 --- Accommodations not permitted
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STUDENT GROUP RESULTS

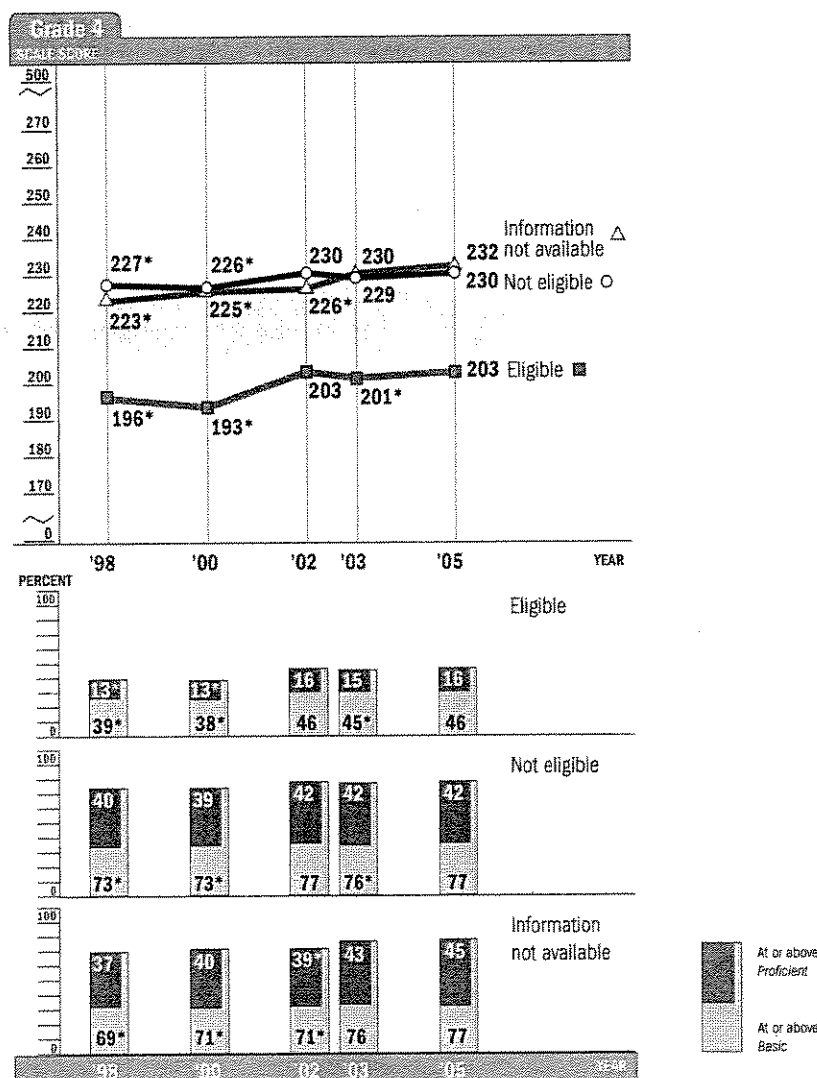
Results by Eligibility for Free/Reduced-Price School Lunch

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

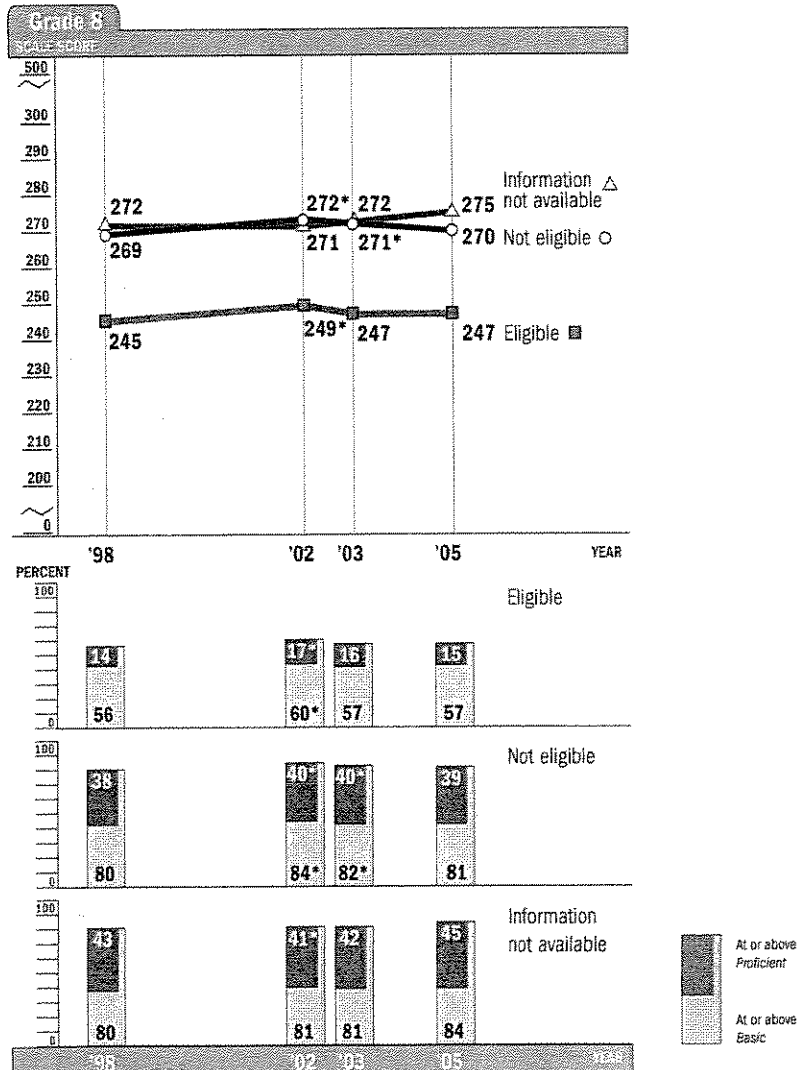
- ▶ Both those who were eligible for free or reduced-price school lunch and those who were not eligible scored higher, on average, in 2005 than in 1998.
- ▶ Between 2003 and 2005, the average score for students who were eligible rose 2 points.
- ▶ Higher percentages of students who were eligible for 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



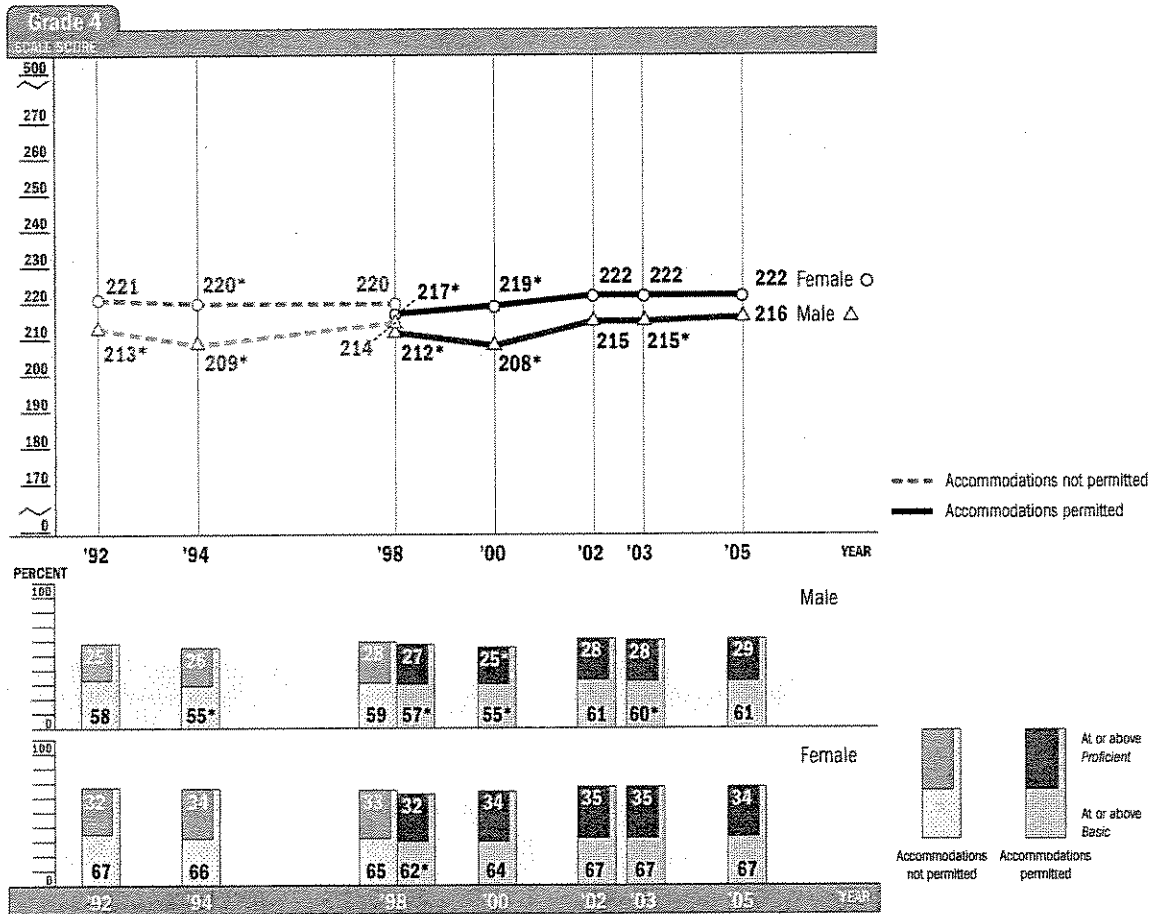
* Significantly different from 2005.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

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.

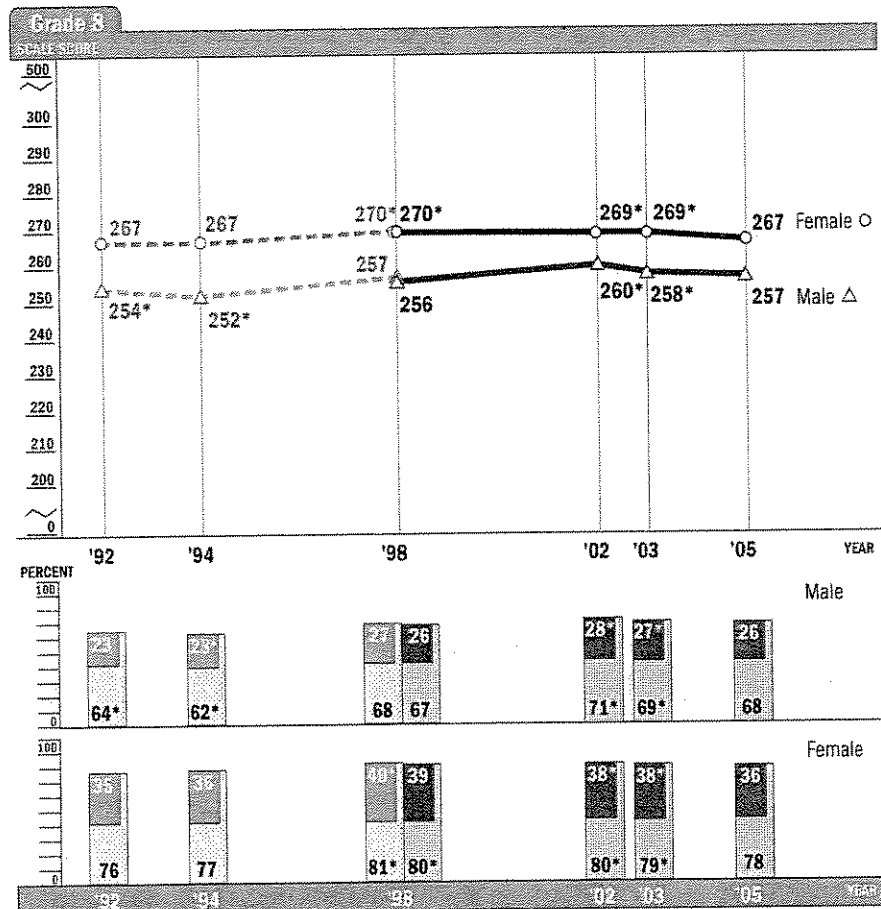
GRADE 4

- ▶ 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



* 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.

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

STUDENT GROUP RESULTS

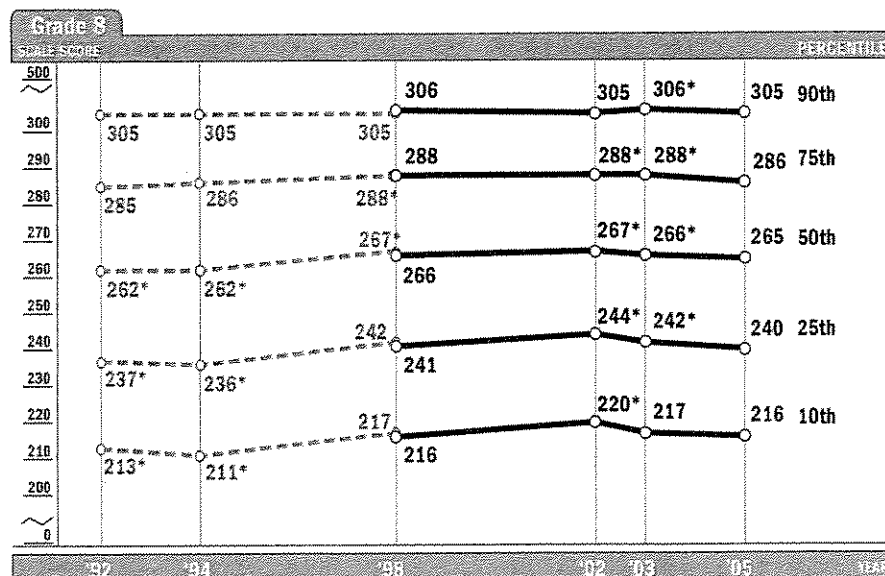
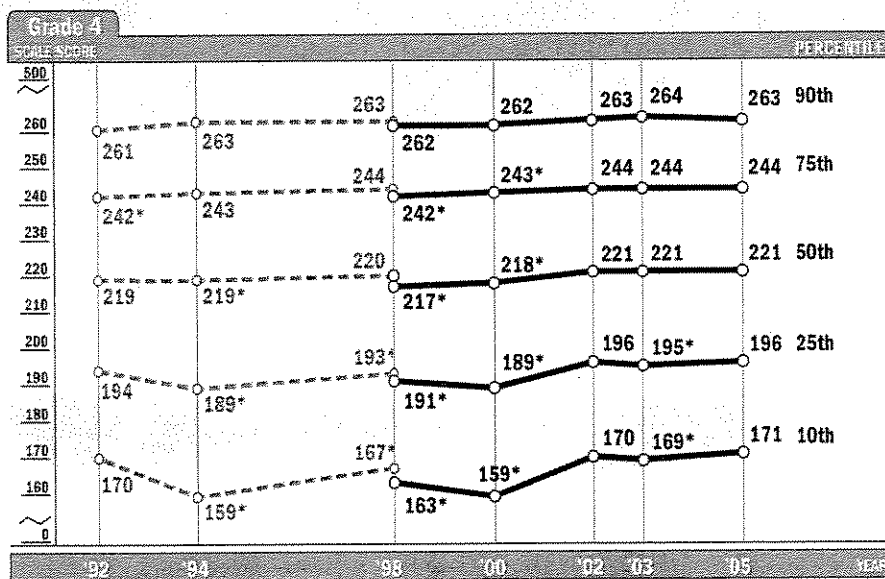


Comparing Scores Among Lower-, Middle-, and Higher-Performing Students

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



--- Accommodations not permitted
 — Accommodations permitted

* 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.

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.

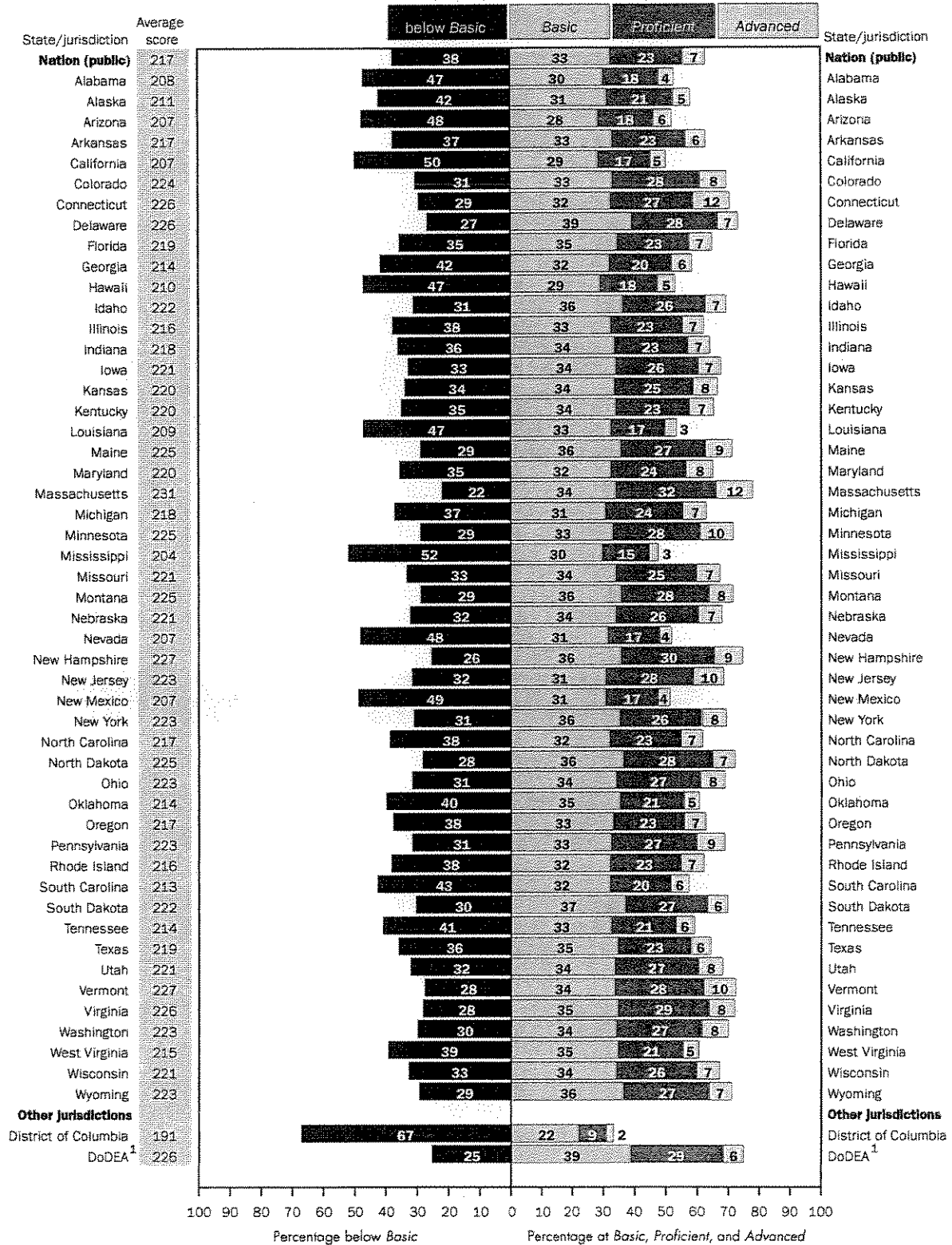
More information on performance for a particular state is available at <http://nces.ed.gov/nationsreportcard/states>.

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



¹ 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) ¹ | 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 ² | — | — | 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.

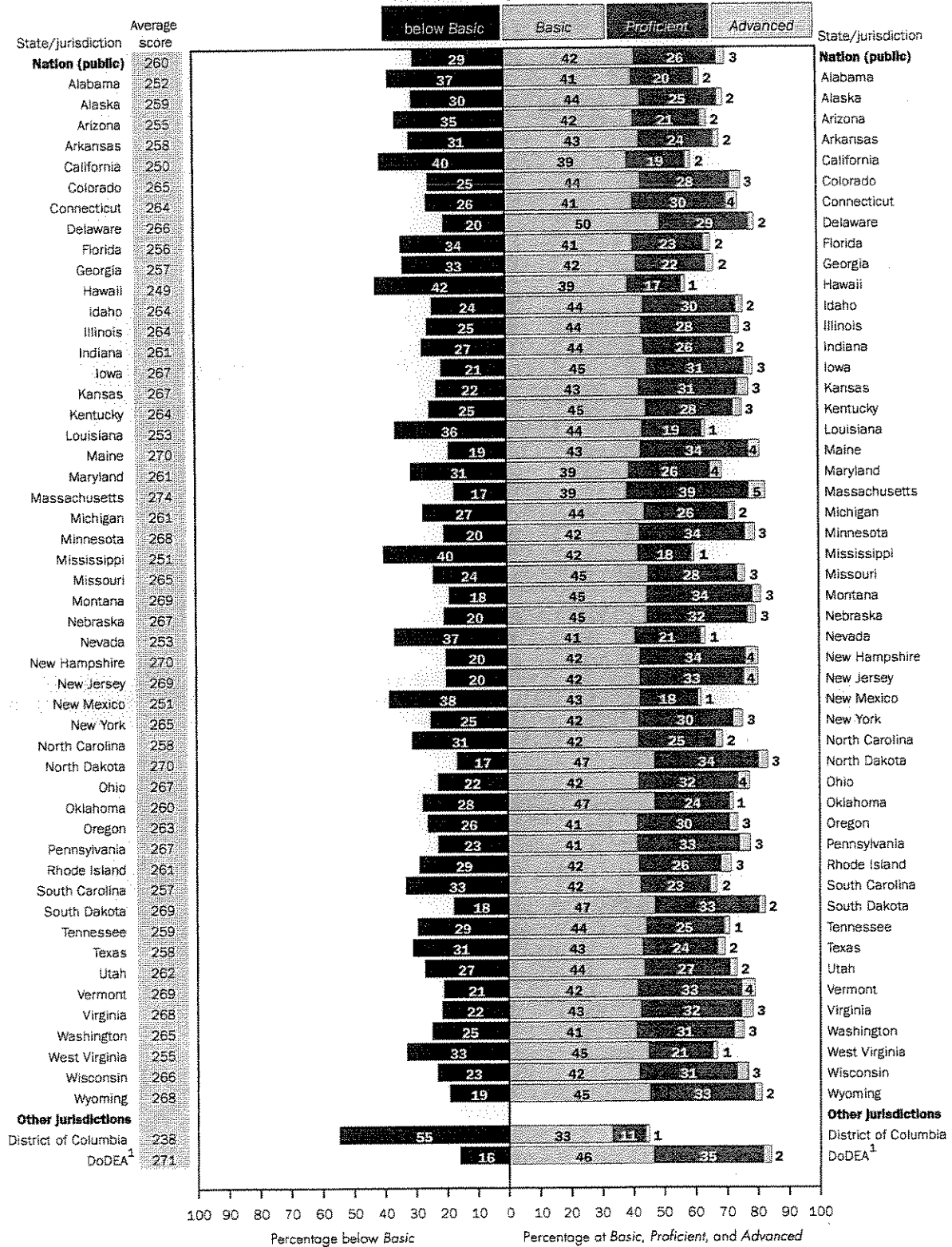
¹ National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

² 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



¹ 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) ¹ | 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 ² | 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.

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

² 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) ¹ | 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 ² | — | — | 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.

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

² 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) ¹ | 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 ² | 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.

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

² 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 ¹ | 232 | 218 | 219 | 223 | ‡ | ‡ | ‡ | 222 | 230 |

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

¹ 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 ¹ | 276 | 258 | 268 | 274 | ‡ | ‡ | ‡ | 266 | 276 |

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

¹ 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.

STATE RESULTS

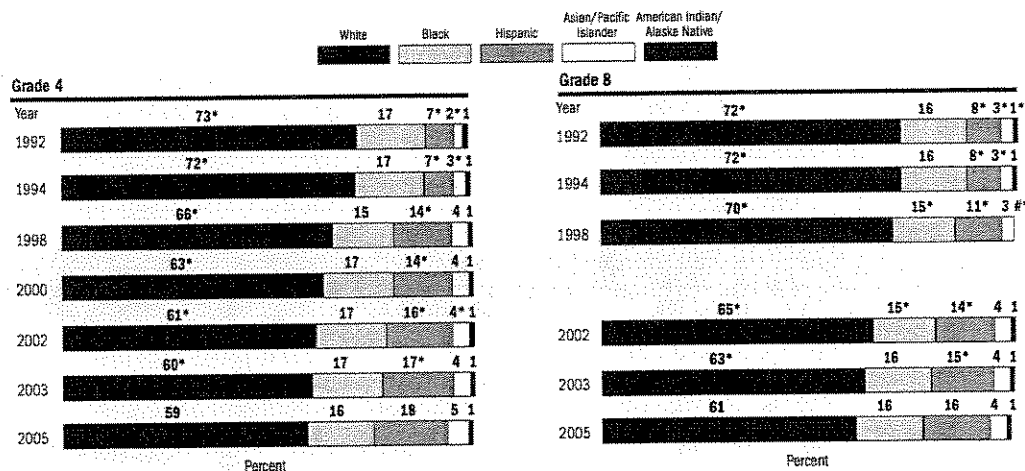
Changing Demographics of Students at Grades 4 and 8

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



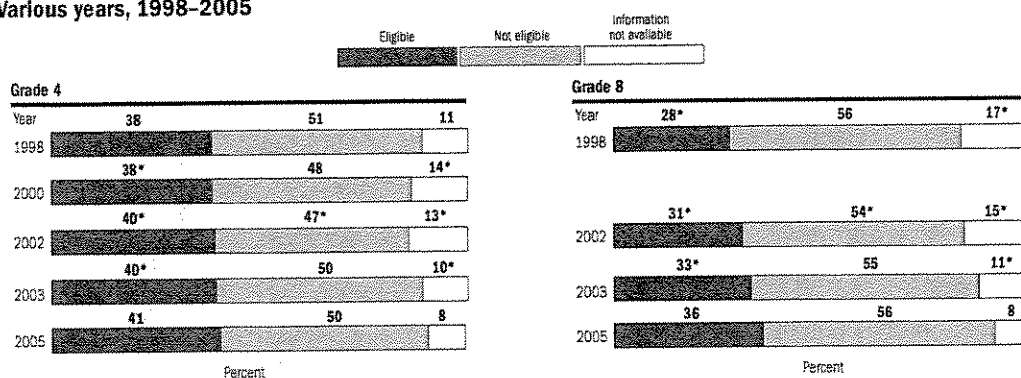
The estimate rounds to zero.

* 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 ¹ | - | 48 | - | 19 | - | 14 | 47* | 43 | 21 | 22 | 10* | 13 |

STUDENT
DEMOGRAPHICS

- 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.

¹ 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.

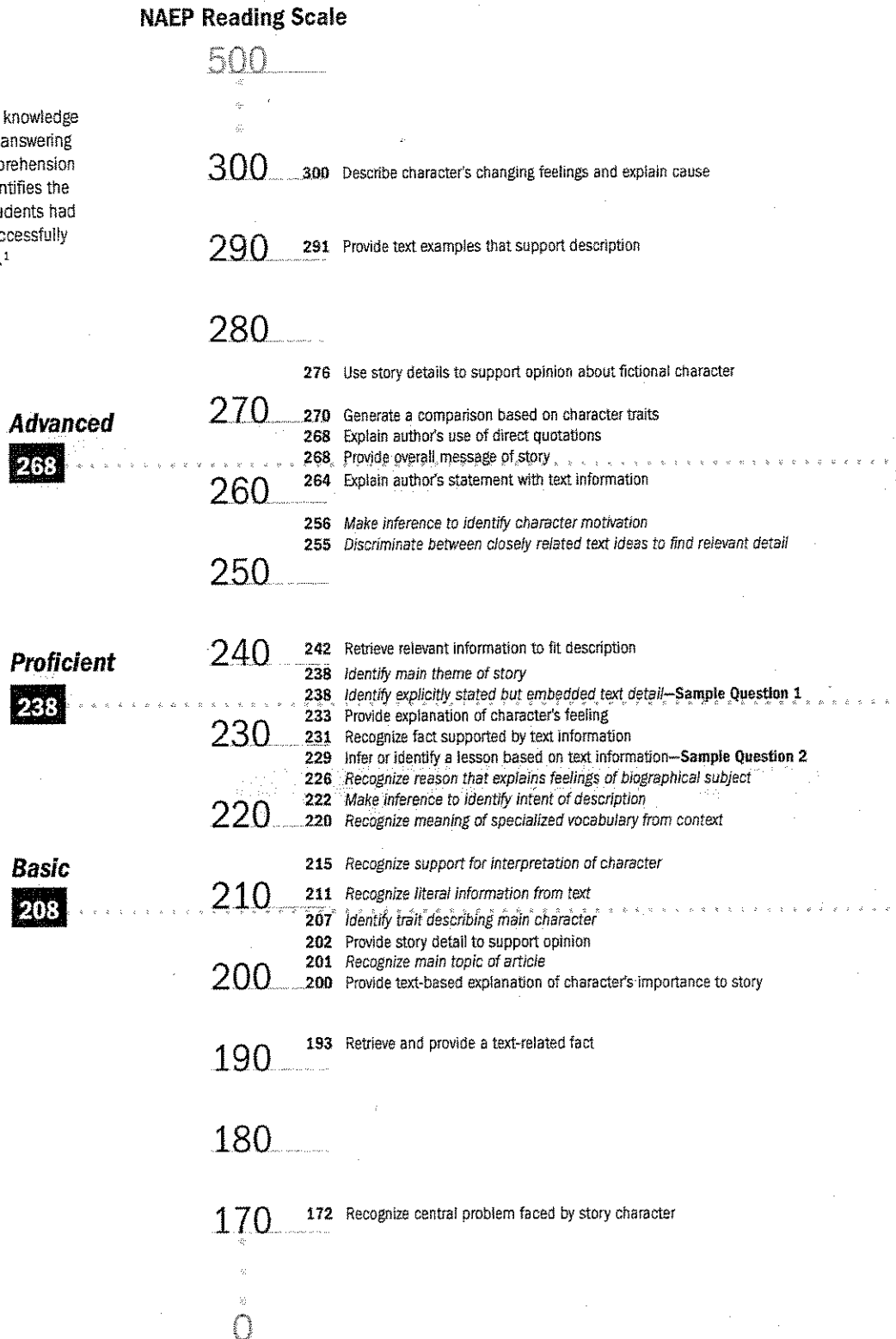
Cut Scores

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 |
|-------------------|---------|---------|
| <i>Basic</i> | 208 | 243 |
| <i>Proficient</i> | 238 | 281 |
| <i>Advanced</i> | 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.¹



¹ 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.¹

Advanced

323

NAEP Reading Scale

500

340

330

320

310

300

290

Proficient

281

280

270

260

250

Basic

243

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*

¹ 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 Basic | At or above Proficient |
| Grade 4 | | | |
| Catholic | 234 | 80 | 46 |
| Lutheran | 231 | 77 | 44 |
| Grade 8 | | | |
| 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/>).

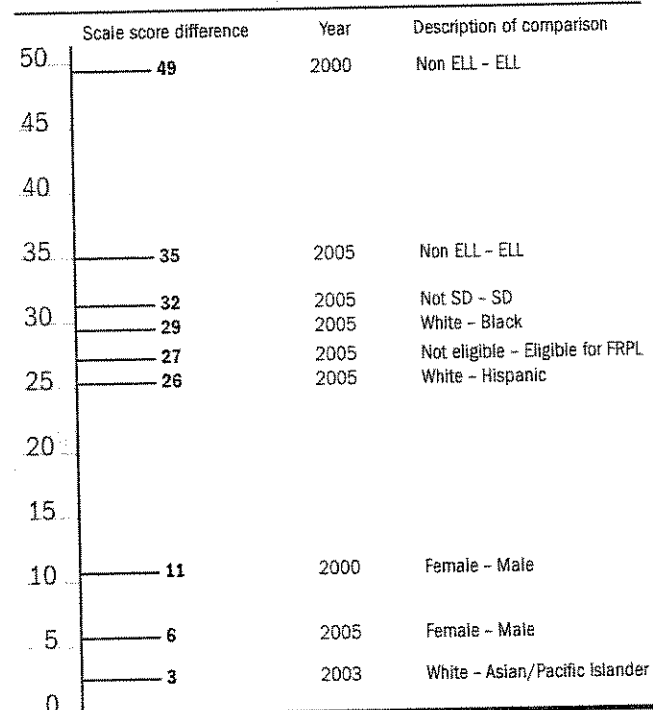
In the tables and charts of this report, the symbol (*) is used to indicate that a score or percentage in a previous assessment year is significantly different from the comparable measure in 2005. Statistically significant differences between groups of students—for example, between White students and 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.

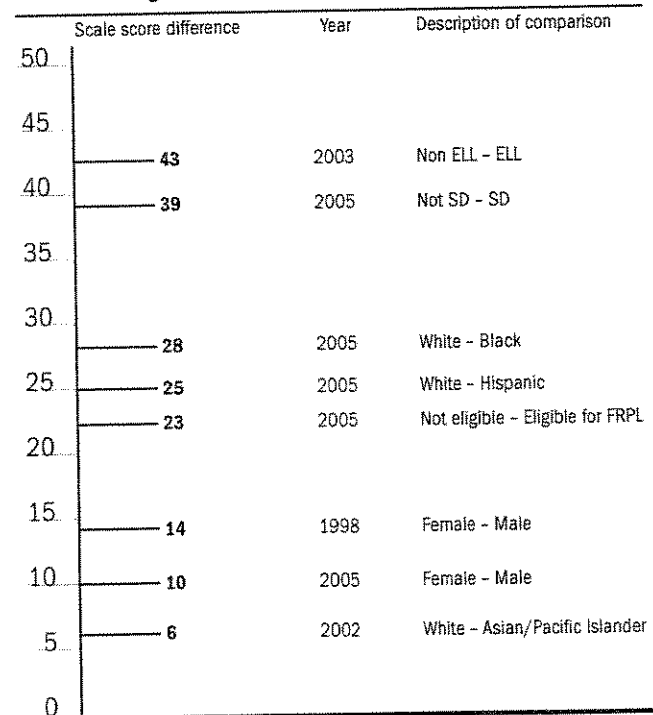
To get a sense of the magnitude of score differences, figures A-1 and A-2 provide examples of score gaps of different sizes. For instance, in figure A-1, the score gaps range in size from 3 points (between White and Asian/Pacific Islander grade 4 students in 2003) to 49 points (between non-English language 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 |
| Grade 4 | | | | | | | | |
| Total number of students assessed | 6,300 | 7,400 | 7,700 | 7,800 | 8,100 | 140,500 | 187,600 | 165,700 |
| SD and/or ELL | | | | | | | | |
| 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 |
| SD only | | | | | | | | |
| 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 |
| ELL only | | | | | | | | |
| 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 |
| Grade 8 | | | | | | | | |
| Total number of students assessed | 9,500 | 10,100 | 11,100 | 11,200 | — | 115,200 | 155,200 | 159,400 |
| SD and/or ELL | | | | | | | | |
| 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 |
| SD only | | | | | | | | |
| 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 |
| ELL only | | | | | | | | |
| 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 |
|-------------------------|-------|-------|----------|
| Grade 4 | | | |
| SD and/or ELL | | | |
| Identified | 14 | 17 | 47 |
| Excluded | 4 | 7 | 11 |
| Assessed | 10 | 10 | 36 |
| Without accommodations | 4 | 3 | 27 |
| With accommodations | 5 | 6 | 8 |
| SD only | | | |
| Identified | 13 | 15 | 12 |
| Excluded | 4 | 7 | 5 |
| Assessed | 9 | 9 | 7 |
| Without accommodations | 4 | 3 | 3 |
| With accommodations | 5 | 6 | 4 |
| ELL only | | | |
| Identified | 1 | 2 | 40 |
| Excluded | # | # | 9 |
| Assessed | 1 | 1 | 31 |
| Without accommodations | 1 | 1 | 25 |
| With accommodations | # | # | 6 |
| Grade 8 | | | |
| SD and/or ELL | | | |
| Identified | 12 | 17 | 34 |
| Excluded | 4 | 6 | 8 |
| Assessed | 9 | 11 | 26 |
| Without accommodations | 3 | 4 | 19 |
| With accommodations | 5 | 7 | 7 |
| SD only | | | |
| Identified | 12 | 16 | 12 |
| Excluded | 4 | 6 | 4 |
| Assessed | 8 | 10 | 8 |
| Without accommodations | 3 | 4 | 4 |
| With accommodations | 5 | 7 | 4 |
| ELL only | | | |
| 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 ¹ | 4 | 11 | 3 | 7 | 1 | 3 | 8 | 2 | 4 | 1 |

The estimate rounds to zero.

¹ 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 all students | Average scale score | Percentage of students | | | 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 | | | 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 ¹ | 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 | † | † | † | † |
| Utah | 2 | † | † | † | † | 1 | † | † | † | † |
| Vermont | 2 | † | † | † | † | # | † | † | † | † |
| 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 ¹ | 7 | 223 | 30 | 70 | 33 | 1 | † | † | † | † |

The estimate rounds to zero.

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

¹ 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 |
| Nevada | 50 | 203 | 53 | 47 | 17 | 50 | 212 | 43 | 57 | 24 |
| 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 Carolina | 51 | 213 | 42 | 58 | 26 | 49 | 221 | 34 | 66 | 33 |
| North Carolina | 51 | 213 | 42 | 58 | 26 | 49 | 221 | 34 | 66 | 33 |
| North Dakota | 50 | 222 | 30 | 70 | 33 | 50 | 227 | 26 | 74 | 38 |
| North Dakota | 50 | 222 | 30 | 70 | 33 | 50 | 227 | 26 | 74 | 38 |
| 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 |
| Oregon | 49 | 213 | 42 | 58 | 26 | 51 | 220 | 34 | 66 | 33 |
| Oregon | 49 | 213 | 42 | 58 | 26 | 51 | 220 | 34 | 66 | 33 |
| Pennsylvania | 50 | 219 | 35 | 65 | 32 | 50 | 227 | 28 | 72 | 40 |
| Pennsylvania | 50 | 219 | 35 | 65 | 32 | 50 | 227 | 28 | 72 | 40 |
| Pennsylvania | 50 | 219 | 35 | 65 | 32 | 50 | 227 | 28 | 72 | 40 |
| Rhode Island | 50 | 212 | 42 | 58 | 26 | 50 | 221 | 34 | 66 | 34 |
| Rhode Island | 50 | 212 | 42 | 58 | 26 | 50 | 221 | 34 | 66 | 34 |
| 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 Carolina | 51 | 210 | 46 | 54 | 23 | 49 | 217 | 39 | 61 | 28 |
| South Carolina | 51 | 210 | 46 | 54 | 23 | 49 | 217 | 39 | 61 | 28 |
| South Dakota | 53 | 219 | 35 | 65 | 29 | 47 | 227 | 25 | 75 | 38 |
| South Dakota | 53 | 219 | 35 | 65 | 29 | 47 | 227 | 25 | 75 | 38 |
| South Dakota | 53 | 219 | 35 | 65 | 29 | 47 | 227 | 25 | 75 | 38 |
| Tennessee | 49 | 210 | 44 | 56 | 23 | 51 | 218 | 38 | 62 | 30 |
| Tennessee | 49 | 210 | 44 | 56 | 23 | 51 | 218 | 38 | 62 | 30 |
| Tennessee | 49 | 210 | 44 | 56 | 23 | 51 | 218 | 38 | 62 | 30 |
| Texas | 50 | 216 | 40 | 60 | 26 | 50 | 222 | 32 | 68 | 32 |
| Texas | 50 | 216 | 40 | 60 | 26 | 50 | 222 | 32 | 68 | 32 |
| Texas | 50 | 216 | 40 | 60 | 26 | 50 | 222 | 32 | 68 | 32 |
| Utah | 50 | 216 | 37 | 63 | 29 | 50 | 226 | 27 | 73 | 40 |
| Utah | 50 | 216 | 37 | 63 | 29 | 50 | 226 | 27 | 73 | 40 |
| Utah | 50 | 216 | 37 | 63 | 29 | 50 | 226 | 27 | 73 | 40 |
| Vermont | 48 | 223 | 31 | 69 | 35 | 52 | 230 | 25 | 75 | 42 |
| Vermont | 48 | 223 | 31 | 69 | 35 | 52 | 230 | 25 | 75 | 42 |
| Vermont | 48 | 223 | 31 | 69 | 35 | 52 | 230 | 25 | 75 | 42 |
| Virginia | 48 | 223 | 31 | 69 | 34 | 52 | 228 | 26 | 74 | 39 |
| Virginia | 48 | 223 | 31 | 69 | 34 | 52 | 228 | 26 | 74 | 39 |
| Virginia | 48 | 223 | 31 | 69 | 34 | 52 | 228 | 26 | 74 | 39 |
| Washington | 50 | 219 | 34 | 66 | 30 | 50 | 228 | 26 | 74 | 41 |
| Washington | 50 | 219 | 34 | 66 | 30 | 50 | 228 | 26 | 74 | 41 |
| Washington | 50 | 219 | 34 | 66 | 30 | 50 | 228 | 26 | 74 | 41 |
| West Virginia | 50 | 211 | 43 | 57 | 23 | 50 | 218 | 36 | 64 | 28 |
| West Virginia | 50 | 211 | 43 | 57 | 23 | 50 | 218 | 36 | 64 | 28 |
| West Virginia | 50 | 211 | 43 | 57 | 23 | 50 | 218 | 36 | 64 | 28 |
| Wisconsin | 51 | 219 | 36 | 64 | 31 | 49 | 224 | 30 | 70 | 35 |
| Wisconsin | 51 | 219 | 36 | 64 | 31 | 49 | 224 | 30 | 70 | 35 |
| Wisconsin | 51 | 219 | 36 | 64 | 31 | 49 | 224 | 30 | 70 | 35 |
| Wyoming | 51 | 221 | 32 | 68 | 33 | 49 | 226 | 27 | 73 | 36 |
| Wyoming | 51 | 221 | 32 | 68 | 33 | 49 | 226 | 27 | 73 | 36 |
| 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 ¹ | 50 | 222 | 29 | 71 | 31 | 50 | 230 | 21 | 79 | 40 |

¹ 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 | 5 | 228 | 24 | 76 | 38 |
| Delaware | 36 | 214 | 39 | 61 | 18 | 59 | 233 | 19 | 81 | 43 | 1 | † | † | † | † |
| 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 ¹ | # | † | † | † | † | # | † | † | † | † | 100 | 226 | 25 | 75 | 36 |

The estimate rounds to zero.

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

¹ 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 ¹ | 8 | 194 | 65 | 35 | 7 | 92 | 229 | 22 | 78 | 38 |

¹ 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 ¹ | 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.

¹ 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 ¹ | 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 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 |
| 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 ¹ | 10 | 274 | 11 | 89 | 41 | 1 | † | † | † | † |

The estimate rounds to zero.

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

¹ 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 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 |
| 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 ¹ | 51 | 266 | 20 | 80 | 31 | 49 | 276 | 12 | 88 | 44 |

¹ 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 ¹ | # | † | † | † | † | # | † | † | † | † | 100 | 271 | 16 | 84 | 37 |

The estimate rounds to zero.

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

¹ 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 | 18 | 82 | 32 |
| 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 | 9 | 214 | 77 | 23 | 3 | 83 | 275 | 14 | 86 | 43 |
| New Jersey | 17 | 244 | 47 | 53 | 10 | 87 | 274 | 15 | 85 | 42 |
| New Mexico | 13 | 239 | 52 | 48 | 9 | 87 | 274 | 15 | 85 | 42 |
| New York | 11 | 214 | 77 | 23 | 3 | 89 | 256 | 33 | 67 | 21 |
| North Carolina | 9 | 232 | 64 | 36 | 8 | 91 | 269 | 21 | 79 | 36 |
| North Dakota | 9 | 232 | 64 | 36 | 8 | 87 | 264 | 25 | 75 | 30 |
| Ohio | 13 | 221 | 71 | 29 | 5 | 91 | 273 | 13 | 87 | 39 |
| Oklahoma | 9 | 243 | 48 | 52 | 9 | 91 | 273 | 13 | 87 | 39 |
| Oregon | 7 | 231 | 62 | 38 | 7 | 93 | 270 | 19 | 81 | 38 |
| Pennsylvania | 12 | 228 | 65 | 35 | 4 | 88 | 264 | 23 | 77 | 28 |
| Rhode Island | 9 | 224 | 72 | 28 | 5 | 91 | 267 | 22 | 78 | 35 |
| South Carolina | 12 | 228 | 65 | 35 | 6 | 88 | 272 | 17 | 83 | 40 |
| South Dakota | 17 | 230 | 63 | 37 | 6 | 83 | 267 | 22 | 78 | 34 |
| Tennessee | 7 | 224 | 72 | 28 | 4 | 93 | 260 | 30 | 70 | 26 |
| Texas | 8 | 228 | 68 | 32 | 3 | 92 | 272 | 13 | 87 | 38 |
| Utah | 8 | 228 | 68 | 32 | 3 | 95 | 262 | 27 | 73 | 27 |
| Vermont | 5 | 216 | 77 | 23 | 4 | 91 | 262 | 27 | 73 | 28 |
| Virginia | 9 | 223 | 70 | 30 | 5 | 91 | 262 | 27 | 73 | 28 |
| Washington | 8 | 219 | 76 | 24 | 1 | 92 | 265 | 23 | 77 | 32 |
| West Virginia | 15 | 236 | 60 | 40 | 7 | 85 | 275 | 14 | 86 | 43 |
| Wisconsin | 8 | 240 | 53 | 47 | 12 | 92 | 270 | 19 | 81 | 38 |
| Wyoming | 9 | 225 | 67 | 33 | 5 | 91 | 268 | 21 | 79 | 37 |
| Other jurisdictions | 11 | 221 | 73 | 27 | 5 | 89 | 259 | 28 | 72 | 24 |
| District of Columbia | 10 | 230 | 64 | 36 | 6 | 90 | 270 | 19 | 81 | 38 |
| DoDEA ¹ | 12 | 234 | 59 | 41 | 4 | 88 | 273 | 14 | 86 | 40 |
| District of Columbia | 11 | 199 | 91 | 9 | 1 | 89 | 243 | 51 | 49 | 13 |
| DoDEA ¹ | 7 | 236 | 59 | 41 | 6 | 93 | 273 | 13 | 87 | 39 |

¹ 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 ¹ | 3 | † | † | † | † | 97 | 271 | 16 | 84 | 38 | # | † | † | † | † |

The estimate rounds to zero.

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

¹ 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. Details 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.

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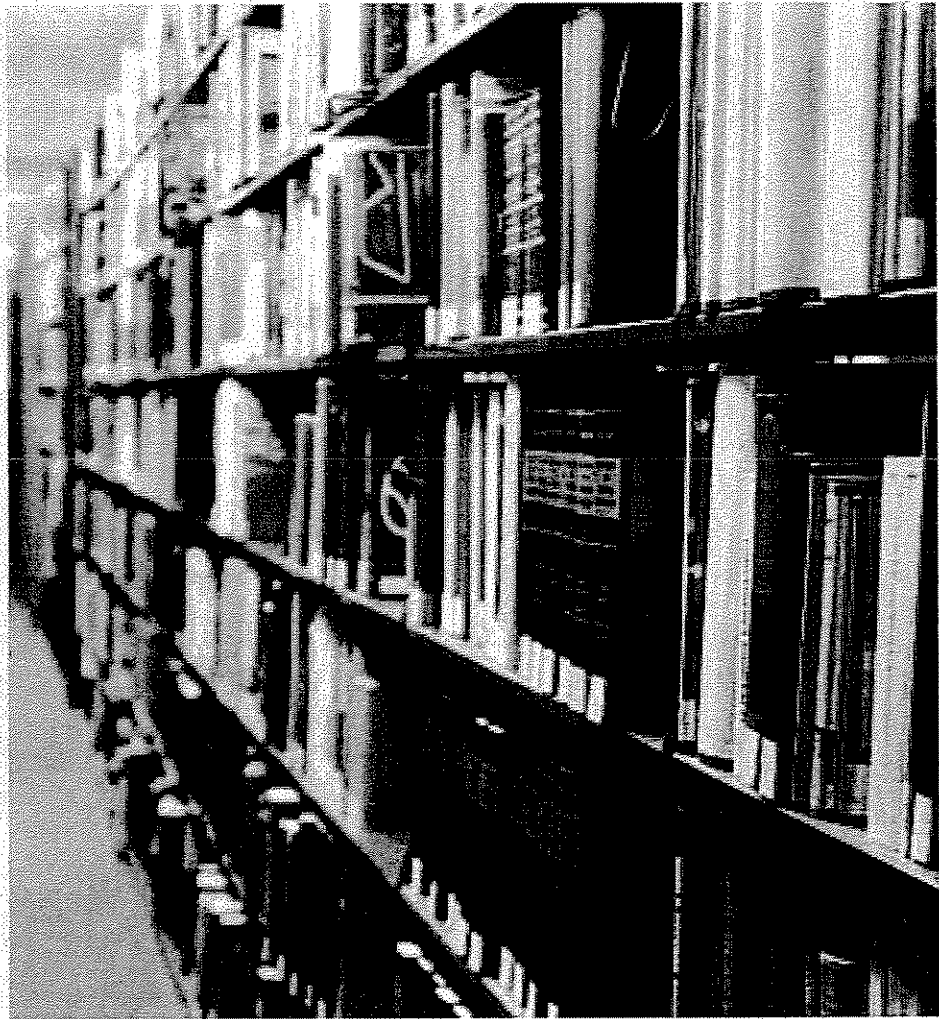
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